



EUROPEAN
BUSINESS
BACCALAUREATE
DIPLOMA

Business Competence in Europe.

**Netzwerk zur Entwicklung und Verbreitung eines
europäischen Wirtschaftsabiturs
(European Business Bacalaureate Diploma) –
EuroBacDiploma**

Progress Report

Public Part

Project information

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Summary

Studying. Working. Living. In Europe.

The project is aimed primarily at institutions responsible for education and at vocational schools in Europe, who are responsible for implementation, evaluation and dissemination. Beneficiaries are all acquirers and holders of a university entrance qualification with a professional background in the field of economy and administration.

The project has set itself the **target** of enabling the beneficiaries to acquire additional competences in the areas of "economy", "Europe", "languages" and "mobility" and offer them a certificate harmonized throughout Europe, which, as a first step, is to be realized in all project countries. Then the certificate will be extended to other European countries by using dissemination strategies involving relevant organizations and supporters, and by making necessary adjustments.

By using various marketing tools (print media, website (www.eurobacdiploma.eu), presentations at conferences, meetings with decision makers in government departments and educational institutions and European institutions) the awareness of the certificate has been and will be increased. Further ministries and schools have been won as a supporter of this project. Through the integration of the association "EBBD e.V." sustainability is ensured after the project has been completed.

12 partners from Denmark, Germany, Finland, Netherlands, Austria, Romania, Hungary and Russia (as a third party country) are at this moment partners in this project and represent 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 is coordinated by Rudolf Rempel Berufskolleg Bielefeld, DE.

The *vocational schools/colleges*, along with the *university* in Russia, develop the curriculum, assist in piloting, testing and implementing the certificate and evaluate it. They are responsible for the dissemination in their countries / regions. Vocational schools that have this specific experience develop ECVET prototype applications. The *non-profit organization* is involved in the certification and implementation, and ensures the sustainability of project results. The *government authority* is involved in distribution and marketing. The *university* in Finland is primarily responsible for scientific monitoring of the quality assurance of products. The process evaluation is *carried out externally by the University of Cologne*.

The project has initially focused on the development of a coherent curriculum. The curriculum has two levels of description:

- Access via a **profile** of successful graduates, which describes the competence available to the graduate after obtaining the certificate, and
- A description of the individual **learning units**, which - taken together - provide competences in various areas that are considered necessary to achieve the profile. The "soft skills" are integrated into the respective fields of learning. These learning areas describe a possible way that leads to the profile, and thus give indications for the implementation of the certificate.

An ECVET prototype is created. Detailed examples of appropriate instruments for measuring the quality standards will be formulated. The accreditation process will be refined and specified. A second dissemination conference takes place in May 2013.

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1. Project Objectives

The multilateral Comenius project has set itself the **goal** of enabling acquirers and holders of a national higher education entrance qualification to acquire additional skills in the "economics", "Europe", "languages" and "mobility" fields and to allow them to offer a harmonised Europe-wide certificate, which is to be implemented initially in all project states. In further steps and with the necessary adjustments the certificate will be extended to other European regions and states by using dissemination strategies that involve the relevant organisations and supporters.

The certificate is an excellence label, based on yet going beyond the national/regional curricula. This involves communicating the required skills and including the required conditions 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 ECVET points being sought, 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** have been planned to ensure that the goal of a Europe-wide harmonised excellence label can be achieved:

1. Definition of certificate competences in the following areas:

- (1) Economic competence
- (2) Competence in international economic areas of action
- (3) European Competence - CFEC
- (4) Foreign language competence in several languages
- (5) Competence for handling economic issues in a foreign language
- (6) Application of professional competence in an internship abroad
- (7) Problem-solving competence in economic projects and simulations
- (8) Self competence, method competence, and social competence (soft skills)

These elements are broken down into comparable learning units and ECVET points are allocated to them according to the respective national and European agreements.

2. Definition of the requirements of the certificate and the documentation of the portfolio as well as recognition of the informal or non-formal competences acquired.

3. Definition of the paths for recognition of the certificate in three steps:

- (1) By the project partners
- (2) By other organisations from the countries represented in the project
- (3) By other EU states

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.

4. The setting up a network 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 an "EBBD e.V. [incorporated association] steering group", which emanates from the Project steering group. Representatives from each country work in this group and in turn ensure further dissemination in own countries.
5. Involvement of school administrations. The project raises 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 contributes 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. 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.
3. The *European integration process* is also given new momentum:
 - a) The definition of the portfolio and its certification supports the development and implementation of the ECVET system.
 - b) The planned 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 will be **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. This will ensure that the concept to be developed is implemented gradually, thus permitting testing and evaluation.
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, can and should introduce their own requirements into the organisation of the elements for the certificate.
3. **Other potential providers** of the certificate (schools, school administrations, NGOs) and multipliers (businesses, chambers of commerce, employment agencies, economics ministries, associations and NGOs working in this field) will be involved via multiplier events. This will thus ensure that there is communication and feedback regarding the planned additional qualification.

2. Project Approach

Currently, a total of 12 partners from Denmark, Germany, Finland, the Netherlands, Austria, Romania, Hungary, and Russia (as a third country) are taking part in the project, representing vocational schools, universities/colleges, one non-profit association and one authority. Further organisations from various countries/states such as teachers' organisations, authorities, other professional schools and European organisations would be ideal to support this project. The project is being coordinated by Rudolf Rempel Berufskolleg, Bielefeld.

The *vocational schools* are developing the curriculum together with the university in Russia and participating in the pilot phase, implementing and evaluating the certificate, and testing it. They are responsible for dissemination in their countries and regions. Vocational schools, which have special experience in this area, are developing prototype ECVET applications.

The *non-profit association* is contributing to certification and implementation and ensuring the sustainability of the project results.

The *authority* will participate in dissemination and marketing. The intention is for other educational administrations in Germany and other European countries to be approached and brought in with the "authority" status.

In Finland, the *university* is primarily responsible for the quality assurance of products in the form of scientific monitoring. Process evaluation *is performed externally by the University of Cologne*.

The **division of work** between partners will comply with the working hours plan, which is specified in the work packages. The work objectives specified in the partners' work packages will be elaborated at meetings or during electronic conferences and tested and corrected in trial phases. The results and the procedure will be accompanied by external evaluation, which supports self-evaluation.

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

The **methodological approach** relies mainly 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, so that these can then be bundled and integrated at several joint meetings.

This will enable the various educational traditions and cultures from all the different countries to be brought together and harmonised, with certificate as the common goal.

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 project initially concentrated on the development of a coherent curriculum. Following completion of the first full and complete version of the curriculum, an ECVET prototype will now be created.

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 the eight elements 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 project started on 1 Oct. 2010. Both the certificate curriculum and the structures for accreditation will be developed and evaluated for further dissemination within the framework of the project, so that the certificate can then be used in European educational institutes.
- The eight elements that were presented as initial ideas form the starting point for this. During further development of the curriculum, these original elements will be renamed, subdivided, concretised and interrelated.
- By the summer of 2011 the first draft of the curriculum had been developed by the project partners.
- In the autumn of 2011, this first draft of the curriculum was evaluated in terms of its content and structure, as well as in terms of possible or actual implementation. The evaluation showed where changes needed to be made to the curriculum.
- The present document, which contains the results of the evaluation, shows the current (February 2012) status of the curriculum.

The curriculum is now the basis for the further process of development, implementation, accreditation, dissemination and evaluation of the certificate.

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

Both the process and the product will be evaluated within the project (through scientific monitoring) and outside the project by the University of Cologne. The Haaga-Helia University of Applied Sciences in Helsinki has released the curriculum for testing.

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 "EMCDDA e.V." non-profit association also guarantees sustainability beyond the end of the project.

3. Project Outcomes & Results

The project results so far can be itemised as follows:

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 (moodle)
- Marketing manual for standardisation of the appearance, e.g. for flyers, booklets, the homepage and other marketing tools

2. Products

- A curriculum oriented towards competence and learning outcomes (DE/EN)
- An abridged version of the curriculum to be used as a dissemination tool (DE/EN)
- Brochure to provide information to decision-makers within ministries, authorities, associations and schools (DE/EN)

These products can be accessed after signing up on the project homepage www.eurobacdiploma.eu.

3. Evaluation results

- Within the project (the curriculum was approved by Haaga-Helia for testing and further evaluation)
- Outside the project by the University of Cologne (evaluations of the survey and "weather reports" from the various partner meetings and telephone interviews with all the partners are available).

The **curriculum** has two descriptive levels:

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

and

- a description of the individual **learning units**, which, taken together, provide competences in different areas considered necessary to reach the graduate profile. "Soft skills" are integrated into the respective learning areas. 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 "CLIL", "internship abroad" and "simulations and projects" are also defined, which, together with the "general higher education entrance qualification", must be met in order to reach the certificate standard.

4. Project Outcomes & Results

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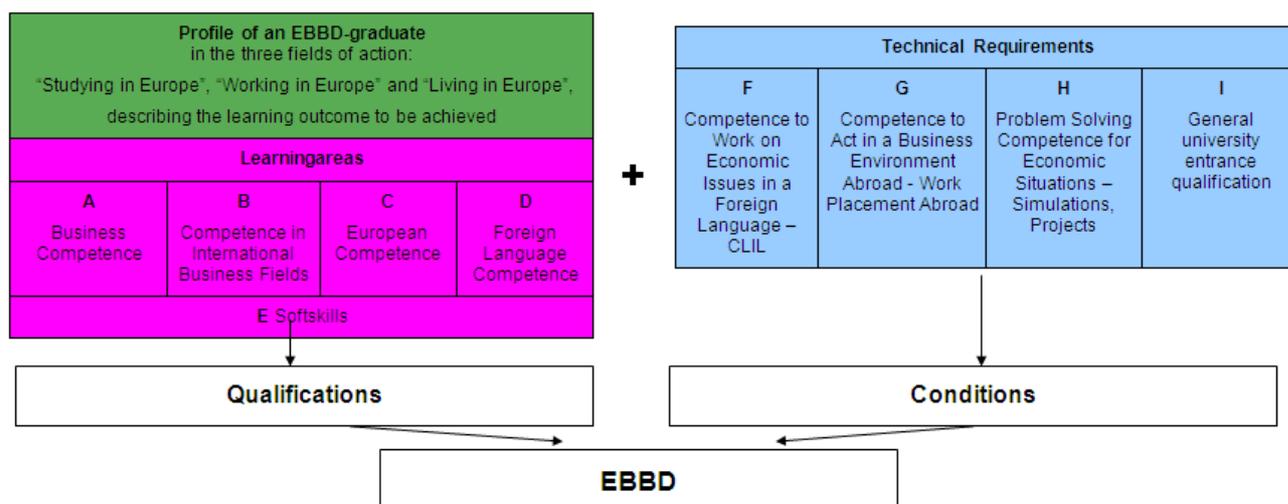
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The following graphic gives an overview of the curriculum:

1.3 Structure of the EBBD-Curriculum

Original elements:							
1 Business Competence	2 Competence in International Business Fields	3 Foreign Language Competence	4 Competence to Work on Economic Issues in a Foreign Language - CLIL	5 European Competence	6 Softskills	7 Competence to Act in a Business Environment - Work Placement Abroad	8 Problem Solving Competence for Economic Situations - Simulations, Projects



The EBBD-Curriculum consists of the following learning areas A, B, C, D and E:

A	B	C	D	E
Business Competence	Competence in International Business Fields	European Competence	Foreign Language Competence	Softskills

The learning areas A, B, C, D and E are subdivided into the following 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

D - Foreign Language Competence

- D1: First Foreign Language
- D2: Second Foreign Language

E - Softskills

- E1: Leadership
- E2: Team Management
- E3: Professional Communication
- E4: Problem Solving
- E5: Time Management
- E6: Personal Development
- E7: Conflict Management
- E8: Stress Management

The learning areas A, B, C, D and E are phrased, based and connected as follows:

The learning areas **A, B, C** and **D** are phrased in a competence-based way according to the European Qualification Framework – EQF.

Moreover, the learning area **C** is based on the Common Framework for Europe Competence – CFEC

and the learning area **D** is based on the Common European Framework of Reference for Languages - CEFR (see item 3.5 for details).

The learning area **E** (see item 3.6 for details) is meant as integrated softskills that are acquired and shown within the competences of learning areas A, B, C and D.

An example for the illustration of a learning unit taken from the learning area A Business Competence:

A1	Business Administration on the European Single Market				
	Core Processes			Support & Management Processes	
	Procurement	Goods and Services	Marketing	Human Resources & Organisation	Accounting, Investment & Financing
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 options alternative 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

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.

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.

5. 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 be brought into the focus of the project.

A large majority of the project partners are vocational schools/colleges. This permits 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. Individual project partners have also already carried out surveys with pupils and students, results of which are included in the project results.

6. Plans for the Future

Concrete examples of appropriate instruments for measuring the quality standards have yet to be formulated for all four work packages. This is done in cooperation with all stakeholders and will be integrated into the existing overall curriculum.

Findings from other implementation evaluation results will be taken into account in the development of the curriculum and integrated into it.

After the implementation possibilities of the partner schools have been ascertained and the results included in the curriculum development, the implementation possibilities for other EU countries will be evaluated in the next step.

The further development, implementation and use of the curriculum will continue to be evaluated. At the end of the project, a final evaluation of the "curriculum" product will be performed.

For example, an ECVET application will be developed for the curriculum.

The accreditation process will be specified even more precisely.

The project steering group will meet to develop the expansion of a network for the dissemination of the certificate.

A second dissemination conference will take place in May 2013 (the first one took place on 19 March 2012 in Berlin; the conference documents are available on the project website). This website will be expanded further in the future to take account of the marketing tools contained in the manual and will be extended with an internal area for project partners.

Part of the marketing strategy is also to use an existing booklet that describes the certificate more precisely. This booklet consists of a flyer and an abridged version of the curriculum. The logo contained in the manual has been used as the basis for the design. The booklet gives information about the current development state of the curriculum. This is now being tested and evaluated in practice. The resulting changes/additions will be shown in an updated booklet. If no fundamental changes are expected, the booklet will be translated into and published in Russian, Romanian and Hungarian.

7. Contribution to EU policies

The project develops the 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. The planned 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 meaning 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 curriculum contributes to the achievement of this objective of the European Commission:

- It provides for an internship abroad of a minimum of four weeks
- The acquisition of enhanced international economic and European competences, the targeted 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 harmonised, 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 award of ECVET points for individual courses is also being 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. Young people will in the future be given support to become worthy European citizens who actively participate in the European integration process.

8. Short presentation of the partners and their tasks

As specified in Section 2 (Project Approach), various institutions are participating in the project. The advantages of this method are presented in Section 4 (Partnerships). The contributions to the project result of each of the partners are presented here. All partners participate in the steering group and work together with the project partners to develop work packages 5, 7 and 8 to develop a common framework, which contains quality standards and content, as well as timetables.

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 is primarily responsible for work package 6 (bilingual foreign language competence).

Andrassy György Ökonomische Fachmittelschule, Eger, HU

Presentation	Education at the "Andrassy 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 contributes 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 is 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 is contributing 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 is contributing 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 responsible for work package 4 (process and product evaluation). In particular, it is contributing 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 EMCDDA e.V. partner, HBC is exploring the conditions for implementing the certificate in the project countries in order

	<p>to ensure full acceptance in the partner countries.</p> <p>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 is contributing to work package 3 (exploitation: certification, implementation). The HBC is developing an ECVET application as a prototype in cooperation with the partners for work packages 5 to 8.</p>
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International Business College, Wien, AT

Presentation	<p>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 (www.euro-info.net) 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.</p>
Project role	<p>The IBC is taking responsibility for work package 2 (dissemination), i.e. the creation of an international dissemination plan, and is controlling 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 is contributing to work package 7.</p>

Oberstufenzentrum Bürowirtschaft und Verwaltung, Berlin, DE

Presentation	<p>The vocational high school/enterprise offers a high school diploma with business and economics profile. The OSZ has experience in the field of the European mobility of trainees:</p>
Project role	<p>The OSZ is contributing to work package 8 (problem-solving competence for economic action, in Germany and abroad).</p>

ROC Eindhoven, NL

Presentation	<p>The ROC Eindhoven (a regional training centre) 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.</p>
Project role	<p>Thanks to expensive experience with student companies, which are regularly part of the educational tasks, this partner is contributing to work package 8 (problem-solving competence for economic action, in Germany and abroad).</p>

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 an applicant and coordinator, the RRB is responsible for both the content and the formal execution of the project. This includes the following areas in particular:</p> <ol style="list-style-type: none">1 content and timetable planning, coordination of project activities2 planning, organisation and implementation of partner meetings3 financial execution with project partners and with the Commission4 reporting to the Commission <p>In addition, the RRB is also contributing to the coordination of evaluation (work package 4).</p>

Universität Novgorod (als Drittland), 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, is using its experience to contribute to the development of work package 5 (international economic competence).</p>