

BALTIC SEA ACADEMY



Hanse-Parlament

Agenda 2020: Educational Policy Strategies and Objectives for the Baltic Sea Region

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Preface

Since 1994 chambers and associations of small and medium enterprises (SME) in the Baltic region are working together as a part of the Hanseatic Parliament. In 2004 the Hanseatic Parliament Association has been founded. It consists of 47 industry, trade and crafts chambers and associations of small and medium-sized businesses, located in all countries of the Baltic Sea region. Those chambers and associations represent around 450,000 small and medium enterprises.

The Hanseatic Parliament pursue to strengthen the competitiveness of the Baltic region and in particular to promote the SMEs. In order to achieve a sustainable innovation, a Baltic Sea Academy has been founded in 2010 at the initiative of the Association. The Academy comprises 12 colleges and universities from nine Baltic Sea countries. The members conduct dual bachelor's degrees, secure the transfer of know-how and technologies, and process the research and development tasks for small and medium enterprises.

The program on hand addresses urgent educational tasks of the Baltic region for the next ten years. This strategic concept was developed in 2009 - 2011 as a part of international meetings, conferences and working groups of the Hanseatic Parliament. Various representatives from all Baltic Sea countries were involved in the drawing of this concept, namely:

- presidents, officers, directors and employees of member associations and chambers of the Hanseatic Parliament;
- professors and lecturers of the colleges and universities, which are the members of the Baltic Sea Academy;
- representatives of small and medium enterprises;
- politicians and representatives of public administration at local, regional and national levels;
- secretariat of the Hanseatic Parliament.

The hereby presented educational programme includes:

Chapter 1: A summary of key themes of future educational policy in the Baltic region. Detailed goals, strategies, actions and justifications can be found in the following chapters.

Chapter 2: A brief outline of educational challenges and opportunities.

Chapter 3: A Synopsis of the education systems in the Baltic countries and the consequences for the future educational policy derived from this synopsis .

Chapter 4: Objectives, strategies and measures for education and training. The education at colleges and universities is not the subject of the present concept.

1. Summary: Key Themes of the Future Educational Policy in the Baltic Sea Region

Opportunities for the future Baltic Sea Region

The Baltic Sea Region is deemed the most innovative and economically strong region of Europe which has not exploited its potential yet. At the same time, however, there is the emergence of revolutionary developments which can strongly limit the economic dynamics of the Baltic Sea Region and which require an increased commitment, especially in terms of educational policy. Accordingly, one of the five ambitious goals of the EU strategy "Europe 2020" is education.

Changes in labour markets

Such an evolution of educational policy is the key to the design of a fulfilling life and the social integration of each young person. Such improvements are also prominent in the interest of the economy which faces a completely different labour market situation.

Quantitative and qualitative constraints

In the next 20 years, the number of employed persons in all the Baltic States with the exception of Sweden will decrease by 5 - 18 per cent. The quantitative problems cause a substantial intensification of qualitative constraints. The requirements of companies towards trainees are high and still increasing. Personal and social skills are equally important to the factual knowledge. In most Baltic Sea States an increasing number of graduates lack the required competences.

Increased competition

There is a growing competition for skilled young people among SMEs, large enterprises, universities/colleges and government agencies. Moreover, small and medium-sized enterprises, which provide about 70 per cent of jobs, threaten that they become losers and are pushed towards lower levels. Securing trainees with good qualifications and high level of innovation is a question of survival for SMEs in the Baltic Sea Region.

Local employment potential and immigration

Increased immigration to the Baltic Sea Region is required; attractive educational offers are a crucial factor here. The society must open up and meet the multicultural challenges. Above all, the domestic potential should be exploited in a better way. Educational policy must ensure that the proportion of young people leaving school without qualifications as well as non-trainable adolescents is reduced significantly. No young person should be excluded, everyone deserves a second chance.

Holistic education

The overvaluation of purely intellectual ideals of education has to be contrasted with the eminent character of education which appeals to all senses and encourages the acquisition of all intellectual, artistic and manual skills equally. School education always seems to lead to more uniformity. Much more individualised instruction with personal learning objectives and success is urgently needed.

Promoting weaker learners and strong learners

Such holistic education with a promotion of individual talents is needed urgently for both weaker and stronger learners. An elite education is not sufficiently pronounced in many countries and it should no longer be a taboo. Systematic promotion of the strongest without the exclusion of the weakest is the decisive factor for the integration for all.

Early childhood education

Early childhood education must be greatly expanded on the basis of the example of a few Baltic States. This includes sufficient number of places in kindergartens and a mandatory one-year preschool with the best and best-paid teachers.

Priority for quality improvements

The mere creation of new structures cannot bring any lasting improvement if they are not preceded by far-reaching cultural reforms with improvements in quality. Evolution of cultures almost inevitably leads to the growth of new structures.

School structures perform a secondary role. Also a structured educational system can bring success in the case of high-level permeability. Long learning together is not a prerequisite for good school education but it facilitates teaching personal and social competences and promotes sustainable integration. The success in most Baltic States suggests that learning together should be implemented as long as practicable.

Increasing attractiveness and quality in vocational education

The attractiveness of vocational training has decreased very sharply in all Baltic States and in some countries it reached a proportion of 10-15 per cent of graduates going through vocational training, which is an alarmingly low level. The proportion of practice in vocational education must be increased significantly, especially in countries with educational systems. Wherever possible, training should take place in the dual system.

Admission requirements and differentiation

The introduction of uniform Baltic Sea Region entrance requirements of vocational training which is determined job-specifically is desirable. Specific ways of vocational education need to be introduced with complete transparency for children with learning difficulties but also for stronger learners.

Openness and transparency of the educational system

Vocational education is too separated from other branches of education and quickly leads to dead ends. A complete transparency in vocational education as well as between vocational education, general education and university education with smooth transitions and recognition possibilities is urgently needed. This includes also the Baltic-wide right to study with fellowship or specialist degree, following the example of some Baltic States.

Open up for employees outside the profession

Small and medium sized business, particularly the craft sector, must open up more strongly for employees outside the profession and to win them over to a permanent employment. Tailor made teaching phase, precise further education as well as opening of the education systems and improvement of the permeability support this process.

Dual degree courses of study

Young people avoid vocational training and prefer studies. However, most courses are largely theoretical and not sufficiently focused on the practical issues of SMEs, which cannot obtain a sufficient number of entrepreneurs and skilled workers despite a large number of students. Dual courses of study which combine vocational training or activity with studies have to be established on a broad basis.

International exchange

Stays abroad during training and professional activities promote increasingly important international knowledge and experience, and at the same time personal and social skills. The

Baltic-wide un-bureaucratic recognition of vocational training and further training qualifications is a crucial prerequisite.

Educational and regional economic policy

Moreover, the reduced transport and communication costs increase the mobility of production factors. Companies migrate to locations with higher potential of professionals and workers, to locations with attractive educational opportunities and diverse labour markets. The local competition for (highly) skilled workers is more intense. A uniform educational policy in the Baltic Sea Region has to be anchored in the EU Baltic Sea strategy and ensure that this competition takes place not only within the Baltic Sea Region; to the contrary, through excellent education it strengthens the competitiveness of the whole Baltic Sea Region towards other regions and expands the existing projections.

Highest priority for the educational policy

The considerable opportunities of the Baltic Sea Region can only be exploited at the highest level of innovation and excellent qualifications. Educational policy is also to a large extent connected with locational, regional and spatial planning policy. Education promotes innovations and competitiveness and includes the main support task for small and medium-sized enterprises. Educational policy must therefore be superior to all other policies and needs to enjoy highest priority also in the EU Baltic Sea Strategy. In accordance with the EU strategy "Europe 2020" politics, economy and society of the Baltic Sea Region must address their outstanding position of educational policy and recognise that the investment in human capital is the safest and the most profitable investment.

2. Opportunities and challenges

Small and medium-sized enterprises are the backbone of the economy and provide stabilisation of social development. They make 99 per cent of all businesses in the Baltic Sea Region and provide about 70 per cent of all jobs¹, are indispensable for the training, and secure the lion's share of government revenue. Through a powerful medium-sized business the Baltic Sea Region receives outstanding opportunities for economic empowerment and mastery of international competition. Thus, this region of the future has the best chances to develop into an innovative, economically strong region of international standing.

The small and medium-sized enterprises (SMEs) have a chance in the national and international competition only with the greatest opportunities of innovation and quality at the highest level. Both require outstanding qualifications. There are already significant deficits, which will increase considerably in the future, thus limiting growth and innovation decisively. Improving the skills in general education, quality and attractiveness of professional training and further development in the vocational education and training systems are, thus, outstanding issues and important conveying tasks for the craft business and SMEs in the Baltic Sea Region.

Every person is a unique creation and has the right to unique training and life. The straight and rapid course of training may not necessarily be the best one for everyone. Detours increase local knowledge and allow a wide range of learning for life. Education must address all the senses and where this does not happen, no real learning can take place. In a highly standardised, unilateral educational system without individual learning goals and pedagogy, a growing proportion of young people fail, since they try to cope with the type of learning and do not match the collective standards. During their entire educational career they collect only failures and then are quickly excluded as a failure. In some Baltic Sea states around 20 per cent of school leavers are qualified to be inadequate and unable to undergo vocational training.² Without professional training, they often remain without a chance for their whole life and are dependent from the cradle to the grave on state subsidies. Moreover, each person has at least one strong point. If this is recognised and supported, this person will make a valuable contribution for the society.

Each person deserves a second chance. If someone fails in a system, it does not mean that he or she is a failure. By means of other ways which initially may seem to be detours, but which are purposeful, good educational achievements can be made. This can be seen for example in skilled trade training. "I knew no institution in our society, in which it would be possible to implement such tremendous support for young people. This is only possible because in the crafts, more than anywhere else, the whole human being is required, the head as well as the hand, the humour as well as the imagination, the practice as well as the theory, the wisdom as well as the common sense."³ The overvaluation of the purely intellectual ideal of education has to be contrasted with the general, eminent character of such training in crafts. Therefore, the uniform and harmonious development of all the mental and physical abilities takes a form of a self-image.

¹ Hanse-Parlament: Ziele und Strategien von Handwerk und Mittelstand im Ostseeraum, Hamburg 2011

² Hanse-Parlament: Bildungspolitische Strategien heute und morgen rund um das Mare Balticum, Hamburg 2011

³ Prof. Joist Grolle: The Spirit of the crafts. Workshop Report No. 4, Future Workshop, Hamburg 1987

Holistic education with individual talents also creates an urgent need for stronger learning. An elite education is not sufficiently pronounced in many countries and it should no longer be a taboo. Systematic promotion of the strongest without the exclusion of the weakest is the decisive factor for the integration of all. Education must address all age groups. Lifelong learning must become the rule. The education policy must focus on the very young children (under 6 years) and the elderly (above 50 years).

This requires an education system in which many ways are opened, which allows for detours and offers largest permeability from preschool to university, which is needed with diverse, equal and versatile change and inclusion possibilities. Such a system, which opens up the design of individual educational careers, must pursue an individual education with a comprehensive training and thus the promotion of both strong and weak learners will be possible.

Such an evolution of educational policy is the key to the design of a fulfilling life and the social integration of each young person. The improvements are also prominent within the interest of the economy that is coming to a complete change in the labour market situation.⁴ The qualification requirements of the enterprises are high and continue to grow, whereas the level of education of the school graduates tends to decrease. In addition to the secure mastery of the basic cultural skills and factual knowledge, personal and social competences are becoming increasingly more important. In all areas there are already large deficits. Education will become the biggest bottleneck for further economic development and at the same time the most significant growth area. Accordingly, education is one of the outstanding goals in the EU strategy "Europe 2020".

The qualitative problems are strengthened by a substantial intensification of quantitative constraints. For demographic reasons, in the future the number of retiring persons on grounds of age will be considerably higher than the number of younger people who come to work.

With the exception of Sweden, the population of working age will decrease by 5 to 17 per cent in all the Baltic States by the year 2030.⁵ At the same time the demand for labour is increasing, and there is a fierce competition for qualified trainees. As a result, there is a great threat of a shortage of skilled workers especially for the SMEs which may be pushed towards lower levels of qualification.

The small and medium-sized enterprises in the Baltic Sea Region in principle have the very best opportunities for growth. To exploit the opportunity, however, they require a sufficient number of qualified personnel, which is already hard to obtain due to the beginning shortage of skills. These shortages are particularly serious because the trend is the growing importance of knowledge-intensive industries and services associated with a growing need for skilled workers. In the area the knowledge economy in the Baltic Region there are good initial structures and a considerable development potential. "Knowledge" is the crucial future resource.⁶

⁴ A detailed description can be found in: Hanseatic Parliament: goals and strategies of crafts and SMEs in the Baltic Sea Region, Hamburg 2011

⁵ S. Stiller in Hanse-Parlament (Hrsg): Bildungspolitische Strategien heute und morgen rund um das Mare Balticum, Hamburg 2011

⁶ J. Hogeforster, S. Stiller, J. Wedemeier: Baltic Education – Anerkennung von Berufsbildungsabschlüssen in der Baltic Sea Region

In order to overcome the serious bottlenecks and to use the distinctive opportunities better the use of the domestic labour force potential in the Baltic States is needed. For example, on the basis of the acquisition rates of women in Sweden, participation of women can be increased considerably in different Baltic States. The creation of family-friendly workplaces is a vital prerequisite. Great potential exists also in the labour force participation of older people. Rigid age limits will differ from the ones included in flexible working arrangement. The limitation that people have to retire with a certain age will lose its strictness and flexible transitions will be made over the limit of seventy years of age. The retirement age will be in the long run prolonged and will approach the limit of 70 years. Perhaps the greatest potential exists in the area of social and learning disabilities that were previously excluded, temporarily or permanently, and which can be integrated by means of targeted qualifications.

As important as this measures may be, they will not be sufficient. We will also need a targeted immigration policy to attract skilled professionals from States outside of the Baltic Sea Region. As the labour market situation in most European States is similar, among the nations the increasing competitive factor is emerging, which can only be decisive in the case of correspondingly high attractiveness. Relevant conditions affect in particular outstanding learning opportunities and diverse labour markets. The societies in the Baltic Sea states must open up for multicultural challenges.

Education is the key factor for overcoming the quality deficiencies, for the activation of the local potential and for recruiting qualified migrants. Qualification determines the competitiveness of individuals, enterprises and regions. Securing trainees with good qualifications and high level of innovation is a question of survival for SMEs in the Baltic Sea Region and the most important support task, which also makes the improvement of educational policy the most important future task. In this case the design needs to be implemented in such a way that a Baltic-wide educational policy strengthens particular countries and the whole region at the same time.

3. Learning from one another and with one another

The different cultures, educational systems and achievements of the various States of the Baltic Sea Region provide an excellent basis for learning from one another and with one another. The major concern is to promote this, to identify points for further development in the educational policy and develop proposals regarding the specific development and quality of education in the Baltic Sea Region. The focus of the considerations lies in the areas of the general and vocational education; university education is subsidiary and included particularly as regards the transitions and regulatory requirements.⁷

3.1. General education

Kindergartens exist in all the countries of the Baltic Sea Region – with significant differences in the levels of care. They are open for children from 3 to 6 or 7 years of age (depending on the starting age), attendance is voluntary.

Conclusions: Learning begins at a very early age; kindergartens should be understood not as mere storage sites, but as early learning and development while playing.

Preschools exist in almost all countries, mostly they are meant for children of the last year before starting school. An exception is Estonia in which 3-7-year-olds attend preschools. In principle, the preschool attendance is voluntary. A compulsory preschool attendance exists in Latvia (for 5-6-year-olds) and in Poland in the form of the so-called zero classes, which are attended by 6-year olds who learn the basic skills in reading, writing and arithmetic.

Conclusions: A mandatory 1-year pre-school (from 5 years) is desirable.

The compulsory education in the Baltic States is between 9 and 10 years. It begins with the enrolment (6- or 7-year-olds). Only in Denmark there is no compulsory school attendance but the compulsory education. This allows for the attendance of the so-called free schools.

In Scandinavian countries there is an explicit guarantee of a further education after compulsory schooling. This law applies in Sweden in terms of a further 3-year education (until 18 years of age); an extension till 20 years of age is planned. In Germany and in Russia compulsory (school or vocational school) attendance applies until 18 years of age.

Conclusions: The right of general education for the age of up to 18 years should be checked.

The middle school education (primary or secondary school) is in all countries between 9 and 10 years.

There are significant differences in the distribution of school time. In the Scandinavian States of Denmark, Finland, Norway and Sweden there is 9-year basic education that is uniform and without distinctions for all children. Only in Sweden there are slight differentiations concerning the last 3 years.

In other countries within the 9- or 10-year basic education there is a clearer distinction between primary, secondary and middle school. The primary school in Poland encompasses 6 years. In Germany, Lithuania, Russia and Belarus, the primary school attendance is much shorter with a

⁷ Further information: Hanse-Parlament: Lernen von- und miteinander: Die Bildungssysteme in den Ostseeanrainerländern, Hamburg 2006

period of 4 years. In these countries primary school is followed by middle school education in many various forms. In Germany there is a choice between high school, junior school, secondary school and grammar school; in some Lands of Germany (i.e., Hamburg and Mecklenburg-Vorpommern), however, in recent years a dual system was created. In Poland the 6-year primary school is followed by a 3-year middle school. In Russia and Belarus it is followed by 5-year and 6-year middle school, which despite the formal separation of basic and intermediate levels, is mostly located in one school.

The biggest difference between the school systems are the integrated and selective approaches. In the integrated school system all 9- to 10-year students undergo school education (mostly referred to as basic education). In selective school systems, division of students takes place after the primary school.

Conclusions: The selective system is expected to be better targeted and specific strengths will be supported, though actually the promotion of individual strengths may only be a small-scale experience. In some countries there is an impression that all people should learn by means of the same methods. It results in strong uniformity. In selective education systems everything is strongly divided and marginalised. However, the targeted elite promotion and sustainable support of weaker students is rather limited. Nowadays, in particular Baltic States up to 20 per cent of school graduates are incapable of undergoing vocational training.⁸ They are excluded and have no chance for their whole life. However, each person has at least one strong point which can give them a good chance if it is supported within the framework of education and encouraged in the economy, can be put in the right place.

Individual support will be primarily determined by an appropriate education and appear in principle in all schools (with and without selection). The general education must prepare for life in general. The graduates must have mastered the basic cultural techniques such as reading, writing and arithmetic well and they must have personal-social skills such as readiness to learn, openness, cooperation and motivation. These skills and characteristics are needed not only in the economy but also they are generally required for mastering life. The acquisition of personal-social skills and learning from one another in integrated school systems is generally possible.

The secondary stage encompasses 2-3 years in all the Baltic States. In many countries there is a choice between general and vocational secondary schools, for example in Denmark, Germany, Poland and Finland. In Sweden the elements of vocational training are provided in all types of high schools to a varying extent. In the Baltic States, Russia and Belarus there are only general education schools, in which, however, an occupation-based focus of education is possible.

In the Baltic Sea countries, the secondary education (and therefore the high school) is completed with the diploma entitling to a university degree; in different countries also complementary or additional entrance exams for studies are needed.

Conclusions: The various forms of pedagogy and content taught are much more important than the different school structures. Educational systems are often excessively intellectualised and become too heavy. In many areas, they only support certain unilateral ability and threaten to become a special institution which fails to educate young people in a holistic and supportive

⁸ Hanse-Parlament (Hrsg): Bildungspolitische Strategien heute und morgen rund um das Mare Balticum, 2011

way. The general character of vocational education has to be compared to the one-sided ideal of education. Even in the general educational the intellectual, musical and manual skills are taught to the same extent. The introduction of technology education, learning in the practical action and a holistic education is essential. Education must include all the senses. If this prerequisite is not met, there can be no real learning.

For the students and for their future career, it is advantageous when vocational elements are taught in secondary schools. In this way, interest in choosing a career can be increased also in the case of high school graduates and the learning of a profession also becomes attractive. A polytechnic focus in general education is the best approach to encourage all the young people and the people of all abilities.

3.2. Vocational education

The training duration is between 2 and 4 years. In almost all the Baltic Sea States training takes place at full-time schools. Practical elements are acquired by means of vocational practice, project works and training workshops. An exception is the dual training in Germany (about 60 per cent of vocational training courses are conducted in this way). In this case the apprentice training contract needs to be made with one or more companies, the theory can be obtained in an external state vocational school. In Denmark and Norway, there is a mixed form and the basic training is conducted at a vocational school, and then main training takes place in enterprises. If in Germany, Denmark and Norway not enough training places are available, vocational training then is also conducted at schools with integrated practice internships. In Poland, apart from the school education, a dual course is possible; it was already introduced, however, only few students actually take it into account. In Sweden at least 15 per cent of the training has to be acquired in companies, an increase of this share to 20 per cent is being discussed.

Conclusions: A significant expansion of the practical training periods in companies, a further improvement of the theoretical teaching, and better coordination between practical and theoretical training seem to improve the quality and increase the attractiveness of training which is particularly important.

Majority of the countries have no entry requirements for vocational training. Some states, however, differ in this respect: In Estonia a high school diploma is needed to pursue vocational education. In Finland job-related requirements concerning the acquired qualifications are set for each profession at different levels.

Conclusions: Profession-specific entry requirements regarding the testing costs can quickly overwhelm small businesses. Crucial is the practical career guidance, that should be systematically built up during the school time. Competency assessment method and potential analysis are the practical tools for the career choice process of students.

In some countries, courses are offered at different levels (e.g. in Latvia and Lithuania). The lowest level is open to young people without qualifications, with a duration of 1 - 2 years and provides simple professional qualifications. The middle level encompasses 2 - 3 years and provides practical and theoretical qualifications. The upper level provides advanced skills for stronger students (e.g. for high-school graduates). In Denmark and Sweden there is a guarantee that each person can obtain vocational education regardless of their previous education.

Conclusions: In particular, the crafts are destined to train young people with learning difficulties. They are willing and committed to this social problem. But craft businesses may not be the sole specialist for the training and integration of weaker students. Crafts need also the best students to a large and still increasing extent. The creation of differentiated training courses with different entry requirements and different levels of training in an open, transparent system is a priority for targeted development of professional training.

The educational systems of Russia and Belarus are in the course of a transition process. With the collapse of the Soviet Union, the previously existing structures and the close co-operation with the large companies is falling apart. Outdated curricula and equipment contribute to the loss of prestige and the level of vocational education. Russia has shown great interest in the dual system and works on the reform of the professional training, together with German partners. However, social partnerships are created gradually. In Belarus, vocational training takes place in public schools on a full-time basis.

Conclusions: As part of the Russian and Belarusian reform process, an intensive learning from the experiences of other the Baltic Sea States is possible and appropriate. The provision of information, exchange of experiences, development of partnerships and other support is suitable in a way that is also within the interest of the other the Baltic States. The cooperation in education also promotes sustainable economic cooperation.

In most countries of the Baltic Sea vocational training with a recognised qualification examination on the basis of state examination regulations will be terminated. The entitlement to pursue technically-oriented courses of study is connected with it especially in Denmark, Latvia and pronounced in particular in Finland. In Sweden such a university entitlement is valid for employees being at least 25 years old and having 5 years of professional experience. In exceptional cases (e.g. Estonia) vocational training is completed with a certificate of completion which is not a formal qualification.

Conclusions: In all the Baltic countries, vocational training should be completed with formal degree examinations, which are based on comparable standards and mutual recognition. The right of ruling the vocational education as well as all intermediate and final examinations should be transferred as sovereign tasks to the chambers in all Baltic Sea states. Due to its closeness to the enterprises the economic self-administration can perform these tasks in a more proper and cost-efficient way. An appreciation of the professional education with strong gender equality in higher general qualifications and a higher permeability is needed between vocational education and studies.

In the majority of the Baltic countries, training has lost much of its attractiveness; too low levels, poor quality and limited practical skills and experience are the subject of complaints. For example in Poland only around 11 per cent of school graduated decided to pursue vocational training. In some countries (e.g. in Germany and the Scandinavian countries), efforts are intense in order to improve the situation. In Sweden the vocational schools are located exclusively on the upper secondary level. In addition to the appreciation, the vocational training and quality improvement of the theoretical instruction in particular, expansion and optimisation of practical training is pursued.

Conclusions: A major problem in all the Baltic States is the declining popularity of vocational education. For young people it is desirable to go to high school and pursue university education. Demographic trends exacerbate this problem. Craft businesses are especially affected in this case. Young people prefer a course of study or training in other sectors in the so-called "white

collar" occupations. Any increase in the attractiveness and quality improvement of professional education are the overriding tasks for the promotion of crafts and SMEs within the Baltic Sea Region.

There are very differentiated systems within the framework of vocational training. In Germany, vocational training is not regulated predominantly by the state. The organisation of training and acceptance tests is a principal task of the economic self-government (chambers). In most States there are public or private systems with vocationally-oriented higher educational institutions like vocational schools, technical schools, technical universities and colleges, which offer higher professional qualifications and include more or less smooth transitions to universities and colleges.

Conclusions: Vocational training should in the first place be the responsibility of the business and economic authorities and it should be regulated by the state in a very limited way. Very important, however, are the quality improvements, greater transparency, smooth transition to general education and study, as well as mutual recognition of qualifications based on comparable standards. The work of the EU on the creation of a European education system within the Baltic Sea Region with the European Qualifications Framework (EQF) and Credit System (ECVET) could be a good basis for the creation of innovative, non-bureaucratic systems with high quality.

In most of the Baltic Sea States within the framework of the pronounced harmonisation of European educational systems, the introduction of Bachelor and Master degrees is already at an advanced stage. The Bachelor can be obtained only 3-4 years of studies; on the basis of it, a 1-2-year scientific study takes place, which is completed with a Master's degree. In addition to this, promotion is also possible.

In a number of countries already the completed high-school education is an entitlement to enrol for studies at a university or college. In some States (e.g. Denmark, Germany, Finland, Latvia and Sweden) the system is more permeable, it focuses on the universities and colleges, as well as individuals with specific professional training or further education or vocational qualifications with several years of professional experience.

In Finland, Russia and Belarus the universities conduct entrance examinations. In the case of failing these exams, there is, however, still the possibility to study in Russia and Belarus but it is necessary to pay a tuition fee.

In some countries it is possible to apply to a non-scientific university or academy after graduating a vocational school. However, these are not university or college studies with recognised academic qualifications, but training courses which are situated between vocational training and studies.

Conclusions: In connection with the far-reaching reforms under the Bologna process and the widespread introduction of the Bachelor and Master's degrees, Bachelor courses are more practice-oriented. In addition, the launch of dual-system courses should strengthen the academic and vocational education.

The vocational further education with high permeability and flexible transitions for the study will gain an increasing importance and needs to be established as a separate training area. Also here the Baltic Sea Region can perform the pioneering role with its innovative and business-related concepts.

4. Objectives and Strategies in the Educational Policy in the Baltic Sea Region

Lack of improvement and lack of reforms in education need to be often excused with the scarcity of public funds. These "cheap" excuses and defensive attitudes are the result of misplaced priorities, lack of creativity and far-reaching reform of incapacity. On the one hand, educational investments must enjoy a top priority especially in the Baltic Sea Region, only then can they bring the best interest. On the other hand, comprehensive reforms have not necessarily lead to higher spending. The higher than average per capita expenditure on general education in some countries (e.g. in Germany) by no means leads to the best educational outcomes. Moreover, the fall in the number of students also opens a new room for savings in the area of education.

The current educational system is in a number of countries strongly focused on direct recoverability. It lacks many individual grants and elite education as well as a comprehensive training for all mental, manual and social skills. The education system and also the economy run the risk that the systems will lay off their children and more and more people will not be able to meet the requirements due to the uniformity or leaving existing skills unused and eventually often outsourced. Similarly, the learning skills of stronger learners within the framework of the pronounced elite education experience need to be promoted. In principle, the man should not necessarily adapt to the existing systems. The systems have again become more suitable for a human and understand that every person is a unique creation, and as such deserve promotion and appreciation.

The education sector is often discussed primarily within the framework of structural reforms. Certainly, new educational structures are necessary, but used alone they can bring very little results. But the creation of new structures cannot bring lasting improvement if not preceded by far-reaching cultural reforms. For further development of the cultures almost inevitably, new structures need to be developed.

4.1. Early childhood education

The educational policy must focus much more on the children under six. Learning begins at a very early age and it is primarily the central role in the family. All family members, especially the grandparents, should be intensively integrated in a way that adults learn together with the children, e.g. languages. A considerable part of the family is increasingly unable to meet this development order. The deficiencies at home are forwarded to schools which can barely cope with or compensate these issues. Finally, within the framework of vocational education, enterprises become a repair workshop for families and schools and are less and less ready to meet the changing requirements and increasing cost pressure.

Families need to be strengthened with all the power in all policy areas.

This includes the rediscovery of extended families and the strengthening of the three-generation-families. The development of recent years has resulted in nuclear families. In the three generation family the grandparents take over the educational responsibilities and relieve the parents particularly on weekdays. In addition, the development of family-like structures and forms of cooperation among not related persons should be supported. The widespread introduction of full-time care ensures that both parents can continue with their career. This will have a positive impact on the declining birth rate, since childlessness is often the choice between family and professional life and in the case of two earners also the financial base is

secured. Among Scandinavian countries this model is implemented largely in Denmark and it is possible for all children over one year to attend day care centres.

At kindergartens and schools as a platform for exchange of experiences among each other as well as educators and for further development should be created in the form of a parents- and family- school.

A sufficient number of nurseries and kindergartens is required which do not perceive themselves as mere storage sites, but as early learning and development while playing. Carefree play of the children decides on the future. Playing is for children a serious process which provides pleasure. Also, learning - regardless of the age - should bring joy and make children hungry and not full, has to open instead of closing, awaken curiosity, and provide impulse for continuation, so that all the former students finally find out in their life that there were things of which their teachers had no idea.

The ability of learning by playing needs to be used more actively. Early access to foreign languages is ensured through the introduction of bilingual kindergartens. This simplifies learning further languages and is significant for future close cooperation in the Baltic Sea Region. The highest priority should also embrace the early promotion of languages especially among children whose mother tongue is different, so that language barriers are broken down before the school admission.

An obligatory one-year preschool with smooth transitions into the school system according the linguistic abilities and the standard reached by each individual should be introduced. It would ensure that children from disadvantaged families are supported in early learning and social behaviour. Further, it leads to the situation in which children which have a different mother tongue can master the language of the country before going to school.

The best and best-paid teachers, small group sizes and most attention will be required by the very young and not the older age groups.

4.2. School education

Schools should not be an isolated place of learning that is not intensively involved in the social, economic and social environment. The school must be strongly interwoven in decentralised structures, to be a central point of daily life for everyone, sponsorships with companies that include master craftsmen and trainers from the enterprises in the teaching course.

Individual schools and individual teachers in those schools must have a high degree of independence and personal responsibility. On the basis of the total budget, the schools can decide themselves to a considerable extent on the use of their resources. The teaching staff may not be chosen and imposed by superior institutions. The Schools themselves need to decide on the recruitment and dismissal of teachers. Temporary employment contracts for teachers might be appropriate and gives rise to being aimed at a more intensive exchange between activities at school and in the economy. A performance-based remuneration should be granted.

Teachers are entrusted with the most important thing that a society can have, namely children. Teachers need support, respect and appreciation, and they earn trust. They have the freedom and responsibility to promote children's development and enforcement of their development.

A new pedagogical approach is necessary that requires new qualification of teachers. Education is a development- and qualification- task and includes the responsibility of education. Teachers are exemplary trainer, which train the pupils, but simultaneously learn from the pupils. Transferred knowledge become quickly obsolete. This and the continuing development of pedagogics demand for an intensive further education of teacher.

The training which provides teachers needs to be further developed. A holistic education that is created individually and encourages each student according to his personal abilities and talents is required. This requires in particular the need to have distinct diagnostic competence of teachers in order to find out the individual strengths of students and what individual performance objectives can be pursued. These pedagogical elements need to be encompassed with teacher training in a strengthened form and lead to further education. In order to appeal to all senses of students, it is also vital to supply teachers with artistic and manual skills. Every teacher should demonstrate the professional training he or she obtains, which has the form of a dual degree in no way leading to longer training and academic studies.

The school should not give increasingly specialised knowledge, in the case of which growing material abundance requires more feedback. It is important to learn how to learn, how to promote individual strengths and thus strengthen confidence. Schools must prepare young people for life, not to a specific occupation. Polytechnic orientations should enable learning through the productive activity, entrepreneurship, independence and promote students' personal responsibility.

The mediation of a broad base of knowledge should be prioritised. A specialisation can be taught at secondary schools, studies and during vocational training. The decisive factor is a good mastery of basic cultural techniques: languages, writing, arithmetic, and reading. In addition to the intellectual skills also artistic and manual skills need to be supported. The language is not only the native language, learning at least two foreign languages should be compulsory. They should not teach as an "isolated" subject but rather as language teaching, such as mathematics instruction in English. In addition to the English language, a language from the Baltic Sea Region should be learnt. Enhanced establishment of bilingual schools, especially in border areas, allows attending school in the neighbouring country. Along with an expansion of the student exchange between the Baltic States, the regional identity will be strengthened and it will provide the basis for future close cooperation.

General educational school system needs to promote particular personal-social skills. For this purpose hardly specific subjects are required, but education and learning develop these skills and qualities naturally. Students, who learn in the class together and from each other experience different strengths and weaknesses, develop tolerance, respect and cooperation skills. Individually applied education with specific learning objectives and steps also promotes self-confidence, trust in each other as well as a sense of achievement and motivation. Independent learning in practical action and the required separation in different groups of people promote independence, communication skills, placing in the overall context and mediation of meaning. Through project and group work, students can practice problem solving in a team and are trained in the autonomous learning. Besides the academic achievements by the end of basic education, social behaviour will be evaluated.

School/training shall be mandatory until 18 years of age. Following the basic education, all young people shall attend a secondary school or participate in a professional training. School education should not exclude anyone. The high proportion school leavers with no qualifications must be reduced without necessarily reducing level of individual remedial education. The Baltic

Sea-wide uniform quality and minimum standards concerning the description of what should be mastered in which class, skills are developed and tested by independent and impartial institutions. This test results should not be used as an evidence for the student or the exclusion criteria, but they should give teachers guidance about where they stand with their students, while encouraging competition between schools as well as the need to focus on the best and schools learning from one another.

School structures play a secondary role, also in a structured educational system good results can be achieved with the highest permeability. Long learning together is not a prerequisite for good school education, but it facilitates, however, the mediation of personal-social skills of stronger learners and promotes sustainable integration. The success in most of the Baltic Sea States suggests rather that mutual learning should be pursued as long as possible.

All-day schools should be the norm. This could be done in different models, for example, after the regular lessons from 12.30 till 14.00 o'clock afternoon leisure time with common meal and leisure activities and from 14.00 till 16.00 o'clock homework supervision and leisure activities, which could have the character of a game, crafts, sports, music or culture and would help to discover personal interests of children, their talents and abilities.⁹

The liberty of parents and teenagers to choose a certain type of school, a certain professional training or a specific field of study is an important asset. Children should not be robbed of their childhood. Parents must avoid determining the day's schedule of their children. Children need enough free space for self-organization, personal discovery of the world, their own individual adventures and gaining experiences. It may not lead to a situation in which children and young people due to a false ambition or misjudgements in the forms of education and courses of study are pressed to do something every day that is unwelcome and unloved by them. Such young people will continuously collect only negative experiences and failures, lose trust and it would be very difficult for them to integrate in the professional life.

With all due respect for freedom to choose skills, also individual strengths, potential and progress in learning the crossings into further education have a decisive influence. In any case, the choice requires very intensive advice from parents and young people. The overall opening and permeability of the educational system is needed so that everyone can reach their personal potential in accordance with each degree in several ways. Detours will then lead to the optimal way according the individual possibilities and not to losing time. In this way detours increase the knowledge of the area.

For the crossings into a further training course the following conditions should be applied:

Transition from Kindergarten/preschool to the elementary school: Test on command of the native language and the individual level of development.

Transition from the elementary school to secondary school: Individual schools should determine a level of entrance requirement which needs to be achieved in the elementary school (or in the middle school) as a minimum. The respective minimum levels can be set individually by different schools.

⁹ see for example Ralf Augsburg / Peer Zickgraf: Die Weichen sind gestellt. URL: <http://www.ganztagsschulen.org>. 24.06.2011

Transition from the school to vocational education: For each profession different levels of achievement and eligibility criteria should be specified, which with the help of competence assessment method and potential analysis would be the basis for the career guidance of students.

Admission to university education: Each admission to university education (whether on the basis of the high school diploma or other rights) should necessarily be dependent on mandatory entrance examination. The level of requirements in the test should be determined by each college/university individually.

4.3. Vocational training

Within the framework of school education it is still necessary to provide students with comprehensive information concerning the possibilities of vocational training, particular professions, requirements and future opportunities. Close contact with companies and institutions of economic self-management, presentations of companies, masters and trainers facilitate the information and identification process. Repeated internships and experience in entrepreneurial skills should be mandatory for all students.

The guidance requires significant intensification. This should be addressed not only in formal entry requirements and conditions such as school degree and grades. More important is the development of job-specific competency profiles, which are then compared with the carefully determined individual skills of each young person. Also a careful consultation and preparation for vocational training must achieve a significant reduction of too high ratios of exchanges and dropouts in professional training.

Different levels of performance and eligibility criteria should be set for the whole Baltic Sea Region as a basis for individual competence assessment and analysis of potential and then approved to be transparent. These criteria help trainers and trainees, and the companies to get employees who are ready for the performance of the task and develop a sense of achievement in the case of young people who can be thus motivated for further work. The high number of dropouts and the risk of dead-end jobs will be significantly reduced. Vocational training must adequately take into account individual skills and capabilities and require extensive differentiation. Through the introduction of different levels, young people from different educational backgrounds, with different competences and learning progress can have an opportunity to obtain education which matches their specific skills:

Level 1: Specific vocational training for weaker learners for a period of 2 years, enabling focused and practical learning, will be completed with an independent recognised qualification.

Level 2: Middle vocational training courses with the mediation of theory and practice for a period of 3 years and a recognised qualification as a skilled worker or journeyman.

Level 3: Advanced vocational training courses for the study of skills with a duration of 3 - 3,5 years, which provide additional qualifications or training preferable in the initial training and which will be completed with recognised degrees above the present trade or journeyman's examination.

With such a differentiated system of professional training, high permeability is needed. Each graduate at a lower level needs to have an unlimited possibility to reach a higher level, according to their progress in learning and actual achievements, taking into account already

completed parts of the training. And vice versa, there should be an exchange of courses of a higher level to a lower level courses taking into account the already covered training periods.

In an open and transparent system gradual learning according to individual skills and potential is realised in every respect. Depending on the learning achievements and developments, each individual can achieve in principle the completion of education and training, although in different ways.

Also in vocational training every young person deserves a second chance. This requires specific actions of preparation and promotion which need to be developed and implemented in close co-operation with enterprises, inter-company training workshops and vocational schools.

Vocational training should preferably ensue in the dual system which combines practical training in the enterprises with accompanying theoretical courses in vocational schools and ends with a recognised vocational education degree. For school-based vocational training, practical learning activities under field conditions and corporate learning times should include at least 50% of the total training time. The mediation of theory should be possible alongside the practical training. In the case of larger theoretical issues which require related presentation, longer teaching blocks can be chosen to provide theoretical training to a certain extent.

The teaching of the theory (vocational schools) and practice (companies) requires close coordination and integration. Vocational schools also in this case have to prove that they have a very high degree of responsibility and flexibility and the content as well as the presentation forms (block or day classes, block lengths, project work, etc.) should be designed in a way specific for a given profession and in cooperation with enterprises. Vocational schools should be supported with financing from public funds of the economic self-government; in doing so, intensive contacts to enterprises will be made resulting in cost-reduction and concurrent increase of quality. If a sponsorship of vocational schools by economic self-administration is not feasible, enterprises or their representatives of the economic self-governance have at least to be involved in an instrumental way in the design and implementation of the tasks of vocational schools.

Vocational education must qualify for the future requirements of employment. The superiority of the dual system is based – among others – on the fact that large parts of the education take place in the enterprises. Thus, there is a permanent orientation towards the actual and future economic challenges. Accordingly, school-based vocational training requires intensive contacts with enterprises. The teachers in vocational schools must cooperate intensively with the industry and should do internships in enterprises on a regular basis as well as realise intensive further education.

An internship abroad already during the studies needs to be further supported. In addition to the general broadening of international experience, gathered intercultural competence is strengthened, contacts are made and work methods and practices are learned abroad. Parts of the training acquired abroad and the periods of learning must be fully recognised for the vocational training in their home country.

The vocational qualifications of all the three levels must be proven in national examinations. On this basis, the system of professional training and the examinations will be transferred in the entire Baltic Sea area, just as a sovereign function of the chambers as responsible institution for vocational education. The acquired qualifications require mutual recognition in the Baltic States.

For this purpose, the development of the European Qualifications Framework (EQF) and a European system of credit points is conducted.¹⁰ These approaches are based on transparency and mutual trust. The focus is the qualifications of skills of stronger learners and learning outcomes. In the implementation it is particularly important to provide non-bureaucratic systems, which would document acquired skills and competencies by certificates of the international recognition and equality, encourage continuous learning, facilitate education and activities abroad and to motivate as well as facilitate the enterprises which are liable for their personnel decisions, provide information and transparency. The chambers in the Baltic Sea Region can - on the basis of a stable trust - perform the implementation of unbureaucratic systems and a full introduction of a pioneering role and so reach innovation projections.

Not only the formal learning and knowledge, but also informal learning and skills of stronger learners acquired during training are crucial for a high level of qualification. They should therefore be documented in certificates, as well as assessments of enterprises and self-assessments. The Euro-Pass constitutes an orientational basis, which encompasses personal skills, competencies and recognised qualifications, it can be completed on the basis of the demand and should receive intensive support from the partners from the Baltic Sea Region.

The measures outlined above can also serve to enhance and increased attractiveness of the vocational education. In order to achieve these objectives complete outstanding permeability between vocational and higher education with a recognition of competencies acquired earlier is needed. A Vocational degree including professional activity of 2 - 3 years should entitle to higher university education in all the Baltic States.

Furthermore, all measures of quality improvement and assurance taken in the professional training and comprehensive information and image campaigns need to be conducted. In this context, it is also necessary to highlight and clarify the immense nature of general education and vocational training, which demonstrates that particularly within vocational education a new elite of responsibility will be created and an elite promotion of achievement of all sorts of educational attainments and professional activities needs to be implemented.

Young people and their parents must be aware that facing the large and increasing proportion of university graduates professionals and managers who have completed vocational training as the most limited factor and therefore in comparison to many academic degrees they have the best future prospects. However, vocational training may not lead to dead ends, but must be justified in an open and totally transparent system of continuous further education and university qualifications.

4.4. Vocational further education and studies

Vocational training does not require government regulation and should be primarily the responsibility of the industry and its local administration. Employers and employees need to recognise much greater extent of the high and growing importance of training and heavily invest in it. In this context, new models of burden sharing should be developed, in which for example the enterprises bear the cost of the training and the employees can have their leisure time.

¹⁰ Hanseatic Parliament: Baltic Education – Recognition of vocational qualifications in the Baltic Sea Region, Hamburg 2008

However, in general vocational training requires intensive professional development and in particular some improvements. This includes various approaches, for example:

- ✓ Systematic development of certified training modules that can be combined and lead to accredited training qualifications.
- ✓ Creation of training professions and professional development of horizontal career paths.
- ✓ Establishment of equality of educational pathways and degrees of vocational, general and university education.
- ✓ Full permeability and enhanced links between vocational education, further training and general education, and in particular university education. Vocational training needs to be taken into account in relevant disciplines of study.
- ✓ Promotion of international exchange, implementation of professional activities and training abroad, while making the greatest possible transparency of the acquired skills.
- ✓ International recognition or equivalence of further education qualifications in the context of non-bureaucratic systems.

According to the regulation in Germany, the chambers in all Baltic Sea countries should maintain the authority of sovereign functions. The chambers should be able to issue official examination regulations with recognised degrees of further education programmes (so called Chamber examination). Solely the chambers should be responsible for the examinations in further education programmes.

The Qualification for Master Craftsmen has proved to be very successful. This qualification secures the theoretical and practical knowledge and skills of junior employees and managers. The Qualification for Master Craftsmen is essential for small and medium sized enterprises; it must be intensified and coherently provided in the entire Baltic Sea area. The Qualification for Master Craftsmen must entitle to start academic studies. The obtained qualification during the Master Craftsmen must be taken into account comprehensively for the study courses. It seems to be appropriate that achievements in the Qualification for Master Craftsmen will also be evaluated in Credit Points, which can then be taken into account for the study programme. This creation of permeability will sustainably increase the attractiveness of vocational education in general and that of the Qualification for Master Craftsmen in particular. Any opening of the education systems with various educational carriers will satisfy individual affinities and abilities. Furthermore, it provides an opportunity to enterprises to meet the increased demand for skilled labour. It corresponds to the dire necessity that employees from outside the profession can work in craft-based industries and small- and medium sized enterprises.

Bachelor courses should be much more practice-oriented and offered as a dual system. So studying at the university would be linked to vocational training or practical work in enterprises. Vocational training is completed with a separate degree and in a certain scope would lead also to credit points which are required for passing the Bachelor examination. Dual study programmes could be combined with the Qualification for Master Craftsmen. The achieved credit points must be taken into account completely for the Bachelor exam.

Within the framework of dual courses of studies, each student should be obliged to complete a part of their studies or vocational training abroad. Hereby, the focus should be laid on vocational training or employment in a foreign enterprise, since this at the same time allows to make contacts between enterprises.

Colleges and universities need to cooperate in teaching and research much more closely with small and medium-sized enterprises. Dual degree programs can contribute significantly in the future to meet the high and growing demand of young entrepreneurs, managers and of professionals who have both practical and sound theoretical training. This training partnership between enterprises as well as colleges and universities is also an ideal starting point to knowledge sharing, technology transfer and implementation of practice-related research and development work.

4.5. Educational and regional economic policy

Further decrease in transport and communication costs increases the mobility of production factors. Enterprises migrate to locations with high potential of professionals and workers, to locations with attractive educational opportunities and diverse labour market.¹¹

The local competition for (highly) skilled workers and capital is as a result more intense.

Education programs are a key competitive factor. Education policy, therefore, enhances to a large extent the overall location, regional and spatial planning policy.

Education promotes innovation and competitiveness, and includes the main support task for small and medium enterprises. Education policy must be organised and have the highest priority over other types of policies. Understood in this way Baltic-wide concerted education policy must

- ✓ increase the competitiveness of the entire Baltic Sea Region.
- ✓ promote and develop human capital and the existing advantages and strengths.
- ✓ specifically develop individual sub-regions, and optimally support the competition between locations within the Baltic Sea Region in order to support the best educational opportunities and qualified professionals.
- ✓ together with the overall attractiveness and competitiveness of the Baltic Sea Region compared with other regions, increase migration of workers and enterprises.
- ✓ be enshrined in the EU Baltic Sea strategy and have priority.

Politics, economy and society of the Baltic Sea region must address their outstanding position of education policy and it is necessary to recognise that the investment in human capital is the safest and brings the best profits.

¹¹ Silvia Stiller, Thomas Straubhaar and Jan Wedemeier: Mare Balticum – in the Future more than the Sea! In: Knowledge transfer and innovations around the Mare Balticum. Hamburg 2007

Members of Hanseatic-Parliament

The Chamber of Craftmanship and Enterprise in Białystok
Braunschweig-Lüneburg-Stade Chamber of Skilled Crafts and Small Businesses*
Brest Department of the Belarusian Chamber of Commerce and Industry
Hungarian Association of Craftsmen Corporations
Kujawsko-Pomorska Chamber of Craft and SME's
Cottbus Chamber of Skilled Crafts and SME's
Dresden Chamber of Skilled Crafts and Small Businesses
Pomeranian Chamber of Handicrafts for SME's
Hamburg Chamber of Skilled Crafts and Small Businesses
Chamber of Craft Region Kaliningrad
Kaliningrad Regional Economic Development Agency
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Belarusian Chamber of Commerce and Industry
Minsk Department of the Belarussian Chamber of Commerce and Industry
Mogilev Branch of Belarusian Chamber of Commerce and Industry
Russian Chamber of Crafts
Warmia and Mazury Chamber of Crafts and Small Business in Olsztyn
Chamber of Crafts in Opole
The Norwegian Federation of Craft Enterprises
Master of Crafts Norway
Eastern Mecklenburg-Western Pomerania Chamber of Handicraft
Panevėžys Chamber of Commerce, Industry and Crafts
Wielkopolska Craft Chamber in Poznań
Latvian Chamber of Crafts
Craft Chamber in Rzeszów
Schwerin Chamber of Skilled Crafts
The Chamber of Handicraft Middle Pomerania in Słupsk
The St. Petersburg Crafts Chamber
The Chamber of Crafts and SME in Szczecin
Estonian Association of Small and Medium Enterprises
The Baltic Institute of Finland
The Organisation of Handicraft Businesses in Trondheim
Vilnius Chamber of Commerce, Industry and Crafts
The Chamber of Crafts of Mazovia, Kurpie and Podlasie Regions in Warsaw
Small Business Chamber Warsaw
The Lower Silesian Chamber of Craft and Small and Medium-sized Businesses

*These craft chambers suggest that this educational programme would be intensively advised to and coordinated by the economic institutions at the national level and then carried into international decision-making processes.

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Vilnius Pedagogical University
Võru County Vocational Training Centre

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