



HANSE-PARLAMENT

# **Programmes of dual bachelor studies within the BSME project, and the control of its implementation in Pori, Finland**

## **Results of previous work and recommendations for further realization**

Hamburg, in October 2007



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<u>TABLE OF CONTENTS</u>	<u>Page</u>
<b>Part A: TASKS AND RESULTS of the BSME Project</b>	<b>3</b>
<b>1. Elite training for entrepreneurs and management staff</b>	<b>3</b>
1.1 Problem and remits	3
1.2 Methods of resolution	4
Dual Bachelor courses of study	6
The Bologna Process	7
Responsible body and financing	7
1.3 Implementation in Germany	7
Private University of Applied Sciences for <b>technical</b> courses of study	7
Private University of Cooperative Education for <b>business administration</b> courses of study	8
1.4 Course of study with integrated master craftsman training	9
1.5 Further study locations in the Baltic Region	12
<b>2. Promotion of continuing vocational training and innovation</b>	<b>12</b>
2.1 Problem and remits	12
2.2 Fostering innovation	14
2.3 Promotion of continuing vocational training	17
<b>3. Integration of the vocational education and higher education courses into a Qualifications Framework (QF)</b>	<b>18</b>
3.1 Introduction	18
3.2 The Baltic Sea Region Qualification Framework	19
<b>Part B: RESULTS AND RECOMMENDATIONS CONCERNING IMPLEMENTATION OF THE PROJECT IN PORI, FINLAND</b>	<b>22</b>
<b>4. Potential partners and test results in Pori</b>	<b>22</b>
4.1 Tampere University of Technology – Pori (TUT)	23
4.2 Other potential partners	23
<b>5. Suggestions of solutions and their implementation</b>	<b>24</b>
5.1 Organizational structure of the mother unit.	24
5.2 Curricula	24
5.3 Domestic and international cooperation	25
5.4 Financing and supporting	26
<b>6. Transformation into a Centre for Vocational Education and Innovation</b>	<b>26</b>
<b>7. Utilization of preliminary works, documentation and experience</b>	<b>28</b>
<b>8. Following proceedings</b>	<b>28</b>



## PART A: TASKS AND RESULTS of the BSME Project

Within the scope of the “Baltic Spatial Development Measures for Enterprises (BSME)” Project, investigations into and work on the implementation of dual Bachelor courses of study comprised the main focus of the respective “Education” BSME work package. The following will mainly deal with the results of work conducted on these courses of study. This will be supplemented by a brief indication of support measures for continuing vocational training and for innovations which are closely related to the courses of study.

Part A will describe the results in general terms, and Part B will look specifically at the potential location of “Pori/Finland”.

### **1. Elite training for entrepreneurs and management staff**

#### **1.1 Problem and remits**

In the Baltic region, more than 99% of all firms are small and medium-sized companies (SME’s). They provide around 70% of all jobs, play an indispensable role in vocational qualification and account for by far the greatest part of state revenues. They form the backbone of the economy, exercise a stabilising effect on society and are instrumental in securing the future for everyone.

There is currently already a significant lack of entrepreneurs and managerial staff in small and medium-sized companies. Demographic developments and increased competition between the different sectors of the economy will bring about a considerable increase in this shortage of entrepreneurs in future.

The demands on company management are high and are constantly rising. In the light of globalisation and the EU, international knowledge and experience are also increasingly required. Entrepreneurs and management staff working in SME’s need to have soundly based theoretical qualifications as well as good vocational training and practical experience.

Until now, SME’s have mainly drawn upon the system of initial and continuing vocational education and training to provide their up and coming entrepreneurs and managers. Such training routes are, however, strongly losing their appeal in many of the countries bordering the Baltic. As a result of the dramatic medium-term decline in the number of school-leavers going on at the same time, caused by the decrease in the birth rate, SME’s as a whole are able to attract fewer and fewer young people (supply problem) and are increasingly being forced to rely on young people with an inadequate level of training (quality problem).

The processes of internationalisation and market liberalisation have put the squeeze on continuing vocational education and training courses in individual countries. Young people are exhibiting an ever-greater preference for university level education. Since such courses are predominantly theoretical in nature and largely neglect the practical requirements of SME’s in particular, the high numbers of students are not capable of producing a sufficient amount of suitable entrepreneurs and up and coming managers. The furtherance of the entrepreneurial spirit and qualified training for entrepreneurs are increasingly becoming a critical bottleneck factor. The important task of promoting innovation in craft trade companies and in the SME sector needs, at the same time, to be accompanied by approaches aimed at the removal/alleviation of this bottleneck. These developments fundamentally apply to all countries in the Baltic region, albeit with varying degrees of intensity.



**Securing up and coming entrepreneurs, management staff and high levels of innovation is becoming a crucial question of survival for small and medium-sized companies in the Baltic region, and this makes the promotion of this the highest priority for small and medium-sized and craft trade companies.**

## **1.2 Method of resolution**

A model for the integrated initial and continuing training of up and coming managers and entrepreneurs in SME's has been developed in pursuit of the following goals:

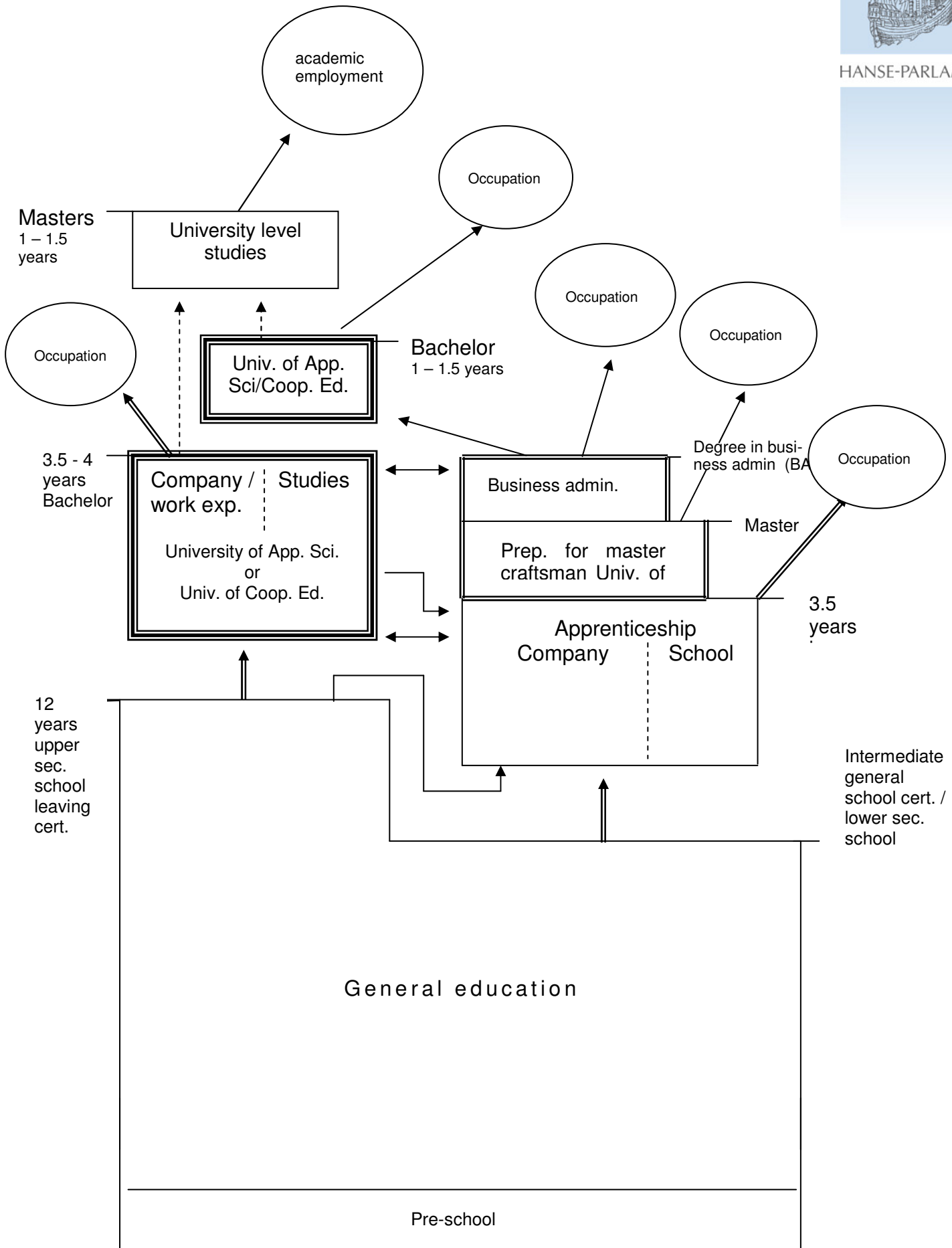
- Sustainable increase in the attractiveness of vocational training and acquiring more highly qualified people for training and long-term employment in SME's. The aim is to increase the proportion of trainees in craft trade companies with a certificate of qualification for entrance to university or a University of Applied Sciences to 15% in the medium term and to 20% in the long term.
- Enrichment of content and increase in quality of vocational education and training, especially for management staff and entrepreneurs.
- Integration of initial vocational education and training and continuing VET (such as master craftsman or woman) in a new independent training route to be concluded with internationally recognised qualifications.
- Integration of aspects of international cooperation.

Such a model should incorporate the tried and tested elements and benefits of vocational education and training and training to master craftsman or master craftswomen level. This does not, however, merely involve putting initial and continuing VET together. The intention is to impart much more extensive and in-depth management knowledge, to provide content which is significantly more demanding and to establish a level of qualification classified above that of the present training to master craftsman or master craftswomen level. In terms of content, the model comprises technical and specialist qualification within the individual occupations and overarching elements relating to company management, business administration and vocational education.

The aim is to establish an elite form of training which will be viewed as an independent training route alongside existing vocational education and training pathways. This will also provide a crucial impetus for the further development of present training systems.

The aim is to develop and implement such a training model in a uniform way for the Baltic region. This will create a system of training and study covering every entitlement relating to establishing companies across all the countries of the EU and the vocational education and training required for this, thus enabling small and medium-sized companies to obtain the excellent level of management staff and highly qualified entrepreneurs they so desperately require.

The basic model is outlined in the following diagram.





## Dual Bachelor courses of study

A dual Bachelor programme of study will be established, consisting of:

- Soundly based vocational education and training leading to journeyman/woman or skilled worker qualification
- A recognised programme of study leading to a Bachelor degree

The two components of the training are coordinated and are implemented in parallel. Participants need to have a certificate of qualification for university entrance and conclude separate contracts for the vocational education and training and for the programme of study.

The vocational education and training can comprise any technical specialist or commercial occupation and is carried out either

- within the dual VET system with practical in-company training and theoretical training at a vocational school or
- within a school-based system with practical and theoretical training at a vocational school and periods of practical placement in a company.

During the three to four year period of training, the vocational element of the qualification will enjoy a special status, enabling the graduates to acquire in-depth practical knowledge and experience.

The programme of study at a university, institute of higher education or University of Cooperative Education can comprise

- the study of management and business administration
- a technical course of study in various subjects
- the study of design etc.

The programme of study comprises a minimum of 1,700 hours. In addition to this, time is set aside for individual study, attending optional events, composing the Bachelor dissertation, examinations and so on. The programme of study is concluded with the internationally recognised “Bachelor” qualification.

For those who have already completed a course of vocational education and training, dual courses comprising integrated

- a) a technical or business administration course of study and
- b) master craftsman training.

For the purpose of acquisition of international experience and knowledge, at least three months of the training period are to be spent in another Baltic country. As a matter of principle, elements of training undertaken abroad are recognised and validated in the student’s home country. A wide variety of combinations of vocational education and training and higher education study are possible, such as:

- vocational training and study in a student’s home country
- vocational training in a student’s home country and study in another country
- vocational training abroad and study in a student’s home country
- vocational training and study abroad.



The two official, internationally recognised qualifications, “journeyman or woman/skilled worker status” and “Bachelor” can be amalgamated on one certificate, which also includes assessments on the part of the training company, personal and social skills, experience gained and so on.

### The Bologna Process

The programmes of study must be in complete compliance with the aims and requirements of the Bologna Process, to which more than 40 countries have signed up thus far.

The programmes of study will be designed in a modular form. Credit points will be awarded for the modules of the programme of study as well as for the practical training.

The programmes of study will be monitored and certified by recognised accreditation bodies. The aim is to have a uniform structure across the Baltic region, enabling cross-border cooperation between places of study and teacher and student exchanges to be promoted. This is also intended to provide support for international cooperation on the part of companies involved in the vocational training. A further aim is for places of study carry out practice oriented research and development projects with the participating companies and students.

### Responsible body and financing

The VET elements will be carried out by companies and vocational schools (=dual) or via vocational schools and in-company work placements (=school-based). The companies will bear the cost of the practical training, as well as paying the trainees a training allowance. Vocational school costs will be publicly funded. The conditions applying in the respective countries will determine whether the training takes place in a dual or school-based form.

The course of study will take place at state or private (state recognised) institutions of higher education or at type 1 Universities of Cooperative Education. If the course takes place at a state institution, the costs will be borne by the state, with supplementary funding via study fees if applicable. In the case of private institutions, costs need to be financed via study fees, apart from any state grants which may be available, these fees being paid by the students, by the companies involved in the training or by a combination of the two.

In respect of state responsible forms of sponsorship, the aim is to achieve public private partnership (PPP) solutions, securing participation/active involvement on the part of trade and industry in implementing the courses of study. A decision as to which form of responsible forms is to be adopted will be investigated and decided on an individual basis in accordance with the prevailing specific conditions of each place of study/country.

## **1.3 Implementation in Germany**

### Private University of Applied Sciences for **technical** courses of study

Institute of Higher Education 21 in Buxtehude (Greater Hamburg) has been founded as a private University of Applied Sciences in the form of a non-profit making limited company. The shareholders are the Chambers of Trade and Industry of Lüneburg-Wolfsburg and Stade, the Chambers of Crafts and Trades of Lüneburg-Stade and



Hamburg, employers' associations, local authorities and companies from the region. The two Chambers of Crafts and Trades involved are members of the Hanseatic Parliament and partners in the B-SME Project

Institute of Higher Education 21 is financed via study fees and a grant from the State of Lower Saxony. It began operations on 1 October 2005, offering three technical programmes of study:

- civil engineering
- building conservation (architecture)
- building and real estate.

The three programmes of study are certified and Institute of Higher Education 21 is state recognised.

A fourth programme of study, "Physiotherapy" has been certified and was launched in October 2006.

A new intake for all courses of study takes place annually in October.

Within the scope of the dual technical courses of study, students already in possession of a journeyman/skilled worker qualification can also pursue integrated master craftsman courses of study at Institute of Higher Education 21, these being held in conjunction with the Chamber of Crafts and Trades of Lüneburg-Stade.

The policy is that masters' programmes will also be available at Institute of Higher Education 21 in the future.

Higher Education 21 is integrated into both the SME elite training cooperation project in the Baltic region and the BSME Project. The plan is for the Hanseatic Parliament to become a member of the Board of Trustees at Institute of Higher Education 21.

### Private University of Cooperative Education for **business administration** courses of study

The Hamburg University of Cooperative Education was established in Hamburg in June 2005 as a private institution in the form of a non-profit making limited company. The shareholders are the Chambers of Crafts and Trades of Hamburg, Lüneburg-Stade and Schwerin and guilds and employers' associations from the craft trades sector in Hamburg. The three Chambers of Crafts and Trades involved are members of the Hanseatic Parliament and partners in the B-SME Project.

This is a type 1 University of Cooperative Education which awards recognised Bachelor degrees. Masters programmes of study are not possible at the Hamburg University of Cooperative Education. These may be completed at other institutes of higher education (such as at Institute of Higher Education 21). State validation was issued in spring 2006. The plan is for the Hamburg University of Cooperative Education to receive initial funding from the State of Hamburg and to be financed via study fees. A business plan has been drawn up.

The Hamburg University of Cooperative Education commenced operations in October 2006 with a four-year dual programme of study "Bachelor of Arts in Business Administration". A curriculum has been drawn up, and the accreditation process has taken place.

A new intake takes place annually in October.

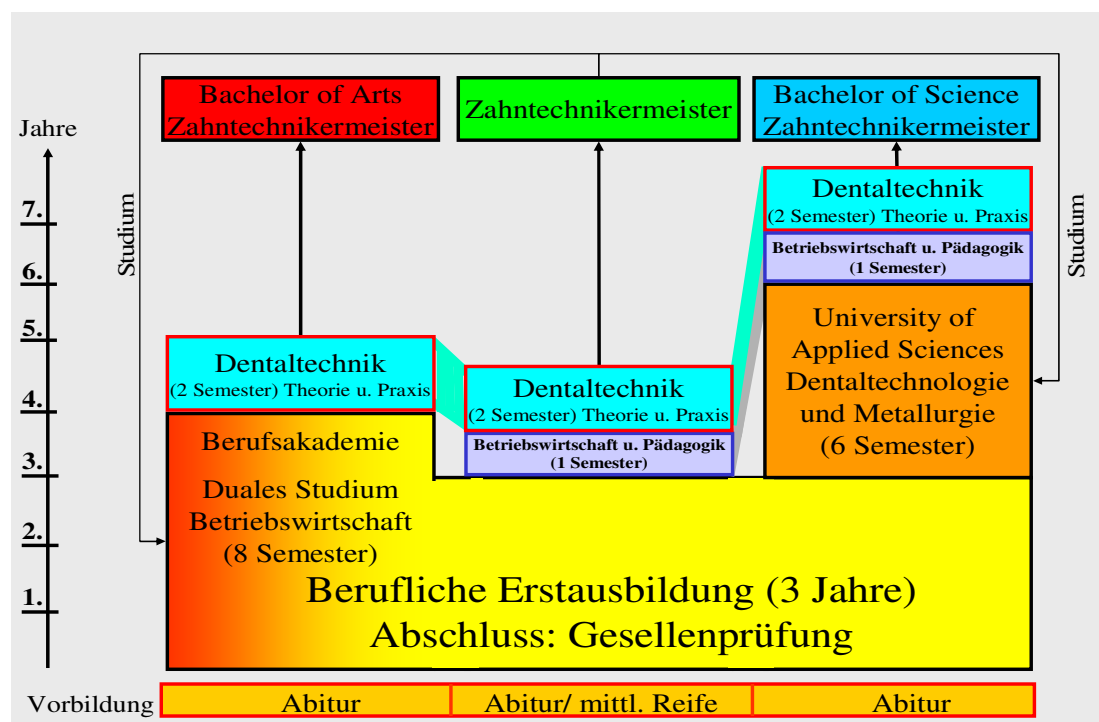




The Hamburg University of Cooperative Education is an independent study location within the framework of the SME elite training cooperation project in the Baltic region and receives financial support from the funds of the B-SME Project. The intention is for the Hanseatic Parliament to become a member of the board of trustees at the Hamburg University of Cooperative Education.

#### 1.4 Course of study with integrated master craftsman training

Within the scope of the BSME Project, a curriculum for a Bachelor course of studies in business administration featuring integrated master craftsman training was developed using one occupation (dental technology) as an example. The concept was designed in such a way so as to allow the master craftsman training modules to be easily exchanged for other occupations. The following diagram illustrates the basic structure of this training and study course.



The curriculum for integrated master craftsman training was completed in August 2007.

Within the scope of the integrated course of study, the specific master craftsman training encompasses 2 semesters, which may be attended by various groups of persons, such as:

- Students seeking to obtain a master craftsman qualification and the degree of “Bachelor of Arts in Business Administration” at the same time
- Participants wishing only to complete master craftsman training and not pursuing a Bachelor course of study
- Students from other institutes of higher education pursuing a practical and technical addition to their theoretical training



- It is also possible to combine the technical and specialist training afforded by the master craftsman training with the Business Administration course of study to achieve a Bachelor qualification as an “Industrial Engineer”.

The following overview provides a summary of the various combination possibilities and the respective qualifications to which these lead.

Prior learning	Order of qualifications					Total duration of qualification in years	Qualifications achieved:			
	Initial VET	Study Business Administration	Study Dental-Technology	Study Dental-Technology	Business education		Journeyman	Master craftsman	Bachelor of Art	Bachelor of Science
Upper secondary school leaving certificate	1.	1.				4	Yellow		Red	
Upper secondary school leaving certificate + journeyman examination		1.				7				
Upper secondary school leaving certificate	1.	1.		2.		5		Green		
Upper secondary school leaving certificate + journeyman examination		1.		2.		8				
Master craftsman examination		1.				7.5 – 8.5				
Upper secondary school leaving certificate + journeyman examination			1.	2.	3.	7.5			Blue	
Upper secondary school leaving certificate + journeyman examination			1.	3.	2.	7.5				
Upper secondary school leaving certificate	1.		2.	3.	4.	7.5				
Upper secondary school leaving certificate	1.		2.	4.	3.	7.5				
Master craftsman examination			1.			6.5 – 7.5				
Upper secondary school leaving certificate			1.	2.		4				
Upper secondary school leaving certificate			1.		2.	3.5				
Upper secondary school leaving certificate			1.	2.	3.	4.5				
Upper secondary school leaving certificate			1.			3				
Intermediate secondary school leaving certificate/ Upper secondary school leaving certificate / journeyman examination				1.	2.	4.5		Yellow		Green
Duration of individual qualifications	3 years	4 years	3 years	1 year	4 months					



## 1.5 Further study locations in the Baltic Region

Within the scope of the BSME Project, it is planned to:

- (1) develop the two study locations in Germany (Hamburg University of Cooperative Education and Institute of Higher Education 21), support individual structural projects and commence specific study operations;
- (2) investigate potential study locations at 3 further Baltic Region venues in order to use the preparatory work conducted and experiences gained as a basis for implementing dual Bachelor courses of study in these places. The following have been selected as potential locations for which interest should be gauged and implementation opportunities investigated:
  - ⇒ North Polish region based in the location of Gdansk
  - ⇒ Baltic Region based in the location of Vilnius
  - ⇒ Finland based in the location of Pori;
- (3) To launch a process of cooperation between all 5 locations in the Baltic Region, commence an exchange of information and experience and promote cooperation between the universities/institutes of higher education and the chambers involved.
- (4) With a view to establishing a standardised structure across the Baltic Region, the aim is to design the curricula in as uniform a way as possible:
  - ⇒ The plan is to base the course of study in “Management and Business Administration” uniformly on the curriculum which was developed by the Chambers of Crafts and Trades of Hamburg and Lüneburg-Stade and which formed the object of extensive evaluation and consultation by the BSME Project working groups.
  - ⇒ The aim is for the curricula of Institute of Higher Education 21 to form the relevant basis for the technical courses of study.
  - ⇒ It is planned for the curriculum jointly developed within the BSME Project to form the basis of dual Bachelor courses of study with integrated master craftsman training.
  - ⇒ The aim is to develop further curricula at a later stage on a requirements basis and to agree and design these on a pan-Baltic basis.

Part B details the results of the investigations conducted and recommendations relating to implementation in Pori/Finland.

## 2. Promotion of continuing vocational training and innovation

### 2.1 Problem and remits

There is a close correlation between the dual Bachelor courses of study and the general tasks relating to the promotion of vocational training and innovation in craft trades and the SME sector.

Broad-based and excellent qualifications are the absolutely critical prerequisite for sustained economic success. Small and medium-sized companies will only have a competitive chance both domestically and internationally if they are able to operate at the highest levels of innovative strength and quality. Both of these require the best



quality of training. Significant deficits exist even today, and these will increase considerably in future, hampering growth and innovation to a crucial degree.

- Virtually all countries in the EU are experiencing a massive reduction in the number of school leavers as a result of demographic developments. Quantitative problem!
- This is creating an increasing level of competition both between higher education and vocational education and training and within trade and industry itself in terms of securing well trained skilled workers and management staff. SME's have up until now been on the losing side of this competition for young workers, and this is a situation which is likely to persist in the absence of far-reaching improvements: aggravation of the quantitative problem!
- Significant deficits are in evidence in the qualifications of school leavers in many countries. Notwithstanding this, qualification requirements on the part of trade and industry are high and growing. The craft trades sector is, however, obtaining an increasing number of young workers only from the lower ends of the qualifications scale. Measured against the high requirements and current necessities, the result is an increasing and marked qualification deficit: qualitative Problems!
- The proportion of school leavers opting for vocational education and training is decreasing steadily and has already fallen to an extremely low level within individual Baltic Region countries. At the same time, there is a constant increase in the numbers of workers leaving employment for age reasons. In the new EU member countries, this problem is being significantly exacerbated by migration, especially of the best workers, and this is resulting in an ever widening deficit of qualified skilled workers.
- SME's are experiencing a particularly extensive quantitative and qualitative squeeze in the field of up and coming young managers and entrepreneurs. There is already a marked lack of entrepreneurs, and this is a situation which will exacerbate considerably in future.
- Although this situation is evident to varying degrees on the labour markets of EU countries, the tendency being exhibited is similar.

Compared to major companies, smaller companies such as craft trades companies have crucial advantages: They are flexible, fast moving, innovative and fast growing. The main disadvantage they have opposed to large company groups is the fact that they do not have internal staff and service departments. Whereas major companies can fall back on such internal departments as research, marketing, human resources, legal services and the like, in SME's these functions are largely left up to company owners to deal with alone, the result being that all too quickly too great a burden is placed on management. In the light of the forces of globalisation and internationalisation and the associated complex issues, information overload and deep-seated structural change, craft trade companies are confronted with a particularly difficult situation. The key solution can only be based on the establishment of centralised service providers for SME's – quasi in the nature of external staff department functions – providing them with assistance for the broad range of management tasks facing them, particularly in the areas of “Qualification, guidance and transfer”, whilst also putting them in a position to make unrestricted use of the distinct advantages they enjoy.

In accordance with the effectiveness offered by this possible solution for the SME sector, inter-company training and technology centres have been created in old EU countries (such as in Germany and France), which are predominantly under the auspices of chambers of crafts and trades, although some are run by chambers of industry



and commerce, these providing companies with workplace related and tailored continuing training, guidance, technology transfer and such like.

Within the scope of the dual bachelor courses of study, it seems sensible to realise the central remits of entrepreneur and management staff training

- in a training and innovation centre and
- combine these directly with the requirements of initial and continuing vocational education and training and innovation
- in order to gain synergy effects and achieve cost reductions
- and to be sure of being able to provide small and medium-sized companies with the services and assistance they require from a single source.

It is imperative that such training and innovation centres should be set up by or in close cooperation with chambers and employers' associations

- in order to make use of the experience of such organisations and their close access to the companies, to guarantee direct company proximity, integrate existing capacities and secure long-term sustainability.
- The extensive and positive experiences which have emerged from other EU countries provide compelling evidence for the method of resolution outlined.

## 2.2 Fostering innovation

The dual Bachelor courses of study described under 1. place the main focus on training and apprenticeships. Excellent qualifications are also a crucial prerequisite for high levels of innovation. A further aim, however, is for the universities/institutes of higher education involved and the University of Cooperative Education also to participate in practice oriented research and development projects for small and medium-sized companies and thus promote innovations in a sustainable manner. The courses of study and the measures to foster innovation are directed at an identical target group, high-performing small and medium-sized companies and their management staff. Since companies are always involved in the dual courses of study, direct cooperation between companies and institutes of higher education arises, the aim being for this to be exploited for both the transfer of knowledge and know-how and for development work carried out by the companies.

The research and development tasks may be implemented in a number of different ways, such as:

- development within the scope of seminar or degree papers by the students involved
- targeted individual commissions from companies or consultations/know-how transfer by professors and lecturers
- more complex projects involving public funding (especially including from the EU)
- joint development by several/all of the universities/institutes of higher education involved or the University of Cooperative Education.



Main focuses and specialisations in the field of research and development will also emerge from the five participating institutions. The aim is to establish a coordinated division of labours enabling as many of the company related issues and tasks as possible to be covered.

Intensive cooperation on the part of the five study locations is thus indispensable, both in terms of apprenticeships and training as well as with regard to the support of innovation. The aim is to conclude an appropriate cooperation agreement in this area, something which may take the form of the establishment of a joint umbrella organisation such as the "Baltic Academy". The aim is to guarantee a coordinated division of tasks and a smooth level of cooperation whilst taking targeted measures to secure joint application for and allocation of EU support projects and funding for SME trade and industry in the Baltic region.

Within the scope of the BSME Project

- ⇒ a comprehensive concept for the fostering of innovation in the craft trade and SME sector was developed;
- ⇒ a cooperation agreement was concluded with the universities/institutes of higher education involved and the University of Cooperative Education;
- ⇒ initial joint research and development tasks were launched.

A workshop was held with interested universities and institutes of higher education, at which international cooperation projects in the areas of teaching and research were discussed and possible specialisations on the part of the institutions within a coordinated division of labour were outlined. This workshop resulted in the conclusion of a cooperation agreement by the following partners:

- ✓ Hamburg University of Cooperative Education
- ✓ Hamburg Institute of International Economics
- ✓ Hanseatic Parliament
- ✓ Institute of Higher Education 21, Buxtehude
- ✓ Lund University, Schweden
- ✓ Tampere University of Technology, Pori
- ✓ Technical University of Gdansk
- ✓ Vilnius Business College
- ✓ Vilnius Gedeminas Technical University

The cooperation agreement concluded runs as follows:

## **BALTIC SEA ACADEMY**

### **1. Participating Institutions**

The institutions, the signatories to this Cooperation Agreement (in the following referred to as "Partner") herewith agree the principles for cooperation in the future:

In general, admission of further relevant institutions that have the scope and interests which comply with point 2. and operate within the Baltic region, is possible.

### **2. Areas of Cooperation**

The intended cooperation includes primarily the following areas:



#### a) Apprenticeship

In accordance with the Bologna Process regarding the development and realisation of Bachelor and Master Degree courses, in particular with regard to the “SME” target group for various specialist disciplines (e.g. Technology, Business Studies, Design, Environment and Energy etc.).

The focus here is in particular on dual study programmes that combine degree study with vocational training or further development.

The cooperation in terms of an apprenticeship may apply to different aspects, for instance

- Exchange of experiences and information
- Development of Curricula
- Further development of professional education and further professional development programmes – preferably with internationally recognised qualifications
- Exchange of lecturers and students
- Common study programmes
- Common symposia, seminars, etc.

#### b) Research & Development

Implementing applied research and development projects, especially for the target group of “SMEs” covering diverse enquiries. If possible, small and medium-sized enterprises should be involved in these projects that are

- training partners within the framework of dual degree courses
- other businesses from the 11 Baltic countries

Cooperation in the area of research and development can concern different aspects, for instance

- Exchange of experiences and information
- Establishing an agreed division of work with specialisations at the individual locations
- Joint realisation of projects in connection with apprenticeships, e.g. Bachelor dissertations
- Joint development, funding application and realisation of projects with funding from the EU and/or national funding monies
- Joint processing of orders by companies.

As part of this cooperation a first EU funding application for the period 2007 – 2013 shall be developed and submitted during the course of 2007.

### 3. Coordination

The cooperation takes place under the umbrella organisation “Baltic Sea Academy”, which will carry out the following responsibilities:

- Coordinating the cooperation and assisting with the realisation
- Assisting with the development, funding application and realisation of funding projects
- If required, will take the role of applicant for funding projects
- If required, upon the initiative of partners or on own initiative, development of proposals for further regulations that become necessary in the course of the actual cooperation and which come into force upon amicable agreement

The Baltic Sea Academy is managed by the Hanseatic Parliament. The Hanseatic Parliament does not receive remuneration for the tasks performed from the other partners, unless specific written agreements have been made or successful funding projects provide specific budgets for this.





The cooperation in the various areas of work can

- take place - bilaterally or multi-laterally - directly between partners
- come about upon the initiative of the Baltic Sea Academy.

The partners will meet at least once a year upon invitation by the coordinating office for a work session in order to check the cooperation progress, to initiate further developments, etc. Regardless of this, bilateral meetings or general meetings of all partners may be convened if the need arises.

#### 4. Rights and Duties of the Partners

No legal obligation exists to cooperate, unless a legally binding agreement was made between partners or within the framework of the implementation of specific projects.

The cooperation within the scope of this agreement does in no way affect the cooperation of individual partners with third parties, who are not part of this agreement.

The costs of this cooperation (e.g. own personnel expenditure, travel expenses) are borne by each partner, unless a differing written agreement was made between partners, or cost reimbursement is effected as part of funded projects.

#### 5. Commencement of Agreement and Duration

The agreement comes into force on 1st January 2007 and shall run for an indefinite period of time.

A partner may withdraw from this agreement toward each half year mark (e.g. 30<sup>th</sup> June, 31<sup>st</sup> December) by giving six weeks' prior notice in writing to the coordination office.

This cooperation association commenced initial, small-scale research work in the spring of 2007.

### **2.3 Promotion of continuing vocational training**

The capacities offered by an innovation training centre in terms of human resources, premises and technology should also be used to create tailored, high-quality and cost saving provision from a single source for the high and growing need of small and medium-sized companies and their employees for continuing training. One possible approach would be the targeted offering of individual or partial modules from the Bachelor curricula for the technical or business administration courses of study for continuing training courses. This will not constitute a Bachelor qualification. The aim is much more focussed on the provision of the necessary training and an important and valuable service for the SME sector by the training and innovation centre. When such continuing training measures are implemented, teaching staff from the five study locations can, if required, be involved as lecturers on a freelance basis, also enabling them to impart international thematic areas, promote export and support companies in cross-border cooperation projects.

Within the scope of the BSME Project, various training schemes and courses have been developed and piloted complete with all relevant documentation, and these could immediately be offered and implemented by a training and innovation centre.



### **3. Integration of the vocational education and higher education courses into a qualifications framework (QF)**

#### **3.1 Introduction**

With the Maastricht declaration in 2004, the Lisbon Strategy from 2000 and several other initiatives the European Union is giving attention to geographical and job mobility, as well as lifelong learning, in order to increase and ensure employment occupation and economic growth in the EU countries. Lifelong learning has become a necessity in handling with rapid social, technological and economic changes and ageing population. As a result education is one of the key components to cover so as to reach the ambitious Lisbon goals. The European Commission has therefore initiated the development of a European Qualification Framework (EQF) and the establishment of National Qualification Frameworks (NQF) by 2010. The modelling of NQFs will be done by national authorities. The EQF, which is a meta-framework, is seen as central by the EC to the fulfilment of the European objectives in the Lisbon Strategy.

The main purposes and functions of a Qualification Framework (QF) are to increase the transparency, quality and comparability of vocational and academic qualifications across different educational systems and European countries. One of Europe's assets is the enormous diversity of educational and training systems. A precondition to turn these assets into profit is to increase transparency. Transparency can be seen as an essential precondition for recognition of, in particular, vocational learning outcomes which are linked to qualifications. Quality is one of the preconditions for establishing centres of excellence and human capital development. Comparability among countries, however, can be seen as a crucial element to increase labour mobility and to ensure penetrability between qualifications. Moreover, it allows vocational education and training providers to compare their vocational and education profiles across countries and between qualifications. Penetrability, however, is a precondition for lifelong learning because it allows individuals to achieve qualifications in a cumulative way.

In the near future QFs have to satisfy these criteria with concrete and well-designed concepts. A QF is an adequate instrument for the development and classification of qualification outcomes according to a set of criteria for levels of learning which will be achieved by a specific person. Also the absence of transparency of qualifications across different education and training systems will be covered by this instrument. We want to support this constructive and fruitful discussion at the European level with an own Baltic Sea Region-Qualification Framework (BSR-QF) model. This BSR-QF has to be seen as a complement and contribution to the ongoing discussion and it is not a substitute for the current modelling of NQFs. We are aware that bilateral agreements on this subject could result in complex and intransparent structures at the European level. However, the BSR is a region with 9 EU and EAA Members. These countries share common problems and they are facing similar economic and demographic challenges. The Baltic Education project therefore provides opportunities for consultation and development. The project Baltic Education wants to enforce and intensify this education theme especially in the context of vocational education and training (VET). The Baltic Education project wants to test the compatibility of professional training programmes within such a QF. With the BSR-QF the testing and experimentation phase of professions will be more plausible because it is now possible to categorise them. The BSR-QF should furthermore contain a reference to the Europass documents which are tools for labour market mobility and transparency in united Europe.



### 3.2 The Baltic Sea Region Qualification Framework

The BSR-QF has eight competence (or reference) levels (0-7) which are based on educational qualifications and on a modified framework for qualification of the European Higher Education Area (EHEA). Four levels of vocational education and three levels of university education are covered by this BSR-QF. This concept is in line with the 8-level reference structure of the European Commission. The project Baltic Education has its focus on competence level 2. Within this competence level, the profession “painter and wallpaper hanger” is used as a test case by the project team. The following Table shows our proposal for a BSR-QF.

#### Baltic Sea Region-Qualification Framework (BSR-QF)

Level	Education Degree	Framework EHEA*
0	<i>Basic Education</i>	-
1	<i>No Vocational Graduation</i> (graduation/training after/for 1-2 years, and work and apprenticeship preparation phase (access with a qualified school leaving exam after nine compulsory school years, at the age of 15/16))	First cycle VET** area
2	<i>Lower Vocational Graduation</i> (certificate of apprenticeship (in 2 - 5 years; access with a secondary school graduation or after finalising Competence Level 1), and no/limited professional or experience (certificate of apprenticeship + < 5 years of profession experience); Finalising Level 2 is a precondition for Competence Level 3 and 4)	Second cycle VET area
3	<i>Middle Vocational Graduation</i> (long profession experience as skilled worker (certificate of apprenticeship + ≥ 5 years of profession experience); comprehensive further education; “young master craftsman” with no/limited professional experiences (< 3 years of profession experience); Finalising Competence Level 3 gives (limited) access to Competence Level 5)	Third cycle VET area
4	<i>Upper Vocational Graduation</i> (master craftsman with long profession experiences as master (≥ 3 years); “master craftsman plus”; long profession experiences and further education (certificate of apprenticeship + ≥ 8 years of profession experience); Finalising Competence Level 4 gives access to Competence Level 5; introductory study period)	Fourth cycle VET area and short cycle academic area
5	<i>Bachelor</i> (academic bachelor’s degree)	First cycle academic area
6	<i>Master</i> (academic master’s degree)	Second cycle academic area
7	<i>PhD</i>	Third cycle academic area

\* Framework for Qualification of the European Higher Education Area

\*\* Vocational Education and Training

- *Competence level 0 - Basic Education*

Competence profiles which have been reached in this level are neither counted to vocational education and training nor to academic education. Basic or General Education is seen as necessary to get access to the qualification levels. The development of learning skills requires further structured support. In general it is not possible to relate this level to a domain. Therefore these qualifications are not domain specific.



- *Competence level 1 – No Vocational Graduation*

An adjusted EHEA framework helps to categorise competence level 1 within the first cycle VET area. Qualifications at this level are limited because knowledge and skills are in a very early stage. Methods and social competences are still not domain specific although qualification after 1 to 2 years will be covered by this level as well as work and apprenticeship preparation phases. Within the first cycle VET area it is possible to get access with a qualified school leaving exam after at least nine compulsory school years, at the age of 15 or 16.

- *Competence level 2 – Lower Vocational Graduation*

Competence level 2 covers VET measures over a period of time of 2 to 5 years. Also it covers the certificate of apprenticeship. The access to the lower vocational graduation is only given to people with a secondary school graduation or after finalising Competence Level 1. It is possible to identify vocational competences although the degree of expertise is still small. The graduate has therefore no or limited practical vocational experiences. Qualifications at this level recognise broad general knowledge and some field-specific knowledge. Therefore only specific parts of a domain are covered by individual competences at this level. The second cycle of the VET area meets this competence level. Finalising Level 2 is a precondition for Competence Level 3 and 4.

- *Competence level 3 – Middle Vocational Graduation*

Compared to level 2 this qualification describes a higher level of vocational competences. Certificate of apprenticeship, comprehensive further education, “young master craftsman” and long work experiences are covered by this competence level. The individual level in a domain is relatively high and all parts of it are covered. Qualifications at level 3 indicate significant field-specific knowledge and skills. The individual can be called a specialist who has knowledge as well as skills and who can solve problems in a relatively independently way. Finalising Competence Level 3 with comprehensive further education gives (limited to people with superior qualification) access to Competence Level 5 even without a graduation at a grammar school. Pupils (individuals) who want to get access to competence level 5 also have to be examined closely. Therefore, pupils who have passed the examination will be accepted within level 5.

- *Competence level 4 – Upper Vocational Graduation*

Individuals who reach this level have already achieved a master craftsman and/or they have long occupational experiences and hence they have acquired a high degree of expertise. Every part of a domain is covered on a high level with the exception of scientific knowledge. Autonomous learning, broad theoretical and practical knowledge are included by this level. Academic introductory study periods are tangent to this relatively high competence level. Finalising Competence Level 4 with comprehensive further education or “master craftsman plus” gives limited access to Competence Level 5 also without a graduation at a grammar school. It is possible to take already achieved credits into account (max. 120 credit points). Nevertheless, individuals who aim for access to competence level 5 still have to be tested in a close examination or they have to complete an individual counselling interview. In reference to the framework for qualification of the European Higher Education Area competence level 4 covers the short cycle academic area. Students who achieve approximately 120 ECTS credits are within this competence level 4.



- *Competence level 5 – Bachelor*

This qualification signifies the completion of the first cycle qualification of the EHEA. The academic bachelor's degree is reached by students who have typically obtained 180 to 240 ECTS credit points. Qualifications at level 5 recognise advanced theoretical knowledge and skills. The individual has no work experience in practice. An academic specific domain is only partially covered by this competence level. Precondition for the access to Competence Level 5 is a graduation at a grammar school. But finalising Level 3 and 4 gives also few limited access to Competence Level 5. Finalising Level 5 is a precondition for Competence Level 6.

- *Competence level 6 – Master*

This competence profile describes a significant high level of academic qualification. The domain specific competence level is very high and the graduate is an academic specialist and expert. Qualifications at this level recognise self-directed and theoretical learning. The Master's degree is a precondition for reaching Competence Level 7. The master's degree is the second highest qualification within the EHEA framework.

- *Competence level 7 – PhD*

The PhD degree is the highest academic degree and the highest cycle within the European Higher Education Area. Within this competence level the individual is a specialist and expert. Qualifications at level 7 recognise leadership experience and the individual has a capacity for critical analysis, assessments and synthesis of very innovative and multifaceted ideas.



## **PART B: RESULTS AND RECOMMENDATIONS CONCERNING IMPLEMENTATION OF THE PROJECT IN PORI, FINLAND**

### **4. Potential partners and test results in Pori**

Since 2003 the Hanseatic Parliament has been co-operating intensively with the University Consortium of Pori. The University Consortium of Pori (UCPori) is a centre of five universities, which operate as a networked multi-science environment with about 2500 students and 220 experts. The universities with branch departments in Pori are:

- Tampere University of Technology
- Turku School of Economics
- University of Turku
- University of Tampere
- University of Art and Design Helsinki.

Within two-day conference of the Hanseatic Parliament in 2003, a heated debate took place in the University Consortium of Pori on the topic of conception of the programmes of dual bachelor studies with Tampere University of Technology – Pori. Finland has been particularly interested in this idea. No wonder, the lack of young personnel among entrepreneurs - on management and specialist positions in this country, especially in medium-sized enterprises' sector, – is a particularly difficult problem. Therefore, the overall objective is to put the emphasis on practice in vocational training and during studies. As a result, experiences were exchanged during meetings and workshops with entrepreneurs and sales representatives of medium-sized enterprises (Satakunnan Yrittäjät R.Y., Finland). Hence the major interest in implementation of the programmes of dual bachelor studies in Pori could be noticed. At the beginning of the BSME project, representatives from Tampere University of Technology in Pori as well as from Satakunnan Yrittäjät R.Y. were introduced as experts to suitable working groups.

Also during the sessions of the BSME project working groups, the interest in finding a suitable place for implementation of the programmes of dual bachelor studies in Pori, Finland was steadily increasing. It met with large interest of the other partners who wanted to provide support. It was agreed that with the implementation of Pori into the project, Finland's experience in the field of education policies should be strongly taken into account. Simultaneously, the place of studies in the northern region of the Baltic Sea should be developed as soon as possible.

In June 2006, general assembly of the BSME project took a unanimous decision to check the possibilities of developing and implementation of the programmes of dual bachelor studies in Pori. In order to support the activities connected with checking and developing Pori, Kauko Heikkilä was hired as a freelance employee who has been working with the Hanseatic Parliament for many years. As a teacher in vocational schools – and subsequently a delegate of municipality for supporting craftsmanship – he has obtained specialist knowledge and extensive contacts in economic sector, vocational schools and universities.



#### 4.1 Tampere University of Technology – Pori (TUT)

There have been numerous talks and consultations with various institutions in Pori, Helsinki and cities from other parts of the country. All the people concerned showed immense interest in realization of the project. In the case of research and science all the tests, preparations and arrangements have been concentrated on Tampere University of Technology – Pori (TUT). The University itself shows vital interest in co-operation and implementation of the programmes of dual bachelor studies. Apart from bilateral talks, negotiations and co-operation of working groups, it took part in a two-day workshop, which took place in December 2006 in Hamburg. It had also decided to visit College 21 and Vocational Academy in Hamburg.

TUT, Pori is a department of Tampere University of Technology and provides the highest-level education in technical sciences, engages in research and product development and furthers technical, economical and scientific development in Finland. TUT Pori provides degree programmes for secondary school graduates and engineers in technical sciences (Information Technology, Electronics Production and Industrial Engineering and Management). Pori doctoral programme coordinates postgraduate studies. Currently, there are appx. 100 researchers and teachers and over 700 students in TUT, Pori.

Further education centre Edupoint aim is to fulfil the needs of surrounding industry and community, and to develop the competence of our customers to face the global challenges. Edupoint emphasize networking and internationalisation in courses and development activities. Managerial training, Open University studies and other continuing education courses as well as larger development programs for companies are an important part of Edupoint work.

On the basis of preparations - curricula projects and the rest of the documents, which are part of the BSME project, and the experience of both of the German units, Tampere University of Technology wants to realize the programmes of dual bachelor studies in Pori. The decision about the content of courses has not yet been made. Hitherto, after various talks, the following recommendations have been made:

- a) Commencement of dual courses that would combine management studies with technical and vocational trainings.
- b) After gathering some experience, technical oriented studies should be commenced. For Pori, three technical and constructional courses in College 21 can be taken into account.
- c) Finally, the other courses based on the assumptions of the process, in accordance with the capacity of the region and the demand of enterprises.

#### 4.2 Other potential partners

In Finland, vocational training is conducted in schools. For implementation and proper conduct of the programmes of dual bachelor studies, a suitable vocational school is crucial to be found. As a result, contact with Vocational Education Centre Pori College School (Porin ammattiopisto) had been made. This centre is a communal institution financed from public funds. It deals with variety of vocational trainings in the region which cover teaching practical and theoretical knowledge during vocational courses and it is supplemented by means of apprenticeships in enterprises, and practice in project creation. The course usually lasts three years.



Pori College School is a spacious and excellently equipped institution. It is organized in clear and efficient way and has professional and fully qualified teachers. This vocational institution wants – especially in co-operation with TUT, Pori – to implement the programmes of dual bachelor studies, and therefore, to take over the function of vocational training. As a part of the BSME project, Pori College School has already established intensive co-operation with the Schwerin Artisan House (the representative of the Vocational Academy in Hamburg, which already applies dual bachelor studies). The exchange of academics and students has already been conducted. Other actions have been agreed upon and initiated. Furthermore, Pori College School is actively operating in one of the Hanseatic Parliament projects' – “Baltic Education” which deals with international recognition of vocational training and supporting mobility.

Pori College School is a very competent, devoted and efficient partner, capable of handling implementation of dual bachelor studies in Finland.

As a part of testing, various talks and arrangements have been carried out at Satakunta Polytechnic. This unit also wants to conduct dual bachelor studies in Pori, and to strongly contribute to its implementation.

## **5. Suggestions of solutions and their implementation**

### **5.1 Organizational structure of the mother unit.**

The implementation should be conducted jointly, on the basis of binding co-operation agreement and executive contract between:

- Tampere University of Technology – Pori (TUT), which will be conducting bachelor studies with full responsibility.
- Vocational Education Centre Pori College School, which will take full responsibility for and care of vocational training.

If needed, this partner-type agreement could be modified for the purpose of other partners who will take an active part during the implementation of the project, e.g. Satakunta Polytechnic, and especially other Vocational Education Centres providing education within different kinds of professions for which Pori College School does not provide training.

Also, an advisory body should be established immediately. It will take over functions of assisting, advising and aiding. Proper authorities and other public institutions, enterprises and unions could also be included in it. But, what is most crucial is co-operation with the economic sector (enterprises and unions), which can influence the teaching system to a large extent, so that the demand and the interest of enterprises in occupations can be constantly maintained, and also to secure job posts for apprenticeships in enterprises (minimum thirty weeks).

### **5.2 Curricula**

It is advisable to begin with dual studies that would combine bachelor management course with vocational training, because:

- Curricula, statutes and examination rules have been already prepared.
- This kind of vocational training could be realized quickly and efficiently in a simple way and the learning is not focused on expensive technical workshops.





- There's an immense demand in Finland for this kind of combination of qualifications.

After gaining more experience (presumably after 1-2 years) other syllabuses could be implemented, for which the curricula projects and other documents have already been prepared, notably:

- Taking over of the technical studies' programmes of College 21.
- dual management studies with integrated craftsman's training, or the studies "Engineer of Economy".

In co-operation with universities and colleges from other cities, and as a part of the "Baltic Sea Academy", it is advisable to check other syllabuses and develop curricula projects, e.g.:

- Other technical studies.
- Studies in the field of "Power Engineering and Environmental Protection".
- "Art and Design" studies.

### 5.3 Domestic and international cooperation

Requisite arrangements at the domestic and international level can be easily and efficiently realized thanks to associated partners:

- a) When talking about partners one should mention organizations, which, in the region and country alike, are linked to each other and to numerous ministries, other important public institutions, universities and colleges, and also enterprises and unions. Thus, all the arrangements, distribution of work and the exchange of information throughout the whole country are guaranteed. The adequate composition of the advisory body will make the whole process easier and faster.
- b) The Federation of Finnish Enterprises, as well as regional ones (united in Satakunnan Yrittäjät R.Y.), are members of the Hanseatic Parliament and should be obligatorily admitted into the advisory body. The Hanseatic Parliament consists of over thirty Chambers of Crafts, Industry and Commerce, as well as federations of medium-sized enterprises from Denmark, Norway, Germany, Estonia, Finland, Latvia, Lithuania, Poland, Russia, Sweden, Hungary and Belarus. It ensures the requisite international collaboration, contact-making and transborder exchange of information and experience. Various members of the Hanseatic Parliament (especially from Germany) conduct with great success these type of vocational training and innovation organizations for small and medium-sized enterprises. As a part of the Hanseatic Parliament and mutual partnership all of this experience can be fully used. Should the need arise, experts for conceptual, creative and developmental works can also be introduced.
- c) The Tampere University of Technology – Pori (TUT) is a co-operative partner of the "Baltic Sea Academy." In this way the international academics and students' exchange, full development of curricula etc., as well as the co-operation encompassing the Baltic Sea Region in the field of innovation support can be easily carried out.



## 5.4 Financing and supporting

The Tampere University of Technology – Pori (TUT) is a state organization, financed out of domestic funds. Hence some of the studies – also within dual bachelor studies – have to be financed out of public funds, as it has already been the case with presently conducted courses.

Vocational training in Finland is also financed out of public funds. It also has to be the rule in the case of vocational courses within vocational bachelor studies.

Also, it is imperative to gain other financial assets for the preliminary phase of co-operation, conducting comprehensive informative and marketing measures and adjusting the existing documents to specific conditions that are present in Finland. For the preliminary phase, encompassing four years of carrying out the whole course of studies, degressively created project support should be subsidized out of the public funds. The following examples should be taken into consideration:

- Support out of national funds
- European Welfare Fund
- European Union Programme for the Baltic Sea Region
- European assistance programmes, e.g. Continual Education or Erasmus

Moreover, to supply present activity other financial means are also required, the means that will help with the realization of the projects, extra trips and workshops with enterprises. Hence, since the very beginning, some special study fees should be introduced; which will be collected from participating enterprises, students, or both sides. After four years of supporting the project financially and materially (e.g. enterprises creating production technology), and also in forms of public initiatives, the whole sum of money needs to be paid.

For the complex organization of commercial-type tasks – e.g. development and research programmes – project applications for funding or subsidizing out of European Union's special programmes should be carefully developed and realized. In this way small and medium-sized enterprises have to engage themselves more in co-operation with universities and colleges on the European programmes (g.e. research programmes), maintain proper development of their special wishes and undergo continual innovation support.

## 6. Transformation into a Centre for Vocational Education and Innovation

The priority is the constant implementation of dual bachelor studies in Pori, Finland. Apart from that, in accordance with concept presented in point 2, the following measures should be systematically adopted:

- ✓ conducting development and research programmes and knowledge/technology transfer
- ✓ additionally, implementation of the initiatives concerning vocational education

Thus, the following objectives and tasks for support of medium-sized enterprises and their employees can be carried out:



- ⇒ exclusive vocational training (in the form of dual bachelor studies) for entrepreneurs and management personnel from the medium-sized companies' sector.
- ⇒ Constant growth of attractiveness of vocational training and acquiring qualified professionals.
- ⇒ In order to supplement and improve vocational qualifications, introducing special courses in productive technology, training and particular actions etc.
- ⇒ Means of improving qualifications and constant training for management staff, e.g. in the fields of production technologies, application of new techniques, new labor orientation etc.
- ⇒ Means of improving qualifications and constant training for management staff and entrepreneurs in the fields of product advancement, quality control, novel technologies and processes etc.
- ⇒ Means of improving qualifications and constant training for management staff and entrepreneurs in the fields of management, agricultural economy, marketing, supervising etc.
- ⇒ Practice-oriented knowledge transfer, Know-how and new technologies.
- ⇒ Knowledge and technology transfer between research institutes, universities and enterprises.
- ⇒ Transfer of needs out of enterprises to research institutes and universities.
- ⇒ Conducting the development and research programmes in co-operation with universities, colleges and enterprises.
- ⇒ Various advisory tasks (group and individual advisory) in the aspects of economy, technology and specialization.
- ⇒ General support of innovations linked with a product, process and organization.
- ⇒ Ensuring the exchange of information and experience, and co-operation in the Baltic Sea Region in terms of "Science" and "Research and Advancement".

Training and consulting offers should be primarily financed out of participants' fees. Complex advisory and the development and research programmes require some support of the project from individual and entrepreneurs' funds.

Constant training, consulting, transfers and the development and research programmes can be conducted jointly or through individually by:

- Tampere University of Technology – Pori (TUT)
- Pori College School

Thanks to intensive co-operation with the organizations of medium-sized enterprises' sector (Satakunnan Yrittäjät R.Y. in particular), and on the basis of agreed upon concepts, it can be guaranteed that enterprises and their employees will be provided with proper, extensive services:

- from one enterprise
- in an enterprise which fulfilled the requirements
- just in time
- consistently with policy of the enterprise
- in a form suited for particular needs



## 7. Utilization of preliminary works, documentation and experience

Executive tasks in Pori can be developed on the basis of comprehensive preliminary works within the BSME project and its realization in Northern Germany, particularly:

- a) in the field of dual bachelor studies:
  - ✓ curriculum for the Department of Economy of Enterprise of the Vocational Academy in Hamburg
  - ✓ curricula for four technical courses of the College 21
  - ✓ curriculum for the Department of Economy of Enterprise with the integrated craftsman's training
  - ✓ statutes of studies and rules of examination
  - statutes concerning advancement of maternal organization and vast experience of College 21 and Vocational Academy in Hamburg; in the development process and as far as present activities are concerned.
- b) in the field of innovation support:
  - ✓ a broad concept of innovation support for craftsmen and medium-sized enterprises
  - ✓ co-operation of the Baltic Sea Region within the "Baltic Sea Academy".
- c) as a part of constant vocational training and counselling:
  - ✓ enterprise management course "The strategies of enterprise management".
  - ✓ a seminar for entrepreneurs setting up their own enterprise.
  - ✓ export seminar for beginners
  - ✓ export seminar for enterprises with experience on foreign markets
  - ✓ Train-the-Trainer-Seminar
  - ✓ electronic system of guidance and control.

## 8. Following proceedings

This report includes the list of results achieved until September 2007. Together with partners in Pori it was agreed that this report will be submitted until the end of October 2007, and all the tests and arrangements will be conducted on its basis. The next stage of these negotiations is planned for the first week of November 2007, in Helsinki and in Pori. The joint objective of these activities is the commencement of the dual bachelor studies in Pori, in the fall of 2008.

It was also agreed that further co-operation by the projects of the Hansaetic Parliament and "Baltic Sea Academy" will be conducted from 2008. This will include in particular the support of the medium-sized enterprises in the fields of "constant vocational training", "innovations" and "transborder co-operation".