

EuroDuaLE

RECOMMENDATIONS

**to promote the
EuroDuaLE Dual Learning
design framework and model**

Erasmus+

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The following Recommendations are targeted to national and European policy-makers and intend to promote the EuroDuaLE Dual Learning design framework and model in higher education and the creation of a regulatory context where job-related mobility and transnational work-based experiences within dual learning programmes are facilitated.

EU institutions and Member State should:

(1) Create an adequate regulatory framework to support the diffusion of dual learning programmes and the connection between dual learning programmes and labour mobility of young people, in the view of the development of transnational dual learning programmes in higher education

(2) Ensure a basic level of commonality and coherence across countries and contexts in terms of legal background concerning dual learning programmes in higher education (HE), namely with regard to **the employment regulations**

(3) Coordinate actions and initiatives at EU level, with reference also to the awareness campaigns concerning the dual learning issue and the related transnational dimension

(4) Offer evidence for decision making, through:

- the collection and dissemination of labour market information, in particular specific data sets and statistic information on labour mobility, notably on youth labour mobility, including mobility related to job search, work-based training, apprenticeships and work-based experiences in general
- the collection and dissemination of data on employment forecasts and predictions in order to anticipate skills demand, helping in this way HE providers to design the most appropriate courses and curricula to respond to this skills demand

(5) Support awareness and attractiveness of labour mobility and dual learning, through:

- highlighting the positive role that work-based experiences can play in improving employability and providing for skills that are relevant to the labour market for young persons, but also the benefits of dual learning

pathways to higher education institutions (HEIs), companies and as well as to society as a whole

- re-launching a debate on labour mobility in general and youth mobility and work-based learning mobility in particular in Europe
- the diffusion of information targeted to EU population and public opinion on advantages of labour mobility;

(6) Support infrastructures through:

- further developing the EURES system by sharing also youth opportunities related to transnational work-based experiences within dual learning programmes and integrating “mobility support services”
- the promotion of networking environments dedicated to transnational and national dual learning for HEIs and companies

(7) Support the acquisition and development of foreign language skills

(8) Create favourable conditions for higher education institutions, companies, students and stakeholders to design and implement quality transnational dual learning experiences and study programmes through:

- enabling higher education institutions to develop dual learning curricula in a more flexible way in terms of reduced administrative and bureaucratic burden and shorter debug time
- providing information and general guidelines useful for higher Education Institutions and Companies to formulate a clear picture of what is desirable and possible on the basis of the goals, the resources and the constraints associated with transnational dual learning study programmes (e.g. basic legal, economic and organisational feasibility conditions of the experience)
- developing a system of recognition and validation of competences gained through non-formal and informal learning experiences
- supporting the portability of the formalised dual learning programmes learning outcomes, covering both academic and professional qualifications
- supporting higher education institutions and employers to develop a fruitful framework of collaboration and cooperation which goes beyond the setting-up of dual learning programmes, in order to support the creation of a more productive local economy (e.g. simplifying and reducing bureaucratic procedures relating to the creation of a new dual

learning curriculum and the activities related to the placement of students and their mobility experiences)

- providing higher education institutions and, as a consequence, students with ICT and virtual tools that can reduce the costs incurring when working, studying and travelling across borders: within transnational dual learning programmes they can help to keep links strong between higher education institutions, companies and students being trained abroad.