



Result 4.1

Concepts and Instruments for Management and Implementation Qualifications

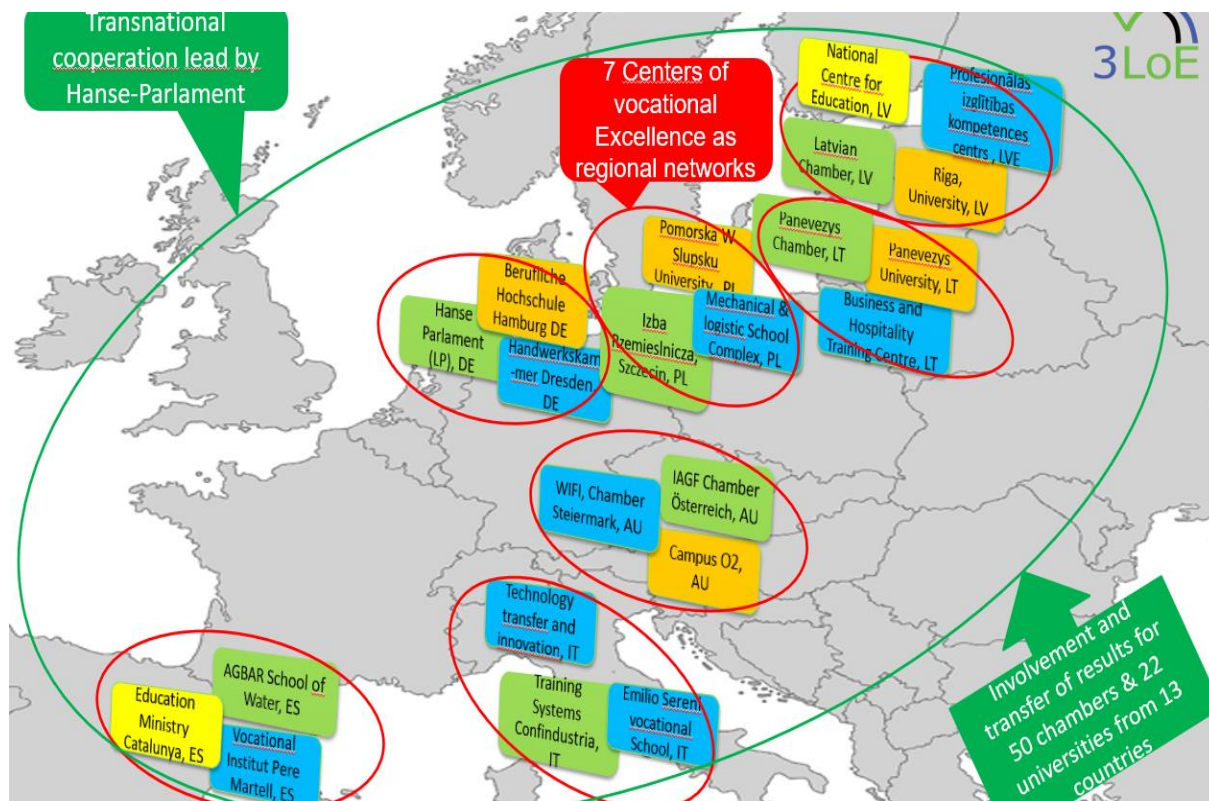
Prepared by Hanse-Parlament



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

"The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Partner



Language

English

Table of Content

1 Summary and Introduction	4
1.1 About the 3LOE Project.....	4
1.2 About Concepts and Instruments for Management and Implementation Qualifications.....	7
2 Structure and Work of the seven Centers of vocational Excellence (COVE).....	8
3 Tasks of the Centers for Vocational Excellence.....	11
4 Curricula and Concepts.....	19
4.1 Curricula for initial vocational training.....	19
4.2 Curricula for further vocational training	20
4.3 Curricula for higher education	21
4.4 Curricula for Train the Trainer programmes	21
4.5 Evaluation Concepts and Quality assurance	21



4.6 Tools and support measures	22
4.7 Concepts and strategy programs	22
5 Attachments: Tools and Concepts.....	22



1 Summary and Introduction

1.1 About the 3LOE Project

Around 99% of all EU businesses are SMEs, creating up to 70% of all jobs. In general, SMEs have good growth prospects for the future and are particularly well equipped to solve environmental problems and to enhance the green economy. However, in most of the project countries, SMEs are confronted with a shortage of skilled workers and young entrepreneurs. This shortage of skilled workers is even more alarming taking into account that due to aging of current entrepreneurs, a large and growing number of companies will have to be handed over to the next generation. Furthermore, young specialists and entrepreneurs often lack the qualifications and skills needed in order to respond to contemporary developments in the fields of energy, climate and environmental protection. The following problems have been identified in SMEs working in the fields of green economy, energy and environmental protection:

- Blatant and growing shortage of skilled workers.
- Large qualification deficits, especially in the Green Economy.
- Loss of attractiveness and low qualification of school-based VET.
- Low rates of further training and insufficient orientation of offers to SME needs.
- Ageing of entrepreneurs and increasing shortage of young people (demographic change).
- Failure of business transfers and low rates of business start-ups.
- Low innovation rates and insufficient productivity.
- Not enough cooperation between universities and SMEs and a lack of teaching geared to SME needs.
- Comparably low internationalization of SMEs and vocational training providers.
- Lack of national level support for SMEs”.

To meet these challenges, work-based learning and new paths in vocational training must be provided through cooperation between educational institutions, economic chambers and SMEs. University graduates are often well-qualified in theory, but lack practical knowledge, skills and abilities that are crucial for SMEs. For this reason, VET reforms must also involve higher education, and should implement dual bachelor's degree programs that combine a bachelor's degree with vocational training and on-sight work in companies.

In the 3LOE project, an innovative and complex project structure with 22 project partners from 7 countries as well as 60 associated partners from 13 countries was designed. In each country, centers of vocational excellence (COVEs) in Green Economy will be established, managed and their permanent continuation ensured. A transnational cooperation of the centers will be developed, extended to 60 education stakeholders from 13 countries and operated permanently in an institutionalized form. The centers will offer a wide range of dual education measures in vocational training, further education and higher education, that are being developed, tested and evaluated in the project. These educational measures on EQF levels 3-7 focus on Green Economy, Digitalization and Entrepreneurship. Furthermore, vocational and educa-



tional consulting and innovation support for SMEs will be developed and implemented. In total, seven Train-the-Trainer programs will be developed and implemented permanently by the project partners. All results will be transferred to the 60 associated partners together with implementation advice.

The objectives and aimed outcomes of the 3LOE project can be summarized as following:

1. Foundation of a three-level Center in each project country

1.1 Building the "Green Economy" skills alliance for qualifications in SMEs with educational and economic actors from the 7 project countries; development of information and cooperation tools.

1.2 Expansion of the skills alliance to the 60 associated partners from 13 countries, comprising chambers of commerce, SME associations, as well as universities of applied sciences/colleges.

1.3 Development, testing and evaluation of a curriculum and teaching materials for Train the Trainer courses for personnel and center management (vocational school-teachers, trainers in SMEs and lecturers in further and higher education institutions).

1.4 Evaluation of the construction and operation of the seven centers of Excellence and of the transnational cooperation.

1.5 Development of business and financing plans and ensuring the long-term continuation of the seven centres and transnational cooperation.

1.6 Development, consulting and introduction of political strategy program.

2. Implementation and realization vocational training

2.1 Development and implementation of a tool for vocational and qualification counselling as well as a training for consultants and teachers to use the tool.

2.2 Implementation of the dual system, so that work-based learning is put into practice in the project countries.

Preparation and transfer of curricula and examination regulations for dual vocational training for different professions and implementations in Poland, Lithuania, Latvia and Spain.

Development, test and implementation Trainings for teachers to conduct dual vocational training as well as Training of trainers in SMEs.

2.3 Development political concept for the training and integration of young people with learning difficulties for young people with learning difficulties (EQF level 3).

Development, test and implementation of a dual vocational training "Specialist for Building Insulation".

2.4 Development, testing and evaluation of education programme, teaching materials and examination regulations for the provision of sector-specific qualifications already during the initial vocational training for stronger learners. Implementation in the dual system, so that work-based learning is put into practice in the project countries.

2.5 Development and implementation five-year technician training „Ecologic Solutions in Logistics”.

3. Implementation and realization of further vocational training

3.1 Development and implementation of concepts and instruments for the management of continuing vocational training.

3.2 Development, test and implementation of a Train-the-Trainer program for teachers to conduct further training.

3.3 Development and implementation of a concept "SME-fair digitalization" as well as development, test and implementation of two train the trainer programs "Basic and advanced digital skills".

3.4 Transfer and implementation of four further trainings Energy Saving and Renewable Energies.

3.5 Preparation, transfer and implementation of six further trainings in the Green Economy.

3.6 Development, testing and evaluation of different training programs and teaching material for owners, managers and qualified workers of SMEs (EQF level 5 and 6).

The trainings are specifically tailored to SME needs and different qualification levels and combine the transfer of technical, professional and management know-how.

- Training Enterprise and Entrepreneurship in Green Economy

- Training Energy Service Manager

- Trainings vocational Master Carpenter and Electric

- Training Construction Technician

- Training Service Technician

- Training Sustainability in foodservice industry

3.7 Development of regulations for new continuing education occupational profiles with a focus on the green economy.

3.8 Development of an integration programme for the unemployed (EQF level 4) in order to be able to place the unemployed in permanent jobs through further training seminars and a further training qualification.

4. Implementation and realization of higher education

4.1 Preparation and transfer of curricula, evaluation and examination regulations for two existing dual Bachelor degree programmes "Management of Renewable Building Energy Technology" and "Business Administration for SMEs".

4.2 Development and beginning of implementation of new dual Bachelor degree programs

- Business Administration & Sustainable Management of SMEs

- Entrepreneurship and Innovation in Green Economy

- Logistics - Green Supply Chains

- Service technician

- Tutorial "Sustainable management Climate neutrality for companies"

4.3 Development, test and implementation of four study modules (EQF level 6) on SME management in the Green Economy sector, which will be carried out in the dual study system and integrated into existing Bachelor degree programmes.



4.4 Development and implementation of concept for innovation promotion Solutions for manageable R&D tasks of SMEs and conducting manageable R&D projects for SMEs-

4.5 Development, testing and implementation of Training program for university lecturers and SME advisors.

5. Dissemination, transfer and use of the project results

5.1 Development of a concept and summary evaluation of the dissemination results of all partners

5.2 Transfer of all educational measures to 60 educational institutions in 13 countries and needs-oriented implementation consultations as well as realization of a bundle of measures for further dissemination of the project results.

5.3 Further dissemination activities such as presentations online, at third-party events, press releases and conferences.

5.4 Book with all results of the project and distribution via book trade.

For each of the three levels of educational measures there will be:

- Target-group-specific educational programs.
- Curricula, teaching materials, etc. developed in a leading role by the educational institutions of the respective level, whereby the educational institutions of the other levels (in particular universities) participate in an advisory and supportive manner.
- Representatives of the participant target groups involved in the development work.

All educational measures will be tested with the respective target groups under different national conditions in the countries, evaluated and completed on the basis of the evaluation results with application notes.

1.2 About Concepts and Instruments for Management and Implementation Qualifications

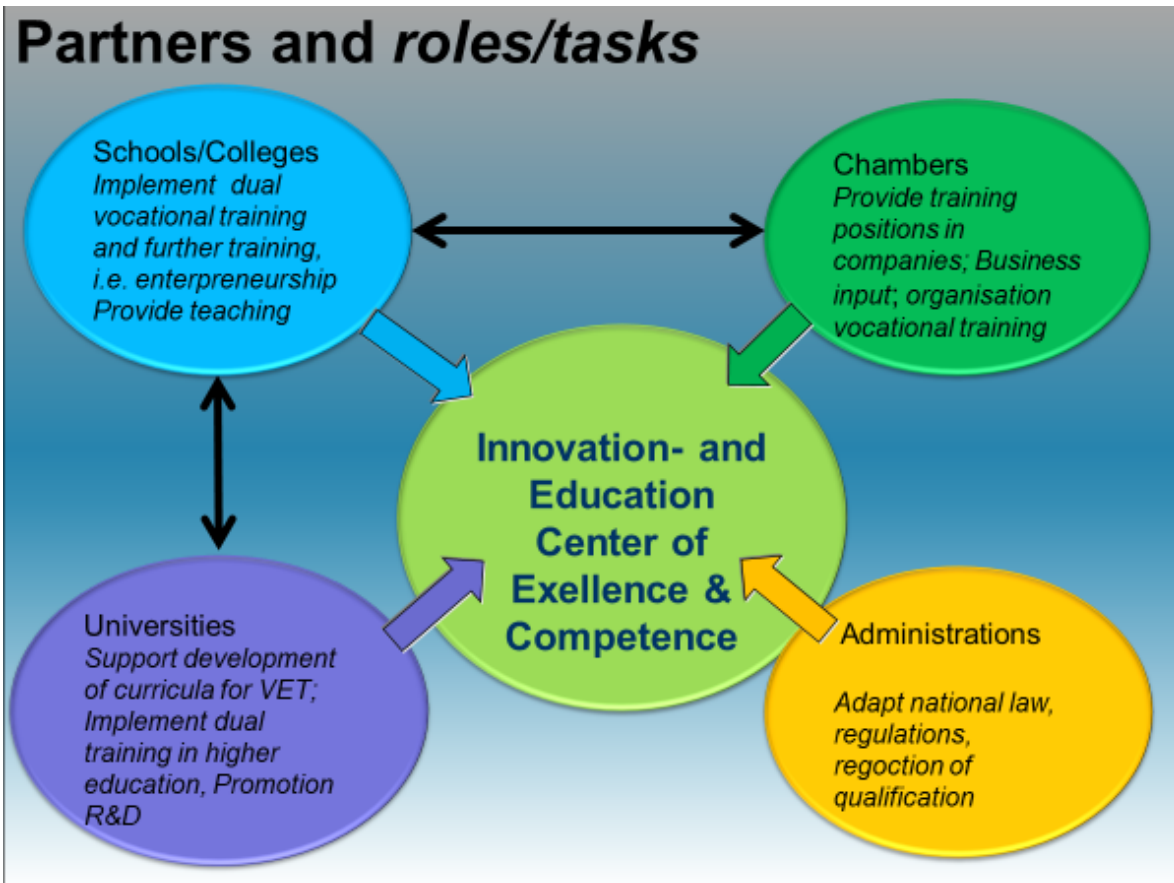
In the 3LOE project were developed and implemented:

- 6 Train the Trainer programs
- 59 vocational training, further education and study programs (EQF Level 3 - 7)
- 5 tools and support programs

In order to implement this very extensive program to a high standard and on time, implementation concepts, tools and guidelines were developed, discussed and harmonized with the partners of the eight COVEs for all tasks relating to the development and implementation of all training measures at EQF levels 3 - 7. A summarized description is provided below.

2 Structure and Work of the seven Centers of vocational Excellence (COVE)

The foundation for the development and operation of 7 centers of vocational excellence is provided by already existing competence centers (in Germany and Austria) or by vocational schools (in the other project countries), which in the future will be operated jointly by the vocational schools, chambers and universities of the consortium.



The joint operation is organized in the individual countries according to regional conditions and development strategies. The COVEs are established as a cooperative network consisting of three locations/parts:

- Vocational school or other educational institution.
- Chamber or association (with its educational institutions).
- College or university.

Each location/part is independent and economically autonomous. One partner of each country oversees the center coordination and all three/four partners of the country sign a cooperation agreement. Other educational institutions, public administrations, etc. can be integrated into the COVEs.

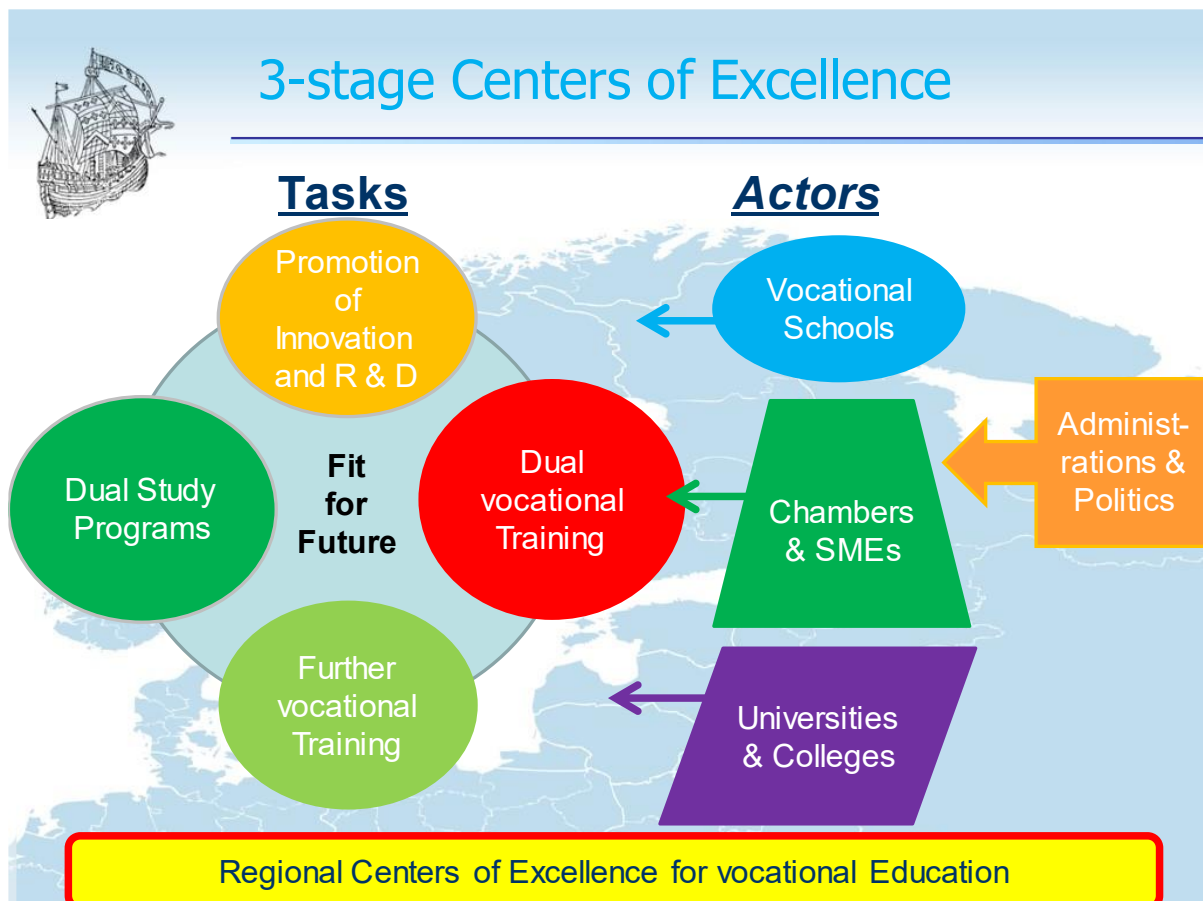
Generally, the center coordination comprises the following long-term tasks which are to be carried out within and after the active phase of the project:

- keeping close contact with the European partners of the project
- studying and evaluating current national developments in vocational education
- intensive networking to keep regional partnerships up-to-date and adapt to new (national) developments

- providing networking space and hosting regular meetings of the regional partners
- continuously updating train-the-trainer course concepts to ensure a high quality of instruction methodology
- extracting new technological developments into course concepts and establishing contact with suitable partners active in the Green Economy sector
- disseminating the work of the COVE in the region as well as within their own institution

The centers of professional excellence will be developed and reinforced on three levels:

1. **Level: Vocational training** (EQF Level 3 and 4)
2. **Level: Further training** (EQF Level 4 to 6)
3. **Level: Higher education** (EQF level 6 and 7)



The following actions will be taken in order to realize educational programs on the three levels:

- a) Transfer of best practices concepts, curricula, teaching materials, examination regulations etc. that can be adapted to the respective national conditions, implemented and evaluated.



- b) Development of concepts, curricula, teaching materials, examination regulations etc. as well as implementation and evaluation of these in accordance with the respective national conditions.
- c) Continuation of existing activities in the Green Economy within the individual centers of excellence that can be offered for implementation to the other centers of excellence.

The project partners are active in all three levels:

- Vocational schools / vocational competence centers that implement dual vocational trainings and further trainings at EQF Level 3 – 5 as well as EQF Level 6 within the framework of dual study programs.
- Chambers that act as cooperating bodies for vocational education at EQF Levels 3 - 6, carrying out vocational trainings and further trainings, examinations, consultations, and in particular representing SMEs, advising and integrating them as training partners for dual education.
- Colleges / universities at EQF Level 3 - 5 that participate in the development of curricula and new learning methods, provide lecturers, trainings for teachers and managers, etc. At EQF Level 6 and 7 they will implement dual Bachelor programs and innovation projects for SMEs.

Within the centers of excellence, fruitful cooperation's with SMEs are facilitated through the chambers on a regional level, to secure a successful introduction and long-term operation of dual education on all three levels. An intensive regional cooperation is also realized with administrations, employment agencies, business incubators, etc., which are integrated in the COVEs as advisory board members.

Coordinated by the Hanse-Parlament, a sustainable, transnational cooperation of all centers of vocational excellence is developed, securing ongoing exchange, joint development work, best practice transfer, innovation promotion, etc.

This international cooperation also includes staff, learners and SME workers from the individual centers, so that cross-border mobility of teachers, learners and SMEs are strongly promoted.

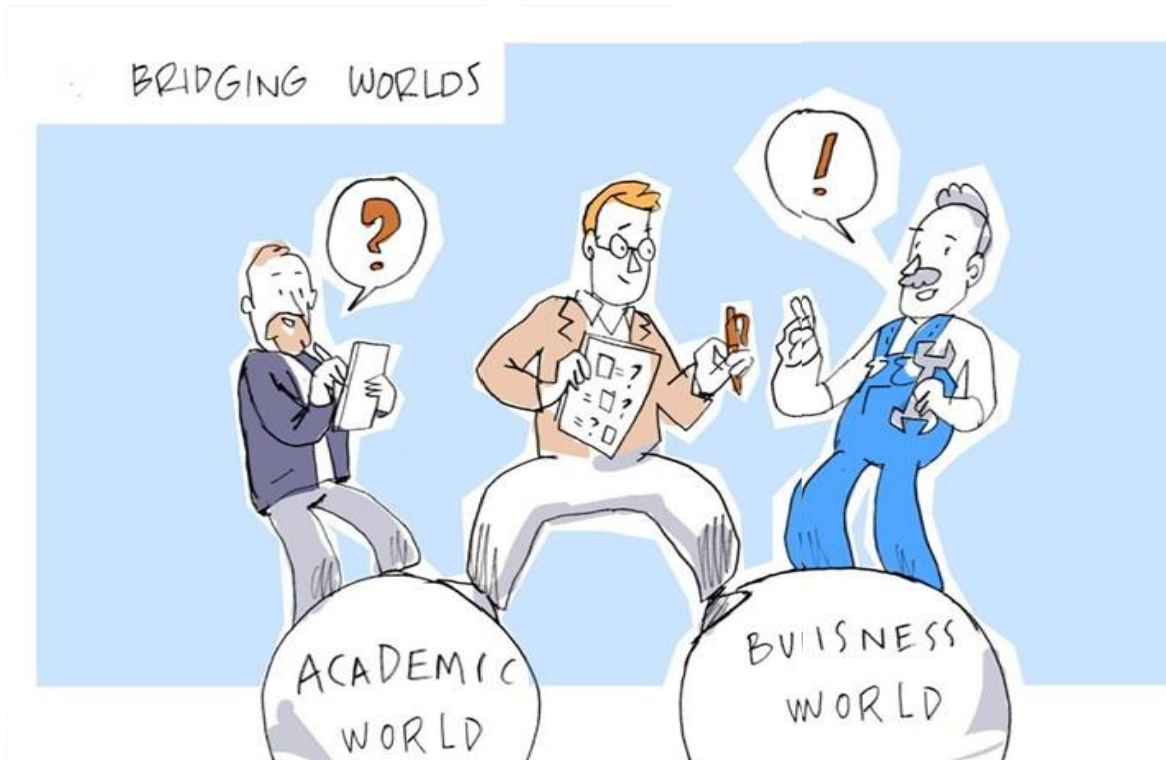
The transnational cooperation of the 8 centers of vocational excellence will be greatly expanded by the inclusion of 70 educational institutions from 13 countries that are already involved as associated partners. In addition to expanding the spatial and content-related basis, the aim is to directly involve the associated partners in the work, to transfer and implement results and to create centers of vocational excellence in their regions/countries through these partners.

To develop and strengthen regional and international cooperation's as well as to train the new tasks and educational measures, a total of seven train the trainer programs are being developed, tested and evaluated, which will be permanently implemented by the participating colleges / universities in their regions.

3 Tasks of the Centers for Vocational Excellence

The seven Centers of Vocational Excellence will begin their missions on July 01, 2021. There will be a distinction between two main task areas:

- Core tasks that will be performed from the start of the Centers or fully developed and implemented no later than October 31, 2024.
- Development tasks, the development and implementation of which will be started by October 31, 2024, and which will be completed and implemented on a permanent basis, particularly after the end of the project.





The table below provides an overview of the individual tasks of the Centers as well as tools and support provided to successfully perform the tasks.

Areas of responsibility	Core tasks (development and implementation until 31.10.2024)	Development tasks (start of development and completion & implementation from 31.10.2024)	Comments	Curricula & Concepts until 31.10.2024	Concepts, Tools & Aids
Vocational and qualification counselling	Core task		For young people before starting vocational training, people in further education & students	Training for consultants & teachers to use the tool	<ul style="list-style-type: none"> - Tool for vocational and qualification counselling - Evaluation of Trainings and Consulting Processes
Accompaniment, advice and support during the qualification process	Core task			<ul style="list-style-type: none"> - Training for teachers to conduct dual vocational training - Train the Trainer program for teachers to conduct further training 	<ul style="list-style-type: none"> - Guide and checklist for the implementation of vocational training courses - Evaluation of Trainings and Consulting Processes
Initial vocational training (EQF 3 & 4)	Core task	Further development and extension to other professions	Design according to work-based learning, especially realization dual vocational training	<ul style="list-style-type: none"> - Training of trainers in SMEs - Dual vocational training "Electrician" & „Fitter of fixtures and fittings in building industry" - Dual vocational training "Cooks" - Dual vocational training "Motor vehicle mechanic/Car mechanic" 	<ul style="list-style-type: none"> - Best Practice Presentation VET System Germany - Recommendations for the transfer and implementation dual VET - Best Practice Presentation The essence and benefits dual system



				<ul style="list-style-type: none"> - Dual vocational training "Electro mechanic" - Dual vocational training "Specialist for Building Insulation" - Dual vocational training "Sustainable restaurant worker" - Five-year technician training „Ecologic Solutions in Logistics" - Six trainings for additional qualifications 	<ul style="list-style-type: none"> - Best Practice Presentation Cooperation in dual vocational education and training - Political concept for the training and integration of young people with learning difficulties - Analyses economy, demography, education and labor markets - Analyses qualification requirements - Political concept for the training and integration of young people with learning difficulties - Effective Teaching and Trainings Method - Evaluation of Trainings and Consulting Processes - Guide and checklist for the offer and implementation of seminars "train the trainer / train the consultants"
--	--	--	--	--	---



Further vocational training (EQF 5 & 6)	Core task	Further development and extension to other training areas	SME specific Design according to work-based learning	<ul style="list-style-type: none"> - 6 Trainings Energy Saving and Renewable Energies - 6 Trainings in the Green Economy - Training Enterprise and Entrepreneurship in Green Economy - Further Training Electrician preparation for Technician - Training Energy Service Manager - Training Vocational Master Carpenter & Electrician - Training Construction Technician - Training Service Technician - Training “Work-related English with Focus on Green Economy” for companies - 5 trainings “Competences and Innovation in the agricultural sector” - 3 trainings Sustainability in foodservice industry 	<ul style="list-style-type: none"> - Guide and checklist for the implementation of vocational training courses - KAIN Method Knowledge According Individual Needs - Analyses economy, demography, education and labor markets - Analyses qualification requirements - Regulations for new continuing education occupational profiles with a focus on the green economy - Integration program for unemployed - Effective Teaching and Trainings Method - Evaluation of Trainings and Consulting Processes - Guide and checklist for the offer and implementation of seminars “train the trainer / train the consultants”
---	-----------	---	--	--	--



				<ul style="list-style-type: none"> - Train the Trainer program for teachers to conduct further training - Train the Trainer A Basic Digital Skills - Train the Trainer B Advanced Digital Skills 	
Higher education (EQF 6 & 7)	Core task	Further development and extension to other study areas	Design according to work-based learning, especially realization dual Bachelor programs	<ul style="list-style-type: none"> - Dual Bachelor program "Management of Renewable Building Energy Technology" - Dual Bachelor program "Business Administration for SMEs" - Dual Bachelor program "Business Administration & Sustainable Management of SMEs" - Dual Bachelor program "Entrepreneurship & Innovation in Green Economy" - Dual Bachelor program "Electrical and Automatic Equipment" - Dual Bachelor program "Logistics - 	<ul style="list-style-type: none"> - Checklist - Analyses economy, demography, education and labor markets - Analyses qualification requirements - Effective Teaching and Trainings Method - Evaluation of Trainings and Consulting Processes - Guide and checklist for the offer and implementation of seminars "train the trainer / train the consultants"



				<p>Green Supply Chains”</p> <ul style="list-style-type: none"> - Dual Bachelor program “Service technician” - Tutorial “Sustainable management Climate neutrality for companies” - Four study modules “Green Economy” - Train the trainer program for university lecturers and SME advisors 	
Promotion of innovation and R&D for SMEs	Start in connection with further vocational and dual Bachelor programs	Further development and strong expansion	Until 31.10.2024 Technology transfer and execution of manageable R & D tasks for SMEs	Train the trainer program for university lecturers and SME advisors	<ul style="list-style-type: none"> - KAIN Method Knowledge According Individual Needs - Concept for innovation promotion of SMEs - Analyses economy, demography, education and labor markets
Establishment and ongoing operation of the 8 centers of vocational excellence	Core tasks Establishment of cooperation and start of work from 01.07.2021 and international cooperation Organization of the ongoing operation	Further expansion of cooperation and ongoing development	The tasks also include the personnel, spatial and technical equipment as well as the ongoing personnel development	<ul style="list-style-type: none"> - Training program for personnel and center management - Concept three-tiered centers of vocational excellence 	<ul style="list-style-type: none"> - Information & cooperation tool - Check Medium-sized enterprises - Check Innovation - Check Knowledge competence - Check personnel management



				<ul style="list-style-type: none"> - Concept for transnational cooperation by involving 70 associated partners - Political strategy program "Green Economy" 	<ul style="list-style-type: none"> - Check Human Resources - Check Health - Work aids Offensive Mittelstand - Check Organization - Corporate Social Responsibility - Curriculum Cost Management - Learning-Log-Internship-Diary - Tools for controlling and investments
Quality assurance	<p>Core tasks</p> <ul style="list-style-type: none"> a) Quality assurance of all educational measures b) Quality assurance of the establishment and operation of the center of vocational excellence c) Quality assurance of the overall implementation of the 3LOE project 	<ul style="list-style-type: none"> a) Further continuous quality assurance of the r educational measures b) Further continuous quality assurance of the cooperation and operation of the Center of vocational excellence as well as the transnational cooperation. 		<ul style="list-style-type: none"> a) Concepts educational measures - Evaluation concepts for the educational programs of the initial vocational training - Evaluation concepts for the evaluation of the educational programs of the further vocational training - Evaluation concepts for the educational programs of the higher education 	<ul style="list-style-type: none"> a) Tools & evaluation reports for the - educational programs of the initial vocational training - educational programs of the further vocational training - the educational programs of the higher education - Trainer programs



				<ul style="list-style-type: none"> - Evaluation concepts for the Trainer programs b) Concepts establishment and operation of the COVE - Quality assurance and concept for the evaluation of the construction and operation of the 7 centers c) Concepts implementation 3LOE project - Quality plans for Project implementation and transfer and implementation of project results 	<ul style="list-style-type: none"> b) Tools & evaluation reports for the construction and operation of the 7 centers c) Tools & evaluation report for the <ul style="list-style-type: none"> - transfer and implementation of project results - project implementation
--	--	--	--	--	---



4 Curricula and Concepts

From 1 March 2021 to 31 October 2024, curricula, tools and concepts will be continuously developed and implemented by the 8 Centres of Excellence:

- Curricula for educational programmes at EQF levels 3 - 7, which have been practically tested and evaluated under different national conditions and revised and finalised on the basis of the evaluation results and implemented by the individual centres of vocational excellence according to the respective regional conditions.
- Curricula for train the trainer programs that have been practically tested and evaluated, revised and finalised on the basis of the evaluation results and are implemented on an ongoing basis by the colleges/universities involved in the centres of vocational excellence.
- Tools for the performance of various tasks that have been practically tested and evaluated, revised and finalised on the basis of the evaluation results and implemented by the centres of vocational excellence.
- Concepts and strategy programmes that are implemented by the centres of vocational excellence after extensive consultations and coordination or are introduced by them into political decision-making processes.

These very extensive documents, which are currently being developed and tested, are not attached as appendices, but are listed below in key words.

4.1 Curricula for initial vocational training

- Training of trainers in SMEs, to provide qualified trainers in the training companies within the framework of the dual system
- Dual vocational training "Electrician"
- Dual vocational training „Fitter of fixtures and fittings in building industry"
- Dual vocational training "Cooks"
- Dual vocational training "Motor vehicle mechanic/Car mechanic"
- Dual vocational training "Electro mechanic"
- Dual vocational training "Specialist for Building Insulation", for the education and integration of young people with learning difficulties
- Dual vocational training "Sustainable restaurant worker", for the education and integration of young people with learning difficulties
- Five-year technician training „Ecologic Solutions in Logistics" with a recognised technician qualification at EQF level 5
- Six trainings for the provision of additional qualifications for young people with a strong learning ability during or directly after initial vocational training
 - A Technologies water supply
 - B Technologies water saving
 - C Greywater and rainwater utilization technologies



D Technologies decentralized wastewater treatment

E Fundamentals of the circular economy

F Systemic solution-oriented consulting

A recognised further education qualification (EQF Level 5) is acquired, the attractiveness of vocational education is increased and young people with a strong learning ability are attracted to vocational education.

4.2 Curricula for further vocational training

- Six short Trainings Energy Saving and Renewable Energies
 - Training I for SMEs: Energy Efficiency and Renewable Energies
 - Training II for SMEs: Solar Energy – Technology and Applications
 - Training III for SMEs: Energy Efficient Construction and Application of Renewable Energies
 - Training IV for SMEs: Waste and Wastewater Management and Energy Production
 - Energy Modular building owner training
 - Course of rational media and energy consumption and their production and distribution
- Six Trainings in the Green Economy with simultaneous implementation of development projects in companies and with the possibility of acquiring a recognised further education qualification (EQF Level 5)
 - A Preparation and management of SMEs for work in the Green Economy
 - B Waste reduction and recycling management
 - C Wastewater treatment and recycling management
 - D Water supply and saving
 - E Cradle to Cradle in SMEs
 - F Energy generation from wastewater and waste
- Training Enterprise and Entrepreneurship in Green Economy
- Further Training Electrician preparation for Technician
- Training Energy Service Manager
- Training vocational Master Carpenter and vocational Master Electrician
- Training Construction Technician
- Training Service Technician
- Training “Work-related English with Focus on Green Economy” for companies
- 5 trainings “Competences and Innovation in the agricultural sector”
- 3 trainings Sustainability in foodservice industry



4.3 Curricula for higher education¹

- Dual Bachelor program " Management of Renewable Building Energy Technology"
- Dual Bachelor program "Business Administration for SMEs"
- Dual Bachelor program "Business Administration & Sustainable Management of SMEs"
- Dual Bachelor program "Entrepreneurship & Innovation in Green Economy"
- Dual Bachelor program "Electrical and Automatic Equipment"
- Dual Bachelor program "Logistics - Green Supply Chains"
- Dual Bachelor program "Service technician"
- Tutorial "Sustainable management Climate neutrality for companies" (EQF Level 7)
- Four study modules "Green Economy" for integration into existing bachelor's degree programs or for further education for university graduates
 - A Management & Technologies of the Water and Wastewater industry
 - B "Waste Management & Technologies"
 - C "Management & technologies of the circular economy"
 - D "Management of sustainable economic activity"

4.4 Curricula for Train the Trainer programmes

- Training program for personnel and center management
- Training for consultants & teachers to use a tool for vocational and qualification counselling
- Training for teachers to conduct dual vocational training
- Training for teachers to conduct further training
- Train the Trainer A Basic Digital Skills
- Train the Trainer B Advanced Digital Skills
- Train the trainer program for university lecturers and SME advisors for the implementation of dual study programs and of R&D projects in SMEs

4.5 Evaluation Concepts and Quality assurance

- Quality assurance and concept for the evaluation of the construction and operation of the 8 centers
- Quality assurance and concepts for the evaluation of the educational programs of the initial vocational training
- Quality assurance and concepts for the evaluation of the educational programs of the further vocational training

¹ The dual Bachelor's degree programmes comprise studies at the college/university and vocational training or professional activity in companies. A recognized vocational qualification (EQF Level 4) and a recognized Bachelor's degree (EQF Level 6) are acquired at the same time.



- Quality assurance and concepts for the evaluation of the educational programs of the higher education
- Quality assurance and concepts for the evaluation of the educational programs of the Train the Trainer programs
- Quality plans for Project implementation and transfer and implementation of project results

4.6 Tools and support measures

- Information & cooperation tools
- Tool for vocational and qualification counselling
- KAIN Method Knowledge According Individual Needs
- Promotion of innovation and R&D for SMEs
- Summer school

4.7 Concepts and strategy programs

- Concept for transnational cooperation by involving 70 associated partners
- Analyses economy, demography, education and labour markets as well as analyses qualification requirements
- Concept three-tiered centers of vocational excellence
- Implementation concept for all educational measures
- Concept "SME-fair digitalization"
- System dual vocational training
- Political concept for the training and integration of young people with learning difficulties
- Consulting and introduction of political strategy program "COVE"
- Regulations for new continuing education occupational profiles with a focus on the green economy
- Integration program for unemployed

5 Attachments: Tools and Concepts

In addition to the curricula, tools and concepts developed and implemented within the 3LOE project, the eight Centers of vocational Excellence will be provided with additional tools and concepts that have proven to be useful in the operation of vocational training institutions and the implementation of educational measures. The tools, concepts, work aids, etc. listed below can be found on the project website <https://3-loe.eu>.

1. Best Practice Presentation VET System Germany
2. Recommendations for the transfer and implementation dual VET
3. Best Practice Presentation The essence and benefits dual system



4. Best Practice Presentation Cooperation in dual vocational education and training
5. Guide and checklist for the implementation of vocational training courses
6. Check Medium-sized enterprises
7. Check Innovation
8. Check Knowledge Competence
9. Check Personnel Management
10. Check Human Resources
11. Check Health
12. Work aids Offensive Mittelstand
13. Check Organization
14. Corporate Social-Responsibility
15. Learning-Log-Internship-Diary
16. Curriculum Cost Management
17. Manual Tools for controlling and investments
 - 17.1 Tool Operational Results
 - 17.2 Tool All key figures
 - 17.3 Consolidated results
 - 17.4 Tool Liquidity planning of the company in time
18. KAIN Method Knowledge According Individual Needs
19. Effective Teaching and Trainings Method
20. Evaluation of Trainings and Consulting Processes
21. Guide and checklist for the offer and implementation of seminars “train the trainer / train the consultants”