

Typology of Work-Integrated Dual Models Report

D2.1





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Table of Contents

Typology of Work-Integrated Dual Models Report	1
Background.....	5
Introduction	9
Methodology	11
Identification and analysis of different existing models	16
Pedagogical Framework for Dual Higher Education	19
Rationale and purpose.....	19
Conceptual foundations of learning in dual education.....	19
Learning progression in dual education	20
Constructive alignment in dual programmes	20
Assessment as a learning process	21
Integration of academic and workplace learning	21
Pedagogical dimension of mobility.....	22
Implications for the analysis of dual education models.....	22
Typology of Work-Integrated Dual Models.....	24
Austria.....	26
Croatia	28
Finland	30
France	32
Hungary	39
Germany	40
Malta.....	42
Poland.....	43
Portugal	45
Spain	46
Annex 1: Survey.....	50

Annex 2: Interviews	55
Annex 3: Focus Group	58
References.....	60

Background

Europe is currently at a turning point, facing major transformations linked to the green and digital transitions, as well as growing demographic pressures due to an ageing population. Against this backdrop, education and training systems must evolve to effectively prepare future workers and meet the skills needs of changing labour markets. Approaches based on work-based learning (WBL), which is a learning method where students learn by carrying out real work done in company. (European Training Foundation, 2018).

Dual education programmes in higher education are fully in line with this approach, combining theoretical learning in academic institutions with practical in-company training through mechanisms such as work placements or apprenticeship. These models enable learners to develop both technical and soft skills, whilst facilitating their entry into the workforce.

In dual programmes, WBL is generally integrated into the curriculum and structured around several key components:

- Organised alternation between periods at the institution and in the workplace with an academic and practical/work component
- Definition of clear learning outcomes in a practical/work component
- Joint supervision provided by academic tutors and workplace supervisors
- Contractual mechanisms govern the relationships between the various stakeholders (student, institution, employer)
- Assessment procedures enable the validation of acquired skills, often via ECTS credits.
- The quality and consistency of these arrangements depend on close cooperation between HEIs and companies.

WBL compile to all forms of learning that occur in a real work environment. Common types of work-based learning include apprenticeships, internships, traineeships. (European Training Foundation, 2024).

- **Apprenticeship:** The project EU4dual have agreed to a common definition coming from CEDEFOP, apprenticeship is a model compile a long-term training alternating periods at the workplace and in a training institution as the requirement on dual

program. The specificity of apprenticeship is that to be recognized as it is, some requirements are needed:

- To lead to recognized qualifications
 - To be based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the education institution.
 - Remuneration or compensation of the apprentice for the work-based component. (Cedefop, 2024)
- **Internship:** A workplace training period that complements formal or nonformal education and training programmes. (European Training Foundation, 2024)
 - **Traineeship:** Refers to a structured and temporary work experience combining practical tasks with defined learning objectives, aimed at facilitating the transition from education, unemployment, or inactivity into the labour market. It may take place either as part of formal education programmes or outside them. (European Commission, 2024). In most of the country's project partners, 'traineeship' and 'internship' are used interchangeably

These are general definitions intended to highlight the common features shared by different countries, each of which has its own specific legal framework; these differences give rise to distinct categories within these types of WBL, leading us to group these types into different work-integrated dual models. The work-integrated model is defined here as the EU4Dual project defines it: An educational approach involving three parties (the student, the educational institution, and an external stakeholder) consisting of authentic work-focused experiences as an intentional component of the curriculum. (Zegwaard & other, 2023)

Against a backdrop of increasing globalisation and the interconnection of economies, these models have evolved towards greater internationalisation. The European Union has played a leading role in this process, introducing a range of initiatives and tools designed to promote transparency, comparability and mobility, such as the European Qualifications Framework (EQF), the European Credit Transfer and Accumulation System (ECTS), the European Education Area (EEA) and the Erasmus+ programme. These schemes have helped to increase learner mobility, including within vocational pathways.

International mobility is indeed a key driver for improving learners' employability and better preparing them for the labour market. Students who have gained experience abroad face a significantly lower risk of long-term unemployment after graduation (Communication from the Commission to the European Parliament, 2016). Beyond professional integration,

mobility also promotes the development of transferable skills such as adaptability, problem-solving and intercultural skills. The European Union institutions have set ambitious targets, notably that of achieving 8% mobility among learners in vocational education and training (VET) and are encouraging the development of pathways incorporating experiences. (European Parliament Resolution of 17 December 2020).

Mobility can be divided into academic mobility, where students undertake courses at another university abroad, and work-integrated mobility, where students undertake a work placement in a company abroad. Our project focuses on the mobility of apprentices within a company

The implementation of international work-integrated mobility within dual programmes continues to face numerous challenges.

Indeed, despite the existence of WBL common elements in dual program model at European level. These programmes remain firmly rooted in national contexts, with legal, institutional and pedagogical frameworks that vary considerably from one country to another. These differences relate, especially, to the status of the learner (student, employee, apprentice), the type of contract, the remuneration, the level of integration or not into the curriculum, the procedures for recognising work-integrated mobility, and the role and involvement of companies.

This diversity poses a major challenge to the development of international mobility in dual programmes. Each Member State has its own regulatory frameworks for work placements and apprenticeships, which complicates the recognition of mobility periods and limits their integration into training pathways. Furthermore, the lack of harmonised mechanisms for the recognition of apprenticeships completed abroad, constitutes a significant barrier to mobility.

Added to these difficulties are administrative, legal and organisational constraints, particularly regarding the status of apprentices, their social protection, remuneration conditions and coordination between educational institutions and partner companies. The mobility of learners in work-integrated dual programme does indeed require close cooperation between a variety of stakeholders (HEIs, employers, intermediary bodies and public authorities) whose interests and frameworks for action may diverge.

It is against this backdrop that the APP Mobility project has been launched, aiming to address current limitations by developing a structured and operational framework for

organising the mobility of apprentices within joint dual-track programmes at bachelor's, master's and doctoral levels. By seeking to strengthen coherence between systems, facilitate the recognition of apprenticeships completed abroad and improve coordination between stakeholders, the project aims to remove the main barriers to mobility and contribute to better integration of dual training pathways at European level.

Introduction

The APP Mobility project, initiated by several partners of the EU4DUAL alliance, aims to create a coherent and efficient European framework for apprenticeship mobility within dual education programmes in university alliances. The different national policies governing dual education programmes lead to fragmented practices at the European level. Each country independently defines the organisation of dual and VET programmes, resulting in a wide diversity of regulations, particularly regarding remuneration, credit recognition, and the organisation of professional mobility.

To address the difficulties faced both by companies hosting apprentices and by apprentices themselves, the APP Mobility project seeks to propose a unified approach applicable to joint dual programmes. This approach aims to increase apprenticeship mobility, improve the alignment between education and labour market needs, strengthen cooperation between European universities and companies, and enhance student employability and company competitiveness. The project will also contribute to the evolution of European public policies towards sustainable frameworks for work-integrated mobility.

The main objective of the project is therefore to develop a robust and standardised system for organising apprenticeship mobility within joint dual education programmes, leading to a European model for dual education apprenticeship mobility, built around three main actions:

- Credit transfer: establishing transparent and comparable procedures for the recognition of credits linked to apprenticeships, considering the different calculation methods used by institutions and countries.
- Work contracts: developing harmonised contract templates compliant with national and European legal frameworks, integrating best practices related to apprenticeship quality.
- Joint programmes: supporting the development of joint bachelor's, master's and PhD programmes that include cross-border apprenticeship periods in companies.

Within this framework, the APP Mobility project has dedicated one of its work packages to work-integrated mobility models within dual programmes. This work package aims to develop comprehensive guidelines and frameworks to make mobility opportunities more visible and accessible for apprentices. By defining common mobility models, WP2 addresses the diversity of national schemes and curricula and seeks to identify and analyse existing

dual education models to understand different implementation structures and how apprenticeships are integrated into programmes.

WP2 also aims to develop a comprehensive typology of work-integrated dual education models. The project has chosen to adopt a broad definition of apprenticeship, encompassing both traditional apprenticeships and other forms of work-integrated learning, such as internships and training placements. This approach allows the integration of diverse terminologies and national systems into a common framework.

However, the project identifies a strong need to simplify legal, administrative and financial processes to make mobility more accessible and equitable. To achieve this, APP Mobility plans to compare existing practices, develop common guidelines and pilot harmonised tools. This requires an overview of the different types of apprenticeships to identify commonalities and differences through a typology.

This typology will also help address challenges related to the lack of information and visibility of work-integrated mobility opportunities within dual programmes. Public authorities and companies have frequently highlighted the lack of information regarding the organisation of work-integrated mobility, particularly in dual programmes within higher education (EQF6-7).

Methodology

To establish a typology of the different dual education models within the EU4Dual alliance, the project collected data from key stakeholders involved in dual education programmes.

As a first step, to gather information on existing dual programmes, the project partners designed a questionnaire targeting three profiles: Higher Education Institutions (HEIs), companies hosting apprenticeships, and students/apprentices.

The objective was to collect information from these three perspectives on:

- the structure of dual education programmes.
- the organisation of mobility within these programmes.
- collaboration between HEIs and host companies.
- opportunities for improvement and challenges encountered.

In total, responses were collected from 40 HEIs, 61 companies hosting apprenticeships, and 62 students. Respondents were based in countries across Europe, beyond the EU4Dual alliance countries, to obtain an initial overview of current practices at the European level.

The responses collected through the surveys were consolidated into a report (*MS4 – Completion of Needs Assessment and Barrier Analysis*), which identifies the main challenges currently faced by dual education programmes and mobility schemes.

The results of the surveys enabled the refinement of the initial classification framework and the development of interview guidelines for targeted stakeholders. In this context, during Event E.2, a workshop was organised with project partners to jointly analyse the survey results. Following this workshop, WP2 developed a set of interview questions tailored to specific stakeholder profiles (see Annex1).

The objective of these interviews was to deepen the data collected through the surveys, with a specific focus on the project countries. To ensure representation from each project country, and to ensure the completion of our target value of 50 interviews conducted with key actor in dual education, partners, except KIC, were asked to interview:

- 3 apprentices
- 3 HEIs
- 3 companies hosting apprentice
- 3 Public authorities

In total, 58 interviews were conducted.

Profile	ESTIA	EURASHE	MCAST	MU	SAVONIA
Apprentice	3	1	3	3	3
Company	3	3	2	3	3
HEI	3	6	3	3	3
Public authorities	4	2	1	3	3

For EURASHE, which is not in direct contact with students, the target of three interviews for this profile, could not be reached. Similarly, for MCAST, due to local circumstances in Malta, they were only able to interview one public authority.

To analyse the responses collected from different profiles and countries, all interviews were recorded and transcribed by the partners. The analysis was conducted using a shared Excel file. WP leaders defined a set of thematic categories to analyse and code each statement provided by the different stakeholders, with WP2-specific themes applied accordingly.

WP2.1. Challenge in the implementation of DE program	Difficulties that hinder the implementation of dual education/apprenticeship programmes, including financing constraints, limited company engagement, and administrative or regulatory burdens.
WP2.2. Challenges in collaboration Companies-HEIs	Problems in cooperation between companies and HEIs, such as company reluctance, misalignment of missions and

	objectives, and poor information sharing about tasks, supervision, or evaluation.
WP2.3. Contractualisation challenges	Obstacles related to establishing and managing contracts, including slow or complex procedures within HEIs and situations where main employers are unwilling to release apprentices for mobility.
WP2.4. Challenges in apprenticeship integration	Barriers to integrating apprentices in companies, including limited human resources for supervision, financial constraints, and low student motivation hindering team integration and task engagement.
WP2.5. Organisation of professional mobility	Ways in which employment relationships are organised during mobility, including pausing contracts, secondment arrangements, or changing companies when apprentices go abroad.
WP2.6. Finding host companies	Processes and difficulties in identifying and selecting host companies abroad, covering scarcity of suitable placements, mechanisms supporting the search, criteria for apprentice choice, and HEI procedures for company selection.
WP2.7. Mobility challenge	Practical, financial, administrative, linguistic, and cultural difficulties experienced during international mobility, including visas, contracts, funding, housing, travel, language barriers, and cultural adaptation issues.
WP2.8. Solutions to mobility challenges	Measures to address mobility-related obstacles, such as administrative support, financial aid or scholarships, logistical help with housing and transport, language support, and intercultural preparation or mentoring.

WP2.9. Recognition of the credits of this mobility	Issues and practices related to recognising and transferring credits from mobility, including obstacles due to curricular differences and cases where automatic recognition is guaranteed when mobility is mandatory.
WP2.10. Gains from mobility	Benefits that students and companies derive from mobility, including networking, cultural adaptation, new work methods, hard and soft skills, talent identification, and economic advantages for students.
WP2.11. Psychological Support	Psychological dimensions of mobility, covering stress and emotional strain during adaptation as well as preparatory support provided before departure.

A detailed qualitative analysis of the interview content was then carried out by the WP2 leader, allowing the project to draw conclusions and to further refine the classification of the different types of work-integrated dual education models.

In addition, focus groups were organised by each partner, involving up to 3 participants per profile (Apprentice, HEI, company, public authorities) as well as a legal expert. Our target was to organise five focus groups with 10 participants each. However, after several discussions, we decided to have 2 participants per profile to facilitate discussions with a smaller number of people in each focus group and allows for more smooth and natural interactions. And in parallel, to ensure that all EU4Dual alliance countries are represented, an additional focus group is planned for April with the associated partners of APP Mobility project.

In total we had 28 entities that participated in our focus group. The initial target was not reached due to difficulties in recruiting participants and finding dates when everyone was available.

Profile	ESTIA	EURASHE	MCAST	MU	SAVONIA
Apprentice	1	1	1	2	
Company	1 ⁽¹⁾	0	1	1	2
HEI	2	4	1	2	1
Public authority	1	2	1	1	1
Legal expert	1	1	1	0	0

(1) 3 different people from the same companies participated

However, the objective of these focus groups which was to validate and consolidate the viewpoints identified during the interviews, across several thematic areas, including barriers to work-integrated mobility addressed within WP2, was completed.

Finally, to further deepen the analysis, a desk research activity was carried out, including a legal review in the EU4Dual member countries and the associated members of APP Mobility.

This research made it possible to refine the classification criteria and to support the development of a typology of the different work-integrated dual education models incorporating mobility within the EU4Dual alliance

Identification and analysis of different existing models

To gain a better understanding of the landscape of work-integrated mobility within university alliances, the project aims to establish a typology of the various dual education models incorporating mobility.

Based on the practices observed in the different EU4Dual countries via the data collected and the desk research, the project identifies a set of characteristics that can be used to describe the various forms of dual education models. These characteristics will enable the classification of the models existing in EU4Dual countries into categories corresponding to distinct types of dual models.

Agreement and student status:

An agreement is signed between several parties, most often the student, the HEI, and the host company. This agreement may take the form of an employment contract or a learning agreement. Depending on the country, several types of agreements may exist, including:

- employment contract
- internship or training contract
- learning agreement

Depending on the type of agreement, the status of the apprentice may vary between that of an employee and that of a student. Consequently, the rights and obligations of the apprentice differ according to this status.

In the context of mobility, additional agreements may be signed, either with or without the involvement of the foreign host company.

Remuneration:

Remuneration is understood here as the financial compensation received by the apprentice in return for the work carried out within the company as part of their training.

This compensation may take the form of a mandatory salary required by national legislation. However, it may also be optional: in some cases, the agreement signed is not an employment contract and therefore does not grant employee status, but only student status. In such cases, the legislation in certain countries does not provide for mandatory remuneration. This is particularly the case for internships.

In other situations, this compensation does not take the form of a salary but rather a grant or allowance. This applies to agreements that are not considered employment contracts, such as internship agreements.

Learning workload

Learning is the process through which a person, in this case the apprentice, assimilates information and acquires both hard and soft skills. Workload refers to the amount of work and time required to achieve the intended learning outcomes.

In the context of dual education programmes, the learning workload is distributed between the academic component at the educational institution and the work-integrated component within the company. This involves a time distribution, meaning how the periods are organised between the two components

In the table, the aim is to specify not only the time spent by the apprentice at the company and at the school, but also how these periods are structured and alternated (for example, alternating by days, weeks, or month-long blocks).

Credits distribution

Credits refer here to the number of ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload (European Higher Education Area, 2015). They are awarded per teaching unit, which are defined based on the total workload required from the student to successfully complete the unit. ECTS credits, underpinned in ESG, enable student qualifications to be recognised across the European Higher Education Area and further, in case of bi-lateral countries recognition agreements, thereby facilitating student mobility. Distribution refers to the allocation of ECTS credits between the academic component and the work-based component.

Academic and company tutor:

A company tutor is the person responsible for supporting the apprentice throughout the duration of the work placement and for providing pedagogical supervision within the company. An academic tutor is usually responsible for monitoring the student's progress and ensuring follow-up during the period spent in the company.

In our table, the objective was to identify the existence and respective roles of academic tutors and company tutors, as well as the coordination between them and the monitoring mechanisms in place.

Finding host companies:

Finding host companies is the process and responsibility for identifying and securing host companies, it can be institution-led, student-led, or joint approach.

Work-integrated mobility:

In the project, we consider work-integrated mobility as mobility outside the academic context, such as internships, training placements, or any other forms in which apprentices go to another country as part of their work component.

Just as each country has different definitions and legislation for dual education programmes, professional mobility is organised differently. In the table, to differentiate the various ways in which professional mobility can be arranged in different types of dual education programmes, we developed the following classification criteria:

- Mandatory or optional mobility: indicates whether the professional mobility is required for obtaining the degree.
- ECTS recognition and the number awarded
- Duration
- Agreement & status during mobility: This criterion examines whether a specific agreement is signed for the mobility period and whether the apprentice's contract with the home company is maintained or suspended while hosted by the company abroad. These questions help determine the apprentice's legal and employment status during the mobility.
- Funding of the apprentice during mobility: This criterion considers how the mobility is organised, as the apprentice's remuneration depends on the contract or learning agreement in place. In general, the payment is determined by the legal framework of the host country, unless the apprentice's salary is maintained by the home company sending the apprentice. Also we want to know which grants are available in the country to support financially the apprentice.

Pedagogical Framework for Dual Higher Education

Rationale and purpose

Dual higher education (DHE) systems are commonly described through their structural and organisational features, including alternation models, contractual arrangements, and credit recognition mechanisms. However, a comprehensive understanding of these systems requires making explicit their pedagogical foundations, particularly in relation to how learning occurs across academic and workplace contexts.

This section introduces a pedagogical framework that complements the empirical and comparative analysis presented in this deliverable. It conceptualises DHE as a complex learning ecosystem in which knowledge is constructed through the interaction between institutional and professional environments. In this perspective, learning is not confined to either context but emerges through their articulation, mediated by experience, social interaction, and reflection.

The framework is intended to provide an analytical lens for interpreting the findings of this report and to support a more coherent understanding of the educational value of dual programmes.

Conceptual foundations of learning in dual education

Dual education is grounded in the assumption that learning is closely linked to experience. Workplace environments are not only sites where previously acquired knowledge is applied but also spaces where new knowledge, skills, and professional judgement are developed. From this perspective, learning takes place through engagement in authentic tasks and real-world problem-solving situations.

At the same time, learning in dual programmes is inherently situated within specific organisational and social contexts. Students become part of professional communities where knowledge is embedded in practices, interactions, and cultural norms. Through participation in these environments, learners gradually develop both technical competences and a sense of professional identity. This highlights that integration into the workplace should be understood as a pedagogical process rather than a purely organisational one.

In addition, dual education programmes aim to support the development of integrated competences that combine disciplinary knowledge, practical skills, and transversal abilities such as collaboration, adaptability, and problem-solving. From a pedagogical standpoint, competence development should be understood as a progressive and context-dependent process, in which students gradually assume greater responsibility and autonomy, supported by feedback and guidance.

Learning progression in dual education

Learning in DHE can be conceptualised as a developmental trajectory that evolves over time. Although the specific organisation of programmes may vary across countries and institutions, a common pattern can be identified in terms of increasing autonomy and responsibility.

At the initial stage, students focus on orientation and integration into the workplace. This phase is characterised by onboarding processes, observation of professional practices, and participation in tasks under close supervision. The emphasis is placed on understanding the organisational context and acquiring basic competences.

As students progress, they become more actively involved in work processes and begin to take on more complex responsibilities. Learning in this phase is driven by participation in meaningful tasks, interaction with colleagues, and engagement in problem-solving activities. Feedback from supervisors and mentors plays a crucial role in supporting development.

In the later stages, students are expected to operate with a higher degree of autonomy, managing tasks or projects and making decisions within their area of responsibility. At this point, learning involves the integration of academic knowledge and professional experience, as well as the consolidation of a professional identity.

This progression should not be understood as strictly linear, but rather as a dynamic process shaped by the characteristics of the programme, the workplace, and the individual learner.

Constructive alignment in dual programmes

One of the central pedagogical challenges in dual education concerns the alignment between what students are expected to learn, what they actually do in the workplace, and how their learning is assessed. Ensuring coherence across these dimensions is essential for the quality and transparency of dual programmes.

A constructive alignment approach requires that learning outcomes are clearly defined and shared among all stakeholders, including HEIs and companies. These outcomes should encompass not only disciplinary knowledge but also professional and transversal competences.

Workplace activities should be intentionally connected to these learning outcomes. This implies that tasks assigned to students are not only operationally relevant for the company but also pedagogically meaningful, and that their level of complexity evolves in line with the student's progression.

Assessment practices should be consistent with both learning outcomes and activities. This involves evaluating students' performance in authentic contexts and ensuring that both academic and workplace actors contribute to the assessment process. Achieving such alignment requires sustained communication and coordination between institutions and companies, as well as clarity for students regarding expectations and evaluation criteria.

Assessment as a learning process

In many dual programmes, assessment is perceived as a complex and sometimes fragmented process due to the involvement of multiple actors and contexts. From a pedagogical perspective, however, assessment should be understood not only as a mechanism for certification but also as a key driver of learning.

This implies placing greater emphasis on formative dimensions of assessment, particularly through regular and meaningful feedback. Feedback should be timely, specific, and oriented towards improvement, enabling students to reflect on their performance and adjust their actions accordingly.

Assessment in dual education also benefits from shared responsibility between academic tutors and workplace supervisors. This collaborative approach allows for a more comprehensive understanding of student performance and supports the integration of different perspectives. In addition, reflective practices can help students connect experience and learning, contributing to deeper understanding and competence development.

Integration of academic and workplace learning

A defining feature of dual education is the coexistence of learning in academic and workplace settings. However, these two contexts do not automatically connect in

meaningful ways. Without deliberate pedagogical strategies, there is a risk that learning remains fragmented.

To address this, dual programmes need to incorporate mechanisms that support the integration of knowledge across contexts. This includes creating opportunities for students to relate theoretical concepts to practical experiences and to critically reflect on their activities in the workplace.

The role of academic tutors and workplace supervisors is particularly important in this regard. Their collaboration can help ensure continuity in the learning process and support students in transferring knowledge between contexts. Through such integrative practices, students are better able to construct a coherent understanding of their field and develop their professional competence.

Pedagogical dimension of mobility

International mobility represents an important dimension of many dual programmes, offering opportunities for both professional and personal development. However, its educational value depends on the extent to which it is pedagogically structured.

Mobility should be understood as a learning process that unfolds over time. Preparation before the mobility period is essential to ensure that students are equipped with the necessary linguistic, cultural, and professional competences. During mobility, appropriate support and opportunities for reflection are needed to help students navigate new environments and make sense of their experiences. After mobility, it is important to facilitate the integration of learning and the recognition of competences acquired.

By adopting such an approach, mobility can contribute not only to employability but also to deeper forms of learning, including adaptability, intercultural understanding, and critical reflection.

Implications for the analysis of dual education models

The pedagogical framework outlined above provides a basis for interpreting the diversity of dual education models analysed in this deliverable. It highlights that the effectiveness of these models depends not only on their structural and regulatory features but also on their capacity to support meaningful learning processes.

In particular, attention should be paid to how programmes facilitate learning progression, ensure alignment between outcomes, activities, and assessment, and promote the

integration of academic and workplace learning. These dimensions will inform the comparative analysis presented in the following sections and contribute to the development of recommendations and tools in subsequent work packages.

Typology of Work-Integrated Dual Models

In this section, the different EU4Dual models are explained through a series of tables. The characteristics of work-integrated Dual model type could be summarized into the following:

Types	Less dual integrated model (Short internship)	Block format model (Long internship)	Partial alternation model	Alternation model	Strong dual integrated model
Level EQF	EQF 6-7	EQF 6-7	EQF 6-7	EQF6-7	EQF6-7
Time average	2-3 years	2-3 years	1,5-3 years	2-3 years	2-3 years
Time Balance b/w Theory & Practice	Less than 20% of the programme is work component (approx. ≤400h)	Less than 50% of the programme is work component (approx. 600h-900h). Internship carried out in one continuous block (no alternation)	Less than 50% of the programme is work component and distributed throughout the programme with regular alternation (e.g. 25h/week university, 20h/week company).	Around 50% / 50% balance between academic and work-based learning. Alternation organised in regular periods.	More than 75% of the programme is work component
ECTS Balance	Depends on national legislation				
Contract	Yes (internship agreement)	Yes (internship agreement)	Yes, formal contract signed with company	Yes, formal contract signed with company	Yes, formal contract signed with company
Student remuneration	Often no remuneration	Often no remuneration	Yes (salary based on legal frameworks)	Often remunerated	Yes (salary based on legal frameworks)
Learning supervisor	Academic supervisor + company tutor				

The characteristics of work-integrated mobility model type could be summarized into the following:

Types	Optional mobility – Mobility of intern	Optional mobility – Mobility of apprentice	Mandatory mobility – Mobility of apprentice
Level EQF	EQF 6–7	EQF 6–7	EQF 6–7
Curriculum integrated	Not included in the curriculum. However, work-integrated mobility can be organised only during the work component period		Yes, as it is mandatory by the HEI and in some cases by law
Duration	Short cycle: 2 to 6 months (often one semester)	Minimum Often 2 months Maximum: must not exceed the duration of the work component period	Minimum: Often 2 months. ⁽¹⁾ Maximum: must not exceed the duration of the work component period
Contract or agreement	Learning agreement or/and internship contract	Learning agreement or/and internship agreement or work contract. Apprentices need to organise and negotiate their mobility with companies	Learning agreement & internship agreement or work contract. The company is obliged to allow the apprentice to go on mobility
Remuneration	Erasmus+ funding or national/internation mobility program The legal obligation to pay trainees/apprentices depends on the law of the host country		Erasmus+ funding or national/internation mobility program The legal obligation to pay trainees/apprentices depends on the law of the host country. ⁽²⁾
ECTS recognition	Credits earned may be recognized in the degree curriculum under a pre-approved Learning Agreement	Credits earned may be recognized in the degree curriculum under a pre-approved Learning Agreement	Automatic recognition, as mobility learning outcomes are embedded in the curriculum
Dual model possible	Short cycle, block format	Partial alternation, alternation, dual integrated model	Dual integrated model

(1) Specific case of France: engineering apprentices must spend at least 12 weeks abroad

(2) However, exception with French model: The student has the option, with their employer's consent, to continue receiving their salary

Austria

Type of work-integrated model: Internship in Bachelor and Master program

National language: Praktikum

Agreement		An agreement between the student and the company is expected, the format of the agreement may vary between study programs.
Student status		Regular student status during internships and dual phases except during mobilities abroad – in these cases, student status with outgoing mobility attribute. Dual students have an employee status in their companies (part-time employee); this can be combined with a regular student status at FHJ.
Programme level		EQF 6 and 7
Time average, length of programme		Bachelor (EQF 6): 3 years Master (EQF 7): 2 years
Remuneration		Dual students receive a salary (usually based on the collective agreement of their field of work), other internships (in non-dual study programs) may be paid or unpaid.
Learning workload	Time distribution	Depends on program/curriculum.
	ECTS distribution	Depends on program/curriculum. For bachelor degrees (non-dual): 10–30 ECTS recommended.
Student recruitment		Students are expected to find their own internships/companies, though some support is offered by the program of studies. The degree of support varies between programs. An exception is the health studies – in these cases, internships are organized by the

		program of studies, because of specific field-related requirements.
	Monitoring and Support	Support is given by program of studies, means of support and monitoring varies between programs.
	Quality	No general requirements. Field-specific requirements (for example for health studies) may occur.
Mobility professional	Mandatory?	Internships abroad are not mandatory.
	ECTS recognition	If agreed with the program of studies on beforehand, the ECTS obtained during the mobility can be recognized for internship periods in the students' curriculum.
	Duration	For Erasmus+ funding: Minimum 2 months.
	Agreement & Status during mobility	For Erasmus+ Mobilities: An Erasmus+ Agreement for Traineeships is mandatory. For other mobilities: Requirements depend on the program of studies and the company; an internship agreement is expected, though the format may vary between programs of study.
	Funding	Internships abroad are often funded by Erasmus+, though this is not mandatory. Some students receive an additional salary during internships abroad.

Croatia

Type of work-integrated dual model: Professional practice in Professional undergraduate studies & Specialist graduate professional programs

National language: Stručna praksa

Agreement	Yes	
Student status	Student	
Programme level	EQF 6	
Time average, length of programme	2 – 3 years 120–180 ECTS	
Remuneration	No legal obligation	
Learning workload	Time distribution	There is no legal obligation, HEI are free to define the share of work-based learning and academic learning in their program. In practice, students in dual professional programmes spend approximately 600–900 hours in total on work placements across the full duration of the programme
	ECTS distribution	Croatian national legislation does not prescribe a mandatory number of ECTS credits for the work component in dual education programmes
Student recruitment	On the student's initiative with support from the HEI	
Monitoring and Support	Yes, during the professional placement, students are supported in their assignments and tasks by a mentor within the company.	
Quality	The quality of programmes is ensured by a national body: Agency for Science and Higher Education (AZVO).	
	Mandatory?	No legal obligation

Mobility professional	ECTS recognition	Yes, following an agreement.
	Duration	Professional practice is carried out on a full-time basis, with a minimum of 30 hours per week.
	Agreement & Status during mobility	Learning agreement
	Funding	Erasmus+ grant (2 months – 12 months)

Finland

Type of work-integrated dual model: Mandatory internship in bachelor programs

National language: Harjoittelu

Agreement		UAS bachelor internship mandatory according to law. Internship agreement, signed by school, student and workplace representative. UAS master internship not possible at all. Erasmus + agreement in case of mobility within EU, school mobility form when outside of EU (to get the school mobility grant). In case the student is paid, then a work contract between student and company is mandatory.
Student status		Trainee if not paid, employee if paid. Towards school the student is always in training.
Programme level		EQF 6
Time average, length of programme		UAS bachelor 210 – 270 depending on field. Internship 15–110, mandatory.
Remuneration		Finnish students get student grant from the government due to the mandatory nature of internship. In addition, Erasmus + financing when mobility within EU, Savonia mobility grant if outside. International students self-financing, with Erasmus + financing or Savonia mobility grant.
Learning workload	Time distribution	Up to the institution and depending on the degree. Each credit of internship equals 27 hours of student work. Students follow the employer's country's local labour laws as to weekly working hours.
	ECTS distribution	15–110 ECTS during the degree. Up to the degree programme how it is divided for the study time.
Student recruitment		Students are personally responsible for finding the internship place. School guides and assists in finding the place, as well as informing them of potential openings.
Monitoring and Support		School internship supervisor is available if help is needed. Otherwise, the nominated company supervisor.

Quality		Internship is to be accepted in beforehand by school supervisor.
Mobility professional	Mandatory?	In UAS mandatory, 15–110 ECTS.
	ECTS recognition	Once finished, recognized based on work certificate, each 27 hours equals 1ECTS. Min and max amount of ECTS depending on the field of study.
	Duration	15–110ECTS
	Agreement & Status during mobility	Either trainee or employer, same as earlier, depending on pay.
	Funding	Same as above.
Reference		Act on universities of applied science. Labour law in Finland.

France

Type of work-integrated dual model: Apprenticeship programs in Grande Ecole: example of Engineering degree

National language: Apprentissage

Agreement	Yes, an apprenticeship contract, which is a specific type of employment contract, can be concluded for a duration of a minimum of 6 months and a maximum of 3 years
Student status	<p>A special status between student and employee, the individual holds the status of an apprentice. The apprentice benefits from the same rights as other employees and, in return, is required to work for their employer. However, they have a particular status because they are also learners and must follow academic training at an apprentice training center, either integrated within the school or in partnership with a CFA (Centre de Formation d'Apprentis).</p> <p>To be eligible for apprentice status, a higher education student must be between 16 and 29 years old.</p>
Programme level	EQF 7
Time average	3 years
Remuneration	Yes, the apprentice will receive a monthly salary corresponding to a percentage of the minimum interprofessional growth wage (SMIC), which will vary depending on the apprentice's age and year of study.
Learning workload	<p>The duration of the academic training is defined by law and cannot be less than 25% of the total contract duration. Consequently, the work component cannot exceed 75% of the contract duration. The training schedule is left to the discretion of the HEI, which may decide how the alternation between academic training and work-based learning is organized for its apprentices.</p> <p>The apprentice's working hours are the same as those of other employees, i.e., 35 hours per week.</p>
Time distribution	

	ECTS distribution	Each period (or group of periods) spent in a company leads to the award of ECTS credits, in the same way as the teaching units delivered at the HEI. The number of credits awarded for in-company periods must be significant and therefore represent between one third and one half of the total number of credits awarded for the entire programme.
	Apprentice recruitment	The initiative to find a company rests with the student, but support and guidance must be provided by the HEI
	Monitoring and Support	In the company, the apprentice is assigned a tutor who supervises them; the tutor must hold a diploma equivalent to the one the apprentice is pursuing. An academic supervisor must also be appointed to liaise with the company tutor, ensure the proper progress of the apprenticeship period, and verify that the tasks assigned are appropriate to the student's educational project.
	Quality	Apprentice training centers must obtain Qualiopi quality certification if the training provided is funded with public funds. This label guarantees the quality of the training offered and ensures its transparency.
Mobility professional	Mandatory?	Yes
	ECTS recognition	Automatically, the skills acquired by the apprentice during their professional mobility are combined with those learned in their work component. Some schools assign specific ECTS credits for the apprentice's professional internationalization (approximately 2 ECTS)
	Duration	<p>The duration of academic or professional mobility abroad cannot exceed one year or half of the total duration of the apprenticeship contract.</p> <p>An engineering apprentice must spend at least 12 weeks in academic or professional mobility over their 3-year program, which they can organize as they wish.</p>
	Agreement & Status	<p>For mobility, two options are possible for the apprentice:</p> <ul style="list-style-type: none"> • The apprenticeship contract is temporarily assigned to another company. In this case, the apprentice keeps their

	during mobility	<p>salary, and the original employer remains responsible for their social protection.</p> <ul style="list-style-type: none"> • The apprenticeship contract is put on hold for the duration of the mobility. The host company abroad becomes responsible for the apprentice. In this case, the apprentice no longer receives their salary and is subject to the legal provisions of the host country (social security, remuneration, working hours, etc.). <p>Mobility can only be organized after an agreement is signed between the apprentice, the employer, the HEI's CFA, and the host company abroad</p>
	Funding	<p>Apprentices can benefit from financial support from:</p> <ul style="list-style-type: none"> • The Skills Operator (Opco), which aims to support professional training and is organized into various occupational branches. When an apprentice undertakes mobility, the Opco of their branch covers only the apprentice's travel and accommodation costs. • Erasmus+ funding

Type of work-integrated dual model: Apprenticeship programs in Bachelor and Master degree

National language: Alternance

Agreement	<p>Yes, an apprenticeship contract, which is a specific type of employment contract, can be concluded for a duration of between 6 months and 3 years</p>
Student status	<p>An apprentice holds a special status between student and employee. The apprentice benefits from the same rights as other employees and, in return, is required to work for their employer. However, they have a particular status because they are also learners and must follow academic training at an apprentice training center, either integrated within the school or in partnership with a CFA (Centre de Formation d'Apprentis).</p> <p>To be eligible for apprentice status, a higher education student must be between 16 and 29 years old.</p>
Programme level	<p>EQF 6 & EQF 7</p>

Duration		Professional Bachelor (EQF6): 1/5 year – 3 years Bachelor (EQF6): 3 years Master (EQF7): 2 years
Remuneration		Yes, the apprentice will receive a monthly salary corresponding to a percentage of the minimum interprofessional growth wage (SMIC), which varies depending on the apprentice's age and year of study.
Learning workload	Time distribution	The duration of the academic training cannot be less than 25% of the total contract duration. The apprentice's working hours are the same as those of other employees, i.e., 35 hours per week.
	ECTS distribution	The work component, like any other training element (i.e. teaching units), is defined through learning outcomes, objectives, and assessment modalities. This professional experience therefore leads to the award of ECTS credits, which are calculated on the basis of the total workload required by the apprentice during the in-company period.
Apprentice recruitment		The initiative to find a company rests with the student, but support and guidance must be provided by the HEI
Monitoring and Support		Within the company, the apprentice is supervised by a company tutor, who must hold a qualification equivalent to the degree for which the apprentice is being trained. An academic supervisor is also appointed and is responsible for liaising with the company tutor to ensure the proper implementation of the in-company training period and to verify that the tasks assigned are consistent with the student's educational project.
Quality		Apprentice training centers must obtain Qualiopi quality certification if the training provided is funded with public funds. This label guarantees the quality of the training offered and ensures its transparency.
	Mandatory?	No

Mobility professional	ECTS recognition	Automatic recognition
	Duration (block/week)	The duration of academic or professional mobility abroad may not exceed one year or half of the total duration of the apprenticeship contract
	Agreement & Status during mobility	<p>For mobility, two options are possible for the apprentice:</p> <ul style="list-style-type: none"> • The apprenticeship contract is temporarily assigned to another company. In this case, the apprentice keeps their salary, and the original employer remains responsible for their social protection. • The apprenticeship contract is put on hold for the duration of mobility. The host company abroad becomes responsible for the apprentice. In this case, the apprentice no longer receives their salary and is subject to the legal provisions of the host country (social security, remuneration, working hours, etc.). <p>Mobility can only be organized after an agreement is signed between the apprentice, the employer, the HEI's CFA, and the host company abroad</p>
	Funding	<p>Apprentices can benefit from financial support from:</p> <ul style="list-style-type: none"> • The Skills Operator (Opco), which aims to support professional training and is organized into various occupational branches. When an apprentice undertakes mobility, the Opco of their branch covers only the apprentice's travel and accommodation costs. <p>Erasmus+ funding</p>

Type of work-integrated dual model: Internship in Bachelor and Master programs**National language:** Stage

Agreement	An internship agreement is signed between the intern, the host organisation, and the HEI	
Student status	Student	
Programme level	EQF6 and EQF7	
Time average, length of programme	Bachelor (EQF6): 3 years Master (EQF7): 2 years	
Remuneration	<p>The intern does not have employee status; therefore, the remuneration is not considered a salary but a gratuity. The payment of gratuity depends on two situations related to the duration of the internship:</p> <ul style="list-style-type: none"> • If the internship lasts less than two months within the same host organisation (consecutive or non-consecutive), the payment of a gratuity is not mandatory. • If the internship lasts more than two months within the same host organisation (consecutive or non-consecutive), the intern is entitled to a monthly gratuity set at 15% of the hourly ceiling of the French social security system 	
Learning workload	Time distribution	The internship must be at least 200 hours per academic year and may not exceed six months. The intern is required to follow the same rules applicable to company employees and must not exceed the daily or weekly working hours established for staff.
	ECTS distribution	The legislation does not specify the number of ECTS; a maximum of 30 ECTS may be awarded.
Student recruitment	The initiative to find a host company lies with the student, but support and guidance must be provided by the HEI	
Monitoring and Support	A company tutor must be appointed to supervise the intern (Article L124-9 of the Education Code)	

		An academic supervisor must also be designated to liaise with the company tutor, ensuring the internship is properly carried out and that the tasks assigned are consistent with the student's educational project (Article L124-1 of the Education Code).
	Quality	The National Council for Higher Education and Research accredits bachelor's and master's degrees, thereby ensuring their quality
Mobility professional	Mandatory?	The internship abroad is not mandatory; it is optional.
	ECTS recognition	Internships carried out in another EU Member State must be recognised if a clear description of the learning objectives and assigned tasks has been provided, as determined by the supervisor of the intern in the host Member State. Max 30 ECTS
	Duration (block/week)	The duration of an internship abroad is subject to the same regulations as in France and cannot exceed six months.
	Agreement & Status during mobility	An internship agreement is signed between the intern, the host organisation, and the HEI. The difference compared with an internship agreement signed in France is that the agreement for an internship abroad must include an information sheet on the regulations of the host country, summarising the rights and responsibilities of the intern.
	Funding	<p>The internship agreement cannot require a foreign host organisation to provide a gratuity to the student, even if the internship lasts more than two months, since French law does not apply in another Member State. The same applies to health insurance.</p> <p>The student may benefit from an Erasmus+ grant to cover travel and accommodation costs</p>

Hungary

Type of work-integrated dual model: Dual programs

National language: Duális képzés

Agreement	Yes, a student employment contract signed between the hosting company and the apprentice	
Student status	Student	
Programme level	EQF 6 – EQF7	
Time average, length of programme	EQF6: 3–4 years EQF7: 2 years	
Remuneration	Minimum 65% of the minimum wage	
Learning workload	Time distribution	The law requires that professional programmes, including dual programmes, include at least 1 month of professional internship. Dual programmes go beyond this requirement by adding additional weeks of company-based training. The Dual Education Council (in Hungarian: Duális Képzési Tanács) requires that at least 75% of the academic year be spent in the host organisation. At NJE: approximately 24 weeks per year in a company (around 5 months). The law requires that the apprentice spend 5 working days per week and 40 hours per week.
	ECTS distribution	Work component: 30 ECTS
Student recruitment	Students must choose and contact a company from among the partner companies of the dual program	
Monitoring and Support	The student is supervised by both a company tutor and an academic tutor	
Quality	The quality of education, research and academic activities is primarily the responsibility of HEIs. External evaluation is	

		carried out by the Hungarian Accreditation Committee (MAB), in line with European Standards and Guidelines (ESG). It defines evaluation criteria, conducts assessments, and publishes results.
Mobility professional	Mandatory?	No
	ECTS recognition	Thought automatic recognition
	Duration	Often maximum one semester
	Agreement & Status during mobility	Regarding the work contract, the apprentice must request leave in order to participate in mobility. They also need to sign a learning agreement
	Funding	May be supported by company salary (depending on legislation of the hosting country) or programmes such as Erasmus+

Germany

Type of work-integrated dual model: Dual programs in University of applied sciences

National language: Duales Studium

Agreement	Yes, the form of the contract depends on the education institutions' law and on the state law.
Student status	Mixed status between student and employe
Programme level	EQF 6
Time average, length of programme	3 years
Remuneration	Yes the average intern salary of non-minimum wage earners

Learning workload	Time distribution	Alternation between academic and practical phases (e.g., block model: 3 months university / 3 months company) Often is 50%–50%
	ECTS distribution	The total number of ECTS credits for a bachelor's degree is 210 ECTS, with the practical phase accounting for approximately 30–60 ECTS.
Student recruitment		The student finds a host company with the support of the HEI (HEI).
Monitoring and Support		Academic supervisor at the HEI and workplace tutor in the company
Quality		Programmes accredited within the national higher education quality assurance system
Mobility professional	Mandatory?	No
	ECTS recognition	Thought automatic recognition
	Duration	Often one semester (3 months)
	Agreement & Status during mobility	Yes
	Funding	May be supported by company salary (depending on legislation of the hosting country) or programmes such as Erasmus+

Malta

Type of work-integrated dual model: Apprenticeship in Bachelor programs

National language: Apprenticeship in Bachelor programs

Agreement	Yes, the apprentice signs two contract with the company and with MCAST.	
Student status	Full-time student	
Programme level	MQF level 6	
Time average, length of programme	1,5 year 180 ECTS	
Remuneration	The apprentice is entitled to the minimum wage rate per hour in addition the student receives a payment	
Learning workload	Time distribution	Currently, students have 900 working hours over one and a half years, starting from February 2026 to June 2027.
	ECTS distribution	12 ECTS
Student recruitment	The students are given a list of vacancies provided by MCAST, and they need to choose and apply and sit for interviews.	
Monitoring and Support	Once the student finds a company to work with, MCAST provides a mentor (a lecturer within the same institute of the student) to conduct four visits during the apprenticeship programme. The mentor will discuss the student's progress with the line manager and they fill in a feedback form.	
Quality	A risk assessment is held by MCAST prior to the company is listed on the opening of vacancies. Students cannot work with a company where the risk assessment was not held.	

Mobility professional	Mandatory?	At MCAST, there are certain programmes (MQF level 4 and 6) where the apprenticeship is mandatory. However, these work in Malta and do not go abroad.
	ECTS recognition	12 ECTS as specified above.
	Duration	1.5 years
	Agreement & Status during mobility	Learning agreement
	Funding	Erasmus+ funding

Poland

Type of work-integrated dual model: Work placements in a practice-oriented programme

National language: Praktyk zawodowych

Agreement	Yes, a contract is signed between the student and the host company
Student status	Student
Programme level	EQF 6 & EQF 7
Time average, length of programme	First-cycle programme (Bachelor / Engineering degree – EQF6): 3–4 years Second-cycle programme (Master / Master of Engineering – EQF7): 2–3 years
Remuneration	There is no legal obligation to remunerate the intern

Learning workload	Time distribution	<p>At least 50% of course hours are practical courses or professional internships, and the remaining 50% consist of academic university courses. These programmes include mandatory professional internships (in Poland: <i>praktyk zawodowych</i>) with a minimum duration of:</p> <ul style="list-style-type: none"> • 6 months for first-cycle studies (Bachelor) corresponding to 960 hours • 3 months for second-cycle studies (Master) corresponding to 480 hours <p>Each HEI specifies in its study programme the exact number of internship hours a student must complete.</p>
	ECTS distribution	<p>50% of ECTS for practical courses, 50% for academic courses.</p> <p>The exact distribution of ECTS is determined by each HEI in its study programme.</p>
Student recruitment		<p>Students find host companies with HEI support, but the company must have signed a cooperation agreement or contract with the HEI.</p>
Monitoring and Support		<p>The student is supervised by a company tutor who supports them during their tasks, and the HEI internship coordinator also accompanies the student.</p>
Quality		<p>There are mandatory accreditation procedures carried out by national bodies such as the Polska Komisja Akredytacyjna, the competent ministry, and specialised institutions. Additionally, HEI may voluntarily request ex ante or comprehensive evaluations.</p>
Mobility professional	Mandatory?	<p>Depending on HEI requirement</p>
	ECTS recognition	<p>The HEI's study programme determines the number of ECTS credits assigned to the professional internship, including those completed abroad during mobility</p>
	Duration (block/week)	<p>Each student may spend a maximum of 12 months abroad during a single study cycle. This period includes both academic and professional mobility</p>

	Agreement & Status during mobility	Yes
	Funding	Remuneration depends on host country law; Erasmus+ grants may cover travel and accommodation.

Portugal

Type of work-integrated dual model: Curriculum stage in Bachelor programme

National language: Estagio curricular

Agreement		A curricular internship agreement signed between IPP, the student, and the host organization (company, institution, or other entity). It specifies start/end dates, planned activities, and academic framework. This agreement allows practical training but does not create an employment relationship.
Student status		The students maintain their regular academic status. There is no employment contract, and the student is covered by the School Insurance during the internship.
Programme level		Bachelor's degree (1st cycle of Bologna – EQF level 6).
Time average, length of programme		Internship duration is specified in the curriculum plan of each degree (usually in the 6th semester, lasting several weeks or months depending on the course).
Remuneration		Not salaried; no mandatory remuneration. Some travel or insurance support may exist, but no salary is provided.
Learning workload	Time distribution	The internship is a credit-bearing course unit, with ECTS assigned according to the curriculum. The workload corresponds to the number of ECTS allocated. Internship schedule follows the academic-semester period defined in the curriculum. Hours and days are agreed upon with the host entity and academic requirements.
	ECTS distribution	Credits are assigned to the internship course unit according to objectives in the curriculum plan.

Student recruitment		Students may propose a host organization (subject to approval) or use contacts provided by IPP through existing partnerships with companies and institutions.
Monitoring and Support		Each student is supervised by an internal academic supervisor (assigned by the course coordinator). The host entity may assign a professional supervisor to guide daily activities.
Quality		The internship must provide real professional experience and involve tasks aligned with the degree competencies. Partnerships with organizations ensure relevance and quality.
Mobility professional	Mandatory?	The curricular internship itself is mandatory as part of the degree (alternatively, a research project may be undertaken in some cases). International mobility is optional: students may carry out their internship abroad via programs such as Erasmus+, and such experience can be recognized academically.
	ECTS recognition	If done abroad through Erasmus+ or similar, credits earned may be recognized in the degree curriculum under a pre-approved Learning Agreement.
	Duration	Fixed in the curriculum plan (weeks or months in the 6th semester or equivalent period), depending on the course and objectives.
	Agreement & Status during mobility	For internships abroad via Erasmus+ or other programs, a Learning Agreement is signed between the student, IPP, and the host institution.
	Funding	Mobility may be supported by Erasmus+ funding or other international mobility programs offered by IPP in cooperation with partner institutions.

Spain

Type of work-integrated dual model: Apprenticeship programs in Mondragon Unibertsitatea: example of the Engineering Faculty

National language: Formación en Alternancia

Agreement	<p>There are two options:</p> <ul style="list-style-type: none"> • Work-study training contract (Contrato para la Formación en Alternancia, CFA), with a maximum duration of 2 years. It is set between student and company, but supported by university studies related to that work. • Agreement, between university, student and company
Student status	<p>In the case of a work-study contract, the apprentice benefits from the same rights as other employees and, in return, is required to work for their employer.</p> <p>However, they are also a learner and must follow academic training at an apprentice training center.</p> <p>In the case of an agreement, the apprentice is not a worker.</p>
Programme level	<p>EQF 6 and 7</p>
Time average, length of programme	<p>2 years in Bachelor's Degree, and 2 years in Master's Degree</p>
Remuneration	<p>In both cases the apprentice receives a financial remuneration.</p> <p>In the case of CFA, the salary is based on the minimum interprofessional wage and is proportional to the working time.</p> <p>In the case of agreements, the minimum financial remuneration is set by the university depending on being Bachelor's or Master's Degree, and being part or full time dedication.</p>

Learning workload	Time distribution	<p>There is an optional stage of alternating studies and work, and a compulsory stage of work (End of Degree Project).</p> <p>In the optional stage, students combine 25 h/week of learning at university, and 20 h/week of work. The End of Degree Project is a full-time work (34 h/week in the case of CFA because of legal aspects).</p>
	ECTS distribution	<p>Official dual recognition requires between 20 and 40 % of dual activity ECTS in Bachelor's Degrees (BD), and between 25 and 50 % of ECTS in Master's Degrees (MD).</p> <p>Average ECTS recognitions are 72 ECTS in BD, and 42 ECTS in MD.</p>
Student recruitment		<p>The university guides the matching process of students and companies. Students can propose companies as long as they fulfil the required administrative conditions. Companies are the ones who take the last decision about the candidates.</p>
Monitoring and Support		<p>In the company, the apprentice is assigned a tutor who supervises them. An academic supervisor must also be appointed to ensure the proper progress of the apprenticeship period, and verify that the tasks assigned are appropriate to the student's educational project. The monitoring process sets 3 milestones to verify the correct development of the dual activity (initiation / mid-apprenticeship / end).</p>
Quality		<p>The university offers tutor training programmes, both for academic and company tutors.</p>
Mobility professional	Mandatory ?	No
	ECTS recognition	<p>Automatically, the skills acquired by the apprentice during their mobility are combined with those learned in their work component.</p>
	Duration	<p>Work mobilities between October–November and June–July, to perform the End of Degree Project (8 months).</p>

	Agreement & Status during mobility	Mobilities are set by agreements. Contracts are only performed in national terms (Spain).
	Funding	Apprentices benefit from financial support from: <ul style="list-style-type: none">• Erasmus+ funding• Can get extra financial remuneration and/or apprentice's travel and accommodation costs from the hosting company

Annex 1: Survey

HEIs

Core dimension	
Admission of Students	<ul style="list-style-type: none"> Do students need to have prior practical experience before starting the dual programme? And if so, what is the extent of the required work experience? What support structures exist for disadvantaged learners* in your program? Does the dual partner company participate in student selection?
Agreement	<ul style="list-style-type: none"> How is the student position defined within your institution's dual study programmes? Are students required to sign a contract before their dual studies? If yes, what type of contract is it?
Assessment & alignment	<ul style="list-style-type: none"> Who evaluates the student's work component? How is the student's learning assessed during the placement? How easy is it to align the workplace assessment with the academic global assessment? Is the workplace assessment based on the academic learning outcomes? What challenges do you see in aligning academic and workplace assessment?
Challenges/impovement	<ul style="list-style-type: none"> In your opinion, what are the main limitations/difficulties of your current dual education offer? What areas would your HEI like to improve in its dual education programmes? What type of support or resources would help you implement these improvements?
Collaboration Industry-HEIs	<ul style="list-style-type: none"> Does your HEI engage in European partnerships to support mobility in dual study programmes? What nature of collaboration does your HEI engage in with industry partners? How many active dual education partnerships with companies does your HEI currently have? Main challenges in managing these company partnerships:
Credit	<ul style="list-style-type: none"> What is the ECTS required by national legislation for the work component in the dual education programmes? How does your HEI currently recognize credits for dual education/apprenticeship mobility?
Current offer	<ul style="list-style-type: none"> Which types/levels of education do you currently offer dual education programmes in? Which fields do your dual education programmes cover? Total number of students enrolled
Implementation of Dual Education	<ul style="list-style-type: none"> How is Dual Higher Education (DHE) embedded and represented in your institution's overall policies and strategic framework?

Learning workload	<ul style="list-style-type: none"> • What is the approximate total of hours students spending in the work placement across the entire duration of the dual programme?
Organisation of professional mobility	<ul style="list-style-type: none"> • Can dual education students to complete part of their work component abroad? • Approximately how many students participate in practical component mobility each year? • What is the average duration of these mobility periods? • What are the main barriers encountered by your students to do their work component abroad?
Quality	<ul style="list-style-type: none"> • Is your HEI's dual education programme governed by a specific national/regional quality assurance system? • Is the quality of the workplace component (including mobility, if applicable) regularly assessed? • Which evaluation criteria do you use for companies hosting apprentices? • What performance indicator(s) do you use for evaluating the whole dual programmes?
Student integration	<ul style="list-style-type: none"> • What challenges do students face during their time in the host company, if any?

Companies

Core dimension	
Admission & Student Profile	<ul style="list-style-type: none"> • Does your establishment have experience in recruiting students for a work component during their studies? • How are the positions published to potential candidates? • Which fields of study do the recruits represent? • What level of students do you recruit? • How many dual education students do you host annually?
Agreement	<ul style="list-style-type: none"> • What type of contract do you establish with dual education students (internship, apprenticeship, employment)? • Are the tasks different depending on the student's status as an apprentice or an intern?
Assessment & alignment	<ul style="list-style-type: none"> • What type of evaluation do you conduct regarding the student's progress? • How clear are the student assessment process and tools proposed by the university? • What challenges do you face related to assessment of apprentices?
Challenge & improvement	<ul style="list-style-type: none"> • In your opinion, what areas of the dual programme could be improved?
Collaboration Industry-HEIs	<ul style="list-style-type: none"> • In which areas has your company collaborated with HEIs in? • What challenges, if any, have you encountered in collaborating with HEIs? • Would you be interested in further developing partnerships with universities at the national and/or European level (joint projects, mobility schemes, innovation networks etc...)?

Gains from apprenticeship	<ul style="list-style-type: none"> Do you feel that hosting dual students benefits your company in terms of new skills, ideas, or innovation? Have you employed students after the completion of their degree that include a working component dual program?
Learning workload	<ul style="list-style-type: none"> What is the usual duration of these contracts?
Organisation of professional mobility	<ul style="list-style-type: none"> Have you ever hosted students as part of a mobility programme, meaning their home institution is in a different country than your company? How would you describe the process of establishing international internship/traineeship/apprenticeship with HEIs or their students for your company? Why would you like to host European students following dual study programmes? Why wouldn't you like to host European students following dual study programmes?
Monitoring and Support	<ul style="list-style-type: none"> Does your company assign a mentor or supervisor to support dual students? What kind of feedback do you provide for the student during/after the working period?
Quality	<ul style="list-style-type: none"> How useful would you consider standardised tools for evaluating the dual experience to be?
Student integration	<ul style="list-style-type: none"> What kind of induction or onboarding activities do you give the students when starting work component? What barriers or challenges do you face when hosting dual students, if any?
Work content	<ul style="list-style-type: none"> What types of tasks, responsibilities, or roles are typically assigned to students during their work component? Do you perceive that students are adequately prepared for the tasks they undertake at your company? If not, in your opinion how could it be improved? Do you offer internal training to strengthen the students' skills (soft and hard) during the work component?

Apprentice

Core dimension	
Current offer	<ul style="list-style-type: none"> Current year in programme (first/second/third...): Which field/s do your dual education programme cover? How many companies have hosted you as part of the practical component of your current dual education programme?
Credit	<ul style="list-style-type: none"> How many ECTS credits do you receive for your work component? How many ECTS credits do you receive for your work component in comparison to the total ECTS for your course?
Learning workload	<ul style="list-style-type: none"> Approximately what is the total number of hours per year spent in the company as part of your dual programme? What is the typical duration of your work placement? How are your academic and practical activities spread across the semester?

	<ul style="list-style-type: none"> • How do you manage the balance between academic classes and your work in the company? • Do you feel the programme is well balanced between academic study and practical work?
Admission & Student Profile	<ul style="list-style-type: none"> • How did you get connected with the company you do your work component in? • How relevant to your field of education is the sector in which your host company operates? • Why did you choose a dual education program? • Do you have the opportunity to change host companies during the programme if needed? • What would be the eligible reasons for the change? • Did you have any prior work experience in the same sector or in your host company before starting the dual programme? • If yes, do you think this experience influenced your admission or your placement in the host company?
Student integration	<ul style="list-style-type: none"> • What kind of induction or onboarding activities at the company did you get when starting your work component?
Monitoring and Support	<ul style="list-style-type: none"> • Do you have a mentor or supervisor within the company? • If yes, how are they involved in your learning or work component? • What types of support are made available by your HEI during your dual programme? • Did you receive feedback on your performance during the placement? • If yes, how was that feedback provided?
Assessment & alignment	<ul style="list-style-type: none"> • Who is responsible for the assessment of your learning?
Agreement	<ul style="list-style-type: none"> • Do you have a formal work contract? • Are you paid by the company for your work as part of this programme? • Do you clearly understand the terms of your contract with the host company?
Organisation of professional mobility	<ul style="list-style-type: none"> • Are/have you participating/ed in a mobility programme during the practical part of your dual study programme? (internship abroad or training placement abroad) • If yes, what is/was your longest mobility period? • How clear were the learning objectives defined at the beginning of your mobility? • Did you encounter any barriers or challenges during this mobility period?
Quality	<ul style="list-style-type: none"> • What indicators should be used to assess the quality of a dual mobility experience?

Gains from Apprenticeship	<ul style="list-style-type: none">• Does your experience in the company help you develop soft skills?• Does your experience in the company help you develop hard skills, e.g technical skills?• Would you like to continue your professional career with your host company after completing your studies?• Would you recommend this dual program to other students?• Do you feel more prepared for the labor market thanks to the dual program?
Challenge & improvement	<ul style="list-style-type: none">• What improvements would you suggest for your dual program?

Annex 2: Interviews

HEI

- Can your students complete their work component abroad? If yes, how many students do mobility every year? What is its duration?

Dual education program challenges:

- What are the challenges that you encounter with your dual programme implementation? (e.g. aligning academic expectation with the company assignments, administrative follow up, internal workload) – Note: decide on whom we will be interviewing on behalf of the university.
- How is the selection of the company hosting the student carried out? Is the procedure different for companies hosting students on mobility?

Mobility Barriers:

- What are the main legal/administrative constraints for sending students on mobility (visa, agreements, national legislation)? Why? And, how do you overcome these difficulties?
- Are partnerships with foreign companies difficult to establish or maintain?
- What are the difficulties in recognizing ECTS credits during a work-integrated mobility?

Companies

Dual education program challenges:

- What difficulties do you encounter in your collaboration with HEIs? Please provide details.
- What challenges do you face in integrating apprentices or interns in general (e.g., limited human resources, staff availability, supervision)? Please provide details.

Mobility challenges and barriers:

- Have you ever hosted students from abroad?
- If they answer **YES**
 - How did the process of establishing international internships/traineeships/apprenticeships with HEIs take place?
 - What challenges did you face if any?
- If they answer **NO**
 - What do you see as barriers for not recruiting an international trainee?

Apprentice

- What is your status defined by your university? (also legally, employee or student)
- What type of work-based mobility did you complete:
 - paid/non-paid? If paid, how was the salary determined?
 - compulsory / optional?
 - length?

Pre-mobility process:

- Did you encounter any difficulties in finding a company abroad for your work component? If yes, which ones?
- What are the elements in deciding on the company you personally choose for your internship?
- If you are currently under contract with a company, did you face difficulties in organizing your international work-integrated mobility? Did you have to pause your contract? Did you have to change companies?

During the mobility

- Did you face challenges in balancing academic and professional requirements? (e. g. tasks assigned) If yes, which ones?
- What difficulties (administrative, financial, logistical) did you encounter in carrying out your mobility? And what helped you to overcome them? What challenges (language, workplace culture, lack of support...) affected your learning?

Post-mobility

- What is the formal recognition by university/erasmus +? Which kind of recognition?
- What do you gain with mobility? (network, ...)

Public Authorities

- What limitations have been reported regarding the hosting of a foreign student on mobility in a local company?

Annex 3: Focus Group

Topic 1: Current Apprenticeship Mobility Practices and Challenges

Questions for discussion:

- What are the current apprenticeship mobility models operating in your institutions/within [partner country name]? What characterises dual education and apprenticeship models in your context?
- When facilitating apprenticeship mobility between [partner country name] and other EU countries, what are the main barriers and challenges you experience?
Explore in particular the following areas:
 - Regulatory/legal barriers
 - Administrative barriers
 - Cultural differences
 - Other practical challenges
- What makes an apprenticeship mobility experience successful from your perspective? What factors contribute to positive outcomes?

Goal:

- To map the diversity of existing dual education and apprenticeship mobility models across different EU contexts
- Identify the key barriers and challenges that hinder seamless apprenticeship mobility
- Understand different stakeholder perspectives (universities, industry partners, students) on what constitutes successful mobility
- Collect practical examples of current practices and their effectiveness

Topic 4: Good Practices and Solutions

Questions for discussion:

- What successful examples of apprenticeship mobility or joint programs can you share? What made them work well?
- What practical solutions do you see for the main challenges we've discussed?
 - For credit transfer standardisation
 - For work contract harmonisation
 - For quality assurance of host companies
 - For supporting disadvantaged learners
- What support structures and resources would be most valuable for implementing seamless apprenticeship mobility at your institution/within [partner country name]?
- What role could a European framework or network play in facilitating apprenticeship mobility? What would make it most useful to you?

Goal:

- Identify existing good practices and success stories that can inform project development
- Generate practical, implementable solutions to identified challenges
- Understand institutional needs and priorities for support
- Gather input on what would make a European framework genuinely useful and adoptable

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About the APP-MOBLITY Project

APP-MOBLITY is a unique initiative that harmonises apprenticeship mobility for joint bachelor, master, and PhD programmes across Europe. We blend hands-on, industry-based learning with academic excellence. This makes it easier for students to work and study in various countries. We are creating a unified framework for joint dual education apprenticeship mobility across Europe.

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