

## Result 6.3

### Binding action plan with financing plan for the continuation of activities after the end of the project



Hanse-Parlament



This work is licensed under the Creative Commons Attribution 4.0 International License.

"The creation of these resources has been (partially) funded by the ERASMUS+ grant program of the European Union under grant no. 2022-1-DE01-KA220-HED-000085523.

Neither the European Commission nor the project's national funding agency DAAD are responsible for the content or liable for any losses or damage resulting of the use of these resources."

## Partner

Hanse-Parlament (Lead Partner), Germany  
Satakunta University, Finland, Finland  
Tallinn University of Technology, Estonia  
Politechnika Gdanska, Poland  
Estonian Chamber of Commerce and Industry, Estonia  
Pomeranian Chamber of Handicrafts for SMEs, Poland  
Berufliche Hochschule Hamburg, Germany

## Language

English

## Content

Project Summary and Introduction.....	3
Project summary.....	3
Objectives, results and target groups.....	5
About the action plan with financing plan .....	6
Background and experience .....	7
Agreement on the continuation and financing of project tasks after the end of the project ....	11
Future work and financing.....	16
Hanse-Parlament .....	16
Vocational schools and other vocational training institutions.....	18
Colleges and Universities .....	19
Resolutions.....	20

## Project Summary and Introduction

The word region is defined as “an area, especially part of a country or the world having definable characteristics but not always fixed boundaries”<sup>1</sup>. The Baltic Sea region (BSR) is particularly unique. While the Baltic Sea is the pivotal point defining much of the region's characteristics and challenges, the countries are also extremely different. Geographically, they are divided between Northern, Western and Central/Eastern Europe, historically, they have been shaped by the East-West divide after the second world war. Nevertheless, given their proximity to the Baltic Sea, they have much in common.

The EU has acknowledged this by issuing the very first macro-regional strategy, the EU Baltic Sea Region Strategy in 2009. As most countries boarding the Baltic Sea were by then EU member states, it can well be considered the EU's inland sea. The challenges, such as saving the sea, i.e. ensuring clear water, rich and healthy wildlife as well as clean and safe shipping, and the opportunities for a prosperous region through cooperation measures to increase innovation, deepen the single market by improving transportation systems, connecting energy markets and fighting trans-border crime together, make the region very distinct from other parts of the world. Therefore, “BSR integration is best understood as the way that European integration has been translated into this region, further deepening and leveraging access to the rest of Europe and the markets that the EU provides”<sup>2</sup>

Over the past 25 years, this region has become densely integrated, e.g. in the areas of trade, investment, labor mobility, transport and energy infrastructure as well as research collaboration. Furthermore, it demonstrates a broad landscape of robust cross-border organizations and collaborative efforts. Nevertheless, “companies do not look at the Baltic Sea Region as one integrated market in terms of their strategies. For most of them, the region remains a group of individually small markets within the EU, each with its different dynamics, rivals, and often even regulatory rules”<sup>3</sup>.

Keeping this in mind, the lack of comprehensive regional data collection is surprising. Therefore, as part of the Erasmus+ funded project “Promoting permeability through dual bachelor's programs with integrated initial and further vocational training” (BA&VET), an analysis of the region's demography, economy, and labour as well as education market has been conducted. The majority of the data is taken from the Eurostat database of the European Union. When needed additional sources, such as the OECD database have been consulted as well.

### Project summary

Objectives: What do you want to achieve by implementing the project?

---

<sup>1</sup> Oxford Dictionary

<sup>2</sup> Skilling, David (2018). *The Baltic Sea Economies: Progress and Priorities*. Copenhagen: Baltic Development Forum, p.10.

<sup>3</sup> Ibid., p.11

- Increasing permeability between vocational and higher education
- Recruiting universities for tasks of further education in climate and environmental protection
- Providing excellently qualified entrepreneurs, managers and skilled workers and reducing the shortage of skilled workers to meet the challenges in climate and environmental protection
- Strengthening the productivity of SMEs through innovation support and R&D projects
- Promoting cooperation between SMEs and colleges/universities

Implementation: What activities are you going to implement?

- Analyses economy, education and labour markets and qualification needs
- Creation of solution models for 4 project countries
- Development and implementation of Train the Trainer program
- Development and implementation of 2 dual three-stage Bachelor's degree programs and 2 further trainings in climate and environmental protection
- Implementation of R&D projects in SMEs
- Quality assurance for training measures and project implementation
- Dissemination, transfer of results and implementation consultation

Results: What project results and other outcomes do you expect your project to have?

- Result report of the analyses of the economy, education and labour markets and qualification needs
- Solution models for four project countries
- Complete train-the-trainer program
- Module manuals with all documentation for two dual three-stage Bachelor's programs in climate and environmental protection
- Two further education programs in climate and environmental protection
- R&D projects implemented in SMEs
- Quality manual and results reports
- Manual, result videos and broad regional transfer of results

## Objectives, results and target groups

The main objectives of the project are as follows:

- a) Increasing the permeability between vocational education and training and higher education and thus promoting the attractiveness of vocational education and training
- b) Strengthening the recruitment of colleges/universities for the important tasks of continuing education in climate and environmental protection
- c) Providing highly qualified entrepreneurs, managers and skilled workers who, in addition to good theoretical knowledge, also have practical competences, skills and professional experience in climate and environmental protection and reducing the shortage of skilled workers to cope with the very large tasks in the energy, climate and environmental sector.
- d) Attracting entrepreneurs and executives who have all the skills to successfully run a company and perform high-quality tasks in climate and environmental protection
- e) Strengthening the productivity and competitiveness of enterprises through knowledge and technology transfer, promotion of innovation and implementation of manageable R&D projects
- f) promoting cooperation between SMEs and colleges/universities, strengthening colleges/universities to implement dual courses of study on climate and environmental protection, and promoting entrepreneurship in higher education.

In pursuit of these objectives, the following results will be achieved:

1. Analysis results on the economy, demography, education and labour markets as well as qualification needs in climate and environmental protection
2. Curriculum, Teaching materials, implementation report and evaluation concept and report for teacher training
3. Module handbooks with integrated continuing education, teaching materials, examination regulations, implementation reports as well as evaluation concept and reports for a three-stage dual Bachelor's degree program
  - Business Administration and Sustainable Management for SMEs
  - Management of Renewable Energy Technology in Buildings
4. Concept for promoting innovation by SMEs and evaluation concept and report
5. Concept for innovation promotion of SMEs and R&D projects carried out for SMEs
6. Concepts and report for the evaluation and quality assurance of qualifications and R&D subsidies as well as project implementation, transfer of results, implementations and implementation consultations

The primary target groups of the project are:

- a) school leavers who wish to combine vocational education and training with a bachelor's degree and thus receive excellent employment and professional career opportunities.

b) students who are qualified in higher education and university and at the same time in a company and who are highly welcome in SMEs as managers and professionals or as independent entrepreneurs.

c) owners, managers and specialists of SMEs who are qualified in continuing vocational training, acquire tailor-made competences and skills for high-quality activities in climate and environmental protection and achieve a recognized continuing vocational qualification.

d) SMEs that attract suitably qualified young entrepreneurs, managers and specialists, receive innovation funding and carry out R&D projects together with colleges/universities.

The project addresses the following secondary target groups (beneficiaries):

a) colleges and universities which, in order to expand their educational opportunities in climate and environmental protection, receive all the documents and materials for two new dual bachelor's degree programs in order to meet the labour market needs and the conditions of SMEs in particular.

b) chambers and other vocational training institutions which attract strong young people to vocational training, receive curricula for continuing vocational training modules for the qualification of SMEs and their staff, and cooperate intensively with colleges/universities in teaching and innovation promotion.

c) teachers, advisers and lecturers from chambers, other VET providers and colleges/universities who are qualified in Train the Trainer programs to provide high-quality further training, to carry out dual study courses in cooperation with companies as well as innovation promotion and R&D projects for SMEs at a high-quality level.

### About the action plan with financing plan

Towards the end of the project period, the lead partner Hanse-Parlament drew up a work and financing program for the continuation of the work after the end of the project, which was initially discussed and agreed in the project consortium. This was followed by consultation and coordination with all 70 associated partners.

Result 6.3 "Binding action plan with financing plan for the continuation of activities after the end of the project" comprises an agreement on the continuation of tasks after the end of the project, which was bindingly adopted by the project and associated partners and which also includes the tasks to be carried out and their financing.

## Background and experience

For demographic reasons, there is already a clear shortage of entrepreneurs, managers and skilled workers, which will increase sharply in the future. At the same time, vocational training has become less attractive. More and more young people are pursuing university studies, and in most EU countries the number of university entrants is much higher than the number of apprentices. Securing the next generation of entrepreneurs and skilled workers is the most important support task for SMEs and must be given the highest priority.

Young people in SMEs are primarily recruited through vocational education and training. SMEs need personnel who have good theoretical knowledge, practical skills and professional experience. Graduates of Bachelor's degree programmes may be well qualified in theory, but they usually lack professional skills and practical experience. For this reason, SMEs can only gain a limited amount of the young talent they need from the high numbers of graduates from colleges and universities.

In addition, the qualification requirements are high and growing. Dynamic economic change, digitalisation, mastering the challenges in the energy sector, climate and environmental protection, etc. require qualifications that many current skilled workers do not have and that cannot be adequately taught in vocational training. For this reason, continuing vocational training is becoming increasingly important.

The demands on entrepreneurs are also very high and growing. In Germany, further training to become a vocational master is of outstanding importance in trade and industry. This provides entrepreneurs and managers with practical experience and comprehensive competences that guarantee the continuity of companies and job security when setting up a new business or taking over an existing one. In recent decades, however, it has become increasingly clear that vocational master training alone is less and less sufficient to successfully run a business. Therefore, in addition to master craftsman training, longer further training to become a business economist was developed and successfully implemented for prospective entrepreneurs.

In Germany, master craftsman training, like the bachelor's degree, is classified at level 6 and further training to become a business economist at level 7 of the qualification framework. However, this has hardly any practical effects and the actual permeability is very low. Similarly, competences, knowledge, etc. already acquired in vocational education and training are generally not recognised for a degree course.

Against the background of these far-reaching challenges, the project BA&VET pursued the following objectives.

- Increasing the permeability between VET and higher education and thus promoting the attractiveness of VET.
- Increasing the recruitment of colleges and universities for the important tasks of continuing vocational education and training.



- Providing excellently qualified entrepreneurs, managers and skilled workers who, in addition to good theoretical knowledge, have practical competences, skills and professional experience.
- Attracting entrepreneurs and executives who have all the competences to run a company successfully and, in particular, to implement a forward-looking human resources policy and workplace innovation.
- Contributing to the satisfaction of the high demand for entrepreneurs, managers and skilled workers to cope with the very large tasks in the energy and climate sector.
- Strengthening the productivity and competitiveness of companies through knowledge and technology transfer, promotion of innovations and implementation of manageable R & D projects.

To achieve these ambitious goals, two dual Bachelor's degree programmes with integrated vocational training and comprehensive continuing vocational training were developed, practically tested, evaluated and implemented.

a) Business Administration & Sustainable Management of SMEs

b) Management of Renewable Building Energy Technology

- Duration four years, with approximately half of the qualification taking place in a university/college and half in a company.
- The required credit points can be acquired to a certain extent in the coordinated vocational training and activity in the company.
- The three-stage programmes include vocational training, continuing vocational training and a full Bachelor's degree. All three stages are carried out in cooperation between colleges/universities, vocational training institutions and companies.

Stage 1: Vocational training

Completion after two years with a nationally and internationally recognised qualification as a journeyman or skilled worker (EQF Level 4).

Stage 2: Continuing vocational education and training

Completion after two and a half or three years with a nationally and internationally recognised qualification (EQF Level 5), for example Energy Service Manager or Business Administrator.

Stage 3: Higher education

Completion after four years with a Bachelor's degree (EQF Level 6). As a Bologna-compliant degree programme, "automatic" international recognition of the degree and cross border transfer of CPs already acquired.



- Depending on the performance, interests, etc. of the respective participant, after the first and second stage it is possible to the training can be completed and work can be taken up, or
  - interrupt the training to start work and continue afterwards, or the training can be continued immediately.
- Within the framework of the training cooperation between colleges/universities and companies, innovations and manageable R & D projects are simultaneously realised by the students and lecturers in the SMEs.
- Concepts, curricula, etc. are always internationally oriented for use in different European countries.

As part of the project implementation, the development work and, in particular, the trials in live operation under various national conditions and the evaluations of the two degree courses and the two further education programmes have shown that these educational programmes

- the ambitious objectives are fully achieved with these educational programmes.
- the participating companies have given the programmes very positive evaluations and attested to their high practical suitability.
- the evaluations by the participants were also very positive.
- the required qualifications and skills are imparted in a precisely tailored manner and the further training programmes, which end with a recognised further training qualification, are rated very positively by both the participants and the companies.
- at the same time, innovation promotion and the realisation of R&D projects in the companies take place in an ideal way and are described as very effective.

The SMEs expect that they will be able to attract the urgently needed new generation of specialists, managers and entrepreneurs through these education programmes. The fact that these expectations are highly justified is demonstrated by the fact that dual Bachelor's degree programmes have now been running in northern Germany for twenty years: after completing their training, over 90 % of graduates are highly valued by the company in which they were trained.

Another experience from the implementation of dual Bachelor's degree programmes is that the drop-out rates are comparably low. While the drop-out rates in conventional degree programmes average over 30% (in technical degree programmes such as construction engineering even over 50%), the combination of practical and theoretical learning means that significantly less than 10% drop out of dual study programmes. And these dropouts then have a completed vocational qualification. Accordingly, the drop-out rates in the trial study programmes of the BA&VET project will also be correspondingly low and the (few) dropouts will have a vocational qualification (EQF Level 4) and an official further education qualification (EQF Level 5).

In view of these outstanding results and their great importance for the further development of vocational education and training on the one hand and for securing the future of SMEs on the other, the 74 project and associated partners from 13 countries have agreed to continue the activities after the end of the project and have developed and adopted the following binding programme for this purpose.

## Agreement on the continuation and financing of project tasks after the end of the project

### Institutions for the continuation of activities

The following institutions must be won over for the continuation of the activities:

1. Chambers and other SME sponsors  
They inform the companies and win them as training partners for the dual/trial courses of study, carry out the further training programmes, take on a variety of advisory tasks and participate in the promotion of innovation.
2. Vocational schools and other vocational training institutions  
They are training partners in the dual/trial study programmes in the first few years as part of the vocational training and carry out the continuing education programmes.
3. Colleges and universities  
They carry out trial study programmes, offer individual modules as further training courses, take on the necessary further development of the curricula and carry out innovation funding and R&D projects in SMEs.

Of these three groups, a total of 74 institutions from 13 countries were involved in the implementation of the BA&VET project as project or associated partners. These are the members of the Hanseatic Parliament, namely:

	<b>Partner organization</b>	<b>Country</b>	<b>Type of organization</b>
1	IPOSZ - Hungarian Association of Crafts-men's Corporations	Hungary	SME Support Institution
2	KONTIKI School	Hungary	VET Provider
3	Chamber of Craft Region Kaliningrad	Russia	Economic Chamber
4	Small Business Chamber Warsaw	Poland	Economic Chamber
5	Chamber of Crafts and SME in Szczecin	Poland	Economic Chamber
6	Chamber of Crafts in Opole	Poland	Economic Chamber
7	St. Petersburg Foundation for SME Development	Russia	SME Support Institution
8	Mykolo Romerio Universitetas	Lithuania	University
9	Initiative Wirtschaft Mittel- und Osteuropa	Germany	SME Association
10	Craft Chamber in Rzeszów	Poland	Economic Chamber

11	Panevėžys Chamber of Commerce, Industry and Crafts	Lithuania	Economic Chamber
12	Dresden Chamber of Skilled Crafts and Small Businesses	Germany	Economic Chamber
13	Eastern Mecklenburg-Western Pomerania Chamber of Handicraft	Germany	Economic Chamber
14	Vilnius Builder Trainings Center	Lithuania	VET Provider
15	Estonian Chamber of Commerce, Industry and Crafts	Estonia	Economic Chamber
16	Chamber of Craftmanship and Enterprise in Białystok	Poland	Economic Chamber
17	Hamburg Chamber of Skilled Crafts and Small Businesses	Germany	Economic Chamber
18	Handicraft and Small Business Chamber Lublin	Poland	Economic Chamber
19	Handicraft Chamber Leningrad Region	Russia	Economic Chamber
20	Handicraft Chamber of Ukraine	Ukraine	Economic Chamber
21	Innovation Factory	Denmark	VET-Provider
22	Kaliningrad Chamber of Commerce and Industry	Russia	Economic Chamber
23	Kyiv Chamber of Commerce and Industry	Ukraine	Economic Chamber
24	Kujawsko-Pomorska Chamber of Craft and SME's	Poland	Economic Chamber
25	Latvian Chamber of Crafts	Latvia	Economic Chamber
26	Latvian Chamber of Commerce and Industry	Latvia	Economic Chamber
27	Lower Silesian Chamber of Craft and Small and Medium-sized Businesses	Poland	Economic Chamber
28	Master Craftsman Committee Norway	Norway	SME Association

29	Nordic Forum of Crafts	Norway	SME Association
30	Pomeranian University in Słupsk	Poland	University
31	Initiative e. V.	Germany	SME Consulting & Promotion Central and Eastern Europe
32	Pomeranian Chamber of Handicrafts for SME's	Poland	Economic Chamber
33	Chamber of Crafts and SME in Katowice	Poland	Economic Chamber
34	Russian Chamber of Crafts	Russia	Economic Chamber
35	Schwerin Chamber of Skilled Crafts	Germany	Economic Chamber
36	Vilnius Chamber of Commerce, Industry and Crafts	Lithuania	Economic Chamber
37	Warmialand and Mazury Chamber of Crafts and Small Business	Poland	Economic Chamber
38	Wielkopolska Craft Chamber in Poznan	Poland	Economic Chamber
39	Initiative Wohnungswirtschaft Osteuropa	Germany	Business Association
40	Belarusian Chamber of Commerce and Industry	Belarus	Economic Chamber
41	Institut für angewandte Gewerbeforschung	Austria	Institut of Economic Chamber
42	Võru County Vocational Training Centre	Estonia	VET Provider
43	The Baltic Institute of Finland	Finland	Consultation Institution
44	Haus Rissen	Germany	Educational Institution
45	Arbeit und Zukunft	Germany	Consultation Institution
47	Wirtschafts-Förderungs-Institut Steiermark	Österreich	Economic Chamber and VET Provider
48	Marshal's Office of the Pomorskie Voivodship	Poland	Public Promotion Institution

49	Bialystok Foundation of Professional Training	Poland	Educational Institution
50	Hanseatic Institute for Support of Small and Medium Enterprises	Poland	Consultation Institution
51	Hamburg University of Corporate Education	Germany	University of Applied Sciences
52	University 21	Germany	University of Applied Sciences
53	Hamburger Weltwirtschaftsinstitut	Germany	Research Institution
54	University of Latvia	Latvia	University
55	Centre for European and Transition Studies	Latvia	Research Institution
56	Brest State Technical University	Belarus	University
57	Saint-Petersburg State University of Service and Economics	Russia	University
58	VIA University College	Denmark	University of Applied Sciences
59	Tampere University of Technology	Finland	University
60	University of Lund	Sweden	University
61	University in Bialystok	Poland	University
62	Vytautas Magnus University	Lithuania	University
63	Panevezys University of Applied Sciences	Lithuania	University of Applied Sciences
64	International Business Academy	Denmark	University of Applied Sciences
65	Vilnius Gediminas Technical University	Lithuania	University
66	Gdańsk University of Technology	Poland	University
67	Satakunta University of Applied Sciences	Finland	University
68	University of Warsaw	Poland	University
69	The University College for Green Development	Norway	University

70	Offensive Mittelstand	Germany	Consultation Institution
71	Tallinn University of Technology	Estonia	University
72	Profesinio mokymo centras "Zirmunai"	Lithuania	Vocational School
73	Fjellugla Kompetanse AS	Norway	SME Association
74	University of Warschau	Poland	University
	Project Partners		

The associated partners were involved in the project work and took part in individual project activities (e.g. participation in workshops, train-the-trainer programmes, etc.). They received all project results and individual implementation advice.

International co-operation was particularly comprehensively secured by the Hanseatic Parliament. The associated partners from 13 countries were informed about the concerns, progress and results of the project via the Hanseatic Parliament from the start of the project. Their suggestions, national conditions etc. were continuously fed into the project work, so that the project implementation was geared from the outset towards intensive cross-border cooperation and the utilisation of the results by all project and associated partners in 13 countries. The associated partners were directly involved in individual project activities, e.g. in the trialling of educational measures or at conferences. Value creation therefore began before the project application was submitted, encompassed the entire project implementation with mutual influence and a permanent focus on securing international cooperation and long-term utilisation of results, and will continue after the end of the project in the ongoing realisations.

As transfer recipients and implementation partners, the cooperation partners from 13 countries were intensively informed by the Hanse-Parlament in writing and in person at general meetings, workshops and conferences throughout the project and were involved in the entire development of the education and integration programmes. They received all products and best practice in writing and electronically with all documentation as well as comprehensive implementation advice from the Hanse-Parlament as required. In addition, individual representatives took part in trials as volunteers so that they could gain experience for their own applications. All project results were presented and discussed at international consulting and transfer conferences, and business plans were developed at workshops for their own use.

The Hanse-Parlament and its 74 members (chambers, other SME sponsors, other vocational training organisations as well as colleges and universities from 13 countries)

- attach great importance to the results of the BA&VET project and want to continue to realise the project objectives in the interests of vocational training policy on the one hand and SME promotion on the other.
- have a great interest in the continuation of all activities in accordance with their objectives and tasks.



- will ensure the continuation and further development of all activities of the BA&VET project and have
- have bindingly agreed on the following distribution of tasks and financing.

## Future work and financing

### Hanse-Parlament

The Hanse-Parlament's existing SME funding network, which has been successful for many years, is used to secure international cooperation and continue work after the end of the project. The Hanse-Parlament acts as a central control centre to ensure international and mutual cooperation and is the driving force, coordinator, think tank and service provider for the ongoing implementation of qualification programmes.

Within the framework of the Hanse-Parlament, this concept achieves an effective qualification of specialists and managers as well as entrepreneurs through the coordinated co-operation of the various players and thus at the same time important support from a single source for small and medium-sized enterprises in all regions of 13 countries. Small and medium-sized enterprises are involved throughout the country, irrespective of their location, thus also realising the connection and promotion of peripheral regions.

In carrying out these tasks, the results of the project are continuously developed further and new instruments, advisory and qualification programmes are developed in line with requirements. Complex new developments are carried out under the direction of the Hanse-Parlament within the framework of subsidised projects. At the same time, the Hanse-Parlament ensures that all 74 partners involved receive all current programmes and best practices and exchange experiences and information with each other.

The chambers, vocational schools and colleges/universities receive ongoing support and funding from the Hanse-Parlament, which carries out the following activities on a permanent basis:

- Management, coordination and promotion of all activities.
- Securing and coordinating regional and international co-operation.
- Joint consultations, regular exchange of information and mutual sharing of experiences at general meetings and working meetings of the Hanse-Parlament.
- Providing information, advice and documentation for various target groups, e.g. companies, educational institutions, politicians, public administrations, etc., as part of day-to-day business.
- Development and, with individual partners, implementation of further development and funding projects for the demand-orientated development of new qualifications and funding.
- Transfer of the developed support concepts, curricula etc. as well as best practice examples to all 74 partners and other relevant educational and support organizations.
- Needs-orientated process consulting and support during implementation.

Joint consultations, feedback, further development of existing and new development of additional educational and support measures take place at all general meetings and working meetings of the Hanse-Parlament.

The ongoing implementation of this work is coordinated by the Hanse-Parlament as part of its day-to-day business. At the same time, joint consultations, regular exchange of information and mutual sharing of experiences are ensured. As a result of the consultations, a decision is also made on the further development of existing and the development of additional measures and it is determined who will carry out this work under the direction of the Hanse-Parlament.

The regular exchange of information and experience as well as manageable work is financed by the Hanse-Parlament's own funds and those of its members. For the realisation of more elaborate events, complex development work or larger R&D tasks, projects are developed with funding from national and EU funds, which are applied for and implemented by the Hanse-Parlament together with individual colleges/universities and chambers of commerce from various countries.

#### Chambers, SME associations and other SME promoters

For small and medium-sized enterprises, it is crucial that they receive funding and services that are customised, just-in-time and from a single source. Organising this is the central task of the chambers, which are the first and permanent point of contact for companies. The chambers develop networks for the promotion of small and medium-sized enterprises in order to bundle all forces and consistently focus on small and medium-sized enterprises. In these networks, the chambers assume the central initiative, coordination and contact function and involve other funding institutions, in particular universities and colleges. SMEs can thus utilise all of the region's capacities via a central 'chamber' contact.

Within the framework of these networks, it is also the task of the chambers to continuously bring the specific concerns of the SME sector to the attention of politicians, administrations, universities, colleges, etc.

The Hanse-Parlament supports the chambers in performing these important promotional tasks for SMEs, takes on central development tasks, promotes innovations and wins over other institutions, above all colleges and universities, for a co-operative provision of funding.

In this system of SME promotion, the chambers are the first point of contact for companies. They cooperate closely with colleges and universities and involve them in the development and promotional tasks. The 50 chambers, SME associations and other SME promoters, who are members of the Hans-Parlament, act as promoters and contacts for SMEs, constantly bring the concerns and needs of SMEs into the work, transfer the results to SMEs and advise on implementation. With the advice and coordination of the Hanseatic Parliament, they carry out ongoing qualification and support tasks for SMEs and their employees in their regions, utilising the expertise and capacities of colleges and universities in a demand-oriented manner. The joint work in the Hanse-Parlament ensures smooth co-operation between chambers and colleges/universities.

The chambers, SME associations and other SME promoters utilise and implement the results of the project and take on the following tasks in particular for the long-term continuation of the activities.

- They provide companies with ongoing information, are their first point of contact and coordinate funding for SMEs so that they receive customised services from a single source.
- They are particularly interested in attracting successor entrepreneurs, managers and skilled workers for their member companies and advise SMEs on how to recruit them.
- They recruit SMEs as training partners for dual/trial study programmes and support them in their implementation.
- They are involved in the promotion of innovation and the implementation of R&D projects in SMEs and take on a variety of advisory tasks.
- They are heavily involved in vocational training and organise ongoing further vocational training courses with their educational institutions. They offer SMEs and their employees the two continuing education programmes developed in the BA&VET project on an ongoing basis and advise interested parties and participants.
- They employ their own lecturers and supervisors to implement the training programmes. For subject areas that they cannot cover themselves, they work together with external lecturers, in particular lecturers from colleges and universities.
- They have their teaching staff and external lecturers continuously qualified in train-the-trainer seminars organised by colleges/universities.
- In many countries, they are the competent bodies for vocational education and training, conduct vocational education and training examinations and certify further training qualifications obtained abroad in accordance with the procedure developed in the BA&VET project.
- With the support of colleges and universities, they continuously develop curricula and teaching materials and co-operate with other chambers.

The realisation of these activities is largely financed from own funds (= membership fees of the affiliated companies), as the promotion of SMEs and their employees is their most important statutory task.

The further training courses are primarily financed by participant fees, which are paid by the participants and/or the companies. Some countries subsidise the implementation of national funds in order to enable interested parties to participate at low cost.

The further training and integration of the unemployed is financed by public funds from the labour administration.

The counselling tasks are financed by their own funds. In some countries (e.g. Germany), up to 75% of the costs for SME counselling are refinanced from national funds in order to promote SMEs and create cost-effective counselling services.

### Vocational schools and other vocational training institutions

As part of the dual/trial study programmes, participants complete integrated dual vocational training in the first two years and therefore also have the status of an

apprentice. Vocational schools are legally obliged to provide these individuals with vocational training. If there are sufficient numbers of participants for an occupation, specific vocational school classes are formed. Otherwise, teaching takes place in the existing classes. Financing is provided entirely by national funds.

In some countries, vocational schools also organise further vocational training, particularly in countries where there is insufficient inter-company training capacity. These vocational schools and other private or public vocational training institutions run the two continuing education programmes on an ongoing basis. The implementation is financed by national funds, participant fees with a subsidy from public funds or entirely by participant fees.

### Colleges and Universities

Colleges and universities are indispensable institutions for the qualification and innovation promotion of SMEs. They develop curricula and teaching materials for the dual/trial study programmes and, in cooperation with the chambers, for the continuing education programmes. They run the dual/trial study programmes in close cooperation with SMEs and vocational schools and work closely with the chambers. Colleges and universities qualify teaching staff and advisors and support the chambers in implementing the continuing education programmes. In connection with the implementation of the study programmes, the training partners 'companies' receive comprehensive innovation support and R&D projects are carried out with them. Colleges and universities advise and evaluate the implementation of the support and training programmes and ensure ongoing quality improvements.

The 24 colleges and universities utilise and implement the results of the project and take on the following tasks in particular after the end of the project.

- They carry out the train-the-trainer programme in line with demand, so that a sufficient number of qualified teachers and advisors are always available in all regions of the 13 countries. The implementations are financed by regular public funds or, in some cases, by participant fees paid by the sending institutions.
- The colleges and universities support the chamber in the implementation of the two continuing education programmes, contribute to the necessary further development of curricula and teaching materials, provide lecturers if required or are represented on examination committees. They finance these tasks from regular public funds and, to a lesser extent, from fee income that they receive from the chambers and other vocational training institutions for providing teaching staff.
- The 24 colleges and universities
  - a) implement the two dual/trial study programmes and/or
  - b) integrate individual study modules into existing study programmes and/or
  - c) use individual study modules as part of their continuing education programmes.

Funding is provided from regular public funds or, in the case of private universities (e.g. Hochschule 21, Buxtehude, Germany), from tuition fees, which are usually paid by the participating companies.

- The students complete around half of the entire training period at the college/university and half at the company. This intensive, harmonised cooperation provides the companies with comprehensive innovation support. Within this framework, customised, manageable R&D projects are also carried out in the companies. Funding is provided from the regular public funds of the universities/universities or, in the case of private universities, from tuition fees. For the realisation of complex R&D projects in the companies, national or EU funds are acquired and the remaining self-financing is borne by the companies.
- With financing from their regular public funds, the colleges and universities are continuously developing curricula and teaching materials for the two dual/trial study programmes. The implementation of more complex development work or the development of curricula, module handbooks and teaching materials for new degree programmes is ensured by projects that are developed with funding from national and, in particular, EU funds.

Once a year, the Hanse-Parlament organizes a half-day to one-day workshop with all 74 members on the needs, identification, consultation and structuring of required development and research projects. On this basis, the Hanse-Parlament develops comprehensive project outlines. These are coordinated with all stakeholders, and it is jointly decided which partners will be involved in the implementation. The elaborated project applications are submitted for funding in suitable EU programs and, in the case of smaller projects, also in national programs. The projects are then implemented under the leadership of the Hanse-Parlament together with the selected chambers, other SME promoters, vocational training institutions as well as colleges and universities. All other members of the Hanse-Parlament are involved as associated partners in the overall project implementation.

Towards the end of the of the BA&VET project, priority topics for important development and research projects have already emerged, for which the following project proposals have been developed and submitted for funding:

- Bachelor Professional strategy program and development of a Bachelor's degree course in Human Resources and Business Administration for SMEs (BP4SME)
- Building Resources for Integration, Development, Growth and Entrepreneurship - Women's Excellence & Ukrainian Enhancement Sources
- Strategic Hub for the Workplace of Tomorrow's SMEs (HUB4Ts)

## Resolutions

After the end of the project, the work will be continued with the following main tasks and their financing will be secured.



Areas of activity	Main tasks	Responsible partner	Financing	Remarks
<b>Ongoing operation, coordination and further development</b>	Securing the ongoing operation and cooperation, Ensuring the exchange of experience and promoting all partners	Hanse-Parliament	Self-financing	Project development Hanseatic Parliament with members, realisation Hanseatic Parliament with selected members, transfer of results to all members
	Ongoing transfer of results and implementation consulting	Hanse-Parliament	Self-financing	
	Implementation of complex further and new developments of educational programmes and SME funding	Hanse-Parliament with 74 members	EU, national and own funding	
<b>Train the Trainer Program</b>	For the qualification of teachers, consultants and university lecturers for the implementation of dual bachelor's degree courses, demanding further education as well as innovation promotion and R&D projects in and with SMEs	Colleges and Universities	National funding	The Train the Trainer program is transferred to 24 colleges & universities, which run this on an ongoing basis, so that well-qualified teachers and consultants are constantly available in sufficient numbers in all regions.
<b>Three stage dual study programme Business Administration &amp; Sustainable</b>	Implementation of trial Bachelor study programs	Colleges & Universities SMEs	National funding	Successfully tested study program is available. In addition to the study programs developed in the project, other study programs are available.
	Implementation of modules in existing Bachelor study programs	Colleges & Universities	National funding	Successfully tested study program is available.
	Implementation of modules of the trial study programme as further education	Colleges & Universities	National funding Participant fees	Successfully tested study program is available.
	Vocational school lessons as part of integrated vocational	Vocational schools	National funding	

<b>Management of SMEs</b>	training in the first two years of the degree programme			
	Ongoing further development of curricula, teaching materials and examination regulations	Colleges & Universities	National funding	Realisation in co-operation with other colleges and universities.
<b>Further Training program "Sustainable Management"</b>	Implementation of the further training program	Chambers, SME association and vocational education institutions Vocational schools	Participant fees  National funding & participant fees	Successfully tested education and counselling programs are available.
	Final examinations	Official examination boards of the Chambers	Participant fees	Examination regulations with recognised further education qualification and procedure for international recognition were developed in the BA&VET project.
	Ongoing further development of curricula, teaching materials and examination regulations	Chambers & SME associations with Colleges & Universities	Own financing	Realisation in co-operation with other colleges and universities.
<b>Three stage dual study program Management of Renewable Building Energy Technology</b>	Implementation of trial Bachelor study programs	Colleges & Universities SMEs	National funding	Successfully tested study program is available. In addition to the study programs developed in the project, other study programs are available.
	Implementation of modules in existing Bachelor study programs	Colleges & Universities	National funding	Successfully tested study program is available.
	Implementation of modules of the trial study programme as further education	Colleges & Universities	National funding Participant fees	Successfully tested study program is available.
	Vocational school lessons as part of integrated vocational training in the first two	Vocational schools	National funding	



	years of the degree programme			
	Ongoing further development of curricula, teaching materials and examination regulations	Colleges & Universities	National funding	Realisation in co-operation with other colleges and universities.
<b>Further Training program "Energy Consultant"</b>	Implementation of the further training program	Chambers, SME association and vocational education institutions Vocational schools	Participant fees  National funding & participant fees	Successfully tested education and counselling programs are available.
	Final examinations	Official examination boards of the Chambers	Participant fees	Examination regulations with recognised further education qualification and procedure for international recognition were developed in the BA&VET project.
	Ongoing further development of curricula, teaching materials and examination regulations	Chambers & SME associations with Colleges & Universities	Own financing	Realisation in co-operation with other colleges and universities.
<b>Innovation promotion &amp; R&amp;D projects</b>	Exchange of information and experience as well as the transfer of knowledge and technology in writing and electronically	Colleges & Universities SMEs Chambers & SME associations	National funding Own funds National & own funding	In particular through the personal exchange which is so important for SMEs, in the form of meetings, information and training courses, group coaching, etc.
	Promotion of innovations for SMEs as well as implementation of R&D tasks in and with SMEs	Colleges & Universities SMEs Chambers & SME association	National funding Own funds National & own funding	A coaching and innovation support program was developed and successfully tested in the BA&VET project.

The business model outlined above for the continuation of the work was created, extensively deliberated, and bindingly agreed upon by all partners. The specified forms of financing were also examined and agreed upon; the financing of all the listed work has been secured.

The present concept for continuing the activities of the BA&VET project after the end of the project was developed in the project 'Promoting permeability through dual bachelor's programmes with integrated initial and further vocational training (BA&VET)' and intensively discussed and coordinated with the partners at workshops. Further consultation and coordination took place at conferences with all project and associated partners as well as with representatives from companies, politics and administrations. The members of the Hanse-Parlament finally discussed this concept and decided to implement it.

