



The European Dual Studies University

OFFICIAL JOINT STATEMENT

1ST COUNCIL MEETINGS

9th April, 2024 - Paola (Malta)



Co-funded by the Erasmus+ Programme of the European Union



In its setup stages, EU4Dual has been governed by a council made up of the rectors of the 9 member universities. Today, as an embodiment of the principle of dual education, we are handing over governance to a new entity made up of joint representatives of our institutions, industry, regions and students. Of the 60 European Universities in Europe, EU4Dual is breaking new ground - being the first to be governed directly by stakeholders rather than work as only a network of universities.

The Governing Board is supported by the formation of an Industry Consultative Council, a Regional Consultative Council, a Student Council and an Advisory Board. Each of these contains representatives from each of our respective regions or institutions, and takes an essential role in guiding the further development of the alliance.

Mr. Michael Seifert, CEO of Seifert systems in Malta, has been elected the Chairperson of the Governing Board, while Prof. Dr. Vicente Atxa, rector of Mondragon University has taken the position of co-chairperson.

Marking Progress towards a Common Dual Model

EU4Dual continues its work to define a common model for dual education, taking into account the differentiated approaches across its diverse educational systems. The Academic Council have been updated on the core principles which will inform such a model, including:

- integration of the world of work into all policies and strategies of our institutions;
- practical learning taking place in a company, recognised and certified by our institutions, will make up a minimum share of 20% of ECTS of all our dual study-programmes;
- this practical learning, will always be closely linked to the learning outcomes of the course, and will be based on formative assessment administered by a tutor in the company;
- practical learning will always be governed by three-way agreements between our institutions, the companies and students, detailing rights and responsibilities of each party;
- learning outcomes and skills of our courses will be closely connected to the needs of the world of work;
- practical periods held in companies will be fully integrated into our institutional quality management systems.

Over the coming months, the Academic Council will consult widely across the institutions, and with the help of the Advisory Board, complete a proposal for the Common Dual Model - made up of a definition, characteristics and quality system for dual education. This will be presented to the Governing Board for approval, adoption and publication at its next meeting.

Roles of Stakeholders in EU4Dual Governance

The Student Council welcomed the formation of EU4Dual and the new opportunities it gives students, especially for international work-linked mobilities. It emphasised the importance that opportunities offered for EU4Dual should ensure fair working conditions for students on dual placements, and of enabling flexible working arrangements in line with modern principles for workforce arrangement. Moving forward, the council will take an active role in collecting the requirements of students, and representing these in the overall governing bodies.

The Industry Consultative Council emphasised that in a time of fundamental change across many industries, industry does not have a monolithic position on the future. Rather, flexibility in response to changing skill demands is necessary for successful deployment of a dual model. An emphasis on skills-based training, problem based learning and achievement of technological competences are essential for the EU4Dual model to be successful. The council reaffirms its commitment to collaborate deeply in the functioning of the alliance to jointly operationalise these ideas.

The Regional Consultative Council emphasised that disparate regions have similar challenges, and the importance of engaging jointly to address them. In particular demographic change, migration of third country nationals into Europe, and migratory flows from Eastern to Western Europe are causing significant upheaval in traditional structures of employment. The creation of multinational models for work-based learning may help individuals, businesses and systems as a whole adapt better to these new realities. It also emphasised the need for a gender-sensitive approach to designing flexible learning opportunities.





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