

26-4-2021

CHAIN5 Summary annual conference, Zagreb

11-12 March 2021

In cooperation with Craft College, Institute for Adult Education, Zagreb



Summary and evaluation of the online conference

We hope that you have enjoyed our online conference hosted from Zagreb, Croatia! In this document we would like to provide you with a short summary of the given topics and the presentations given by the keynote speakers to gather all the given information and relive the conference. In the following pages you will find a brief summary of each topic.

CHAIN5 is always looking for improvement and so with this summary we have send you a link to a short survey of the given sessions. With the help of your feedback, we can improve our programme for the following conferences of CHAIN5.

More information

To find all information given during the six sessions, including presentations, reports of the breakout rooms, leaflets and other documents, please visit our website:

<https://www.chain5.net/newsletter-docs/>.

If you have questions about them, please feel free to contact us on our email address:

info@chain5.net.

We hope to hear from you soon and see you at the next conference in Norway in March 2022!

Eric Aldewereld, member of the board of CHAIN5

Suzanne Koster, member of the executive committee CHAIN5

Internationalisation

Keynote speaker Robert Coelen: *Diversity and interculturality and interculturality for level 5 programmes*

The Fourth Industrial Revolution (4IR)

The rapidly developing contours of the world of work

These contours the speed of change is no longer linear but exponential. Heretofore unknown fundamental changes in the workplace due to Artificial Intelligence (AI) and automation. The chances as a result of the 4IR are economical, societal and individual progression. But this requires a reform of education – differentiation (level 5), employment policies, development of career skills, the way we work and new high-quality jobs.

Internationalisation activities exist usually out of international mobility, with English as a medium of instruction, virtual mobility, and activities at home with an international or intercultural dimension (IaH). More recently, these exchanges/collaborations have been virtual due to covid-19.

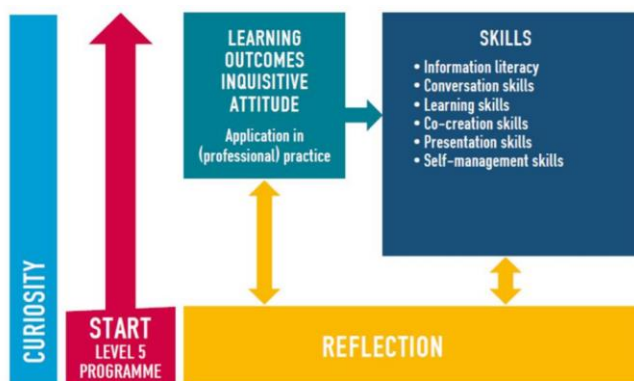
Internationalisation activities contribute to the diversity of people and environment. Other sources of diversity can be found in professional experience, age, gender, socio economical, background and in rural vs. urban living. Internationalisation activities focus on one source of diversity. These can be international/ethnic/cultural.

The difference between International awareness and Intercultural competence is that the International awareness perspective focuses on how the level-5 student can become more aware of the fact that he is part of an international society by learning about and in countries other than his own. The intercultural competences perspective focuses more on how the Level-5 student can participate in, and relate to, the diverse society in a conscious and valuable way.

If you would like to view the results of the taken questionnaire about International awareness, Intercultural competence and diversity more generally, taken by staff and students, [click here](#).

Work-based learning

Keynote speaker Natascha Padmos: *From curiosity to an inquisitive attitude on level 5*



Model Inquisitive attitude Rotterdam Academy



Cycle of inquisitive attitude Rotterdam Academy

During Natascha Padmos' presentation, she discussed how Rotterdam Academy's level-5 cycle of inquisitive attitude works. She described the learning outcome and the taught skills the students learn.

- Identify opportunities. The learning outcome is that the student identifies opportunities for improvement/innovation within the content of the professional practice. The skills taught are observing, listening, and asking questions.
- Become an expert. The learning outcome is that the student an expert becomes in the field of opportunities, improvement and consequences for the professional context. To this end the student consults various perspectives in (international) literature, with experts and in the

professional practice. The skills taught are formulating questions, searching, assessing, interpreting information, conducting and interpreting interviews.

- Form and communicate your perspective. The learning outcome is that the student based on his expertise, has his own point of view of the professional practice and the way in which the professional functions within it. The student communicates his own perspective of the professional practice. The skills taught are reflecting, presenting (orally or in writing), convincing, giving and receiving feedback and communicating effectively.
- Come up with solutions in co-creation. Together with others, the student draws up scenarios to take advantage of opportunities and chooses the most suitable scenario for the professional practice. The skills taught are creative thinking, co-creating (collaborating with and motivating others), goal-oriented thinking, negotiating and decision making.
- Take action (implementation). The learning result is together with others, the student takes actions to move from the existing situation to the desired situation. The skills taught are acting purposefully, planning, and organizing, giving and receiving feedback.
- Measure the effect. The learning outcome are that the student shows insight into the effect of his own actions and those of others on the quality of the professional practice and acts accordingly (securing or improving).

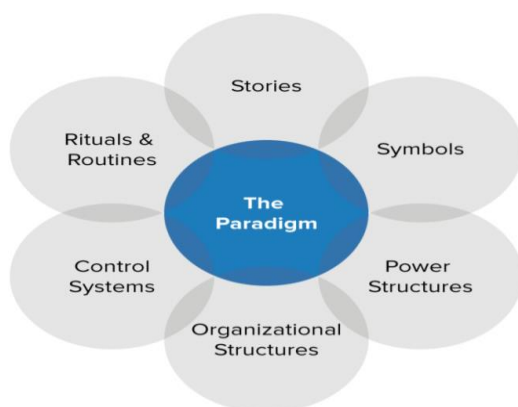
Keynote speaker Oran Doherty: Work-based Learning and Organisational Culture

Objective of workshop: to present the importance of organisational culture in work-based learning partnerships between colleges/universities and industry. A work-based learning partnership is a collaboration between a college/university and an external employer organisation. An organisational culture: “The way we do things around here” (Deal and Kennedy, 1982).

Components / Elements of Organisational Culture:

1. Rituals and Routines
2. Stories
3. Symbols
4. Organisational Structures
5. Power Structures
6. Control Systems

The challenges for the education/training provider when engaging in WBL Partnerships are the tendency to use practices and routines that work for traditional full-time programs, the fear – stories of difficulties amongst staff engaging with industry, work-based learning not seen as been strategically important within the College / University (power), sharing control with employer and the organisational structure within the College / University developed for traditional full time learners and not suited to work-based programs. When we compare the organizational culture of an education / training provider to that of a private employer – there are notable differences – often leading to a cultural collision.



Framework when considering Organisational Culture - Johnson's Cultural Web

In the breakout room activity Johnsons' Cultural Web Components was used to present a preferred organizational culture for everyone's college/university. You can find the form used [here](#). To read Oran Doherty's work-based learning Thesis on 'The impact of organisational culture on work-based learning partnerships', [click here](#).

Keynote speaker Nevena Kurteš: Master craftsman exams and master craftsman school

The Croatian Chamber of Trades and Crafts is an independent professional-business organisation of tradesmen and craftsmen which promotes, coordinates and represents common interests of trades and crafts. Legal entity with public authorities and is established almost 170 years ago.



The VET public authorities

Master Craftsman's occupation includes:

A highly regarded and acknowledged enables career progression → opening craft business and taking apprentices by becoming the master craftsman → one gets the competitive advantage because it emphasizes the excellence and quality of products and services.

Master Craftsman exams

They are state approved exams on level-5 of the European Qualification Framework (EQF). It can be taken in vocations from the list of associated trades and crafts, which is approved by the Minister of Economy. The exam exists out of 4 parts: practical assignment and/or working exercise, theoretical test, economy, business books, management and legislature, and basic knowledge for teaching apprentices. The future for Master Craftsman exams entails creating new exam programs and questions whilst introducing an online platform for exam preparation and taking the written part of the exam Erasmus+ Master 4.0. The future for the Master Craftsman School is the preparation for the master craftsman exams- both theoretical knowledge and practical skills, employing highly educated staff including master craftsman with working experience in economy + ensuring availability of new equipment and providing training for master craftsman- new technologies and pedagogical skills.

Venue and host for CHAIN5's conference in March 2022

The next conference of CHAIN5 will take place in Fagskolen Kristiana Professional College in the heart of Oslo, Norway. The conference will take place **during the 9-11th of March 2022**.

Kristiana Professional College is one of the largest higher vocational colleges in Norway with around 2000 students and is an integral part of Kristiania University College with 14.000 students.

During the conference there will be an advisory body appointed by the Ministry of Education and Research, representatives from private and public Higher Vocational Colleges, business and employer associations, trade unions and students.

**All information used in this summary is gathered [on CHAIN5's website](#), given during the online conference presented by the keynote speakers.*