

The challenge of connecting people, spaces and realities for a successful dual education implementation at the University of Deusto

Practice presentation

University of Deusto, Bilbao, Spain
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Work based Learning and Dual education

Although there are different approaches and interpretations of the concept of *dual education* or *dual training*, they are all based on **learning through work experience** and not exclusively in the educational institution.

In fact, there is not only one dual education model. **Each country adapts its own model** according to its own characteristics, context and regulations.

Dual education and University of Deusto

With the aim of addressing the educational innovation challenge facing educational institutions, **Deusto adopted its own model from 2017** to promote, develop and implement dual education: the Deusto Dual Education Model.

Its approach, principles and values are based on the University's expertise, while incorporating **new educational and coordinating features** for all the actors involved in the process as well as **new spaces to connect** them with each other.

There is a **formal commitment between the University, partner organisations and dual participants**. Each party undertakes their duties and obligations from a holistic approach and a shared vision in order to promote an excellent learning experience for dual participants.



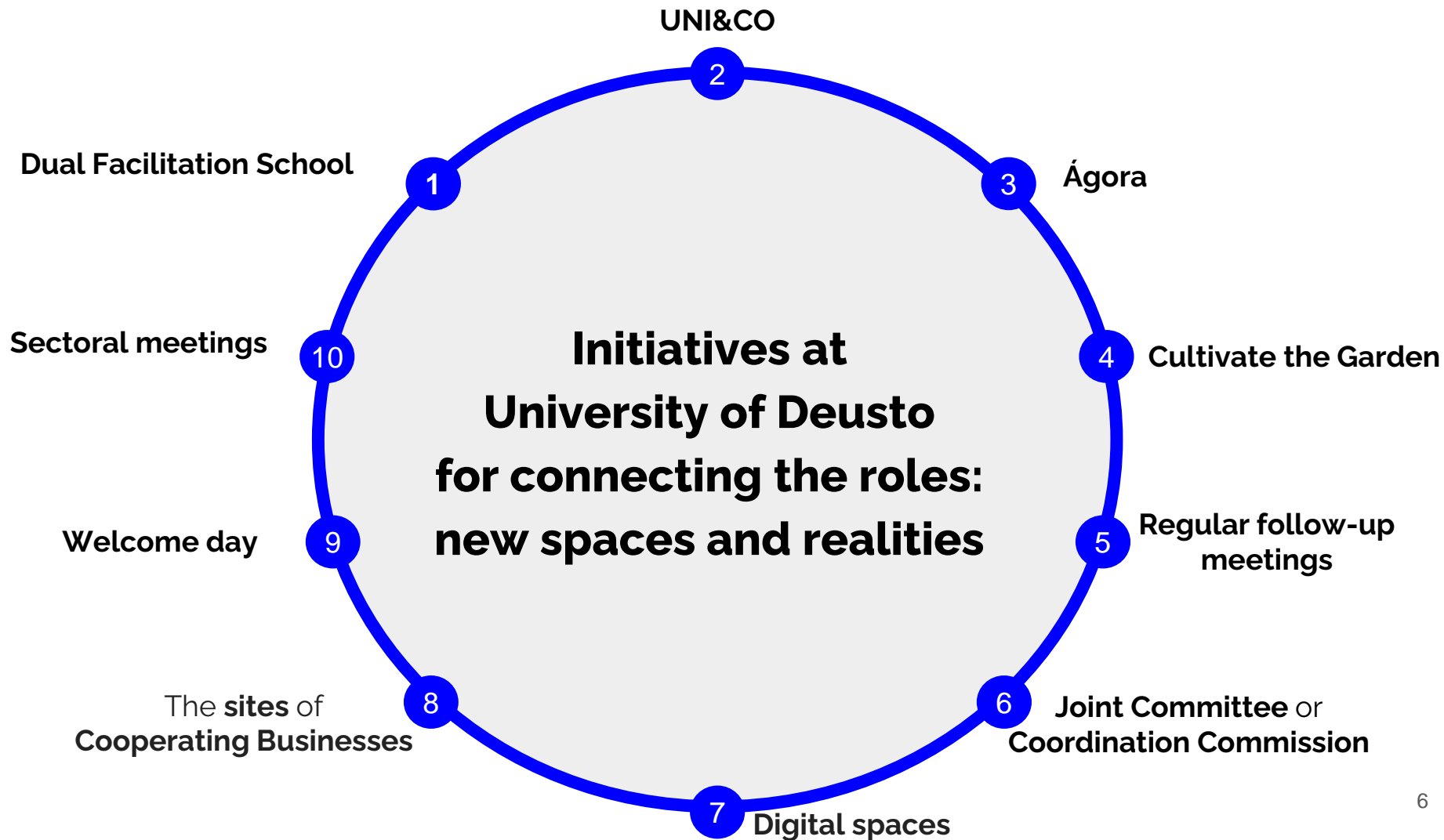
People involved in the whole dual teaching-learning process work collaboratively. And **connecting people requires facilitating new spaces and moments** for discussion and learning from each other, as well as creating a more conscious community. It is not enough just to have defined organisational systems and operating mechanisms. They also need new physical and digital spaces to do so



Our challenge

Our experience in these first six years has shown us that the realities of all the roles involved are very different: different people having different realities and paces, and working in different spaces. Therefore, we have set ourselves this challenge:

how can we connect all the roles involved, each to the extent necessary at each point in the process, to ensure that dual education is adequately and consistently deployed?



1 Dual Facilitation School

It provides a range of Spaces and Moments for training the competence development to help **the actors involved in the dual ecosystem** understand their role, feel capable of carrying it out and performing it successfully, always in cooperation and with support. It is a year-round activity and offers more than **60** training sessions per year.



2

UNI&CO, an annual meeting of the actors involved in the dual ecosystem to visualise the progress made and the challenges for the future. The efforts and commitment of the dual facilitation teams are also recognised and official awards are granted.

3

Ágora , a six-monthly meeting for sharing experiences and knowledge between coordinators of various dual degree programmes at the University (*Learning from each other*)



- 4 Cultivate the Garden** , a quarterly meeting with the people who collaborate in the sessions held by the Dual Facilitation School to discuss and learn from each other and develop a shared vision. They are the ones who train the facilitators and dual participants.





- 5 Regular **follow-up meetings** of participants' teaching-learning process, where each dual participant meets with their two facilitators to review the path travelled and the learning acquired, and to propose the next steps and challenges (1-2 times a month)

Joint Committee or Coordination Commission

It is made up of representatives of the University and the institutions participating in the dual degree programme. It is created to ensure the coordination and integration of the activities carried out in the entity/institution and those taught in the classroom (2-3 times a year)





[Contenidos de las sesiones de entrenamiento](#)



[Inmersión en la dualidad](#)



[Inmersión en el Módulo 3 del Máster Dual en
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7 Digital spaces

Collection of sites for each dual degree programme where each role involved finds all the necessary documentation to ensure good performance and series of videos where the experiences of the different roles involved are shared.



The **sites** of the Dual Ecosystem
Cooperating Businesses as new
 learning spaces for dual participants.





9

Welcome day

a two-yearly meeting for facilitator teams from various degrees to get to know each other and build relationships between them.



10 Sectoral meetings

Four-monthly meetings focused on the specific needs of business coordinators (e.g. new legal regulations).

Máster Universitario en Diseño y Fabricación en Automoción

COopera para transformar personas, profesional y personalmente, y desarrollar talento de futuro en tu organización

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Obstacles

- Widespread **confusion** between Academic Internships and Dual Training.
- A **lack of** a real **culture of cooperation**.
- A difficulty in the operational deployment of dual degree programme due to **different paces**.
- A difficulty in implementing the implicit **financing model**.
- A difficulty for facilitators to devote **additional time to train the trainers** in new competences and facilitate the teaching and learning process.



Future challenges

- **Raising awareness** of all the actors involved regarding the real contribution of dual education when it comes to incorporating talent into organisations in a more sustainable way.
- Adapting to the **new regulatory framework**, both university and labour.
- **Assuring the quality** of dual learning processes.
- **Strengthening existing cooperation** processes to achieve a sustainable cooperation process.
- **Visualising the dual education** process and its results.
- Devising **new forms of cooperation and spaces** to boost the ecosystem.
- **Internationalise the dual experience**, both incoming and outgoing.

Thank you!
Eskerrik asko!
¡Gracias!

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