

DUALPLUS 3.0

(Title to be defined)

CALL: ERASMUS+ - Alliance for Innovation / Teacher's Academy (tbd)

PROJECT DURATION: 36 months

BUDGET AVAILABLE: depending on the call

SUBMISSION: September-2022

INTRODUCTION

Promoting excellence in dual education - this is what the (previous) DuALPlus project stands for.

During three and a half years (April 2018 - September 2021), DuALPlus project, co-financed by the INTERREG Alpine Space programme, contributed to increasing the attractiveness of dual education (for skilled crafts and trades) in the Alpine Space.

This was achieved through 3 main objectives:

1. improving the career guidance of youngsters in their orientation phase and by increasing the public recognition of dual education;
2. offering new and/or improved course training to in-company tutors (based on their training needs), letting them play a more active role in the dual education process, and thus innovating and enhancing SMEs capacity, quality and inclusiveness of the dual education processes;
3. increasing the horizontal and vertical permeability of the dual systems through connecting business, administration and academia, by signing new collaboration agreements and developing/improving new "bridges" courses.

The consortium, given the relevant results achieved (for more information have a look at the "[DUALPLUS results booklet](#)"), is willing to keep on working and investigating new topics and issues related to dual education, reconfirming their interest and commitment to promote dual systems, not only at the local Alpine level but also ensuring a European added value.

Through the results achieved within the DuALPlus project, the consortium hopes to have contributed to strengthening the attractiveness of dual education.

DuALPlus 3.0 should now take another step forward, with the purpose of defining new strategies and designing and developing new operational tools, to be used and capitalized by the local stakeholders of the dual systems.

CONSORTIUM

At the moment the following partners, from the previous DUALPLUS project, confirmed the interest in taking part in a new proposal.

UNIVERSITIES

Technical University of Applied Sciences Rosenheim (DE)

NDU - News Design university (AU)

CHAMBERS

Munich Chamber of Commerce (DE)

Slovenian Chamber of Craft and Small business (SL)

PUBLIC BODIES

Autonomous Province of Trento (IT)

Autonomous Province of Bozen (IT)

Voralberg Regional Development Agency (AU) - DUALPLUS coordinator

None of the partners is at the moment available to take the leadership and coordination of the proposal (and project) management, due to other commitments and engagements.

All the partners are available to support in proposal writing (especially for the description of the previous results achievements); some are also available for WP leaderships.

WORK PLAN

The DUALPLUS 3.0 will be built on 3 main “technical” work packages:

1 - Orientation toward dual education

> addressed to students - families and school teachers

2 - Innovation in SMEs - Collaboration with SMEs - tutors training

> addressed to SMEs and tutors

3 - Permeability of DE - internationalization of dual apprentices

> addressed to stakeholders, policy makers and dual apprentices

Other transversal WPs will be:

- WP – Coordination & Management
- WP – Dissemination & Sustainability

1 - Orientation to dual education [addressed to students - families - schools teachers]

<p>Specific problem</p> <ol style="list-style-type: none"> 1. low /lack of knowledge of DE and their advantages by students, families and schools teachers 2. low public recognition of DE benefits and advantages 	<p>Specific objective</p> <ul style="list-style-type: none"> - DE better known and spread - DE positively recognised - DE benefits and advantages emphasized 	
<p>Main causes</p>	<p>Main conditions</p>	<p>Main activities proposed</p>
<ol style="list-style-type: none"> 1. students don't know DE and the advantages of DE 2. families have prejudices and resistance to DE 3. teachers lack knowledge on DE 4. student counselors don't keep track of changes in DE 	<ol style="list-style-type: none"> 1. increased knowledge on DE by students 2. increased knowledge/recognition of DE by families 3. increased knowledge of DE by teachers 4. increased knowledge of student counselors about changes in DE 	<ol style="list-style-type: none"> 1. awareness raising campaign addressed to students (i.e. DE students contest on "why i loved my DE experience" using digital storytelling + final award) 2. new measures and initiatives to inform families (conferences, fairs, brochures, videos, etc) 3. new informative and orientation measures addressed to teachers and student counselors <p>In working groups teachers and counselors will build together a series of "job cards", which have two sides: one to describe jobs and professions and the transversal skills that characterize them,</p>

		<p>the other to describe the school and training paths (DE included) to get there.</p> <p>The cards will have "extensions", that is, other cards in which students can find examples of biographies of former students, and examples of exercises and educational practices that can stimulate the transversal skills needed to access training and work paths successfully.</p> <p>At the end of the course, teachers and counselors can use the prototypes of the cards and can develop a technique/strategy to integrate them in their orientation and guidance activities with students.</p>
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2 - Innovation in SMEs - Collaboration with SMEs - tutors training

<p>Specific problem in-company tutors unprepared - low skilled (and unwilling - skeptical) to support dual apprentices</p>	<p>Specific objective in-company tutors skilled - happy & proud - to support dual apprentices in SMEs settings</p>	
<p>Main causes</p> <ol style="list-style-type: none"> 1. low/lack of knowledge of DE system <ol style="list-style-type: none"> a. DE established recently in some country and still little known and widespread - especially in SMEs b. weak/difficult involvement of all stakeholders 2. low/lack of knowledge of DE opportunities and advantages for SMEs <ol style="list-style-type: none"> a. complex fiscal legislation applied to DE and continuously changing 3. lack of “educational” skills and competences by SMEs tutors 4. weak/difficult cooperation with schools <ol style="list-style-type: none"> a. lack of a common defined strategy to promote DE in schools and SMEs 	<p>Main conditions</p> <ol style="list-style-type: none"> 1. increased knowledge of DE system <ol style="list-style-type: none"> a. dual apprenticeship better known and widespread, especially in SMEs b. stronger involvement of stakeholders 2. increased knowledge of opportunities and advantages of DE for SMEs <ol style="list-style-type: none"> a. better understanding of the complex fiscal legislation applied 3. improved “educational” skills and competences of in-company tutors <ol style="list-style-type: none"> a. wider offer of training course (how to support the learning process of apprentices in SMEs) 4. more efficient cooperation with schools 	<p>Main activities proposed</p> <ol style="list-style-type: none"> 1. define and launch a DE campaign specifically addressed to: family - youngsters - SMEs - schools, stakeholders <ol style="list-style-type: none"> a. define and develop new measures / tools / activities to promote DE b. involve stakeholders 2. develop and deliver an hybrid course (face-to-face+online) on DE national legislation + fiscal advantages for SMEs 3. develop and deliver an hybrid course - addressed to tutors - on "How to support apprentices in company setting" (based on the specific training needs of local tutors) 4. launch a CoP - community of practise (tutors and teachers) involved in DE <ol style="list-style-type: none"> a. define a common strategy to promote DE in schools and SMEs

<ul style="list-style-type: none"> b. lack of tools enabling SMEs - schools - apprentices collaboration c. lack of tools enabling SMEs - schools - apprentices matching <p>5. mistrust/resistance towards DE</p> <ul style="list-style-type: none"> a. persistence of stereotypes (too much effort for SMEs - useless) b. difficulties to involve and support NEETS / vulnerable students c. missing a certification for skilled in-company tutors d. competition for apprentices between big and small companies + industry /craft sector 	<ul style="list-style-type: none"> a. common interest/strategy in collaboration b. improved tools to foster SMEs - schools - apprentices collaboration c. improved tools to support SMEs - schools - apprentices matching <p>5. stronger trust and interest towards DE</p> <ul style="list-style-type: none"> a. overcome stereotypes b. recognise a certification for skilled/trained tutors 	<ul style="list-style-type: none"> b. create new tools enabling collaboration c. create new tools enabling matching students - smes d. create contents for the collaborative section of the online platform <p>5. define a certification/label for the in-company tutor (microcredential and open badges)</p> <ul style="list-style-type: none"> a. involvement of testimonials (skilled tutors) <p>Design + develop/implement + test/validate an online PLATFORM to host:</p> <ul style="list-style-type: none"> - hybrid course on national fiscal legislation - OER/hybrid tutors training course on "How to support dual apprentices in company settings" - collaborative section to promote co-operation among the members of the Community of Practise (schools-SMEs) - interactive tool to match SMEs and students
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3 - Permeability of DE - Internationalization of dual apprentices and higher education

<p>Specific problem</p> <ul style="list-style-type: none"> ● lack of cooperation and knowledge sharing between Higher Education (HE) and DE; ● institutional obstacles to move freely between DE / HE 	<p>Specific objective</p> <p>a single learning eco system</p>	
<p>Main causes</p> <ol style="list-style-type: none"> 1. low/lack of cooperation / collaboration between DE / HE 2. lack of knowledge sharing between DE / HE 3. institutional obstacles to move between DE / HE 4. low knowledge of individual learning paths /changing of learning path 	<p>Main conditions</p> <ol style="list-style-type: none"> 1. increased cooperation and knowledge transfer throughout the entire DE / HE study program 2. increase cooperation in certain fields (e.g. sustainability, entrepreneurship, digitalisation), acknowledge different knowledge profiles of HE / DE 3. increased accrediting options for university dropouts or DE students continuing HE 4. Increase knowledge and attention of permeability between DE /HE 	<p>Main activities proposed</p> <ol style="list-style-type: none"> 1. study integrated DEtraining, development of new study programme with double degrees (DE + HE) 2. develop and deliver Open Educational Resources (OER) courses for online, asynchronous learning attended by HE or DE students 3. develop and sign cooperation agreements for accrediting options between HE / DE; define a common strategy to accredit prior learning; raise awareness of permeability addressing policy makers 4. create and deliver communication concept based on role models <ol style="list-style-type: none"> a. for parents & pupils choosing a learning path b. for students in HE / DE thinking about changing their learning path

