

# EURODUALE Methodological Framework for International Dual Learning

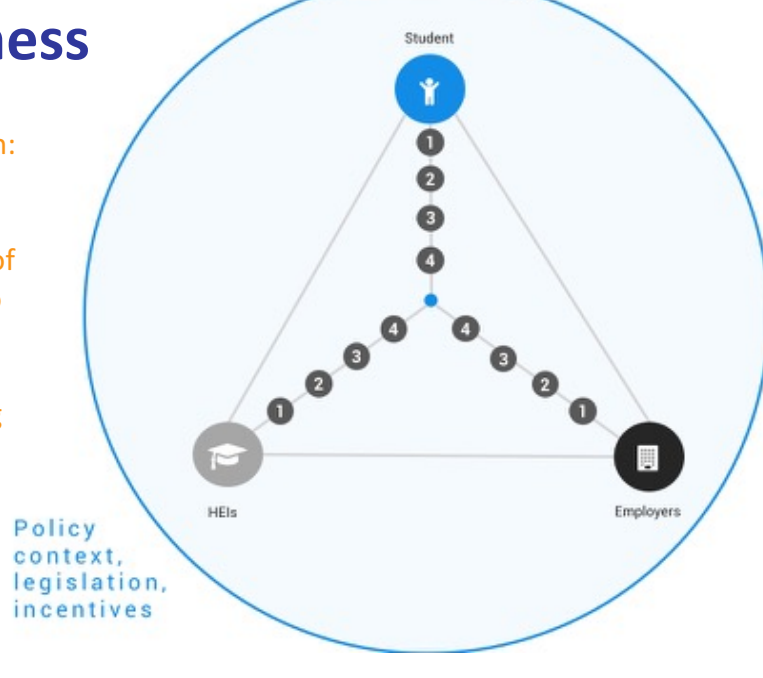
This infographic portrays methodological elements developed during the project and integrated into a framework, addressing people in Higher Education Institutions (HEIs) and companies who wish to design a Dual Learning study programme in coherence with EuroDualE model and goals.

## The EuroDualE Design Framework

The EuroDualE project proposes **Six Building Blocks** to design Dual Learning Experiences and Study Programmes. The successful completion of the following steps enables one to engage in the next operational design phase (supported by the EuroDualE Practical Handbook addressing practical issues through operational guidelines and a toolkit).

### 1 Awareness

First feasibility condition: **awareness/willingness to engage in dual learning**. Higher levels of awareness often lead to long-term partnerships between stakeholders. Designing Dual Learning pathways without an adequate level of awareness/willingness could be risky and ineffective!

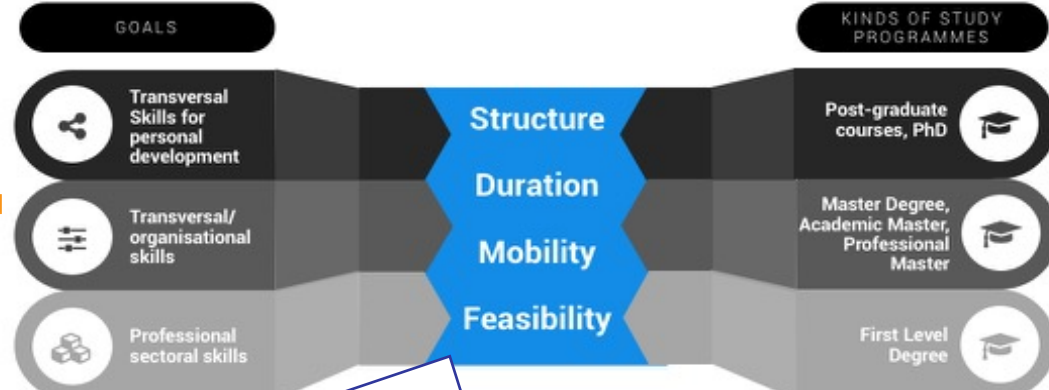


We can have **different levels of awareness** of each stakeholder, from **passive information to active participation and mainstream experience**. Higher levels of awareness often bring to long-term partnership between HEI and employers, with smoother relationships among the people who support learners on the two sides and a habit to share information and evaluation results.

### 2 General Framing

Before starting to design dual learning programme, a clear picture is needed of what is desirable and possible based on the goals, the resources and the constraints associated with the Study Programme

Desired learning outcomes - Balance of goals (education/employment) to be defined before the operational design phase

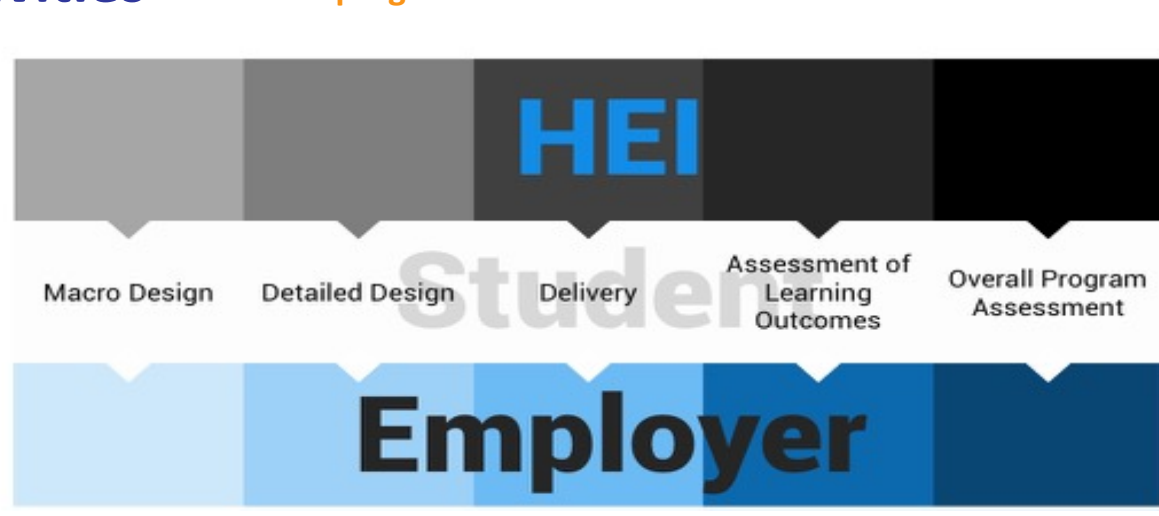


Essential elements of dual learning to be defined at a preliminary stage:

- **basic structure of dual learning** (content of work-based experience, duration, period of the study programme, "alternance rhythm", organisation and function, individual-based or group-based);
- **mobility element** (including language skills /training requirements);
- **basic legal, economic and organisational feasibility conditions of the experience.**

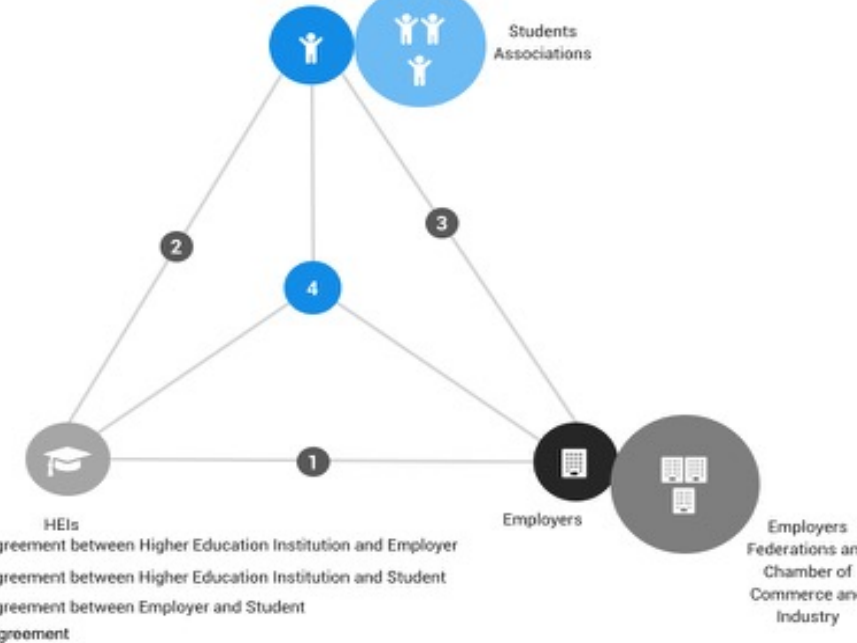
### 3 Cooperation Activities

**Collaboration between HEIs, Employer and Students should take place during the entire dual learning programme.**



### 4 Cooperation Agreements

A combination of **bilateral and trilateral agreements** (Students-Employers-HEIs) is needed to set up and implement dual learning programmes (national legal systems regulating work-based experiences shall be taken into account).



### 5 Recognition

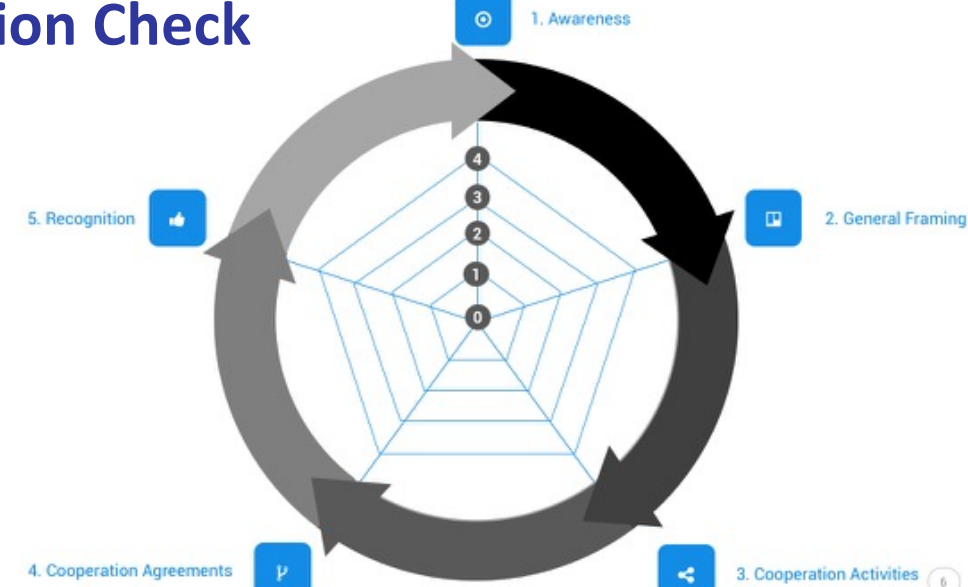
Recognition as part of the design of the dual learning programme in HE



Recognition as a process of validating and valuing learning outcomes of the working and learning experience in the workplace

Formalisation of learning outcomes, covering both academic (HEIs) and professional (workplace) qualifications, is an extremely important step to be considered within the design phase of a dual learning programme.

### 6 Integration Check

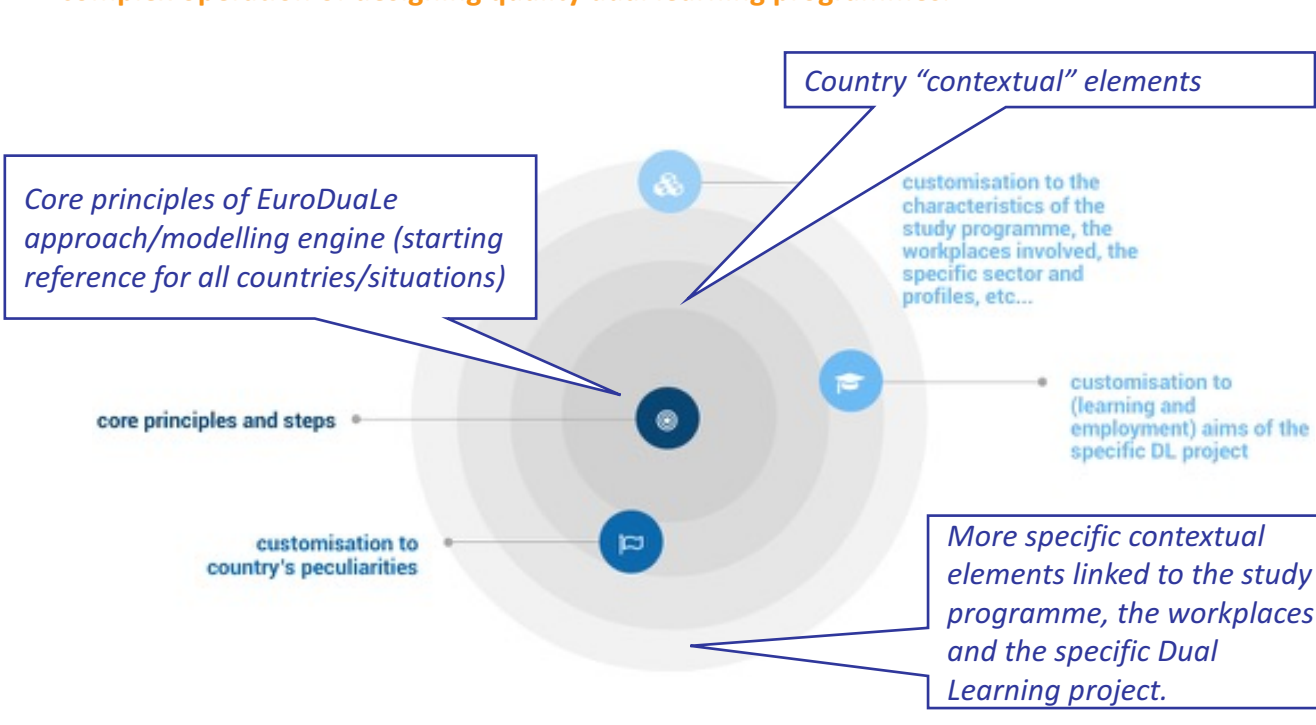


**Quality Assurance check:** identifying and correcting possible inconsistencies in the level of integration of previous blocks. After this, the operational design process can start.

Dual learning programmes are "context dependent", depending on the economic, social, cultural and legal background. EuroDualE:

- aims at assuring a **basic level of commonality** and coherence across countries and contexts;
- does not propose a "one-size-fits-all" approach, but a **customized way to undertake the complex operation of designing quality dual learning programmes.**

### Core components of Dual Learning



### Definitions

**Dual Learning** "Education or training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive a remuneration." *Cedefop, Terminology of European education and training policy, A selection of 130 key terms, Second edition, 2014, p. 24-25.*

EuroDualE intends to develop a model in which Higher Education Institutions are, also a motivated actor in the system: **Dual learning is a methodology aimed primarily at a better, competence-rich education of students.** The leading idea is not to add a bit of practical learning to the "normal" curriculum, but to well coordinate theoretical and practical learning.

### EuroDualE Model

**EuroDualE Framework** *EuroDualE Framework: the growth of skills and competences that are better developed in cooperation between an educational and a company/workplace environment.*

### Benefits & Risks

Main potential benefits of well-designed dual learning programmes in HE:

- increased quality of the HE and study programmes
- improvement of youth employability
- reduction of the mismatch between competences provided by HEIs and the ones required by the labour market.

**Students** B: young people better equipped with the skills that are essential to enter the labour market and are needed in a workplace. R: eventual low quality dual learning programmes, low educational value provided

**Companies** B: best opportunity to train people with the right skills and competences required. R: concerns about the need to provide students with tutors and to let them spend time with learners

**HEIs** B: Better basis for fulfilling some of their main missions (i.e. better prepare students for their future careers), increasing performance indicators in their graduates' placement, improving the HEIs/Companies relationship. R: concerns about quality control and maintenance of standards of the whole programme

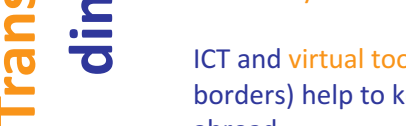
**Society** HEIs and employers develop a constructive framework of collaboration and cooperation which goes beyond the setting-up of these programmes and may help the creation of a more productive local economy

### Trans-national dimension

The EuroDualE Project suggests that dual learning programmes should include a trans-national dimension benefiting:

- Students: possibility to combine work and study in another country
- HEIs: opportunity to become familiar with foreign labour markets and to become aware of possible market changes
- Companies/organisations: opportunity to work together with HEIs across borders and build networks and partnerships
- Society: increasing employability by working across borders

ICT and virtual tools (reducing costs occurring when working, studying and frequently travelling across borders) help to keep links strong between home countries, HEIs, companies and students being trained abroad.



The goal of the EuroDualE – European Cooperative Framework for Dual Learning project - is to develop an integrated transnational Dual Learning design framework, in which Higher Education Institutions and relevant stakeholders in the labour market establish a synergy and provide students with new or expanded curricula, combining formal and on-the-job training, physical and virtual mobility: in other words, students are provided with both a dual learning education and an international experience. The project focuses on the tertiary education level, which, according to the International Standard Classification of Education (ISCED), includes short-cycle tertiary education, bachelor's, master's, doctoral or equivalent level.

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