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**EUROPEAN
BUSINESS
BACCALAUREATE
DIPLOMA**

Business Competence in Europe.



Guidelines for EBBD colleges

EBBD prime

European Business
Baccalaureate Diploma –
professional recognition
of internationalization,
mobility and excellence

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1 Introduction

These guidelines for EBBD colleges serve two purposes:

- (1) On the one hand, the special design of EBBD requires a valuable and sustainable cooperation with many stakeholders. EBBD is a qualification that strives to equip students with competences they need to flourish and prove themselves in their future lives. In order to know the required competences EBBD colleges need close links to the world of work and a regular exchange with companies that provide future employment for EBBD graduates. For EBBD students to acquire these competences work-based learning (WBL) is playing an important role, especially if there are opportunities for real world experiences that also foster the students' realistic perceptions. However, the companies are not the only ones that are important for supporting the learning and qualification process of EBBD students. There are other important stakeholders in this process, for instance the parents, that need to be considered.
- (2) On the other hand, EBBD is a complex additional qualification which demands extra effort from students and more than average support from their parents. Thus, EBBD needs to be promoted and explained to students and their parents, who at that age are often still involved in decisions about educational pathways of their children. In this context, the benefits of EBBD not only regarding chances on the labour market later, but also concerning the personal development of each individual student, need to be pointed out and particularly promoted. Therefore, the cooperation with EBBD graduates is very valuable, as it is often more convincing for students and their parents to see the competences EBBD graduates achieve with their own eyes. It is equally important to provide a wide range of work-based learning opportunities, wherever possible in close cooperation with companies, because the students develop more realistic perceptions regarding the world of work, they can test which kind of work they like and are suited for and they can establish contacts to companies as a first step to find a post-school qualification programme or even a job.

Thus, it is one objective of these guidelines to provide best practice examples from EBBD colleges that help other EBBD colleges and those that want to be accredited to build and maintain valuable and sustainable relationships to the stakeholders and to provide information and consultation about the EBBD programme and related professional career options.

2 How to create beneficial relationships with stakeholders

2.1 Companies

Although EBBD is a European qualification with an international focus, it is also a high priority to qualify the students for the national labour market. Hence, a close cooperation with companies on a national and regional level is very important for each EBBD college to stay up to date regarding the required competences and to open up work-based learning opportunities and real working experiences.

Best practice example

Cooperation with the global market leader Vanderlande.

VANDERLANDE



Summa College looks for cooperation agreements with companies within the Brainport Area.

The aim of Summa International Business is to provide students with useful, real-life situations in which they can demonstrate and improve their skills and knowledge. In order to achieve that Summa College looks for cooperation agreements with companies within the Brainport Area. One of these companies is Vanderlande.

Vanderlande is the global market leader for value-added logistic process automation at airports.

Summa Engineering students have developed a customized concept for the original Automated-Guided Vehicle (AGV) that transports the luggage from the conveyer belt to the passengers at airports. They provide all the technical information our students need to make a sales pitch for potential customers of Vanderlande.

Students of Summa International Business are expected to make a person brand via LinkedIn, and to deliver a sales pitch together with a catchy promo. In the end they have to do a presentation for Vanderlande, who will then assess their work as if it were a real presentation from a professional organization.

This will provide students with valuable work-based learning experiences and important soft skills development.

Students also do similar projects for other companies in the Brainport area: Diffutherm and Heras are examples of this. The Brainport Area offers a wide range of businesses where students can acquire the skills and competences that are required in future business life and for Summa College, they are essential for the creation of a work-based learning environment.

Source: based on information provided by Summa College, Eindhoven

Best practice example

Presentation of project results in front of an expert panel

Project presentation: just before the vocational exam, students have to work on a real company project, presenting its finance, accounting, plans, business performance, flow, and results, etc. One representative from the Chamber of Commerce and Industry, one representative from a company and one representative of the school form a panel, in front of whom the students have to show their projects and speak about it answering all relevant questions.



Source: based on information provided by Andácssy György Katolikus Közgazdasági Technikum, Gimnázium és Kollégium, Eger

Best practice example

Cooperation with the global player SAP SE.

Many years ago, our college established a cooperation with the global player SAP SE, which is located in our region.



First, the cooperation was mainly focused on all-day workshops provided by SAP for students in 12th grade of our college, who study information processing on an advanced level. IT-teachers from our college can choose the topic of the workshop from an extensive catalogue provided by SAP, such as Javascript, ABAP¹ and project management for instance.

Recently our college has intensified the cooperation with SAP SE represented by SAP Young Thinkers under the umbrella of SAP University Alliances by participating in the SAP4School IUS (integrierte Unternehmenssoftware) programme. As SAP4School IUS college we can use a SAP ERP (Enterprise Resource Planning System) software, specifically developed for vocational colleges for teaching purposes free of charge.² The hosting of and technical support for the colleges' individual SAP GUI (SAP Client Software) is provided by SAP University Competence Centres (UCC), like UCC Magdeburg in our case, and has to be paid annually by the college. In cooperation with the teacher training institutions from Baden-Württemberg (ZSL – Zentrum für Schulqualität und Lehrerbildung) and Bavaria (Staatsinstitut für Schulqualität und Bildungsforschung) teaching material based on the SAP GUI was created and is permanently updated. Additionally, each SAP4School IUS college can book teacher training courses for multipliers in their college.

Both facets of this cooperation provide valuable work-based learning experiences and a more realistic perception of competences required for work.

Source: based on information provided by BBS Wirtschaft 1, Ludwigshafen

Best practice example

“Virtual business for real partner companies”



The students complete two national curriculum study modules *Planning Business Operations* and *Working in a Company* when they have the entrepreneurship studies in our college.

They have these studies in the second half of their first year. They have two working days per week either in spring or in autumn term. Students first apply for the different work positions in the companies and based on those the teachers assign the students to the 5 – 7 person company teams

Real partner company

Every student company has a real company as his/her partner company. Students visit their partner company and the company gives students feedback for their business idea and business plan. Students take the partner company products and business line as the basis for their own ideas for their virtual business. All sales and costs are virtual and therefore this is a safe environment to practice all the operations in a business. If the students and the company both agree, the students can also sell the partner company products for real and get some profit from the sales.

The teams have the following tasks to complete:

- business idea which they build on the business concept of their partner company
- business plan including budget which they write together and assign responsibilities according to work positions
- business plan presentation
- legal aspects and formal documentation of a limited company
- product lists, order forms, invoices, inventory, etc.
- marketing materials (flyers, posters, business cards, etc.), website, FB page
- sales fairs and virtual sales
- financial reporting of income and costs
- VAT calculations and reporting
- final presentation of operations

Source: based on information provided by Business College, Helsinki

¹ (Advanced Business Application Programming, originally Allgemeiner Berichts-Aufbereitungs-Prozessor, German for „general report creation processor“) is a high-level programming language created by the German software company SAP SE. It is currently positioned, alongside Java, as the language for programming the SAP NetWeaver Application Server, which is part of the SAP NetWeaver platform for building business applications. <https://en.wikipedia.org/wiki/ABAP>

² <https://sap4school-ius.integrus.de/>

Additionally, EBBD strives to enable students to study, work and live in Europe or even further abroad. This can only be achieved if the students experience life and work in another country themselves. The experience of EBBD colleges shows that in most cases the students are not able to find such opportunities completely on their own, as they depend for instance on additional funding provided by study programmes like Erasmus+. Therefore, having a close cooperation with international companies abroad can be very valuable for both EBBD colleges and EBBD students.

Best practice example

Cooperation with companies from abroad before, during and after work placements

In our curriculum, at the moment, there is a 4-week summer practice involved. This time should be spent at a company, which has a contract with our school. For them, we provide the learning outcome, the requirements, and the assessment sheet. Before signing the contract with them, we fully investigate the working conditions and the attitude of the management to apprentices. The students do not spend the whole time at one department, we usually ask the company to shift them so that they can see as many aspects of their future profession as possible. Another way the students can fulfil summer practice requirements is that they can go abroad, we apply for EU grants to do that. Erasmus + on-the-job training has been on for 14 years now in our school. We have all the documentation in English and in German.



After the practice, we kindly ask all companies to send us feedback on our students, in general. As usually more than one student work for the company during a summer, they can see excellent and not so excellent students, they can form an opinion on our education, if it is close to real life requirements, if our students are able to do what they are asked, if they are prepared to work or not. Proudly we can say, that we receive excellent evaluations, we usually quote the comments to the parents as we think it is very important for them to know that all students – not only the best – can receive excellent evaluations from their work placement's employer. The students are also asked to give feedback. If they are not satisfied with the quality of their practice place (when they are forced to do irrelevant tasks, when they have no real mentoring, etc.), we exchange the company and we look for other companies instead of them.

Source: based on information provided by Andáßy György Katolikus Közgazdasági Technikum, Gimnázium és Kollégium, Eger

2.2 Alumni-Networks

Students are often better motivated and convinced, if they can get into contact with role-models of their age, if they can see with their own eyes and hear from real people, why it is worth investing the extra work and effort in obtaining EBBD. Parents, too, are easier convinced to recommend their children to participate in the EBBD programme, when they see the experiences EBBD graduates have acquired. An EBBD alumni-network can be very helpful in this context.

Best practice example

Summa College has set up an alumni program with the intention to strengthen the relationship between education, business and social environment



We find it important to follow students after they have graduated, so we can learn from them what are the missing links between education and their business environment. For that reason, we invite them once a year for an informal meeting where they can network, meet classmates and future employers and discuss with people working in the field of education. We do this not only for our EBBD students, but also for our regular students.

During this meeting, we listen to a few keynote speakers from the work field and we ask one or two former students to talk about their career path. For the rest the setting is informal, which invites people to share memories, ideas and work experience.

Source: based on information provided by Summa College, Eindhoven

2.3 Municipalities

EBBD colleges are part of the municipalities in which they are located. They (can) participate in local activities and benefit from local infrastructure and offers. To invest in good connections to local authorities and organizations can therefore also be beneficial for EBBD colleges.

Best practice example

Collaboration with the Cityhall Economic Development Agency.

donostiasustapena
fomentosansebastián



Every year our students have the opportunity to participate in the Donostia Innovation Challenge contest. In this year's edition eleven schools in the city took part and reached 400 students in total.

Every year students have to think about one of the issues in the city that are bringing pain to its citizens globally or locally, and have to find the way to its solution by using new disrupting technologies such as AI (Artificial Intelligence), IOT (Internet of Things), 3D printing, AR (Augmented Reality) or robotics. Local companies show their technological products and solutions to our students so they can analyse them and make a choice of how to proceed in order to give the best possible solution to the trouble they have detected in our city.

After several stages that take place during four months, students have to share their conclusions in class. Once every group has explained their project, only the best ones are chosen and they get to the final stage.

One project per school will attend to the final contest and they will be evaluated by different criteria. At the beginning of the year we celebrate the great final at the Kursaal Auditorium where every selected team has the opportunity to defend its own project and compete for the prizes.

Besides the outcome brought by the teams, the whole process requires from our students to put the following transversal competences into practice: digital literacy, oral and written communication skills, teamworking, creative thinking, problem solving, etc. So the value added to our students by these informal learning experiences is very valuable.

Source: based on information provided by Nazaret, San Sebastian

2.4 Educational Authorities

EBBD is an additional qualification that goes beyond national curricula. Therefore, it is in some countries necessary to discuss in advance with educational authorities if and how EBBD can be incorporated. On the other hand, (regional/national) educational authorities can provide infrastructure for EBBD colleges of one region to cooperate and further develop their programmes together, thus exploiting possible synergies.

Best practice example

IBC Hetzendorf and the Austrian Ministry of Education, Science and Research (BMBWF)

The Austrian Ministry of Education, Science and Research (BMBWF) accredits the EBBD schools in Austria and coordinates all EBBD activities of the accredited schools.



The BMBWF is very interested in the dissemination of EBBD at Austria's vocational secondary schools in order to proactively increase the proportion of schools that offer Content and Language Integrated Learning (CLIL).

Since the IBC Hetzendorf is the founding school for EBBD in Austria, this coordination of the EBBD schools is organized by an Austrian EBBD Manager, who is based in the IBC Hetzendorf.

The tasks of the Austrian EBBD Manager are:

- overseeing and inspecting the activities of schools applying for EBBD accreditation,
- disseminating information about international EBBD projects and developments to the Austrian EBBD schools,
- assisting the Austrian EBBD schools with the organization of their courses, certificate awards, answering their questions regarding the technical requirements for obtaining the EBBD certificate or marketing activities,
- organizing Austria-wide EBBD events,
- arranging the annual reports and forwarding these to the BMBWF, and
- renewing the accreditation as supervisor, and transmitting this information to the BMBWF.

This position was established under Hofrat. Dir. Mag. Dieter Wlcek and is currently being managed by Gabriele Tomasitz-Möseneder, MMag. at the IBC Hetzendorf / Vienna.

Source: based on information provided by International Business School Hetzendorf, Hetzendorf/Wien

Best practice example

EBBD RAG – This is a regional workgroup of EBBD colleges, held in our federal state Rhineland-Palatinate in which other federal states and countries are welcome to join.



Our Ministry of education together with the regional teacher training institution (PL-Rhineland-Palatinate) have made it possible to host this biannual EBBD meeting on a regular basis.

Here we provide information (e.g. on the state of the respective current EBBD KA2 Erasmus-project), demand feedback (e.g. on working with the accreditation process and on how the individual schools put EBBD into practice), discuss EBBD relevant topics (e.g. EBBD development, harmonizing EBBD, building alumni networks and measures regarding EBBD sustainability), exchange best practice examples for elements of the EBBD curriculum (e.g. junior companies as used in the respective partner colleges), introduce exchange platforms like Basecamp for the EBBD-RAG and make crucial decisions relevant for EBBD in our region.

Source: based on information provided by BBS Wirtschaft 1, Ludwigshafen

2.5 Others

Besides the stakeholders mentioned above, there can be cooperations with other organizations that can be beneficial for an EBBD college. As entrepreneurial competences and work-based learning play an essential role for EBBD, cooperation with the national Junior Achievement (JA) organization can be beneficial to provide experiential learning programmes on the topics of work readiness, financial literacy and entrepreneurship.

Best practice example

Founding a JUNIOR enterprise in cooperation with the JUNIOR programme of Institut der deutschen Wirtschaft (German Economic Institute) Köln JUNIOR gGmbH



IW JUNIOR gGmbH is a non-profit limited company, a subsidiary of the German Economic Institute (IW). IW Junior provides and promotes highly effective economic and financial education. Under the motto “learning by doing” they familiarise students with the various aspects of economics and finance in a practical hands-on way. The students participating in the programme experience the many different facets of the business world and world of work and acquire such abilities as working in a team, taking responsibility for themselves and working independently. Experts from the business world give the students an insight into how commerce works in practice and familiarise them with the professions of the future.

IW JUNIOR unites under one roof two wide-ranging divisions: JUNIOR Student Company Programmes and SCHULEWIRTSCHAFT & finanzielle Bildung (School-Business Financial Education).³

The programme’s objectives are career orientation, promotion of suitability for entering vocational training, the students’ occupational outlooks and the impartation of economic knowledge and key competences. The participants learn and commonly try out basic principles of entrepreneurial acting, thus acquiring social and professional core competences needed for their future work life.

Long-term studies convey that participation in JUNIOR programmes improves future chances of students. Additionally, these programmes strengthen the college’s profile and enable teachers interesting and motivating lessons. JUNIOR programmes bridge the gap between school and (regional) business in a most effective way.⁴

This German-wide programme provides support for founding and running a junior enterprise by teaching material, events like presentations, workshops and fairs, and an online platform for further information, necessary forms (e.g. for opening a bank account) and processing the junior enterprise’s accounting.

IW JUNIOR gGmbH e.g. supports the foundation of a junior enterprise by workshops/material that help finding a suitable business idea, including legal advice regarding for instance the legal business name or self-test to find out one’s strengths and weaknesses and a suitable department in the junior enterprise to apply for. Job descriptions further specify the work-requirements of each department. Events like JUNIOR Unternehmertreff (meeting entrepreneurs) provide workshops regarding for instance leadership of employees, accounting and marketing. A business liability insurance provided by JUNIOR gGmbH minimizes risks for participants in the programme (students and colleges alike).

During the implementation of the JUNIOR enterprise the participants open an own bank account for the company, they produce their products, advertise and sell them, pay wages/salaries for each lesson work-time invested in the company and record everything in the company’s book-keeping. JUNIOR gGmbH employees accompany and monitor the participants via monthly checks on accounting records and minutes of meetings, including extensive feedback. Besides the support provided by the internet platform students and extensive guidelines with examples, the participants can also contact a special hotline where students in the field of economy answer any questions they may have regarding their junior enterprise. Additionally, each JUNIOR enterprise is accompanied by a school mentor (normally a teacher) and (optionally) by a business mentor (e.g. a management member of a regional company).

Opening the doors for participation at events like JUNIOR trade fairs and JUNIOR competitions further motivate the students while working in their junior enterprise.

A compulsory liquidation of the company at the end of the school year, including an AGM with owners and stakeholders forces the students to intensively reflect the performance of their junior enterprise and their own work. It also insures a financially secure ending of each JUNIOR enterprise.

Students who have evidently worked at least 50 hours in their JUNIOR enterprise are granted an official certificate from JUNIOR gGmbH, which showcases their participation.

Source: based on information provided by BBS Wirtschaft 1, Ludwigshafen

³ <https://www.iwkoeln.de/en/institute/subsidiaries/iw-junior.html>

⁴ <https://www.iwjunior.de/junior-programme/>

Best practice example

Workshop “Getting the Job”: Cooperation with CBS International Business School, Mainz



CBS International Business School (formerly known as European Management School) is a renowned private university of applied sciences. It is part of a network of partnerships with around 120 universities all over the world and numerous large companies. It offers several Bachelor's and Master's degree programmes in Business Psychology, Finance & Management, International Business and International Tourism Management in German as well as in English. One of its campuses is in Mainz.

The bilingual workshop “Getting the Job” is part of our professional communication training and aims at simulating different steps in the application process. During its course, students are required to use their professional communication and teamworking skills, showing them how essential they are for business life. One aspect of the workshop deals with typical tasks in an aptitude test. After that, the students are made aware of dos and don'ts in job interviews before they conduct a role play. In the end, students prepare different case studies in teams and pitch them to the rest of the group, once again applying their teamworking and presentation skills.

Source: based on information provided by Gustav-Stresemann-Wirtschaftsschule/BBS 4, Mainz

3 Providing guidance for students and parents

3.1 Information and consultation about EBBD study programmes and professional careers

As mentioned before, students often register for the EBBD programme at an age where parents still consult and influence them. In these cases, it is helpful to inform not only prospective students, but also their parents. Regarding the extra effort EBBD students have to make and the perseverance they need to be successful in the end it is also helpful to have the parents aboard and support the students at home.

Best practice example

Preparing EBBD-students and their parents for long-term stays abroad



In order to do everything possible to prepare the students enrolled in the EBBD programme of what to expect from their long-term stays abroad several measures are taken: Before the students enter the EBBD programme they receive a welcome letter stating terms and conditions. For instance, all trips abroad are alcohol-free. After the first two months at Aalborg Business College, students and parents are invited to a meeting. At this meeting, the terms and conditions for the programme are explained again as well as what it takes to be a global citizen, what soft skills and competences are required in this programme, what CLIL means, how CLIL is carried out, and that we expect total support from parents etc.

At Aalborg Business College, we acknowledge how important it is to have the parents' support to make the programme a success for the benefit of our students. It is also emphasised that the students are not going on a holiday and these long-term stays are different because the students stay in homestays, study at foreign colleges and participate in work placements which require an open mind from the students. Bumps along the way will occur, but it is important these bumps are handled calmly and professionally. Three months after the start of term and before the students make their final choice, the international coordinators visit the EBBD students and talk to them about the programme and the requirements again.

These visits to the EBBD classes give the EBBD students a chance to ask questions before they decide whether they wish to be part of the EBBD programme. During the students' 2nd and 3rd year and before they leave for the long-term stays abroad, we invite students and parents for information events to prepare them. At these events, our international partners also participate. As the students are inexperienced with long and more demanding stays abroad without their parents, Aalborg Business College always sends staff along to accompany the students. The role of the accompanying staff is to support and participate in the students' everyday lives during the mobility stay abroad. Students' surveys have shown that the presence and daily contact with a familiar figure create peace of mind and confidence and that it is of great importance for the students' well-being and growth potential during the mobility.

Source: based on information provided by Aalborg Business College, Aalborg

Best practice example

Berufsinformationstag (profession information day) at BBS Wirtschaft 1 Ludwigshafen



Once a year we organise a "Berufsinformationstag" at our college in Ludwigshafen. Based on our contacts to local and regional (renowned) companies and organisations (such as SAP, BASF, Roche, IBM etc.) and contacts to former students from our college now working there, we invite companies to present their training opportunities (mainly apprenticeships and dual bachelor study programmes). Students can choose their own individually tailored programme of up to 4 presentations out of more than 25. Additionally, each student can obtain first-hand information at the connected job and career fair provided by these companies in our assembly hall, often from former students of the college, who cannot only explain the requirements for their own study programme or profession, but also answer questions of the current students and give individual advice. Besides the information and advice, the former students also provide convincing role models for current ones.

Source: based on information provided by BBS Wirtschaft 1, Ludwigshafen

Best practice example

Summa College values good information transfer between school, students and parents



Therefore, parents are involved in many aspects of students' life in our college. Apart from regular parent evenings, we invite students with their parents for special information sessions where we inform them about our courses and the skills and attitudes it takes to go through the course without problems. These sessions are greatly appreciated.

This process in fact already starts at the Open Days that we organize every year. As it is compulsory for EBBD students to go abroad for work placement, parents are involved from an early stage. The first moment is when students are assessed for their perceived ability to go on a work placement abroad. Teachers assess students for a number of soft skills that Summa College finds essential for a proper international internship. The results are communicated with the parents at an early stage, so that students still can improve themselves. This process is repeated after several months.

For students that are found fit to go on international work placement and their parents another information evening is organized. Parents and students are informed about the risks and benefits of the internship. Various people are present at this meeting: these can be intermediaries that find work placements and accommodation for students, but also staff of the financial department that explains rules and regulations concerning Erasmus+ funding. A leaflet is handed out, containing useful information for parents and lots of FAQs. In this way, we try to make the international work placements a valuable event for both students and parents.

Source: based on information provided by Summa College, Eindhoven

3.2 Professional and work-based learning experiences as a basis for decisions

Best practice example

Workshops for students provided by BASF Business Services GmbH in Mannheim

Employees from BASF Business Services GmbH in Mannheim and former students from our college now studying and working in a dual bachelor study programme provided by the company organize an all-day workshop on practical IT-Topics.



One example is for instance the workshop “Prototyping” based on “Lean UX Coe” (design method based on “User Experience” (UX), “Lean Start-up” and “Design Thinking”). The objective of the workshop is that the students develop two apps that are supposed to help organize the students’ prom and to publish a students’ newspaper by the graduating grade after passing the A-Level-Exams, which contains information about students, courses activities etc. of the graduating grade.

Based on a stakeholder analysis of the apps and conclusions from the results of this analysis students develop in different groups prototypes on paper, thus being forced to clearly penetrate the problem and develop a comprehensive proposal as solution. Then the students get to know an easy way for realising a working prototype for the apps based on Adobe XD. Besides programming, the students learn about the changes in the development process of software at BASF Business Services GmbH, especially that nowadays customers are included in the development process much earlier than years ago. Based on the work with the prototype the user can request optimisation of the software before the final realisation. The students can experience how these working methods (“User Experience (UX)”, “Lean Start-up” and “Design Thinking” are lived by the employees of BASF Business Services GmbH).

Both students and company benefit from these workshops. Our students learn that the competences they acquire at school can be applied in the company in a different context. They can talk with the dual bachelor students about their study programme in an informal setting during lunch-break, thus receiving first hand experiences and valuable advice from role-models and overcoming own fears. Companies can showcase their work and training opportunities for students (apprenticeships and a dual bachelor study programme in business information systems).

Source: based on information provided by BBS Wirtschaft 1, Ludwigshafen

Best practice example

“Assessment of Virtual business for real partner companies as guidance”

The students give their skills demonstrations at school and therefore the attendance is precisely marked and it affects the final grading. The students write skills demonstration plans and the teachers make training contracts for the students. Students write self-assessments in the middle and at the end of these studies. These self-assessments are graded. At the end of the studies, the teachers have an individual assessment discussion with every student. In this discussion the student can explain in detail what have they done in their team. The teachers give feedback and assessment based on the demonstrations of the student and the national skills demonstration assessment criteria.



Source: based on information provided by Business College, Helsinki

Best practice example

Autonomous learning day Bilingual Classes

Every Thursday has been declared a self-learning day (DIY-Day).

On this day the timetable has been structured so that the students do not attend any lectures. The teachers prepare task assignments which last 40 minutes (or they can be divided into several segments if the assignment is to last a few weeks). All the teachers on the team agree to prepare, copy and put their task assignments on Wednesday in a designated folder which is located in the teachers' room.

The students need to follow a protocol: they have to plan their day and teachers control this during the "Check-in" in the first hour. Execution of task assignments and logging of work progress will be checked at the end of the day by the teacher who is present during "check-out".

The teachers are present in the classroom at their scheduled hour to provide support to the students but not to lecture or hold traditional lessons. The task assignments are to be done in school, they are not to be finished at home. At the end of the day, the students put their work in the class folder. The teachers then take the completed task assignments and give the students feedback. In addition, coaching is offered to the students (once per semester with a teacher of their choice from the DIY Team).

Source: based on information provided by International Business School Hetzendorf, Hetzendorf/Wien



3.3 Facilitating the exchange with role-models

Best practice example

Presentations from managers of successful companies – Insight in real-world examples.

CEO Henrik Sorensen from Hoyer Motors, a Danish international company with a big market in China.

The presentation focuses on the importance of soft skills for the company, both in relation to Danish and foreign collaborators. Therefore, soft skills are part of Hoyer Motor's strategic plan and also importing factors in the recruiting process of new employees, in particular: openness, sharing, teamwork, being pro-active, being accurate, being on time. The presentation stresses the importance of cross-cultural understanding and good language skills. A display how Hoyer Motors works with the UN Global Sustainability Development Goals completes the presentation held in English. The presentation is followed by an exchange with second-year students also in English, thus making them aware of the importance of both – cross-cultural understanding and profound soft skills.

Mr. Fraser Doherty from SuperJam, Edinburgh.

Mr. Doherty is a young entrepreneur who started his first company SuperJam at the age of 14 making sugar-free jam in his parent's kitchen using his grandmother's recipe. He gives the students an idea of the challenges of being a young entrepreneur along his way to success. He talks about giving back to his local community, organizing large tea parties for the elderly to give back to his grandmother's generation. Afterwards the students are hosts at a large tea party with scones, clotted cream and of course Mr. Doherty's SuperJam. As hosts, the students are to small talk and engage in conversation with Mr. Doherty and their fellow students in English. The students learn about various aspects of marketing which they can use in their daily marketing classes. They also rehearse their language skills and they practice their soft skills as hosts before their trip to Brighton. As preparation for the meeting with Mr. Doherty, the students work with the SuperJam company in their marketing and English classes.

Source: based on information provided by Aalborg Business College, Aalborg



Parents are not only consulting and guiding EBBD students. They also are part of society and work-life themselves and therefore can provide important and valuable insight for students, being role-models themselves.

Best practice example

Parents' job show

In year 11 we have a career orientation, career counselling program. One part of it is showing different career prospects to students, there are job presentations, personal interview opportunities and parents are a steady background for it. Once a year there is a career day when we invite several parents to classes who speak about their own jobs trying to raise students' interest and motivation to choose that job. They speak about the qualification requirements, the working conditions, they give a presentation about their workplaces and last but not least they summarize the positive and negative aspects of the jobs and give a hint on salaries. Prior to the event, form teachers conduct a small research among students on whose parents have a kind of job that might be interesting for the majority and they talk to the parents personally and help them to prepare their presentations. As we are a business school, accountants, controllers, tax office clerks, business managers, private entrepreneurs are the main jobs involved in these presentations, but we would like to cover a wider range of jobs so we always invite parents working in service industry as well as blue-collar workers managing their own businesses



Source: based on information provided by Andáßy György Katolikus Közgazdasági Technikum, Gimnázium és Kollégium, Eger

Best practice example

Alumni job show

On our career day, we invite some of our former students, usually 4 – 5 per year, with whom we have a public talk show. They sit in a half-circle on stage with „showmen/women” who are students and one teacher. These presenters take care of the good atmosphere of the show and act as professional interviewers by having prepared to ask, to lead the conversations to select small events of these former students' school lives and showing photos of them. These alumni students present their careers and talk about the relationship of their choice and the competences they have gained at school. They can ask each other questions since they usually have not seen each other for a long time, very often they were not students at the school at the same time but have heard about each other. We try to invite real highflyers who can set a good example for students with their lives and careers. These talk shows are success stories so that we can motivate the students to have dreams and work for them.



Source: based on information provided by Andáßy György Katolikus Közgazdasági Technikum, Gimnázium és Kollégium, Eger

4 Conclusion

The best practice examples in these guidelines show the variety and richness of relationships that EBBD colleges maintain with different stakeholders and the guidance they provide for their students and parents.

They illustrate different approaches and are thus suitable to inspire accredited EBBD colleges and those who want to be accredited. Nevertheless, these examples do not claim to provide an exhaustive collection of all possible activities.

The most important aspect is that EBBD colleges adapt to their specific environment and the needs of their students and parents.





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