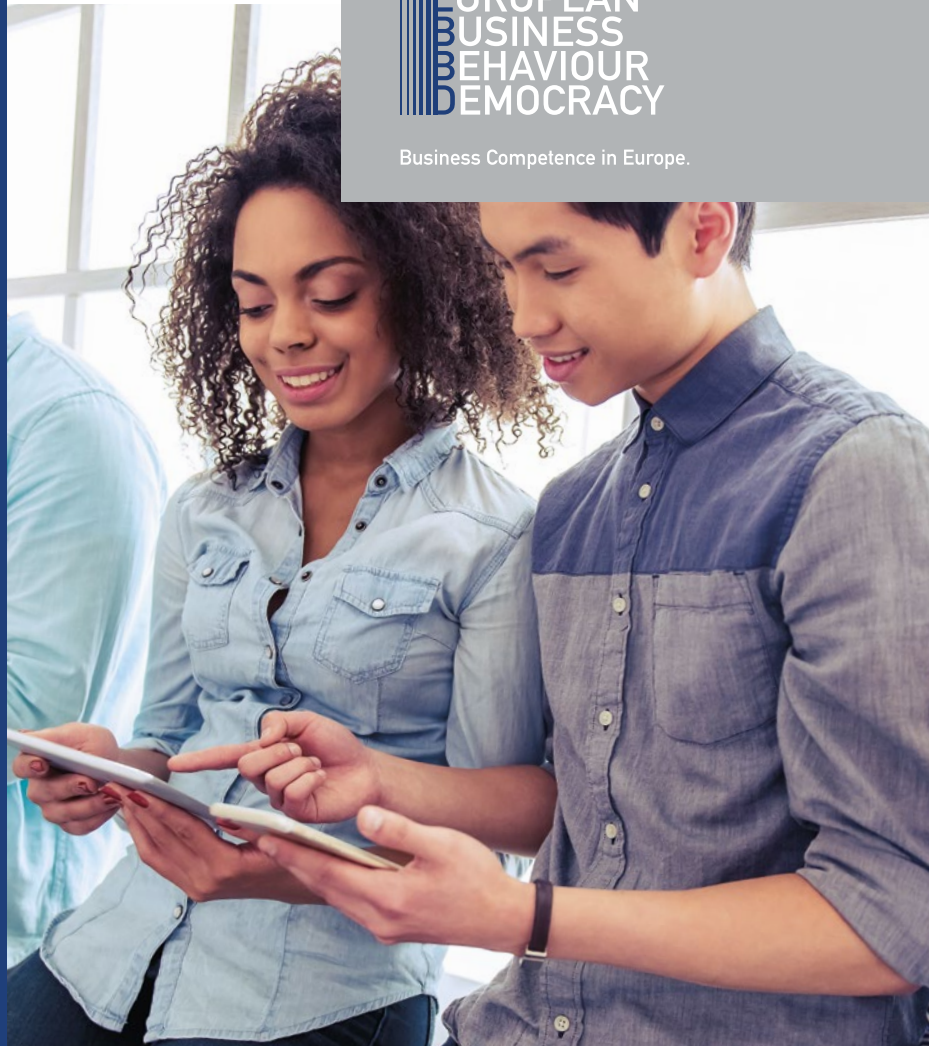


Studying.
Working.
Living.
In Europe.



Certificate of Excellence in

**EUROPEAN
BUSINESS
BEHAVIOUR
DEMOCRACY**

Business Competence in Europe.

The Certificate of Excellence in European Business Behaviour and Democracy (EBBD)

equips learners with the necessary competence to master extensive soft skills and business competence in an international environment. It is a proof of excellence and readiness for mobility in the field of business administration. The certificate increases opportunities in the job market.

STRUCTURE OF THE EBBD CURRICULUM

Transversal Skills (Implementation of European Frameworks)

Lifelong Learning Competences

- Literacy Competence
- Multilingual Competence
- Mathematical Competence
- Personal, Social and learning to learn Competence
- Citizenship Competence
- Cultural Awareness and Expression Competence

Digital Competence for Citizens

- Information and Data Literacy
- Communication and Collaboration
- Digital Content Creation
- Safety
- Problem Solving

Entrepreneurial Competence

- **Ideas and Opportunities** (Spotting Opportunities, Creativity, Ethical and Sustainable Thinking, Vision, Valuing Ideas)
- **Resources** (Self-awareness and Self-efficacy, Motivation and Perseverance, Mobilising Resources, Financial and Economic Literacy, Mobilising Others)
- **Into Action** (Taking the Initiative, Planning and Management, Coping with Uncertainty and Risk, Working with Others, Learning through Experience)

European Business Profile

Learning Unit 1: European Citizenship

Learning Unit 2: Cultural Awareness and Intercultural Communication

Learning Unit 3: European Economy

Learning Unit 4: Marketing

Learning Unit 5: Goods and Services

Learning Unit 6: Procurement

Learning Unit 7: Finance and Controlling

Learning Unit 8: Human Resources

At least three also in a European/international setting

Technical Requirements

Foreign Language
Competence

Content and Language
Integrated Learning (CLIL)

Competence to act in a
Business Environment
(also Abroad)

Work-based Learning (WBL)

General University Entrance
Qualification

Qualifications

Conditions



Business Competence in Europe.



STANDARDS

Criteria	Requirement
Transversal Skills	These are allocated to and integrated into the Learning Units. However, they can also be combined with technical requirements. Entrepreneurial Competences will mainly be obtained during work placements and work-based learning (WBL). Special courses (e.g. training methods) are possible as well. The application for accreditation must give evidence of the way of implementation.

Criteria	Requirement	Time Dimension	
European Business Profile Learning Units	LU 1: European Citizenship LU 2: Cultural Awareness and Intercultural Communication LU 3: European Economy	Core of the European Business Profile and the EBBD Allocation of transversal skills, in particular life-long learning competences and digital competences (details see EBBD portfolio). Special focus on giving proof in accreditation process.	As the emphasis is now on the learning outcomes the time dimension needed in order to achieve them can only be given approximately, depending on the respective educational system in each European country. When the focus of the educational system is on teaching lessons the Learning units equal a time dimension of approximately 720 lessons of 60 minutes. In countries where the focus is on the workload taking into account teaching and own work of a student the workload is approximately 2000 hours. However, the most important benchmark is that the students demonstrate to have achieved the learning outcomes described. This could also mean to recognize prior learning in non-formal and informal settings in adult learning.
	Learning Unit 4: Marketing	Under this roof special business competences that are crucial for any kind of business are taken into account, such as Marketing, Goods/ Services (depending on the focus of each college), Procurement, Finance/ Controlling and Human Resources. As EBBD is a European qualification the European/international perspective needs to be taken into account, whenever possible.	
	Learning Unit 5: Goods and Services	Regarding accreditation each college needs to give proof of including the international perspective at least for three of the five business learning units.	
	Learning Unit 6: Procurement	Allocation of transversal skills, in particular life-long learning competences and digital competences (details see EBBD portfolio).	
	Learning Unit 7: Finance and Controlling	Legal aspects and ICT no longer stand separately but are related to the core business competences where relevant, e.g. contract law and ERP systems in procurement.	
	Learning Unit 8: Human Resources	Especially digital competences can no longer be seen isolatedly but are more and more crucial in order to do business successfully. Nevertheless, there are some crucial digital competences such as the competent use of text, spreadsheet and presentation programmes that students need to master. The acquisition of the ICDL (International Certification of Digital Literacy) can be recommended as one way to prove that.	

Criteria	Requirement	Time Dimension
These technical requirements result from the basic idea of the EBBD to offer students additional competences, especially in the areas, Economy, Europe and Mobility thus qualifying them for the challenges of the European job market.		
Technical Requirements	First Foreign Language Second Foreign Language	Foreign language competence plays a major role in attaining the EBBD qualifications, especially concerning their European and international orientation. The first foreign language shall be conveyed at B2 level and the second at B1 level of the CEFR. Within the European education systems, different languages are relevant as first respectively second foreign language – depending e.g. on geographical situations and traditions. Therefore, a specific foreign language is not stipulated in the EBBD portfolio.
	CLIL – Content and Language Integrated Learning	The learning outcomes described within the qualifications are to be acquired and demonstrated partly by Content and Language Integrated Learning – CLIL. That is why CLIL is defined as a technical requirement that must be fulfilled to achieve EBBD standards. CLIL may be taught either in the first or in the second foreign language.
	Work Placement abroad	For obtaining employability in the European market it is important to put economic, intercultural and foreign-language qualifications into practice and develop them further in companies abroad. That is why the work placement abroad is defined as a technical requirement that must be fulfilled to attain EBBD standards. (ECVET) learning agreement and Europass mobility are needed for recognition.
	WBL – Workbased Learning	In terms of delivery, work-based learning can take place onsite, in a company or organisation, or within a more traditional learning environment such as a classroom or training centre. The general descriptions of the different types of WBL in the EBBD portfolio shall give EBBD colleges a variety of options to choose from in order to further promote WBL. For each option we highlight the competences of the EntreComp that could be particularly fostered with this form of WBL. In order to be accredited each college has to give proof that they provide one WBL experience as on-the-job training and one WBL experience as a school-based programme.
	General University Entrance Qualification	According to the rules of the respective national or regional education system

ACCREDITATION AND CERTIFICATION

Procedure

At present there are in principle two possibilities to be accredited as an **EBBD school**:

By an official governmental institution, e.g. a ministry of the respective state or region;

By the non-profit NGO EBBD e.V. from Germany: this organisation guarantees the long-term sustainability of EBBD implementation and dissemination of the *Certificate of Excellence in European Business Behaviour and Democracy – EBBD* within educational institutions in European countries.



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