

**Annual conference of CHAIN5, 11, 12 and 13 March, 2020
Tallinn, Estonia - organized in cooperation with Tallinna Majanduskool**



A COMMUNITY ON THE MOVE... FOR YOU

Overview of the workshops and some of the CoP-sessions

Below the list of topics for the workshops on Thursday and some of the sessions on Friday. The distribution of them for those two days will be included in the next newsletter, with an explanation of the procedures and registration for the workshops and sessions.

The labour market point of view - Estonia

The current state of play in the labour market in Estonia – trends and tendencies, competitiveness of Level 5 graduates in the labour market, needs for improvement in the vocational training from the perspective of Estonian Unemployment Insurance Fund.

*The workshop will be held by the head of Tallinn and Harju County department **Siim Sarapuu** who also teaches in Tallinn School of Economics and leads the advisory board of Tallinn School of Economics.*

Estonian new education strategy and the perspectives of level 5

The Ministry of Education is leading the process of New Life Long Learning strategy for the period of 2020-2035. It aims many big changes in the education system in general.

*What is the position and role of Level 5 in Estonian future education system will be discussed in this workshop led by the **representative of the Ministry of Education and Research**.*

The school point of view – what happens behind the scenes (Tallinna Majanduskool)

Level 5 in Estonia is rather new – it was first introduced in 2013 and there is only one VET school in Estonia whose functioning model is based on only level 5 studies. The way school responds to labour market needs, develops new study programs, promotes itself to potential students and finds work-placements for students is rather different from the “normal” regulation and practice of VET studies on level 4 and below.

*Representatives of the **Tallinn School of Economics**, the biggest provider of level 5 studies in Estonia, introduces how does it work in front and behind the scenes to provide high quality level 5 studies which respond the expectations of both employers and adult learners.*

Workshop about the Thematic Group Internationalisation for Level 5 students

This thematic group within CHAIN5 wants to contribute to the creation and dissemination of knowledge about internationalisation, with the aim of having a direct and positive impact on the improving opportunities for level 5 students and to further develop their intercultural competences and international awareness.

The aim of this session is, after refining and/or endorsing the focus of this group (as described in the attachment), to present and refine a digital platform to enhance co-operation and knowledge sharing. Topics in this session are:

- Identifying the interest in participating in this group
- The setup / presentation and refining of a (Microsoft teams) platform on the website

See more information about a concept for a description of this Thematic Group in the annex. *The workshop will be led by Nina Spithost, chair of this Thematic Group*

I4L5: the concept and first experiences

NHLStenden (the Netherlands) has developed an internationalisation concept for Level 5 students (I4L5). In this concept we've made sure to give the students an 'abroad' experience. The conscious choice was made to limit the time spent abroad (which is only a part of this concept) to one week (4 days) to make it as accessible for students as possible. In this session the concept is presented and the first experiences are shared as NHLStenden (Netherlands) and Vives (Belgium) have started a pilot in this concept.

Two groups of level 5 students (Belgium and the Netherlands) started in this concept in Januari 2020. The gains (and pains) of this concept will be presented and might inspire you to set up or *tweak* your own Level 5 exchange/internationalisation concepts.

The workshop will be led by representatives of NHLStenden and Vives

Workshop about the Thematic Team: Work-based Learning

Bases on the discussions after the conference in Como last year, this workshop will be about the most critical success factors in cooperation between level 5 institutions and (regional) businesses. There will be attention for good practices, new developments and ideas for the coming year.

This workshop will be led by the chairs of this group: Eric Aldewereld en Mariëtte Muris.

NQF in Estonia and the identification of future trends of work

Introduction to Estonian Qualification Framework and the OSKA (<https://oska.kutsekoda.ee/en/>) applied research surveys, which aims to identify the future trends of work and needs for labour and skills for Estonia's economic development. OSKA methodology is unique because it combines both quantitative and qualitative research methods and analyse professional qualifications across all levels of education.

The results of the analyses carried out so far from the perspective of need for level 5 graduates will be presented and discussed in the workshop.

*The workshop will be led by representatives of the **Estonian Qualifications Authority***

Designing and developing a level 5 qualification

In this workshop issues will be discussed regarding the design and development of a curriculum leading to level 5 qualification in the Netherlands. Focus will be on how we addressed decision making issues in the design process and what kind of design principles were uncovered in our organization while designing a new level 5 curriculum.

Suzanne Pinkster and Ferry Boschman, Hogeschool Windesheim

National Reform for Lifelong Learning: Colleges and the World of Work

Collaboration with a regional hi-tech industrial hub and tailor made courses developed as a pilot to the national reform for lifelong learning.

Experience and examples on a structured way to work together with the industry to achieve more relevant VET level 5 education. How to build, maintain and develop cooperation methods that is efficient and long lasting.

his workshop will give a practical example on how to build up and promote sustainable cooperation's. Topics that will be covered: Agreement types, agreement content, stakeholder commitment and involvement on all organisational levels.

Workshop led by Management of the Fagskolen Tinius Olsen, Norway

Student point of view and the context of life-long learning in Estonia

Level 5 in Estonia tends to be the preference of adult learners with the purpose of re-skilling or up-skilling. Since the education in Estonia is free of charge and the learning pathways individually

designed, it is considered to be as a normality to continue your studies in VET school after graduation of BA or MA programs or even after successful defense of PhD. As a small country, we highly prioritize having well educated people and a flexible system of LLL.

*In order to understand it, **students and graduates of Level 5** introduce and analyse the strengths and weaknesses of their studies based on personal stories.*

Level 5 qualifications and the use of Business Courses as part of the programme

Based on a study trip to Switzerland, we will give our impression of the use of a Swiss educational model for level 5, based on a dual design and the inclusion of current business diplomas in the programme.

Workshop led by Hans Daale, CHAIN5

Development of Joint Qualifications at EQF Level 5

The workshop will address the topic of development of new joint qualifications at EQF level 5 on the example of an Erasmus+ KA3 project *SHVET* between Croatia, Slovenia and Italy. It will present the process, methodology, possible levels of integration and international cooperation and recommendations for implementation of joint qualifications.

Danijel Đekić, Craft College (Zagreb, Croatia)

How student organizations can contribute to the development of level 5

Cooperation through alliances between organized labour, employers' associations, student unions and higher vocational colleges have played a large role in strengthening higher vocational education in Norway. This workshop will focus on the establishment and role of a separate national student union for HVE (Higher Vocational Education) students, and how organized student interests can be beneficial to higher vocational education.

Topics that will be covered: Establishment of student unions, alliance building, recent HVE changes in Norway.

Workshop led by Victor Østvand Jensen and Henning Skau, The National Union of Students in Higher Vocational Education, Norway

Thematic Group Internationalisation - CONCEPT description

This theme-group aims to contribute to the creation and circulation of knowledge on internationalization, dedicated to having a direct and positive impact on the improvement of options for internationalization for Level 5 students. The group aims to emphasise the exchange of culture and values, mutual understanding and a respect for differences.

Internationalisation, if planned and executed carefully, can contribute to more inclusiveness in our Universities and colleges and can result in greater co-operation between universities to open up opportunities for (virtual) exchange or even an international infrastructure for 'internationalization abroad' activities.

Internationalisation is commonly defined as 'the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education' with the ultimate aim to 'enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society'.

Focus

Circulation of knowledge on opening up opportunities for internationalisation of fulltime/part-time and work/study programs. For example internationalisation@home, virtual and physical exchange options, benchmarking, etc.

Perspective on the possible benefits of internationalisation of Level 5 programs:

Benefits for Students

Level 5 students, no matter what discipline, will enter a world which is increasingly interwoven, and which at the same time shows increasing levels of segregation. Increasing cooperation across borders leads to an increased dependency of companies, organisations and their employees on their international counterparts. Employees will be confronted increasingly with an intercultural work environment, both in urban and rural areas, even if level 5 graduates choose to stay and work in their own countries or regions.

In order to cope with this, students must understand and be aware of the intercultural and international dimensions of their field of study. Both full time and part-time or work/study students will need the ability to communicate effectively across cultures and exhibit respect for differences.

This can best be achieved through exposure to different cultures, either through travelling and studying abroad, or through contact with international communities. Digitalization and the innovations taking place in this field also help to unlock internationalization at home activities for students who were previously unable to participate in internationalization abroad activities.

Many of the challenges faced in each respective region (in Europe) are not unique to that region but are rather global challenges. Improving co-operation on the theme of internationalisation between level 5 network allows students to inform their perceptions of their field and industry and related challenges on the basis of other cultural and geographic environments, be it live or digitally.

Benefits for Institutions

- Improving international profile for level 5 students displays strength, self-consciousness, entrepreneurial and innovative attitude of institution
- Co-operation between level 5 programs / partners strengthens the appeal of the university to ensure a sustainable future
- Partner network provides relations and access to highly rewarded institutions, knowledge, researchers.
- Faculty can gain knowledge and experience by co-operating or even teaching in level 5 programs in other countries and cultures
- Co-operation and exchanges of knowledge on the topic of internationalization can strengthen the quality of the level 5 learning outcomes/programs

Benefits for regions / employers

- Graduates have been exposed to other regions with similar issues, focus and development.
- Graduates will be able to support international cooperation, export or import as they have been exposed to an international and intercultural setting and/or already have an international network
- An international student body brings economic benefits to a region. Incoming students spend their money on living and become ambassadors after their return
- International profile with ICs and partners strengthens the appeal of university to ensure a sustainable future for the institution