



WFCP

World Federation of
Colleges and Polytechnics



WORLD'S BEST PRACTICE GUIDE

In Professional Technical Education and Training

VOLUME 4

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ABOUT WFCP

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

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

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

- 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;
- organization of the bi-annual World Congress to enable knowledge exchange; and,
- positioning of its members on crucial issues such as inclusiveness, expectations of excellence in professional and technical education and training.

To learn more about the WFCP and how to become a member, please visit wfcpc.org.



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INTRODUCTION

The World Federation of Colleges and Polytechnics is thrilled to present the fourth volume of the World's Best Practice Guide in Professional Technical Education and Training (PTET). As in our three previous editions, this fourth volume features award winning institutions, individuals and projects engaged in professional technical education and training from around the world.

PTET'S TIME IS NOW

Around the world Governments are recognizing the need for PTET to help their economic growth post Covid 19. Covid's devastation on humanity stimulated, across the globe, the use of technology in business and learning. It has transformed our world and will continue to do so. It destroyed many businesses but has birthed many new ones.

As educators we work intrinsically with businesses, communities and governments researching, analyzing and creating new opportunities and learning environments for our students so they can shape the world of our future. As educators we are consistently learning and updating everything we do as we strive for excellence, but the term excellence is a relative concept. It is really difficult to measure excellence without a framework to benchmark against.

The majority of education systems rely on laid down standards or performance and outcome measures to frame excellence or benchmark against. Hence, our aim with this world's best practice guide is to share information on our awards of excellence winners so you can learn from them what they did to achieve this highly valued recognition, whilst individually benchmarking yourselves against them.

I also hope it will stimulate you to enter our 2023 awards of excellence, who knows you might be next year's winners, sharing your excellent practice with the thousands of colleges and polytechnics who are part of our amazing network across the world. These colleges and polytechnics operate in most locations across the globe. Many of them have been existence for decades and some of them for centuries, whilst others are new, having been

formed by governments wishing to help build their capability in their economy and offer education opportunity to its citizens.

The purpose of the WFCP awards is to offer its network the chance to learn from the excellence of others, not only in celebrating success and excellence but through leading as an example for others. We also have a range of affinity groups where educators from across the world come together through technology to learn and share with each other. Our affinity groups include the following: applied research; sustainable development goals; construction; global citizenship; teacher professional development; tourism and hospitality; strategic leadership and indigenous education. If you would like to join any of these groups, please contact the secretariat who will connect you with the lead for the affinity group.

There was great interest in the 2022 Awards, with nominations from across the world, including Australia, Brazil, Canada, China, Kenya, Spain, the United Kingdom, and the United States. We are witnessing an increasing interest, as seen by the yearly increase in applications for these prestigious awards.

The 2022 submissions demonstrated the innovation, dedication, and spirit of the individuals and organisations in the professional technical education and training sector. We are sharing the success stories from the award winners in this guide so others can learn from their innovative approaches to embrace new ways for responding to the ongoing challenges our countries and the world face.

AWARD CATEGORIES

Applied Research and Innovation Award recognizes an institution or institutional association that has demonstrated excellence in addressing real-world challenges through applied research.

Construction Award recognizes an institution/organization that has demonstrated excellence in the development and delivery of modern construction practices that ensure effective and efficient future focused construction project delivery which considers the future sustainability ambitions and needs of this sector.

Cyber and Data Security and Social Engineering Award recognizes an institution/organization that has demonstrated excellence in the innovative application and use of technology, training/development and developed personal practice to protect systems, data and individuals from the increasing global threat posed by professional and criminal cyber security attacks.

Global Citizenship Award recognizes an institution or institutional association that has demonstrated its commitment to providing the best experiences and exemplary strategies and tools to prepare students for global citizenship.

Indigenous Education Award recognizes an institution or institutional association that has demonstrated its commitment to Indigenous learners and communities and to advocacy priorities and positions related to Indigenous education and skills development.

Strategic Leadership Award recognizes an institution or institutional association that has demonstrated excellence in leading professional and technical education and training.

Sustainable Development Goals Award recognizes an institution or institutional association

that has demonstrated excellence in advancing environmental sustainability through knowledge, tools, practices, and technologies.

Teacher Professional Development Award recognizes an institution or institutional association that has demonstrated excellence in teacher professional development.

Leadership in Diversity and Inclusion Award seeks to recognize a WFCP leader who has exhibited an outstanding commitment to equity, diversity and inclusion and has demonstrated exemplary contributions to developing a diverse and welcoming culture where everyone can thrive.

Lifetime Achievement Award celebrates a leader of a WFCP member organization (membership body or institution) who has dedicated many years (8 or more) to serving the technical, vocational, and professional education sector. It will be given to the individual who, in the opinion of the judging panel, deserves to be honored for his or her contribution to TVET in honor of service and contribution to the college and institute system nationally and internationally.

Outstanding Educator Award seeks to reward the individual whose passion, knowledge and skills have inspired student's success and who has made a major contribution to educational life within an institution. It is open to anyone working as an educator in a WFCP member institution. Only one member of staff can be nominated from any one institution.

Student Achievement Award is open for nomination by all WFCP members and recognizes outstanding individual achievements or contributions that have an internal impact on their institution and on their community.



APPLIED RESEARCH & INNOVATION



GOLD WINNER: APPLIED RESEARCH AND INNOVATION AWARD

NAME OF RECIPIENT: Southern Alberta Institute of Technology (SAIT Polytechnic)

PROJECT NAME: Applied Research and Innovation Services (ARIS)

COUNTRY: Canada

INTRODUCTION

Established in 2003 by Southern Alberta Institute of Technology (SAIT), Applied Research and Innovation Services (ARIS) is Canada's leading applied research polytechnic college campus-based lab. ARIS develops new or improved technologies in response to the innovation needs of industry in Canada and internationally. This multi-site facility includes unique engineering- and industrial-scale test sites, and supports the integration of energy, infrastructure, and the environment innovation. ARIS' facilities are accessed by 700+ users annually from all sectors seeking to address Canada's greatest energy, environmental, and infrastructure challenges due to climate change and variable access to stable energy nation-wide.

AWARD-WINNING PROJECT/ PROGRAM/INSTITUTION

Canada and the world need intellectual trailblazers and cutting-edge infrastructure to support the path to post-pandemic economic recovery and the global imperative to significantly reduce our collective carbon footprint to meet the 2-degree challenge set out by the United Nations' Framework Convention on Climate Change (UNFCCC). The Southern Alberta Institute of Technology (SAIT)'s Applied Research and Innovation Services (ARIS) is an exemplary trailblazer as Canada's leading applied research polytechnic college campus-based lab focused on energy and environmental technology transformation. ARIS measures scientific excellence through the metrics of user engagement.

On a yearly average, the impact factor of ARIS's engagement is CAD\$7M+ in research funding, 200+ industry partnerships, 300 prototypes created, and 950 students involved in industry-related projects and research. Science and technology outreach to researchers and students during the pandemic include the Science Chase virtual event, with 369 users from 425 cities and 45 countries, with media coverage of 17 million. User outcomes address federal priorities of climate resiliency, clean energy transition, water access, utility-scale sustainable infrastructure, and GHG reduction – to empower Canada's innovators working towards national 2050 emission reduction targets and to develop net-zero, resilient local, remote, northern, and Indigenous communities.

As a whole, ARIS is a world-class 46,500 m² research facility with more than CAD\$400 million in infrastructure including six nationally-unique, synergistic hives of activity spread across two

main locations in Alberta: SAIT and the University of Calgary (UofC). ARIS distinguishes itself by supporting development of technologies on the backbone of SAIT's full-scale campus operations. Basic and applied research undertaken at ARIS accelerate discovery and product development, with a niche function of propelling conceptual projects to higher technology readiness levels for rapid commercialization.

ARIS facilities and scientific expertise provide an invaluable role in the innovation ecosystem. Its nimble and modular approach, broad accessibility (by academia, government, and industry), and relevance to high-GDP contributing sectors (energy, transportation, aerospace, advanced manufacturing, and infrastructure), serve as an indispensable engine for economic development and job creation.

RESULTS AND ACCOMPLISHMENTS

In an average year, ARIS' impact factor metrics are: CAD\$7M+ in research funding, 200+ industry partnerships, 300 prototypes created, and 950 students involved in industry-related projects and research in 45 countries around the world. As a whole, ARIS is a world-class 46,500 m² research facility with more than CAD\$400 million in infrastructure, including six nationally-unique, synergistic labs located at SAIT and the University of Calgary. During 2020-21, several ARIS innovation projects supporting diversification, job creation, sustainability and pandemic recovery targeted Alberta's and Canada's Recovery Plans:

1. Centre for Innovation and Research in Advanced Manufacturing and Materials (CIRAMM): With funding from the Alberta College and Community Innovation

program - Innovation Enhancement grant, ARIS established CIRAMM. The grant provides an estimated \$2 million over five years to increase research capacity and collaboration with industry. CIRAMM will provide local businesses with a new resource to explore additive manufacturing and evaluate new materials, including alloys and composites. CIRAMM is a partner in the Alberta Additive Manufacturing Network.

2. Once-Through Steam Generation: With support from the Natural Sciences and Engineering Research Council of Canada (NSERC), Canada's Oil Sands Innovation Alliance (COSIA), Canada Foundation for Innovation (CFI), the Government of Alberta, and Alberta Innovates, CERCUTS opened a new, once-through steam generation (OTSG) lab at the University of Calgary Research Park. The lab is part of a CAD\$2 million research collaboration between the Universities of Calgary and Alberta, and SAIT's ARIS, and is focused on finding improved energy and environmental solutions to one of the oil sands industry's most common operational problems: erosion and corrosion in OTSGs.

INTERNATIONAL VALUE

ARIS' work has garnered international attention through the achievement record and credibility of its ~100 high-calibre scientists and technical specialists. The user community of

highly qualified personnel (HQP) includes consultants and career professionals from the fields of engineering, procurement, and contracting management who receive professional development training and hands-on experience unavailable anywhere else in the world. ARIS' user community spans most provinces and territories in Canada, and around the world.

With over 700 users per year from academia, industry, and the public sector, and a forecasted annual access growth rate of 10% post-pandemic, ARIS' typical annual community comprises 70% onsite users at SAIT and University of Calgary (UofC) locations and 30% remote and data users, including international. Users and user interactions include, but are not limited to, scientists and engineers from start-ups and SMEs, e.g. Tech Access Canada's 60 technology access centres; nine international energy corporations, e.g. ExxonMobil, ConocoPhillips (Oklahoma and Global Research Centre in New York), ATCO, and Suncor Energy; large multi-national construction and infrastructure companies, e.g., Lockheed Martin, Stantec, Ellis Don, and GE; Indigenous communities, e.g., Luminary, Frog Lake First Nation, Lubicon First Nation, Kitikmeot Heritage Society, Keepers of the Circle, and Stoney Nakoda First Nation; and governments (municipal, federal, international, e.g., the Fraunhofer Institute and National Aeronautics and Space Administration (NASA)).





SILVER WINNER: APPLIED RESEARCH AND INNOVATION AWARD

NAME OF RECIPIENT: British Columbia Institute of Technology

PROJECT NAME: N/A

COUNTRY: Canada

Since 1964, the British Columbia Institute of Technology (BCIT) has taught and trained experts, professionals, and innovators who shape our economy—across BC and around the world. We are proud to deliver an education that goes beyond textbooks and classrooms. Our students gain the technical skills, real-world experience, and problem-solving ability needed to embrace complexity and lead innovation in a rapidly changing workforce.

BCIT delivers programs and courses to nearly 50,000 students through our six Schools. We offer practical career credentials designed for the workplace, from diplomas and certificates to bachelor's and master's degrees. Our schools cover subjects as diverse as applied and natural sciences, business and media, computing and IT, engineering, health sciences and trades.

AWARD-WINNING PROJECT/ PROGRAM/INSTITUTION

Over the past 30 years, research at BCIT has contributed to over \$60 million in additional infrastructure that is available for use by faculty, students, and industry. Across the Institute, we have been awarded over \$40 million in discretionary funding from granting agencies and corporate sponsors. Our leadership in technological inquiry has led to unreserved recognition by Canada's federal funding agencies. Our world class, award-winning research centres—such as the Centre for Applied Research and Innovation (CARI), Centre for Internet of Things, Spartan Controls Centre for Energy Education and Research, the Building Science Centre of Excellence, the Emission Reduction and Research Test Hub (ERRTH), and others—have raised BCIT's profile worldwide.

The has been a hub of interdisciplinary research projects for business and industry for nearly 30 years. CARI is the home of three dedicated BCIT research groups and state-of-the-art labs. MAKE+ is an interdisciplinary research group focused on product development, applied research, and education. The Natural Health and Food Products Research Group (NRG) concentrates on issues related to natural health and food product quality, process improvement, and human health. The Smart Microgrid Applied Research Team (SMART) converges expertise in the information technology, communications engineering, and energy management fields to develop prototypes and solutions for complex applied research problems.



Dr. Jaimie Borisoff, former Canada Research Chair in Rehabilitation Engineering Design, researches how better technology can improve mobility and quality of life for people with disabilities. Dr. Borisoff is also Research Director of MAKE+ at BCIT, an Adjunct Professor in both the department of Occupational Science & Occupational Therapy and Biomedical Engineering Program at the University of British Columbia, and a Principal Investigator at ICORD.

Dr. Paula Brown, Canada Research Chair in Phytoanalytics, investigates a wide range of chemicals produced by plants, how they are synthesized, regulated, and allocated within plant tissue, their extractability and activity, and their role in plant and human health. Dr. Brown is also the Director of the BCIT Natural Health and Food Product Research Group.

Dr. Brown has been recognized with prominent awards such as 2021 American Botanical Council (ABC) Norman R. Farnsworth Excellence in Botanical Research; 2020 Thieme Award Planta Medica Most Innovative Original Paper; 2019 American Society

of Pharmacognosy Waters Award for Innovations in Natural Product Research.

Dr. Fitsum Tariku, former Canada Research Chair in Whole-Building Performance has built a building science research program which ranges from materials and building envelope systems through to whole-building performance analysis and includes BCIT's first two Master's degree programs. As the Director of the Building Science Centre of Excellence, Dr. Tariku mentors students and works to build comprehensive building optimization and decision-making tools that integrate whole-building simulation, risk assessment, and cost-benefit analysis.

RESULTS AND ACCOMPLISHMENTS

Faculty championed research encompasses an array of subjects far beyond our well-known signature projects and equally demonstrates this excellence. The activity may be part of an industry-sponsored project, a faculty member's desire to stay current in their field, or as part of a course load supporting student projects. It is enabled through institutional and school-specific research funds, professional development leave, federal and provincial government grants, as well as industry, not-for profit organizations, and even international sources. Invaluable to our industry partners and our learners' educational experience, it is a key trajectory and opportunity for growth at BCIT.

The same commitment to relevance and excellence underpins applied research that is carried out by our students. Whether student practicums, engineering capstone projects, business directed studies, or Industry Sponsored Student Projects (ISSP)—each provides direct benefits to corporate partners



by delivering solutions in response to industry problems and rounding off the skill sets of their future employees.

Applied research across the Institute already contributes significantly to the BCIT brand, our reputation, and internal operations. In fact, applied research is one of our main pathways for both inbound and outbound dissemination of knowledge. With our numerous publications, books, conference presentations, and industry workshops, BCIT is well represented to the outside world. Accolades and recognition arise not only from the research community, but also from our partners in business and government. When called upon during times of crisis, such as the COVID-19 pandemic, BCIT rose to the challenge, furnishing pragmatic and expert advice.



INTERNATIONAL VALUE

Our excellence in applied research, applied problem-solving, and applied education is well known. Building on a solid foundation, we aim to facilitate and bolster faculty and student research, and to use our campuses as living labs. For more than a decade, students from around the world have come to BCIT to learn from researchers, helping to fulfill the Institute's vision of increasing its global impact.

It is tempting to quantify the impact of the Institute's research activities in terms of money and infrastructure but there is also the intangible value of showcasing BCIT to the world.

We collaborate with many large universities, international corporations, and global agencies. Research often functions as the first point of contact with prospective partners and the first place for implementation and exchange. To illustrate this, our media stories in 2020 gained views from around the world via local, national, and international print, television, and social media platforms. Research at BCIT accounts for a significant

portion of our news and presence at external events such as the BCTECH Summit and the EcoCity World Summit. Conveying our cutting-edge image ultimately attracts new students, faculty, and external partners to the Institute.

WORDS OF WISDOM

The Institute's investment in research is a key factor in delineating and emphasizing BCIT's unique place in the post-secondary landscape. Over the last two decades, we have reached out to our internal and external communities in a variety of forums to ensure our research stays focused on our mandate and goals. From the BCIT Task Group on Research (2008) and the Faculty and Staff Association's Research Forum (2009) emerged our matrix

of School and Institute Research Committees (2011). They were formed to provide support for research and to ensure uninterrupted feedback from the community.

In continuation of that process, in late 2020 we consulted the BCIT community via a Thought Exchange online forum. For those with a further interest in research, we will be hosting an ongoing series of townhalls and other avenues to solicit ongoing feedback. The 2021–2025 Applied Research Plan that emerged from thorough community consultation sets the direction for research and innovation at BCIT and encourages future initiatives that will keep BCIT current and at the forefront of an ever-evolving educational and economic landscape.

NEXT STEPS

The BCIT mission statement recognizes that the role we play in research and technology transfer goes beyond the simple conveyance of declarative knowledge in the classroom. It also involves sharing our technical expertise and living labs with industry in collaborative projects. This helps BC remain competitive in a global marketplace and create new job opportunities at home.

Applied research is one of the prime conduits for faculty, staff, and students to interact with industry. Capstone, directed studies, and industry-sponsored student projects foster hands-on innovation skills among our students—but more can be done for faculty to benefit from that connection. Today, BCIT facilitates technology transfer through innovation, industrial assistance, and commercially contracted research services to faculty and industry. Our goal is for BCIT to become the first choice for industry to collaborate in finding solutions for practical challenges. The Institute will also continue to be an innovative and flexible advanced technology hub, actively fostering the entrepreneurial activity within BC.



BRONZE WINNER: APPLIED RESEARCH AND INNOVATION AWARD

NAME OF RECIPIENT: Lambton College

PROJECT NAME: N/A

COUNTRY: Canada

INTRODUCTION

Lambton College of Applied Arts and Technology is a public, non-profit college in Ontario, Canada. For over 50 years, Lambton has been a leader in educational programming, experiential learning, and applied research. Lambton College offers an exceptional roster of diploma, certificate, degree, and micro-credential programs to a diverse population of more than 13,000 students across three campuses in Sarnia and two partner campuses in the Greater Toronto Area. Lambton College's Research & Innovation (R&I) department is a driver of economic development and diversification in the community and has a strong roster of research partners locally, provincially, nationally, and internationally.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

Lambton's R&I department provides a collaboration platform for partners including industrial, business, government, not for profit and academic. Its overarching goal is to drive economic, environmental, and social impact through applied research that seeks solutions to real world problems, providing direct impact and benefit to partners. Lambton is nationally renowned for its applied research.

In 2019 Lambton College completed construction on two facilities to support research including the Centre of Excellence in Energy & Bio-Industrial Technology, a 34,000sq. ft., \$14.2M upgrade to centralize all labs and facilities, and the NOVA Chemicals Health & Research Centre, a new \$30M facility that provides space for researchers and administrators.

With applied research, Lambton College has been able to prioritize the economic growth of its surrounding community and region. To address research and development gaps in the community, and to support the growth of new industries and sectors regionally and beyond, Lambton's R&I department has established six research centres: Materials, Energy, Water, IT, Manufacturing and Biotechnology, with the latter two being Technology Access Centres. Lambton has also established four research groups: Nanotechnology and Electrochemical



Engineering, Social Science and Health, Natural Health Products, Instrumentation, Control and Automation, and Food and Beverage.

To attract new companies, investments and jobs to the region, Lambton has developed the Innovation Bridge, a partnership between the College and regional incubators, accelerators, and business organizations to support companies lacking their own research and development resources. Lambton has also established the Civic Lab platform, formalizing partnerships with two local governments to increase the number of collaborative projects undertaken.

Lambton supports the commercialization of new products, services, and process developments through the completion of technical services, applied research projects, and collaborative training. Results are monitored through performance metrics internal to the college and the external economic impacts resulting from the industrial partner implementing project results. Over the last five years Lambton College has worked with 966 partners on 940 projects.



This has resulted in the development of 408 new processes/technologies, the optimization of 396 new processes/technologies, 18 new patents and 201 commercialized products.

Lambton believes that engaging students in applied research activities provides the best platform to reinforce their education and enhance their employability. More than 90% of the College's research students have gained employment in their related fields, with many hired by their project partners. More than 290 recent grads have been hired by Lambton's R&I department in the last five years.

RESULTS AND ACCOMPLISHMENTS

In the last five years, Lambton College has earned in excess of \$57.7 million in research revenue. R&I employed 265 support staff in the last fiscal year, and since 2007 has hired over 1300 student researchers.

Lambton College and R&I have been instrumental in facing the challenge of diversifying the local Sarnia-Lambton economy, which has been traditionally dominated by the chemical industrial sector. These efforts have resulted in the development of several different diversification clusters, including the Bio-Hybrid Chemistry Cluster, and the Sustainable Energy Cluster.

Since its inception, the Bio-Hybrid Chemistry Cluster has created over 3,000 jobs, leveraged over \$250M in investment for its

early-stage technology companies (and received \$350M of follow-on investment), and reduced Green House Gas emissions by 0.5 MT CO₂e/year. The Sarnia-Lambton Sustainable Energy Cluster has seen several energy companies move forward with plans to test their technology and build pilot and manufacturing plants with significant capital investments, including one of the largest solar projects in North America and two large wind energy projects with more than 500 wind turbines.

In addition, Lambton recently launched DevShop to draw Information Technology projects to Sarnia-Lambton by providing industry connections to researchers and students in the IT sector. Since March 2021, the College has attracted more than \$460,000 of international investment to Sarnia-Lambton.

INTERNATIONAL VALUE

Lambton is a recognized leader in Canada for the establishment of successful research operations and has developed platforms to share its expertise. This includes a six-pillar model on how to build an effective research portfolio that has been utilized within provincial and national agencies and presented at national conferences, and Research 101, a 13-part training series for research administrators, researchers, and students.

In 2019, Lambton College established a new research and innovation operating model based on the Garden/Farm analogy that enables R&I (garden) to develop, test and evaluate new

technologies, ideas, and processes, then move the product or operation philosophy to the college (farm). This operation model has been presented nationally and internationally. Lambton has further extended its international reach with the creation of e-bits, free online mini-courses that provide a risk-free opportunity to try online learning. Since 2020, e-bits have garnered more than 15,000 registrations from 30+ countries.

WORDS OF WISDOM

Applied research is a multi-faceted initiative that provides benefits to students through access to experiential learning, economic and social development for the community, access to innovation resources for industry, and an opportunity for a college to differentiate itself. As such, applied research must be looked at from a comprehensive lens. To build a successful applied research platform, a vision must be established that includes what the college plans to achieve and support. To achieve this vision, the college must develop a strategy that includes the college's current research capacity, new research areas to be developed, infrastructure and resource addition, and a plan to get there.

It is imperative that senior leadership at the college understand and recognize the benefits of applied research and support the department by initially providing space, personnel, and infrastructure. Applied research should be built into the College's strategic priorities to sustain and grow the platform.

NEXT STEPS

Lambton College's Research & Innovation is developing a vision of sustainability and growth for the future that includes continuous evaluation of the department's operation model and infrastructure. With a growth mindset, R&I looking to increase applied research and economic impact across Canada by developing networks with other academic institutions and developing international collaborations with industry and academics across the world.

In addition, Lambton is working closely with its academic departments to embed more research into the classroom, providing all students with experiential learning opportunities. Research & Innovation is strongly committed to ensuring representation of the diverse community, region, and world in which we operate.

Priority action items have been developed to embed Indigeneity, inclusion, diversity, equity, and accessibility considerations and practices throughout the research process. These strategies will undoubtedly strengthen Lambton's research excellence.





HONORABLE MENTION: APPLIED RESEARCH AND INNOVATION AWARD

NAME OF RECIPIENT: DUOC UC Professional Institute Foundation

PROJECT NAME: Rehabilitation device for stroke-injured patients developed with POMO company

COUNTRY: Chile

INTRODUCTION

In 1968, a group of students from the Pontificia Universidad Católica de Chile created DUOC in order to extend the reach of its educational mission to sectors of society that had limited access to post-secondary education. Over the years, DUOC has established itself as a Professional Institute of Vocational and Educational Training (FP); and in 2020, DUOC reached more than 105,000 students, representing 21.5% of the students enrolled in undergraduate careers in FP institutions within the Chilean Higher Education System.

Our mission is “to form people, focused on technical and professional training, with a solid ethical formation inspired by Christian values, capable of contributing significantly to the labor market and committed to the development of society”, while our vision is “to be the most recognized Vocational and Educational Training institution for the relevance of its disciplinary, human and ethical formation, inspired by our Catholic identity”. DUOC has 9 Schools, among which are: Business and Administration, Communication, Construction, Design, Gastronomy, Information Technology and Telecommunications, Engineering and Natural Resources, Tourism and Hospitality and Health.

DUOC has years of experience and is a national reference in vocational training. Since its beginnings, it has promoted new ways of approaching educational and professional training for higher education. It has an Office of Applied Research and Innovation, which seeks to create, develop and expand the ecosystem of research, innovation and transfer at DUOC, systematically reaching students, alumni, teachers and professionals, always seeking to add value to our educational offerings and to the private and public sector.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

The project addresses the hand impairment caused by stroke, which is one of the leading causes of disability worldwide. 8 out of 10 survivors present hemiparesis which is the weakness or inability to move one side of the body. About 8 million people each year presents problems to do basic living activities like dressing, walking or eating. Specifically, we are working to help people recover their hand motor control to regain a quality and self-sufficient life.

To do so the students are developing and improving a robotic device that applies external forces to generate flexion and extension of the fingers of the impaired hand. The device is based on mirror therapy and passive movements. In mirror therapy, a mirror is placed perpendicular to the patient thorso, the unable hand is hidden behind the mirror. The patient move the unaffected hand, tricking the brain and activating mirror neurons that learn by observing. Passive movements are external forces that flex and extend a joint, usually applied by a rehabilitation professional. Passive movements stretch the muscles, drain liquid and keep the joints lubricated, avoiding further problems cause for the lack of movement.

The device senses the movement of the able hand, placing a glove with one flex sensor for each finger. This signal is transmitted to a central electromechanical unit, where the information is processed and the movements are made. The movements are transferred to the hand by sensors that simulate tendons. These sensors are connected to a replicator system similar based in a glove. The device allows a patient with no hand control to make fine motor skills such as grasping and pinching objects. Applying both therapies at the same time.

Some of the main barriers are the different hand sizes in the target users and all the possible combinations of length, width and thickness. This is challenging because the fabric “glove” needs to fit tight to transmit the movements in the best possible way. Another barrier is to fit a regular globe to a patient that has no control over the hand and the hand tends to be closed. Also, a challenge was to provide thumb opposition and flexion with one actuator. Finally, reducing the scope of patients to treat inside the stroke survivor universe. This was challenging in a technical and emotional way.

The success criteria were defined according to each barrier. First, the team considers success if the device worked properly regardless of the patient hand size. Second, if one person could do the donning (Placing) of the glove to the patient in under 5 minutes the design would pass the test. Third, we observed if the patient could execute fine motor skills to grasp and pinch objects. Finally, the selection criteria of patients was a mix of time of donning, movements that the device could generate on the fingers and ability of the patient to understand the use of the device.

RESULTS AND ACCOMPLISHMENTS

From the Direction of Applied Research and Innovation (DIAI), we have generated different mechanisms for the presentation of projects to encourage the participation of our academic community. That is why we annually launch calls for Applied Research and Innovation competitions with internal funding and that aim to develop and strengthen internal capabilities within the institution, to transfer, adapt and disseminate knowledge, under two approaches:

- Addressing the resolution of a specific problem that meets a need of the productive sectors.
- Address an opportunity for the generation of a new or significantly improved product, service or process.

In the case of the development of the rehabilitation device for patients with injuries resulting from stroke and developed with the company POMO, the recognized objectives of the project are associated with innovation. Particularly to achieve a product that can reach a large percentage of patients affected by this clinical condition, due to the low cost of the device. The benefit for the institution is of high impact, because it makes visible a pathology that is on the increase and makes known prevention and self-care measures. Academically, it links Design students and professors to extra-disciplinary experiences with the world of health and rehabilitation, with a clear social focus, which increases their chances of finding employment.

INTERNATIONAL VALUE

The alarming increase in the number of patients requiring timely and frequent rehabilitation has increased in recent years. Smoking and the high stress that has been generated in the pandemic years has had an impact on the increase of stroke cases worldwide. A few years ago it was a disease that was more prevalent in third world countries and in adults over 50 years of age. Today that has changed, we have had prototype users as young as 23 years old. In view of the above, we can

conclude that the methodology designed has transfer potential.

WORDS OF WISDOM

That higher education institutions have an active link with the environment, responding from knowledge to the needs of the productive and social sector. For this, it is of utmost importance that institutions have a governance and unit responsible for systematizing, promoting, financing and training teachers and students in Applied Research, Innovation, intellectual property, transfer, among others. In the case of Duoc UC, the Direction of Applied Research and Innovation has laid the foundations so that every day progress is made in incorporating the Higher Technical and Professional Education in the R+D+i ecosystem. Internal calls that are linked to the industry.

NEXT STEPS

The next steps for this instrument are to be able to solve and adapt the production to the size that the device has to have according to the patient's body. Since the sensors of the device that is positioned in the hand, require a perfect fit on the patient's tendons to be able to transmit to the affected hand the information of the movement to be repeated. Also the technical and productive feasibility of the device for commercial purposes is a step that we must take. In order to have a real cost of production and profits. From the lessons learned, the team will look for new applications of the developed methodology.

The students who participated in the project have better access and are better positioned to look for their first job. In this case, some were hired by the company Pomo to continue the research.



CONSTRUCTION



GOLD WINNER: CONSTRUCTION AWARD

NAME OF RECIPIENT: Beijing College of Finance and Commerce

PROJECT NAME: Workplace Classroom Project--Collaborative Pathways to Sustainable Construction Education

COUNTRY: China



INTRODUCTION

Beijing College of Finance and Commerce (BCFC), established in 1958, is a public higher TVET institution located in Beijing. BCFC is a pilot institution selected by China's Ministry of Education for building high-level vocational colleges and programs with Chinese characteristics. Focusing on the integration of industry and education, cooperation between school and enterprise, BCFC has established enterprise-named business schools or enterprise classrooms with well-known enterprises in Beijing and China. We jointly develop work-based content for courses, building a dual system for the provision of vocational education, developing the mode of 'zero distance connection' between practical training and job requirements.

AWARD-WINNING PROJECT

The Workplace Classroom Project is an innovative partnership created by Beijing College of Finance and Commerce (BCFC), China Interior Decoration Association (CIDA) and a group of enterprises led by the association. The project aims to develop students' professional competencies by setting up 'workplace classroom' for core modules of Interior Design Program offered by BCFC. It's part of the program focusing on practical learning developed and delivered by relevant partners.

China's construction sector is shifting from traditional construction methods, materials, and technologies to modern construction methods, eco-friendly materials, and digital technologies. Therefore, the skills required for jobs in construction field also need upgrading. BCFC full-time students rarely have industrial experiences before they enroll the program. It is a tough task to deliver current technical skills to students in traditional classroom at campus. The project aims to cultivate resourceful, highly skilled, and creative students in a way of learning by doing in the field of modern construction.

Three parties of school, association, enterprise take advantage of their respective strengths in the implementation of the project. BCFC established a supervision and evaluation mechanism to ensure the standards for teaching and learning at enterprise classrooms. The association introduces the industrial criteria and job requirements in development of the curriculum, helps BCFC select partner enterprises and recommends workplaces for the project according to the training needs. The enterprises assign mentors for delivering work-related content within their institutions according to the module specifications.

Specifically, BCFC send full-time teachers to follow up the enterprise classroom project, review and evaluate the performance of construction project delivery. School teachers usually give quick feedback to the association coordinators and enterprise mentors. The three parties meet regularly to discuss the learning outcomes and the possibilities for improvement. If necessary, the association may adjust participating enterprises according to their performance and students' or teachers' comments.

With the enterprise classrooms, students develop their high-order skills, such as applying the knowledge and understanding, analyzing customers' requirements, creating designs, evaluating advantages or disadvantages of different solutions and building things. Exposed to very comprehensive working environment, students develop their cognitive ability and practical skills at the enterprise classroom.

生活与公共空间设计



Taking active roles in the enterprise classroom, the three parties worked together to develop work-based content, to deliver the module in the context of business, to develop students higher-order skills, and to evaluate students' learning outcomes from perspective of external experts in the trade.

RESULTS AND ACCOMPLISHMENTS

The project aims to develop students' professional competencies, and to cultivate resourceful, highly skilled, and creative students in the working environment of modern construction. Upon several years of trial and improvement, the project:

- Has paved a better development pathway for graduates. With the workplace classroom, students may obtain advanced knowledge, high-order skills, sustainable design concepts, and practical capabilities.
- Has contributed to recruitment of more students for the college. Evidence showed that direct access to higher education, higher employment rate and better

employment opportunities for graduates have increased the attractiveness of the program, therefore resulting in more applicants for the program.

- Has paved an effective pathway for school teachers to develop their professional capabilities. The mode of learning and assessment enable school teachers to renew their professional knowledge, technical skills, and sustainable development goals for modern construction.
- Has promoted the research on development and delivery of modern construction practices that ensure effective and efficient construction project delivery.
- Has motivated enterprises to take more active part in vocational education and training especially when they found it easier to recruit more qualified employees upon completion of the enterprise classrooms.
- Has increased the influence of the college. At the Conference of National Interior Design Industry and Forum, BCFC shared this project with more than 350 colleges, universities, and enterprises. They showed great interest to the project. Some of them visited BCFC for details of the project and some companies express their willing to join the project as partners.

INTERNATIONAL VALUE

The project helps TVET colleges establish and maintain close links with industries to ensure that vocational education keeps pace with the industrial transforming demands and produces job-ready graduates. The tripartite partnership of college, association and enterprises can be a reference point for international colleges to deliver practical learning in applied education, especially for higher applied education institutions worldwide.

The tripartite partnership creates an effective mechanism for developing work-based content for practical learning. In such a way, the latest construction technologies, materials, modern construction methods and sustainable design concepts are included in the curriculum to reflect the new requirements of the industrial transformation.

The workplace classroom creates a new way for colleges to deliver practical learning for full time students without prior working experience in the field of construction. The students can capture a real-world picture for construction practice.



WORDS OF WISDOM

While the project brings very positive outcomes, the participants may need to overcome some challenges. The first challenge is to find an appropriate partner from the group of enterprises, which is willing and able to cooperate with school and provide training to the students. The second challenge is how to ensure the workplace classrooms provide advanced skills, technologies, modern construction methods, and sustainable design concepts. The last challenge lies in how to collaborate with enterprises to ensure the expected learning outcomes.

Workplace classroom calls for higher input of initiative and autonomy. Implementing the project is a time-consuming and energy-consuming process. All the participants should keep high initiative and autonomous during the work process. Students not only listen to the tutor, observe their demonstration, but also design their own blueprint, choose equipment, tools, materials, and methods to make things up. They need to work independently or with teammates.

NEXT STEPS

Include high-tech companies with awareness of environment friendliness and sustainable development. In order to meet the industry requirements for advanced technologies, modern environment-friendly materials, methodologies and

sustainable design philosophy, more modern enterprises need to be included in the project to support workplace-based learning and assessment so that students can keep up with the industrial trends.

Identify new approaches to incorporate theoretical and procedural knowledge into practical skills at the workplace. It is essential to prepare students with sufficient theoretical knowledge of the area of study and work before they engage into the workplace activities or projects. Online delivery of classes and virtual meetings could be applied during the COVID-19 pandemic.

Develop assessment strategies appropriate to measure problem-solving skill and critical thinking skills. A scientific approach is needed to ensure that higher-order cognitive skills are developed and assessed in employment context in alignment with qualification requirements at diploma level.



SILVER WINNER: CONSTRUCTION AWARD

NAME OF RECIPIENT: TAFE Queensland

PROJECT NAME: TAFE Queensland's Robina Campus: Embedding sustainability in a campus building, fit out, procurement, curriculum, operations and culture.

COUNTRY: Australia

INTRODUCTION

TAFE Queensland is one of the largest and most experienced providers of vocational education and training in Australia, with a history of serving Queensland communities for over 140 years. Each year TAFE Queensland enrolls over 120,000 students across a network of over 60 campuses, in workplaces, online and offshore. TAFE Queensland offers courses from foundation skills and entry level qualifications to higher education degrees across more than 500 programs. The unique structure and statewide delivery model assists the diverse needs of students, from a wide range of socio-economic and cultural backgrounds, and in regional and remote locations.



IMAGE: TAFE QUEENSLAND ROBINA CAMPUS EXTERIOR



IMAGE: TAFE QUEENSLAND ROBINA CAMPUS, GROUND FLOOR

AWARD-WINNING PROJECT/PROGRAM/ INSTITUTION

The TAFE Queensland Robina campus in the Gold Coast is the first vocational education and training (VET) campus in Australia designed from the ground up to be sustainable in building, fit out, procurement, curriculum, operations and culture. The development and construction of the building has provided a solid foundation for the ongoing environmental, economic, and social sustainability of this campus by creating a greener, healthier and more productive learning and teaching environment. Robina Campus will act as TAFE Queensland's flagship for demonstrating their commitment to social and environmental sustainability.

Our ambition is to become Australia's most sustainable vocational training provider. The TAFE Queensland Social and Environmental Sustainability Action Plan 2020-2024 and the TAFE Queensland Robina Campus Sustainability Charter

guides our work with a focus on empowering our students to be better global citizens.

The 17 UN Sustainability Development Goals (SDGs) provide the framework for our commitment with a specific focus on SDG 3: Good Health and Wellbeing, SDG 4: Education, SDG 5: Gender Equality, SDG 8: Decent Work and Economic Growth, SDG 12: Responsible Consumption and Production, and SDG 13: Climate Change.

Robina Campus aims to empower all students and staff to change habits, make choices and better care for the planet. We also work hand in hand with our clients, industry partners, suppliers, producers, all levels of government, and our colleagues across TAFE Queensland to meet our goals. We collaborate on a range of sustainability projects and invite the community and industry partners to join us at the campus for educational and information sessions. We have a calendar of events that local schools, industry and community organisations partner with us to deliver.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

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Modern design and construction practices have been used throughout to meet sustainability ambitions and reduce greenhouse emissions including:

- Designing the base building cold shell to the standard of a National Australian Built Environment Rating System (NABERS) 5-star.
- 250 solar panels providing renewable energy for the campus.

- Use of recycled materials and ecological finishes
- Advanced technology: sensor activated lighting and LED task lighting
- Maximising use of performance solar glass
- Rainwater harvesting tank feeding an automated irrigation system
- Learning spaces that are purpose-built but also flexible including multi-purpose teaching rooms, student spaces and break out areas.
- Bicycle parks, bicycle repair stations, skateboard and scooter storage, electric charging stations
- Minimising waste, cycling and composting.

Our goals are ambitious but we are courageous, driven and dynamic.

RESULTS AND ACCOMPLISHMENTS

The project objectives were:

- Embedding sustainability into every aspect of Campus operations and curriculum
- Creating facilities with flexible rooms with latest technology
- Transforming service delivery models to deliver seamless virtual and blended training experiences
- Delivering a purpose designed campus with live training facilities
- The project outcomes/benefits were:
 - Sustainability processes well established and benchmarks captured
 - Reputation established as a leading VET institute for its commitment to sustainability
 - Improved training outcomes
 - Student attraction and retention secured

On the 11 July, 2022 the Robina Campus opens its doors to its first students. Sustainability has been incorporated into the construction project from initial research, planning, development, design, commercial contracts, procurement, build, fit-out, curriculum, facilities, consultation, governance and waste planning. Senior leadership, shared vision and culture have been key to these achievements, with staff and students being consulted throughout to ensure their voice and ideas were considered.



In summary some key benefits have included:

- Rigorous sustainable procurement practices and examination of supply chains to ensure suppliers sourced their products sustainably and ethically
- Sustainable raw materials, energy, resources and recycled products / materials were sourced and used for the building and fit-out
- Use of solar and energy efficient equipment
- Implementing 'keep cup' programs, and using locally sourced and in-season products
- Waste minimisation strategies in place with recycling stations throughout campus
- Minimal use of paper
- No plastic sold, reusable water bottles with hydration stations
- Sustainability embedded into all courses
- Flexible learning spaces with the latest technology and modern furniture layouts
- The 'STARS' rating system baseline data captured.

INTERNATIONAL VALUE

In July 2022, TAFE Queensland Robina Campus will open its doors to domestic and International students. This campus was established to build technical skills and great global citizens. We believe that increasingly students will want their place of study to demonstrate a commitment to sustainability. Robina Campus students will be better informed and better skilled for the future. The students will be empowered and mobilised as global citizens through increased awareness of sustainability issues impacting the environment, business and communities.

Embedding sustainability into all aspects of operations and curriculum is something that can be applied across the world.

From reducing waste and protecting the natural environment, to considering the impacts and amount of energy used, and making responsible choices, our students will take the lead towards a sustainable future. Incorporating sustainability in the build, fit-out and in educational practices and business operations is a highly desirable transferable practice.

WORDS OF WISDOM

We started on our journey three years before completion of the campus. Three years was a good length of time to undertake relevant research on the framework and approach we would adopt. This time allowed us to consider our governance for the project, priorities, key features of the build and fit-out, determine how we built the right culture, and how our operations aligned to sustainability practices. My words of advice would be make sure you have a clear vision, a senior leader driving the project, adequate lead in time, excellent project management, good governance, recruit incredible talent, engage with as many stakeholders as possible, and keep your organisation in the loop.

NEXT STEPS

As part of our sustainability charter we will adopt the international STARS system. STARS stands for "Sustainability Tracking, Assessment & Rating System". We will aim for a bronze rating in 2023 and annually aim to increase that to achieve a Gold rating in 2025. This is an ambitious goal as we are currently the only vocational education and training institution in Australia that has applied for this assessment and rating. We aim to grow our reputation and become Australia's most sustainable vocational training provider. At a local level we have governance arrangements in place which involves core membership being 50% students and 50% staff. We invoke the Rule of St Benedict, which ensures students have the first say and determine where we meet. Paul Kelly, a marvellous Australian singer, wrote a song called, "**From little things big things grow**", and this is our mantra.



BRONZE WINNER: CONSTRUCTION AWARD

NAME OF RECIPIENT: Box Hill Institute

PROJECT NAME: N/A

COUNTRY: Australia

INTRODUCTION

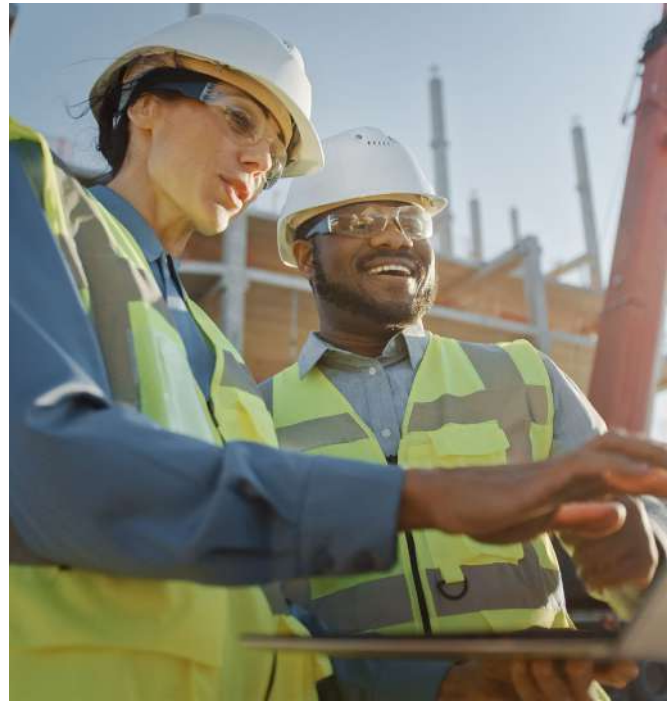
Known for its collaborative, industry-connected and practical approach to teaching and learning, Box Hill Institute (BHI) is one of Australia's leading secondary, vocational, and higher education providers. Beginning in 1924 with just 65 local students, the Institute now operates in 10 countries and offers a wide range of globally recognised courses to more than 40,0001 students.

Over its almost 100-year history, BHI has focused on working with industry to deliver career-relevant learning experiences that innovate, create and uplift the community. From apprenticeships to degrees and short courses to diplomas, BHI's practical, flexible approach to education leads to proven success – over 85 per cent of students find employment within six months of graduating* (* National Centre for Vocational Education Research 2019 and Graduates Outcome Survey 2017-2019).

Box Hill Institute is proud to serve its communities through the education, training and lifelong learning that we offer. We work with a broad range of stakeholders across our communities to provide meaningful skills, education and employment outcomes.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

Box Hill Institute has a long and proud history of providing training and education for the construction industry. In response to industry input, we have developed and customised courses and programs so that current and future employees complete their studies industry ready. Our innovative construction training focuses on sustainability, future skill requirements and employability skills. The Institute continues to build new facilities to meet the changing needs of industry. In 2014 we opened the \$41 million (AUD), Integrated Technologies Hub, an award winning building developed closely in conjunction with building trade industries to specifically cater for the industry's education needs. In 2018, we launched an Advanced Welder Training Centre (AWTC) equipped with the latest augmented reality simulators. Then in 2021, the institute opened the



Integrated Centre for Sustainable Construction Technologies (ICSCT).

Box Hill Institute through the ICSCT delivers industry-current apprenticeship training in timber, electrical and plumbing trades, providing a range of training around sustainable construction practices and technologies. Training is delivered in an adaptable classroom layout with open areas between plumbing, electrical and carpentry, and significant indoor and outdoor workspaces to enable both off-site and on-site construction activities that are integral to the success of the model. Specific courses relating to sustainability are offered at the ICSCT, as well as sustainability principles embedded within standard courses. For example, courses are offered in relation to Passive House for tradespeople and building design, while Passive House principles are also embedded in post-trades training including Certificate IVs, Diplomas of Building and Advanced Diplomas of Building Design.

Box Hill Institute is providing training that not only reduces building energy requirements and carbon footprints, it is also spurring further innovation in building science and the building

component industry therefore leading to a more sustainable building industry overall.

RESULTS AND ACCOMPLISHMENTS

The global prefabricated housing construction market is expected to grow at a compound annual growth rate of 4.5%. Similarly, the use of BIM is expected to grow to 15% between 2020 and 2027. To address these skills gaps, in 2019, Box Hill Institute created a steering committee to assess the needs of industry in relation to prefabrication methods and BIM. From this steering committee, in 2020 the Institute launched new pilot courses to assess if they met the current and emerging needs of the industry. The pilot courses received extremely high net promoter scores (the prefabrication courses received a net promoter score of 100), and were accredited in 2021.

Through these courses, Box Hill Institute is providing unique qualifications that are in demand internationally. They will also advance the industry and make the industry more sustainable by promoting and educating the current and next generation of practitioners in advanced sustainable construction technology.

In addition, our new Prefabrication Training Facility construction training areas replicate real-world environments. We have created a purpose-built training space specifically designed to give the students hands-on experience when dealing with prefabricated timber structures such as the CLT building, post and beam construction and LVL frame with a cassette flooring system.

The BIM courses are the first formal qualification to exist. Previously, practitioners would learn 'on the job' and could not be formally accredited. By creating an accredited course for BIM, Box Hill Institute has provided a unique, in-demand qualification which will standardise knowledge and provide employment opportunities.

INTERNATIONAL VALUE

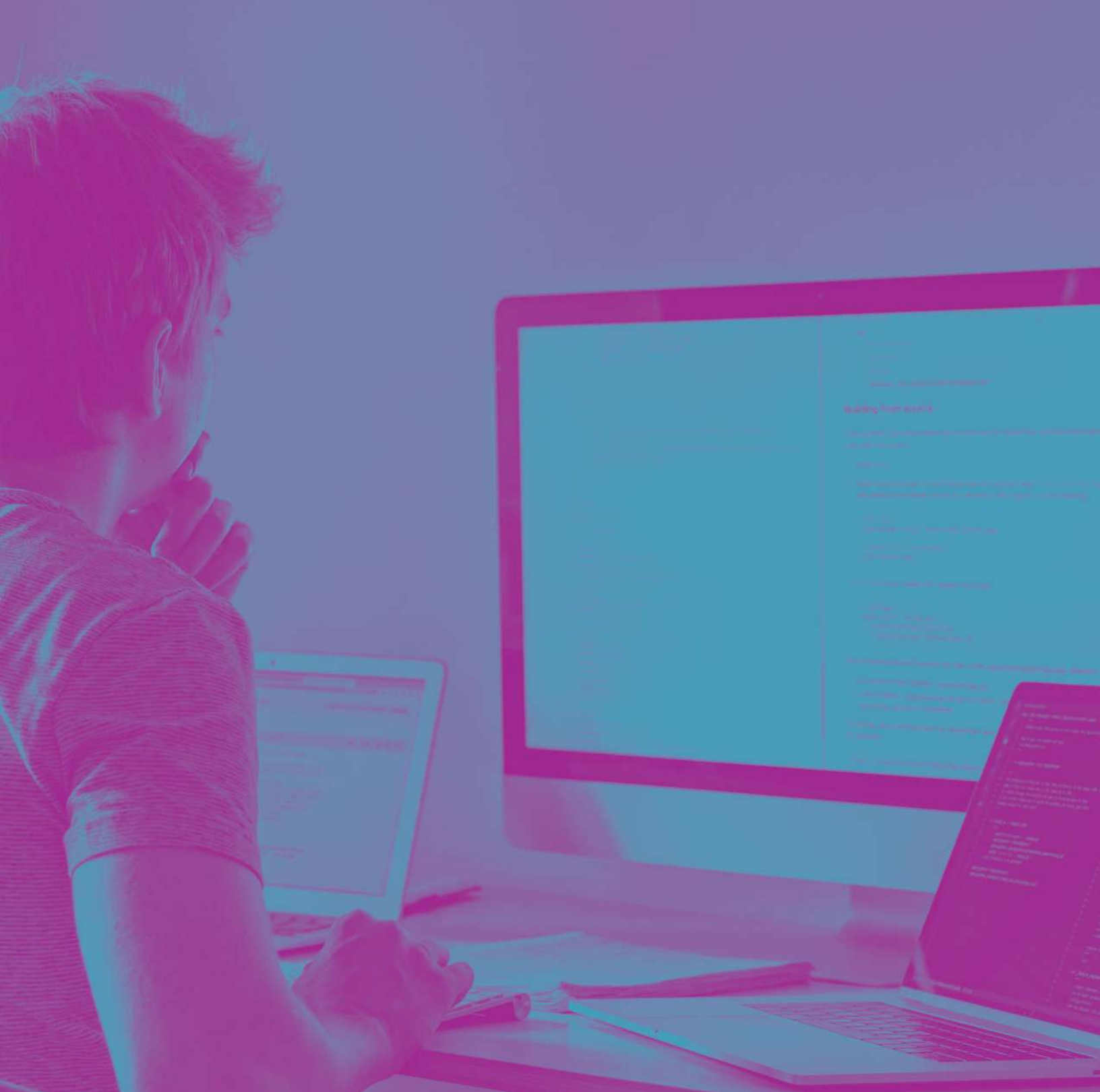
Building Information Modelling (BIM) can be defined as the digital description of every detailed activity of a construction or engineering project. It is more than just software, BIM is an integrated process that allows architects, engineers, and builders to explore a project digitally before it is built. As far as we are aware, there are currently no other formal, standalone qualifications for Building Information Modelling anywhere else in the world. As such, we have received a great deal of interest in this course internationally.

Box Hill Institute has international extended campus partner relationships in 10 countries to provide for the delivery of Australian accredited training packages certified by the Institute. We are currently working closely with this network of partners about providing our BIM course to these institutes via the existing and new extended campus agreements.

NEXT STEPS

Next steps would be to explore joint initiatives with partner institutions. For example, Box Hill Institute and the Southern Alberta Institute of Technology (SAIT), Canada, have commenced discussions for exploring the potential for joint initiatives in mass timber-related education.

We are currently in negotiation with couple of reputed institutions in India about making the training available through an extended campus arrangement. The most developed of these discussions is an agreement to provide teacher training to an institute in India so that their teachers can be equipped to provide these Australian qualifications locally in India with the support of Box Hill Institute. This program commenced in July 2022, with the expansion of the program to further institutes expected to commence shortly after. Other international colleges, particularly in India, are interested in courses which provide a mix of training in their home country and in Australia.



CYBER & DATA SECURITY & SOCIAL ENGINEERING



GOLD WINNER: CYBER AND DATA SECURITY AND SOCIAL ENGINEERING AWARD

NAME OF RECIPIENT: Box Hill Institute

PROJECT NAME: N/A

COUNTRY: Australia

INTRODUCTION

Over its almost 100-year history, BHI has focused on working with industry to deliver career-relevant learning experiences that innovate, create and uplift the community. Box Hill Institute is proud to serve its communities through the education, training and lifelong learning that we offer. We work with a broad range of stakeholders across our communities to provide meaningful skills, education and employment outcomes.

In doing this:

- We meet the needs of a diverse student body
- We give our students the practical skills and resilience for their career and life paths
- We provide relevant lifelong learning and future opportunities
- We partner with industries to meet their current and future skill needs.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

Box Hill Institute is a leading provider of cyber security training in Australia providing an industry-led, vocational approach. Our courses have developed and grown from an initial institute-led industry committee which was established to address the cyber security skills gap in Australia. In 2017, by forming a national panel of industry experts, the institute developed Australia's first vocational cyber security qualification with the Certificate IV in Information Technology (Specialising In Cybersecurity). These qualifications recognised a job role which had not been formally recognised previously, that of a cybersecurity technician. Then further consultation with industry led to the development of the Advanced Diploma of Cyber Security.

Based on the positive industry response, the Australian government then requested that the Institute lead the national TAFE approach to cyber security training to provide a standardised national approach. In conjunction with industry and TAFEs nationally, this was completed successfully with a consistent Australia-wide approach to vocational cyber security training achieved.

In 2018, Box Hill Institute launched the Cyber Security Operational Centre (CSOC), the first of its kind in Australia, as a dedicated space for cyber security training. The CSOC has specialised equipment, technology and security which allows for real world training in this dedicated environment. The CSOC has now twice hosted the Cyber Security WorldSkills competition, highlighting the institute nationally as a premier educational facility. With a high employment rate of graduates, the institute's development of a new, vocational cyber security training model has significantly contributed to the advancement of the sector in three main ways. Firstly, it has supplied employees who directly fill the skills shortages identified by the industry. Secondly, it has developed linkages between the cyber security industry and vocational training that did not exist before, and thirdly, and most significantly, it has provided a national approach to cyber security training.

RESULTS AND ACCOMPLISHMENTS

In 2016, as a result of an observed skills shortage in the industry, Box Hill Institute established the Cyber Security Industry Advisory Panel, comprised of specialists in the security, banking, information technology and telecommunications industries to assess how to provide qualified workers.

After Box Hill Institute completed a job skills evaluation, the industry panel determined they needed technician-level employees who could identify cyber security threats and then escalate those threats, thus identifying a technical skill-set that no-one in industry or academia had previously identified. As a result, the institute launched a Certificate IV in Cyber Security, and then later, the Advanced Diploma of Cyber Security. These courses are now the benchmark for the national approach.

The level of formal consultation with industry went above and beyond standard course development as the finalised curriculum is based on a multi-dimensional view of the industry. As a result, our employment rate within three months of completion for the Diploma of Cyber Security was 95%, in 2019, with the remaining 5% enrolling in the Advanced Diploma.

In 2019 and 2020, Box Hill Institute hosted and co-organised the cyber security arm of the WorldSkills Australia competition. This competition format has now been adapted as a commercial training offering for companies to upskill their cyber security staff through a gamified format. We have also installed NetLab which allows for a 24/7 online, virtual working environment for our students, which has enabled remote learning to be swiftly and effectively implemented during the COVID-19 restrictions.

INTERNATIONAL VALUE

Box Hill Institute is part of the Global Education Network which is a collaboration of premier post-secondary education institutions providing students with an international learning experiences. We also use our international contacts to consult on curriculum development to ensure our offerings are in line with international curriculums and meet the global employment market. For example, through our global networking we were able to source senior academics from the Institute of Technology Education (ITE) in Singapore to consult on the development of our updated Bachelor of Information Technology.

Box Hill Institute is the Cisco Academy partner in Australia, while one of our trainers is the primary support liaison for the Cisco Networking Academies across the South-East Asia region. This brings our teachers into contact with industry professionals and students nationally and internationally. Since the introduction of Net Labs software, Box Hill Institute has been able to expand its offering to students in New Zealand as well as Australia.



SILVER WINNER: CYBER AND DATA SECURITY AND SOCIAL ENGINEERING AWARD

NAME OF RECIPIENT: Wenzhou Polytechnic (WZPT)

PROJECT NAME: The New Model of Practical Information Security Talents Training with The In-depth Integration of Government, College and Enterprise.

COUNTRY: China

INTRODUCTION

Wenzhou Polytechnic (WZPT) is crowned as the national high-level vocational college, the national demonstrative vocational college, and also as a “Top 50” college with typical experience in innovation and entrepreneurship in China. The employment rate of graduates has exceeded 98% for 15 consecutive years. It has been ranked first among the higher vocational colleges of Zhejiang Province for many years in aspect of training quality of graduates, employment competitiveness, salary level and enterprise employment satisfaction. It has been selected as the demonstration base of digital media industry-education for integration, innovation and application among colleges and universities by the Ministry of Education.

AWARD-WINNING PROJECT/PROGRAM/ INSTITUTION

The nominated project conducts the research on a new model of practical information security talents training with the in-depth integration of government, college and enterprise in Wenzhou Polytechnic.

In response to the critical shortage of domestic and international information security talents, and the status that practical information security talents cannot meet the training requirements of “strong politicization, high morality, professional skills, and broad knowledge”, the project proposes and implements a new practical information security talents training model with the in-depth integration of government, college and enterprise collaboration with production and education.

This project solves the problems that the difficulty and low interest of learning knowledge and skills for information security talents, as well as the integration of production and education, college-enterprise cooperation and the inability to guarantee the professional ethics and political literacy of security talents.

By building an integral learning platform, students’ interest in learning is greatly improved with game-level learning situations and project-based skill training courses. It solves



the problem that information security talents have a wide range of knowledge, fast update of skills, and fragmented learning difficulty.

The technical service platform built by college-enterprise cooperation promotes the deep integration of industry and education, and solve the problem that the government, enterprises, students and society cannot cooperate for mutual benefit and long-term coexistence and common development in the process of industry-education integration.

Through strategic cooperation with the competent government departments, the project has carried out actual combat exercises within the scope of authorization, and solved the problems of talent safety and professional ethics education. The project partners include Wenzhou Network Information Office, Wenzhou Public Security Bureau and other government departments, Wenzhou Cyberspace Security Association and other industry associations, and Hangzhou Anheng Information Technology Co., Ltd. and other well-known security companies.

RESULTS AND ACCOMPLISHMENTS

The objective of this project is to adopt a new mode of production and education, and the collaboration of government, college, and enterprise to cultivate high-skill practical network security talents in line with social needs. In recent years, the skill level of the students trained in the college has been improving year by year. They have won many honors in various skill competitions, including 5 national awards, 4 provincial first prizes and 7 provincial second prizes; Participated competitions such as the CTF Capture the Flag competition with well-known universities and security companies on the same stage have also achieved excellent results in the top 5%; Up to now, many graduates have been employed by the national top security companies. The number of trained graduates trained who have the certificate and are engaged in the related work accounts for one-tenth of the total number of the certified assessors in Zhejiang Province. The starting salary of graduates has increased from around 4,000 yuan per month in previous years to more than 10,000 yuan per month. This project has won the first prize 2020 Cyberspace Security Industry-University Cooperation Education Excellent Case Award by Cyberspace Security Teaching Steering Committee of the Ministry of Education of the People's Republic of China, the Zhejiang Information Security Industry-Education Integration Alliance Outstanding Case Award and lots of other honors.

INTERNATIONAL VALUE

This program transforms the traditional curriculum-centered education model of higher education into a student and project-centered talents training model. It uses game points leveling method to train students and get full training in the practical project. This greatly improves students' learning purpose and enthusiasm, at the same time, yields economic benefits to enterprises and brings technical support and influence on government departments. This model can be used as a successful experience to promote to the global vocational education peers. It is not only suitable for information security talents training, but also suitable for software development, big data technology and other related technical personnel training.



Four papers related to this project have been published in international journals, which have received wide attention from international readers.

WORDS OF WISDOM

Only win-win cooperation can lead to symbiosis and sustainable development. Only when integration of production and education brings benefits to all sides can it be carried out in a long-term and virtuous cycle. In the process of cultivating practical security talents, the teachers and students in this project brought labor force to the enterprise, provided technical support to the local government departments, and the students gained the growth of knowledge and skills in the actual combat, and also won the favor of the cooperative enterprises, which directly solved the employment problems of students and enterprise.



NEXT STEPS

We will further upgrade the existing model. In addition to increasing cooperation with well-known enterprises, we will also rely on the Wenzhou Network Security Detection and Protection Engineering Technology Research Center jointly built by school-enterprise cooperation. On the basis of the original technical service project cooperation, further carry out high-level cooperation in related fields such as scientific research, new technology development, innovative patent technology, etc., to improve the level of personnel training in aspect of information security, and try to offer vocational education at undergraduate level.



BRONZE WINNER: CYBER AND DATA SECURITY AND SOCIAL ENGINEERING AWARD

NAME OF RECIPIENT: Durham College

PROJECT NAME: Durham College Centre for Cybersecurity Innovation

COUNTRY: Canada

INTRODUCTION

Durham College has campuses in Oshawa and Whitby, Canada, and offers more than 140 post-secondary programs with a focus on experiential learning to more than 11,000 students annually. The College's mission to lead the way is fueled by a culture of applied research, entrepreneurship and innovation. A key player in that is the College's research and innovation hub, the Office of Research Services, Innovation and Entrepreneurship (ORSIE), which aims to solve industry and social challenges by innovating and collaborating with industry partners, faculty, students, and the community-at-large to address the needs of a technology-driven knowledge economy.

AWARD-WINNING PROJECT/PROGRAM/ INSTITUTION

As technology advances and cyber threats become more sophisticated and complex, ORSIE identified a crucial need to provide current and aspiring cybersecurity professionals, as well as small and medium-sized enterprises (SMEs) – across all sectors including finance, health, manufacturing, retail, insurance, and education – access to applied research services and leading-edge education to prepare them for the ever-changing threat landscape.

The solution was the creation of the Centre for Cybersecurity Innovation, a first-of-its-kind cybersecurity ecosystem in Durham Region to develop solutions for SMEs to help them protect their interests. Launched in 2020, key areas of focus include compliance testing tools, data security and privacy impact assessments, incident response templates, cyber threats and social engineering.

The Centre for Cybersecurity Innovation offers a range of services such as:

- Applied research in cybersecurity with an acute focus on technologies for cyber range deployments, threat intelligence, anomaly detection and incident management.
 - > ORSIE has access to specialized research equipment, labs, and faculty expertise to provide cross-disciplinary results. With funding support from various regional, provincial and federal agencies, we assist industry and community partners to meet today's and tomorrow's challenges.
- Credentials that provide training in industry-accredited programs at various levels.
 - > The College's Centre for Professional and Part-time Learning (PPL) delivers flexible programs and courses to individuals seeking professional development opportunities to advance or change their careers. In addition to working with multiple certification bodies and associations on course delivery, PPL is also developing stackable micro-credentials for various levels of cybersecurity education, like the Cybersecurity Fundamentals and Certified Ethical Hacker programs.
 - > The Cybersecurity graduate certificate program prepares aspiring cybersecurity professionals to work in the industry by providing them with the comprehensive foundation to make an immediate contribution. With internationally trained faculty, the Cybersecurity graduate certificate program had 30 international students of the 51 students enrolled in the fall 2021 program.
- Opportunities to collaborate at conferences and seminars.
 - > Working in collaboration with corporate partners and high-profile industry experts, Durham College hosts and participates in local and international conferences and panel discussions on how cybersecurity, data security, privacy, data management, social engineering, security and regulations are impacting the threat landscape.



RESULTS AND ACCOMPLISHMENTS

Since its launch in 2020, the Centre for Cybersecurity Innovation has:

- Collaborated with 15 industry partners to develop cyber solutions.
- Engaged 26 students in projects.
- Hosted 30 events to create awareness and develop skills around cybersecurity.

To date, the Centre for Cybersecurity Innovation has received more than \$3.5 million in funding from three separate grants:

- \$2-million College and Community Innovation Grant from the Natural Sciences and Engineering Research Council of Canada to scale up applied research activities.
- Canada Foundation for Innovation grant for more than \$788,000 to enhance the research capacity of the centre by bolstering its infrastructure.
- Ontario Research Fund grant of more than \$788,000 for research infrastructure.

Purchasing new technology and software, adding technical personnel and building capacity for more equipment to effectively manage the increased power and security firewall demands, has allowed the Centre for Cybersecurity Innovation's faculty and student researchers to develop related products

and services that reduce the risks of cyberthreats to companies with critical infrastructures and operations.

In 2021, the Centre for Cybersecurity Innovation was nominated for the Business Excellence Award in the Non-for-Profit or Charity category by the Ajax-Pickering Board of Trade in recognition of its impact on the local business community. In the same year, ORSIE received the bronze award in Colleges and Institutes Canada (CICan) Awards of Excellence in the Applied Research and Innovation Excellence Award category. The work, growth and success of the College's applied research centres over the last five years, including the Centre for Cybersecurity Innovation, contributed to the win.



INTERNATIONAL VALUE

The diverse team working within the Centre for Cybersecurity Innovation includes employees with international education and work experience in data management, data security, cybersecurity, and cloud computing, as well as those who hold advanced degrees. This allows the centre to bring a diverse perspective to the global challenges of cybersecurity.

The Centre also hosts and participates in local and international workshops and events:

- The Global Cyberlympics, an ethical hacking competition that pits teams from all over the world against each other, was co-hosted at Durham College in 2019, the first time that the highly competitive event has been held in Canada.
- In 2021, the Centre's project manager moderated a panel discussion titled Cybercrime in Africa, featuring a lineup of international cybersecurity professionals at The Women in Cybersecurity Beyond Borders conference.
- The Canadian Women in Cybersecurity event included a female faculty team from the Centre as part of International Women's Day.

WORDS OF WISDOM

Increased interest and concern around cybersecurity has caused entrepreneurs, municipalities and organizations to seek solutions. One of the challenges facing many organizations, however, is the ability to grow and sustain any new technology in-house. As such, the Centre has responded by designing projects that are manageable and, by establishing a trusted relationship with its clients, guides them through the applied research process and often delivers internal team workshops to

advise them about technical resources to scale the technology they have built with us.

Lack of understanding also limits the opportunity for organizations to adopt efficient cybersecurity practices and solutions. For this reason, creating awareness and developing relevant knowledge among the business community has been one of the priorities of the Centre. Complimentary workshops, panel discussions and keynote sessions are offered to increase the accessibility of research, while providing meaningful learning opportunities to students, and implementing strategies to disseminate knowledge and technology.

NEXT STEPS

Our students are our future. As Durham College's culture of applied research, entrepreneurship and innovation continues to grow, there are more opportunities to include domestic and international students in the diverse projects being undertaken through the Centre for Cybersecurity Innovation. Students are the primary vehicle for the transfer of knowledge to business and industry partners through applied research, work placements and as skilled and knowledgeable graduates. Cybersecurity talent is desperately needed globally and our graduates are ready to take on the cybersecurity challenges of the future.

As we look ahead, the Centre for Cybersecurity Innovation will expand its reach to serve more partners locally and globally, training the next generation of cybersecurity professionals and delivering effective cybersecurity solutions, facilitated by strong institutional support from the leadership of Durham College, expert researchers, government funding, and investments from our committed partners.





HONORABLE WINNER: CYBER AND DATA SECURITY AND SOCIAL ENGINEERING AWARD

NAME OF RECIPIENT: IES Xabier Zubiri Manteo BHI

PROJECT NAME: Training in Cybersecurity for High Vocational Training Students

COUNTRY: Spain

INTRODUCTION

IES Xabier Zubiri Manteo BHI is a public Basque Professional Technical Education and Training public Institute, located in San Sebastián, Basque Country – Spain, non-denominational Center, based on different forms of learning. We try to promote the integral development of our students; At this point, the values necessary for the development of coexistence are developed and discussed both in the intellectual and in the physical and affective-social fields. We promote equality, respecting the diversity of situations, personalities and origins of all of us who make up the educational community. We aim to be a Center that links entrepreneurship and student creativity with the use of innovative methodologies.

AWARD-WINNING PROJECT/PROGRAM/ INSTITUTION

In 2017, both IES XABIER ZUBIRI MANTEO BHI and the Department of Education of the Basque Government detected the need to offer Training in Cybersecurity for High Vocational Training students taking into account the imminent digitization of all types of processes within local cross-cutting industries. In order to carry out the project, we designed a pioneering curriculum in collaboration with S21SEC, a leading company in the sector. This was a great challenge considering there was no similar educational offer at that time. Specifically, the developed curriculum covered six major areas related to Cybersecurity:

- Industrial Cybersecurity.
- Secure Programming.
- Security Governance and Management
- Perimeter Security.
- Pentesting.
- Forensic Analysis.

Since then, for four school years we have been developing

this Cybersecurity program with its own curriculum that this 2021-2022 school year has been transformed into a “Specialization Course in Cybersecurity in Information Technology Environments” regulated at 55% by the Ministry of Education of the Government of Spain. The remaining 45%, corresponding to the Autonomous Community in which we are located, was designed by ourselves together with CIFP Txurdinaga LHII and CIFP Elorrieta - Erreka Mari LHII Training Centers.

RESULTS AND ACCOMPLISHMENTS

When we started this whole process, we did not have any reference on which to see ourselves reflected and on which to lean. In that uncharted territory, we did not know of any educational center that offered something similar. It was something really exciting, since we were little by little designing something that until now did not exist.

We created a “Specialization Program” tailored to the needs of the companies around us. Over time, we have realized that, although we do not know to what extent, our efforts will surely have helped to design educational projects related to Cybersecurity all over the country. What emerged as a project at the regional level, over time has become a nationwide project, now being taught in other educational centers throughout the country with its corresponding official qualification and degree.

INTERNATIONAL VALUE

Currently, there are public entities working in this field such as INCIBE-CERT at the level of Spain State, the Basque Cybersecurity Center at the level of the Basque Country where we are located, and ZIUR at the level of Gipuzkoa province. Likewise, it should be noted that at the European level there are similar initiatives that are based on an industrial fabric similar to our environment. After completing their studies, our students will have the skills needed to work in any of the aforementioned institutions, or in other companies at an international level.

It is in this context that collaboration between centers of different professional families is vitally important. It is therefore necessary that these Centers can experience a degree of specialization, based on technological diversification and the ability to adapt and optimize existing resources. The collaboration between

Cybersecurity professionals, teachers and entities that work in this area, especially with the members of the Cybersecurity and Big Data projects of Tknika, the Basque VET Applied Research Centre, is considered equally relevant.





GLOBAL CITIZENSHIP



GOLD WINNER: GLOBAL CITIZENSHIP AWARD

NAME OF RECIPIENT: Humber College

PROJECT NAME: Beyond COVID-19: Global Systems Gap Challenge

COUNTRY: Canada

INTRODUCTION

Since 1967, Humber has built a reputation for being one of Canada's most diverse, inclusive, and comprehensive colleges. Each year 33,000 students, including over 6,500 international students from more than 130 countries, choose Humber because of the quality of education, commitment to helping students, and equipping them for future employment.

At Humber, we offer our students a polytechnic education. We teach theory, add in practical, hands-on training and work with employers to give students opportunities to learn in real-world settings. Set in state-of-the-art and creative learning spaces, this unique approach unleashes innovative and entrepreneurial thinking and prepares students for the careers of today and tomorrow.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

Humber's commitment to innovation is exemplified by the annual "Beyond COVID-19: Global Systems Gap Challenge", in partnership with the City of Toronto. Since its launch in 2020, the challenge has meaningfully engaged 800+ postsecondary students and 150+ faculty, staff and industry mentors across six continents and 35+ countries.

Altogether, more than 1,100 postsecondary students, mentors, trainers and industry experts were involved Humber's Global Systems Gap Challenge from May to June in 2020 and 2021 – joining the initiative from 35+ countries and 6 continents around the world, and representing citizenship to 48 countries. Additionally, challenge participants represented more than 70 academic disciplines.

The initiative is intentionally open access. There is no fee to participate. Students are welcome to join the program from any post-secondary institution and program of study around the world. Additionally, student teams select their own digital tools to support their collaboration, ensuring that digital connection is accessible to every member of their group regardless of where they join from in the world. For example, WeChat, WhatsApp, Zoom, and Microsoft Teams.

Accessibility and inclusion were purposefully considered in

the creation of the challenge materials and the skills building workshops. Complying with the Accessibility for Ontarians with Disabilities Act, which sets out a process for developing and enforcing accessibility standards, the challenge sought to identify, remove, and prevent barriers for all who participate. The workshops and presentations are delivered using online tools that allow for live captioning and the challenge curriculum was prepared for assistive technology.

To accommodate various time zones and different study/work/family commitments, teams collaborate in a blended synchronous and asynchronous environment. They meet weekly as a full team, at a date and time mutually agreed upon by all members of their group, but each have specific roles to contribute to the research process that they could complete on their own time.

Each team is comprised of a maximum of six students, and two mentors work with each team. Reflective of the success of this initiative is Humber's ability to bring together 150+ faculty, staff, industry mentors who volunteered their time over six weeks to support the student teams and their learning. Testimonials from the mentors reveal that the learning flowed in both directions:

"The best part of being a mentor was working with global students to see how different approaches, innovations and creativity could solve a problem. It was a "wow" experience to witness the project coming together, and to know the future is in good hands. I learned with them, and being a coach was uplifting, and energizing. Highly recommend staff and faculty participate." - Annette Borger-Snel, Professor and Program Coordinator, Humber College

"Let me say how proud and pleased I am to have been part of this very meaningful challenge. My feeling is, all who participated in it, took away something quite important from this engagement

– Mentors and Mentees alike. The learning was phenomenal. Beginning this, I had no clue I would have had as much fun.” -Ian Forrest, Programme Officer, University of the West Indies, Jamaica

RESULTS AND ACCOMPLISHMENTS

Interestingly, the goal of the Global Systems Gap Challenge is not to find a solution, but to identify systematic gaps in current solution efforts. Throughout the challenge, teams follow curriculum built collaboratively by Humber faculty from multiple academic areas. The program deepens students' understanding of human diversity, interconnectedness, and cultural complexity and enhance their sense of personal and community responsibility – the key traits of global citizenship education.

Each week, teams engage in skills building workshops, global networking, and professional development mentorship opportunities. The program culminates with an employability

workshop to help participants identify, document, articulate, and demonstrate their skills to potential employers, e.g., critical thinking, digital fluency, and, most relevantly, global collaboration and citizenship.

INTERNATIONAL VALUE

Through the Global Systems Gap Challenge, Humber's commitment to innovation in global higher applied education is exemplified by the annual challenge. The initiative nurtures two of the UNESCO crosscutting competences needed to achieve the Sustainable Development Goals: systems thinking and collaboration, while coaching students to develop essential employability skills. Working across continents and time zones in multidisciplinary and intercultural teams, students build meaningful relationships with their mentors and peers to research a complex global issue in one of four themes: Economic Development, Arts & Culture, Health and Wellness, and Social Innovation.





SILVER WINNER: GLOBAL CITIZENSHIP AWARD

NAME OF RECIPIENT: Burton and South Derbyshire College

PROJECT NAME: Whole Learner Approach for Societal Impact, Local to Global

COUNTRY: United Kingdom

INTRODUCTION

Burton and South Derbyshire College (BSDC) is a General Further Education College based in central England. Our provision spans a wide range of technical and professional vocations. Our ethos is rooted in the development of the whole learner; not only the achievement of technical and vocational competencies and qualifications, but also the acquisition and application of critical transferable skills and behaviours essential to advancement in the job market and students' broader societal contribution as active members of the community. Our Skills Promise comprises thirteen soft skills and attributes which we know that industries and communities expect and value.

AWARD-WINNING PROGRAM

We have implemented a whole person ethos and approach to learning, encapsulated through our Skills Promise and our creation of a learning community that involves a wide range of external contributors, partners and champions who support, promote and challenge the technical, professional and personal development of our students to be effective global citizens.

We focus on the cultivation, recognition and demonstration of critical transferable and inter-disciplinary competencies, behaviours and interpersonal skills, ensuring that learners can identify and articulate a comprehensive set of skills and attributes, not only for employment but also wider life experience; and then demonstrate and evidence them in practice. This strand of employment and life preparation runs in parallel with learners' technical and academic studies. Our unique approach positively impacts them as individuals, enhancing their opportunities beyond the college and increasing their

level of future attainment and prosperity both in the UK and in a wider world context.

We recognised a number of years ago that many of our learners had never travelled abroad and were unlikely to have the opportunity via other means; yet we have multinational employers locally with international parent companies and our learners will emerge into a global marketplace that starts on their doorstep and stretches around the world. Consequently, we embarked on a mission to internationalise our College, and 'Global Mindset' became one of the most critical aspects of the Skills Promise.

We embedded international experiences into the domestic learner journey, enhancing learners' skill sets, cultural and business understanding and global outlook. International work has been integrated into the wider college 'system': international learners are now part of the fabric of the organisation; and international experiences are woven into curriculum design and delivery so that a global view is developed across all learners.

We develop their employability, preparing them to understand other cultures, build effective communication skills to operate successfully in an interconnected world, while promoting learners' social mobility. Our staff members also benefit through collaboration with other education professionals from around the world and we gain an invaluable international perspective that helps us continually improve what we do here in the UK for our learners.

Large scale employability training, coherent work skills progression routes, extensive provision of work experience through outstanding employer partnerships, live project work





for full-time learners, the use of high-profile professionals as role models to raise aspirations, and the integration of international relationships and cultural exchange all contribute to the heightened life and work readiness of our learners.

This has resulted in achievements, destinations, and progress outcomes that are significantly higher than average and beyond those most learners would be likely to gain, based on their demographic and social context. Our students are better prepared for success within a globalised economy and ready to make a significant contribution as world citizens.

RESULTS AND ACCOMPLISHMENTS

This has had a profoundly positive effect on our college. International work is embedded throughout the organisation. Our international curriculum impacts over 90% of vocational areas. Learners gain valuable international experiences that enhance their learning, raise aspirations, develop their global mind-set and give them insight into international sector specific practices linked to their main programme of study.

There has also been a tangible economic impact locally with

an additional £1 million each year to the region through procurement, retail spend and other associated purchasing with local businesses. There is a positive social and cultural benefit derived from international engage with local schools, employers and partner organisations.

Many learners at BSDC have low aspirations when they join the College. The impact of our whole person approach generates high learner satisfaction, attainment of a greater number of substantial qualifications and, in turn, high levels of positive destination outcomes as our learners progress onto further study and into jobs that attract at least the sector average or higher in their area of employment.

93% of our core FE learners either progress into substantive paid employment or a higher level of study as a result of their experience. This compares favorably with the most recent published data for sectoral outcomes for FE in England.*.

In terms of the critical behaviours and skills, more than 98% of our learners report that their experience at the College has enabled them to work, communicate and socialise with others effectively and 96% believe that their experience has given

them independence in learning, study, work and decision making.

**76% securing sustained positive outcomes (UK Department for Education. October 2019) and for the broader measure of 16-18 destinations across all education types of 81% (UK Department for Education. January 2021)*

INTERNATIONAL VALUE

Our work has resulted in the strong and effective promotion of transferable skills, employability and wider experiences among our students both in the UK and overseas.

We operate a major international contract from the government of Saudi Arabia to run a 1300 learner strong College in Jeddah; we have attracted over 3,000 learners from territories such as East Asia and the USA; we have sent over 100 learners to undertake valuable international experiences in countries such as South Korea and Japan, and we have given the majority of our employees an opportunity to develop their teaching and vocational practice through visits to international institutions.

Our teachers get to share practice across continents, significantly enhancing their pedagogy whilst developing their vocational skills from a global perspective. We share international experiences with local schools and businesses, giving these tertiary partners an opportunity to gain cultural insights that add value to what they do.

WORDS OF WISDOM

The words of our students and partners best express this.

“Working internationally has made me a better person; I have become more open minded. Having a global mindset doesn’t just change the way you see things; it changes people for the better.”

“We believe it’s important to give back to the community where our organisation was started, many years ago, and support the College in their mission to give young people and adults chances to expand their horizons, connectivity and future employability as global citizens, allowing them to grow as individuals in the way our company and our people, including alumni of BSDC, were able to. For this reason, we collaborate on initiatives with the College which help to create an environment in which learners can thrive and develop the skills and mindset that will help them to venture into the world and contribute meaningfully.”

NEXT STEPS

Over the last three years, BSDC has provided fully funded opportunities for groups of domestic learners to visit China, South Korea and Japan, and we are currently planning a degree-level business programme in Florida, as well as work experience placements to Italy, Malta, Spain and France.

When the pandemic hit the UK, we responded rapidly to protect our international dimensions of our work and to mitigate the negative impact for our learners at home and abroad, replacing all of our international programmes with virtual provision to great effect. The innovation derived from these experiences is now being used to enhance our work as we move beyond the pandemic and expand our internationalism further.

We secured equivalent levels of engagement through our online provision to that of pre-pandemic levels, created new partnerships with additional institutions and we won a new contract with the Korean Government to deliver a vocational learning program online.



BRONZE WINNER (TIE!): GLOBAL CITIZENSHIP AWARD

NAME OF RECIPIENT: Niagara College Canada

PROJECT NAME: Canada's Leading Global College

COUNTRY: Canada

INTRODUCTION

Located in the heart of the Niagara Region, Niagara College offers innovative programs at state-of-the-art campuses that provide unique living laboratories and top-notch facilities for applied learning opportunities and world-class applied research.

Canada's leader in applied, experiential learning, Niagara College's programs reflect and respond to the key sectors of our region, our province and the broader global economy. These programs immerse students within a highly experiential learning environment, enhanced by digital technologies. Our graduates possess cultural and global competencies; they are innovative, adaptable and entrepreneurial, pushing the boundaries of the possible for industry in Canada and abroad.

AWARD-WINNING INSTITUTION

Niagara College Canada (NC) is a leader in the Canadian postsecondary system, whose global strategy, although complex and challenging to execute, is rather simple to describe -- take the best of what we do at NC Canada and deliver it globally. The globalization of NC required a significant paradigm shift from our humble beginnings with 45 international students studying at our Niagara campuses. With purposeful planning, strong global partnerships, global opportunities for both students and staff, and an unparalleled student experience, we now have over 5,000 international students studying annually at Niagara College in Canada, and over 3,000 students at our campuses around the world.

Building on our successes of delivering advanced applied education around the world, NC continues to expand our global operations. Our global strategy has focused on a diverse set of activities but can be summarized in three main areas: Bringing the World to Niagara; Taking Niagara to the World; Preparing World Ready Graduates and Staff.

Over the past five years, international student growth has directly impacted NC's business model. Nearly half of all NC students are international, and international tuition revenue increased by more than \$50M. We enhanced our international

student supports, resulting in graduate rate increase to 91.5% among our international students. Our classrooms are a global community with a student body comprised of over 100 nationalities in nearly all 130 of our programs.

We take the best of what we do in Niagara to other parts of the world through international campuses and program deliveries, development projects, and corporate contract training with foreign companies, agencies, and educational partners. Over the past 20 years, we have been successful operating a variety of overseas operations and campuses, giving us one of the largest global footprints of any Canadian public college. Our significant operations in the Kingdom of Saudi Arabia trained over 3,000 students annually across four campuses in 2020.

We are dedicated to preparing World Ready graduates and staff who see things through a global lens; are adaptable and resilient; and respect and value diversity. Our trademarked Be World Ready program support international field studies, volunteer and work abroad experiences, international internships, semester exchanges and summer institutes that develop critical cross-cultural competencies that are brought back to our classrooms.

Niagara College has demonstrated its commitment to grow and deepen both our global impact and the cross-cultural competencies of our students and staff.

RESULTS AND ACCOMPLISHMENTS

At Niagara College, we aim to:

- Diversify our International student demographics to provide a broader cultural experience on our campuses
- Support International student settlement and integration across the college and Niagara community
- Provide unparalleled International student supports and services to ensure student success
- Infuse global competencies within our academic programs and across college operations
- Mobilize World Ready Niagara participants to NC global

sites and educational destinations globally

- Support the enhancement of internationalization efforts at Niagara College through the

Be World Ready program by aligning engagement, promotion, and recruitment opportunities across Niagara College to increase student and staff participation in both virtual and global learning opportunities

Niagara College sets bold goals for ourselves and celebrates our successes. Although we are proud of our recent milestones, we approach our work as evolutionary, based on global needs. We strive for continuous improvement, stronger partnerships, more successful projects and more world ready graduates.

INTERNATIONAL VALUE

NC has collaborated with global institutions for over 25 years; many of these relationships started through funded development projects and have resulted in long term partnerships that have seen significant activity between both institutions.

NC works to bring partners and technical and vocational education and training (TVET) leaders to our campuses to share best practices and create a space for learning and development. Through numerous bilateral projects, NC continues to focus on gender equality and empowerment, literacy, leadership development, sustainability and governance, supporting the

United Nation's Sustainable Development Goals.

As a globally engaged College, NC proudly offers partner delivery locations within Canada and around the world, including the Kingdom of Saudi Arabia and Toronto, Canada, and previously in China and South Korea. Our partner delivery locations allow us to offer NC's top-quality programming and services while paving the way for new local and global opportunities for NC students and staff.

WORDS OF WISDOM

Be student-focused. Niagara College is guided by its student-focused culture. Our students are at the centre of all that we do; in every decision we make, we always consider how it will impact our students. We strive to provide our students the best support and opportunities for success. Our vision is to enrich the lives and fulfill the dreams of every student by providing outstanding applied education and training for a changing world.

- Create welcoming and inclusive environments that engage, celebrate, and bring together diverse cultures, preparing World Ready graduates and staff who have a global mindset.
- Listen to the needs of industry partners in local and global communities and actively build and strengthen collaborative partnerships, seeking out ways to achieve



goals together.

- Recognize and be committed to actions for the betterment of the community, environment, and society as a whole.

NEXT STEPS

In keeping with Niagara College's 2022-2027 Strategic Plan, we will build on our unique and strong organizational culture, leveraging our core strengths by:

- Nurturing student success through a wholistic lens, focusing on current and new partnerships and continuing to infuse global engagement in everything we do.

- Continuing to open doors and encouraging international activities and engagement by faculty, staff, and students to expand our already strong global presence, share our expertise and continue to learn from others.
- Building new relationships and strengthening our current collaborative partnerships around the world as they lay the foundation to expand our work in international development projects, student mobility, contract training and consultation and off-shore operations, allowing us to increase global access to quality education.

What are the future goals for Niagara College? We pride ourselves on dreaming BIG so the opportunities are endless!





BRONZE WINNER (TIE!): GLOBAL CITIZENSHIP AWARD

NAME OF RECIPIENT: Box Hill Institute

PROJECT NAME: The Global Education Network (GEN)

COUNTRY: Australia

INTRODUCTION

Box Hill Institute is proud to serve its communities through the education, training and lifelong learning that we offer. We work with a broad range of stakeholders across our communities to provide meaningful skills, education and employment outcomes.

In doing this:

- We meet the needs of a diverse student body
- We give our students the practical skills and resilience for their career and life paths
- We provide relevant lifelong learning and future opportunities
- We partner with industries to meet their current and future skill needs.

As we approach our 100-year anniversary in 2024, our focus is on simplifying and aligning what we do in our organisation. We will play to our major strengths and expand our reach through effective and varied partnering. We will create new business focusing on opportunities that enhance our student experience and meet industry expectations.

AWARD-WINNING PROGRAM

The Global Education Network (GEN) is a collaboration of premier post-secondary education institutions providing students and staff with an international learning experiences. It was established in 2001 by Box Hill Institute and the Southern Alberta Institute of Technology, Canada. In 2004, Kirkwood Community College, USA, joined the partnership with the Institute of Technical Education, Singapore, joining in 2006.

The GEN program includes inbound and outbound student exchanges, international studies program design and development, and internationalisation of curriculum. Since its inception, this program has enabled more than 1000 students to travel overseas, either in person or more recently via virtual exchanges. The GEN association is dedicated to enhancing innovative global learning and collaborative opportunities for member institutions. Its vision is to be a catalyst in delivering

transformational experiences that inspires global communities.

GEN has taken education and workplace training beyond national borders to provide rich and diverse international study and work opportunities for students and staff. Even with the travel restrictions brought about the COVID pandemic, the GEN program was able to pivot to virtual exchanges and innovative exchange programs using technology to create collaborative projects.

RESULTS AND ACCOMPLISHMENTS

Achievements of the nominee include:

1. 20th Anniversary: The GEN partners celebrated 20 years of the Global Education Network on 24th March, 2021. During that time, over 1000 students have been given the opportunity to have international experiences within an educational setting – enhancing the globalisation of students, staff and the college curriculums. The GEN also provides students with international networking opportunities which help them gain employment.
2. Creation of a unique study abroad model: The GEN is a unique education programme and also a method to future-proof students to the employment climate of the future – through internationalising their thinking and expanding their life experiences.
3. Community Service Learning Projects: The GEN has undertaken community development work in numerous countries which has developed the global understanding of the GEN students. The experience offers students the chance to work use their vocational experience while developing new skills and knowledge on a global level. Some examples of community development work that the GEN programme has been involved with includes the building of school rooms in Cambodia and working with street children and empowering women programs in India.
4. Internationalisation of curriculums: The GEN partners have developed a curriculum assessment matrix to compare curriculums, which allows for synergies between partners when developing the study tours.

5. Access to programs: A key focus for partners is to provide opportunities for students based on merit, not economic background. The GEN partners have dedicated Study Abroad Offices to assist students to access opportunities. These offices provide services including pre-departure programs and networking opportunities, as well as ongoing support throughout the program.

INTERNATIONAL VALUE

A key result area for the GEN is to 'Enhance professional and pedagogical capabilities of GEN faculty/staff to support learning in a global society'. The GEN has significantly improved international education globally through initiating increased sharing of best practice between the institutes.

The international exchanges are not just for students, staff also have the opportunity to participate in travel experiences, conferences and knowledge sharing. The GEN provides opportunities for faculty/staff development through participation in GEN activities which strengthen the excellence in teaching and learning practices throughout the GEN community.

Involvement of staff in the professional development opportunity of the GEN exchanges and conferences improves the higher education standard of all the participating colleges. Between May 2019 and June 2021 alone, 242 higher education staff members participated in GEN programmes, with satisfaction in the programmes rated at 98%.



HONORABLE MENTION: GLOBAL CITIZENSHIP AWARD

NAME OF RECIPIENT: CONIF

PROJECT NAME: Portuguese as an Additional Language (PLA)

COUNTRY: Brazil

INTRODUCTION

Created in 2008, Federal Institute of Education, Science and Technology of South of Minas Gerais (IFSULDEMINAS) is a public institution linked to the Ministry of Education of Brazil (MEC). Its eight campuses are located in the southern part of Minas Gerais State, and the headquarters is in the city of Pouso Alegre. Today, IFSULDEMINAS operates on several levels of degrees, offering professional and technological education in different modes, integrating graduate, undergraduate, basic and technological levels, in 27 different areas.

The Federal Institute of Education, Science and Technology of Rio de Janeiro (IFRJ) is part of the Federal Network of Vocational, Scientific and Technological Education. All the Network institutions have a social commitment to offering free, public and state-of-the-art vocational education, including teacher training.

The Federal Network of Vocational, Scientific and Technological Education comprises 38 Federal Institutes of Education, Science and Technology, 2 Federal Centers of Technological Education and Pedro II School, which encompasses a total of 661 campuses located throughout 578 Brazilian municipalities with about one million students enrolled.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

The demand for Portuguese, especially of its Brazilian variety, has increased since the 1980s. It was supported both by the rising international projection of the country until recently and by public and private institutional initiatives towards strengthening economic, technological, and scientific relations with organizations from other nations. Thus, learning Portuguese became an asset for those who wanted more solid academic and professional connections with Brazil and other countries and regions in which Portuguese is the most spoken language.

Considering this context, teaching Portuguese as an Additional Language (PLA) contributes to expanding the offer of the language and, at the same time, contributes to the internationalization process of the institutions, especially

to receptive mobility policies and international cooperation projects.

To meet this demand, the Federal Institute of the South of Minas Gerais (IFSULDEMINAS) and the Federal Institute of Rio de Janeiro (IFRJ) proposed the creation of guidelines for the implementation of a policy for teaching PLA to all the 41 institutions that comprise the Brazilian Federal Network of Vocational, Scientific, and Technological Education. These guidelines were the foundation of the PLA em Rede (Network PLA, in English) Program.

RESULTS AND ACCOMPLISHMENTS

640 students from institutions of various countries, such as Argentina, Benin, Canada, Chile, Colombia, Costa Rica, Cuba, Egypt, Spain, United States, Guinea, Guinea-Bissau, Haiti, Netherlands, Honduras, India, Italy, Jordan, Mexico, Nepal, Peru, United Kingdom, Senegal, Syria, Togo, and Venezuela participated in the PLA em Rede program and are learning Portuguese. The first classes that graduated in IFSULDEMINAS, for instance, had a completion rate of 80%, far above the number of graduates from other distance learning courses.

As this is the first edition, it is too early to assess the long-term results of the program. However, benefits for the dissemination of the Portuguese language and the culture of Brazil and other Portuguese-speaking countries are also achievements of the project. Also, benefits to the internationalization of the Brazilian institutions are expected.

The coordinators of the program have also shown tremendous leadership. They have been able to manage thirteen participating Brazilian institutions, making them work together and simultaneously in a de facto network, which is also noteworthy.

INTERNATIONAL VALUE

Even though Portuguese is the ninth most spoken language in the World, only nine countries have it as their first language. Therefore, the PLA em Rede program contributes to overcoming the language barrier, which constrains the internationalization of Brazilian technical and technological education institutions.

It creates a mechanism for disseminating the Portuguese language and the culture of Portuguese-speaking countries, which helps create new possibilities for international academic cooperation.

The program also stimulates international culture in Brazilian institutions since it involves Portuguese language teachers, who need to adapt their way of teaching to accommodate the specific needs of international students. At the same time, it creates the opportunity for international students and teachers to get acquainted with our institutions.

In addition, the offer of places in PLA em Rede is often made based on the principle of reciprocity, that is, benefited foreign institutions also offer language courses for students and staff from the Federal Network.

Ultimately, as a crucial project to amplify the international insertion of institutions, it might affect and strengthen all areas of the institution transversally: teaching, research, extension, and management.





INDIGENOUS EDUCATION



GOLD WINNER: INDIGENOUS EDUCATION AWARD

NAME OF RECIPIENT: British Columbia Institute of Technology

PROJECT NAME: N/A

COUNTRY: Canada

INTRODUCTION

Established in 1964, BCIT is provincially mandated under the BC College and Institute Act to act as a polytechnic institution for British Columbia by offering technological and vocational instruction and baccalaureate and applied master's degree programs.

In 1964, BCIT's philosophy was to prepare job-ready graduates. Over the years, the Institute has seen many changes, but that key philosophy continues. For that reason, graduates of BCIT trades, apprenticeship, technology, and professional programs remain some of the most sought-after talent in Canada. BCIT's fundamental commitment to graduates' career success is woven throughout the Institute's history.

BCIT's distinct position can be attributed to the core business of delivering trades, apprenticeship, and technology education and training in support of British Columbia's economic development. The Institute continues to cultivate partnerships with business, industry, high schools, and other post-secondary institutes. These partnerships have allowed the advancement of the Institute's vision by improving core offerings, increasing the number of degree programs, enhancing applied research to support advanced studies, strengthening work-integrated learning (WIL) opportunities, and expanding partnerships to include foreign post-secondary institutes.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

BCIT is committed to Indigenous peoples and advancing reconciliation. We are a leader in this space. One of our nine Strategic Plan priorities is to infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change.

In May of 2019, all our work culminated in the launch of our first Indigenous Vision. This is a living document that is intentionally actioned and leads to systemic change. The Vision is our platform for change, it is bold and challenging yet simple and clear. We aspire to a future in which BCIT is the first choice

for learners in BC with well-developed pathways to support Indigenous learners transition to and from BCIT and to ensure that Indigeneity is embedded and active across BCIT.

The foundation of our Vision is truth, which is woven throughout all our actions. Truth about Indigenous peoples, their history in Canada, legacy of colonization and contemporary realities. Reconciliation is the goal of the Vision and its supporting plans, and this will be achieved when Indigenous people are no longer at the negative-end of every socio-economic indicator.

Our overarching 'methods' respect and support the inclusion of Indigenous knowledge and ways across the Institute, our partnerships, through faculty, staff and programs and courses. We ensure responsive and relevant education that leads to change, empowers communities, and ensures sustainable systemic change. The term Indigenization is used to represent all the actions moving us towards reconciliation. We are innovative in our comprehensive approach to create and ensure a holistically supportive environment for students, faculty, and staff.

RESULTS AND ACCOMPLISHMENTS

Partnerships with Indigenous communities and organizations combined with the support of industry partners are key to increasing accessibility for Indigenous peoples. The Indigenous Initiatives team has great relationships with the local First Nations, the local cities, three school boards and a wide variety of organizations, both Indigenous and non-Indigenous. Some examples are: organizing the annual Vancouver Board of Trade Indigenous Opportunities Forum; teaching Indigenous 101 to local industry; education immigrant-servicing organizations and facilitating visits to the First Nations; partnering with Transport Canada to deliver the Bridge Watch Marine Program to Indigenous learners; ongoing "Intro to Tech" at Vancouver Technical High School; internships with BC Technology Council; integral in the design of the new health building and of the new Plaza walkway, program delivery and partnerships in/with Indigenous community. We only bring programs and services to Indigenous communities as they ask, and we listen

to the needs of the communities and ensure that there are job opportunities at the end.

Our Indigenous knowledge keepers guide and support us in developing our programs and services such as Introduction to Trades Program, Eagles of Tomorrow community math program; recent support services for marine program; events and programs in partnership with school boards, BSc Nursing embedded Indigenous course taught by Indigenous faculty; student support modules with BCIT Student Association; working on micro-credentialing and prior learning. Our process is always student-centred and supporting the student to meet their challenges and succeed.

INTERNATIONAL VALUE

The Indigenous Vision's three main areas of focus align both with the Colleges and Institutes of Canada (CICan) principles as well as our objectives and these include:

- Inclusion actions are people-focused and intent on building awareness and understanding around Truth, Reconciliation, Indigenization, the legacy of colonization, and the contemporary reality of Canada and Indigenous peoples.
- Accountability actions strive to create an environment in which all learners, and specifically Indigenous learners, find themselves reflected across the Institute and supported by programs, policies, and services designed to meet their needs.
- Relationship actions foster a culture in which respect and collaboration unpin all that we do. Based on authentic and sustainable partnerships, these actions represent progress towards a future in which we work together to promote place and space of Indigenous people.

Every change or development that positively impacts Indigenous students, positively impacts all students at BCIT. Our work is leading to systemic change.

This work is of benefit to International Higher Education because we are changing the academy and modelling better ways to work with, support and empower Indigenous communities and people. BCIT has an international presence and increasingly more and more of our faculty and staff (>50%) have deep understanding the place and space of Indigenous peoples in Canada, the legacy of colonisation and how to work best with Indigenous people, nations, and equityseeking groups. We are developing metrics to measure reconciliation at post-secondary institutions to ensure authentic change and to move institutions beyond performative or token change.

We partnered with BCIT's International Department and researched Indigenous student mobility programs. We know there is significant interest in an Indigenous student mobility program that is inclusive of Elders, cultural and spiritual components, adequate funding and timelines. Further, everything we create is open-sourced and available online for anyone around the world. Our Indigenous Awareness modules have had more 20,000 hits with approximately 3,000 from around the world. We will continue to create more modules and ensure they are available for free for everyone. In the new year these modules will be translated in to 5 languages: French, Spanish, Mandarin, Punjabi, and Urdu. We are partnering with our local Immigrant-serving agencies to confirm the languages (most popular in BC) and to help with the translation. We have also written "First Peoples: A Guide for Newcomers" to increase the knowledge about Indigenous Peoples in Canada. This Guide is used pre and post arrival in Canada.

Internationally we have been presenting and working with BCIT's Sustainability and Centre for Ecocities as we see a natural, important link between our Indigenous Vision and our Sustainability Vision. We have continued to share and work with interested global parties to advance Indigenization through sustainability and climate change initiatives. We are the current co-chairs of the WFCP Indigenous Affinity group which is now back on track due to a personal delay. We are excited about our next meeting and what we can do together.



SILVER WINNER: INDIGENOUS EDUCATION AWARD

NAME OF RECIPIENT: Saskatchewan Polytechnic

PROJECT NAME: Indigenous Student Success Strategy

COUNTRY: Canada

INTRODUCTION

Situated on Treaty 4 and Treaty 6 territories, and Homeland of the Métis, Saskatchewan Polytechnic is the province's only polytechnic with more than 150 programs serving every economic and public service sector. The institute provides the depth of learning appropriate to employer and student need through certificate, diploma and degree programs, and apprenticeship training. The Polytechnic engages in applied research to support innovation by employers and develop critical thinking skills among students.

Saskatchewan Polytechnic is also increasing Indigenous student enrolment, retention and graduation – cornerstones of the Indigenous Student Success Strategy 2018-2023 – through Indigenous student focused services and programs.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

Saskatchewan Polytechnic's goal is to increase recruitment, retention and success of Indigenous students across all our programs. The Indigenous Student Success Strategy 2018-2023 builds on this goal which traces its beginnings to 2009 with the Aboriginal Student Achievement Plan. The strategy contributes to Saskatchewan Polytechnic's efforts to meet the Truth and Reconciliation Commission of Canada's Calls to Action and to live up to its commitments under the Colleges and Institutes Canada's Indigenous Education Protocol. Together with other institutional plans and initiatives, the strategy helps Saskatchewan Polytechnic meet the educational needs of our Indigenous communities and create an inclusive, welcoming place of learning.

Based on feedback from more than 760 people, including conversations with Indigenous students, graduates, First Nation and Métis community leaders and members across the province, Saskatchewan Polytechnic drafted a set of goals and actions. These were then brought back to Elders, First Nation leaders, students, faculty, staff, and senior leadership for additional input and prioritization.

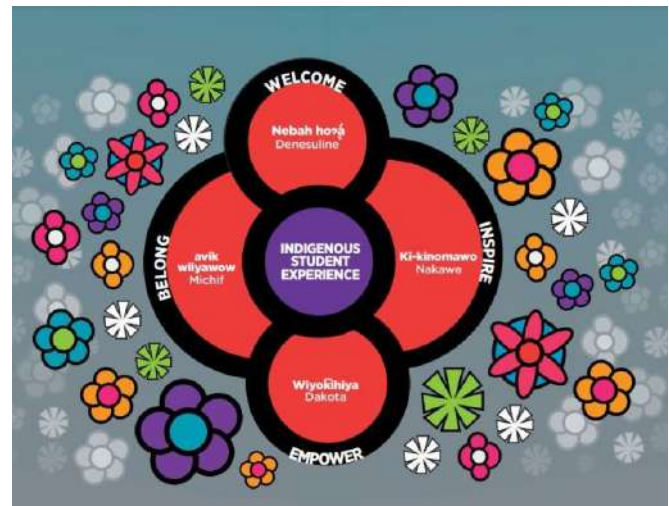
Indigenous student experience is at the heart of the strategy. Indigenous students should feel welcome, inspired and empowered, but most of all they should feel like Saskatchewan Polytechnic is a place where they belong. The four goals—belong, welcome, inspire, empower—all work together and are interconnected. Actions taken under one goal strengthen and reinforce the others.

Welcome: Ensure Indigenous students are well prepared for post-secondary life and are set up for success

Inspire: Help Indigenous students thrive

Empower: Celebrate Indigenous student success and prepare Indigenous graduates for successful careers

Belong: Create inclusive, respectful and welcoming campuses, where Indigenous students have a sense of belonging



(IMAGE CREDIT TO SASKATCHEWAN POLYTECHNIC)

Examples of initiatives include dedicated Indigenous student advisors, Indigenous students' centres at all campus locations with access to Elders, knowledge keepers and cultural advisors and a summer transition program to help orient Indigenous students and prepare them for student life. Events and celebrations are held in recognition. Examples include Louis Riel Day, Orange Shirt Day and National Indigenous Peoples Day. The practice of Indigenous traditions and ceremonies, including smudging and pipe ceremonies, is protected, promoted and accommodated. Indigenous role models are featured in multiple mediums. Sharing circles are encouraged and promoted.

Saskatchewan Polytechnic fosters community partnerships in support of the strategy, including with the Office of the Treaty Commissioner, the Muskeg Lake Cree Nation, the Saskatoon Tribal Council and the Gabriel Domont Institute.

RESULTS AND ACCOMPLISHMENTS

Saskatchewan Polytechnic's success is monitored through measurable outcomes focused on Indigenous student recruitment, retention, graduation and employment. In 2020-21, Indigenous students made up 13 per cent of the population and achieved a 61 per cent graduation rate, the latter up eight per cent over six years. In the most recent graduate survey (2018-19), 86 per cent of Indigenous student graduates found employment.

Saskatchewan Polytechnic continues to refine the Indigenous Student Success Strategy through consultation with Indigenous stakeholders. Indigenous philosophies, culture, knowledge and ways of learning are being integrated into program curricula, policy and practice. The Indigenous Knowledge Container, *kiskēyihitamowin asiwacikan*, with curricular resources, background information, and examples from faculty provides significant support for this work.

The Cree phrase *miyo wāhkôhtowin* stems from interconnectedness and relationships and encompasses the foundation of all we do at Saskatchewan Polytechnic. We honour this principle in every interaction, institutional practice and service with learners, employees, and our communities. This world view lends itself to establishing partnerships which further reconciliation. The Remote Sensing of Residential School Cemeteries, a joint initiative with Cowessess First Nation, used ground penetrating radar at the site of the Marieval Indian Residential School to identify 751 unmarked graves (see photo of cemetery). The collaboration continues. Work to create an interactive story map identifying the people buried there with a picture of each individual, personal details and photos is underway to bring a sense of closure for the community, family and friends, and a lasting record of the harm caused by the residential school.



(IMAGE CREDIT TO COWESSESS FIRST NATION)

INTERNATIONAL VALUE

During extensive public engagement, Saskatchewan Polytechnic learned what our communities want us to focus on:

- Creating a sense of belonging - having an inclusive campus where everyone feels welcome and supported to do their best.
- Reflecting an Indigenous world view in what we teach, how we teach and where we teach.
- Increasing the number of Indigenous role models and decision-makers.
- Increasing the number of Indigenous students.
- Increasing the number of Indigenous students transitioning from academic upgrading studies into career training programs and on to successful careers.
- Reducing the attainment gap between Indigenous and non-Indigenous students—providing the right services and supports to retain students and help them be successful.
- Increasing Indigenous student graduation and employment rates.

The Indigenous Student Success Strategy 2018-2023 sets out to accomplish this through four goals: welcome, inspire, empower, belong. Each has a series of actions to achieve that goal. This is transferable and can be adapted.

WORDS OF WISDOM

Consultation was critical to the Indigenous Student Success Strategy's development. We wanted to ensure the focus remained on students and community input. Over 760 stakeholders from within and outside of Saskatchewan Polytechnic participated in these engagement efforts. The feedback received from stakeholders in local communities and throughout Saskatchewan and Canada helped us refine our final strategy so that it truly reflects students' needs and aspirations.

Ongoing engagement and community partnerships are important for achieving the strategy's goals. For example, a Memorandum of Understanding was signed with Wanuskewin Heritage Park, a National Historic Site of Canada, to collaborate on the development and sharing of Indigenous content, learning opportunities and experiences, applied research projects and integrated learning opportunities for students. This partnership supports our work with *miyo wâhkôhtowin* and reconciliation, article 31 of the United Nations Declaration on the Rights of Indigenous People and Canada's Truth and Reconciliation Commission Calls to Action.

NEXT STEPS

Saskatchewan Polytechnic is an inclusive place of learning that embraces diverse cultures, heritages and opinions. Inclusiveness is a key part of respect, which is one of our core values. It goes to the heart of our mission, which is to educate students and provide skilled and successful graduates. The Indigenous Student Success Strategy is designed to maximize success for this growing segment of our student population. Saskatchewan Polytechnic understands that all students are successful when they realize their academic and employment goals. The Indigenous Student Success Strategy 2018-2023 allows students to see themselves and their culture reflected throughout the entire institution—an institution that helps Indigenous students succeed.



(IMAGE CREDIT TO SASKATCHEWAN POLYTECHNIC)



BRONZE WINNER: INDIGENOUS EDUCATION AWARD

NAME OF RECIPIENT: BHP x CQU x NMT

PROJECT NAME: BHP FutureFit Academy Program

COUNTRY: Australia

INTRODUCTION

The BHP FutureFit Academy Program was established in January 2020, changing the way vocational training is provided in Australia by offering Traineeships and Trade Apprenticeships through purpose-built immersive training centres.

The Program redesigned key maintenance tasks, mapping them against core competencies based on the tasks required by BHP, then developed a full curriculum around VET (vocational education and training) and business requirements.

In March 2020, two BHP FutureFit Academies opened – in Mackay, Queensland and Perth, Western Australia. Utilising nationally recognised curricula, real-life workshops, virtual reality and immersive technology, students receive robust and supportive learning in a safe and welcoming environment.

AWARD-WINNING PROGRAM

BHP commenced the FutureFit Academy program based on key business drivers including: BHP's Inclusion & Diversity goals of:

- Gender balance by end of FY2025; and
- Aboriginal and Torres Strait Islander representation by end of FY2025.

Nationally there is a shortage of trades, a need to cater for future trades and keeping pace with digital change. BHP knew it needed to think differently about how it could attract and retain diverse talent and that the traditional approach to trades training would not achieve its objectives. The BHP FutureFit Academy allows BHP to disrupt the approach to training and to attract and enable diverse candidates to work in the mining industry. The program delivers one-year Traineeships and two-year Trade Apprenticeships, and it significantly increases female and Aboriginal and Torres Strait Islander representation in mining and trades.

To deliver the program, the following processes and approaches were adopted:

- Maintenance key work tasks were re-designed and mapped

against core competencies to allow for the creation of the Maintenance Associate role via a one-year Traineeship;

- Dedicated training centres were set up, offering training through immersive learning experiences and fully fitted-out operational site workshops;
- A holistic curriculum designed specifically for new-to-industry people was developed and delivered, incorporating digital technologies (virtual / extended reality) to reduce safety risks;
- Students are supported by highly skilled and engaged trainers and supervisors, who guide their personal development, health and wellbeing;
- The program fosters inclusion and diversity as the norm, where differences are embraced and individuals feel involved, respected and valued;
- Students are permanently employed with BHP from their first day. Once trained and qualified, they continue their permanent role with BHP at mine sites in Queensland or Western Australia and hold a nationally recognised Certificate II or III qualification;

A Learning Quality Management Framework was developed to provide governance structure to the program.

BHP partnered with two registered training organisations, Central Queensland University in Queensland (CQU), and North Metropolitan TAFE in Western Australia. Both provide guidance and assurance in how the training is delivered, ensure the program is in line with the VET Quality Framework, and provide students with support strategies including Learning Literacy and Numeracy support, Indigenous support and access to library resources.

CQU also provides a strong Indigenous support model, incorporating an Indigenous Wellbeing and Engagement team as well as an Indigenous counsellor for additional support.

RESULTS AND ACCOMPLISHMENTS

Through the FutureFit Academy, BHP has met its objectives by creating high-scale apprenticeships for new to industry people,

which enable students to learn using immersive technologies (virtual reality, extended and augmented reality) as well as practical activities on real mining equipment.

Since March 2020, the Academies have achieved the following:

- Over 500 students have commenced the program with over 220 graduates;
- Indigenous learners: over 20% identify as Aboriginal and Torres Strait Islander;
- Gender diversity: over 80% female;
- Age diversity: Average age is over 30.

BHP's data¹ indicates that its most inclusive and diverse teams outperform other teams on average for:

- Safety (with up to 67% lower injury rate);
- Productivity (with up to 11% better adherence to schedule);
- Culture (with 28% lower unplanned absences and up to 21% more pride in their work).

A recent Employee Perception Survey found that:

- 85% of students felt engaged; and
- 74% of students felt enabled (which is in line with the top 25% of comparable companies).

The BHP FutureFit Academy program has led to over 500 permanent positions being created in Queensland and Western Australia, in a time of COVID-19 related economic uncertainty. The Program has also provided an injection of people into local communities, helping to strengthen regional and local economies. The BHP FutureFit Program design can be looked to as a standard by other polytechnics looking to develop training that attracts and creates opportunities for more diverse learners.

INTERNATIONAL VALUE

Polytechnic institutions in almost any jurisdiction can develop training programs that provide better access to skills training through:

- The use of immersive technology that caters to varied learning styles and exposes new-to-industry students to exercises in a safe environment;
- The provision of additional learner supports for diverse individuals, such as language, literacy and numeracy support to ensure students are well supported;
- A commitment to diversity and inclusion: ensuring students'

unique backgrounds are not only accommodated, but embraced; and

- A curriculum that incorporates a solid Foundations program that includes ways of working, respectful behaviours, workplace culture as well as Indigenous culture.
- BHP's FutureFit Academy is a flexible model that could be applied internationally, but will depend on:
- Each country's individual VET requirements and regulations;
- Specific country trade requirements and regulations which curricula may need to be tailored to.

WORDS OF WISDOM

Rolling the Program out during the first COVID-19 lockdowns posed challenges that required innovative thinking.

Key lessons learned include:

- Understanding that anything is possible – work with key partners to ensure a shared vision is established. Staying focused on the goal of developing one standardised national program despite different jurisdictions was key;
- Being prepared to challenge the norms – there are multiple ways to deliver the correct outcomes, but just because it has been done a certain way for many years doesn't mean it can't be delivered in a different way;
- The 'unknown unknowns' are important – when it comes to inclusion and diversity, it's best to ask questions to understand the journeys and histories of individuals, ensuring that learning is maximised;
- Looking at learning with a focus on how to accommodate diverse learners and making changes to support them;
- Executive sponsorship: providing support to change.

NEXT STEPS

BHP is planning to expand its diversity focus, to how individuals with disability, veterans, newly settled Australians and other groups can be trained. Strategies are being put in place to ensure that the organisation has a clear direction and can support these groups.

BHP is also creating a Career Pathways Framework for early industry graduates so they can be continually developed through curated content based on different career paths. The organisation has implemented an alumni group to support students through mentorship from previous graduates.

The success of BHP's FutureFit Academy has also led to its planned expansion across other BHP divisions in Australia.

Technology will remain at the forefront for the BHP FutureFit Academy; this will be continually explored as there is a requirement to train for the Skills of the Future. A component of this work is the future of Advanced Apprenticeships; incorporating digital skills to attain higher educational qualifications.



STRATEGIC LEADERSHIP



GOLD WINNER: STRATEGIC LEADERSHIP AWARD

NAME OF RECIPIENT: Weston College

PROJECT NAME: Dynamic creation of the West of England Institute of Technology

COUNTRY: UK

INTRODUCTION

Weston College (c£67m/30,000 enrolments) is a top performing UK College with results consistently above the national average - retaining Ofsted 'Outstanding' since 2013. It offers vocational/technical qualifications from Entry level – Degree level having its own University Centre (39% 1st class honours). It offers a highly inclusive approach (winner of the Queen's Anniversary Prize), as 1 of 3 UK National SEND Centres of Excellence. In 2019, it became the lead for the West of England Institute of Technology (WEIoT) creating an impressive higher technical skills consortium of 4 FE Colleges, 1 University and 13 employers across Digital, Health, Advanced Engineering & High Value Manufacturing.

AWARD-WINNING PROGRAM

The consortium was developed with a strong employer led 'inclusive higher technical skills' vision from the College's Principal Dr Paul Phillips CBE, himself the 'National People Lead' for 1 of 3 UK SEND Centers of Excellence – a status held by the College since 2019. In this regard the consortium has both bridged the skills gaps for higher technical skills, as well as widened participation by creating an inclusive STEM talent pipeline, using a highly collaborative model where the sum is greater than the parts.

The aims of the West of England IoT (and its point of difference from the traditional FE model) are as follows:

- To cascade higher technical learning at a regional (rather than just a College) level using a partnership model that goes beyond the norm. This has created an agile collective of 4 colleges/1 university and 13 employers who are all committed to creating an industry focused in demand L4-L6 curriculum, delivered in state of the art vibrant training facilities - built to industry/employer designs. The provision has attracted 571 learners into L4-L6 higher technical STEM learning, offering much more flexible pathways, in a ratio of 70% apprentices and 30% HE (full and part time) across the collective.



- To widen participation and grow aspiration. Outstanding success has been achieved, with the College building an inclusive community of best practice across the IoT partners, by linking in the College's highly qualified inclusive practitioners, and ensuring collective best practice strategies are in place to reverse under representation e.g. BAME learners/mature learners/ female learners and SEND learners. The IoT has also widened participation across Polar Q1 postcodes to create an inclusive talent pipeline to support learners (whatever their starting point in life) to access aspirational careers in the region's high growth sectors.
- To build a community of technical teaching best practice, with investment in a collective CPD model to raise the regional bar. This is allowing new technologies/ research and teaching methods (e.g. simulation) to be embraced, creating new innovative learning experiences e.g., the World-Class Cyber Zone; Digital Health Training Centres (complete with patient simulators and diagnostic radiography) and immersive Aerospace Academies based within employer premises e.g. the College's new IoT campus in the recently opened £32m GKN Global Aerospace Technology Centre. In addition, as a Microsoft Showcase College, the College (as the WEIoT lead) has developed the UK's first virtual classroom where tutors are

able to combine in person teaching with virtual teaching within the same space – offering a highly immersive flexible teaching experience which is attracting undiscovered talent from all backgrounds.

RESULTS AND ACCOMPLISHMENTS

Widening participation and grow aspiration. To date 571 learners are engaged on the IoT's higher technical skills programmes. The strategy is already unlocking undiscovered talent from traditionally under-represented groups e.g. 41% Mature, 8% BAME, 18% SEND, 25% female learners (in areas traditionally male dominated) with 8% of students from POLAR Q1 postcodes who are now engaging in higher level technical skills. Significant careers events have also been undertaken to collectively raise student/ parental awareness of the diverse future careers/job roles within AI/green sectors with Level L3 pipeline pathways being created across all the core sectors.

Regional cascading of Higher Technical Skills and building a community of practice. Across the 70+ courses tutors now work collaboratively on a collective 'regional' annual self-assessment/ quality improvement plan and actively share resources, with the following benefits:

- Creating a higher level technical training/CPD community of practice with the IoT hosting its own Educator Network Conference (2021) to further enhance inclusive teaching practice.
- Supporting a digital IoT tutor peer network to trail new technical/digital teaching practice - for example - simulation/employer led pedagogy/exploring the use of the Jisc Capability Tool, and Digital Advocates.
- The scale and breadth of the providers is impressive, and the strong strategic leadership shown by the College



has allowed specialisms to be developed with partners e.g., an impressive state-of-the-art cyber training centre known as ADA: The computing/cyber facilities comprise eight computing labs/cyber-forensics tool kits/collaborative working areas and study pods.

- Learner satisfaction rates (97%) and employer satisfaction rates (98%) are high, with 100% achievement rate for the 1st cohort just finished.



INTERNATIONAL VALUE

The strong leadership from the College's Principal/senior leaders and governors as the IoT lead, working in partnership with skills commissioners, employers and FE Colleges linked to a University - has provided an exemplar collaboration (whose inclusive ethos can be easily replicated internationally), between universities/colleges and businesses to ensure that learners with untapped potential, have the skills to build well-paid rewarding careers using aspirational technical pathways. The WEIoT model has shown that by creating a long-term regional strategic vision - an inclusive higher technical learning ethos can flourish at a regional rather than just a college level.

The project has also pioneered the UK's 1st 'Virtual Classroom' model in partnership with Jisc (the UK's skills organisation for digital services and solutions), which is capable of attracting students from all over the world, and offers a beyond 'Teams/ Zoom' experience through a 'classroom fusion' remote learning excellence model (e.g., teaching within a classroom and virtually at the same time).

WORDS OF WISDOM

A key factor in the WEIoT's success has been the College's strong financial capability and project management which

ensured six IoT Capital projects were completed on time/within budget. This was achieved (despite a pandemic) by creating a new mobilisation team 'Momentum' - which drew on significant specialisms across the College e.g. finance, estates, logistics, curriculum planners, who supported the College's IoT partners to keep capital tenders/build plans progressing during the 'first lockdown' and beyond.

The importance of a clear inclusive vision from the very top was paramount - partners know that the WEIoT's ethos is very much aimed at levelling up across higher technical skills, not just another skills recruitment initiative.

Above all, for this type of regional consortium to be a success, higher technical skills initiatives need to be driven by employers - and it is imperative that partners are able to develop their specialisms to benefit the wider project aims.

NEXT STEPS

The WoE IoT aims to build on its employer led ethos. With this in mind, the College now teaches from employer premises within

the newly opened £32m GKN Global Aerospace Technology Centre (where apprentices learn alongside the latest 'Net-Zero flight technology' being manufactured). This trailblazer approach offers a new highly immersive/flexible teaching experience which is attracting undiscovered talent from all backgrounds. It is the College's ambition to replicate this with more employers in a model where industry and education are at one.

The College's Business Growth Team has also successfully bid for over £3m+ to date to support the WEIoT and sustain the College's aspiration for regional 'inclusive higher technical skills.' This includes funding to deliver L3 pipeline qualifications and careers events (to further widen participation and to sustain the inclusive talent pipeline), as well as CPD funding to develop technical teaching skills/digital skills/inclusive practice excellence to ensure no-one gets left behind!





SILVER WINNER: STRATEGIC LEADERSHIP AWARD

NAME OF RECIPIENT: Shaanxi Polytechnic Institute

PROJECT NAME: Developing Work-Ready Graduates: A College and Industry Collaboration Case Study

COUNTRY: China

INTRODUCTION

Approved by the Ministry of Education, China in March 1999, Shaanxi Polytechnic Institute (SXPI) was the first higher vocational education college approved by the Ministry of Education in northwest China. Located in Xianyang, a city renowned for its long history and splendid culture, SXPI provides 65 academic specialties including Equipment Manufacturing, Electronic and Electric Engineering, Mechanical Engineering, Information Technology, Business, Public Service, Logistics Management, Civil Engineering, Textile Dyeing, and Clothing Art. This indicates a pattern that takes engineering as its mainstay while allowing balanced development in academic areas such as economics, administration, liberal arts, foreign language learning, and fine arts.



AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

The Ministry of Education, China acknowledges the level of workforce skill, knowledge and competence is the key to social well-being, upward mobility, increasing gross domestic profit and remaining globally competitive. The Ministry has developed a series of TVET policies encouraging TVET providers to deliver industry aligned outcomes-based learning events. It is anticipated these learning outcomes will provide young, potential employees with the foundational competencies to successfully engage in the workforce and contribute immediately to industry growth. A critical component of these initiatives is TVET provider - industry collaboration and their joint commitment to workforce development - the

on-going extension of workplace knowledge, skills, attitudes, and abilities of learners and potential employees. In response to these policies, SXPI developed an institutional strategy that encouraged the establishment of networked industry focused training centres. The aim of these training centres is to develop work-ready graduates bridging the gap between institutional education supply and industry labour market demand.

In 2010, SXPI initiated discussion with Omron Corporation, a Japanese multi-national company. During initial discussions two key drivers emerged, first, Omron needed be assured graduates from the centre would achieve the core standards and competences required by their employees and be familiar with their workplace culture. Second, SXPI needed to be better able to respond efficiently and effectively to government policy

and industry demand. SXPI teachers and Omron trainers co-developed a suite of educational programmes focused on the knowledge, skills and competences associated with Omron's 5S standards -Seiri, Seiton, Seiso, Seiketsu, Shitsuke. These 5S standards underpin the "spirit" of the Japanese entrepreneurial management approach and incorporate valued work-place knowledge, skills, and attitude. Career guidance and planning were an integral part of the programmes to enhance learner understanding of the benefits to them, regardless of the corporation involved, of engaging in an institute-industry aligned training. Following the development of the curriculum a dedicated industry - Omron Corporation and educational institute – SXPI training centre was established within SXPI for over 1000 learners.

On completion of the training, learners have acquired the skills to be work-ready with clear pathways for employment in Omron or to other established industries in Xi'an area.

This training centre provides:

- Learners with the core knowledge, skills and attitudes required by industry.
- SXPI teachers with an authentic experience in industry approaches to vocational training.
- Omron trainers with an authentic experience in institutional approaches to vocational education.
- Graduates with identified pathways to employment and further study.

RESULTS AND ACCOMPLISHMENTS

Government vocational education reforms and industry demand highlighted the need for TVET providers to develop work-ready graduates able to immediately contribute to domestic growth. To meet these demands SXPI explored strategies that would ensure their curriculum was work-based, learning activities were work-focused and assessments were performance based. The traditional divide between TVET providing basic knowledge components and Industry providing authentic experiences, needed to be bridged. SXPI recognised a way to bridge the divide was to engage with industry through the establishment of institute-industry training centres. Given the longstanding relationship with Omron Corporation Japan discussions were held with the company on the benefits of establishing a training centre at SXPI. To date the training centre has enriched the teaching and learning experiences of all stakeholders.

It has developed:

- **Work-Based Curriculum:** Using a work-based and work-focused learning design framework SXPI educationalist and Omron trainers re-purposed current Omron technical skills training packages and approaches to developing an enterprise culture to jointly develop 13 customized programmes of study including quality management, production process improvement, equipment management
- **Work-Focused Assessment:** Using workplace holistic assessment design framework assessments were focused on authentic practices and fundamental knowledge. Specific attention was given to learner feedback and how this feedback could be used to build learners confidence in authentic settings.
- **Work-Place Environments:** The constrained resources of SXPI have benefited by Omron input. The company has donated the physical equipment required to establish an Omron product environment in Industrial Automation enabling learners to apply their practical skills in an authentic environment.

INTERNATIONAL VALUE

Traditional teaching and learning approaches of existing TVET providers stress replication rather than application, theory rather than practice, and rigidity over flexibility. Programme provision and learner numbers are constrained by limited financial and physical resources. However, internationally TVET providers are challenged by governments and industry to develop increasing numbers of work-ready, problem solving, innovative graduates to contribute to national growth. The international Omron (Japan)-SXPI (China) experience provides a global guide to address this tension. Key values

- Restricted resources -manpower, capital, equipment, teaching materials, finances – are expanded by industry input and learners have access to real world, up-to-date production technologies.
- Internationally applicable professional development programmes in work-ready learning activity design, performance based holistic assessment practices, work-based facilitation of learning approaches and external measurement of the impact of training centre, are offered.
- Educational leadership programmes in initiating industry-provider ventures, guides to establishing joint training centres and continuous evaluation strategies, are being investigated.

WORDS OF WISDOM

Globally Ministries of Education are challenging vocational education and training providers to develop the work-ready graduates industry demand. Work-readiness is enabled by the creation of educational institute – industry partnerships and a shift in focus to outcomes based educational practices. These changes impact on the current practices of, industry trainers, administrators, and teachers. Past practices of assessing and recording candidate performance, using test scores, grades, or reports from formal observations fail to meet the needs of learning-for-work environments. Industry and providers must acknowledge learning not only takes place in formal classroom environments, but it also occurs during performance, through performance and for performance. Providers and Industry need to repurpose and restructure their conceptions of curriculum, theories of learning and how performance can be assessed and reported on. Then Industry and TVET providers can agree that teaching for performance on-the-job, work-readiness, becomes a key driver in curriculum design and planning and assessment.

NEXT STEPS

Teaching for performance on-the-job, work-readiness, is the key driver in the creation of joint provider-industry training centres. The SXPI and Omron relationship provides a blueprint for further training centre developments. Key points learnt:

- Physical learning and teaching resource materials need to be centralized for consistency. The established SXPI-Omron Programme Office demonstrates how a work-ready learning activity design framework can be used to re-purpose institute-industry learning materials and assessments to meet work-readiness approaches.
- Career guidance and planning should be integrated in programmes enhancing learner understanding of the benefits of participating in an institute-industry aligned training and enhance their understanding of the importance of the concept of corporate identity in industry.
- Tripartite agreements – learner, institute, industry provider – are signed before learning commences in a dedicated training centre. These learner centric agreements clearly outline the commitments, expectations, behaviours, and outcomes for all stakeholders and provide a clear career pathway for learners.



BRONZE WINNER: STRATEGIC LEADERSHIP AWARD

NAME OF RECIPIENT: Jiujiang Vocational and Technical College

PROJECT NAME: Jiujiang Vocational and Technical College Vocational Training Program (JVTC-VTP)

COUNTRY: China

INTRODUCTION

Founded in 1960, Jiujiang Vocational and Technical College (JVTC) is the only National Model Higher Vocational College and the only “High-quality Higher Vocational College” in Jiangxi Province. Cooperating with key pillar industries and strategic emerging industries, JVTC has established ten specialized groups among which Naval Engineering and Internet of Things Applications have been hailed as national featured high-level specialized groups. JVTC has established a batch of national training and provincial demonstration bases and

JVTC is a construction unit of the “High-quality Higher Vocational Colleges and Major Construction Programs with Chinese Characteristics” selected by the Ministry of Education and the Ministry of Finance. Focusing on students’ development, its social training program (JVTC-VTP) builds an integrated training pattern of training in enterprises and training in villages (communities), innovates three types of training models, including a new apprenticeship system, online and offline modular training, and uses competitions to promote training,



science parks, and cooperated with more than 200 well-known enterprises including Jiangnan Shipyard (Group) Co., Ltd. and JD.com to facilitate talent cultivation. Over the past five years, JVTC has cultivated approximately 100,000 high-quality and technically skilled personnel, and has won 1,086 awards in large competitions.

AWARD-WINNING PROGRAM

The Jiujiang Vocational and Technical College Vocational Training Program (JVTC-VTP) follows the trend of global industrial modernization and actively responds to the Belt and Road Initiative (BRI). Through a series of training projects that focus on students’ improvement, it is committed to improving the technical skills of industrial workers in the new era to meet the needs of economic and social development, providing learning opportunities for groups with employment difficulties, helping them improve their employ ability, to get jobs successfully, get out of poverty and better integrate into social life.

thus promoting the sharing of resources among the government, schools, enterprises, and villages (communities). Besides, it actively carries out the following five training modules (AISCR): continuing education and self-study, skills training for industrial workers in the new era, Yangtze River Economic Belt crew training, community education and training, and personnel training for rural revitalization. Up to 30,000 industrial workers and people with employment difficulties are trained by JVTC-VTP online and offline every year, after which they can find jobs in fields such as intelligent manufacturing, construction, port shipping, tourism, public community, and the front line of rural revitalization, providing talent guarantee for economic and social stability and development of the Jiujiang region.

After years of experience accumulation, JVTC-VTP has built an efficient strategic management mechanism and spread it in Jiangxi Province and even the whole country, playing a demonstration and leading role in exploring the integration approach of industry and education and the improvement of

trainees' technical skills.

On April 14, 2021, CCTV Xinwen Lianbo, one of the most authoritative mainstream news media in China, introduced the case of JVTC-VTP on the integration of industry and education in the new era of industrial workers training with the special edit "[Start of New Journey for 14th Five-Year Plan] Facilitating the In-Depth Industry-Education Integration and Empowering the Industrial Development by Vocational Education". The success of JVTC-VTP was thus spread and promoted as a demonstrative case nationwide.

RESULTS AND ACCOMPLISHMENTS

Continuing education and self-study: JVTC-VTP has jointly conducted education upgrading classes for employees and provided education upgrading services for more than 2,000 employees. On October 25, 2018, JVTC-VTP was awarded the title "2018 National Excellent Adult Continuing Education Institution" by China Adult Education Association for its quality education services.

Skills training for industrial workers in the new era: JVTC-VTP has joined hands with more than 20 enterprises in key fields to carry out various types of skills upgrading training for

industrial workers in various majors, including machining and manufacturing, electrical automation, so as to provide more than 5,000 qualified industrial workers to the local area every year. In recent three years, JVTC has held 34 provincial and national skill competitions, and its students have won 184 provincial and national awards.

Crew training in Yangtze River Economic Belt: JVTC-VTP has taken full advantage of JVTC's shipbuilding engineering major in schooling, carried out crew training for the provinces along the Yangtze River Economic Belt, and provided nearly 10,000 licensed crew members to the maritime transport industry, making great contributions to the development of shipping undertakings in the Yangtze River Economic Belt.

Community education: JVTC-VTP has co-established Lianxi Community College (LXCC) with the local government to carry out free skill training for vulnerable groups such as laid-off workers and disabled residents. Through the employment resource offered by the local government, LXCC, enterprises, and communities, the college recommends suitable jobs for students and helps to solve the livelihood problems of the community. The project is highly praised by community residents and won two national "Lifelong Learning Brand Project" awards



JVTC-VTP FOR FISHERMEN OF WUCHENG TOWN AFFECTED BY THE FISHING BAN



OPENING CEREMONY OF SINO-THAI TIANGONG INTERNATIONAL COLLEGE OF JVTC

INTERNATIONAL VALUE

Adhering to the concept of TVET internationalization, JVTC jointly carried out the “China-Thailand BTCA Tiangong Cooperation Program” with the Institute of Vocational Education, Central Region 3, Thailand, and Prachinburi Technical College in 2019, which was successfully selected in the third batch of “China-ASEAN Higher Vocational College Characteristic Cooperation Projects”, and JVTC was awarded the “2020 Sino-Thai Vocational Education International Cooperation Outstanding Contribution Award”.

With the platform of international and domestic competitions built by JVTC, JVTC-VTP organized students to actively participate in the BRICS Skills Development & Technology Innovation Competition, China-UK “OBOR” International Youth Innovation and Entrepreneurship Skills Competition, and other national (international) skill competitions, winning a total of 9 awards. The competitions have also stimulated the development of teaching level, with 10 special vocational education training programs and 30 international professional and curriculum standards with Chinese characteristics produced, which are all successfully implemented overseas and are highly praised.

WORDS OF WISDOM

Teaching according to aptitude: We should research in-depth and fully analyze the internal and external advantages and disadvantages of the training participants, in order to develop vocational training programs that are “understandable, easy to grasp, and sustainable” in accordance with the specific conditions and requirements.

Resource sharing: Centering on the development of local industries and the demand for employment of enterprises, we should promote resource sharing among the government, schools, enterprises, and villages (communities), and realize the synergy between demand and supply.

International cooperation: Amid the routine COVID-19 prevention and control, we should keep abreast of the trend of international cooperation and exchange, build an international

teacher team, and develop international “mutual recognition” courses in accordance with international standards to keep up with the pace of economic and social globalization.

Keeping moral conduct: We should take virtue fostering as the fundamental mission, to cultivate students’ noble moral sentiment, legal awareness of discipline, and lofty sense of social responsibility.

NEXT STEPS

Holding the motto of “keeping moral conduct, inheriting advanced technology”, JVTC-VTP makes full use of the rich educational resources of JVTC. On the basis of steadily promoting the five training sectors (CISCR), it will continuously improve the training quality, innovate the training methods, expand the training channels, and build a platform for employment and entrepreneurship, to provide greater help and services for the development of more groups in need to their full potential.

In the past five years, JVTC-VTP has actively served the Belt and Road Initiative and deepened the integration of enterprises with JVTC, international cooperation, and resource sharing. By strengthening international communication and exchange of vocational education, JVTC-VTP learned advanced foreign vocational education concepts, built an international teacher team, and cultivated high-end technical and skilled talents with an international perspective, making a positive contribution to the development of world vocational education.



SUSTAINABLE DEVELOPMENT GOALS



GOLD WINNER: SUSTAINABLE DEVELOPMENT GOALS AWARD

NAME OF RECIPIENT: Colleges and Institutes Canada

PROJECT NAME: N/A

COUNTRY: Canada

INTRODUCTION

CICan is the national, voluntary membership organization representing publicly supported colleges, institutes, cegeps and polytechnics in Canada and internationally. Known previously as the Association of Canadian Community Colleges (ACCC), CICan continues to champion the innovations, applied research, international development, and the employment or entrepreneurial opportunities that are created by its member institutions and partners all over the world.

CICan's members work with industry and social sectors to train learners of all ages and backgrounds at over 670 locations serving urban, rural, and remote communities across Canada. The association is committed to quality education and skills development opportunities for all Canadians to maximize labour market participation and support Canada's prosperity.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

Based on CICan's strong record of leadership in sustainability, it has secured three new initiatives focused on helping Canada make progress towards the United Nations Sustainable Development Goals (SDGs). These programs will help students, as well as institutions, contribute to economic and social development, community well-being and a sustainable future. The projects include new internship opportunities for students, a brand-new toolkit for colleges and institutes on the SDGs, and the addition of a new category to CICan's Awards of excellence, recognizing excellence in sustainable development.

CICan's new ImpAct Internships program will help employers' advance initiatives that align with the SDGs and allow Canadian youth to gain critical skills essential for the 21st century and to become SDG ambassadors. Inspired by CICan's 5-year Strategic Plan 2019-2024, the ImpAct initiative, aims to support colleges and institutes in achieving their shared vision of Better Futures for Peoples and Communities. Backed by the McConnell Foundation and placed under the patronage of the Canadian Commission for UNESCO, it builds on the common values and aspirations of CICan members and is designed to amplify the college and institute system's contributions to economic and social development, community well-being and a sustainable future by supporting deliberate and collaborative approaches.

The ImpAct initiative's actions are guided by Canada's commitments to the UN Sustainable Development Goals (SDGs). By using the SDGs as a framework for setting priorities, partnering with others, and measuring results, the ImpAct initiative will support CICan members in collaborating for a healthy, inclusive, prosperous and sustainable 21st century Canada.

RESULTS AND ACCOMPLISHMENTS

Curriculum and program development is a core business for CICan's members. It is through curriculum innovation and program design that colleges and institutes respond to emergent needs, both in the form of flexibility and responsiveness in program delivery and in the development of new education and training content for students.

Canadian institutions have become adept at the integration of sustainability across the curriculum and in developing programs in emergent and cross-sectoral occupational areas related to sustainability. They have nurtured a competency-based culture of quality assurance, qualifications frameworks and credentialing that are important in promoting student academic and workplace mobility in an evolving labour market.

Through CICan's Skills to Access the Green Economy program (SAGE), launched in 2019, 12 training institutions are partnering with CICan members to develop and deliver gender-sensitive skills training programs that meet economic and environmental needs in the region. It also encourages the participation of adolescent girls and women, youth, and vulnerable populations in demand-driven technical and vocational education (TVET) fields. Approximately 1,080 (540 females / 540 males) students will be direct beneficiaries of training in areas of water and coastal management, eco-tourism, agriculture, and construction.

Through the Pacific Alliance Education for Employment Program for sustainable development and skills for employment in the extractive sector of the Pacific Alliance (AP), implemented in Chile, Colombia, Mexico and Peru, a minimum of 140 employers and 1,400 learners will directly benefit from the intervention. This will be done through the twinning arrangement between CIGan member colleges and institutes with local training institutions engaging in a two-way exchange of knowledge focused on developing the local labour force that is marginalized due to insufficient qualifications for jobs offered by industry.

INTERNATIONAL VALUE

Since 2008, CIGan's Education for Employment (EFE) approach has mobilized the expertise of Canadian colleges and institutes to support partners around the world to develop responsive, demand-driven, and multi-stakeholder solutions to development issues. The EFE approach ensures that CIGan's partners –ministries of education and labour, sectoral ministries,

and local education and training institutions – are driving the initiative and have ownership of the direction and ambition of the cooperation program. In CIGan's experience, education and training institutions are important vectors for transforming individuals and their perspectives on climate change, gender equality, and sustainability. For example:

The Skills to Access the Green Economy Program (SAGE) is helping Belize, Dominica, Grenada, Guyana, Jamaica, and St. Lucia become more resilient by increasing the capacity of training institutions to deliver gender-sensitive skills training programs that meet economic and environmental needs in the region, which is increasing the participation of SMEs in sustainable and gender-equitable workforce planning, development, training, and certification.



SILVER WINNER (TIE!): SUSTAINABLE DEVELOPMENT GOALS AWARD

NAME OF RECIPIENT: Centro Formación Somorrostro

PROJECT NAME: Social Balance

COUNTRY: Spain

INTRODUCTION

The Centro Formación Somorrostro (CFS) began its activity on February 3, 1947, with thirty students and three teachers, led by Mr. Marcelo Gangoiti Urrutia. We are located in an area where the mining sector was strong but, at that time, in the late forties, the situation in the mining area was highly degraded socio-economically. This situation led Mr. Marcelo to create the Vocational Guidance School so that his students could join the Apprenticeship Schools of the companies that were the driving force behind the industrial and economic development.

The commitment to social transformation has, therefore, been the founding purpose of CFS since the beginning. This determines the past, present and future of CFS for social transformation based on improving people's lives. What began in the 1940s in an environment of poverty and need has been more than overcome, and "the school", as we are known in our surroundings, continues with this social involvement, adapting to the needs that the situation demands at all times.

AWARD-WINNING PROJECT/PROGRAM/ INSTITUTION

Social Balance: integration of the Sustainable Development Goals (SDGs) into Somorrostro's strategy and visualisation of our contribution from local to global.

We present our "Social Balance" initiative to the WFCP Awards of Excellence under the SDG category Awards. Social Balance is directly related with the SDG category for the reasons outlined below.

Social Balance is the result of a continuous process of social commitment of the Centre from its birth to the present day, with the aim of generating social awareness and involvement in the students, families, people in the organisation and other interest groups.

After decades of work in the field of Education for Social Transformation, in 1996 we took the leap towards the collection and systematisation of everything we had done in social and

environmental matters, reflecting it in the "Social Responsibility Report", which was published on our website.

After years of work in the field of Social Responsibility, we wanted to move forward in measuring our results of impact on society. In the 2016-17 academic year, we carried out a study of the Social Value of our Centre in collaboration with the University of Deusto. This monetisation process consists of putting a value on the return that Somorrostro makes to society from the public funds it receives from the Administration (Basque Government). The study concluded that for every euro that the Administration allocated to our organisation, we gave 5 euros to society.

RESULTS AND ACCOMPLISHMENTS

This tool has been a way of integrating the Sustainable Development Goals into the organization's own decision-making process, facilitating the prioritization of both internal projects and collaborations proposed by other organizations.

To carry out the discernment of new initiatives to be carried out in the Centre, a triple validation is established: either because it affects our identity, or because of the impact on some of the stakeholders or because of the alignment with some of the Sustainable Development Goals.

As a result of this work, for our involvement as an agent of social transformation and our commitment to Education for Participation, we have been recognized by Unesco Etxea as a Lighthouse Centre for Social Transformation. In 2020 our practice won the Centres of Excellence award in the Basque Country and we were finalists in Spain. Social Balance has also been featured in the media.

We have participated in various presentations to organizations and SMEs to promote the integration of the SDGs in the companies around us, as well as in conferences to disseminate the Agenda for Sustainable Development.

INTERNATIONAL VALUE

The main benefits of our Social Balance are, on the one hand,

the reinforcement of the enormous and varied range of socio-educational projects it encompasses (helping us to classify them by SDGs, thus creating interesting and valuable synergies), and, on the other hand, the way in which it makes them visible and connects them with the SDGs, values and stakeholders.

Regarding the socio-educational projects, it is important to highlight not only the quantity but also the diversity of these projects. This is due to the large number of students, with very different concerns, which we feel responsible of satisfying. The different ages, origins, social and economic status from which they come from, make them have very different concerns, and we feel it is necessary that they find spaces and groups in our school where they can be formed and participate with other

people in the construction of the world in which they would like to live.

The projects that we connect with each SDG are participatory initiatives of a voluntary nature that always involve social organisations (Caritas, Alboan, Kidenda, Zabalketa, Bidesari, Kaledor Kayiko, Hahatay, etc.) in which the students identify a need in their immediate environment (socio-school support for vulnerable children, support for social canteens, accompaniment in processes of loneliness and/or grief with the elderly, etc.), or in international environments (learning and service projects in Senegal, in the Valleys of Bolivia, entrepreneurship with the Africa Basque Challenge, Global Classroom, etc.).





SILVER WINNER (TIE!): SUSTAINABLE DEVELOPMENT GOALS AWARD

NAME OF RECIPIENT: Chongqing Vocational Institute of Engineering

PROJECT NAME: Green Technology Collaborative Innovation Center

COUNTRY: China

INTRODUCTION

Chongqing Vocational Institute of Engineering (CQVIE) is a national Demonstration Vocational college and a state college established by Chongqing Municipal Government, under the administration of Chongqing Municipal Education Commission. CQVIE is also the National pilot college for training construction technicians in short supply. CQVIE has 7 Schools including Intelligent Manufacturing & Transportation, Big Data & Internet of Things, Civil Engineering, Finance & Tourism, Resources & Safety, Mapping Geographic Information, Art Design Engineering, covering 50 vocational majors.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

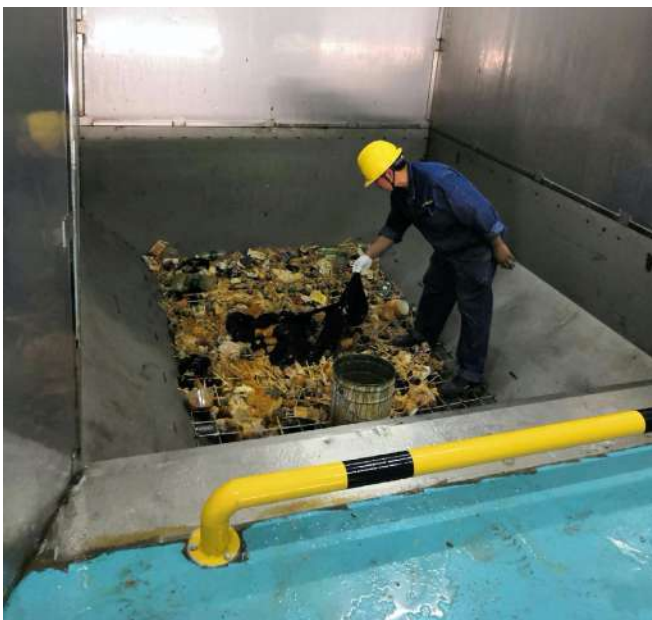
Chongqing Vocational Institute of Engineering (CQVIE) established the Green Technology Collaborative Innovation Center in 2017, which consists of professional teachers and students from our college's Environmental Monitoring and Governance School, electrical school, mechanical and other relevant schools. Its core research team is composed of eight full-time researchers and multiple part-time researchers. The center is supported by the Consolidated Bio-processing joint

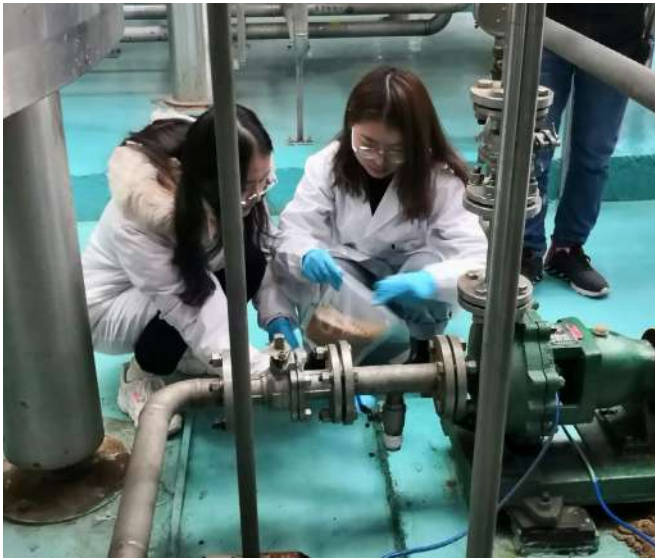
bioprocessing technology. The challenges company has to tackle on kitchen waste treatment production line is urgent. The center has optimized and developed the production process in terms of the pre-treatment of kitchen waste, the treatment of kitchen waste water, and the quality control of food waste treatment and conversion products. The key technology of the CBP combined biological processing technology is the stain-phagizing yeast invented by the research team of the center, which can produce enzymes during the fermentation of food waste slurry, and can carry out amylase hydrolysis, polysaccharide enzymatic hydrolysis, proteolysis and proteolysis. Alcohol fermentation produces alcohol and protein starch, etc., and fully realizes the resource utilization of food waste. The center has built a food waste treatment production line, through food waste pre-treatment, slurry preparation, slurry disinfection, fermentation, distillation and other links, the food waste is converted into fuel ethanol, industrial crude oil, crude protein powder, etc. This kind of high value-added product completely realizes the harmlessness, reduction and resource treatment of kitchen waste, which meets the requirements of urban green development, resource recycling and sustainable development. The production line can process 1,800 tons of kitchen waste on average every month, produce 40 tons of alcohol, 130 tons of crude oil, and 60 tons of solid residue protein, generating millions of economic benefits.

The production line of the center has improved the adaptability of the medium in the pre-treatment process, the reliability of equipment operation, and the rationality of the process. It needs to be improved and improved. It solves the problem of low effective medium utilization, large water consumption, insufficient problems such as large energy consumption. The energy consumption of the previously used production line is 5-6 times that of the new food waste anaerobic treatment process, which solves the problem of high operating costs and low profits for enterprises.

RESULTS AND ACCOMPLISHMENTS

The production line of the center has the capacity of processing 1,800 tons of kitchen waste on average every month and





producing 40 tons of alcohol, 130 tons of crude oil, and 60 tons of solid residue protein, generating millions of economic benefits. At present, the construction of the second production line of the center has been started. At the same time, the CBP combined biological treatment process of food waste has been implemented in Shanxi. It will be radiated to Chongqing, Beijing and other regions in Sichuan, and the center will participate in the whole process.

In the past two years, the expert team of the Center has carried out scientific research on the pre-treatment of enterprise kitchen waste, separation of multiphase media, energy saving and consumption reduction, odor and wastewater treatment, etc., and has achieved a series of results and applied for food waste treatment related inventions. In terms of patented technology, this nomination has four patent that have been granted by China National Intellectual Property Administration.

INTERNATIONAL VALUE

The center works closely with enterprises and has built two production lines, covering the four provinces and cities of Chongqing, Beijing, Sichuan, and Guangdong in China, which has further promoted college-enterprise cooperation and the integration of industry and education. The center actively carries out exchanges and cooperation with countries along the "Belt and Road", and regularly receives visits from the environmental monitoring major of Malaysia Putra University, which further promotes international exchanges and enhances the level of internationalization.

WORDS OF WISDOM

Going green is the motto of humanity.

NEXT STEPS

1. Innovate the talent training mode. Relying on Academician Liu Renhui's workstation, the school will dispatch 3 full-time scientific researchers and 10 students to participate in the construction of Chengdu Xindu Green Cycle Technology Industrial Park every year. Through the way that teachers lead students to carry out scientific and technological research and students participate in the practice of enterprise replacement, the school will jointly build a talent training base.
2. The team will focus on optimizing the kitchen waste treatment process, tackling key core technologies, researching and developing waste treatment equipment and other aspects of scientific and technological breakthroughs, completing the establishment of three scientific and technological projects and the transformation of six patent achievements every year, so as to achieve accurate docking with the enterprise.





BRONZE WINNER: SUSTAINABLE DEVELOPMENT GOALS AWARD

NAME OF RECIPIENT: Asociación de Centros de Formación Profesional FPEmpresa

PROJECT NAME: Scoopconss

COUNTRY: Spain

INTRODUCTION

FPEmpresa VET Schools Association is a non-profit association that brings together public, semi-private and private VET centres from all over Spain.

We have been working since 2012 with the aim of promoting and strengthening VET, by means of exchanging good practices and experiences among the associated centres.

The Association is the meeting point for all those VET centres that want to boost their relations with the corporate world and contribute to the creation of a solid network of centres capable of sharing experiences and projects; projects aimed at guaranteeing the development and consolidation of VET system in Spain.

In 2019, the Ministry of Education and Vocational Education and Training awarded FPEmpresa with the Honours Plaque of the Civil Order of Alfonso X the Wise for fostering VET through collaboration among centres, exchange of experiences and good practices.

AWARD-WINNING PROGRAM

SCoopConSS pilot an innovative and engaging methodology to introduce and enhance cooperative business education in VET schools, starting from topic-related teachers who will involve colleagues from other disciplines and students in the simulated establishment of a social cooperative focused on one or more of the 17 UN SDGs (Sustainable Development Goals).

SCoopConSS is being implemented by a partnership of 6 organizations from five European Southern Countries: Croatia, Greece, Italy, Portugal and Spain:

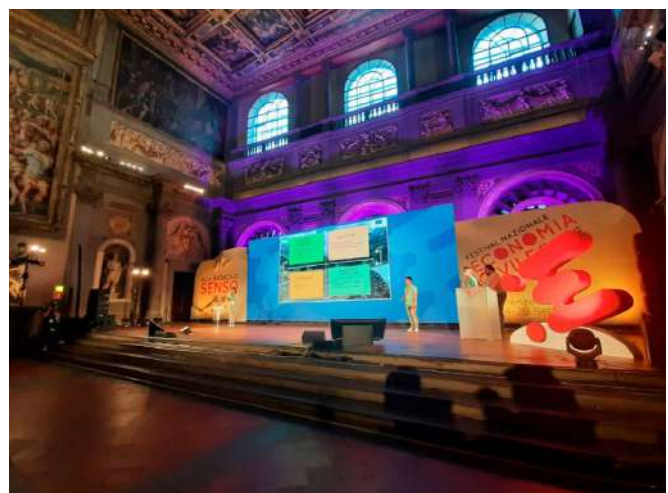
- Asociación de Centros de Formación Profesional FPEmpresa (Spain)
- Cámara de Comercio Italiana en España (Spain).
- Anaptyxiako Kentro Thessalias AKETH-DCT (Developmental Centre of Thessaly) (Greece)

- EGIInA Srl (Italy)
- Portuguese Association of Startups (APSU) (Portugal)
- aCapo Cooperative (Italy)
- Centre of Technical Culture Rijeka(Croatia).

In total, 30 centers participated in the project (9 Spanish centers, 5 Italian centers, 7 Croatian centers, 6 Greece centers and 3 Portuguese centers). It has involved more than 400 students and more than 50 teachers.

The main objective of the SCoopConSS project is to build a Community of Practice for European VET school teachers interested in boosting their teaching practice by using different entrepreneurial methods based on the cooperative principles of self-help, self-responsibility, democracy, equality, equity and solidarity.

- Desk research and cross-checked analysis of successful practices in youth entrepreneurship training and education schemes.
- National and international coaching circles with business, marketing and administrative VET school teachers for the participated design of a training programme aimed at enhancing their competences on cooperative business, cooperative and project based teaching methods, multidisciplinary and open schooling approaches (promote innovative teaching methods).



- Development, piloting and revision of a blended training course to support teachers in mentoring their students for the participation at the first edition of the EU Scoop! Contest, a Social Cooperative Simulation Contest to be scaled-up at EU level.

During the execution of the SCoopConSS project, each school has participated in six workshops, that have tackled all topics related with Sustainable Development Goals and Canvas Next as a tool to analyse a business model, market research, business planning, communication and marketing.

Each team of students after participating in the workshops have participated in the first edition of EU Scoop!. The winner from each country subsequently participated in the Scoopconss final at the European level. A European final that took place in Florence, at the Italian Social Economy Festival, which took place in September 2021 in Florence.



RESULTS AND ACCOMPLISHMENTS

In the first place, the Scoopconss project is an example of a project that, although originally intended to be developed in a different way, has managed to adapt to very difficult circumstances such as the pandemic.

This project has been able to adapt to specific needs caused by the strong face-to-face restrictions that existed in educational centers. Scoopconss is an example of a project that has adapted quickly to the new context and has successfully achieved all of its objectives.

All the agents involved in Scoopconss (coordinators, teachers, students, etc.) have felt that through this project they continued to advance promoting challenge-based learning and managed to remain connected with the world despite the strong restrictions caused by the pandemic.

This project has managed to bring a model of entrepreneurship focused on social issues to the classrooms. Scoopconss has also allowed us to analyze all the Sustainable Development Goals and has allowed us to reflect on them and link them with the world of social entrepreneurship.

But, in addition to allowing the VET student to know the sustainable development goals in depth, it has also allowed them to reflect on them and include them in their projects.

On the other hand, Scoopconss itself also meets some sustainable development goals:

Objective 4 Quality Education: implementing innovative and context-appropriate solutions to provide education remotely;

Objective 8 Decent Work and Economic Growth. Through this project, the aim was to encourage the entrepreneurial spirit among the students, but linked to a type of entrepreneurship based on equity and a fair distribution of benefits. The model of social entrepreneurship based on cooperativism has shown students an example of entrepreneurship where economic growth is always based on sustainable projects, where working conditions are respected and where what is sought is to generate quality employment.

In this project, the students have had to analyze local problems, study them and propose a solution, through some social entrepreneurship initiative that, while generating employment and wealth, has a positive impact on the contexts where it takes place.

Finally, another of the great achievements achieved by Scoopconss has been the development of an international competition whose final has been held in a context as relevant as the Italian Civil Economy Festival. Framing the international final of this contest in said festival has been a very great motivation for all the agents involved in the mass. It has made it possible to focus on the importance of addressing challenges in classrooms that reflect on sustainable development goals. Stimulating and promoting social entrepreneurship, so closely linked to the SDGs, has been the final objective of this project.

INTERNATIONAL VALUE

This project has been developed in coordination in five countries: Spain, Croatia, Greece, Italy and Portugal.

The development of the program has taken place through the coordination of the entities participating in this project, framed within the Horizon 2020 program. Therefore, it has been developed in a European context.

Throughout the 2020/2021 academic year, workshops on social entrepreneurship and SDGs have been held in each of the five participating countries. A Community of Practice (CoP) has been set up around the topic of teaching cooperative business. The CoP is a virtual and off-line community of teachers, cooperative professional and cooperative business experts who pursue learning through engagement in social practice and “learning from each other”. The CoP have seen the participants actively involved in developing better practices and tools for their teaching through continuous knowledge exchanges and international coaching circles, which will fuel their passion for the topic. In order to build up the community, the project foresees on-line space for CoP to cooperate.

The methodology and the contents have been shared and the competitions at the national level have been developed in parallel. During the project, a marketplace was also created where all the participating students could see the social entrepreneurship proposals related by each of the teams in each country. The culmination of this project was the celebration of the international final in Florence, within the International Festival of Civil Economy of Italy. At this festival, the winning teams from each country presented their idea of a social

cooperative and later a jury deliberated the winning team, announcing it in the Civil Economy Festival where thousands of people could learn about the projects of these students.

WORDS OF WISDOM

SCoopConSS responds to the commitment that VET has towards the Sustainable Development Goals. It has been an innovative project that has given all the students the opportunity to approach a model of entrepreneurship such as cooperativism. Regarding the final objective of this project, the final phase of the project has been very enriching for everyone; participating in the National Festival of Civil Economy in Florence is an experience that surely none of the students who have reached the final will forget.

Through this project they have been able to connect with specialists in social entrepreneurship, despite the fact that the last school year was complicated by the covid.

They have been able to learn from the projects of other students from countries other than their own. They have felt the excitement of participating in a national competition whose prize was to present their business idea at an event as important as the Festival of Civil Economy in Florence.

NEXT STEPS

The intention of this project is to be able to carry it out every year and even be able to add more countries. It would be very interesting to turn this contest into an annual event linked to social entrepreneurship and the internationalization of VET centres.





HONORABLE MENTION: SUSTAINABLE DEVELOPMENT GOALS AWARD

NAME OF RECIPIENT: Harare Polytechnic
PROJECT NAME: Water Harvesting System
COUNTRY: Zimbabwe

INTRODUCTION

Harare Polytechnic (Salisbury Polytechnic then) having been established in 1919 reached 100 years this year. George Challoner, credited with being the “Father” of Technical Education in Rhodesia, started Mechanical Engineering classes for a small group of young white men. Classes were held in various schools and halls until the Polytechnic was established just before the Second World War on the site between Fourth and Fifth Streets. Harare Polytechnic (Salisbury Polytechnic then) commenced operations in 1964 at its present location after construction work which cost two hundred and £75000. It has grown from one department to 18 departments and divisions inclusive of Bachelor of Technology Programmes. Harare Polytechnic is now pursuing migration to a Degree Awarding Status. The aspect is not new to Harare Polytechnic which between 1985 and 1991 ran various B-Tech degrees under the supervision of the University of Zimbabwe. Has over 500 Staff members and 11 000 students including foreign students and those doing short courses.

AWARD-WINNING PROJECT

For many years, the City of Harare has struggled to provide clean water to its residents and at times it has resorted to water rationing - a system that has seen some suburbs going for days without running water. As a result, many cases of Cholera and Typhoid were reported in Harare. To prevent such outbreaks and create a conducive environment for learning the institution had to find a lasting solution to water shortages. In 2013 to 2016, Harare Polytechnic implemented an underground water harvesting system that saw 10 boreholes being drilled and connected seamlessly to the main water supply system. The system serves over 10000 students and over 600 staff members.

The project, initiated and implemented by Dr. Engineer Tafadzwa Mudondo working with staff and students from the department of Electrical Engineering, Construction Engineering, Civil Engineering Division and Mechanical Engineering, saw the institution running on 100 percent borehole water and paying



only service fees to the City of Harare. Before the installation of the system, Harare Polytechnic’s monthly bill for water stood at USD 70 000. The project resulted in the money being channelled toward the provision of teaching resources. Harare Polytechnic’ has a water purification plant that is connected to underground boreholes.

The plant is fitted with a microprocessor that regulates pressure during the purification processes. Water passes through qualifier printers or sand filters to get rid of dust particles and then past a salt tank where the iron exchange is initiated and water hardness is removed. From this point, the water goes through a process of removing sodium chloride and the reverse osmosis unit for the removal of all irons. From this point, it goes to the Ultraviolet water purification system to kill pathogens and then to the water storage tank for bottling. Before the bottles are filled they are washed in a tank filled with peroxide to remove any impurities and then rinsed in clean water.

RESULTS AND ACCOMPLISHMENTS

The water harvesting system has improved water reticulation and ensures uninterrupted water supply thereby ensuring a healthy and conducive learning environment. Throughout the implementation of the project, students were at the center of processes. Siting was done by Civil and Irrigation Engineering students under the instruction of their lecturers. This includes the siting of the boreholes and the water bottling plant. Drilling

was done by contractors but the students were given a chance to observe processes and, in the process, learn how drilling is done. Several departments from the institution had to work together in implementing the project as part of efforts to promote a culture of cooperation and cross-pollination of ideas among Engineering disciplines. Mass Communication is responsible for the documentation of processes and construction projects. This culture has seen the institution's different departments joining hands in implementing the project.

INTERNATIONAL VALUE

Institutions of tertiary education such as Harare Polytechnic are centres of excellence in terms of Technical and vocational education where students learn and apply knowledge in solving real-life challenges facing society. Harare Polytechnic offers Technical and Vocational Education that is critical for the production of skilled manpower who can find solutions to problems affecting the country. This mandate is made possible by its academic approach to education and learning with emphasis on the acquisition of entrepreneurial skills. The water harvesting project has been replicated in other Polytechnic and Teachers Education institutions in the country with similar effects and impact. While the project has not been extended to other institutions beyond Zimbabwe, it is hoped that foreign students who are enrolled at Harare Polytechnic and are participating in the project will replicate the idea in their home countries. In line with its internationalisation agenda, Harare Polytechnic is looking for opportunities to collaborate with other international institutions in the water harvesting project and the solarisation project.

WORDS OF WISDOM

The biggest lesson for Harare Polytechnic has been that TVET institutions have the capacity to run their own affairs if they implement good corporate governance principles and support students and lecturers to be innovative and put learned knowledge into practice. Also, institutions should not only preach but live the TVET way by coming up with solutions that not only affect their countries and immediate communities but also impact their own operations by finding solutions to problems that affect learning processes. This is an example of how challenges and problems can be turned into opportunities. It takes one with a high level of innovation to be able to see an opportunity from the problems at hand. The water bottling plant project has also ensured that the institution cuts on costs



of buying purified water from suppliers in line with the spirit of self-reliance and the education 5.0 philosophy whose emphasis is on teaching, research, community service, innovation and industrialization.

NEXT STEPS

The institution is working on the water harvesting project to include sensors so that taps can work automatically. In addition, the Polytechnic is also looking for resources to install solar energy throughout the institution so that it can replace electricity power and reduce the electricity bill. Already, the institution has started installing solar lights along pathways used by students during the night as part of greening energy sources.





TEACHER PROFESSIONAL DEVELOPMENT



GOLD WINNER: TEACHER PROFESSIONAL DEVELOPMENT AWARD

NAME OF RECIPIENT: Changsha Social Work College (CSWC)

PROJECT NAME: Cultivating a team of high-caliber and innovative professional teachers with the "Mentor System"

COUNTRY: China

INTRODUCTION

Founded by the Ministry of Civil Affairs (MCA) in 1984, Changsha Social Work College (CSWC) is a higher education institute jointly supervised by the Hunan Provincial Government and MCA. As one of the first 28 national model higher vocational institutions in China, CSWC was included in China's national plan of developing Double High-Level Higher Vocational College and has received awards and honors such as the National Advanced Unit on TVET and National Outstanding Contributor to Skill Development as well as the Gold Award of "2020 WFCP Award of Excellence - Entrepreneurship".

AWARD-WINNING PROJECT/PROGRAM/ INSTITUTION

Project scope: Middle-aged and senior backbone teachers mentor full-time teachers with a Master's degree or above who have been teaching at the school for less than three years, as well as school-selected young full-time teachers with professional or technical titles below lecturer level.

Project aim: Experienced teachers can play a better role in helping young teachers adapt to their jobs and workplace as soon as possible. In this way, young teachers will enhance their teaching and researching competence, thus constituting a stronger team, and further promoting educational reforms. This aligns with CSWC's growing needs in developing modern service-oriented vocational disciplines.



Project Objectives: Assessing the teaching and research attitude and competence of young teachers; developing and implementing individualized support plans; keeping note of their development; cultivating rigorous, truthful, and devoting teaching; setting role models and providing proper guidance to help them grasp theories, methods, requirements, and norms in vocational education; promoting their engagement in research and social service activities so that they can summarize and review their practices and think outside the box.

Target audience: There are direct and indirect beneficiaries. The direct beneficiaries are the 486 teachers who began to work at CSWC since 2008, as well as 130 middle-aged and senior teachers who serve as mentors; the indirect beneficiaries are students, teachers who have benefited from national and provincial teacher training programs undertaken by CSWC, as well as relevant partners.

Barriers to success: lack of incentive mechanisms for mentors' engagement, and insufficient mechanisms for improving their international vision, and the ability to teach, research, and offer social service; need better environment, mechanisms, and initiatives to guarantee the implementation of the project, and follow-up plans for sustainable development.

Criteria for success: The objectives, and five indicators (teachers' responsibilities, departmental annual assessment grades, teaching competition awards, research achievements, and social services) shall all be 100% met. By doing so, young

teachers will be devoted to teaching, and achieve joint growth with their mentors, extending scientific research and social services into more fields.

RESULTS AND ACCOMPLISHMENTS

1. CSWC ranks in the top 50 in TVE institutions in China in terms of teaching management, internship management, student management, and teaching resources, thanks to the “Mentor System”. According to the “National Teaching Development Index for Higher Education Teachers (2020)” released by the China Association of Higher Education (CAHE) at the 55th China Higher Education Expo (2020) in Changsha, CSWC ranked 6th in China.

2. Teachers’ Development. CSWC young teachers are committed to teaching, and less than 1% of them have resigned or quit teaching; 53.5% of full-time teachers are “double-position” teachers and are well versed in both theory and practice; 32.5% of full-time teachers have overseas academic exchange and study experience.

3. National Awards. One national master teacher, one national outstanding teacher, one national award for outstanding contribution to skill development, and two national teams for innovative vocational education. Teachers of CSWC have won 18 national awards in education and teaching competitions, six national teaching achievement awards, opened 36 national-level courses and compiled 78 national-level textbooks.

4. Community Service. On average, each full-time teacher completes two projects of research, training, and social services per year, is supported by nearly 30,000 yuan (4,683.33 USD) of project fund, 98.7% of them are registered volunteers, and 21 teachers have participated in poverty alleviation, education aid, and post-disaster reconstruction programs. CSWC has undertaken a total of 34 national and provincial training programs, and provided training for 762 vocational education teachers from China’s central and western regions and remote mountainous areas.

INTERNATIONAL VALUE

1. To TVET: CSWC has established cooperation with 42 institutions or agencies in 15 countries and regions, including Germany, Canada, New Zealand, the United States and South Korea, etc. Together with its Lao counterpart, joint TVET Bases have been set up in China and Laos respectively.

2. To Industry. Cooperating with Fortune 500 enterprises such

as Bosch Company of Germany and Google, it has established a national modern apprenticeship pilot project, CSWC initiated the establishment of the Asian Funeral Vocational Education Alliance as a training base for the International Body Shipping Network Center of the China Funeral Association and has trained 227 teachers, students, and employees across the world. It also established an ICT training center in Malaysia with ZTE Corporation

(3) Sharing and Exchanges in International Forums and Workshops. CSWC organized and hosted three international conferences. CSWC also delivered seven presentations at international conferences to promote the “Mentor” model of CSWC. Now, the model has been adopted by other countries and regions.

WORDS OF WISDOM

1. Improving incentive mechanisms. The “Mentor System”



is incorporated into the binding evaluation system and the rewarding evaluation system of the school’s annual assessment of faculties. Mentors and mentees who are assessed as excellent or qualified will be rewarded teaching hours’ compensation respectively. The “Mentor System” is also incorporated into the title evaluation system.

2. Building a Support Platform for teachers’ development , as well as the teacher training network platform.

3. Developing Policies and Systems. The “Mentor System” was supported by policies like regulations on overseas study, the implementation plan for teachers to work in enterprises, the regulation of grading and certifying “double-position” teachers, the regulation of assessing term of appointment. These measures and policies will guide and support teachers to work in enterprises and study abroad.

NEXT STEPS

Adhering to the strategy of strengthening the school with talents, taking the construction of teachers' ethics as the political guidance, focusing on improving teachers' education and teaching ability and professional practice ability, taking the smooth two-way flow of school and enterprise personnel as the breakthrough, strengthening the construction of teachers' individual and teaching team. To build a high-level double-division teacher team with international influence and competitiveness that is characterized by "noble ethics, superb professional skills, superb educational level, and mutual

integration between schools and enterprises". The next step mainly includes:

1. To build a high-level teacher development center
2. Carry out a project to attract and cultivate highly skilled personnel.
3. Implement a project to train innovative teams of high-level structured teaching for teachers
4. Improve the teacher development mechanism of "teacher ethics + growth + exchange + evaluation"



SILVER WINNER: TEACHER PROFESSIONAL DEVELOPMENT AWARD

NAME OF RECIPIENT: Institute of Technical Education Singapore

PROJECT NAME: Strengthening Core, Sustaining Excellence

COUNTRY: Singapore

INTRODUCTION

The Institute of Technical Education (ITE) Singapore was established as a post-secondary institution in 1992, under the Ministry of Education. ITE is a principal provider of career and technical education (CTE) and a key developer of national skills certification and standards, skilling Singapore for the future economy. It offers three key programmes:

- Pre-Employment Training for youths after secondary education
- Continuing Education and Training for adult learners
- Workplace Learning and Work-Study Programmes with employers

Under its 'One ITE System, Three Colleges' Governance Model, ITE has three Colleges of the Future – ITE College Central, ITE College East and ITE College West. Each College is empowered to develop their own niches of excellence to enhance students' success and the attractiveness of an ITE Education.

AWARD-WINNING PROGRAM

The rapid pace of technological advancements like Industry 4.0 and AI has called for ITE to revamp its conventional curriculum delivery approach. Having structured curriculum that neatly separates practical training in workshops from theory classes no longer suffices to prepare our secondary school leavers in a volatile and complex milieu. The national emphasis for applied learning, both on-campus and at the workplace, provided impetus for a radical shift to a new holistic teaching and learning model that integrates technical knowledge, practical and soft skills, aligned with how tasks are performed at the workplace.

In 2018, ITE co-created a new series of Work Study Diploma (WSDip) Programmes with industry to plug the training gaps. Currently, we have launched 36 WSDips, training more than 4,000 progression students and employees in various sectors of the Singapore economy. With national funding support to employers, more than 400 companies took part in the WSDip Scheme.

Supporting this new initiative was a major pedagogic innovation project, Domain-Specific Pedagogies (DSP), a strategic programme under ITE's 5-year Trailblazer Plan (2014–2019). DSP necessitates teacher preparation in several key changes:

REDESIGN CURRICULUM

A typical WSDip curriculum has a strong focus on job-oriented Skills Competencies, Critical Core Skills (CCS) and Professional Attributes and Values for career development. Curriculum that once stipulated competences must now incorporate work scenarios and work situations to foster work readiness in students. This necessitates mindset shift towards active faculty engagement and curriculum co-creation with industry.

REVITALISE TEACHING & LEARNING

Previously focused on mainly technical competencies and knowledge, teachers had to infuse CCS and professional habits of mind into their lesson planning. DSP compels them to research and trial appropriate strategies in authentic settings that will accentuate student-centric learning leading to the capability to perform competently and independently in one's chosen profession. Thereby, the traditional skills learning process is brought closer to professional practices in industry, helping students 'Learn to Do, and Learn to Be' ... A Skilled Professional in various fields.

REFORM ASSESSMENT

Summative learner assessment began moving from one purely based on theory-cum-practical examinations towards a more holistic work-based performance testing, with employer inputs.

Strong leadership commitment and support is critical to drive and sustain these initiatives. A new 'Foster Work Readiness through Work-Situation Curricular Approach' programme in 'ITE Create' Plan (2020-2024), signals Management's clear intent and DSP's ultimate success will be measured by its extent of implementation amongst ITE teachers and their success stories.

RESULTS AND ACCOMPLISHMENTS

Where DSP was applied in classes from various disciplines, student self-ratings and teachers' ratings on learner confidence, competencies mastery and engagement level showed positive convergence. Through interviews of internship partners and a 2021 survey covering 200 companies on the 2020 WSDip cohort of 420, employers gave the thumbs up (>95%) for our WSDip programme and their trainees' performance.

To bring about these changes, teachers regularly update their pedagogical knowledge and domain-specific technological skills through ITE-sponsored training programmes, industry attachment or engagement with companies, as well as participating or leading Professional Learning Circles. Teachers have the autonomy to experiment and innovate their teaching practices, encouraged by the collaborative culture built over time. In fostering this culture, ITE teachers are recognised for their commitment and passion in serving their students well. Amongst all TVET polytechnics, ITE clinched the highest number of the President's Award for Teachers (PAT) with three PAT recipients and five finalists since 2017. This national award recognises not only outstanding role models in preparing students for life, but whose influence as teachers goes beyond to inspire and impact the greater TVET community of peers and other stakeholders.

Continually improving its T&L practices and building strong partnerships with industry and employers, ITE has gained knowledge and technology transfer in new areas; assimilation of industry, technology and trade practices; exposure to collaborative opportunities and growth for both faculty and students. This strong symbiotic ecosystem will continue to fuel our purpose and passion in delivering our mission as a globally-recognised TVET organisation.

INTERNATIONAL VALUE

ITE has a wide network of international partners within the TVET circle. One of these is the Global Education Network (GEN), where ITE pioneered simulation pedagogy workshops based on DSP principles for teachers in the healthcare industry from Box Hill Institute in Australia, Kirkwood Community College in USA and SAIT Polytechnic in Canada.

As a member of Southeast Asia Ministers of Education Organisation (SEAMEO) Regional Centre for Vocational and Technical Education and Training, ITE faculty conduct workshops on TVET training and strategic experiences in various conferences in the Asia-Pacific region.



Through ITE Education Services (ITEES), a consultancy arm of ITE established in 2003 with a mission to impact skills education and training internationally, ITE has leveraged on Singapore's TVET System to improve economic, human capital and industrial development of developing nations by investing in skills and TVET education. To date, ITE faculty and staff have participated in the development of TVET capabilities in 30 countries worldwide.

WORDS OF WISDOM

Our students are better at hands-on practical type of activities and many have low self-belief in their ability. To uplift them, we provide great care and strong support; design learning that best engages and motivates them; enable them to re-ignite their purpose and empower them with skills, values and mind-set to embrace challenges in career and in life.

We believe our unique brand of Hands-on, Minds-on, Hearts-on Education philosophy suits the profile of our students, emphasising the development of well-rounded individuals through:

- Hands-on training to equip our students with the required skill sets
- Minds-on learning to develop them into independent-thinking and flexible practitioners
- Hearts-on learning to develop 'wholesome' ITE students having the passion for what they do, strong self-efficacy and who care for the community at large.

ITE will continue to review and challenge ourselves to seek innovations and improvements to create greater value for all our students and stakeholders.

NEXT STEPS

As industry accelerates towards Industry 4.0, jobs and skills would transform and evolve accordingly. To remain relevant in the digital economy, our students must have the adaptability and soft skills, on top of core skillsets, to be primed for success. ITE will continue to empower our students for career mobility and progression, and to instil in them the passion to learn, the curiosity to explore, and the mindset to broaden their horizons.

Apart from working closely with our partners on the joint transfer of knowledge and co-creation of curriculum and innovations, we will also focus on growing our culture and capabilities to bring out the best in our teachers, and our organisation.

ITE will strive to remain agile and adaptive to national, industry and stakeholders' imperatives to meet the needs of the future economy, future jobs and future skills.





BRONZE WINNER: TEACHER PROFESSIONAL DEVELOPMENT AWARD

NAME OF RECIPIENT: Qingdao Technical College

PROJECT NAME: N/A

COUNTRY: China

INTRODUCTION

Qingdao Technical College (QTC) lies in the Western Coast New Area of Qingdao City (Huangdao District, Qingdao City), with its subsidiary campus in Shinan District and Shibei District respectively. There are 10 secondary schools, including School of Haier (School of Electro-mechanics), School of Information, School of Biology and Chemical Engineering, School of Tourism, School of Commerce, School of Education, School of Arts, School of Sports and Health (Department of Foundational Education), School of Training, School of Marxism. The number of teaching and administrative staff amounts to 801, and students 13600.

AWARD-WINNING PROJECT/PROGRAM/INSTITUTION

To accommodate the demand of the current situation, QTC endeavors to further enrich its teaching staff's training mode by adopting a strategy of specialization, intelligence, integration and internationalization, which especially meets the talents requirements for the new industries brought about by the fourth industrial revolution characterized by AI and industrial internet.

A Two-level Three-tier Teachers Development System has been established, which involves the participation of the college, schools and departments. The system cooperatively integrates the high-quality resources both inside and outside the college, guaranteeing a sustainable and comprehensive development of its teachers. Led by the college teachers development center, the schools of the college respectively establish their own centers and further specify their basic role in teaching research and training.

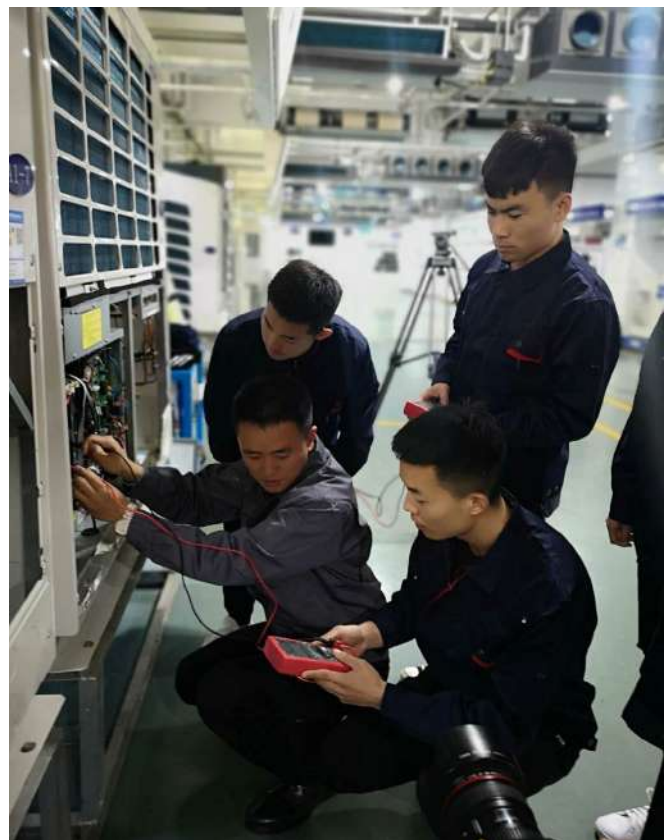
Cooperating with the city's big and high-tech enterprises pertinent to its programs group, the college builds industry-based training centers for its teachers, targeting at training them to be dual qualified. Based on the its provincial famous teachers' studios and skills and artistry inheritance and innovation platforms, the college continuously incubates new cooperative and innovative platforms for its teachers development.

The college, in order for its teachers to know new industries,

technologies and skills, encourages them to receive on the job training in enterprises. Teachers with different tasks will receive training in different forms, and follow different criteria and requirements. In every half year, the college will assess its teachers' training and recognize the achievements the teachers have obtained as the basic requirement for their position appointment and promotion.

RESULTS AND ACCOMPLISHMENTS

Guided by the fundamental task of establishing morality and cultivating talents, and focusing on the future of the students, diversified teachers' training methods are adopted to promote students to combine their professional theories with practical problems solving, to improve their skills, to deepen the curriculum reform aimed at students' comprehensive and sustainable development, and to improve the quality of classroom teaching.



The college innovatively put forwards the talent training mode of “integration of learning and teaching”, builds a practical curriculum system focusing on cultivating students’ professional core skills, and pilot promote the reform of practical curriculum teaching modes such as “1+N”, “multiple teachers in the same classroom”, “project teaching”, “curriculum+” and “subject teaching”. With an emphasis on competence-based and learning oriented education, the program mobilizes students’ enthusiasm for active learning and practice, cultivates students’ awareness of “learning responsibility”, enhances students’ “sense of gain” for growth and development, and helps students achieve high-quality employment.

The “student-centered” training mode, advanced teaching methods and teaching concepts will fully improve students’ independent learning competence, communication ability and innovation and creativity. In this way, students will have an international perspective and thinking and more work skills and social practical ability required for their career development.

INTERNATIONAL VALUE

The college establishes vocational education research institutions or research teams with New Zealand, South Korea, Netherlands, and US, carrying out vocational education comparative research on student affairs management between China and the United States, teaching methods between China and Netherlands, college enterprise cooperation mode between China and South Korea, and curriculum reform and training model between China and New Zealand. Teachers are recommended to take up posts in international exchange associations (organizations), creating conditions for promoting international exchanges and cooperation and transmitting the voice of Chinese vocational education.

The college conducts international vocational education services, and undertakes the training program of overseas employees for China’s overseas enterprises. The teachers are promoted



to play a greater role in the country’s poverty alleviation, rural revitalization, talent training, technical services, international development as well as other fields. In this way, many workers could have more opportunities to live better.

WORDS OF WISDOM

The college performs targeted training for teachers’ professional ability improvement in different levels and classifications: QTC conducts modularized and thematic designs in training contents of ideological and political education, teacher ethics, craftsmanship, teaching and research, innovation and entrepreneurship, information technology, and etc., and carries out targeted reconstruction or customization and classified implementation according to the different needs of new teachers, teaching assistants, lecturers, associate professors, and professors; it actively introduces flexible and colorful activities as training methods, such as workshops, microteaching seminars, open demonstration classes, and teaching salons to improve the attractiveness and effectiveness of training programs and courses.

NEXT STEPS

Focusing on the weaknesses in the social service ability and brand influence, QTC strengthens system construction, builds platforms, improves the high-level talent introduction and training system, introducing and training a number of high-level experts who play a leading role in professional fields, team building, talent training, scientific research and innovation and a group of young experts in teaching and scientific research services. It also expands the reserve talent team, increase the growth of talents, optimizes the talent quantity. It carries out the construction of international vision development and “dual qualified” teachers’ cultivation, thus to improve the teaching quality of college teachers.



HONORABLE MENTION: TEACHER PROFESSIONAL DEVELOPMENT AWARD

NAME OF RECIPIENT: Nettur Technical Training Foundation (NTTF)

PROJECT NAME: N/A

COUNTRY: India

INTRODUCTION

NTTF is a Premier Technical Institution Started in 1959 (a not-for-profit organisation), PAN India. NTTF provides 6 core technical Diploma, Post Diploma, Post Graduate Diploma and Postgraduate programs. NTTF works closely with industries and offer a unique program called “Learn and Earn”. All our NTTF core programs are employability focused and highly industry aligned curriculums. Our programs enable students to sharpen their technical skills and work as skilled professionals from the very beginning of their careers. Through various workshops, the latest training methods, soft skills development curriculums, internet, and library facilities, we ensure to provide a holistic learning experience to our students.

AWARD-WINNING PROJECT/PROGRAM/ INSTITUTION

The ever-changing technology has necessitated the industries to upskill their workforce. This has widened the skill gap between the newly qualified youth employees and the industry requirements. India has a vast workforce residing in the rural areas. We need to tap this work force and help industry grow. NTTF has partnered with industries across India to bring about a change to those youth hailing from the economically underprivileged section, from a rural section of our society and those residing in the industrially underdeveloped regions.

The institution works closely with industries to train these new rural youth employees to industry requirements with “On the Job Training” (OJT). The training methods adopted include “Job Rotation, Job Instruction Training, and Vestibule Training”. The methodology is chosen based on the prior knowledge of the employee, industry requirement, the skill level required and the job profile. The students are supported with a monthly stipendiary benefit to incur their living expenses and they need not pay any fees till the completion of the program. The purpose is to provide a platform for students with employable skills, to gain first-hand experience while they are still pursuing their technical Diploma training. In this model, along with the theory classes the students undergo extensive practical sessions, as part of the on-the-job training at our partner industries.

RESULTS AND ACCOMPLISHMENTS

NTTF has achieved the distinction of being the most sought technical and skill training institute in India. It presents about 4000 skilled work force to the industry. All this skilled force comes from the rural parts of India. These youth are trained by the dedicated teachers, who themselves upskill themselves every year.

To inculcate the sense of self learning, NTTF has setup a Life Long Learning (LLL) facility. The teacher can learn any thing of his / her interest in this facility. It may be technical, soft skill, personal hobby, new skill or even experiment a new idea. It



is the responsibility of the NTTF management to make the learning possible. NTTF has also setup Centre of Excellence for specialized training of teachers. These include Industry 4.0, PLC innovation centre, Robotic centre, Automotive excellence, IOT specialization and 3D printing.

Every staff is assessed and graded with 4 levels of skill. The career progress and the upskilling of each staff is well defined. The training of the teachers, using various centers of excellence is carried out very methodically and with well-planned curriculum. The training on new technology and the latest industry practices is done through select industry experts. These are organized based on the requirement. The teachers based on the technical discipline are sent for specialized training to industry run training facilities. For example, training on 3D printers, AI, ML, IOT and industry 4.0.

INTERNATIONAL VALUE

The training imparted by NTTF is industry focused. The syllabus management team of NTTF has industrial connections with over 200 industries in different sectors. These sectors are Capital Goods, Electronics, Electrical, Telecommunication, Aerospace, Mining, Industry automation, textile and Power. The skills and the job roles details and the technology required by the industry is obtained and analysed. The syllabus is defined based on the required outcomes. It is revised annually based on the inputs received from these industries. The inputs taken are the technological changes, skill expertise required and the job roles available nationally and internationally.





LEADERSHIP IN DIVERSITY AND INCLUSION



GOLD WINNER: LEADERSHIP IN DIVERSITY AND INCLUSION AWARD

NAME OF RECIPIENT: Dawn Ward CBE, Burton and South Derbyshire College

COUNTRY: United Kingdom

INTRODUCTION

Dawn has over 35 years' experience in Further Education with the majority of this being at senior/executive levels. Throughout this time she has dedicated herself to a continued and passionate championing of equity, diversity and inclusion at all levels and has amassed an impressive accolade of results, positive change and tangible impact. Dawn was awarded the Leadership in Race Equality Award and made Principal of the Year by the UK's Network for Black and Asian professionals. She was awarded an Order of the British Empire and Commander of the British Empire for her impact (including that of diversity and inclusion) in Education and Skills.



AWARD-WINNING INDIVIDUAL

She has driven vast cultural change at the College transforming our staffing profile from 1% BAME (Black, Asian and Minority Ethnic) to 9% in a ten year period (the BAME population locally is 7.5%). She has personally lead the achievement of a values driven culture based on mutual respect, celebration of difference and inclusion at all levels. The gender profile at our College is now balanced at 50/50% and the proportion of our employees with a disability is 7% compared to a locality profile of 5%. We now also have the largest percentage of LBGQTQ+ colleagues in our Colleges 75 year history. Her leadership in diversity and inclusion at the student level is also outstanding.

Our recruitment from geographical areas that are in the lowest socio economic groups has risen steadily year on year. Our BAME student profile is double that of the locality and the proportion of students who are LLDD (Learners with a learning difficulty and/or disability is 12% higher than the locality. We have seen increased volumes of female students in areas such as Construction and Engineering and increased male participation in areas such as childcare. Our actual positive/sustained destinations for students are at 95% (independently verified) but see BAME learners' secure positive destinations of 97%. She has worked with our Chair of Governors to ensure both physical diversity and diversity in board level thinking.

Dawn has driven our international work at BSDC seeing us secure (and area she is incredibly passionate about) a contract to operate a female only College in the city of Jeddah, Saudi Arabia. This College is now the best performing College within

the Colleges of Excellence programme and see's 1300 young women each year achieve highly valued qualification and move to diversify the Saudi workforce. She has created relationships in Japan, South Korea, the United States and across Europe that add further diversity to our organisation allowing both our employees and our learners to learn from and better understand cultures from around the world.

RESULTS AND ACCOMPLISHMENTS

Dawn's leadership has transformed our College to one where our student and staff diversity profiles reflect that of our local communities and we have a culture that is inclusive and allows our learners and colleagues to achieve. Our international work is benefitting significant numbers of staff and learners and is providing cultural and industry insights that make our college, and specifically our provision, broader giving our learners key insights into practices from around the world.

INTERNATIONAL VALUE

The relevance of this approach is significant at the international level. Equity, Diversity and Inclusion is high on the agenda for all organisations across the globe and there is a large amount we can all share with each other and learn from. Globalisation is a key tenet to our Strategic Plan and our aim is to bring the world to our College so that we can learn from other countries and cultures so that our learners and staff benefit from these key insight.

WORDS OF WISDOM

Getting organisational culture right is central to achieving equitable outcomes within any organisation and that this is achieved by a focus on inclusivity in its truest sense. Many organisations try to attract a diverse employee and learner base but will then try and mould these individuals to fit within the organisation. True inclusivity requires organisational understanding of the differing needs of individuals and for this understanding to drive key change that reflects this need.

NEXT STEPS

We are continuing on our inclusivity journey and will remain committed and focussed on driving the inclusivity agenda so that our College continues to be a strong driver for positive change helping all individuals, regardless of their background, to achieve their learning or career ambitions.



SILVER WINNER: LEADERSHIP IN DIVERSITY AND INCLUSION AWARD

NAME OF RECIPIENT: Dr. Jane Ngobia, Sheridan College

COUNTRY: Canada

INTRODUCTION

Dr. Jane Ngobia joined Sheridan College in 2019, accepting the inaugural role of Vice President, Inclusive Communities as one of the first leaders in the Canadian postsecondary sector to hold an executive leadership position in Equity, Diversity and Inclusion (EDI). Dr. Ngobia has championed numerous initiatives to help the college take strong, definitive steps to embed EDI principles across learning and business operations. She infuses EDI into academic research, launched the first employee self-identification census at Sheridan, created mandatory anti-racism training for employees, supervised equity assessments, and supported the implementation of more equitable hiring practices. She has been vital in helping Sheridan make meaningful changes to ensure everyone feels valued and respected.



AWARD-WINNING PROGRAM

Sheridan's five-year strategic plan, **Sheridan 2024**, codifies our institutional commitment to uphold the values of EDI in our teaching, learning and working environments to ensure they are free from discrimination and harassment, in compliance with the requirements of the Ontario Human Rights Code. Under the leadership of Dr. Jane Ngobia, Sheridan is making great strides in removing barriers, and empowering members of underrepresented and disadvantaged groups in our local campus communities and globally. She is deeply committed to examining barriers in Sheridan's culture, policies, practices, curriculum, pedagogy and interpersonal relationships.

Sheridan's efforts to create a culture of belonging and embed equity, diversity and inclusion principles throughout our operations have been guided by a focus on listening, evidence-based decision making, and ongoing community education and engagement.

Listening: Shortly after her arrival at Sheridan, Dr. Ngobia launched an institution-wide listening tour in 2019 to better understand the lived experiences and barriers faced by our employees and students, engaging over 300 community members over 50 hours. Following the murder of George Floyd in May 2020 and the resulting social justice outcry across the world -- including within the postsecondary sector -- Sheridan held a series of virtual roundtables to dialogue about the challenges experienced by Black students, the resources

that are currently available, and steps that are being taken to enhance their wellness supports and services.

Evidence-based decision-making to support EDI: Sheridan built upon the listening efforts with the launch of our Employee Diversity Census in Spring 2020, which aimed to capture a baseline understanding of the diversity of our employees and create a foundation for evidence-based programs and protocols. Building on these findings, in January 2021 Sheridan launched an institution-wide Employment Systems Review with a view to further removing barriers from our recruiting and hiring practices. Under Dr. Ngobia's leadership, Sheridan has also adapted the Global Diversity, Equity and Inclusion Benchmarks framework to help measure our progress against other institutions on an international scale.

Ongoing community education and engagement: Through Dr. Ngobia's guidance, Sheridan has prioritized bringing employees and students alike to share, learn, partner, and strategize ways to better meet the needs of our community members from an EDI lens. In spring 2020 we launched a series of webinars highlighting specific challenges faced by members of our community during the COVID-19 pandemic, and we continue to hold EDI-specific webinars on a regular basis. In the fall of 2020, Dr. Ngobia and the Office of Inclusive Communities implemented mandatory training for all employees on human rights, unconscious bias, anti-oppression and anti-racism.

The training was an important step in helping our employees understand how past actions, both at Sheridan and within the broader postsecondary sector as a result of systemic structural failures, have negatively impacted diverse learners.

RESULTS AND ACCOMPLISHMENTS

Sheridan achieved a 54% response rate on the 2020 Employee Diversity Self-Identification Census, which paved the way for an institutional employment systems review, and the creation of our first-ever employee resource groups. These groups will provide a space in which all employees, particularly those individuals who are members of equity-deserving groups, can feel a sense of belonging and will further our culture of inclusion and employee engagement. We continue to provide new employees the opportunity to voluntarily share their diversity data with us when they join Sheridan and complete an employee profile.

The data-informed practice championed by Dr. Ngobia also laid the critical foundation for the launch of a special hiring initiative that disrupts traditional recruitment practices. We committed to hiring six professors who self-identify as Black or Indigenous through a special hiring program within one of our academic Faculties, and this recruitment is well underway. To complement this initiative, we also developed an Inclusive Recruitment and Hiring Practices training module that is available to all of our employees.

Sheridan achieved an 86% compliance rate on the required human rights, unconscious bias, anti-oppression and anti-racism training for employees within approximately a year of its launch. This training is an important step in upholding Sheridan's accountability to all equity-deserving members of our community, including our Indigenous, Black and racialized students and colleagues, and will help create inclusive spaces that enable all of our students, faculty and staff to thrive. Furthermore, the training also provides our community with common language and a shared understanding of equity, diversity and inclusion.

INTERNATIONAL VALUE

Sheridan's approach to advancing EDI within its operations through data-informed practice and ongoing community engagement has proven to be a successful model that could be adapted at other institutions. Indeed, in 2022 Sheridan placed eighth – the highest ranking for a college ever -- in Forbes Canada's ranking of Canada's Best Employers.

The equity, diversity and inclusion work led by Dr. Ngobia intersects with Sheridan's ongoing efforts to further our culture of global citizenship and internationalization.

In summer of 2021, Sheridan announced a partnership with the Mastercard Foundation Young Africa Works in Kenya-TVET program. Sheridan's focus, in partnership with Niagara College, will be on Gender Equality Policies and Training at TVETS in Kenya over the next three years. Young Africa Works in Kenya-TVET is a five-year program (2020-2025) and aims to increase the participation of young Kenyans, particularly women, in market-relevant skills training programs. The program will also establish and strengthen policies and procedures that promote safe learning environments and provide gender equality training to administrators and awareness workshops for government officials.

Over the past year, Sheridan has also introduced seven new Collaborative Online International Learning (COIL) experiences across three Faculties with seven different international partners in six countries (Switzerland, Netherlands, Kenya, Brazil, Egypt and England). Students in these courses -- often from marginalized, economically disadvantaged groups -- are given the opportunity to participate in enriching experiences with global peers to build academic, intercultural and professional skills. The project is funded by Global Skills Opportunity, the Government of Canada's Outbound Student Mobility Pilot Program.

WORDS OF WISDOM

Dr. Ngobia's work has been described as "a master class in matching visionary ideals with practical implementation". (Globe and Mail Report on Business Best Executive Awards, 2021). The milestones for EDI that she has helped Sheridan achieve are grounded in her steadfast belief in shared responsibility and everyday acts of equity. Together with her team, she works relentlessly to help all members of our community understand how they can embed EDI into their own spheres of influence in practical, actionable ways -- while also championing long-term projects that align with Sheridan's ambitious vision to help every member of the community bring their full potential to their work and their studies.

NEXT STEPS

Sheridan recognizes that there is more work to be done, and we remain deeply committed to advancing our anti-racism work, respecting human rights principles, and to abiding by the requirements of the Ontario Human Rights Code. We

are committed to eliminating all forms of discrimination and harassment on our campuses and in our academic and work environments, removing barriers, and fostering a climate that recognizes the dignity and worth of every member of our community. Key next steps for our work in EDI includes growing

our network of employee resource groups, establishing student resource groups for members of equity-deserving groups, and further refining our EDI metrics tracking according to the Global Diversity, Equity and Inclusion Benchmarks framework.



BRONZE WINNER: LEADERSHIP IN DIVERSITY AND INCLUSION AWARD

NAME OF RECIPIENT: Dr. Daniel Mutai, Kenya Association of Technical Training Institutions

COUNTRY: Kenya

DR. DAN MUTAI, PH.D., P.ENG.TECH

He is a vision oriented, consistent and resilient leader who believes in the value of honesty and integrity in leadership. His goal is to inspire logical decision making, cohesiveness and accountability in the workplace through strategic leadership, networking and collaboration. He is a professional and enthusiastic leader who demonstrates the value of leadership through his ingenuity and tact. As a skilled communicator, he interacts effectively with a wide range of people across roles, geographies and social identities.

Dr. Mutai is a progressive thinker and a detail-oriented manager whose conflict resolution skills reveal him as a leader with high emotional intelligence. Has been a Chief Principal of over four Technical colleges and Polytechnic for over fifteen years of service.



AWARD-WINNING INDIVIDUAL

Dr. Mutai steered major infrastructural developments to impact quality training. These include the construction of a model food and beverage workshop in anticipation of the rising student numbers, a multi-purpose hall with a sitting capacity of over 500 pax, cabro paving of the institute road network, sinking a fresh water borehole, a security administration police residence to enhance security within the Institution, promote peace and curb impending threats, and completion of the examination office among others. The ongoing projects include; a model dairy farming unit and a catering and accommodation training unit to facilitate quality teaching and learning. Notably, the projects were financed using internal resource mobilisation mechanisms.

Further, through his leadership and ingenuity, he oversaw the implementation of the COVID-19 protocols as directed by the Ministry of Education and Ministry of Health in Kenya. To this end, he spearheaded and oversaw the innovation of face masks, hand sanitizer and fabrication of handwashing stations within the institute. This was an opportunity for learners to gain practical hands on experience and competence in industry relevant skills.

Despite the obvious difficulties in the education sector at the height of the COVID-19 Pandemic in Kenya, Dr. Mutai oversaw the adoption of E-learning by organizing the training of trainers in order to prepare them to embrace E-learning. This was

followed by the implementation of the same in the institute with a success rate of over 80%. This has opened the opportunity for blended learning and has informed the planned construction of a state of the art ICT Centre and the adoption of an E-learning Management System to cater for the E-learning needs of both trainers and trainees to match global standards.

As stipulated in the Sustainable Development Goals (SDGs), Dr. Mutai embraced climate friendly practices and adopted a greening culture in the institute, to reduce the effects of climate change. Thus, the installation of solar power to run the newly sunk institute borehole and street lighting was done. In addition, over 10,000 trees were planted in collaboration with other stakeholders.

Over the years, he effectively engaged the community and the County Government of Nakuru in organising an Agribusiness Expo targeting farmers, secondary school students and trainees in the region and beyond to tap into the modern farming expertise within the institute and from industry partners. Through this platform, trainees also showcase their innovations and technology in Agribusiness further preparing them for job creation.

RESULTS AND ACCOMPLISHMENTS

The projects completed under his watch have gone a long way in enhancing access to quality training and a progressive growth culture. This is particularly so for Competency Based Education

and Training programs that rely a lot on practical training and assessment. The fulfilment of the objectives set for the institute, as laid out in the Strategic Plan and Performance Contract (standard development blueprints in TVET institutions) are attributed to his commitment to excellence and timely delivery.

In addition, the constitution of key committees such as Gender Mainstreaming, Disability Mainstreaming, E-learning, Cohesion and Integrity and Research and Development which are crucial aspects in service delivery, have greatly enhanced equity, fairness and cohesion to both the internal and external publics of the institute. This, coupled with various marketing strategies employed have seen the student population go up from 4,500 in 2018 to 8,700 in 2022. Furthermore, the student population is drawn from all parts of Kenya, an indicator of inclusivity and diversity.

Dr. Mutai's concern for the youth as potential leaders and investors in the global economy also saw him enter into MOU's with industry players with a view to enabling trainees gain industry relevant skills and exposure throughout their training. This enhances the competence of trainees and enables them harness their skills for employment and self-reliance, thus enhancing socio-economic growth towards achieving Kenya's vision 2030. In addition, the Annual Agri-business Expo enables farmers (practicing and prospective) to learn sustainable farming methods/practices and interact with various organisations in the value chain.

INTERNATIONAL VALUE

What are the cross-border implications of the recognized project/program/institution? Can the solutions your project proposes be applied internationally? How did/will your project benefit international professional education? Is the exemplary practice transferable and applicable elsewhere?

The projects implemented by Dr. Mutai are relevant globally as they seek to address contemporary issues such as COVID-19, E-learning, access and equity in education and service delivery which are standard goals that every organisation should seek to achieve and which are in line with the SDGs and UNESCO education objectives. They thus, are of international value and can be replicated all over the world. In deed UNESCO recognizes E-learning as an important avenue of ensuring continuity of education during the COVID-19 pandemic, a cause championed by Dr. Mutai.

The tangible benefits as experienced by learners and trainers alike are both at individual level and communal level. This is

because they inculcate values that can be replicated at each level. Furthermore, his efforts to establish a greening culture within the institute are also worth emulating and are worthy contribution to the efforts to curb climate change occasioned by human activity.

WORDS OF WISDOM

In implementing the objectives set, I learnt a number of key lessons. First, the proper planning and utilisation of resources is a crucial factor in timely execution of development projects. This goes in tandem with Community and stakeholder involvement which enhances harmony, value and ownership of the planned developments. This is valuable pre-cursor to progressive growth and ensures the enhancement of peace.

Second, strategic responses in times of distress such as the initiation of e-learning at the height of the COVID-19 pandemic, are very important as they help in sustaining hope. From research, access to education remains a global challenge that requires tangible solutions. Third, for the world to combat climate change, there is need for collective effort by individuals as championed by the UN campaign on climate change and sustainability. Thus, everyone has a role to play in nurturing planet earth by participating in and implementing lasting solutions.

NEXT STEPS

To enhance sustainability of the projects executed and completed, there is need to maintain and establish linkages with industry stakeholders to further enhance quality training. In addition, there is need to seek donor funding and grants to expand the already existing facilities to accommodate more learners while maintaining a good trainer-trainee ratio. Further, there is need for TVET institutions to champion greening within their institutions and inculcate the greening culture among the youth who are potential greening ambassadors in their respective communities, and thus, ultimately help combat the effects of global warming.

As a scholar, I am keen on participating in research activities geared towards seeking solutions on contemporary issues and TVET related challenges. Further, my ambition is to offer consultancy/advisory services to TVET institutions in project management, capacity building and greening; the key focus being strategic resource management to enhance growth and tranquility that transcends all cultures and frontiers.



LIFETIME ACHIEVEMENT



GOLD WINNER: LIFETIME ACHIEVEMENT AWARD

NAME OF RECIPIENT: Denise Amyot, Colleges and Institutes Canada

COUNTRY: Canada

INTRODUCTION

Denise Amyot has been a lifelong educator and learner. From her early days as a classroom teacher to federal public service and leading the national association, Colleges and Institutes Canada (CICan), Denise is laser focused on solving one of our most pressing challenges – education for all. Despite the depth and breadth of her experience, Denise is in constant pursuit of new knowledge, emergent trends, and innovations in education. First and foremost, she is a learner and problem solver.

Deeply curious, Denise seeks to fully understand challenges facing individuals, communities and the organizations that serve them to find the intersection of shared purpose and outcomes. Based on research, evidence and extensive consultation, Denise skillfully brings people together, builds consensus and takes decisive action.



AWARD-WINNING INDIVIDUAL

Today, after having held several senior positions in the federal public service in the science, economic and social fields and working in the museum sector, she is the first woman President and CEO of Colleges and Institutes Canada (CICan), a national organization that represents publicly supported postsecondary colleges, institutes, and polytechnics in Canada and abroad. CICan has tripled its portfolio since Denise's appointment as CEO expanding the association's initiatives and projects in the technical, vocational and professional education sector in Canada and around the world. Denise is a real builder who is not afraid of challenges, who transforms the environments in which she works and always thinks outside the box – through organizational transformations, breaking glass ceilings and always acting inclusively.

ACCOMPLISHMENTS

Denise's significant effectiveness and achievement has really shone through during the 24 months since the pandemic impacted our world. She and her team worked with a broad range of federal departments and agencies on a range of issues. Thanks to Denise's strong leadership and tenacity, the CICan team was instrumental in ensuring government created the conditions to continue to support international students studying remotely at Canadian institutions. She also led her team in ensuring projects overseas continued – despite travel restrictions and safety concerns.

Denise has also always worked strategically beyond her immediate mandate to support collaborative work between industry stakeholders and the college, institute and polytechnic system – all to create opportunities for students and potential students. Over the last few years, this has included Denise having been appointed by the Government of Canada to the national Future Skills Council, where she provided a strong and passionate voice as the council explored emerging skills and workforce trends. She also supported much work to create more experiential and work integrated learning opportunities with industry partners.

INTERNATIONAL VALUE/ENGAGEMENT OF THE INDIVIDUAL AWARDED

Though the world has been topsy turvy for the last 24 months, Denise has repeatedly demonstrated her ability to anticipate challenges and identify the actions needed to address them. In doing so, her advocacy at the national and international levels allowed tens of thousands of international students to continue their pursuit of post-secondary education, ensured appropriate federal funding in key areas, and resulted in rapid responses to pressing issues at a time when it was difficult to be heard.

Denise's strategic and effective leadership supported colleges and institutes across Canada in mitigating enrolment losses, accessing critical funding, and maintaining international projects. As a college president said: "Facing unprecedented challenges

affecting every aspect of our business, Denise's advocacy at the federal level was vital to our success and would have been unattainable as an individual institution."

Denise is also very active internationally. Holding leadership and volunteer roles with the Board of the World Federation of Colleges and Polytechnics, the Qatar Foundation Board and the Postsecondary International Network Board, Denise has contributed to strengthening the capacity of education systems around the globe.

WORDS OF WISDOM

Denise's legacy is bringing people together, to move mountains through teamwork, collaboration and shared purpose. Denise has proven to be an inspiring and motivating person that leads by example and has a very solid and convincing message on

how our sector has a key role to play in lifelong learning. Denise has used her capacity and influence to raise the excellence and attractiveness of the sector. She has shown a constant concern for an education and training system that is inclusive in the way it is designed and delivered, and is at the same time sustainable in its management practices as well as in the skills it provides to people. Her work in favour of indigenous communities is an example of this outstanding approach.



SILVER WINNER: LIFETIME ACHIEVEMENT AWARD

NAME OF RECIPIENT: Mary Campbell, TAFE Directors Australia

COUNTRY: Australia

INTRODUCTION

Mary Campbell has spent over 35 years in the vocational education and training (VET) sector and is passionate about all aspects of the business, but most importantly about creating real outcomes for students, their communities and their employers. As Chief Executive Officer at TAFE Queensland, Mary is focused on guiding the strategic direction and operation of TAFE Queensland; the largest and most experienced provider of VET across Queensland (Australia), delivering practical, industry relevant training. For 140 years, TAFE Queensland has been delivering practical and industry-relevant training to provide students with the skills and experience they need to build lifelong careers.

Leading approximately 4,000 FTE staff across more than 60 locations in Queensland, Mary ensures effective governance, comprehensive reporting and transparent accountability to her Board, both Commonwealth and State Governments and key stakeholders. Mary was the recipient of the 2020 Australian Training Awards Lifetime Achievement Award in recognition of her distinguished service and last contribution to VET in Australia.

Mary understands the power of training and skills and the important role the VET sector plays in not only helping students to change their lives and achieve their career aspirations, but also enhance the social wellbeing and financial sustainability of communities throughout Queensland.

AWARD-WINNING INDIVIDUAL

Mary Campbell's passion for VET and student outcomes is unquestionable and her inspirational leadership is a rare quality. She is well-known for her kindness and empathetic leadership approach and is highly regarded for her everlasting commitment to the VET sector and the students, employers and communities in which she supports. She has a proven track record of achieving cultural transformation and results through strong leadership, management, entrepreneurial and communication skills and unrivalled knowledge, commitment and expertise in the sector.

Mary started her career in 1987 teaching in the business management faculty at the former Moreton Institute of TAFE. Today she is responsible for delivering training to more than 125,000 TAFE students annually. Chief Executive Officer of



TAFE Queensland since 2017, Mary has more than 35 years in leadership and operational roles in the VET sector. Mary is accountable for an annual revenue budget of over \$700 million. As a result of her leadership, course completion rates are currently at 90 per cent, employer satisfaction rate is 92 per cent, and the student satisfaction rate at almost 90 per cent.

Prior to becoming CEO of TAFE Queensland, Mary was the Institute Director and General Manager of TAFE Queensland SkillsTech for ten years. While at SkillsTech Mary oversaw growth in international partnerships in Chile, Kuwait, Papua New Guinea, Nauru, Mongolia and Indonesia. She also led the development of industry partnerships with organisations such as Toyota, Energex, PT Kai (Indonesian Railways), Santos, Unity Water and Komatsu.

As General Manager, Mary expertly handled major challenges such as the amalgamation of trades training from six different institutes and oversaw one of the largest capital investments in TAFE infrastructure. Mary's exceptional leadership skills were recognised by Business Weekly Review, which listed SkillsTech in their top 50 most innovative Australian organisations in 2012, 2013 and 2014.

In 2018, as training partner for the Commonwealth Games, Mary led TAFE Queensland's delivery of 360,000 hours of training to 15,000 volunteers for 200 Games roles. TAFE Queensland was proud to have the opportunity to provide Games volunteers with practical training in real world environments.

In 2019, under Mary's leadership TAFE Queensland's RTO

registration was renewed for seven years with no compliance notations, which is the maximum length of registration that can be awarded by the regulator. This outcome is an outstanding achievement for TAFE Queensland, having only come together as one TAFE under a single RTO registration in July 2017.

ACCOMPLISHMENTS

Mary Campbell is well-known for her passion for teaching quality and training excellence, her positive influence and her significant contribution to the VET sector throughout her 35-years working in education and leadership roles. Her key strengths include motivating and inspiring educational excellence through innovative, quality training solutions that improve student and employer outcomes. These many years of experience, wealth of knowledge and exceptional leadership skills have enabled Mary to overcome major organisational and cultural challenges to implement substantial advancements in VET practice and improve student and employer outcomes.

Safety first, innovative delivery models, industry partnerships, digital transformation and business process reengineering may be counted as areas where Mary has led transformation that has enhanced the reputation of TAFE nationally and resulted in substantial advancements in VET practice.

Among her many contributions, Mary has been instrumental in implementing a safety framework across TAFE Queensland and working toward embedding a 'safety first' culture for staff, students and visitors. In addition, Mary's dedication to continuous quality improvement, in both business operations and training delivery, to meet industry and student needs has driven many improvements throughout her career.

Mary was a pioneer in the development of industry partnerships, a model now embraced across the VET sector. An in-depth understanding of VET markets, key stakeholders, the VET workforce and evolving policy agendas has enabled Mary to create industry partnerships that are unique and prove invaluable when designing training solutions to meet specific industry needs. Mary has created value for a broad client base by delivering training to maximise individual employment opportunities and support productivity improvements. This has been achieved through industry responsiveness, community relationships and best practice teaching programs and student services.

Mary was the recipient of the 2020 Australian Training Awards Lifetime Achievement Award in recognition of her distinguished service and last contribution to VET in Australia. The award

acknowledges the significant results Mary has achieved, particularly through her senior executive roles within the Queensland TAFE system, as well as her broad reach and collaboration with industry. In presenting the award to Mary, the Australian Minister for Employment, Skills, Small and Family Business confirmed that, as a testament to this deserving accolade, the award selection process was endorsed by all State and Territory Skills Ministers.

INTERNATIONAL VALUE

Mary is global in her outlook. Not only has TAFE Queensland been central to the success of the Australia Pacific Training College but it has a strong approach to international education. This is borne out by strong international student numbers in Queensland and the philosophy of giving back to countries with which Australia trades, through in-country training and development.

Under Mary's leadership, TAFE Queensland has resources dedicated to developing business with governments and enterprises across the globe and recruits international students from over 90 countries. This has resulted in great social, cultural and financial benefits for Queensland. Commencing in 2007, the Australia Pacific Training Coalition (APTC) is the Australian Government's major investment in Technical and Vocational Education and Training (TVET) in the Pacific region. The APTC is a centre of training excellence, assisting Pacific Island citizens to gain Australian-standard skills and qualifications for a wide range of vocational careers in demand across the region and beyond.

TAFE Queensland has managed the APTC from its inception and, through Mary's leadership, it continues to build on its reputation for the successful delivery of high quality technical and vocational training and working as a coalition with partner institutions, industry/enterprise, and Governments, to achieve sustainable country driven TVET reform.

WORDS OF WISDOM

Leadership, at its heart, is all about service. A wonderful man called Robert Greenleaf developed a philosophy named Servant Leadership. It begins with a natural feeling that one wants to serve and it turns into an aspiration to lead. It is a philosophy that enriches the lives of individuals, it builds better organisations, and it creates a more just and equal world.

Leadership is for everyone and you can lead from any chair. With a growth mindset, it is the job of a good leader not just

to create followers, but to create other leaders. As a leader it is incredibly important to trust your own vision, to be true to your own purpose, look to your own values and your own authenticity. Always be looking to learn from people that you admire and that you value. There are so many inspiring leaders and there is so much to learn.

Good leaders demonstrate humility and authenticity and, as leaders within the vocational education and training sector, we

are custodians for only a short time. While training underpins the skills of the economy, it most importantly provides individuals with the dignity of work. As leaders in this sector we must always remember that we are in a very privileged position of being able to give someone the skills to get and keep a job which impacts on every other aspect of their life.



BRONZE WINNER: LIFETIME ACHIEVEMENT AWARD

NAME OF RECIPIENT: Xiong Ying, China Education Association for International Exchange

COUNTRY: China

INTRODUCTION

Professor Xiong Ying is working as an educator with 22 textbooks and more than 30 papers published and leader on the international vocational education for more than 30 years. Currently, she is the director of the Department of International Relations of Wuxi Institute of Technology (WXIT). She is acting as an evaluation expert of the “China-ASEAN Cooperation Program in Vocational Education”, a technical expert of higher education quality certification. She devoted herself to promoting the innovation and development of the international education of Chinese Vocational Colleges with international partner institutions in TVET session.



AWARD-WINNING INDIVIDUAL

As the head of International Relations, Professor Xiong Ying has successfully run 9 Sino-foreign cooperative programs with partner institutions, training more than 2000 international students from 62 countries. She led the establishment of technical colleges and Chinese Culture Center with partner universities in Thailand, Indonesia, and Malaysia, promoting cross border humanities exchanges, technological education communication and building talent tank for domestic and overseas companies. In 2015, She led Mechanical Engineering major of WXIT into “China-US Joint Training Program” for “Highly Qualified Skilled and Applied Talents”. With her guidance and efforts, China-Indonesia Tourism and Hotel Management Talents Training Project” and “China-Malaysia International Talents Training Project” were twice awarded “China-ASEAN Higher Vocational Education Institutions’ Flagship Projects”, which provides a replicable and successful case for the international collaboration between China and ASEAN vocational education. She made great efforts to join “Future Africa Plan” as the secretariat of the working group for the reconstruction of the machinery curriculum, collaborating with Gert Sibande TVET College, SA, bringing advanced manufacturing technology to boost the local economy.

Professor Xiong is also a wonderful mentor for the international students and always thinking about how to engage and encourage them, both as a group and individually. She created to enhance some potential ideas for activities to help improve student motivation and provide additional learning opportunities. Her enthusiasm and high dedication easily bridging any cultural

gaps for student, which contribute to build the international vocational education output platform, trained more than 2,000 foreign students from 62 countries.

ACCOMPLISHMENTS

Over the past 10 years, Professor Xiong Ying has participated in nearly 200 overseas training sessions targeted for TVET skills promotion, which greatly supports WXIT as “Top 50 Higher Education Institutions of International Influence” and was awarded with golden prize in Applied Research and Innovation as demonstrating smart manufacturing technology of Chinese vocational education to the world. Her work as the Director of the International Exchange and Cooperation Department, successfully brings WXIT into many national and international outstanding awards. She has been awarded the “Outstanding Contribution to International Cooperation Award” by Pitt Community College, United States, the “Special Contribution to Global Cooperation Award” by Trisakti Education Group, Indonesia, and the “Outstanding Contribution to Educational Cooperation Development Award” by Management and Science University, Malaysia, “Excellent Organizer Award” by the National Arts Council of South Africa.

INTERNATIONAL VALUE

The internationalization of vocational education provides new opportunities for the development of vocational education in each country. Implementing the vocational education service

initiative for international capacity cooperation and accelerating the training of talents urgently required for international capacity cooperation are critical issues that every vocational institution should think about. We call for more investment in the field of vocational education, the introduction of high-level technical teachers in the quality of education, and the deeper involvement of international enterprises in practical areas, to promote the comprehensive training of talents, the circulation and sustainable development of international vocational education.

WORDS OF WISDOM

Vocational education is a diversified pathway for the growth of talent, and a sound “cultural quality plus occupational skills” approach could provide multiple opportunities for students to receive higher vocational education at different levels, as well as establishing the concept of lifelong learning in the community. Vocational institutions should undertake the responsibility to

strengthen the educational activities that integrate teaching and internships, and establish a virtuous cycle of cooperation between TVET institutions and enterprises to promote economic development, industrial upgrading, and technological progress. In the area of international cooperation, high-level experts and quality educational resources should be shared to encourage the flow of talents and promote vocational education in a wider platform.



OUTSTANDING EDUCATOR



GOLD WINNER: OUTSTANDING EDUCATOR AWARD

NAME OF RECIPIENT: Vivienne Buckley, Bridgend College

COUNTRY: United Kingdom (Wales)

INTRODUCTION

Viv has spent her working life in the Further Education sector as a teacher and leader. A past student described her as “positive and galvanizing [with] the capability of inspiring us to become better versions of ourselves”. She is a compassionate educator who leads by example and demonstrates both organisational and personal values through action, placing people at the centre of decision-making and improvement. Viv places trust in those around her and champions success, risk taking and learning when things don't go to plan. Outside of work Viv loves to travel, spend time with family, friends and her dog, Malcolm.



AWARD-WINNING INDIVIDUAL

Viv has worked in Further Education for 20 years and has taught in a range of institutions, working with students from Level 1 to postgraduate level. She was an outstanding teacher, always achieving the highest praise following observations and worked as a mentor for other teachers, a programme leader and quality advisor.

Viv became a manager in 2014 and quickly moved from one area of responsibility to being a Dean of Faculty. She is now the Deputy Principal at Bridgend College. Viv has led the College to be one of the most respected FE Colleges in the UK. In 2019, the College won the Times Educational Supplement UK College of the Year award. She has also ensured a transformational improvement in the finances of the College from a position of deficit budgets to significant surpluses allowing the College to develop an ambitious Estates strategy including two new buildings on one of our campuses. Viv has led on the design concepts of these buildings including our STEAM Academy which has delivered state of the art facilities in Science, Technology, Engineering, Arts and Mathematics.

Viv began her career as a Drama teacher and is still a driving force in this industry, developing strong links with employers in this field. She is Artistic Director of the internationally recognised West Glamorgan Youth Theatre and uses her holidays to run residential courses creating high quality theatrical productions. Through Viv's expertise, the College has an enviable reputation in the Arts attracting students from a wide geographical area with many progressing to Conservatoire education.

Viv manages to fuse together her interest in both the Arts and Sciences through her brilliance as a teacher bringing together various areas of the College curriculum. From a working class background herself, Viv understands our learners, many of whom live in some of the most socially deprived areas of Wales. She understands that many learners may not have high aspirations and lack belief in themselves. Viv gives them that belief. She runs fantastic training sessions with staff taking a whole College approach to behaviour management and through her highly developed leadership skills, brings staff to 'the same page' to offer a consistent approach. Viv believes that culture comes first and by creating a positive atmosphere, reinforced by staff in all roles across the College, there is no limit to the achievements of both learners and staff.

ACCOMPLISHMENTS

Viv has been recognised as the Public Sector Leader of the Year for Wales, the ultimate role model, one manager says “Viv makes me believe that anything is possible”. In 2018, Viv achieved the Advanced Higher Education Senior Fellowship, recognition of her work as a senior practitioner, influencing and driving quality improvement and change within the sector. Viv has also completed the Welsh Government 'Leading Wales' programme - a leadership programme delivered in collaboration with the Association of Colleges and Colegau Cymru. More recently, Viv has been shortlisted for the Chwarae Teg 'Womenspire Awards' within the leadership category -

further validation of her fantastic leadership and impact.

Viv has led the college's behaviour management approach, training and supporting colleagues to develop their confidence and skills in improving behaviour across the college. At Bridgend College, Viv was part of the Senior Leadership Team who won the Association of Colleges Beacon award for Leadership and Governance. Other Bridgend College Awards include: achieving Gold in the Mind Wellbeing Index; appearing as the highest placed FE College in the UK in the Best Companies survey; AoC Beacon award for Mental Health and Wellbeing and most recently being shortlisted for the innovative use of technology the College implemented during the Covid-19 Pandemic.

As a theatre director Viv has had her work showcased at the National Theatre, London as part of the Connections Project.

INTERNATIONAL VALUE

Viv loves leadership and the Further Education sector, but most important of all, is the power of learning through the Arts and the values of teamwork and mutual respect that it engenders in participants. Her work in this area has included facilitating several international trips for young people from South Wales and has included a research piece as part of a MA dissertation on the power of theatre to influence underprivileged

communities across the globe. This passion has led to many of her productions being performed overseas in countries such as China and South Africa and these experiences have transformed lives for the international participants in many countries.

Viv is truly a global citizen who celebrates diversity at all times. She is committed to moving the Equality, Diversity and Inclusion agenda forward as part of her new portfolio of work which includes Human Resources and Learning and Development.

WORDS OF WISDOM

Be brave and bold. Try new things and if they don't work, try again! With the right team around you, you can truly make a difference and have impact. Set the bar high, you will not always reach it but striving for excellence will always lead to success, or at the very least a worthwhile experience everyone can learn from.

Above all, believe in your students, every one of them has the potential to change the world, if Colleges foster the right environment that potential will be fulfilled. Accept that, that journey is not always easy and accept that at times it will feel like an uphill battle but remember, if you put the learner at the heart of your decision making it is never wasted energy.



SILVER WINNER: OUTSTANDING EDUCATOR AWARD

NAME OF RECIPIENT: Wu Jun, Guangzhou Panyu Polytechnic

COUNTRY: China

INTRODUCTION

Prof. Jun Wu has 15 years of teaching experience in Polytechnics. She is a “Famous Teacher of Guangdong Province” and a Teaching Supervisor with the Guangzhou government. She has been awarded the title of National Excellent Innovation and Entrepreneurship Tutor twice and received dozens of honours for both individual and team-based work for provinces and cities. Over the past decade, she developed the course “Developing an innovative project from 0 to 1” and a PIRT innovation methodology, which changed traditional methods of teaching innovation and entrepreneurship, thus making innovation and entrepreneurship courses more attractive, fruitful and popular.



AWARD-WINNING PROGRAM

Students who are admitted to vocational colleges in China are often not as keen on learning as are regular high school and undergraduate students. Therefore, the learning atmosphere in such classrooms has become a major problem. Teachers are often very distressed when they do not receive positive feedback from their students. Professor Wu developed the flow teaching method based on research concerning flow experience. By ingeniously designing tasks and inter-group competition goals, this method focuses on students’ sense of participation, motivation and flow experience during the learning process. Using the streaming teaching method in the process of teaching design, Professor Wu Jun demonstrated how to let students experience the same passion and fun that the experience playing games in the context of learning.

In addition, the task of stimulating students’ innovative thinking is also a key requirement of current vocational college education. Professor Wu Jun deconstructed the development process associated with innovation and entrepreneurship projects from 0 to 1 and led a team to develop a series of teaching aids, such as an original PIRT innovation methodology, 36 innovative technology cards, and a value creation system canvas. This methodology effectively helps students examine the black box associated with the process of generating innovative ideas. This method has changed traditional teaching methods related to innovation and entrepreneurship, thereby making innovation and entrepreneurship courses more attractive, fruitful, and popular.

Professor Wu focuses on data-driven teaching diagnosis

and reform. She established a special research centre to continuously collect data and conduct research related to the teaching of innovation and entrepreneurship courses and flow experience courses. She has published 8 SCI/SSCI papers over the past 3 years. Guided by data analysis and scientific research, the teaching plan has been improved over 5 rounds of iterative optimization. Simultaneously, Professor Wu constantly updates teachers regarding the latest research results concerning teaching methods to help everyone improve together.

RESULTS AND ACCOMPLISHMENTS

Over the years, Professor Wu has helped a large number of teachers at secondary vocational schools and higher vocational colleges improve their professional courses by teaching them how to design curriculum teaching plans ingeniously so that students can experience joy in the context of learning and innovation, a task which has benefited millions of students. Her innovation and entrepreneurship courses, teaching materials and teaching aids have been employed by dozens of vocational colleges and hundreds of vocational schools, thus inaugurating a new trend of enlightenment in the fields of innovation and entrepreneurship and helping more students produce innovative results. This teaching method has been validated by thousands of teachers whose students have provided very positive feedback and even refused to leave the classroom after class.

Professor Wu Jun has been invited to share her experiences at more than 10 national conferences, such as the annual meeting

of the China Universities Innovation and Entrepreneurship Education Alliance. She has conducted more than 40 teacher training programmes related to entrepreneurship and innovation at more than 30 colleges and universities, with more than 5,000 teachers participating in these programmes. In 2021, Professor Wu Jun led the establishment of the “Chinese Innovation and Entrepreneurship Joint Virtual Teaching and Research Office”, which has been joined by 30 colleges and universities from 16 provinces. She hopes that an increasing number of vocational college teachers will use such teaching methods and cultivate more innovative students with the aid of these platforms.

INTERNATIONAL VALUE

The cultivation of innovative talent is a global concern. Even though languages and cultures differ, the educational methods used in this context have certain similarities. The teaching methods studied by Professor Wu Jun can also be shared with educators in other countries for use as references when educating students. Relevant textbooks can be translated into English and published in other countries.

WORDS OF WISDOM

Vocational education and vocational college students have unique characteristics. We should think dialectically regarding the teaching methods used in higher education and should develop unique teaching methods for vocational education. As vocational education teachers, in terms of talent training

strategy, we must begin with the end in mind, design courses and teaching methods in accordance with the needs of the industry, and constantly test whether students are able to become the talent that is demanded by enterprises.

NEXT STEPS

Professor Wu Jun's teaching methods and materials have been applied in more than 30 schools, and her online open courses have been used by more than 300 vocational colleges and universities. It is hoped that in the future, more teachers can use the PIRT innovative project development methodology and the flow experience teaching method. Professor Wu Jun will continue to train teachers via the “Chinese Innovation and Entrepreneurship Joint Virtual Teaching and Research Office” to comprehensively improve the effects of innovative talent training.



BRONZE WINNER: OUTSTANDING EDUCATOR AWARD

NAME OF RECIPIENT: Dean Champ, Box Hill Institute

COUNTRY: Australia

INTRODUCTION

Dean Champ works at Box Hill Institute, Australia, and has taught in the VET sector for 22 years, specializing in teaching students with an intellectual disability. He has worked in different education settings for over 25 years now, at Primary School, High School, University and TAFEs, and is a passionate teacher and advocate for students with a disability. Dean recently won the 2021 'Excellence in Language, Literacy and Numeracy Practice' award at the Australian Training Awards.



AWARD-WINNING INDIVIDUAL

Dean started as an integration aide in the Special Education Department at Glamorgan campus of Geelong Grammar School in 1996. While there he worked with a speech pathologist delivering her LLN programs to students at Glamorgan and to students from other schools through private tutoring. After spending time at Camberwell High School and Preshil School, he then moved to the VET sector in 2000, delivering courses and multimedia/ film making units to students with an intellectual disability at Chisholm Institute. Dean currently teaches Certificate I and II in Work Education, Certificate I in Transition Education, Course in and Certificate I in Initial Adult Literacy and Numeracy to Box Hill Institute's disability clients.

Dean represents Box Hill Institute regularly in industry engagement opportunities. For nearly 20 years he has been a representative at the Statewide Advisory Group (SWAG) quarterly meetings for RTOs that deliver courses to students with a disability.

As well as completing over 70 personal professional development sessions (including 7 micro-credentials) in the past few years, Dean has also presented at meetings/ conferences, including:

- Box Hill Institute's Teaching & Learning Symposium, 'Mindfulness and Positive Habits'
- Teaching Excellence Community of Practice, 'Universal Design'
- AVERTA, 'How can VET teachers apply the principles of Universal Design in Education'

- BHI Leadership Forum, 'What it means to be winning'
- Global Education Network (GEN) Community of Practice, 'Universal Design for Learning'
- Australian Council for Adult Literacy (ACAL), 'What Can a Coach Teach a Teacher'
- Victorian Skills Authority (VSA Workshop), 'My education story'

During his time in the VET sector, Dean also taught part-time for 5 years at Swinburne University in the Media Studies department (2005-2009), teaching the undergraduate units Media in Australia and Popular Culture at Swinburne's Hawthorn campus.

Dean is a United States Bowling Congress (USBC) Silver Level 10-pin bowling coach and was previously head coach of the Australian Women's 10-pin bowling team (2018-2019), coaching them at the 2019 World Women's Championships in Las Vegas, USA. He still coaches many of Australia's top bowlers and also writes articles for the USA based 10-pin bowling publication Bowling This Month (BTM), where the research he does on skill development and sport psychology also informs his teaching practices.

ACCOMPLISHMENTS

Box Hill Institute was one of the few disability educators who maintained training online throughout the 260-days of Melbourne's lockdowns in 2020-2021. Our students often faced challenges with technology and some had limited support at

home. However, Dean showed that education continuity was possible through innovative workarounds, with 100% of his students successfully completing their courses.

Dean adapted, modified, and re-created curricula and assessments to ensure that none of his students were left behind. This included running sessions with classes and individual students on MS Teams/Zoom, via email exchange, and telephone calls, posting hard copy packs of course work and assessments to students' homes and even driving by some students' houses to collect completed work to meet unit end date deadlines.

Particularly impressive was his innovative use of technology during lockdown to assist his students to demonstrate competency. Some of his students were predominantly non-verbal, so he designed the travel activities unit to be like a 'choose your own adventure,' where the students used the Annotate feature in Zoom to mark their screen to demonstrate what they would do each step on a virtual excursion. He also produced a series of videos in foundation LLN skills and created videos on how to use accessibility features such as Annotate and text-to-speech options for his students.

Dean was instrumental in Box Hill Institute incorporating the Principles of Universal Design into their curricula and he utilized the Universal Design principles to write workbooks and assessments for 25 of the units he teaches.

WORDS OF WISDOM

It is all about the student's needs. I feel one of my strengths as a teacher is being flexible to adapt my delivery, resources

and priorities to meet the needs of my students, individually and as a whole in the class. Each student has individual needs and each class has a unique dynamic and I like to embrace that challenge and find the best options to maximise their learning, engagement and outcomes. Earlier this year, a student who has cerebral palsy and is in a wheelchair joined an existing class. I believe a teacher's first thought in this situation should always be 'what can I do to make this student's experience the best one possible'. Placing the student's needs first informs your teaching, where being open to modifying and adapting resources, varying delivery and being flexible with assessment should be the priority, not an inconvenience.

NEXT STEPS

The next steps in the disability area at Box Hill Institute is to provide the courses on our online Moodle system, Student Web. All the unit materials for each course are being reviewed and then converted to editable PDF documents so the students can now complete all the classwork and assessments online. This is to ensure that if there are future disruptions to face-to-face delivery, we will be able to continue to provide our courses remotely without interruption. Moving away from a paper-based delivery also saves on printing and paper costs and allows more flexibility for delivery and innovation in the online space.

Further to this, I am in the process of creating an LLN (Language, Literacy and Numeracy) Hub on Student Web, where our disability students can log in to access, resources, LLN skill development videos and activities to help develop their Foundation and Digital Literacy skills.



OUTSTANDING STUDENT ACHIEVEMENT



GOLD WINNER: OUTSTANDING STUDENT ACHIEVEMENT AWARD

NAME OF RECIPIENT: Andrea Prins, Lambton College

COUNTRY: Canada

INTRODUCTION

Andrea Prins is a Business Administration – Accounting Advanced Diploma student from Lambton College in Sarnia, Ontario, Canada. Given Andrea's commitment to her education, local community, and Indigenous communities and reconciliation efforts across Canada, Andrea is a shining example of the way college and polytechnic students are uniquely positioned to impact our local and global communities



AWARD-WINNING INDIVIDUAL

In her Business Administration – Accounting program, Andrea has earned a GPA of 3.7. Though she is dedicated to her classes and coursework, where Andrea truly excels is in experiential learning. With a strong desire to affect real change, Andrea joined the globally renowned Enactus Lambton team. Postsecondary institutions around the world have Enactus teams, and those teams compete annually at entrepreneurship competitions. Andrea began her work with Enactus in Project One Future in which she helped create a program that taught local elementary school students about the importance of social entrepreneurship and humanitarian. The program she created impacted 185 students, 75 of which she taught directly.

Within her first year with Enactus, Andrea ascended to the position of President, all while attending classes and working two jobs to pay for her education. Under Andrea's leadership, Enactus Lambton placed third and second at the Canadian Enactus championships in 2020 and 2021, respectively, with Project One Circle, an agricultural and entrepreneurial project culturally tailored to oppressed Indigenous communities across Canada.

With this project, Andrea has helped partner with 30+ Indigenous communities to provide them with food security initiatives and new sources of revenue. She has helped build four greenhouses and outfit them with solar panels, and is currently working to build three aquaponics facilities and two food forests. She has also helped launch 22 businesses for Indigenous entrepreneurs. Andrea has further developed plans to build four greenhouses, four aquaponics facilities, and 12 new businesses a year for the next three years with Project

One Circle. Her work in this project spans everything from securing funding to developing and teaching financial literacy and entrepreneurship training to construction of facilities.

In winter of 2021, Andrea's family was devastated when her father nearly succumbed to COVID-19. He was admitted to the hospital and put on a ventilator where he remained for six weeks. Through a long recovery and rehabilitation, Andrea remained a rock for her father, a steadying figure for her family, a dedicated student, and the President of an Enactus team that is changing our country.

Andrea has a history of volunteerism that includes extensive work with a church soup kitchen, county library, humane society, and goodfellows organization. In 2020, she was Lambton College's winner of a \$10,000 scholarship in memory of Flight 752 out of Iran. She was chosen for this scholarship because of her tireless desire and drive to be a force for good in this world.



SILVER WINNER: OUTSTANDING STUDENT ACHIEVEMENT AWARD

NAME OF RECIPIENT: Hanzhang, Li, Changsha Social Work College

COUNTRY: China

INTRODUCTION

Born in a poor family, Li never stops working hard. With the help of society and through his own efforts, he got enrolled in Changsha Social Work College, China. With gratitude and a desire to give back to society, he chose to major in Community Management and Services. He studied diligently and achieved excellent academic results. Among the 93 students in his grade of the same major, he ranked among the top three each academic year. Li also enthusiastically devoted to community service, environmental protection, disaster relief and public welfare knowledge dissemination.



AWARD-WINNING INDIVIDUAL

In 2019, benefited from school's Public Welfare Entrepreneurship Education Program and Hunan Social Work Agency Incubator (located in CSWC), Li became the first "post-00s" founder of a public welfare agency in Hunan Province as a sophomore. He established Zhuzhou Hehe Social Service Center to provide professional service to people and community in need.

Guided by the motto of "helping others to help themselves", the Center developed steadily in the last two years with growing reputation and influence among the communities and attracted more than 100 college and university graduates to join. It cooperated with a national model social work organization to expand its service area, covering more than 140 communities in 12 cities and districts, including Changsha, Hengyang and Zhuzhou. It has incubated 12 professional social work agencies and organizations, and organized 68 training sessions for social work organizations.

This was a tough journey. Faced with obstacles in operation, he put himself in the shoes of people in the community and shared his thoughts and targets with community chief. For three consecutive years, his team has made more than 10 trips to poor villages in three counties to provide services such as knowledge dissemination, counseling and donations for more than 200 stay-at-home children and has collected materials worth more than RMB 50,000 for them, making important contributions to rural revitalization and people's well-being in Hunan Province. To extend his sincere gratitude to the college, Li recruited 37 graduates in the School of Civil Affairs and Social Work, providing jobs for 8% of fresh graduates from his own major

in 2021. At the same time, he opened up jobs for social work-related graduates from colleges and universities across the country and attracted more than 100 colleges and university graduates to join his team.

RESULTS AND ACCOMPLISHMENTS

In 2020, against the COVID-19 pandemic, Li mobilized over 400 college students to provides one-on-one counseling and homework assistance for children and teenagers in quarantine with learning difficulties. As of June 2020, the team has served more than 18,000 people. After the pandemic was under control, Li led his team to build an e-commerce sales platform for fruit farmers in Zigui County, Hubei Province, which was hit severely by the pandemic. It helped the farmers sell 30,000 kilograms of orange, created 48 jobs and increased the income of 26 local farmers by more than 300,000 yuan.

Li is also committed to the sustainable development of environment. In 2020, he launched the "Protecting the Mother River" campaign, which contributes greatly to safe drinking water of more than 130,000 local residents.

INTERNATIONAL VALUE

The public welfare agency attracted many international students to enroll and contribute to social development while realizing their own value and responsibility. Against the COVID-19 pandemic, under the influence and support of Li, these international students practice the spirit of love in action and

provide one-on-one counseling and homework assistance for children and teenagers in quarantine with online learning and other difficulties in their own countries.

WORDS OF WISDOM

Li believes that love is the source of everything and believes in helping others to help themselves. He believes that everyone vulnerable has potential to be better. His dream is to contribute to the well-being of society and a better world by impacting the life of others.

NEXT STEPS

Li will continue to insist on the ideas that “social workers leading volunteers”, promote the joint linkage of communities, social organizations, social workers, social charity resources and community volunteers, support the cultivation and development of social organizations, and actively mobilize and advocate the participation of forces from all walks of life in public welfare, so as to contribute to the development of promoting public welfare.



BRONZE WINNER: OUTSTANDING STUDENT ACHIEVEMENT AWARD

NAME OF RECIPIENT: Josh Allison, Box Hill Institute

COUNTRY: Australia

INTRODUCTION

In 2011 Box Hill Institute's, Josh Allison, sustained spinal injuries that left him with paraplegia from the chest down. After trying wheelchair basketball in rehabilitation in 2013, he went on to have a successful sporting career. In 2014, he was selected to represent Australia at the World Wheelchair Basketball Championships in South Korea and represented Australia at the 2016 Paralympics. He retired from professional basketball in 2018 to concentrate on coaching. As he had originally left school in Year 10 to start work as a bricklayer, he felt that he wanted to learn more about the logistics and administration side of the sport. He enrolled in the Diploma of Sport Development at Box Hill Institute in 2019.



AWARD-WINNING INDIVIDUAL

As the Diploma of Sport Development's first student using a wheelchair, Josh was able to contribute significantly to other students and the department's understanding of all-abilities sports and everyday life for a person with a disability. Josh provided the students and staff with an excellent insight into the daily challenges faced by athletes with a disability. It's an area he is extremely passionate about and he continues to be an advocate in this space. His input on this topic was invaluable to both the other students and to the Institute.

RESULTS AND ACCOMPLISHMENTS

Josh worked on a number of key projects within the Diploma of Sport Development, this included:

AFL Outer East: As an industry placement, Josh worked with the Australian Football League's (AFL) Outer East League to assess and develop an inclusion policy for all clubs in the league. This major project (50-page report) was endorsed by AFL Victoria. This led to the Yarra Ranges Council working with the league to ensure that all facilities met accessibility and parking standards. **We Can Ride:** Josh was in charge of marketing and social media for the launch 'We Can Ride'

all-abilities cycling event. Josh secured major partnerships throughout the Yarra Valley, as well as managing the content for the various social media accounts and secured 5 sponsors. Josh is still supporting the program in his spare time.

Yarra Ranges Council inclusive mountain biking: Through the We Can Ride Program, Yarra Ranges Council brought Josh in as a consultant on all-abilities mountain biking. This included assessing the trails and providing feedback so the council could develop infrastructure to best support people using all-abilities bikes.

Completing the Diploma of Sport Development in 2020, Josh was our first ever student to transition into teaching directly from the Diploma. He is currently working as a casual teacher-in-training while completing the Certificate IV in Training and Assessment. Josh was an exemplary student and is proving to be an exceptional teacher as well. His input to Box Hill Institute as a role model to all students and on how to support diversity will be long felt. As well as teaching and studying, Josh is also a volunteer basketball coach helping the next generation of all-abilities players.



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