

**Netzwerk zur Entwicklung und Verbreitung eines
europäischen Wirtschaftsabiturs
European Business Baccalaureate Diploma
EuroBacDiploma
Project number: 510568-LLP-1-2010-1-DE-COMENIUS-CMP
Agreement number: 2010-3789/001-001**

Status: April 2013

**Report on implementation possibilities of EBBD in
different (non project) EU countries**

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Preface

The basis of this report are insights gained by the project via analysis of questionnaires filled in, by examination of reports on interviews with principals, education officials and university representatives from different European countries gathered within the individual networks of the different project partners during meetings, conferences and via personal communication and by surveys undergone when project partners attended international conferences. This information was structured and cross tested by using official generally accessible sources. The project does not claim that this report meets high academic standards in a strict sense. It does give insights into implementation possibilities in the different European states and regions as officials engaged into VET, who were interviewed or questioned by project members, see them. It could be the goal of a further European project to put these finding on a broader academic basis.

- Report on implementation possibilities of EBBD in different (non project) EU countries.....1
- Estonia3
- Iceland.....5
- Luxembourg6
- Norway7
- Spain9
- Sweden10
- Turkey11

Estonia

In Estonia basic education can be acquired partially in primary schools (grades 1–6), in basic schools (grades 1–9) or in upper secondary schools that have opened basic school grades.

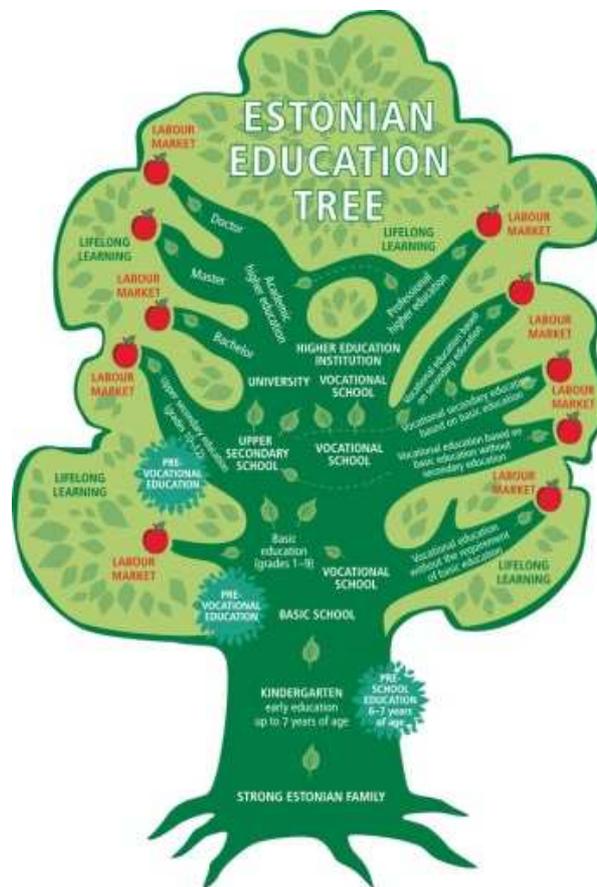
Basic school is divided into three stages of study:

Stage 1 – grades 1–3

Stage 2 – grades 4–6

Stage 3 – grades 7–9

Basic education can be acquired on the basis of three national curricula: the national curriculum for basic schools and upper secondary schools, the simplified national curriculum for basic schools, and the national curriculum for students with moderate and severe learning disabilities. There are several options for continuing one's education after graduating from basic school: it is possible to acquire a general secondary education in an upper secondary school, a secondary vocational education or simply a vocation in a vocational educational institution.¹



2

Pupils in upper secondary schools can acquire extensive knowledge in certain fields of study within the scope of elective subjects (subjects focusing on arts, science, natural sciences, etc.) or learn a profession taught in a vocational school. At the end of the three-year study period, pupils take five graduation examinations, at least three of which must be state examinations.³ Compulsory courses of subjects are among others⁴:

¹ <http://www.hm.ee/index.php?1510026> (23 Sep 2013)

² <http://www.hm.ee/kogumik2009/en/hariduspuu.html> (23 Sep 2013)

³ <http://www.hm.ee/index.php?1510028> (23 Sep 2013)

⁴ National Curriculum for Upper Secondary Schools, Regulation No. 2 of the Government of the Republic of 6 January 2011, p. 7

- First foreign language at B2 proficiency level,
- Second foreign language at B1 proficiency level,
- Social studies

Within upper secondary schools students can choose optional courses like “Economic and Business Studies”⁵, “Career Education”⁶, “Bases of Inquiry”⁷ and “Cross-curricular topics” with aspects like: “Lifelong Learning and Career Planning”, “Civic Initiative and Enterprise”, “Cultural Identity”, “Technology and Innovation”, “Information Environment” and “Values and Morality”⁸. Thus the implementation of EBBD in Estonia within the three-year upper secondary education with a focus on business education is possible.

⁵ ibbd: Appendix 10 of Regulation No. 2 of the Government of the Republic of 6 January 2011, p. 1

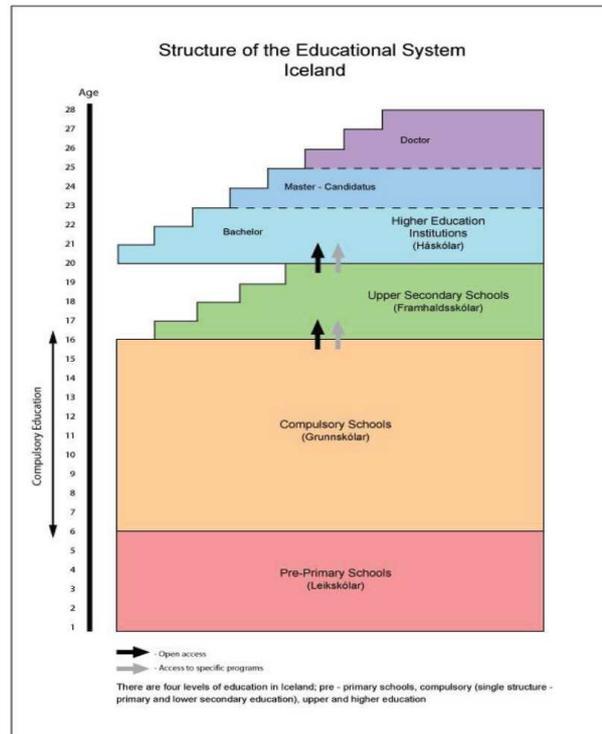
⁶ ibbd: Appendix 11 of Regulation No. 2 of the Government of the Republic of 6 January 2011, p. 1

⁷ ibbd: Appendix 12 of Regulation No. 2 of the Government of the Republic of 6 January 2011, p. 1

⁸ ibbd: Appendix 13 of Regulation No. 2 of the Government of the Republic of 6 January 2011, p. 1 - 6

Iceland

In Iceland⁹ compulsory education is organised in a single structure system, i.e. primary and lower secondary education form part of the same school level, and generally take place in the same school. Legislation on compulsory education stipulates that education shall be mandatory for children and adolescents between the ages of six and sixteen.



10

Upper secondary education is not compulsory, but anyone who has completed compulsory education has the right to enter an upper secondary school. Students are usually between 16 and 20 years of age. The length of the courses in vocational education varies, lasting from one semester to ten, but most prevalent are four-year courses. The upper secondary school prepares pupils for employment and further studies¹¹. It offers students a choice of different study programmes which provide a range of preparation and rights regarding general education, artistic studies, academic and vocational studies. Graduation from study programmes can, for example, be upper secondary school leaving examination, examination for professional rights, matriculation examination or other final examinations¹². Matriculation examination aims at preparing students for university education in Iceland or abroad. The content of the studies for matriculation depends on the final objectives of the study programme. The central issue of the studies can be either academic, artistic or vocational¹³. EBBD can be implemented in the Business Education Programs lasting four years.

⁹ http://eng.menntamalaraduneyti.is/education-in-iceland/Educational_system/ (23.09.2013)

¹⁰ Ministry of Education, Science and Culture (National Coordination Point): "Referencing the Icelandic National Qualifications Framework to the European Qualifications Framework for Lifelong Learning (Draft)", May 2013, p. 10

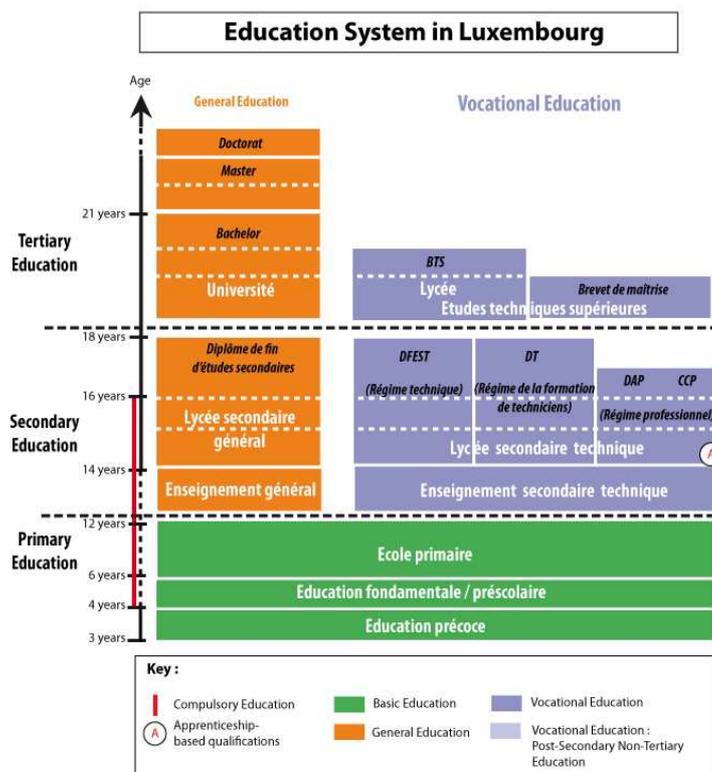
¹¹ Ministry of Education, Science and Culture: "The Upper Secondary School Act" (No. 92, 12 June 2008), p.1

¹² Ministry of Education, Science and Culture: "The Icelandic National Curriculum Guide for Upper Secondary Schools – General Section", p. 30

¹³ Ibid., p.48

Luxembourg

In Luxembourg compulsory primary education lasts for 8 years ('fundamental education'¹⁴). Children enter compulsory primary education when they are four.



15

Post-primary education encompasses **6 or 8 years**, depending on the system chosen upon entry. Pupils are oriented towards one of the two post-primary systems: the classical system, or the technical system.

The classical system is based on generalised subjects in languages, science and social sciences, and is regarded as preparatory for further, higher education studies.

The technical system is oriented towards an entry into professional life – its 3 different regimes have various aims, from preparing students to an early start in professional life, up to preparation for higher education studies.

Post-primary education ends either with the acquisition of a certificate or a baccalaureate-equivalent diploma. Students leaving school with the “diplôme de fin d'études secondaires techniques de la division administrative et commerciale” are entitled to enter university¹⁶. They should be able to reach EBBD standards.

¹⁴ <http://www.luxembourg.public.lu/en/living-luxembourg/education/primary-education/index.html> (23 Sep 2013)

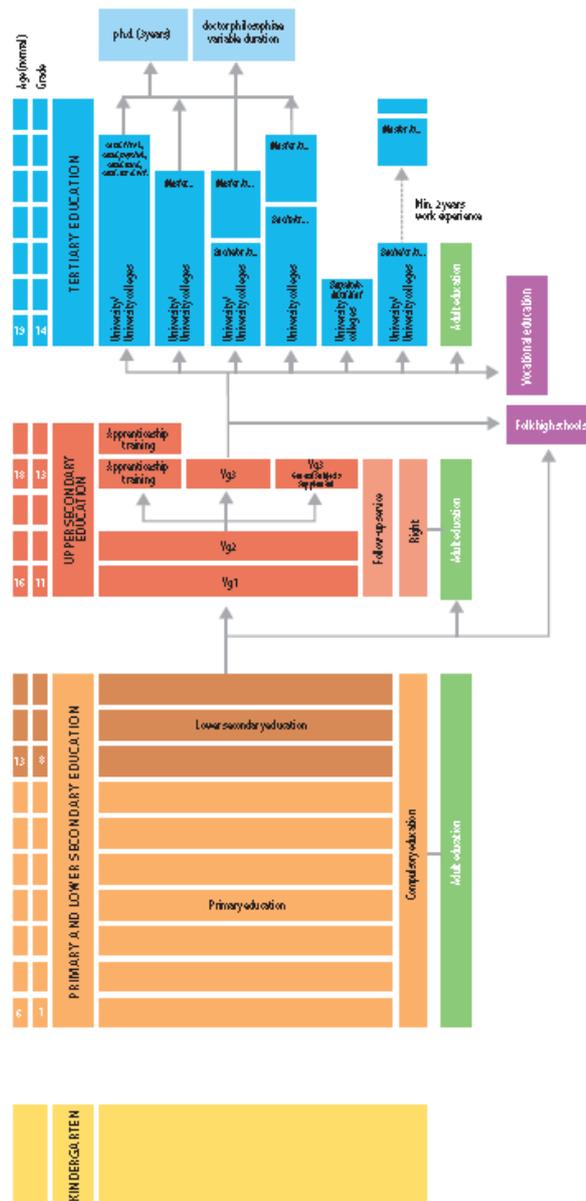
¹⁵ <http://voieproeurope.onisep.fr/en/initial-vocational-education-and-training-in-europe/luxembourg/> (23 Sep 2013)

¹⁶ <http://www.lifelong-learning.lu/Detail/Article/Diplomes/diplome-de-l-enseignement-secondaire-technique/en> (23 Sep 2013)

Norway

As a result of Norway's scattered population, forty per cent of primary and lower secondary schools are so small that children of different ages are taught in the same classroom. Primary and lower secondary levels are often combined in the same school¹⁷. Compulsory primary and lower secondary schooling in Norway lasts for ten years and children start school the year they become six¹⁸.

The Norwegian education system



19

Upper secondary education and training comprises all courses leading to qualifications above the lower secondary level and below the level of higher education. Pupils in vocational education and training can achieve the qualifications necessary for admission to universities

¹⁷ <http://www.regjeringen.no/en/dep/kd/Selected-topics/Compulsory-Education/The-Norwegian-Education-System.html?id=445118> (23 Sep 2013)

¹⁸ Ministry of Education and Research: "Education– from Kindergarten to Adult Education", 2007, p. 9

¹⁹ lbbd., p. 25

and university colleges (university admissions certification) by taking a supplementary programme for general university admissions certification.²⁰ Most learning areas covered by the EBBD are specialisations within the general school system. Students in the specialisation “programområde for språk, samfunnsfag og økonomi²¹” can choose subjects like “Business Economics”, “Communication and Culture”, “English”, “Entrepreneurship and business development”, “Foreign languages”, “Law”, “Marketing and Management”, “Media and Information Knowledge”, “Politics, the Individual and Society”, “Social Economics” and “Tourism and Language”²².

Thus EBBD can be implemented in Norway at this type of school, if the students are guided in their choices.

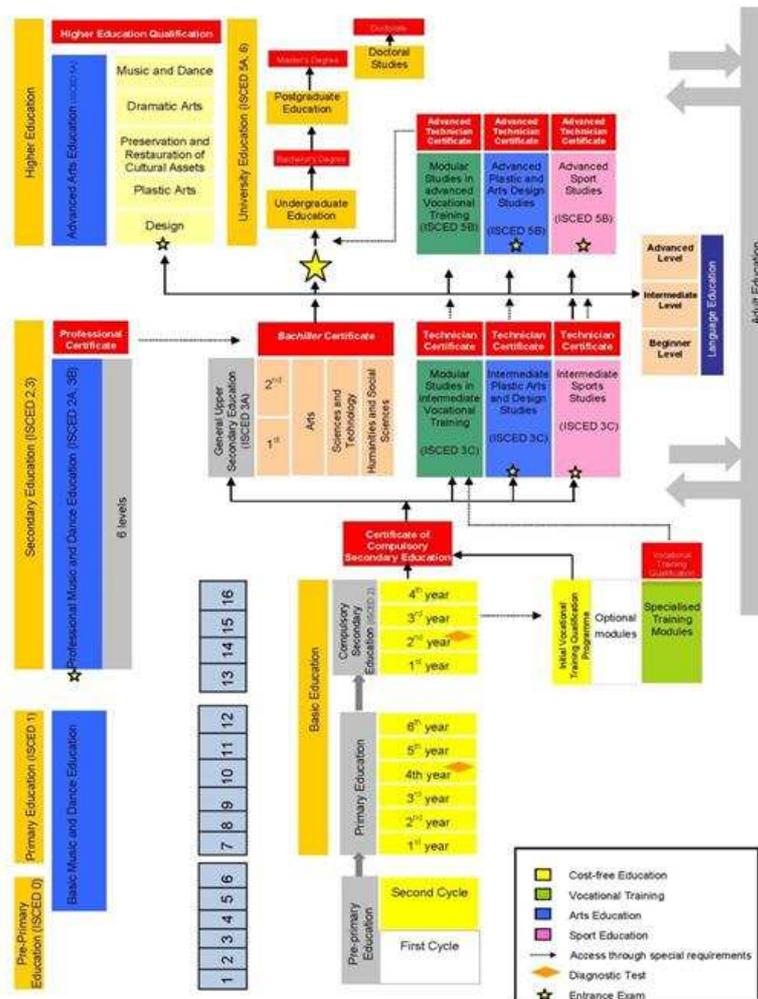
²⁰ lbbd., p.12

²¹ http://www.udir.no/Stottemeny/English/Curriculum-in-English/_english/Upper-secondary-education/ (23 Sep 2013)

²² lbbd.

Spain

In Spain comprehensive school takes 10 years before the Secondary Vocational School of 2 years. **Upper Secondary Education** offers two possibilities: **Baccalaureate** (mainstream branch) and **Intermediate Vocational Training** (professional branch). This last one is also provided in Vocational Training integrated institutions and in National reference institutions²³.



24

They both constitute post-compulsory secondary education and enable students who hold the Lower Compulsory Secondary Education Certificate and wish to continue studying to choose between an academic and a vocational branch²⁵.

In the Spanish two-year vocational program of business (from 16 to 18 years age), which is implemented in English, the requirements of EBBD can be reached. This seems to be also possible in the Basque Country.

A school from Spain has signalled its interest in the implementation of EBBD.

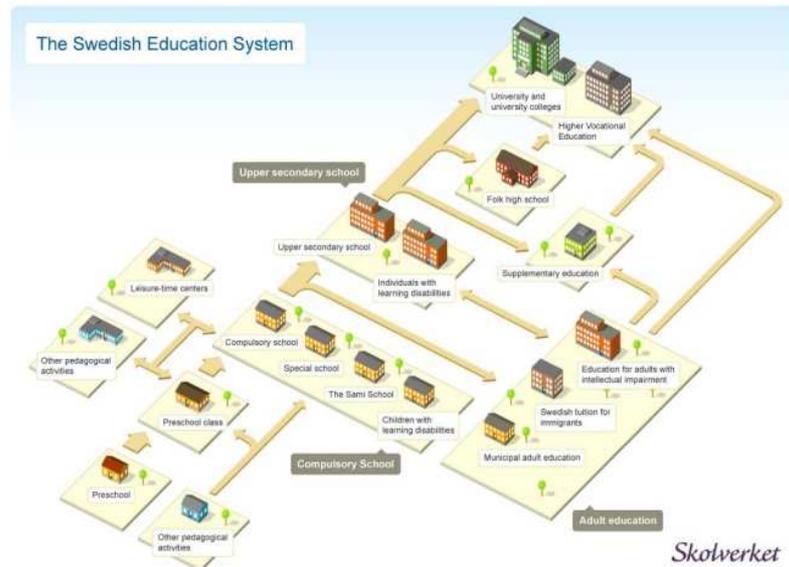
²³ <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Spain:Overview> (22 Sept 2013)

²⁴ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/7/70/Spain_Spanish_education_system.jpg (22 Sept 2013)

²⁵ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Spain:Secondary_and_Post-Secondary_Non-Tertiary_Education (22 Sept 2013)

Sweden

In Sweden compulsory school attendance starts when the child reaches the age of seven. All pupils who have completed compulsory schooling (9 years) are offered upper secondary education by their home municipality.



In upper secondary education the students then can choose between the following options²⁶:

Vocational programmes/Apprenticeship education:

- Child and Recreation
- Building and Construction
- Electricity and Energy
- Vehicle and Transport
- Business and Administration
- Handicraft
- Hotel and Tourism
- Industrial technology
- Natural Resource Use
- Restaurant Management and Food
- HVAC and Property Management
- Health and Social Care

Higher education preparatory programmes

- Business Management and Economics
- Arts
- Humanities
- Natural Science
- Social Science
- Technology

To reach EBBD standards students have to enter “Higher Vocational Education”. This means that finding educational institutions from upper secondary education wanting to award EBBD could be a challenge.

²⁶ Source: <http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english> : “Engelska About the Swedish education system2012.ppt”

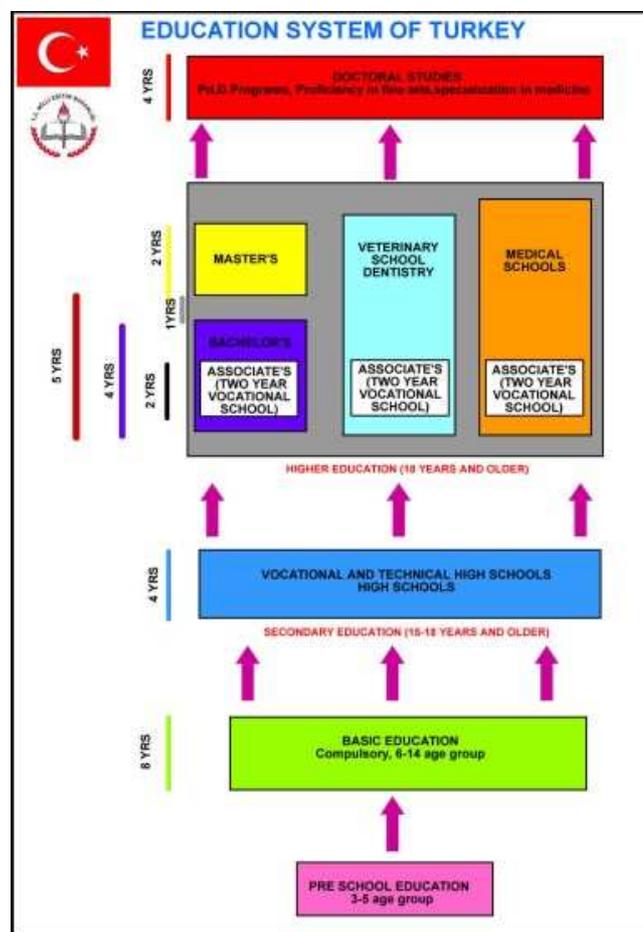
Turkey

In Turkey after 8 years of basic education young people aged 15 – 16 years can enter Vocational High Schools. Vocational and technical secondary schools in the vocational and technical general directorates are institutions which train young people in commercial and vocational fields and prepare them for higher education in 4 years²⁷.

They are made up of:

1. Technical education schools for boys
2. Technical education schools for girls
3. Religious education schools.
4. Commercial and tourism education schools

Students would have to choose the fourth pathway and then would reach EBBD standards if they choose the two year vocational school in Business and Administration. Graduates then reach the age of 20.



28

Schools in Turkey have signalled their interest to implement EBBD, provided the challenges of work-placement abroad and CLIL are mastered.

²⁷ Cf.: 7th Global Conference on Business & Economics: Ceyda ÖZSOY (PhD), Anadolu University, Eskisehir, TURKEY: "The Outlook of Education and Employment in Turkey After 2000: Development Plans Framework", p. 5

²⁸ Source: http://www.digitalies.net/leonardo/digitalies.net_81/leonardo/wp-content/uploads/2010/12/Turkish-education-system.jpg (22 Sept 2013)