

Fanshawe Global

Fanshawe Global

Impact Stories of Our Work

FANSHAWE GLOBAL

FANSHAWE COLLEGE PRESSBOOKS
LONDON, ON CA



Fanshawe Global Copyright © 2024 by Fanshawe College is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License, except where otherwise noted.

Contents

Acknowledgements	vi
How to Navigate this Book	vii
About this Book	1
Fanshawe Global OER Promotional Video	4
Stories of Our Work	
Transformation in a Learning Path: 3D Animation Program	7
Inspiration at its Best: Aerospace and Automotive Program	9
A Transformative Collaboration: Friends College Kaimosi Partnership	11
Insights and Aspirations: Peruvian Armed Forces Technical Institute	14
All the World is Here: Youth Summer Camp Program	16
Testimonials of Our Work	
Reflections & Discoveries with Carlos Jesus Amaro Valenzuela	20
Embracing New Horizons with Alexander Ugalde	23
Expanding Perspectives with Laura Patricia Morales Ortega	25
Version History	27

Acknowledgements

This open book was developed by faculty and students in Fanshawe College's Public Relations and Corporate Communication Certificate Program in partnership with Fanshawe Global, the OER Design Studio, and the Library Learning Commons at Fanshawe College in London, Ontario.

This work is part of the FanshaweOpen learning initiative and is made available through a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence unless otherwise noted.



Attribution

Images: all images used in the creation of this book are owned by Fanshawe College and may not be used elsewhere without express written consent of the copyright holder. All rights are reserved, 2024.

Collaborators

- Devika Santosh, *Author, Public Relations and Corporate Communications graduate*
- Lorna Kipkosgei, *Author, Public Relations and Corporate Communications graduate*
- Rosa Cristina Aguilar Correa, *Manager, Global Strategic Initiatives, Fanshawe Global*
- Jackie Westelaken, *Program Coordinator, School of Media and Digital Arts*
- Andrew Stracuzzi, *Quality Assurance and Instructional Design*
- Shauna Roch, *OER Project Lead*

How to Navigate this Book

Recommended Format: Online Webbook

You can access this resource online using a desktop computer or mobile device or download it for free on the main landing page of this resource. Look for the “Download this book” drop-down menu directly below the webbook cover. This resource is available for download in the following formats:

- **PDF.** You can download this book as a PDF to read on a computer (Digital PDF) or print it out (Print PDF). The digital PDF preserves hyperlinks and provides default navigation within the document. In addition, the PDF allows the user to highlight, annotate, and zoom the text.
- **Mobile.** If you want to read this textbook on your phone or tablet, use the EPUB (eReader) or MOBI (Kindle) files. Please refer to your device’s features for additional support when navigating this resource.

Navigating this Webbook

To move to the next page, click on the “Next” button at the bottom right of your screen.

Next: 1.1. What is Academic Integrity? →

To move to the previous page, click on the “Previous” button at the bottom left of your screen.

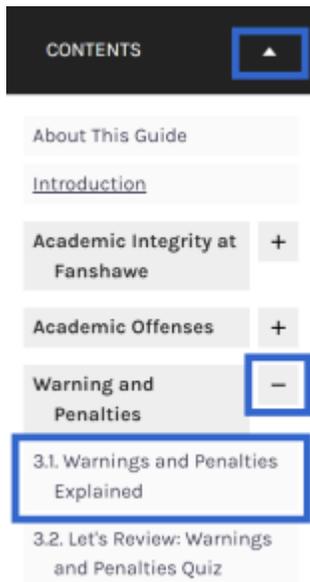
← Previous: About This Guide

Keyboard arrows can also be used to navigate. *(Note: On smaller screens, the “Previous” and “Next” buttons are stacked at the bottom of the page.)*

To scroll back up to the top of the page, click on the bottom middle of your screen *(Note: this will only appear if the page is long).*



To jump to a specific section or sub-section, click on “Contents” in the top left section of the page. Use the plus sign (+) to expand and the minus sign (-) to collapse the content sections. *(Note: On smaller screens, the “Contents” button is at the top of the page.)*



“HOW TO NAVIGATE THIS BOOK” in Personal Care Skills for Health Care Assistants by Tracy Christianson and Kimberly Morris and is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

About this Book

About this Book

Acknowledgments

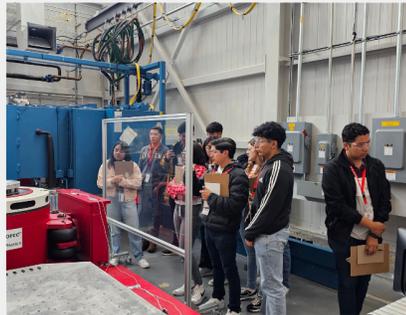
This book represents just some of the many impactful stories of transformation and change that have taken place through Fanshawe Global and its partners. We'd like to thank all our industry partners, students, faculty and staff for their shared collaboration, commitment, and knowledge exchange. Without this shared commitment, we would not be able to share these stories!

About Fanshawe Global

Fanshawe Global is a subsidiary of Fanshawe College, one of the largest post-secondary institutions in Ontario, Canada. We specialize in delivering corporate solutions and customized training to meet your unique goals and needs. We operate on a global scale with a focus on low-to-middle income countries in Africa, Latin America and the Caribbean (LAC), and Southeast Asia.

Through a collaborative approach, we are able to provide solutions for a wide range of sectors such as: education, Agriculture, Aviation, Construction, Culinary and Hospitality, Clean/Green Energy, Health, Trades and Transportation. This book represents just some of the many impactful stories of transformation and change that have taken place through Fanshawe Global and its partners.

To learn more about Fanshawe Global, visit us on the web!



Accessibility Statement

We are actively committed to increasing the accessibility and usability of the textbooks we produce. Every attempt has been made to make this OER accessible to all learners and is compatible with assistive and adaptive technologies. We have attempted to provide closed captions, alternative text, or multiple formats for on-screen and offline access.

The web version of this resource has been designed to meet Web Content Accessibility Guidelines 2.0, level AA. In addition, it follows all guidelines in Appendix A: Checklist for Accessibility of the *Accessibility Toolkit – 2nd Edition*.

In addition to the web version, additional files are available in a number of file formats, including PDF, EPUB (for eReaders), and MOBI (for Kindles).

If you have problems accessing this resource, please contact us at oyer@fanshawec.ca.

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue (e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader)

Feedback

Please share your adoption and any feedback you have about the book with us at oyer@fanshawec.ca

Fanshawe Global: Impact Stories OER Video



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/fanshaweglobal/?p=288#oembed-1>

Video: “Fanshawe Global: Impact Stories of Our Work” by OER Design Studio [1:48] is licensed under the Standard Youtube License. Captions and transcripts are available on YouTube.

STORIES OF OUR WORK

Below is a compilation of impactful stories that explore the partnership between Fanshawe Global and the broader community.

Read a story about the...

3D Animation Program



For the second year, Fanshawe Global successfully implemented a customized 3D animation program for eight students from the Universidad Politecnica de Santa Rosa Jauregui, Mexico. During the program, participants experienced 60 hours of intensive training in 3D animation over two weeks...

Read the whole story

Aerospace and Automotive Program



Fanshawe Global hosted a two-week customized training program for 13 students from two polytechnic universities in Mexico during the summer of 2024. As part of the program, students had the opportunity to visit a few industrial and educational facilities...

Read the whole story

Friends College Kaimosi Kenya Partnership



Over the past four years, a transformative partnership has been developing between Fanshawe Global and Friends College Kaimosi in Kenya. The initiative aims to enhance the college's curricula in Food Processing, Agriculture, and Gender Studies, aligning with the United Nations Sustainable Development Goals (SDGs)...

Read the whole story

Peruvian Armed Forces Leadership Training



An eight-member delegation from the Peruvian Armed Forces Technical Institute (IESTPFFAA for its acronym in Spanish) came to London, ON in August 2024 to pursue a Leadership training customized program. The delegation gained a comprehensive understanding of Fanshawe advanced educational environment...

Read the whole story

Youth Summer Camp Program



Bringing together 24 young individuals of diverse cultural backgrounds, the Fanshawe Global Youth Summer Camp Program was a transformative experience. The three-week journey was carefully designed by Fanshawe Global to incorporate educational, cultural, and recreational activities...

Read the whole story





3D Animation Program

Transformation in a Learning Path

Interviewed and written by Devika Santosh, a Public Relations and Corporate Communications graduate at Fanshawe College.

For the second year, Fanshawe Global successfully implemented a customized 3D animation program for eight students from the Universidad Politecnica de Santa Rosa Jauregui, Mexico. During the program, participants experienced 60 hours of intensive training in 3D animation over two weeks.

In response to a question about what they would like to bring back with them, all students expressed an interest in technological advancements they encountered during their stay in Canada. In addition to large graphic tablets and high-end computers, they were amazed at Fanshawe College's sophisticated tools and equipment. Many of them work with limited resources in Mexico, so seeing these advanced amenities inspired them to improve their own productivity and work processes.

Throughout the program, the students worked collaboratively to create a short film entitled "LAPARADA – A Kind Flower Teaching a Business Dog a Lovely Way to Approach His Problems." The project involved every stage of production, including character design, 3D sculpting, storyboarding, motion capture, and rendering. The students had a fun time acting out animal characters in business suits under the guidance of Professor Pedro, demonstrating their creativity. It was evident from the final presentation of the short film how hard they had worked and how much knowledge they had gained.

As someone who had no prior experience with 3D animation, seeing their use of tools such as ZBrush, Photoshop, and Maya was both captivating and thrilling. Despite the short amount of time available to them, the students were able to produce a fully developed short film in a very short amount of time.

Having the opportunity to live and thrive in London for fifteen days, gave the students the opportunity to feel the city and experience the cultural norms posed by both Canadians and people from all around the world. The students were impressed with the Canadian transportation system, particularly the ease with which they were able to navigate using tools such as Google Maps to locate bus stops and schedules. Their impression of the city was primarily based on its balance between urban development and nature conservation. In addition to highlighting Fanshawe College's commitment to sustainable development goals (SDG), they noted its emphasis on sustainability, waste management, and the preservation of historic buildings. In particular, the college's emphasis on quality education (SDG #4) and sustainable cities and communities (SDG #11) resonated with the students, motivating them to reflect on how these principles could be applied back home.

Overall, the two-week program provided the Mexican students not only with technical skills, but also a broader perspective on culture exchange, sustainability, and the possibilities that advanced technology can provide. During their time at Fanshawe Global, they have undoubtedly gained a deeper understanding of the world and have gained the inspiration and knowledge they need to contribute to their own country's development.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/fanshaweglobal/?p=5#h5p-4>



Read the testimonials, *Embracing New Horizons in the World of 3D Animation* by Alexander Ugalde and Laura Patricia Morales Ortega.





Aerospace and Automotive Program

Inspiration at its Best!

Interviewed and written by Devika Santosh, a Public Relations and Corporate Communications graduate at Fanshawe College.

Fanshawe Global hosted a two-week customized training program for 13 students from two polytechnic universities in Mexico during the summer of 2024.

As part of the program, students had the opportunity to visit a few industrial and educational facilities. Through their tours of companies such as J-AAR, Diamond Aircraft, and Sodecia, they gained an understanding of Canadian industry practices and the integration of advanced technology. Also, they visited several Fanshawe College schools, including the virtual reality (VR) welding lab, the School of Transportation and Technology, Innovation Village, and the Norton Wolf Aviation School. In addition to being amazed by technological advancements and the emphasis on preparing students for successful careers, these visits were eye-opening for the students.

Throughout their experience at Fanshawe College, the students described their experience as “inspirational.” They expressed a deep appreciation for the college’s approach to education, as well as its ability to provide students with the skills necessary to succeed in an increasingly technological world. As a result of this inspiration, they were motivated to apply similar technological advancements to Mexico, in order to make their homeland more productive.

Culturally speaking, at the beginning many of the students were reluctant to speak initially due to the language barrier. They did not speak English as their primary language, which made them timid and reserved at first. However, with time and patience, we were able to communicate—using a combination of gestures, guessing

words, and developing simple sentences. I was able to learn much about their journey despite these challenges, and we were able to have meaningful conversations.

A number of students expressed their pleasure in being surprised by the politeness of Canadians. “The people in Canada hold the door for us,” was one recurring observation that made a big impression on them, because it was not something they were accustomed to in Mexico. Throughout their stay in Canada, they encountered warmth and friendliness that became a symbol of their stay.

One of the cultural highlights of their visit was the trip to Niagara Falls. The students spoke in awe about the majestic waterfalls and said they experienced an invigorating sense of peace and reflection as a result of spending time beneath the roaring waters. A number of them mentioned that those few minutes at Niagara helped them to realize the value of life, an experience that lasted a lifetime.

In conclusion, the two-week visit to Canada as part of the Fanshawe Global project was a transformative experience for these Mexican students. To an outsider’s view, it was incredible to see someone else’s journey can shed light onto new knowledge, a deeper understanding of Canadian culture, and a renewed sense of purpose to make positive changes in the country.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/fanshaweglobal/?p=93#h5p-3>



Read the testimonial, *Reflections and Discoveries* by Carlos Jesus Amaro Valenzuela





Friends College Kaimosi Partnership

A Transformative Collaboration

Interviewed and written by Lorna Kipkosgei, a Public Relations and Corporate Communications graduate at Fanshawe College.

Over the past four years, a transformative partnership has been developing between Fanshawe Global and Friends College Kaimosi in Kenya. The initiative aims to enhance the college's curricula in Food Processing, Agriculture, and Gender Studies, aligning with the United Nations Sustainable Development Goals (SDGs). This significant undertaking has been led by Benjamin Ilagosa Indulagi, the partnership coordinator from Colleges and Institutes Canada (CICan), and Tracy Gedies, Project Coordinator from Fanshawe Global.

This collaboration is part of the Young Africa Works in Kenya-TVET (Technical and Vocational Education and Training) program, a five-year strategy (2020-2025) designed to improve the quality and relevance of technical and vocational education in Kenya. This ambitious program brings together CICan, the Kenyan Ministry of Education, the private sector, and the Mastercard Foundation.

The Canadian consortium, led by NorQuest College and in partnership with Fanshawe College, was chosen to deliver the partnership project TVET-17 working with two colleges in Kenya. NorQuest would work with Sang'alo institute of science & technology and Fanshawe College in hand with Friends College Kaimosi.

The core of the program focuses on Competency-Based Education and Training (CBET). It includes pre-service and in-service training for trainers, recognizing prior learning, delivering life skills and employability curricula, establish work placements and expand employer engagement. With the hands-on training and immersive experiences facilitated by Fanshawe Global, Friends College Kaimosi has made significant strides.

Sylvester Odundo

Sylvester Odundo, an Agriculture and Gender focal person at Friends College Kaimosi, embodies the transformative power of this partnership. A father of three boys and a seasoned volunteer in Nigeria, the Democratic Republic of Congo (DRC), and World Relief Operations in Lake Turkana, Sylvester is passionate about increasing female enrollment in the agriculture program. “After Covid-19, many female students returned to college either pregnant or with infants, disrupting their education,” Sylvester explains.

With the support of CIGan and Fanshawe Global, policies were implemented to support these female students. A lactation room was introduced on campus, allowing nursing mothers to take breaks while nannies cared for their children. The college principal even gave up his three-bedroom house within the college to provide this vital space. This initiative not only improved female student enrollment but also significantly increased completion rates, so much so that the Kenyan government has now mandated all training institutions to establish lactation rooms.

During a visit to Fanshawe College, Sylvester and his colleagues were deeply moved by Canadian hospitality. “Canadians are kind and patient. People hold doors for you, and when we didn’t have enough coins for the bus, the driver let us in. It touched my heart,” Sylvester recalls. The visit to Tracy’s home for dinner and the warm interaction with her family left a lasting impression. “My spirit was lifted,” he adds.

Pamela

Pamela, a single mother of three boys and one daughter, serves as a Food Processing Technology trainer at Friends College Kaimosi. Her visit to Misty Glen Creamery in Canada sparked her imagination. “I can now envision setting up a dairy farm, producing milk, and creating milk products,” Pamela says. She emphasizes the importance of understanding the entire food processing chain and is determined to advance student placements and industrial attachments. “Fanshawe’s curriculum is transforming our teaching approach, making students more attractive to employers,” she reflects.

Pamela was also inspired by Fanshawe’s Career Closet initiative, which provides students with professional attire for job interviews—a concept she plans to replicate at Friends College Kaimosi. “Tracy has been instrumental throughout this partnership, always striving to share best practices,” Pamela notes. A visit to Niagara Falls left her in awe: “I’m still amazed by its grandeur.”

Rita Akinyi

Rita Akinyi, a trainer in Food Technology and the newest member at Friends College Kaimosi, is responsible for the new food technology equipment at the college. Having visited Fanshawe’s Chef’s Table, she envisions producing and labelling food products for the local market. “It’s a game-changer,” Rita asserts. Philip Huff, a part-time professor at Fanshawe and a food product designer, played a crucial role in developing the curriculum and training trainers in food safety and quality.

Rita highlights the significance of teamwork. “Collaboration has been our guiding principle since our first session at Fanshawe College,” she says. “Tracy’s meticulous planning helped us connect our four years of training with practical experiences firsthand.” Rita, who had been afraid of dogs, found an unexpected but heartwarming benefit when she met Tracy’s friendly pet.

The Barbie Project

The innovative Barbie Project at Fanshawe College demonstrated the power of cross-faculty collaboration. Fashion Marketing and Management (FMC) and Interior Decorating (ITD) students created unique Barbie outfits from recycled materials, with all proceeds funding education and gender equality initiatives for Kenyan women and girls through Friends College Kaimosi. This creative project showcased the magic of interdisciplinary teamwork, making a lasting impact on everyone involved.

Reflecting on the collaboration, Benjamin Ilagosa Indulagi expresses his gratitude to Fanshawe College for transforming Friends College Kaimosi into a beacon of hope. “This collaboration has been instrumental in changing lives through education in Kenya,” he says. The transformation of Friends College Kaimosi from a college to a polytechnic, highlighted by the highest number of graduates in the agriculture department’s history, underscores the project’s success. Out of the current batch, 53 out of 67 students will be graduating—a record for the department.

For Tracy Gedies, leading this project in her retirement has been incredibly fulfilling. “It has been a privilege for me,” she says. The commitment and expertise from Fanshawe College, particularly Tracy’s leadership, have been pivotal in this tremendous journey. “I feel very proud of our team at Fanshawe,” adds Rosa Cristina Aguilar, Manager of Global Strategic Initiatives at Fanshawe Global.

This partnership is a testament to the power of education in achieving sustainable development goals. It promotes gender equality (SDG 5), environmental awareness (SDG 13), and access to educational opportunities (SDG 4) while generating meaningful work-related experiences. It epitomizes Fanshawe Global’s mission, fostering impactful and sustainable educational development.” “There is so much we can learn from each other, which better equips all of us to make meaningful change,” Tracy says. “To the future! Cheers.”

As the team from Friends College Kaimosi concludes their visit, they return to Kenya equipped with knowledge, experiences, and inspiration gained from their time in Canada. With renewed vision and determination, they head back to Kaimosi, ready to create an even more significant impact. Their journey has just begun.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/fanshaweglobal/?p=69#h5p-1>*





Peruvian Armed Forces Technical Institute

Insights and Aspirations from IESTPFFAA Leaders

Interviewed and written by Devika Santosh, a Public Relations and Corporate Communications graduate at Fanshawe College.

An eight-member delegation from the Peruvian Armed Forces Technical Institute (IESTPFFAA for its acronym in Spanish) came to London, ON in August 2024 to pursue a Leadership training customized program. The delegation led by General Director Ricardo Vera, gained a comprehensive understanding of Fanshawe College's advanced educational environment as a result of their insightful visit to Fanshawe College. Among the things they were most impressed with were the college's technological advancement, its human resources practices, and its effective communication channels between its students. This combination of elements, coupled with Fanshawe's commitment to social responsibility, has left a lasting impression on the Peruvian delegation.

Upon arriving, the leaders had expectations centred on learning about Fanshawe's educational system, leadership management, and its integrated approach to achieving student and community benefits. They encountered experiences that far exceeded their expectations. Observations were made regarding how Fanshawe's organizational culture, which is characterized by integrity and trust, is reflected by the fact that external companies and the government support and trust Fanshawe's budgetary decisions. In particular, the group was impressed with Fanshawe's ability to maintain high standards in terms of key performance indicators, metrics, and budget management, while simultaneously demonstrating a high level of social responsibility, in particular through the empowerment of women and the introduction of micro-credentials that benefit students.

The Peruvian leaders also highlighted Fanshawe's innovative approach to infrastructure management, including its self-sustaining maintenance and business practices, including renting out student residences during the summer break. In addition to these practices, Fanshawe is also dedicated to assisting military students and providing extensive support to students with disabilities, demonstrating Fanshawe's commitment to education and community service in a holistic manner.



There is a stark difference in educational infrastructure in Peru in comparison with Canada, as the Peruvian leaders acknowledged in reflecting on their context. In Peru, there is a minimal level of investment in education, particularly from mining and other industries. Their goal for Peru was to improve the quality of education, increase employment and graduation rates, increase salary prospects, and expand the impact of the community inspired by Fanshawe, which helped them identify four key indicators they intend to implement.

In particular, the delegation was particularly impressed by Fanshawe College's alignment with Sustainable Development Goals (SDGs). Throughout the admissions and graduation process, the college's comprehensive support systems, which promote quality education, demonstrated its commitment to SDGs, which promotes quality education. Furthermore, Fanshawe's efforts to promote employment, reduce inequalities and improve sustainable infrastructure were viewed as examples of exemplary practices of SDGs that could serve as examples for similar initiatives in Peru.

Peru's delegation returned with a vision to improve its educational system in small but significant ways. In addition to introducing workshops focusing on values and ethics, their institute will enhance resources and social services, and act as a community development incubator. Through the adoption of Fanshawe's model, they hope to create a curriculum with a high level of proficiency and gradually advance the use of technology in education, ultimately benefitting their communities in the same manner that Fanshawe provided for them.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/fanshaweglobal/?p=99#h5p-2>





Youth Summer Camp Program

All the World is Here!

Interviewed and written by Devika Santosh, a Public Relations and Corporate Communications graduate at Fanshawe College.

Bringing together 24 young individuals of diverse cultural backgrounds, the Fanshawe Global Youth Summer Camp Program was a transformative experience. The three-week journey was carefully designed by Fanshawe Global to incorporate educational, cultural, and recreational activities in a way that provided participants with a rich understanding of Canadian culture while improving their English language skills and broadening their global perspectives.

There were some participants from Japan, including Yukito; others from Brazil like Sofia and Leon; and a girl from Turkey, named Defne. Due to language barriers, it was challenging to interact with these students at times. It was Sofia who stood out most for her kindness and resourcefulness. She not only provided translation services but also organized a meeting for us, skipping lunch to ensure effective communication.



A variety of activities were provided during the summer camp, beginning with extensive tours of Fanshawe College. Many of the college's key schools were explored by the students, including the Aviation School, Public Safety School, Transportation Technology and Apprenticeship School, Health School, Community Studies School, and Hospitality and Culinary Arts School; where they were impressed by the college's state-of-the-art facilities, especially the Innovation Village and medical rooms.

It was the daily English as a Second Language (ESL) classes that were an integral part of the program. Although the schedule was rigorous, the students demonstrated remarkable dedication. The observation of the ESL classes demonstrated their eagerness to learn, as well as their continuous efforts to communicate in English, resulting in a sense of camaraderie among them.

In the evenings, a variety of activities were scheduled to entertain and relax. These activities included film nights, trail walks, cultural nights, sports games, concerts at the City of Music, and carnivals. These activities provided much-needed socialization and

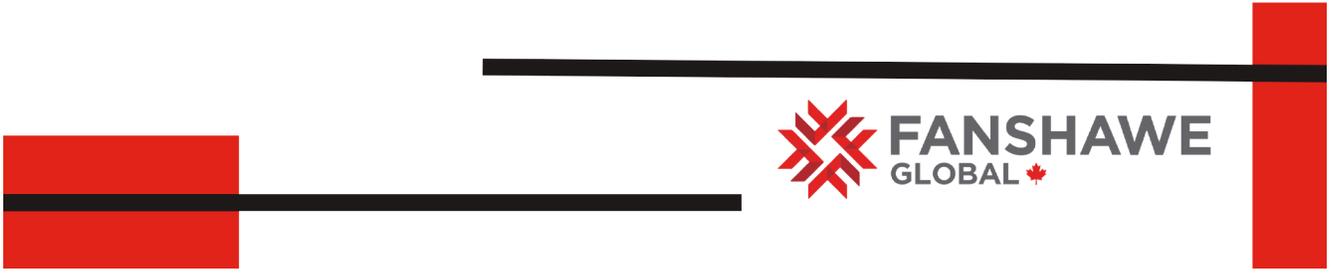
downtime. Over the weekend, excursions were organized to iconic Canadian landmarks such as Niagara Falls and Canada's Wonderland. These trips provided the students with an opportunity to experience the natural beauty and vibrant entertainment culture of Canada.

Furthermore, the program provided a significant opportunity for cultural exchange. Students originating from various parts of the world encountered varying customs and traditions, resulting in cultural shock. While these interactions were sometimes challenging, they played an important role in breaking down stereotypes and fostering mutual understanding. It is noteworthy that some participants were even able to learn basic Japanese phrases, indicating the program's successful promotion of cross-cultural learning.

As a result of the diversity of the group, lively discussions about cultural differences occurred, often providing surprising or amusing insights. These discussions were essential to broadening the students' worldviews and deepening their appreciation for global diversity.

In the beginning, there was a language barrier that was a major challenge. As the program progressed, the students became more confident in their English-speaking abilities, and the language barrier diminished. The students' resilience and the effectiveness of the ESL classes contributed to this development.

It is without a doubt that the Fanshawe Global Youth Summer Camp Program was a remarkable success. The program not only enabled students to improve their English language skills, but also enabled them to forge new friendships and develop a deeper understanding of the world through an unforgettable blend of education, culture, and enjoyment. For all involved, the program was a truly transformative experience that provided cherished memories, enhanced knowledge, and a newfound appreciation for different cultures.



TESTIMONIALS OF OUR WORK

Read a testimonial from...

Reflections & Discoveries with Carlos Jesus Amaro Valenzuela



It was during the summer of 2024 that Fanshawe Global organized its second custom training program for a group of 13 Mexican students under the funding scheme called: “Beca Embajadores de Queretaro” Mexico. Carlos Jesus Amaro Valenzuela, embarked on a transformational journey to explore new horizons in the aerospace and automotive industries...

[Read the whole testimonial](#)

Embracing New Horizons with Alexander Ugalde



Alexander Ugalde (Alex), a 21-year-old student from Mexico, is on the brink of completing his bachelor’s degree in animation and visual effects (VFX) at Universidad Politecnica Santa Rosa Jauregui, an institution renowned for its emphasis on these fields. As he enters his final year, Alex has embarked on an exciting journey to Canada...

[Read the whole testimonial](#)

Expanding Perspectives with Laura Patricia Morales Ortega



Laura Patricia Morales Ortega, a 20-year-old student from Mexico, is currently pursuing a bachelor’s degree in engineering with a specialization in animation and visual effects (VFX) at Universidad Politecnica Santa Rosa Jauregui. Her academic journey has recently led her to Canada, thanks to a prestigious government scholarship...

[Read the whole testimonial](#)



Reflections & Discoveries with Carlos Jesus Amaro Valenzuela



“We gained so much knowledge, we developed new skills, and we are better equipped to make informed decisions”.

It was during the summer of 2024 that Fanshawe Global organized its second custom training program for a group of 13 Mexican students under the funding scheme called: “Beca Embajadores de Queretaro” Mexico.

Carlos Jesus Amaro Valenzuela, embarked on a transformational journey to explore new horizons in the aerospace and automotive industries. He is specialized in material engineering and aeronautical maintenance and also worked as the General Assistant for TCI for 4 years.



For Jesus, visiting Canada for the first time was a whirlwind of excitement, discovery, and reflection. He explored the intricacies of the buildings and transportation industries throughout his lifetime. One particular visit he took left an impression that lasted for many years to come. There were many advanced engineering applications and cutting-edge technologies that he encountered. Yet, even in his awe, Jesus felt a sense of concern. “It was both remarkable and concerning at the same time,” he reflected, pondering how artificial intelligence and automation might affect the workforce of the future in the future.

The visit to J-AAR, a company known for its innovative construction and engineering practices, was one of the pivotal moments of Jesus’s experience. This experience gave Jesus much insight into how organizations work and how teamwork is crucial. He observed how the hiring process differed from what he was used to in Mexico. Jesus said that the hiring process in Mexico has a specific curriculum, reflecting his country’s structured hiring process. Among Canadian organizations, he was particularly impressed by the focus on specialization. “There are particular people who are specialized in their field to work for a company,” he said. There’s no requirement

to mention an area of specialization in a resume in Mexico, contrasting the different approaches to employment here in Canada.

As part of the Diamond Aircraft visit, Jesus had the unique opportunity to witness firsthand how the materials are meticulously worked on to produce the important parts of an aircraft. This was another eye-opening experience for him. As Jesus recalled, he was amazed at the precision and skill involved in the manufacturing process when he saw how the moulds and oil tanks were inserted into engines. Through this hands-on experience, he gained an insight into the complexities of the aerospace industry and the critical role each component plays in fuel efficiency and safety.

Jesus was impressed by the level of precision and innovation at Sodecia's manufacturing facility, a global industrial corporation specializing in automotive solutions. According to Jesus, the company's commitment to integrating cutting-edge technologies into its processes has enabled them to design and produce automotive components in an incredibly advanced manner.

His attention was drawn to Sodecia's approach to automation and robotics as he witnessed firsthand how humans and machines worked seamlessly together. As he recognized the delicate balance between automation and skilled labour, he reflected: "It is fascinating to see how technology can enhance efficiency without completely replacing the human element." The experience helped him understand the rapidly evolving automotive industry and the need to stay current.



It became obvious to Jesus that education was the key to navigating these complex issues, and this realization resonated deeply with him, echoing the principles of the Sustainable Development Goals (SDGs), which emphasizes the importance of education for all. As a result of the trip, he became more convinced that education empowers individuals to make informed decisions, especially in an advancing technological world.

Despite the language barrier he faced as a native Spanish speaker, Jesus was able to understand technical English because he once worked in the field. Having the opportunity to interact with Portuguese speakers during his time in the diverse linguistic environment enriched his

cultural experience and highlighted the importance of adaptability in a globalized society. "I had expected public transportation at home in his hometown to be unpredictable, but here it is remarkably punctual," he observed, appreciating the stark contrast with his homeland.

In the days, Jesus' awareness of sustainability grew. In particular, he was impressed by Canada's commitment to recycling, the use of electric vehicles, as well as the use of renewable energy sources such as solar panels and windmills. As a result of these observations, he was forced to think about how they would affect his own country in a wider sense. In his remarks, he pointed out that Mexico lacks education on sustainability, and this is something we should address as a society, drawing a connection with the SDGs which focuses on responsible consumption and production.

The most profound moment in Jesus' life occurred when he was visiting Niagara Falls. Standing in front of such majestic waters, he felt an intense sense of gratitude and introspection. It was a place where he could unplug from technology for a few hours and reflect on his life. As a result, he acquired a deeper appreciation of the natural world and a renewed sense of self as a result of the experience.

As the program came to an end, Jesus looked back at his journey with a sense of fulfilment, even though it had come to a close. The trip, in his view, had been a truly enlightening experience that gave him valuable knowledge about technology, culture, sustainability, and self-discovery. In his view, education is key. That's the way he summarized it. By participating in such a trip, "we gained so much knowledge, we developed new skills, and we are better equipped to make informed decisions".



Read more about the customized Aerospace and Automotive program for students from two polytechnic universities in Mexico during the summer of 2024.



Embracing New Horizons with Alexander Ugalde



“His experience in Canada has been nothing short of transformative. The FG project has given him an updated perspective, advanced skills, and ambitious goals.”

Alexander Ugalde (Alex), a 21-year-old student from Mexico, is on the brink of completing his bachelor’s degree in animation and visual effects (VFX) at Universidad Politecnica Santa Rosa Jauregui, an institution renowned for its emphasis on these fields. As he enters his final year, Alex has embarked on an exciting journey to Canada through Fanshawe Global’s experiential learning program, where he and his fellow mates are training under Professor Pedro.

His first impression of Canada was the politeness of the people, the lush natural landscape, and the state-of-the-art facilities at the college. These qualities have left a lasting impression on him. The expansive streets, abundant greenery, and refreshing weather in this region offer a stark contrast to the desert region he comes from in Mexico.



His academic interests in animation and visual effects have led him to participate in several noteworthy projects related to these fields. He has been involved in the intricate process of stop-motion animation, where he crafted both the background and the scenery. In light of the meticulous nature of this undertaking, he is immensely proud and excited about the accomplishment. Besides serving as a scenographer, Alex also oversees the direction of cinematography and various aspects of production, including the direction of the 3D area. As a result of his work in this capacity, he has developed his leadership skills as well as his expertise in 3D modelling.

A new set of opportunities has been created for Alex to expand his skill set as a result of the advanced technology in Canada. He has particularly enjoyed using motion capture suits, a tool that he had never used before. As much as he is thrilled about the technological advances he has encountered, he has also had to deal with challenges. Due to the intensive schedule of the program, he had to complete complex tasks within tight deadlines, which tested his ability to manage time and resources effectively. While he was under tremendous pressure, he viewed the experience as an invaluable lesson in efficiency and perseverance.

During his time in Canada, he has begun to consider the possibility of continuing his education here, perhaps obtaining a master's degree in the future. In his time in Canada, he has gained valuable technical skills as well as ignited a passion for further education abroad to make it his permanent home. His experience in the country has expanded his technical skills but also sparked a desire to pursue further education abroad.

His experience in Canada has been nothing short of transformative. The FG project has given him an updated perspective, advanced skills, and ambitious goals. Alex's passion for 3D modelling and animation promises continued growth and success, possibly on Canadian soil, as he pursues his passion.



Read more about the customized 3D Animation Program for students from Mexico during the summer of 2024.



Expanding Perspectives with Laura Patricia Morales Ortega



“It has been an exciting and educational experience for Laura to be in Canada. The exposure to new cultures, advanced technologies, and diverse working methods has greatly expanded her perspective ”.

Laura Patricia Morales Ortega, a 20-year-old student from Mexico, is currently pursuing a bachelor's degree in engineering with a specialization in animation and visual effects (VFX) at Universidad Politecnica Santa Rosa Jauregui. Her academic journey has recently led her to Canada, thanks to a prestigious government scholarship from Queretaro known as “Beca Embajadores de Queretaro” in connection with Fanshawe Global. Laura's successful application, which included academic papers and sample work, earned her a place in this esteemed program designed to allow students to study abroad, acquire valuable knowledge, and apply it toward the development of their home country.



She is currently enrolled in a two-week intensive 3D animation program in Canada, in which she is creating a short film that encompasses all stages of production from pre-production to post-production. This is Laura's first experience travelling outside Mexico, not just as a professional milestone, but also as a personal one. As a result of the cultural shift, she has experienced both fascination and overwhelming feelings. She is particularly impressed by Canadian kindness, a quality she attributes to cultural differences. Her initial days in Canada have been a mixture of excitement and exhaustion, including the novelty of flying for the first time. She is still adjusting to the late sunsets and the widespread use of air conditioning.

She has been fortunate to interact with individuals from Brazil, Kazakhstan, Japan, and other nations, which has enabled her to gain a deeper understanding of global cultures through the multicultural environment in Canada. The Canadian government has also impressed her with its commitment to accessibility and environmental sustainability, which she notes are less developed in Mexico. Among the positive aspects of the country's approach to separating trash and promoting inclusivity, she finds the method refreshing and progressive.

Canada's advanced technology is of great advantage to her. Her home country does not have the same access to large Wacom graphic tablets and high-end computer setups as Canada does, particularly at her government-funded university. As Laura works mainly using a small laptop and a basic graphic tablet in Mexico, the sophisticated equipment in Canada represents a significant upgrade from the equipment used in Mexico. Even though she uses similar software, she is discovering new techniques and features that she was unaware of previously.

The difficulty of communicating with native speakers in Canada has been one of Laura's challenges. Although she has practiced English with classmates and teachers in Mexico, she has encountered difficulties in communicating with native speakers. Although she occasionally finds it difficult to express herself, she appreciates the patience and politeness of those around her, which has made her adapting easier.

It has been an exciting and educational experience for Laura to be in Canada. The exposure to new cultures, advanced technologies, and diverse working methods has greatly expanded her perspective. Laura is enthusiastic and confident about continuing her explorations and growth in Canada, despite facing some challenges during her time here.



Read more about the customized 3D Animation Program for students from Mexico during the summer of 2024.



Version History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

Version	Date	Change	Affected Web Page
1.0	November 1, 2024	First publication	N/A