



## **Netzwerk zur Entwicklung und Verbreitung eines europäischen Wirtschaftsabiturs (European Business BaccaLaureate Diploma)**

Project Number: 510568-LLP-1-2010-DE-COMENIUS-CMP  
Grant Agreement: 2010-3789/001-001

Final Report

Public Part

## Project information

Project acronym: EuroBacDiploma

Project title: Project Title: Netzwerk zur Entwicklung und Verbreitung eines europäischen Wirtschaftsabiturs (European Business Bacallaureate Diploma)

Project number: 510568-LLP-1-2010-DE-COMENIUS-CMP

Grant Agreement: 2010-3789/001-001

Sub-programme or KA: COMENIUS

Project website: [www.eurobacdiploma.eu](http://www.eurobacdiploma.eu)

Reporting period: From 01/10/10  
To 30/09/13

Report version: 1

Date of preparation: 27/11/13

Beneficiary organisation: Rudolf-Rempel-Berufskolleg Bielefeld. Germany

Project coordinator: Christiane Wauschkuhn

Project coordinator organisation: Rudolf-Rempel-Berufskolleg Bielefeld. Germany

Project coordinator telephone number: +49 521 515410

Project coordinator email address: Wauschkuhn.rrbk@bielefeld.de

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Executive Summary

**Basic idea** of the project was to develop a certificate *European Business Bacculaureate Diploma – EBBD* that is then common throughout Europe. This certificate provides students having achieved or aiming at a general university entrance qualification at a commercial college to reach a high competence level in the fields of “economy”, “Europe”, “languages” and “mobility”. These competences form a homogenous standard across Europe and are certified as “European Business Bacculaureate Diploma – EBBD”, thus being a label of excellence which is based on but goes beyond the respective national / regional curricula. The gap between the national/regional curriculum and the EBBD curriculum must be bridged by the educational institutions; related competences must be additionally acquired by the EBBD graduates.

The curriculum defined a graduate profile which all participating institutions agreed on. This profile can be developed in different manners in different national systems. In a converging Europe the EBBD, in particular at vocational schools, promotes the development of a standard that assists mobility of graduates and improves their chances for employment. Economy-related education is evaluated, the transparency of the diploma on a European level will be increased and the motivation to acquire economy related competences is promoted.

As a consequence, the introduction of a European Business Bacculaureate Diploma - EBBD leads to an added value for the economy, for the participating educational institutions and for the graduates. Moreover, it enhances the development of a European area of education in general.

**11 partners** from Denmark, Germany, Finland, Netherlands, Austria, Romania, Hungary and Russia (as a third party country) were partners in this project and represented vocational schools / colleges, universities, a non-profit association and a government authority. Other organizations in different countries such as teachers' associations, government agencies, schools and other professional organizations also support this European project. The project was coordinated by Rudolf-Rempel-Berufskolleg, DE-Bielefeld.

The **project's targets** were the development of an EBBD-Portfolio and its implementation – at the institutions of the project partners as a first step – as well as defining and testing procedures for accreditation and certification. By means of accompanying evaluation processes and by dissemination strategies necessary adjustments were identified and the certificate was disseminated and partly implemented within and beyond the project's countries. Through the integration of the association EBBD e.V. sustainability was and is ensured after the project has now been completed. The *vocational schools* developed the portfolio together with the university in Russia and participated in the pilot phase, implementing and evaluating the certificate, and testing it. They were responsible for dissemination in their countries and regions. The *non-profit association* contributed to certification and implementation and ensures the sustainability of the project results (cf. section 5). The *government authority* participated in dissemination and marketing.

**The project was evaluated** by Haaga-Helia University of Applied Sciences, FI-Helsinki (internal evaluation), the University of Cologne, DE-Köln (external process evaluator) and the University Paderborn, DE-Paderborn (external product evaluator).

More information on EBBD can be found on the bilingual (EN/DE) project's website:  
<http://www.eurobacdiploma.eu>

## Table of Contents

1. PROJECT OBJECTIVES.....	5
2. PROJECT APPROACH.....	7
3. PROJECT OUTCOMES & RESULTS .....	9
4. PARTNERSHIPS .....	15
5. PLANS FOR THE FUTURE.....	16
6. CONTRIBUTION TO EU POLICIES .....	17
7. SHORT PRESENTATION OF PROJECT PARTNERS AND THEIR TASKS....	19

# 1. Project Objectives

The multilateral COMENIUS project set itself the **goal** of enabling acquirers and holders of a national higher education entrance qualification to acquire additional competence in the "economics", "Europe", "languages" and "mobility" fields and to allow educational institutions to offer a harmonised Europe-wide certificate, implemented initially in all project states. The certificate was extended to other European regions and states by using dissemination strategies that involve the relevant organisations and supporters. (cf. section 3).

The certificate is an excellence label, based on yet going beyond the national/regional curricula. Therefore this involved communicating the required competences and including the required technical requirements in integrative (into existing elements of an educational course of study), adaptive (by adapting an existing educational course of study) and possibly additive (through the implementation of additional elements) terms.

The development of a Europe-wide, harmonised standard for graduates in the form of a nationally acquired general higher education entrance qualification with professional orientation in the field of economics and management leads to increased mobility of the target group in several ways:

The acquisition of the competences described in the curriculum will increase individual willingness and ability to be mobile. Individuals acquire these competences in different learning arrangements in at least two European states and in several languages.

The Europe-wide harmonisation of the certificate, together with the certification of elements of vocational education using the ECVET system in some European countries, also increases institutional mobility. Institutions accepting the certificate, such as universities or employers, receive an accurate picture of the competence profile of individual graduates, even if they originate from the institutions of less well-known educational regions of Europe.

The following **steps** were executed to ensure that the goal of a Europe-wide common excellence label can be achieved:

1. Definition of certificate competences in the following areas:

Economic competence, Competence in international economic areas of action, European Competence – CFEC, Foreign language competence in several languages, Competence for handling economic issues in a foreign language, Application of professional competence in an internship abroad, Problem-solving competence in economic projects and simulations, soft skills (integrated).

2. These elements were broken down into comparable learning units and an ECVET prototype was developed. The defined framework conditions, which are based on the considerations of the ECVET process and mutual confidence, are used to ensure the reciprocal recognition of certified competences.
3. Definition of the requirements of the certificate (EBBD standards) and the documentation of the portfolio as well as recognition of the informal or non-formal competences acquired.
4. The setting up of a network (based on the existing networks of project partners, but going beyond this) and the dissemination of the approach in order to ensure the continuation of work after the end of project support. Activities are coordinated in a sustainable way by "EBBD e.V. [registered association] steering group", which is the successor of the project steering group. Representatives from each country work in this group and in turn ensure further dissemination in their own countries.
5. Involvement of school administrations. The project raised the awareness with the respective educational authorities in favour of dissemination and cooperation.

Consequently, the introduction of the certificate represents **added value** for graduates, participating organisations and for the economy. It also contributed to the further development of the European education area:

It **benefits** the following players:

1. *Graduates* can document a qualification that goes beyond the respective national framework. The standardised portfolio of competences documents that they have acquired European competences and a cross-border qualification for study and training in the Internal Market. This also improves the prerequisites for mobility. The target group has a standardised basis for further qualification in terms of lifelong learning, which also includes transnational factors and action in the Internal Market.
2. *Educational institutions in the field of vocational education* can demonstrate that they convey competences at an excellent level and thus improve the reputation of *vocational education*. They profit in a similar way as the project's participating schools (cf. below).
3. For *businesses*, the significance lies in the fact that young people that apply for jobs have transparent, comparable, documented European economic competence. This supports the necessary mobility on the European labour market.
4. The *participating partners within the project's network* with their associated researchers and representatives of companies, teachers, teacher trainers, students and representatives of educational policy were involved in this project. They benefited in various ways: Right from the beginning the *project schools* started implementation of different elements of the EBBD portfolio. This led to instructional and school development of the institutions involved. New subjects were introduced to enable schools to reach EBBD standards, existing courses adapted, mobility programmes were institutionalised, teachers and teacher trainers were qualified and schools intensified their other European activities. Staff directly responsible for the project and their peers benefited from the diverse national perspectives and traditions as well as from the input by the researchers. The *university* benefited as an internal evaluator by gaining access to schools, education authorities other universities enabling them to develop, discuss and evaluate the competence-orientated portfolio from very different perspective. Similar goes for the *official body*. The *registered association* built up contacts to universities, schools, authorities which enabled it to pursue its objective to disseminate and implement EBBD all over the EU.
5. The *European integration process* is also given new momentum:
  - a) The definition of the portfolio and its certification supports the development of the ECVET system.
  - b) The competence portfolio closes a gap in existing European instruments, since it relates to economic facts.
  - c) The strengthening of the existing network of project partners and the proposed inclusion of the respective national authorities creates an organisational basis for the certification of competences previously lacking, which will be acquired through professionalism.

The following stakeholders were **involved**:

1. The **students** in the partner establishments, who acquire a national higher education entrance qualification. They receive the offer of the additional qualification through this certificate.
2. **Businesses** that are involved with the participating institutions, particularly those involved in workplace and qualifications programmes in the fields of business and management at international level.
3. **Other potential providers** of the certificate and multipliers were involved via multiplier events.

## 2. Project Approach

Partners from Denmark, Germany, Finland, the Netherlands, Austria, Romania, Hungary, and Russia (as a third country) took part in the project, representing vocational schools, universities/colleges, one non-profit association and one authority. The project was coordinated by Rudolf-Rempel-Berufskolleg Bielefeld in Germany.

The *vocational schools* developed the portfolio together with the university in Russia and participated in the pilot phase, implementing and evaluating the certificate, and testing it. They were responsible for dissemination in their countries and regions.

The *non-profit association* contributed to certification and implementation and ensures the sustainability of the project results (cf. section 5).

The *authority* participated in dissemination and marketing.

In Finland, the *university* was primarily responsible for the quality assurance of *products* in the form of academic monitoring. In the last six months of the project an external product evaluator from a third university based in Germany (*University Paderborn*) was brought in to add an *external perspective* on product evaluation. Process evaluation was performed externally by the *University of Cologne*.

The **division of work** between partners complied with the working hours plan, which was specified in work packages. The work objectives specified in the partners' work packages were elaborated at meetings or during electronic conferences and tested and corrected in trial phases. Due to the very different vocational education systems and curricular traditions, together with interrelated competences lead fairly early to the necessity of cooperation and collaboration beyond the individual work packages. The results and the procedure were accompanied by external evaluation, which supported self-evaluation.

The **project design**, the coordination of the work packages and management were the tasks of the coordinating institution. In addition to organisational tasks, the coordinator also dealt with the financial side.

The **methodological approach** relied on the independent work of the individual partner institutions to take full advantage of cultural differences, different perspectives and experiences, the diversity of beliefs and methodological approaches, as well as the diversity of professional fields; these then were bundled and integrated at several joint meetings.

This enabled the various educational traditions and cultures from all the different countries to be brought together and lead to the EBBD certificate as the common goal, thus guaranteeing sustainability after the project ends.

The **working process** in the project can be described as follows:

Cooperation in the project has contributed to significant strengthening of the networks of participating project partners. It was possible to find additional supporters for the project while it was actually running.

The curriculum continued to develop further during the project period. In order to provide an overview, the most important development steps are listed below:

- The basic ideas for the certificate were developed during 2009 at a European workshop.
- A meeting was held in Berlin on 22 Feb 2010, at which eight elements (Economic competence, Competence in international economic areas of action, European Competence – CFEC, Foreign language competence in several languages, Competence for handling economic issues in a foreign language, Application of professional competence in an internship abroad, Problem-solving competence in economic projects and simulations and Self competence, method competence, and

social competence (soft skills)) were presented as a basic idea for the certificate. Participants of the meeting included representatives from schools as well as from ministries and associations involved in education and the economy from 12 European countries (AT, DE, DK, E, FI, FR, HU, IT, NL, PL, RU, UK).

- The COMENIUS project started on 1 Oct. 2010 with 13 project-members (schools, universities, associations) from 8 European countries (AT, DE, DK, FI, HU, NL, RO, RU) and was concluded on 30.09.2013. The EBBD-Portfolio as well as the structures for accreditation and further dissemination were developed and evaluated so that EBBD now can be applied within European educational institutions.
- The 8 elements which were introduced as first ideas were taken as a basis. By developing an EBBD-Curriculum those original elements have been renamed, subdivided, made concrete and correlated.
- Until summer 2011 a first curricular draft for EBBD had been developed by the project partners.
- In autumn 2011 this first curricular draft for EBBD was evaluated within the project regarding its contents and structure as well as regarding its possible and actual implementation. The evaluation showed needs for modifying the curricular draft.
- In February 2012 these modifications were implemented.
- Since February 2012 the curriculum has continuously been adapted and specified and further developed to a comprehensive portfolio. Hereby, the practical experiences of the implementing project schools have been integrated into the design of the portfolio considering practical experiences of the implementing schools.
- Product and process of this project have continuously been accompanied by academic evaluation from Haaga-Helia University of Applied Sciences, Helsinki, FI (internal product evaluation), the University Paderborn, Paderborn, DE (external product evaluation) and the University of Cologne, Köln, DE (external process evaluation).
- This document EBBD Portfolio is now the basis for the further process of developing, implementing, accrediting, disseminating and evaluating EBBD.

The project partners reflected a wide range of different traditions and ideas covering the formulation of a competence and learning outcome-based curriculum. This led to a very flexible, easily transferable formulation of the curriculum to other countries, which was harmonised in the participating partner countries (see also the project and partnership results).

The use of various marketing tools (print media, websites, presentation at conferences, discussions with decision-makers in ministries, educational institutions and European institutions) has increased the visibility of the certificate. Other ministries and schools could be obtained as supporters of the project. The integration of the "EBBD e.V." non-profit registered association also guarantees sustainability beyond the end of the project (see also the section on future plans).

### 3. Project Outcomes & Results

The project results can be itemised as follows:

#### 3.1 Setting up a management structure

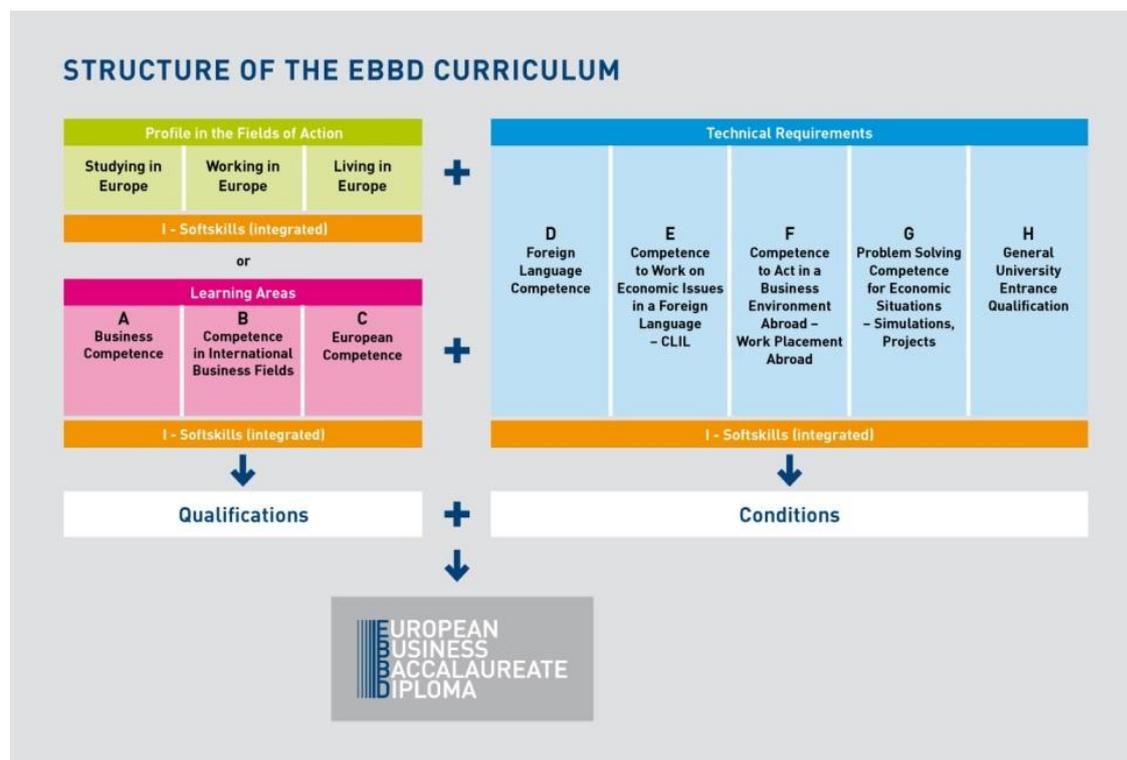
- Organisation of partner meetings
- Creation of working groups:
  - Steering group
  - Editorial group
  - Joint, bilateral or multilateral working groups for the work packages
- Setting up of a working and communication platform within the website
- Marketing manual for standardisation of the appearance, e.g. for flyers, booklets, the homepage and other marketing tools

#### 3.2 Products

These products can be accessed on the project's website [www.eurobacdiploma.eu](http://www.eurobacdiploma.eu).

##### 3.2.1 The EBBD curriculum as the core element of the EBBD portfolio

The following visual gives an overview of the **curriculum**:



The **curriculum** has two descriptive levels:

- via a **profile**, which describes the competences that the successful graduate has after acquiring the certificate; the profile thus describes the objective or the usage prospects of the qualification of an EBBD learner ("outcome orientation"),

and

- a description of the individual **learning areas**, which, taken together, provide competences in different areas considered necessary to reach the graduate profile. These learning areas describe one possible way that can lead to the graduate profile and provide information about the implementation of the certificate. It is also conceivable that this goal can be reached by other means or in other ways ("outcome orientation").

- In addition, **technical requirements** such as "Foreign Language Competence", "CLIL (Content and Language Integrated Learning)", "Work Placement Abroad" and "Simulations and Projects" were also defined, which, together with the "General University Entrance Qualification", must be met in order to reach EBBD standards. "Soft skills" are integrated into the teaching of competences.

The learning areas A, B, and C are subdivided into the following ten learning sub-areas:

**A – Business Competence**

- A1: Business Administration on the European Single Market
- A2: Economics on the European and International Market
- A3: Business-related Information Processing
- A4: National Business Law

**B – Competence in International Business Fields**

- B1: Global Marketing
- B2: European Community Law and International Business Law
- B3: Accounting including International Aspects
- B4: International Taxation Policies

**C - European Competence**

- C1: European Citizenship and European Context
- C2: Cross-Cultural Communication and Collaboration

The learning areas **A, B and C** are phrased in a competence-based way according to the European Qualification Framework – EQF. Moreover, the learning area **C European Competence** is based on the Common Framework for Europe Competence – CFEC. The technical requirement **D Foreign Language Competence** is based on the Common European Framework of Reference for Languages - CEFR.

An example to illustrate a sub-learning area (part of learning area A Business Competence):

<b>A1</b>	<b>Business Administration on the European Single Market</b>				
	<b>Core Processes</b>			<b>Support and Management Processes</b>	
	<b>Procurement</b>	<b>Goods and Services</b>	<b>Marketing</b>	<b>Human Resources and Organisation</b>	<b>Accounting, Investment a. Financing</b>
Student analyses situations and concepts:	need for goods purchase prices storage costs	process of supplying goods and services costs for goods and services	market situations 4 Ps of marketing	staff requirement company organisation structure	accounting with its different tasks alternative investment / finance options
Student applies methods and procedures:	ABC-Analysis bid comparison scoring model	plan for supply of goods and services	marketing tools marketing strategies / mix marketing plan	staff recruitment, remuneration and motivation job description	double-entry-bookkeeping investment plan finance plan
Student takes and evaluates decisions:	for ordering goods	about programme and process for the supply of goods and services	on marketing strategies / mix	on incentives and employee involvement organisational changes	for annual financial statement for investing for financing

Within the cells formed by columns and lines, concrete areas of content are specified.

Therefore, the tables display learning outcomes which are defined – in accordance with the EQR - as knowledge, skills and competences. Knowledge is designated by content, skills by indicators and competences by the level of independent and responsible behavior.

To guarantee a transparent and clear presentation of learning outcomes, they were arranged in tabular form. In doing so, for each of the 10 learning sub-areas a separate **table** was created. Within each table there are **columns** which further specify the learning sub-area into content areas. Each table contains three **lines with indicators**. Indicators are verbs, which – being a part of descriptors – describe learning outcomes. The indicators mentioned here are collective terms and should be regarded as categorical to achieve a clear arrangement of the tables. The scheme below roughly shows – analogously, not finally - which further indicators are included in the respective collective terms:

<b>Lines in each table:</b>	<b>These phrasings include:</b>
Student analyses situations and concepts.	<ul style="list-style-type: none"> <li>▪ researching</li> <li>▪ identifying</li> <li>▪ selecting</li> <li>▪ structuring</li> <li>▪ comparing</li> </ul>
Student applies methods and procedures.	<ul style="list-style-type: none"> <li>▪ calculating</li> <li>▪ transforming</li> <li>▪ elaborating</li> <li>▪ creating</li> </ul>
Student takes and evaluates decisions.	<ul style="list-style-type: none"> <li>▪ criticising</li> <li>▪ reflecting</li> <li>▪ recommending</li> <li>▪ reasoning</li> <li>▪ convincing</li> <li>▪ defending</li> <li>▪ negotiating</li> </ul> <p>in an independent and responsible way</p>

Following **softskills** are integrated into the teaching of competences (profile, learning areas, technical requirements):

- I1: Leadership
- I2: Team Management
- I3: Professional Communication
- I4: Problem Solving
- I5: Time Management
- I6: Personal Development
- I7: Conflict Management
- I8: Stress Management

In learning sub-area A1 softskills could be integrated in the following way:

Students *communicate professionally* using specific technical terms. They present the results of their work and deal with classmates and teachers in an adequate way. They employ *problem-solving skills* in an analytical as well as communicative way in different areas of business competence. Confronted with various tasks in this area they show the ability to *manage time* for themselves as well as for teams they are part of and finish the tasks in or on time.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area A1 especially provides the knowledge, skills and competences necessary for the EBBD graduates in order to work in a European business

environment. This could be either in a company in another European country or in a company with international contacts. The graduate would work there with different management and administrative tasks in different forms of work organisation

The learning sub-area A1 furthermore lays foundations to start a study programme in business administration, economics or social sciences

The EBBD graduate is forming his/her own opinion about economic topics and is able to adjust his/her behavior accordingly. The graduates inform themselves about current structures and developments within the European Economic Area and derive consequences for their daily life in Europe

### 3.2.2 Supporting and supplementary elements in the EBBD portfolio

The EBBD portfolio contains

- The competence-orientated **curriculum** illustrated above
- A description of EBBD **standards**
- Hints and material towards **documentation and assessment** within the EBBD framework
- An outline of the **accreditation** procedure and application including criteria for the accreditation of educational institutions for EBBD
- A description of the EBBD **network**

### 3.2.3 Marketing material (according to manual)

The project developed and produced a brochure in Danish, Dutch, English, German, Hungarian, Romanian and Russian to disseminate EBBD within and beyond the project countries. The brochure describes the EBBD portfolio and the accreditation process. It was handed out to the participants of the two main EBBD dissemination conferences and at various other occasions (cf. dissemination activities).

The project also produced flyers in the languages mentioned above targeting ministries, head masters, teachers' and other associations, experts and other decision takers to get them interested in EBBD before handing out the brochure.

Project schools produced sample flyers targeted at students describing specific requirements and opportunities of the individual region/country.

### 3.2.4 ECVET - Prototype

To increase European mobility of the EBBD graduates, flexibility of their learning pathways and transparency of the excellence certificate EBBD the project decided to develop an ECVET prototype for this certificate.

The **ECVET prototype**

- defined *units of learning outcomes*,
- allocated *ECVET credit points to the overall qualification* "European Business Baccaulaureate Diploma" and to units of learning outcomes using a reference learning pathway
- gave hints towards the *Assessment of Learning Outcomes* within the Profile of an EBBD graduate
- outlined *validation and recognition of learning outcomes*

- made suggestions for *Learning Agreements* concerning the learning outcomes of the technical requirement Work Placement Abroad
- and developed a specific EBBD *transcript of records* for purposes of *ECVET Credit Point transfer and accumulation*.

These instruments are useful even if a European state has decided at present not to convey ECVET credit points.

### 3.3 Dissemination activities

The project disseminated its status, activities and products (esp. the EBBD portfolio and certificate) using a multichannel approach. Regional media were involved which lead to the publication of *newspaper articles* in the different countries and to a *television* report in Hungary.

All project partners used *conferences and congresses* (at national and sometimes international level), *work shops* and other *meetings* at different levels to disseminate EBBD products within and beyond the project countries. Target groups were teacher associations, associations of educational managers and headmasters, teacher training centres, educational authorities, companies and their associations. Multiplier events of *associated partners* were utilised. Dissemination has been continued after the project's end via the registered association EBBD e.V. which e.g. moderated two round tables during the international EFVET conference in Athens in October 2013. The University in Novgorod also published different *articles in academic journals* and a *reader* on the EBBD portfolio and certificate.

The project's *website* [www.eurobacdiploma.eu](http://www.eurobacdiploma.eu) offered detailed information to the interested experts and public in English and German; it also functioned in its internal area as a working and communication platform for the project partners. The website will be held operational, updated regularly and after the project's end in order to ensure ongoing functionality.

The project itself organised two successful dissemination conferences at the Federal Ministry of Economics and Technology in Berlin, Germany in March 2012 and in Eindhoven, the Netherlands in May 2013.

The conference in Berlin on 19 March 2012 was targeted especially at decision makers like schools and educational authorities interested in implementing the EBBD portfolio and awarding the EBBD certificate. Representatives of educational institutions and numerous business schools from Austria, Denmark, Finland, Hungary, The Netherlands, Poland, Rumania and Russia attended the conference. During this conference the Chairman of the Committee on Foreign Affairs of the European Parliament and Member of the European Parliament Elmar Brok characterised the EBBD as "trendsetting and as an investment into the competitiveness of Europe and of coming European generations without any alternative". The Parliamentary Secretary Mr Burgbacher was "impressed" by the EBBD concept.

The 2nd EBBD-Conference for Dissemination was held on 23 and 24 May 2013 in Eindhoven (NL). Its target group were educational and ministerial institutions wanting to implement EBBD inside and outside of the project countries.

Besides field reports from project schools a wide range of workshops to particular aspects of realisation were offered, e.g.:

- Accreditation and certification as EBBD-school
- Competence orientation in international curricula
- Simulations of economic situations in the EBBD framework
- International work placements and the ECVET Memorandum of Understanding

The agendas of the two conferences, reports on the workshops and further conference related material can be found on the project's website [www.eurobacdiploma.eu](http://www.eurobacdiploma.eu) in German and English.

The project developed a *brochure* describing the EBBD portfolio, EBBD standards and the accreditation procedure in English, German, Dutch, Danish, Hungarian, Romanian and Russian as well as *flyers targeted at experts* like headmasters, teachers, education authorities etc. in the languages mentioned above. The project schools also developed a *flyer directed at students* in their region with specific information on implementation of EBBD at the school involved.

All material for publication (website, brochures, flyers, information documents, etc.) were produced according to the corporate design manual.

### **3.4 Implementation activities/project impact**

The EBBD portfolio and certificate, together with the other project's products have been completed and are already being implemented. All project schools have or shortly will reach EBBD standards and thus have reached accreditation point. In Austria, Denmark, Finland, Germany, The Netherlands and Romania the project has found further schools which have signaled their interest orally and in writing; in many cases accreditation has nearly been completed.

The project developed a questionnaire tailored to research EBBD implementation possibilities in non-project countries. With the help of this instrument and the other dissemination activities mentioned above the project was able to develop a report on implementation possibilities in other countries and found educational institutions wishing to become an EBBD school implementing the EBBD curriculum and awarding the certificate in Albania, Poland, Spain and Turkey. Other countries are sure to follow.

In Germany, the different federal states in educational issues have to be considered like independent states. Their vocational education system varies a lot. Schools from the federal states Lower Saxony, Saxony, Bremen, Berlin, Rhineland-Platinat and Baden-Wuerttemberg have entered the accreditation process. Schools from Rhineland-Platinat and Saxony have been accredited.

In Austria, the Federal Ministry for Education, the Arts and Culture has adopted the role as accrediting institution for Austrian vocational schools. In Germany the Saxon Ministry of State for Education and Culture has published official curricula adapted to comply with EBBD standards. Further steps towards a recognition by state or supranational institutions are desirable.

## 4. Partnerships

The individual partners and their tasks in the project are described in Section 7.

This section presents the cooperation experience of the partners and the European added value.

The division of work for developing individual elements of the curriculum planned at the start of the project soon proved problematic. Although the individual working groups came up with valuable results, nevertheless while drawing up the curriculum it soon became apparent that an "element by element" analysis of the individual curriculum components was ineffective in mapping ideas, requirements and implementation possibilities. A more integrative, competence-based approach clearly had to be found. The project therefore moved towards holding more partner meetings with all the partners in the respective partner countries, in addition to the bilateral and multilateral meetings of the individual working groups. Arrangements and agreements were made at these meetings and will ultimately lead to a coherent curriculum.

At these partner meetings and at the meetings of the various working groups it became clear that, because of the differing traditions and ideas of the players from the national education system, there were very different ideas about the design of a competence-oriented curriculum based on learning outcomes. This challenge was adopted constructively and led to an innovative curriculum that describes the competences and expected learning outcomes in two fundamentally different ways. On the one hand, the description of a profile of a successful graduate, and, on the other hand, the definition of learning elements, which, when completed successfully, lead to graduates with appropriate competences (more on this in the Project Outcomes & Results section).

Without the presence of such very different project partners, the benefits of such an approach – which also contributes to the corresponding flexibility of the curriculum, thus facilitating transfer to educational systems that are not represented in the project – might not have been brought into the focus of the project.

A large majority of the project partners are vocational schools/colleges. This permitted individual elements of the curriculum to be tested and evaluated in the development phase. This allowed the project to anticipate the opportunities and problems of implementing the curriculum.

All project partners showed a strong commitment towards project aims and the implementation of the EBBD concept. This commitment endures and allows the EBBD concept and implementation to be transferred to the future (cf. the sections on results, impact and future plans) and ensures sustainability and future impact.

## 5. Plans for the Future

Disseminating the EBBD within and outside project countries and federal states further, implementing the curriculum and the certificate in further regions and accreditation of further schools and other educational institutions together with an increasing impetus on target groups (students, businesses, universities) to make this certificate more well-known, accompanied by efforts to convince further educational authorities to actively support the EBBD concept and implementation, is the main focus of the project members for the future.

*Sustainability and long term impact* has always been the goal of the project partners. Therefore they founded a *registered association* in Germany (EBBD e.V.) before they even applied for the multilateral COMENIUS project. The board of this “NGO” is comprised of five members from five different project countries. The NGO became project partner and will now continue to pursue the objectives mentioned above. The project’s steering group has now merged into the steering group of the NGO.

The NGO is responsible for dissemination, implementation, evaluation, quality assurance and development of the EBBD concept. All accredited schools become members of this association, thus ensuring networking, development and quality assurance. The association will organise regular conferences to enhance this processes. The association has institutionalised international structures to ensure a sustainable and long-term development. These will be elaborated in future.

The “EBBD e.V.” functions as contact institution for different institutions and for individuals like

- Educational institutions / European institutions / ministries wishing to obtain information on EBBD or wanting to implement EBBD,
- Universities wanting to recognize individual EBBD elements as study components,
- Businesses requiring information on EBBD competences
- etc.

Thus it acts in a similar way as other NGOs rendering services to educational institutions like TELC in the area of languages or IBS in the area of educational courses.

As mentioned before, the project has continued to disseminate EBBD during the EFVET conference in October 2013 in Athens. Participation at this conference was born by financial and personnel resources by members of the NGO’s steering group.

The members of the EBBD e.V. steering group will meet at their own expense in January 2014 in Budapest to prepare further applications within the framework of ERASMUS+. They plan to apply for a “strategic partnership“, as this seems to be a suitable programme to sustainably continue and disseminate the EBBD concept.

Participants of such a “strategic partnership“ could be: the previous project partners / project countries and moreover further schools, universities, employers and associations (e.g. Chamber of Commerce and Industry) as well as institutions of further European countries.

In addition, each school implementing EBBD applies for a project via its relevant National Agency in order to further develop and disseminate EBBD in its own European network.

This „satellite structure“ is useful for supporting a sustainable development.

## 6. Contribution to EU policies

The project developed a portfolio with the main component, a curriculum for an additional qualification, at the interface between the higher education entrance qualification (VET) and the university. It should be certified and recognised as far as possible throughout Europe. First steps have been achieved by the project on the roadmap to this goal. In Austria, the *Bundesministerium für Unterricht, Kunst und Kultur* (Federal Ministry for Education, the Arts and Culture) has adopted the role as accrediting institution for Austrian vocational schools. In Germany the federal state of Saxony, i.e. *Staatsministerium für Kultus* (Saxon Ministry of State for Education and Culture) has published official curricula adapted to comply with EBBD standards. Further steps towards a recognition by state or supranational institutions are desirable.

The curriculum can be acquired fully or in stages during an educational course of study and, where applicable, acquired and certified after final examinations. This is a contribution in support of lifelong learning within the goals of the **Copenhagen Declaration**.

In the **European Commission "Green Paper"** of 2009 entitled "Promoting the learning mobility of young people", the European Commission calls for "All stakeholders – from governments to individual citizens – to support efforts to make the mobility of young people the rule". It describes *mobility* as "a central element in the global strategy to equip Europeans with the competences needed for the future".

In many respects, the EBBD portfolio contributes to the achievement of this objective of the European Commission:

- It provides for an internship abroad for a minimum of four weeks.
- The acquisition of enhanced international economic and European competences, along with the acquisition of soft skills in an integrated form and the promotion of intercultural and language skills increases the willingness and ability of graduates to be mobile.
- The international acceptance of this certificate also increases the mobility of graduates.

The **Bruges Communiqué** (regarding greater European cooperation in the area of vocational education between 2011 - 2020) calls for "an increase in the cross-border mobility of students and teachers in the vocational education field and the recognition of knowledge, skills and competences acquired abroad".

The certificate also contributes to this, since the common, Europe-wide standard leads to the increased transparency of acquired competences.

The *competence and learning outcome orientation* of the curriculum supports the strategic objective of the Bruges Communiqué to create flexible vocational education and training systems that are "based on a concept that focuses on learning outcomes ... and ensures the recognition of non-formal and informal learning, including competences gained in practice..."

A prototype for the recognition of achievements in vocational education using the ECVET system was also developed as part of the project. The extent to which the Bruges Communiqué contributes to the strategic objective of "Enabling the transfer and accumulation of learning outcomes, recognising qualifications and competences and increasing cross-border mobility", given the varying development and acceptance levels of this recognition system for professional services, remains to be seen.

In the 2008 **Commission communication *Multilingualism: an asset for Europe, but also a joint obligation*** cites the following as the two main objectives of the multilingualism policy:

- to impart the value and benefits of linguistic diversity within the EU and encourage the removal of obstacles to intercultural dialogue.
- to give all citizens the opportunity to acquire sufficient communication skills in two languages in addition to their native language.

The multilingualism of graduates will be encouraged in several respects. Bilingualism increases professional vocabulary and promotes intercultural understanding; the Commission communication calls for an obligation to acquire and consolidate language skills in two foreign languages to promote multilingualism.

The **Council conclusions on the role of education and training in implementing the "Europe 2020" strategy** of 2011 calls for "Citizens to be equipped with the skills and competences that are needed for the European economy and European society to stay competitive and remain innovative, but also to contribute to social cohesion and social inclusion".

Acquisition of the certificate will lead to the acquisition of both technical (economic expertise and competence in international economic fields) and personal (European competences and soft skills [integrated]) competences. In the future young people will be given support to become worthy European citizens who actively participate in the European integration process.

## 7. Short presentation of project partners and their tasks

### **Aalborg Handesskole, Aalborg, DK**

Presentation	The Aalborg Handelsskole consists of a commercial secondary school, vocational training school and continuing education and training department. The school has many links to 20 partner schools all over the world. School exchange programmes have been organised with a large number of European schools for many years. When exchange pupils are at the Aalborg Handelsskole, the teaching, which is "International economics" in particular, is done in the common foreign language (usually English, but also German or French).
Project role	Thanks to the experience of the Aalborg Handelsskole in bilingual teaching, this partner primarily was responsible for work package 6 (bilingual foreign language competence).

### **Andrássy György Katolikus Közgazdasági Szakközépiskola (Catholic Vocational School for Economics), Eger (HU)**

Presentation	Education at the "Andrássy György" Technical College in Eger covers the fields of economics, trade and marketing, while the fields of tourism and gastronomy are taught within the framework of bilingual specialist teaching. Some graduates continue their education at universities after taking the school-leaving exams. The others can follow state-recognised specialist training at the school in the fields of marketing and logistics, as well as specialist university level accredited training as financial coordinators or legal assistants.
Project role	The partner primarily contributed its experience of foreign language teaching to work package 6 (bilingual language skills).

### **Colegiul economic „Ion Ghica“, Targoviste, RO**

Presentation	The school offers vocational school classes and evening school classes for adults.  The courses are mainly taken by students of marketing, economics and management, public welfare and tourism:
Project role	In line with its special experience in the development of soft skills, this partner was mainly responsible for work package 7 (European competence/soft skills).

### **EU office of the district government of Detmold, DE**

Presentation	The EU Office for the promotion and implementation of EU projects is affiliated with Dezernat 45 (vocational college) of the Detmold district government. Their tasks include the transfer of project results and outcomes. In addition, it is responsible for initiating cooperation with the regional economy and vocational training institutions and ensuring that the transfer is documented in appropriate publications and through information events.
Project role	The partner contributed to work package 2 (dissemination: marketing the "EuroBac" label).

### **European Business Baccaureate Diploma e.V., Bielefeld, DE**

Presentation	The association is responsible for promoting education by establishing, implementing and developing the European Business Baccaureate Diploma concept. The association is pursuing these goals and others by acquiring members in all European countries, by developing the elements of the certificate and by defining forms of certification and standard compliance procedures. It works on the exchange of experience between its members and provides information to the public.
Project role	The partner mainly contributed to work package 3 (exploitation: certification, implementation).

### **Haaga-Helia University of Applied Sciences, Helsinki, FI**

Presentation	The Haaga-Helia School of Vocational Teacher Education is part of the Haaga-Helia University of Applied Sciences. The institution provides educational training for teachers in vocational schools and colleges. Training is in the tertiary sector. The Haaga-Helia School also offers training for teachers and teaching staff. Research and development in the area of the company apprenticeships is one of its specific areas of interest.
Project role	Owing to its experience, the university was responsible for work package 4 (process and product evaluation). In particular, it contributed to the formulated competences and educational methods in product evaluation (work packages 5, 6, 7 and 8).

### **Helsinki Business College, Helsinki, FI**

Presentation	The Helsinki Business College has excellent connections with the professional world and is therefore able to guarantee that vocational education and training skills and knowledge are equivalent to those required in industry and trade. The College has approximately 2,500 students, trained in administration and economics or economic information technology during their three-year training courses. Around 20 percent of these students are adults, who train or study in evening classes. The College also offers training in the above-mentioned disciplines, which leads to nationally recognized additional qualifications and special qualifications. The Helsinki Business College is participating in the ECVET system to integrate the FINECVET national project in Finland.
Project role	In cooperation with the EBBD e.V. partner, HBC explored the conditions for implementing the certificate in the project countries in order to ensure full acceptance in the partner countries.  Based on its experience in the FINECVET (LdV) national project and implementation of the ECVET system in Finland, the HBC has special competences, which it contributed to work package 3 (exploitation: certification, implementation). The HBC developed an ECVET application as a prototype in cooperation with the partners for work packages 5 to 8.

### **International Business College, Wien, AT**

Presentation	The International Business College has experience of bilingual training in the commercial/administrative field. It also regularly organises work placements abroad. The school is the CertiLingua pilot school. The IBC has school-autonomous disciplines in the areas of management, accounting, controlling, and bilingual international business studies. Because the IBC has a strong network of partner schools and partners, is a member of the Austrian Society for European Policy ( <a href="http://www.euro-info.net">www.euro-info.net</a> ) and is supported by the Austrian Ministry of Education, which is an associated project partner, it is making a special contribution to the dissemination of the project. Schooling takes place in seven day-school and two evening-school forms.
Project role	The IBC primarily took responsibility for work package 2 (dissemination), i.e. the creation of an international dissemination plan, and controlled the activities for organising both dissemination conferences. Because of its prior experience in the "E-portfolio as a method for promoting key qualifications" Comenius Project, the IBC also contributed to work package 7.

### **Summa business Eindhoven (ROC Eindhoven), NL**

Presentation	Summa business Eindhoven (a regional training centre (former name: ROC Eindhoven)) is a school that provides trade and marketing courses in retail and wholesale trade and the international economy. The school specialises in international activities and cooperation with partner schools throughout Europe. It maintains relationships with educational organizations, companies and institutes in the region. The school has many years of experience in supporting student companies. The centre offers a variety of language courses at different levels: Dutch, English, French, German, Italian and Spanish.
Project role	Thanks to expensive experience with student companies, which are regularly part of the educational tasks, this partner mainly contributed to work package 8 (problem-solving competence for economic action, in Germany and abroad).

### **Rudolf-Rempel-Berufskolleg Bielefeld, DE**

Presentation	<p>The Rudolf-Rempel-Berufskolleg vocational college is a commercial school in which the students are trained in economics and management in full-time vocational schools (higher business school: technical college and commercial high school) and in part-time schools (dual education system for over 20 different courses). The RRB has over ten years of experience in implementing COMENIUS and Leonardo Vinci projects, in which the school has participated either as a partner or as a coordinator. In view of the school's various activities in bilingualism, its comprehensive promotion of European competence and its participation in numerous European projects, the state of North Rhine-Westphalia awarded it the title of "European School" in 2009.</p>
Project role	<p>As applicant and coordinator, the RRB was responsible for both the content and the formal execution of the project. This included the following areas in particular:</p> <ol style="list-style-type: none"><li>1 content and timetable planning, coordination of project activities</li><li>2 planning, organisation and implementation of partner meetings</li><li>3 financial execution with project partners and with the Commission</li><li>4 reporting to the Commission</li></ol> <p>In addition, the RRB also contributed to the coordination of evaluation (work package 4).</p>

### **University Novgorod (as third country), RU**

Presentation	<p>The university is made up of seven higher education institutions, four vocational colleges, a training institute, a research centre, a library, a new information technologies centre, a publishing house, a marketing centre, a press centre and other facilities within the university. The Novgorod State University is a traditional university currently with 14,000 students studying the humanities, economics, agriculture and natural resources, engineering and technology, medicine, pharmacology, architecture and construction.</p>
Project role	<p>The third country partner, the University of Novgorod, used their experience to mainly contribute to the development of work package 5 (international economic competence).</p>