



# WFCP

## NEWSLETTER

October 2018

### Message from the Chair

Dear WFCP Members,

Australia finishes its first month of spring with a weekend of finals for our national football codes. Typical of Australia we don't have one national code, but two and some would say three. These codes represent the history of settlement of this vast land (you can ask me when you are in Australia if you want to know the history).

The finals are also conveniently placed on a long weekend, in another reflection of the place of sport in the Australian psyche. The end of September also means it's less than a fortnight to the Congress of the World Federation of Colleges and Polytechnics in Melbourne, Australia.

Melbourne would have just recovered from its grand final of the Australian Football League between teams from each side of this broad open land and whose histories symbolise the old and the new. Collingwood is a foundation team of Australian football when it started over 120 years ago and has the fierce tribal allegiance to match. The West Coast Eagles, as the name implies is from the West of the country, young in terms of its establishment but brash and rich fuelled by the resource riches of the West. The other football code is rugby league and its grand final is held in Sydney.

Once this weekend is over it is full steam ahead to the Congress. All arrangements are in place. We have over 700 delegates from over 20 countries with about 250 international visitors. Our speakers are locked in and the program finalised. Student representatives



are preparing to travel to the youth camp, the leadership institute is in place, affinity group sessions are strongly subscribed, and site visits are ready. Our Congress gala dinner on the Tuesday night has been sold-out at 450 seats but we have opened more.

As we enter the second month of Spring I trust that it will symbolise a new

season for the WFCP. I hope that the Congress is the springboard for the next stage of growth for the Federation. If you are coming please be prepared to be part of a dialogue that will raise the critical role of professional and technical education in preparing for, and responding to, the forthcoming technology revolution. The WFCP should be the mouthpiece across the globe about these important matters. You, as members, are the vehicle by which our governments and industry partners can ensure all citizens, regardless of their circumstances, can participate in fulfilling work and contribute to society, despite the disruptions expected from technology advancements.

I look forward to welcoming all delegates to this conversation in Melbourne, Australia the warm and bright metropolis of the South.

Regards,

Craig Roberston  
Chair, WFCP  
CEO, TAFE Directors Australia

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Volume #006

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Issue 001

## European Vocational Skills Week

The 3rd European Vocational Skills Week will take place in Vienna from November 5-9, 2018, with hundreds of events preceding and following the week from September to December across the continent. This year's theme is professional and technical education and training (PTET) and its role in the future of work for jobs and skills, with sub-themes exploring digitalisation, 21st century skills, the validation of non-formal and informal learning, and the internationalization of PTET.

The week will showcase events targeted to learners, education professionals and organizations, employers, labour and industry representatives, and policy makers with the aim of making professional and technical education and training more attractive.



*DG EMPL (Flickr), Courtesy Creative Commons*  
Delegates pose for a photo at the 2017 European Vocational Skills Week.

European VET Week will:

- Showcase the numerous opportunities that PTET can provide for young people and adults to “discover their talents”
- Help companies realise the enormous potential and benefits of investing in human resources by engaging in initial skills provision for the young as well as upskilling and reskilling of adults
- Reinforce the message that professional and technical education and training is a path you can take pride in, and pursue, in the knowledge that it is beneficial for your future.
- Show that PTET is a smart choice, fun, and leads to high-quality jobs and increased employability.
- Highlight the great vocational training opportunities that successfully prepare learners for interesting and challenging careers
- Demonstrate that PTET is a desirable option for people of all ages

Organizations interested in organizing their own event in conjunction with European Vocational Skills Week are encouraged to register their event on the website. Find out more and register your event at [ec.europa.eu/vocational-skills-week](http://ec.europa.eu/vocational-skills-week).



**WFCP**

**For more  
information about  
the WFCP, visit  
[www.wfcf.org](http://www.wfcf.org)**

## WFCP Launches New Affinity Group

On the occasion of the 9th World Congress, the WFCP is pleased to launch its latest affinity group: Global Skills and Labour. Increasing global connections across industries and firms, pursuit of wage-competitive labour across and within countries and the economic dividend expected from high skill labour markets and individual workers has made this is emerging priority for those in the professional and technical education and training sector.

The theme of global labour and skills mobility aligns with the interests and priorities of all the Federation's members: whether to aid development opportunities, training to global standards or maximising participation of displaced or disadvantaged citizens through skilling strategies.

The group will develop with an inclusive focus, taking account of the priorities of developed and developing countries. A focus on dealing with displaced cohorts, including refugees, will be a key priority for the work program.

The group's first meeting, as a pre-Congress workshop in Melbourne, has garnered far-reaching interest, demonstrating the appetite for a space to develop best practices and engage on global mobility. The group will be led by TAFE Directors Australia.

*Global labour and skills mobility:* Global supply chains and continuing enhancements in information and communications technology is impacting the way companies operate and the way people work. Many organisations profit from their supply into global markets, or procure inputs from overseas, and some outsource functions to countries where labour costs are cheaper. Some workers operate across the globe, and sole traders supply their services on-line to any part of the world. These are just some of the aspects of global labour and skills. This affinity group is exploring these trends as they impact on the economic participation of working age people, and opening of opportunities for displaced persons to engage in work and enterprise. The group also explores the role community colleges and polytechnics from across the developed and developing world can play in growing these opportunities.



Marcin Monko (Flickr), Courtesy Creative Commons

Tchinara Beysheyeva, 22, (left) studied to be a journalist, but she has never found a job. She took a ten month course at vocational school no 98 in Bishkek. The school is working closely with business and is successful in adapting its training offer to changing labour market. Ajjamal Kaimbekova, 18, (right) wants to work at a call center at Megacom, one of mobile phone companies in Kyrgyzstan.

## Second Edition of the World's Best Practice Guide Released

The WFCP's second edition of the World's Best Practice Guide features lessons learned from award winning institutions, individuals and programs engaged in professional and technical education and training (PTET) from around the world. The entries are provided by the 2018 recipients of the WFCP's Awards of Excellence. The Guide is designed to offer guidance to other actors in PTET as they embark on their own projects to enhance their education offerings.

Common among this year's entries is a sense of change around the world and its impact on PTET. Cutting-edge technology is embraced in projects and classrooms to ensure that students are prepared to

weather the storm of a globally changing marketplace. Institutions are engaging in applied research, in an effort for students to gain valuable skills, as well as contribute to the local and global economy. Entrepreneurship and innovation are imbedded into curricula, as demand for soft skills to complement higher technical skills grows.

The entries of the Second World's Best Practice Guide in Professional and Technical Education and Training brim with inspiration and innovation. The Guide is available for purchase from the WFCP Secretariat at a cost of \$20, each; a digital version can be downloaded from the WFCP website at no cost.



## 'Our society is suffering from adult education cuts'

David Hughes

This article was first published on Tes.com on September 17th, 2018; the day the UK's Institute of Fiscal Studies released its first annual education spending report. It has been republished with permission from the author.

Today's Institute of Fiscal Studies report on education spending lays bare the inadequate investment we are now making in the education and training of young people as they reach working age and adults throughout their working lives and beyond.

To be balanced, I've tried hard to find some good news in the report and I've managed to find two positives. The first is that the number of 16- to 18-year-olds in full-time education has more than doubled since the 1980s and now stands at 82 per cent. The second is that funding per university student is 60 per cent higher in real-time terms now than it was 20 years ago. So good news for young people who have achieved well in school and go on to enjoy the benefits of that increased investment at university.

The report, though, has plenty of data and analysis which paints a very worrying picture indeed about the lack of investment in post-16 education outside of universities. It's almost impossible to know where to start and which figures are more alarming.

### **Further education spending**

The increase in participation of 16- to 18-year-olds in full-time education has, sadly, not been matched by funding. In 1990–91, spending per student in further education was 50 per cent higher than spending per student in secondary schools, but it is now about 8 per cent lower. It makes sense that spending per student should go up for the 16-18 phase of education – class sizes need to be smaller and technical subjects need more space, specialist equipment and costly consumables. That's why our competitor nations increase the investment at this stage, as do private schools.

With almost 50 per cent of 18- to 30-year-olds now participating in higher education, the 60 per cent increase in spend per student in universities is an enormous cost to the country. And it appears to have come at the cost of other investment in adults. The number of adult learners almost halved between 2004 (4 million) and 2016 (2.2 million).

### **A bleak picture**

The 45 per cent drop in spending on adult learning means that apprenticeships now account for over a third of total adult education funding, as opposed to 13 per cent in



2010. So there's some limited good news here if you are fortunate enough to work for an employer who is part of the apprenticeship programme. You'd be in the minority of course, and there are millions more people who will never get the chance to undertake an apprentice – those working part-time, in the gig economy, for a micro-business, self-employed and on zero hours contracts for instance.

For the majority of adults, then, the report paints a bleak picture. The numbers show that there are fewer evening classes and opportunities for people to learn, whether it be for better literacy and numeracy, technical skills which might help get a job or a promotion, or GCSEs and A levels to help access higher education. Every year we now have 1.8 million fewer adults able to improve their life chances through education.

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## New Associate (Individual) Membership Category

In June 2018, the WFCP Board of Directors approved a new distinction in the Federation's Associate category, opening a new path to membership for individuals interested in joining the organization.

Associate members were historically individuals involved in professional and technical education and training (PTET) who had retired and wanted to remain active in the sector. The new category "Associate (Individual)" complements this as a pathway for current and active professionals to join the Federation.

Individual membership is open to anyone who is engaged in the delivery of PTET, either as training and faculty staff or in support organisations. Individual members form part of the network of practitioners and leaders committed to enhancing the standing and impact of professional and technical education and training across the globe.

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

- Participation in WFCP events at the WFCP member discounted registration fees (i.e. WFCP World Congress, WFCP regional and specialized workshops)
- Opportunity to participate in WFCP Affinity Groups and Task Forces
- Ability to nominate for WFCP Awards of Excellence
- Opportunity to contribute to and receive WFCP newsletter
- Member access to WFCP website to share information with other WFCP members

The annual fee for Associate (Individual) membership is \$300 (USD).

The social impact of this is impossible to calculate. We know that participating in learning has many benefits - better health, mental wellbeing, tolerance, self-esteem, personal confidence, community cohesion, volunteering. Everyone benefits from these, not just the learners themselves, so we should be worried that our society is suffering from funding cuts to adult education. People coming together to learn is often the only time and place they meet people from other walks of life, breaking down the barriers between people. It helps make people feel part of the community, introduces them to new friends and gives them support. All of those are lost when fewer opportunities are offered.

### **Adult education**

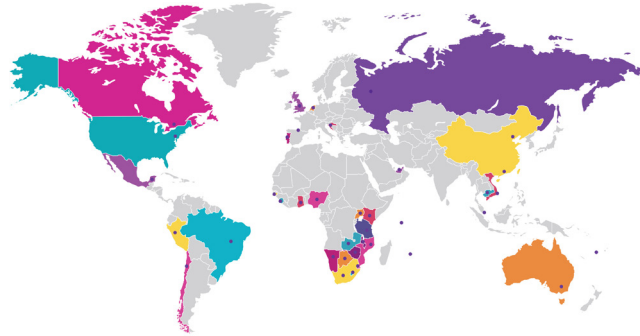
The cuts should also worry those more concerned about economic issues. One of the obvious benefits of adult education is helping people attain the skills that employers need. This is more important now that fewer EU nationals are moving over to work here. Brexit will make it worse still. So opportunities to train and gain new skills should be going up, not down. Our figures on enrolments in key areas of the labour market are startling. Enrolments in health and social care courses dropped by from 692,000 in 2006 to 219,000 in 2016. For construction, the fall was from 98,000 to 62,000 and for engineering from 145,000 to 46,000.

If the prime minister wants this to be a country which works for everyone, then these figures should be of major concern because millions of adults have lost opportunities to improve their work prospects. The chancellor wants and needs to improve productivity and recognises the risks to millions of jobs from new technologies. His National Retraining Scheme is being designed to address both, and will need major investment to fill the gaps from the 45 per cent drop in adult learning.

Spending on education and adult learning need to be seen as an investment – the returns are multi-faceted and long-term. The benefits accrue to the learners, their families, the communities they live in and to employers and the economy. Next year's spending review will be an opportunity to show that post-Brexit, the government has recognised that.

*David Hughes is chief executive of the Association of Colleges. He also sits on the WFCP Board of Directors and holds the role of co-Deputy-Chair, Europe.*

**Xingtai Polytechnic College, China:** Founded in 1979, Xingtai Polytechnic College is a public vocational education institution providing excellence education and training programs. In 2006 the college was nominated as one of the 28 model polytechnic colleges by the Education Ministry of China. Xingtai Polytechnic College has two campuses covering 800,000 square meters. It has more than 15,000 full-time students in 53 three-year diploma programs and 4 four-year bachelor programs, namely Auto Engineering, Electrical Engineering and Automation, Fashion design and Engineering, Mechanical Manufacture and Design & Engineering.



**Vertebral, Chile:** Vertebral, the Council of Accredited Professional Institutes and Technical Training Centers, is the most important and largest Chilean education association with 20 associate members and more than 413,000 students enrolled, which are present in 30 cities along the country. The institutions associated with Vertebral are all accredited by the CNA, the Chilean National Commission for Accreditation. Students of Vertebral's associated institutions represent 80% of the enrollment in Chilean Vocational Education and Training, and 35% of the total enrollment of the Chilean higher education (considering Universities). The main objective of Vertebral is to achieve a more equitable, sustainable and productive country through the development of technical and vocational education.

**Wuxi Institute of Technology, China:** Wuxi Institute of Technology (WXIT) is a full-time public higher vocational institute, which was located in Wuxi - a beautiful city near the Tai lake. WXIT, founded in 1959, was originally from Wuxi agricultural mechanical school established by ministry of agriculture. In 1999, it has been approved by the ministry of education and changed its name to Wuxi Institute of Technology (WXIT). In 2012, WXIT has been approved to offer bachelor programs to develop high skilled talents.

**Abu Dhabi Polytechnic:** The mission of Abu Dhabi Polytechnic is to graduate technologists and engineers with an accredited academic degree and industrially recognized skills and competencies. AD Poly accomplishes this mission through a dual educational-professional training system with multiple

## New Members in 2018

high-tech specializations to produce the workforce to serve the UAE industrial manpower for UAE aligned with Abu Dhabi Economic Vision 2030.

**Colleges of Excellence, Saudi Arabia:** Colleges of Excellence (CoE) was established in 2013 to deliver world class Technical & Vocational Training in the Kingdom of Saudi Arabia via Private Public Partnerships (PPP) with International Training Providers. Its Mission is "Cultivating partnerships to prepare learners for sustainable careers in line with the nation's economy". And its Vision is to "Provide world-class training solutions to bridge the gap between human capital and employer demand". Its values are Quality, Accountability, Sustainability, Collaboration and Integrity.

**Pacific Institute of Culinary Arts, Canada:** Ranked as Vancouver's Best Professional Culinary School 2018, Pacific Institute of Culinary Arts is located at the entrance to Granville Island and at the heart of the city for food and culture. Offering professional diploma programs in the Culinary Arts and Baking & Pastry Arts, the academy features 90% expert hands on training, small class sizes and personalized attention from its international faculty. The 12,000 square foot campus houses eight commercial kitchens along with a student operated restaurant and bakery.

**Waikato Institute of Technology (Wintec):** Waikato Institute of Technology (Wintec) was established as a tertiary education institution under Part XIV Section 162 of the New Zealand Education Act 1989 (as amended in 1990). Wintec is a Crown entity (S6 and Schedule 4 Crown Entities Act 2004 and Schedule 13A Education Act 1989). Wintec is a government owned, quality assured, category 1 higher education provider. Wintec is one of the institutions in New Zealand legally known as the Institutes of Technology and Polytechnics (ITP) sector. It is the fifth largest ITP in New Zealand. The institute has over 6,000 full-time equivalent students, and a reputation as a leading provider of high quality applied, vocational and professional qualifications.

**Université des Métiers:** Founded in 1938, “Université des Métiers”, located in Pau and Bayonne, South-West of France belongs to the Chambre des Métiers network. It offers 30 different Apprenticeships in vocational and professional areas such as: Hairdressing, Beauty, Motor Vehicle/Motorcycle, car painting and body work, and Catering : pastry, bakery, butchery, handmade chocolate. Around 1200 apprentices, professional training participants, job seekers are registered each year in our program and 72 skilled teachers are involved in our apprenticeship schedule. We work with a network of over 14 300 local employers across the south west and over looking to offer Apprenticeships.

**Leesa Wheelahan, Ontario Institute for Studies in Education, University of Toronto:** My research has a number of strands that are all underpinned by a concern for social justice in access to, and the outcomes of, education. My research focuses on the role of theoretical knowledge in qualifications; pathways between the sectors of tertiary education and between tertiary education and the labour market; relations between colleges and universities; and, tertiary education policy. My current research includes educational and labour market pathways; baccalaureate degrees in colleges; and, marketisation and privatisation in vocational education and the college sector.

**Dr. Edward J. Valeau, Valeau International and Associates:** Edward Valeau, CEO has served as a Senior Executive in two comprehensive colleges in the San Francisco Bay Area -- Hartnell Community College a rural Hispanic Serving Institution located in Salinas, California, and the College of Alameda an urban college located in Alameda, California. He is a senior partner with ELS LLC, a higher education executive search and interim placement firm. Located in the San Francisco Bay Area

**Dr. Ricardo Castro-Salazar, Pima Community College:** Ricardo combines deep experience at Pima Community College with a global perspective, the result of living on four continents and teaching in the U.S., Canada and Mexico. When acting Vice President, he oversaw PCC’s significant progress in Internationalization and led the creation, with the engagement of an 84-member task force, of the Strategic Plan for Internationalization/Vision 2020, a comprehensive blueprint to “bring the world to our students, a

world driven by a global economy and challenges that transcend national borders.”

**Dr. Michael Brown, La Trobe University:** Mike is the Convenor of Adult, Vocational and Technology Education programs within the School of Education (Bundoora). His educational goal is to support and encourage ‘worker bees to become architects’. Mike began his teaching career as a Technology teacher in a secondary school before moving into the TAFE sector as a trade teacher.

**Ms. Carol-Anne Blecich, Project Partnership Pty Ltd:** Carol-Anne is an experienced executive educationalist in Australia and internationally. Recent work in the Pacific has expanded her technical vocational education and training (TVET) sector focus to an international development one. She is passionate about TVET operations for performance optimisation, and leads Labour Market Analysis and Planning Frameworks internationally.

**Francesca Beddie, Make Your Point:** As co-founder in 2001 of Make Your Point, Francesca has developed and facilitated training programs in effective communication and international negotiations for a variety of government agencies within Australia and overseas. Francesca is adjunct associate professor at the University of Canberra and also a full member of the Professional Historians Association (NSW & ACT), the Australian Society of Authors and the Canberra Society of Editors.

**Dr. Patrick Donahoe:** Patrick Donahoe is an experienced educator/administrator who is keenly interested in student learning environments and how we encourage learners to assume responsibility for their learning lives. He sits on Surrey’s Local Immigrant Partnership and served as the Chair, Board of Directors, Canadian Association for Prior Learning Assessment from 2010- 17.

## Quarterly Quote

*“The highest result of education is tolerance.”*

— Helen Keller



## 3rd Awards of Excellence - Finalists

The WFCP's 2018 Awards of Excellence is its largest to date, with over 80 nominations received for awards in seven categories. Learn more about the finalists and their projects.

### *Access to Learning and Employment*

**Australia-Pacific Technical College, Australia:** The Australia-Pacific Technical College (APTC) provides access to learning and employment for some of the poorest and most geographically remote people in the world. With a goal to contribute to a more prosperous Pacific driven by a skilled, competitive and productive workforce, APTC has successfully delivered the largest aid and development project in the Pacific over the last 10 years. Funded by the Australian Government, APTC is an innovative project delivering internationally recognised Australian qualifications to people from 14 Pacific Island countries. To date, APTC has celebrated 12,151 total graduates.

**Dr. Lee Lambert & Dr. Ricardo Castro Salazar, Pima Community College, USA:** Chancellor Lee Lambert and Ricardo Castro-Salazar, Vice President for International Development, Pima Community College (PCC), are nominated for developing structures, international relationships, and a vision to provide access to global learning to Mexican-origin minorities. Chancellor Lambert and VP Castro-Salazar have devised a new approach to equity, social justice and inclusion for Mexican-American communities. The plan involves relationships with numerous Mexican institutions, including colleges and universities, national and state governments, and the business/industry sector with the objective of developing (bi)cultural pride and strengthening ties among binational communities. This approach has resulted in global learning opportunities for PCC students and for Mexican-origin minorities on both sides of the border.

**Northern College, Canada:** Northern College is pioneering new teaching methodologies using the emerging 'social' virtual reality. Emerging technologies make new and exciting teaching methodologies possible, enhancing learning and engagement. Northern College is a leader in virtual reality education and has produced what, at the time, believe to be Canada's first post-secondary course delivered entirely in the medium of VR. Northern has worked directly with industry partners to create scenarios such as mining exploration, automotive repair and construction technology. These partners have helped create a VR simulation that is realistic and real world. Social virtual reality uses modern affordable VR headsets to bring the social experience to students regardless of where they live.

**Qingdao Technical College, China:** Qingdao Technical College (QTC) is one of the first national exemplary vocational colleges in China, one of China's advanced vocational education institutes, one of employment competitiveness exemplary colleges among vocational colleges, one of modern apprenticeship pilot higher vocational colleges, and also takes the leading role of the project "Student Support Service" of the World Federation of Colleges and Polytechnics (WFCP). QTC maintains partnership with 83 institutions and organizations from 25 countries and regions around the world. Teacher training bases were set up in partner institutions and organizations in 8 countries and regions such as New Zealand.

### *Applied Research*

**mHealth and eHealth Development and Innovation Centre (MEDIC), Mohawk College, Canada:** Founded in 2007, Mohawk College's mHealth and eHealth Development and Innovation Centre (MEDIC) is an internationally recognized Digital Health Applied Research Centre with a reputation for expertise in interoperability and digital health (mobile and electronic health). MEDIC is composed of a combination of students, faculty, and staff, who work with small and medium sized enterprises (SMEs), community partners, and large associations to develop and commercialize health IT innovations while improving existing products, processes, and services. MEDIC is also





## **Awards continued**

Canada's only Technology Access Centre (TAC) focusing on eHealth and mHealth. In this capacity, MEDIC has provided testing, teaming, tooling, and training services to more than 150 SMEs in Canada. MEDIC is also working with international partners to improve access to health care for people in the developing world.

**Niagara College, Canada:** Niagara College's (NC) Research & Innovation (R&I) division provides real-world solutions for business, industry and the community through applied research and knowledge transfer activities. NC's R&I division conducts projects that provide innovative solutions such as producing and testing prototypes, evaluating new technologies, and developing new or improved products or process for small- and medium-sized businesses. With funding support from various regional, provincial and federal agencies, students and graduates are hired to work alongside faculty researchers to assist industry partners leap forward in the marketplace. Niagara College is focussed on three Innovation Centres: the Walked Advanced Manufacturing Innovation Centre (WAMIC); the Canadian Food & Wine Innovation Centre; and the Agriculture & Environmental Technologies Innovation Centre.

**Red River College, Canada:** With respect to applied research, Red River College's research enterprise was independently ranked by Research Infosource as the top college in Western Canada in 2017 and is among the top 10 colleges in Canada in terms of total research funding. Applied research is concentrated on focus areas including: aerospace and manufacturing, applied business, culinary research and innovation, digital technology, health and social sciences, sustainable infrastructure, and vehicle technology. The College enrolls over 30,000 students, and its applied approach to learning translates to a graduate employment rate that consistently exceeds 94% across sectors. This had an estimated \$357M benefit to Manitoba's economy in 2016-17, based on a cost-benefit formula developed by Colleges and Institutes Canada

## **Entrepreneurship**

**Craig Elias, Bow Valley College, Canada:** Craig Elias is Bow Valley College's Entrepreneur-In-Residence (EIR). Since February 2014, Craig has spearheaded BVC's sustained efforts to provide experiential learning opportunities and activities for aspiring Entrepreneurs for College learners. In 2016 Craig began sharing his resources and opportunities across the province by creating a five-day Innovation Rodeo and in 2017, he created a province-wide initiative called 150 Startups that works with 25 of the provinces 26 colleges and universities to help additional post-secondary school students become first-time entrepreneurs.

**Rizhao Polytechnic, China:** Rizhao Polytechnic, approved by the Ministry of Education, is the first higher vocational school in Shandong Province. In July 2008, it was established by the Ministry of Education and Ministry of Finance as a national model higher vocational college. In 2012, it was recognized as a national model college in graduate employment by the Ministry of Education, and on the top of 50 national institutions of higher education in graduate employment. In 2014, it won a bronze award of Excellence in College-industry Partnerships by the World Federation of Colleges and Polytechnics. In 2015, it was named one of the first national pilots for modern apprenticeship by the Ministry of Education. In 2017, it was awarded as a national education reform model college in innovation and entrepreneurship and ranked one of the top 50 nationwide in service and contribution among vocational colleges.

**Taishan Polytechnic, China:** Taishan Polytechnic (TP) has actively promoted innovation and entrepreneurship education reform and adhered to integrating the innovative entrepreneurship education into the talent training process. TP has created an atmosphere of entrepreneurial culture and gained good results in entrepreneurship.

## **Green Colleges**

**Box Hill Institute, Australia:** Box Hill Institute is a leading TAFE Institute in Melbourne, Australia, dedicated to sustainability initiatives, particularly within the teaching of its Building Design students. Through their Building Design students, Box Hill is introducing new sustainability practices into the Australian building landscape by introducing students to the latest sustainability technologies and building materials making them highly employable and passing on their knowledge to their new work peers. The Institute continues to build on the sustainability knowledge of its Building Design students through projects which develop sustainable building material knowledge.

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## *Awards continued*

**ENERGUR, Usurbilgo Lanbide Eskola, Basque Country:** Usurbilgo Lanbide Eskola is a Vocational Training school owned by Basque Country government. It is the Vocational Education reference training centre in Energy subjects related, specially installation design and maintenance, electricity, energy efficiency and renewable energies. Usurbilgo Lanbide Eskola has developed a green building project called ENEGUR (From Basque, where ENERGIA means energy and EGURRA means wood).

**TAFE NSW, Australia:** TAFE NSW is Australia's leading provider of vocational education and training and delivers in metropolitan, regional and remote areas of New South Wales (NSW), interstate and overseas, including online by distance education and in the workplace. The one-of-a-kind National Environment Centre (NEC) is one of TAFE NSW specialist campuses located in Albury, NSW. The NEC was founded in 1996 to deliver environmental courses across Australia and internationally. The operation of the campus reflects the key environmental ideals in its day-to-day processes through the values demonstrated by its dedicated staff. The courses delivered include diploma and certificates in permaculture, diploma in organic farming, diploma in sustainable practice, diploma and certificates in conservation and land management.

## *Higher Technical Skills*

**Chengdu Aeronautic Polytechnic, China:** Chengdu Aeronautic Polytechnic (CAP), founded in 1965, is one of the first 14 national higher vocational institutions and one of the first 28 National Demonstration Vocational Colleges in China. Covering 148 acres, CAP has over 750 faculty members. Among them, there are 7 national and provincial distinguished teachers. CAP has nearly 12,000 full-time students enrolled in 32 majors of 9 schools. Focusing on serving the aviation industry and regional economic development, CAP is the FIRST national pilot college on "Production -Education Integration Project," the ONLY higher vocational college in comprehensive strategic cooperation with Aviation Industry Corporation of China (AVIC) and Air China AMECO, and the ONLY high-tech talent training base of AVIC among higher vocational colleges. So far, CAP has produced over 40,000 highly-skilled technicians for industries and local economy.

**Wuhan Railway Vocational College of Technology, China:** Wuhan Railway Vocational College of Technology (hereafter referred to briefly as WRC) is located in Wuhan City, Hubei Province. WRC delivers a wide range of applied and technology-related programs such as: Rail Transport Operation, Applied Electronic Technology, Maintenance Technology of EMU, Railway Locomotives & Vehicles, Communication and Information Technology, High-speed Railway Engineering Technology, Power Supply Technology, Electrical Automation Technology, and Accounting Computerization. In recent years, the college has also extended new sectors including Nursing, Rehabilitation Techniques and E-Commerce. These growing initiatives have provided ongoing support to many significant organizations and small and medium-sized enterprises. WRC has established a strategic partnership with many significant enterprises such as Wuhan Railway Bureau, Wuhan Metro Group and has worked out a modern apprenticeship training mode to ensure that all the students acquire 21st century technical skills.

**Zhejiang Institute of Mechanical and Electrical Engineering, China:** Founded by the provincial government in 1952, Zhejiang Institute of Mechanical & Electrical Engineering (ZIME) was the first higher education institute in Zhejiang Province which was specialized in the areas of machinery and electronics. In the early years, the eager demand for the technicians from the provincial industrial partners, ZIME focused its efforts on the education and training of technicians for machinery and electronic industries and, thus, formed its distinctive characteristics. Overall, more than 60,000 highly competent technicians have graduated and emerged a group of entrepreneurs, technical professionals and highly skilled technicians from them, who well serve the manufacturing areas of Zhejiang Province, contributing the local economic development.

## *Leadership Development*

**Anne Sado, George Brown College, Canada:** Anne Sado, President of George Brown College is an exceptional leader with a track record of transformational results and commitment to her community. Anne has balanced strong team and people management with future-focused strategic thinking to ensure that the college is well-positioned to continue its commitment to achievement through excellence in teaching and applied learning. Beyond her impact at George Brown, she has played a key role helping students across Canada better navigate the post-secondary system to reach their potential. Since Anne arrived in 2004, George Brown has almost doubled its enrolment and

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significantly increased its physical footprint in the heart of Canada's largest city. But more importantly, she's made a lasting impact on the college's mission, vision and culture. Its reputation has also increased during this time to where it is now considered one of the top 5 colleges in the country.

**Centennial College, Canada:** Centennial College's commitment to leadership world begins at home. In keeping with its values, Centennial

has created innovative leadership development opportunities for students, faculty and staff, with a strong emphasis on global citizenship, social justice, equity and inclusion. Global Citizenship and Equity Learning Experiences are domestic and international service learning projects designed to open students' hearts and minds to the social justice issues that affect the world. The co-curricular Leadership Passport program enables students to develop and document their leadership skills and earn a Distinction in Leadership upon graduation. Building on the success of the Leadership Passport program, we launched our Employee Leadership Passport program, which is open to all College employees. These and other leadership development offerings increase student satisfaction, improve employee engagement and build transformative leadership capacity at all levels of our organization.

**Naqi Hyder, Durham College, Canada:** Naqi Hyder is a second-year Paralegal student at Durham College (DC) and is the Officer and Transitional Manager with Durham College Students Inc. (DCSI). Since high school, he has been community focused, and after coming to DC, he has put his efforts toward helping students. As demonstrated by the work in his community, Naqi has a passion for being a leader and an advocate for students. With his role at DCSI, he supports students by making their needs a priority and helping to share their perspective with college administration and local government. His efforts to assist his peers has enabled him to fulfil the mandate of creating a student government that puts students first. Naqi has successfully maintained a strong relationship with the college and the student body that has enabled DCSI to provide the consistent support students at DC.

### **Student Support Services**

**Apprentice Support Centre, Holmesglen Institute, Australia:** Holmesglen has an excellent reputation for educational innovation and quality and is recognised as a leading vocational and higher education provider. The Apprentice Support Centre (ASC) provides holistic support services that recognises the unique needs of the apprentice cohort. It aims to break the cycle of apprentice attrition by proactively identifying and supporting apprentices at risk of non-completion. The ASC is engaged across four key areas, Pastoral care – including issues related to mental health, homelessness, drug and alcohol use and employer relationships; Mentoring – including career and personal counselling; Financial support – accessing scholarships, allowances and developing budgets; Course and learning support – accessing specialist foundation and learning skills support and managing course progression.

**Qingdao Vocational and Technical College of Hotel Management, China:** Qingdao Vocational and Technical College of Hotel Management (QVTCHM), which was the first independent government-owned hotel management college in China, has more than 73 years' history of vocational education. QVTCHM offers tuition and culture programs in various areas. In accordance with the school motto "Diligence, Honesty, Smartness and Elegance" and the school spirit "Sincerity, Strength and Responsibility", the college introduced University Identity System to form a characteristic college culture.

**Wuhan Polytechnic, China:** Wuhan Polytechnic (WHPT), founded in 1972, is a non-profit public institution of higher vocational education (IHVE) directly sponsored by Hubei provincial government. WHPT is one of the 100 National Exemplary Higher Vocational Colleges assessed by the Ministry of Education of China, and it is the President Unit of Hubei Provincial professional education Society and Hubei International Exchange Consortium for Vocational Education. Currently, WHPT has about 1,500 faculty and staff, including 449 professors or associate professors, as well as more than 23,000 full-time students. Because of the excellent talent cultivation quality, WHPT provides more than 7,000 qualified graduates for industries annually and their employment rate remains constant at over 95% in the past decades.

# Upcoming Events

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*Association of Colleges  
Annual Conference: Driving  
Transformation*  
November 20-21, 2018  
International Convention Centre  
(ICC) Birmingham, United  
Kingdom

*The Council of Community  
Colleges of Jamaica 2019  
International Conference: CCCJ:  
Forging Pathways for Future  
Empowerment*  
January 9-11, 2019  
Hilton Rose Hall Resort and Spa  
Hotel, Montego Bay, Jamaica

*World Federation of Colleges and Polytechnics  
World Congress: Preparing for the Skills Future,  
Now*  
October 8-10, 2018  
Melbourne Convention and Exhibition Centre,  
Melbourne, Australia

*Colleges and Institutes Canada 2018 Indigenous  
Education Symposium*  
October 14-16  
Hotel-Musée Premières Nations, Canada

*National Institute for Staff and Organizational  
Development (NISOD)'s 2nd Annual Virtual  
Conference*  
October 17, 2018  
Online

*2018 China Annual Conference for International  
Education & Expo (CACIE): Education  
Modernization -- Practice and Exploration*  
October 18-21, 2018  
Beijing, China

*EBBS (Education Beyond Borders) Workshop  
Oman*  
October 22-24, 2018  
Holiday Inn AlSeeb Muscat, Oman, Al Mawaleh  
South

*European Vocational Skills Week 2018*  
November 5-9, 2018  
Vienna, Austria, and national, regional, and local  
levels across Europe

*Community Colleges for International Development: 2019  
Conference*  
February 1-4, 2019  
The Westin San Diego Gaslamp Quarter, USA

*CHAIN5: Annual Conference: Making the European Level 5  
Area a Reality*  
March 14-15, 2019  
Cometa, Como, Italy

*EBBS Education Fair, Sofia*  
March 15-17, 2019  
NPC Sofia, Bulgaria

*American Association of Community Colleges: 99th Annual  
Convention*  
April 13-16, 2019  
Orlando, FL

*Colleges and Institutes Canada 2019 Conference: Inclusion  
- A Recipe for Success*  
May 5-7, 2019  
Scotiabank Convention Centre, Niagara Falls, Canada

*WorldSkills Kazan 2019*  
August 22-27, 2019  
Kazan, Tatarstan, Russia

If you have news or events to share, please contact:  
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