

Dual Learning in Four European Countries

An attempt to show possible ways of combining theory and practice in school

Experiences from Finland, France, Germany and Spain

Erasmus+ Project “ENGAGEMENT for our FUTURE” 2024–2026

Written by:

Marta Casas Castañé, INS Antoni Pous i Argila, Manlleu, Spain

Frédéric Mesguiche, Lycée Alfred Costes, Bobigny, France

Egbert Jahn, Wolfgang-Borchert-Schule, Berlin, Germany

Arttu Rousi, Keuruun yläkoulu, Keuruu, Finland

Mari Hankala, Department of Teacher Education, University of Jyväskylä, Finland

Tuomo Virtanen, Department of Teacher Education, University of Jyväskylä, Finland

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1. Description of our ERASMUS+ project “ENGAGEMENT for our FUTURE”

Four schools from the four countries:

Wolfgang-Borchert-Schule, Berlin, Germany

INS Antoni Pous i Argila, Manlleu, Spain

Lycée Alfred Costes, Bobigny, France

Keuruun yläkoulu, Keuruu, Finland

and the University of Jyväskylä, Finland

worked as part of an ERASMUS+ project for 2 years (from 2024 to 2026) on the creation of a comparison between four different dual learning projects, which means the connection between the learning venues school and the world of work, in order to create a kind of catalogue in which interested schools or organisations can get to know possible forms of organisation of dual learning for themselves and thus for their students. It was important to us that the students participating in the exchange project represent a cross-section of our student body, which means that a large proportion of them came from vulnerable backgrounds. We have tried to reflect the views of the teachers as well as that of the students and the mentors in the internships. Our catalogue does not claim to be complete, but is primarily intended as a source of inspiration. Teaching models that combine different forms of teaching listed here are conceivable and wished.

The exchange programme was scientifically accompanied by students and teachers from the University of Jyväskylä.

2. Preface

Tuomo Virtanen

PhD, University Lecturer, Department of Teacher Education
University of Jyväskylä, Finland

Why dual learning is effective?

Why dual learning is effective? At its best, the student becomes engaged with school through activity: by doing meaningful work in an authentic work environment where they receive appropriate support. Working in real workplaces makes it possible to connect the output of the work—the trace it leaves—back to learning, so that the meaning and purpose of learning become concrete for the learner. Following Alexander Sidorkin (2002), dual learning avoids what he calls the “wastebasket economy”: instead of students’ schoolwork ending up in the wastebasket, the student produces genuine products that are matched by an actual exchange of money.

Theoretically, dual learning is anchored in the participation–identification model (Finn & Zimmer, 2012), according to which students’ engagement with school (and learning) begins with participation in an activity. When participation is accompanied by successful performance outcomes and other rewarding experiences, students develop a stronger sense of identification (a sense of belonging and valuing education) with school, which in turn further promotes subsequent participation in school activities. This can lead to a positive cycle in which participation fosters learning, learning strengthens identification, and identification again feeds back into participation and learning—ultimately supporting the continuation of education.

In Finland, a 2023 survey among education providers (municipalities) found the effectiveness of dual learning to be good. Based on the results, the most significant benefits of dual learning were the reduction in discontinuation of basic education and the improvement of young people’s opportunities for further studies. Importantly, only 2.5% of students discontinued their dual learning studies.

Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 97–131). Springer US. https://doi.org/10.1007/978-1-4614-2018-7_5

Henriksson, H., Järnström, S., Kova, S., & Saarivirta, T. (2024). Joustava perusopetus: Peruspalvelujen arviointi 2023. 238/2024. Aluehallintovirastojen julkaisuja [Flexible Basic Education: Evaluation of Basic Services 2023. 238/2024. Publications of the Regional State Administrative Agency].

Sidorkin, A. M. (2002). *Learning Relations: Impure Education, Deschooled Schools, & Dialogue with Evil*. Peter Lang.

3. Project descriptions

3.1. Productive Learning in Berlin

What is Productive Learning?

At the beginning of Productive Learning (PL) there is activity; the young people learn from the experience of productive action and open it up to themselves with pedagogical support for their (general) education. This means that the learners first become active for the sake of the activity: to try something out, to produce, improve, achieve, question, etc. Only then do they see this process as a learning process and design it as an educational process in order to understand their experience and qualify their actions. The concept of activity is therefore essential for the pedagogy of Productive Learning.

Productive Learning in practice

Productive Learning has the intention of making learning practical, realistic and meaningful. The young people first decide on a (social) activity in a "real situation". They become active and, in cooperation with practitioners at the practical places (practice mentors) and the educators, design an individual, personal educational program by questioning, processing and generalizing their practical experience while establishing professional-technical, social and other cultural references. Subject-specific content is given personal relevance and meaningfulness through their own experience.

In the Individual Educational Counselling, which takes place at school or at the practical site, the young people are supported in evaluating their practical experience and preparing new ones, developing questions, establishing connections between practice and theory, documenting what they have learned, addressing special challenges and finding solutions to difficult situations.

In the communication group, the young people exchange their practical experiences, introduce each other to activities and work processes, document and present results and use the group for feedback, for clarifying open questions and for jointly developing problem-solving strategies. Current and life-related topics also have their place here.

The following is taken out of the official Framework concept by the

Senatsverwaltung für Bildung, Jugend und Wissenschaft

(Senate Department for Education, Youth and Science) in Berlin

Ausführungsvorschriften über Duales Lernen und praxisbezogene Angebote an den Schulen der Sekundarstufe I (AV Duales Lernen)

Implementing regulations on dual learning and practice-oriented offers at lower secondary schools (AV Dual Learning)

11. Januar 2012

Productive Learning as general education and individual career orientation

Productive Learning at Berlin Schools is an educational offer of the Integrated Secondary School in grades 9 and 10. The educational offer is based on the concept of general education as formulated in § 3 paragraph 1 of the School Act. Productive Learning offers each student an individual curriculum based on his or her interests, prerequisites and work experience as well as the standards for the intermediate school leaving certificate and thus represents a special form of dual learning within the meaning of § 22 of the School Act and § 29 of the Secondary Level I Ordinance with the aim of achieving all school leaving certificates at the lower secondary level. Through individual career orientation in Productive Learning, young people are prepared to make a conscious and reflective career choice, to initiate a concrete career follow-up perspective and to further develop key qualifications that are important for their professional life.

Participants

Productive Learning is an educational offer of the Integrated Secondary School in grades 9 and 10. It is aimed at students who have completed grade 8 and want to learn in an activity- and experiential way according to the educational approach of Productive Learning.

Admission criteria

The prerequisites for participation in Productive Learning are a counselling interview with the participation of the students, guardians and teachers, a written application and a six- to eight-week orientation phase (see number 3.3) at the beginning of grade 9. The school management decides on the final participation of students in consultation with the teachers responsible for Productive Learning by the end of the orientation phase, no later than eight weeks after the start of lessons in the school year. In the event of a change of school, the young people become students of the receiving school upon their final admission to Productive Learning. In exceptional cases, e.g. in the case of prolonged illness, the orientation phase can be extended. The following criteria are considered in particular when deciding on admission:

reasoned decision in favor of Productive Learning,
special interest in learning in practice,
Willingness to be independent, reliable and mobile,
Willingness to cooperate.

Curriculum

Chronological structure

The school year is divided into three trimesters.

Orientation Phase

The educational offer begins in grade 9 with an orientation phase of a maximum of eight weeks, in which the students prepare for Productive Learning and its educational components. This includes a maximum of four weeks of experience with learning in practice. The orientation phase is intended to support the students and teachers in making decisions about whether Productive Learning is a suitable educational offer for the students. The focus of the orientation phase is:

Group formation,

Self-exploration,

Introduction to Productive Learning,

Preparation for learning in practice.

Timetable

A modified timetable applies to productive learning.

In learning in practice, the students work at self-chosen practical learning locations in companies, social, political and cultural institutions, administrations, etc. and use their experience with pedagogical counselling for their general education. At the practical learning location, the students are instructed and supported by a practical mentor, usually an employee of the company or institution. The practical learning location can also be chosen in individual cases in a student company.

Learning in practice has different components: In addition to the activities, the productive activity in practice also includes the associated communication at the practical learning location (internship). The development of practice for Productive Learning begins with the search for an internship and leads to the development of questions relating to practice and its processing. The independent productive task is a separate activity project and includes its reflection. In the documentation of learning in practice, the students collect their work results and present them (portfolio). In German, English and Mathematics in Practice, subject-related questions and tasks in connection with the individual experiences of the students are worked on in practice. Learning in practice includes topics from the natural sciences to the extent of two hours per week. The school learning workshop, libraries and other places of learning can be used to work on individual tasks in the context of learning in practice.

In the communication group, learning is planned in practice, and the experiences gained are exchanged, evaluated and deepened. In addition, joint topic-related projects and courses can be carried out.

Each of the three learning areas of “people and culture”, “society and economy”, and “nature and technology” is taken once by the students in the course of a school year. Both individual and group projects can be carried out; the topics should be dealt with as far as possible in the context of and in relation to learning in practice.

Individual Curricula

Considering the interests and experience of the students requires a high degree of individualisation with regard to the content and methods of learning, which is taken into account by individual curricula. Students and teachers therefore develop and reflect on individual learning plans together within the framework of individual educational counselling and continuously develop them further. The individual learning plans are based on the framework curricula of the lower secondary level of the Berlin School and consider the educational objectives of Productive Learning, the requirements of the Berlin School Act and the applicable educational standards of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK).

Evaluation of educational development

The educational development of the students is continuously evaluated by themselves, the teachers and the practice mentors. The evaluation serves to plan and control the educational processes. The structuring and organisation of the educational evaluation is the responsibility of the teachers. At the end of each trimester, the results result in an educational report (verbal assessment) and an evaluation by points (trimester report).

Individual educational counselling

The central pedagogical task is individual educational counselling. The students are advised individually or in small groups by their responsible teacher for one hour per week. This educational counselling includes in particular the following aspects: development of productive situations, learning planning and learning support, evaluation of educational processes.

3.2. Experimenta project in Manlleu

"Experimenta" is a specific project carried out at Antoni Pous i Argila secondary school in Manlleu with students from the 4th-year ESO "Open Classroom" (Aula Oberta).

The "Aula Oberta" (Open Classroom) is an educational resource that falls within the Curricular Diversification Programs (PDC) of Compulsory Secondary Education (ESO). It is designed for students facing serious learning difficulties or at risk of dropping out of school, with the aim of enabling them to acquire core competencies and obtain the ESO qualification through a more practical, motivating, and flexible methodology.

In "Experimenta" project we have opted to use a learning-by-doing approach, such as productive learning, in which students go to class three days a week, and do company internships two days per week.

In the Open Classroom, hours for core subjects are reduced to allow for interdisciplinary work or work organized by conceptual blocks: project-based learning, hands-on and functional activities, challenge-based learning...

Open Classrooms would be small groups with very low student-to-teacher ratios, where the possibility of merging subject areas would be considered in order to offer functional, integrated teaching and learning activities—closely linked to the students' own experiences—that prioritize hands-on work or practical application. In these small groups for curricular adaptation, content would be taught in an adapted manner; this would cover, at a minimum, the common credits of a cycle corresponding to the subject areas of Catalan language, Spanish language, mathematics, and either natural sciences or social sciences.

The main characteristics of this resource would be:

- "Open classrooms" are, to all intents and purposes, an additional resource within the school to address the diverse educational needs of the student body.
- Their organization must be flexible, allowing students to use them only for the necessary duration and in the specific subject areas required.
- They must be aligned with other measures planned by the school (such as splitting classes, flexible grouping, or small-group work in specific subjects).
- Their aim is to enable the academic progression of the students who use them.
- Students attending these classrooms can join their assigned mainstream group for certain activities, such as tutorial sessions or specific subject classes.
- They are staffed by a small team of teachers.

3.3. Nouvelles Chances in Bobigny

The "Nouvelles Chances" (New Opportunities) program in Bobigny accommodates two classes of up to 24 students each, making for a total of 48 students. It is based at a vocational high school.

The students are school dropouts or those who were not assigned a place in a vocational *seconde* (the first year of vocational high school). They are a vulnerable group.

The year's project involves working on general academic subjects while also building a career guidance pathway.

Each student tries their hand at "cooking, hairdressing, graphic production, video, and retail."

Students are not asked to like these activities, but simply to share their thoughts on them.

Each teacher acts as a mentor to several students, meeting with them on a weekly basis.

Our approach to welcoming students is based on building connections.

The team meets weekly and engages in professional practice analysis with a psychoanalyst.

3.4. JOPO – Productive Learning Model in Keuruu

JOPO (Flexible Basic Education) is a productive and experiential learning model based on the Finnish national core curriculum for basic education. In Keuruu, JOPO is primarily a vehicle for strengthening students' school engagement and supporting students who experience challenges in finding motivation, participating in school, maintaining attendance, or experiencing a sense of meaning and belonging in conventional school-based learning. It is intended primarily for students in grades 8–9 who may benefit from a more flexible, holistic and practical approach to learning and who often learn particularly well through doing, seeing and experiencing. JOPO does not constitute a separate curriculum; rather, it provides alternative ways of achieving the same curriculum objectives through classroom learning, practical activities, workplace learning and other authentic learning environments.

Keuruu has played a pioneering and nationally visible role in the development of JOPO and productive learning in Finland. The municipality has not only developed its own local practices but has also contributed to sharing and developing the JOPO approach nationally. Keuruu hosts the annual national JOPO Days (JOPO-päivät), which bring together professionals working with flexible basic education to exchange experiences, develop practices and discuss the future of the JOPO model. This gives Keuruu a particularly important role as a practical development environment and a forum for national cooperation around flexible basic education.

In Keuruu, particular attention is given to students who are at risk of not completing comprehensive school successfully or of not progressing to further education. The selection process also considers the student's motivation and readiness to commit to the practices of flexible basic education, as well as the commitment of their guardians to supporting the JOPO approach. An important prerequisite is that the student is willing and able to participate actively in learning not only in the classroom but also in workplace and other real-life environments.

A distinctive feature of the Keuruu JOPO approach is its emphasis on productive learning: students can learn through authentic tasks, real-life situations and, where appropriate, real-money and entrepreneurial activities. This enables students to experience the practical relevance of curriculum knowledge and to develop academic, social and working-life competences simultaneously. Mathematics, communication, problem-solving, financial literacy, teamwork and entrepreneurship can, for example, be learned through situations in which students have genuine responsibilities and tangible outcomes.

The connection between productive learning and school engagement is central to the model. When students can see a clear purpose for their learning and experience themselves as capable and useful contributors, learning can become more meaningful. Experiences of success can strengthen self-esteem and self-efficacy, while authentic responsibilities can increase students' sense of ownership and agency. These

experiences can, in turn, support greater participation, persistence and commitment to school.

The model also places importance on learning through setbacks. Students are given opportunities to experience that mistakes, disappointments and unsuccessful outcomes are a normal part of learning and productive work. With appropriate adult support and reflection, these experiences can strengthen students' self-esteem, resilience and tolerance of frustration. Successes, in turn, provide experiences of competence and can strengthen students' belief in their own ability to learn and contribute. In this way, productive learning can support a positive cycle of experience → competence → self-esteem → resilience → engagement.

At the same time, JOPO is a highly holistic and process-oriented form of education. Its rhythm of learning can differ considerably from that of a conventional, subject-teacher-led lower secondary school. Learning may take place through longer projects, workplace periods and interdisciplinary activities rather than through clearly separated subject lessons. This requires flexibility in timetabling, assessment and cooperation between JOPO teachers and subject teachers. Assessment also needs to recognise both curriculum-based subject knowledge and the learning process, including practical competence, responsibility, collaboration, reflection and personal development.

The model is also relatively resource-intensive and selective. In Keuruu, approximately ten students can participate each year, meaning that JOPO is a targeted intervention rather than an educational model currently available to all students who might benefit from it. Its small-group structure, intensive individual support and strong connections with workplaces and local partners are important strengths, but they also create challenges for scalability and wider implementation within the mainstream comprehensive school system.

Overall, Keuruu JOPO can be understood not as an alternative to the Finnish comprehensive-school curriculum, but as a different way of engaging students with that curriculum. Its primary purpose is to strengthen school engagement by creating meaningful, authentic and supportive learning experiences. Productive learning provides the context in which students can experience responsibility, competence, success and failure, while developing the academic, social and working-life skills required by the curriculum.

Keuruu's role as a national pioneer and its organisation of the annual JOPO Days also provide an important bridge between local practice and national development. The model therefore offers not only an intervention for individual students but also a platform for developing and sharing new approaches to engagement, productive learning and flexible basic education across Finland. In the longer term, strengthened school engagement, self-esteem, resilience and future orientation can support students' readiness to move on to further education and working life.

4. Short descriptions of the structures in the four different projects of dual learning

On the following pages the structures of the four different projects in Berlin, Manlleu, Bobigny and Keuruu are shown.

A questionnaire, developed by the University of Jyväskylä, was answered by the teachers of the respective school.

The content and significant features are shown of each project individually.

However, at the end all results are shown in a chart in order to give an overview and the possibility to compare the projects easily.

4.1. Produktives Lernen in Berlin

1) School and name of the project:

Produktives Lernen an der Wolfgang-Borchert-Schule

2) How many teachers are involved?

4 teachers in full time

3) Number of students

38

4) Number of classes/ groups involved in

2 groups in class 9

2 groups in class 10

5) Age range of students

14 – 17 years

6) On what criteria are pupils selected for the project?

Productive Learning follows the general curriculum for general education with a modified timetable.

The students usually have difficulties in regular school and it is uncertain that they can achieve a degree at the end. Often, they are at risk of dropping out.

The students must show the strong will to learn in a different setting. The students apply for being part of Productive Learning and are interviewed about their motivation. During the process the students are involved in different activities such as teambuilding, small practical tasks, bringing self-made items and explain them etc.

On average there are as double as many applicants than available places.

7) The time students can stay within the project

2 years

8) What profile of students does this mode of study best cater for?

The students are chosen mainly on the following items:

- interested in practical experience and practical work*
- be reliable*
- have problems with too much theory in school*
- showing respect to students and teachers*
- willing to learn and work self-determined*

9) What kind of certificate do students receive at the end of their study within the project? (If they receive one)

The students get a report over the achieved results (points) every three months after the end of each period of internship. This report is accompanied

by a written education report where the development over the last trimester is shown.

At the end of the academic year the students get a final report in which the points are changed into marks.

10)What kind of (school-leaving) certificate do students receive at the end of their study/school?

After the two years in Productive Learning the students get a certificate about the degree they have reached. They can reach the same degrees as students in regular school.

11)How is the project arranged in school – How do you combine theory (academic learning) and practice (e.g. internships)?

Productive Learning in Berlin is organized as follows: The school year is divided into trimesters. In each trimester the student is working three days (6 hours a day) in a self-choosen internship. On two days they go to school (7 hours a day).

Practical work is mostly carried out in the internships, theoretical work in school. The subjects in school are German, Maths, English (main subjects), Ethics, Communication and Learning fields (natural and social sciences)

During the internships the students work on a portfolio which covers the subjects Maths, English, German, natural sciences, social sciences and different theoretical aspects of the jobs.

12)In percent, how many school days and internship days per school year at the project?

40% school

60% internship

13)Who chooses students' workplaces and why?

The students choose the internships according to their interests, teachers guide them and give advice. The reason for that: the students find out what interests them, they have the responsibility for themselves and their decisions. It is proven that they are more responsible when it is their own choice.

14)What skills do the students acquire during their time within the project?

The students acquire the following skills:

- independence*
- show responsibility for their work because of own choice*
- knowledge how to apply (written, via telephone and in person)*
- teamwork*
- punctuality*
- express themselves and their desires e.g. when they apply for an internship*
- work independently on their portfolios*

- choose tasks for the portfolio according to their interests
- getting to know the own strong points and weak points
- make presentations

15) In terms of school engagement, how would you describe the outcomes of the project from a single student's perspective?

The students answered to this question the following

- very helpful for being independent, for getting a degree, for life
- to go to school and internship regularly
- learn about different jobs and their requirements
- better results in school as they know what is needed in the world of work
- be prepared for future life e.g. apprenticeship
- helps them to find their ways in life

16) How do the students react to success/failure in terms of school engagement within the project?

- they get positive feedback from the mentors in internships which makes them stronger and has an impact in school
- they learn that mistakes go with the work, learn not to give in when they are sometimes not successful, can do better next time
- learn that failing goes with success
- although there is sometimes disappointment they mostly try again and/or make more efforts next time (e.g. in presentations in school)

17) What kind of evidence do you have concerning the impacts of the project (e.g., students' further studies, working career, post school success in life)?

- some students get a job after leaving school
- most students get an apprenticeship after leaving school – often in enterprises where they had done an internship
- some students continue school to get a higher degree (e.g. Abitur)
- only very few are at home without a follow-up perspective

18) Pros and cons of this mode of study (PL)?

Advantages:

- better learning atmosphere in small classes
- good preparation for a job
- learn about the world of work
- gain experience in different jobs
- quiet atmosphere in school because of small classes
- only few teachers and a good contact to them
- teachers are also councillors
- high degree of independent learning as most tasks are individual ones and done during the internships

- *the chance of getting experience in 6 different jobs over the 2 years in project*
- Disadvantages:*
- *only a limited number of students can take part (the limit is 13 per group)*
 - *only the main subjects are covered in school (German, Maths, English, Ethics); most other subjects must be learned at the internships*
 - *internship must be changed after 3 months*

4.2. Experimenta in Manlleu

1) School and name of the project:

*INS Antoni Pous i Argila
Experimenta project*

2) How many teachers are involved?

4 teacher

3) Number of students

12 maximum

4) Number of classes/ groups involved in

1 group

5) Age range of students

15-16 years

6) On what criteria are pupils selected for the project?

The students are selected by a commission. Previous course teachers propose some students and the commission evaluates the suitability of the candidates. Is necessary the agreement of both the student and the family. Finally, to participate in the project, there are some commitments:

- *Punctuality and attendance*
- *Correct behaviour both at school and at the internships*

7) The time students can stay within the project

One year

8) What profile of students does this mode of study best cater for?

Students at risk of dropping out due to learning difficulties and social disadvantage, who need a small and safe group to develop their potential. Behavioral students are excluded.

9) What kind of certificate do students receive at the end of their study within the project? (If they receive one)

The students get the regular report (as the rest of the students) at the end of the term and at the end of the course.

10) What kind of (school-leaving) certificate do students receive at the end of their study/school?

At the end of the course, depending on the scores of the subjects they can obtain the regular secondary degree to continue post-compulsory studies.

11) How is the project arranged in school – How do you combine theory (academic learning) and practice (e.g. internships)?

During all the course, the students attend 3 days a week) at school (Monday, Wednesday and Friday)

12) In percent, how many school days and internship days per school year at the project?

60% school

40% internship

13) Who chooses students' workplaces and why?

The students. They can choose among some options or find their own internship using their contacts.

14) What skills do the students acquire during their time within the project?

Both school basic competences (in languages, maths, technology and others) and skills for working and social life (communication, entrepreneurship, responsibility, independence, punctuality...)

15) In terms of school engagement, how would you describe the outcomes of the project from a single student's perspective?

- *Improving self-confidence and self esteem*
- *Providing them the chance to get the secondary school accreditation*
- *Having a more comfortable and individualised school environment (in small group with a small group of teachers)*
- *Knowing real working contexts through internships*

16) How do the students react to success/failure in terms of school engagement within the project?

It depends on the students but we can appreciate two different fields:

- *Succes/failure in studies: getting a secondary education degree is very important for them. Then school orientation is very important: if they cannot get the degree, they are encouraged to continue studying in second opportunity resources. So they mostly react positively and keep the engagement*
- *Succes/failure in internships: they have a close follow up by the tutor, receiving positive feedback or reorienting them to another internship if anything it's not working. When something it's not working, it's not easy to deal with the frustration but even in these cases, there's a trusty relationship with the tutor*

17) What kind of evidence do you have concerning the impacts of the project (e.g., students' further studies, working career, post school success in life)?

Students continue their studies at the high school after their time in our program and obtain a certification.

- *Continuity in studies: usually professional training or, when they not get the degree, in second opportunity resources*
- *Continuity in internship companies (during summer or after that) as regular workers*
- *Keeping the contact with the tutor (sometimes the relationship lasts for years)*

18) Pros and cons of this mode of study (PL)?

Pros:

- *small groups*
- *personalized attention*
- *regarding the learning process*
- *intensive tutoring*
- *work experience*
- *small team of teachers, committed and motivated with the project*
- *chance to get the secondary school degree*

Cons:

- *non-inclusive resource (regarding the rest of the students at school)*
- *it's not easy to find companies for the internships (they prefer older students)*
- *few hours of class, taking into account learning difficulties*
- *Sometimes it is difficult to deal with low self esteem, lack of study habits, low expectations...*

4.3. Nouvelles Chances in Bobigny

- 1) School and name of the project:**
Nouvelles Chances at the Lycée Alfred Costes Bobigny
- 2) How many teachers are involved?**
10 teachers
- 3) Number of students**
48
- 4) Number of classes/ groups involved in**
2 classes of 24
- 5) Age range of students**
15-18
- 6) On what criteria are pupils selected for the project?**
Students without schooling
Students who have dropped out of school
- 7) The time students can stay within the project**
One year
- 8) What profile of students does this mode of study best cater for?**
Students who lack traditional academic skills
Drop out students
- 9) What kind of certificate do students receive at the end of their study within the project? (If they receive one)**
Junior high school diploma, first aid
- 10) What kind of (school-leaving) certificate do students receive at the end of their study/school?**
*There is no final graduation diploma; instead, we offer students the opportunity to retake the *brevet*—the exam that all students take at the end of middle school.*
- 11) How is the project arranged in school – How do you combine theory (academic learning) and practice (e.g. internships)?**
The students try out different academic tracks and have to give their opinions on them.

12) In percent, how many school days and internship days per school year at the project?

6 weeks spread over two periods

13) Who chooses students' workplaces and why?

The students

14) What skills do the students acquire during their time within the project?

skills in orientation

projecting into the future

getting to know each other

knowing how to gather information

15) In terms of school engagement, how would you describe the outcomes of the project from a single student's perspective?

It fosters re-engagement, restores meaning to the educational journey, and prevents a break in schooling.

16) How do the students react to success/failure in terms of school engagement within the project?

Students who succeed in shaping their career path gain self-esteem. They then find their place within a specific sector or pathway; for others, failure often results in dropping out of school again. Sometimes, one can speak of some students (very few) dropping out.

17) What kind of evidence do you have concerning the impacts of the project (e.g., students' further studies, working career, post school success in life)?

Students continue their studies at the high school after their time in our program and obtain a certification.

18) Pros and cons of this mode of study (PL)?

We cannot speak of PL in the strict sense, but the advantage of our school is its ability to adapt to students' needs and to forge a very strong bond with them, while offering them a range of options for their future direction. The downside is that by innovating and adapting our teaching methods too much, students sometimes come to think that ours isn't a "real" school, and that it takes time for some students to buy into the project. Sometimes, it would be worth extending our program over more than a year. There is a tension between adaptability and normality, as our students are seeking a school model in which they have not found their place. And one of the downsides is concentrating a large number of students with difficulties.

4.4. JOPO in Keuruu

1) School and name of the project:

Keuruun yläkoulu, Joustava perusopetus (Flexible Basic Education)

2) How many teachers are involved?

1 teacher

3) Number of students

10

4) Number of classes/ groups involved in

1

5) Age range of students

14-16 years

6) On what criteria are pupils selected for the project?

JOPO is a productive learning model based on the general education curriculum and timetable. It is intended for students in grades 8–9 who learn best by doing, seeing, and experiencing. In the selection process, special emphasis is placed on applicants who are at risk of not completing comprehensive school or not obtaining a place in further education. When applications are reviewed, particular attention is given to the commitment of both the student and their guardians to the practices of flexible basic education. It is important that the applicant is willing and able to study actively also in workplace environments.

7) The time students can stay within the project

1 to 2 years

8) What profile of students does this mode of study best cater for?

Under achievers

9) What kind of certificate do students receive at the end of their study within the project? (If they receive one)

Normal leavers certificate

10) What kind of (school-leaving) certificate do students receive at the end of their study/school?

Normal leavers certificate

11) How is the project arranged in school – How do you combine theory (academic learning) and practice (e.g. internships)?

In Keuruu, JOPO is more than a way of organizing education—it represents a broader way of thinking.

Learning, work, and community are interconnected. The boundary between school and life becomes blurred.

Learning is not preparation for life—it is already part of it.

And perhaps the most important insight is this: meaningful opportunities are not somewhere else. They can be found within one's own community—when learning is allowed to happen where life truly is.

12) In percent, how many school days and internship days per school year at the project?

40-45% internships, 55-60% school work (which often takes place outside the school, in real life learning environments)

13) Who chooses students' workplaces and why?

Students based on a pool of 'suitable' internship places. Every year new internship places are added to the 'pool'

14) What skills do the students acquire during their time within the project?

Skills for working life and entrepreneurship

Through learning in real environments, students develop essential competencies:

- *job-seeking skills (CV writing, applications, communication)*
- *responsibility and independence*
- *punctuality and time management*
- *teamwork and adaptability*
- *problem-solving and situational awareness*
- *understanding of workplace culture and ethics*

Attitude is central: when students develop a constructive approach to work and learning, other skills follow.

Assessment is also authentic, as students demonstrate their competence in real-life situations.

15) In terms of school engagement, how would you describe the outcomes of the project from a single student's perspective?

Flexibility and meaningful pathways

Flexibility enables individualized learning paths and supports successful transitions to upper secondary education.

Students benefit from:

- *personalized guidance and career planning*
- *opportunities to explore different educational and career options*
- *learning in diverse environments*

For many, flexibility is the key factor that makes education meaningful and engaging.

16) How do the students react to success/failure in terms of school engagement within the project?

Within the Keuruu JOPO (Flexible Basic Education) model, success and failure are closely connected to students' school engagement and personal development. An important aspect of JOPO is that setbacks and disappointments are practised and worked through as a natural part of the learning process. Students are encouraged to face challenges, reflect on what happened, and try again rather than viewing failure as something that defines their abilities.

Supportive relationships with teachers and other adults are particularly important in this process. Students are encouraged to recognize both their successes and their difficulties, and to understand that a setback does not mean that they have failed as a person. In this way, JOPO aims to build resilience, self-efficacy, and the ability to return to learning after disappointment.

17) What kind of evidence do you have concerning the impacts of the project (e.g., students' further studies, working career, post school success in life)?

The available evidence suggests that JOPO can have important effects on students' educational trajectories, particularly by strengthening school engagement, supporting completion of basic education and helping students develop clearer plans for further education. The national evaluation of the JOPO model found that almost 90% of participating students had a better study situation after entering JOPO than before. The strongest reported effects concerned securing the completion of compulsory education, reducing absences, improving study motivation and clarifying plans for further studies. Students' future orientation also became stronger. For Keuruu JOPO specifically, the local model includes small-group teaching, individual guidance, workplace learning and other practical learning environments. These approaches are intended to support students who are at risk of not completing basic education or moving on to further education. Workplace learning can also give students opportunities to explore different occupations, develop working-life skills and connect their school learning with possible future pathways.

18) Pros and cons of this mode of study (PL)?

Keuruu explicitly describes JOPO as being based on the general education curriculum and timetable, while emphasizing functional and out-of-class learning environments, workplace periods, company visits and authentic

situations. The Finnish National Agency for Education also identifies working-life competence and entrepreneurship as one of the transversal competences of the national curriculum.

The crucial point is that Productive Learning should not be positioned as an alternative to the curriculum. Rather, it can be understood as a context and pedagogical method through which curriculum knowledge becomes meaningful and usable.

Despite its unquestionable strengths, the JOPO model also has structural limitations that need to be considered when assessing its wider applicability within the Finnish comprehensive school system.

- *Limited capacity: In Keuruu, only around ten students can participate in JOPO each year. This means that the model can have a significant impact on individual students, but its reach remains limited. Many students who could potentially benefit from this type of learning cannot participate.*
- *Resource-intensive approach: JOPO relies on small-group teaching, intensive individual guidance, close relationships with students, workplace learning and cooperation with families and external partners. This requires more staff time, flexibility and coordination than conventional subject-based teaching.*
- *Different rhythm of learning: JOPO is highly holistic and process-oriented. Learning often develops through longer projects, practical activities and real-life situations rather than through individual 45–60 minute subject lessons. Consequently, the rhythm of JOPO does not always fit easily with the timetable and structures of a subject-teacher-led lower secondary school.*
- *Different assessment practices: In a holistic learning environment, assessment needs to take into account not only subject knowledge but also processes such as participation, problem-solving, responsibility, collaboration, reflection and personal development. This can make assessment more complex and less directly comparable with conventional subject-based assessment.*
- *Coordination with subject teaching: JOPO students still need to meet the learning objectives of the national curriculum. Integrating practical, interdisciplinary learning with subject-specific requirements can therefore require substantial planning and cooperation between JOPO teachers and subject teachers.*
- *Dependence on local networks: Productive and workplace-based learning benefits greatly from strong relationships with local companies, organisations and other partners. The quality and availability of these opportunities may vary between municipalities.*
- *Scalability: The very features that make JOPO intensive and personalised—small groups, flexibility, individual support and authentic*

learning environments—also make the model difficult to scale without additional resources. Expanding the model to a larger number of students could potentially change the very conditions that make it effective.

Overall, the main challenge is not necessarily that JOPO is incompatible with the Finnish comprehensive school system, but that its holistic, process-oriented and relationship-based way of working differs significantly from the conventional subject-teacher-led structure. JOPO therefore requires flexibility in timetabling, assessment, teaching roles and collaboration. Its limited annual capacity also means that it currently functions more as a targeted intervention for selected students than as a universally available educational model.

4.5. Project Comparison

	Finland	France	Germany	Spain
School and name of the project	Keuruun yläkoulu, Joustava perusopetus (Flexible Basic Education)	Nouvelles Chances Bobigny	Produktives Lernen an der Wolfgang-Borchert-Schule	INS Antoni Pous i Argila Experimenta project
Teachers involved?	1 teacher	16 teachers	4 teachers	4 teachers
Number of students	10	48	38	12 maximum
Number of classes/ groups involved in	1	2 classes of 24	2 groups in class 9 2 groups in class 10	1 group
Age range of students	14-16	15-18	14-17 years	15-16 years
On what criteria are pupils selected for the project?	JOPO is a productive learning model based on the general education curriculum and timetable. It is intended for students in grades 8–9 who learn best by doing, seeing, and experiencing. In the selection process, special emphasis is placed on applicants who are at risk of not completing comprehensive school or not obtaining a place in further education. When applications are reviewed, particular attention is given to the commitment of both the student and their guardians to the practices of flexible basic education. It is important that the applicant is willing and able to study actively also in workplace environments.	Students without schooling Students who have dropped out of school	The students apply for being part of Productive Learning. There are on average double as many applicants than available places. The students are chosen mainly on the following items: - responsibility - interested in practical work - showing respect to students and teachers - problems in school because of too much theoretical learning - interest in self determined learning - wish to gain new experience	The students are selected by a commission. Previous course teachers propose some students and the commission evaluates the suitability of the candidates. Is necessary the agreement of both the student and the family. Finally, to participate in the project, there are some commitments: • Punctuality and attendance • Correct behaviour both at school and at the internships

The time students can stay within the project	1 to 2 years	One year	2 years	1 year
What profile of students does this mode of study best cater for?	Under achievers	Students who lack traditional academic skills Drop out students	see criteria	Students at risk of dropping out due to learning difficulties and social disadvantage, who need a small and safe group to develop their potential. Behavioral students are excluded.
What kind of certificate do students receive at the end of their study within the project ? (If they receive one) What kind of (school-leaving) certificate do students receive at the end of their study/school ?	Normal leavers certificate Normal leavers certificate	Junior high school diploma, first aid There is no final graduation diploma; instead, we offer students the opportunity to retake the *brevet*—the exam that all students take at the end of middle school.	The students get a report over the achieved results (points) every three months after the end of each period of internship. This report is accompanied by a written education report where the development over the last trimester is shown. At the end of the academic year the students get a final report in which the points are changed into marks. After the two years in Productive Learning the students get a certificate about the degree they have reached.	The students get the regular report (as the rest of the students) at the end of the term and at the end of the course. At the end of the course, depending on the scores of the subjects they can obtain the regular secondary degree to continue post-compulsory studies.
How is the project arranged in school – How do you combine theory (academic learning) and practice (e.g. internships)?	In Keuruu, JOPO is more than a way of organizing education—it represents a broader way of thinking. Learning, work, and community are interconnected. The boundary between school and life becomes blurred. Learning is not preparation for life—it is already part of it. And perhaps the most important insight is this: meaningful opportunities are not somewhere else. They can be found within	The students try out different academic tracks and have to give their opinions on them.	The school year is divided into trimesters. In each trimester the student is working three days (6 hours a day) in a self-chosen internship. On two days they go to school (7 hours a day). The subjects in school are German, Maths, English (main subjects), Ethics, Communication and Learning	During all the course, the students attend 3 days a week) at school (Monday, Wednesday and Friday)

	one's own community—when learning is allowed to happen where life truly is.		fields (natural and social sciences)	
In percent, how many school days and internship days per school year at the project?	40-45% internships, 55-60% school work (which often takes place outside the school, in real life learning environments)	6 weeks spread over two periods	40% school 60% internship	60% school 40% internship
Who chooses students' workplaces and why?	Students based on a pool of 'suitable' internship places. Every year new internship places are added to the 'pool'	The students	The students choose the internships according to their interests, teachers guide them and give advice. The reason for that: the students find out what interests them, they have the responsibility for themselves and their decisions. It is proven that they are more responsible when it is their own choice.	The students. They can choose among some options or find their own internship using their contacts.
What skills do the students acquire during their time within the project?	Skills for working life and entrepreneurship Through learning in real environments, students develop essential competencies: • job-seeking skills (CV writing, applications, communication) • responsibility and independence • punctuality and time management • teamwork and adaptability • problem-solving and situational awareness • understanding of workplace culture and ethics Attitude is central: when students develop a constructive approach to work and learning, other skills follow. Assessment is also authentic, as students demonstrate their competence in real-life situations.	skills in orientation projecting into the future getting to know each other knowing how to gather information	- independence - show responsibility for their work because of own choice - knowledge how to apply (written, via telephone and in person) - teamwork - punctuality - express themselves and their desires e.g. when they apply for an internship - work independently on their portfolios about the internship - choose tasks for the portfolio according to their interests - getting to know the own strong points and weak points - make presentations	Both school basic competences (in languages, maths, technology and others) and skills for working and social life (communication, entrepreneurship, responsibility, independence, punctuality...)

In terms of school engagement, how would you describe the outcomes of the project from a single student's perspective?	Flexibility and meaningful pathways Flexibility enables individualized learning paths and supports successful transitions to upper secondary education. Students benefit from: - personalized guidance and career planning - opportunities to explore different educational and career options - learning in diverse environments For many, flexibility is the key factor that makes education meaningful and engaging.	<i>It fosters re-engagement, restores meaning to the educational journey, and prevents a break in schooling.</i>	- they go to school and internship regularly - learn about different jobs and the requirements - becoming more independent - helps them to find their ways in life - students mostly improve in school as they know what is needed in the world of work - are prepared for future life and apprenticeships	- Improving self-confidence and self esteem - Providing them the chance to get the secondary school accreditation - Having a more comfortable and individualised school environment (in small group with a small group of teachers) - Knowing real working contexts through internships
How do the students react to success/failure in terms of school engagement within the project?	Within the Keuruu JOPO (Flexible Basic Education) model, success and failure are closely connected to students' school engagement and personal development. An important aspect of JOPO is that setbacks and disappointments are practised and worked through as a natural part of the learning process. Students are encouraged to face challenges, reflect on what happened, and try again rather than viewing failure as something that defines their abilities. Supportive relationships with teachers and other adults are particularly important in this process. Students are encouraged to recognize both their successes and their difficulties, and to understand that a setback does not mean that they have failed as a person. In this way, JOPO aims to build resilience, self-efficacy, and the ability to return to learning after disappointment.	Students who succeed in shaping their career path gain self-esteem. They then find their place within a specific sector or pathway; for others, failure often results in dropping out of school again. Sometimes, one can speak of some students (very few) dropping out.	- the students often get positive feedback from the mentors in internships, that makes them stronger which has an impact in school - they learn that mistakes go with the work, learn not to give in when they are sometimes not successful, can do better next time - learn that failure goes with success - although they are sometimes disappointed the positive feedback makes them try again or make more effort (e.g. in presentations in school)	It depends on the students but we can appreciate two different fields: - Succes/failure in studies: getting a secondary education degree is very important for them. Then school orientation is very important: if they cannot get the degree, they are encouraged to continue studying in second opportunity resources. So they mostly react positively and keep the engagement - Succes/failure in internships: they have a close follow up by the tutor, receiving positive feedback or reorienting them to another internship if anything it's not working. When something it's not working, it's not easy to deal with the frustration but even in these cases, there's a trusty relationship with the tutor

What kind of evidence do you have concerning the impacts of the project (e.g., students' further studies, working career, post school success in life)?	The available evidence suggests that JOPO can have important effects on students' educational trajectories, particularly by strengthening school engagement, supporting completion of basic education and helping students develop clearer plans for further education. The national evaluation of the JOPO model found that almost 90% of participating students had a better study situation after entering JOPO than before. The strongest reported effects concerned securing the completion of compulsory education, reducing absences, improving study motivation and clarifying plans for further studies. Students' future orientation also became stronger. For Keuruu JOPO specifically, the local model includes small-group teaching, individual guidance, workplace learning and other practical learning environments. These approaches are intended to support students who are at risk of not completing basic education or moving on to further education. Workplace learning can also give students opportunities to explore different occupations, develop working-life skills and connect their school learning with possible future pathways.	Students continue their studies at the high school after their time in our program and obtain a certification.	- many students get an apprenticeship through their internships, often the school-leaving-degree is not important as the enterprise knows the students and the strong points - some continue school to get a higher degree (e.g. "Abitur")	• Continuity in studies: usually professional training or, when they not get the degree, in second opportunity resources • Continuity in internship companies (during summer or after that) as regular workers • Keeping the contact with the tutor (sometimes the relationship lasts for years)
Pros and cons of this mode of study (PL)?	Keuruu explicitly describes JOPO as being based on the general education curriculum and timetable, while emphasizing functional and out-of-class learning environments, workplace periods, company visits and authentic situations. The Finnish National Agency for Education also identifies working-life competence and entrepreneurship as one of the transversal	<i>We cannot speak of PL in the strict sense, but the advantage of our school is its ability to adapt to students' needs and to forge a very strong bond with them, while offering them a range of options for their future direction. The downside is that by innovating and adapting our teaching methods too much,</i>	pros: - better learning atmosphere in smaller classes - good preparation for a future job, learn about the world of work - experience in different jobs, in 2 years 6 different jobs can be tried out	Pros: • small groups • personalized attention • regarding the learning process • intensive tutoring • work experience

	competences of the national curriculum. The crucial point is that Productive Learning should not be positioned as an alternative to the curriculum. Rather, it can be understood as a context and pedagogical method through which curriculum knowledge becomes meaningful and usable. Despite its unquestionable strengths, the JOPO model also has structural limitations that need to be considered when assessing its wider applicability within the Finnish comprehensive school system. ● Limited capacity: In Keuruu, only around ten students can participate in JOPO each year. This means that the model can have a significant impact on individual students, but its reach remains limited. Many students who could potentially benefit from this type of learning cannot participate. ● Resource-intensive approach: JOPO relies on small-group teaching, intensive individual guidance, close relationships with students, workplace learning and cooperation with families and external partners. This requires more staff time, flexibility and coordination than conventional subject-based teaching. ● Different rhythm of learning: JOPO is highly holistic and process-oriented. Learning often develops through longer projects, practical activities and real-life situations rather than through	<i>students sometimes come to think that ours isn't a "real" school, and that it takes time for some students to buy into the project. Sometimes, it would be worth extending our program over more than a year. There is a tension between adaptability and normality, as our students are seeking a school model in which they have not found their place. And one of the downsides is concentrating a large number of students with difficulties.</i>	- only few teachers - better contact between teacher and student - high degree of independent learning as most tasks are individual ones and done during the internships cons: - only a limited number of students can take part (13 students in one group) - not all subjects can be covered, only main subjects (German, Maths, English), many aspects in natural sciences or social sciences must be learned in internships - internship must be changed after 3 months	● small team of teachers, committed and motivated with the project ● chance to get the secondary school degree Cons: ● non-inclusive resource (regarding the rest of the students at school) ● it's not easy to find companies for the internships (they prefer older students) ● few hours of class, taking into account learning difficulties ● Sometimes it is difficult to deal with low self-esteem, lack of study habits, low expectations...
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	individual 45–60 minute subject lessons. Consequently, the rhythm of JOPO does not always fit easily with the timetable and structures of a subject-teacher-led lower secondary school. • Different assessment practices: In a holistic learning environment, assessment needs to take into account not only subject knowledge but also processes such as participation, problem-solving, responsibility, collaboration, reflection and personal development. This can make assessment more complex and less directly comparable with conventional subject-based assessment. • Coordination with subject teaching: JOPO students still need to meet the learning objectives of the national curriculum. Integrating practical, interdisciplinary learning with subject-specific requirements can therefore require substantial planning and cooperation between JOPO teachers and subject teachers. • Dependence on local networks: Productive and workplace-based learning benefits greatly from strong relationships with local companies, organisations and other partners. The quality and availability of these opportunities may vary between municipalities. • Scalability: The very features that make JOPO intensive and personalised—small groups,			
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	flexibility, individual support and authentic learning environments—also make the model difficult to scale without additional resources. Expanding the model to a larger number of students could potentially change the very conditions that make it effective. Overall, the main challenge is not necessarily that JOPO is incompatible with the Finnish comprehensive school system, but that its holistic, process-oriented and relationship-based way of working differs significantly from the conventional subject-teacher-led structure. JOPO therefore requires flexibility in timetabling, assessment, teaching roles and collaboration. Its limited annual capacity also means that it currently functions more as a targeted intervention for selected students than as a universally available educational model.			
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5. Students' experiences of dual learning

Students were asked to share their experiences with the dual learning model in which they participated. A total of 44 responses were received: 14 from Spain, 13 from Finland, 10 from Germany and 7 from France. Students' responses were collected during Erasmus+ meetings held in Jyväskylä, Berlin, and Paris. The questions were asked in English, and the students answered mostly in English, although some responded in their native language. Responses given in students' native languages were translated using translation software.

The most common responses are presented below. There were no significant country-specific differences in the responses, so they are presented collectively rather than by country. The responses are not analysed on a student-by-student basis; instead, the frequency of mentions is reported, as a single student may have raised several issues in their response.

The survey was conducted and evaluated by the University of Jyväskylä.

Why did you apply for the project?

The students were asked why they had applied for the project. The wording of the question proved challenging for some students, and as a result, some students misunderstood the question, and their responses could not be included in the analysis. The question was modified after the first survey. The most common reasons were the desire to learn more effectively through hands-on experience and by combining school with work experience (7 mentions), as well as the desire to improve grades (6 mentions). A smaller class size was also perceived as beneficial for learning (6 mentions). In addition, students cited reasons such as frequent absences and difficulties with peers at their previous school, including bullying. Some students became interested in the project after hearing a presentation about it, while others were encouraged to apply by a teacher or friend.

What have you liked about the learning model? Why?

By far the most common response was work-based learning (23 mentions). Students noted that it is an effective way to learn, gain exposure to different professions, and acquire work experience, among other things. They also appreciated the model in which time is divided between school and the workplace.

Studying in a small group was also reported as motivating (8 mentions), as was the availability of teachers to provide support and explanations when needed (6 mentions). Other responses included enjoying projects and activities within the small group setting and receiving individualized attention. Students also liked the people in the group, and some reported that belonging to a smaller group was particularly helpful for those who found it difficult to form social relationships. Individual students also mentioned learning new things, achieving better grades, and finding a new direction in life.

What has been less interesting or unpleasant during the learning model? Why?

Twelve respondents reported that there was nothing unpleasant about the study model, and many students stated that they had only positive experiences. However, 16 respondents identified school- and study-related matters, such as assignments and tests, as unpleasant. Three respondents felt that the internship period was too long.

How has the learning model helped improve your school results?

Learning had become easier in 14 mentions: The most common comments were that teachers in smaller classes have time to teach more and explain things as many times as it is necessary. Students reported that it is easier to concentrate, receive help when needed, and learn at their own pace. Improved grades were mentioned 13 times. Five students stated that attending school had become more enjoyable, noting for example that school was less stressful and that they preferred attending school rather than staying at home. A few students also reported that this way of studying was more motivating.

What have you learned during the learning model: new knowledge or academic skills?

The responses highlighted, in particular, the development of work-related skills and practical competence, which was mentioned 19 times. In addition, students reported acquiring academic and study-related skills (8 mentions) and personal growth, such as increased openness and responsibility (8 mentions). Greater understanding of working life and related attitudes, such as workplace expectations and work ethic, was mentioned 6 times. Social and communication skills (5 mentions), as well as experiential and hands-on learning (5 mentions), were also frequently reported. Less frequently mentioned outcomes included technological skills (3 mentions), clarification of future plans and preparedness for the future (3 mentions), and increased study motivation (2 mentions).

Internships: What have you learned during your internships?

The most common theme was learning practical, job-specific skills, which was mentioned 25 times. Examples included servicing an ATV, preparing drinks, and conducting inventory tasks.

In addition, 23 mentions concerned gaining a better understanding of working life, the demands of different jobs, and the skills and attitudes needed in the workplace. Students reported learning about job applications, the challenges and responsibilities of work, work ethic, punctuality, and the importance of following work schedules.

The development of communication, teamwork, and customer service skills was also frequently mentioned (21 mentions). Other learning outcomes included developing independent working skills, gaining a better understanding of personal strengths and weaknesses, and learning related to school subjects.

During your stay at the dual learning, what have you learned about cooperating with working life / the community / various stakeholders?

Based on the responses, 12 mentions related to the development of cooperation and communication skills during participation in the study model. The most common themes were learning to work with different kinds of people and demonstrating respect and kindness toward others. There were also 18 mentions concerning workplace practices and professional responsibilities. These included being punctual, following to schedules, being reliable, and completing tasks to the best of one's ability. Three students mentioned the work atmosphere and its importance.

In addition, 12 mentions referred to a better understanding of working life in general or of future career plans. Two students reported that they had not yet gained any significant insights.

What have you learned from your classmates? How have your classmates helped you in the study model or how have you helped them?

Students mentioned 24 times that they had received help from classmates and had helped them, most commonly with schoolwork but also in more practical matters, such as getting tips on how to repair a moped. There were also several mentions of learning how to work collaboratively.

Some responses reflected negative attitudes toward classmates. Six students stated that they had not learned anything from their classmates, partly because they felt that some classmates did not listen to others or were focused only on themselves.

What have you learned about yourself: your confidence, talent, desires... your strengths and weaknesses?

Many students reported increased self-confidence and a more positive self-image. Improved confidence was mentioned 5 times, and 3 students stated that they trusted themselves more. Individual students also reported higher self-esteem and a better understanding of their own strengths. At the same time, some students identified areas for further development, such as needing more confidence or stressing not too much.

Many students also reported improved social skills, including being less shy, feeling more comfortable speaking with new people, communicating more confidently in groups, and getting along better with others.

Several students identified personal strengths and talents, including learning quickly, working with children, repairing and building things, and speaking English. Students also described learning about their working habits and personal qualities, including perseverance, responsibility, punctuality, completing tasks successfully, working efficiently, accepting criticism, and asking for help when needed. Two participants stated that they had not learned anything new about themselves.

How has project-based learning impacted your perception of who you are?

Many responses reflected a strengthened self-image and increased self-confidence. Improved self-confidence was reported 10 times. Three students stated that they had started to like themselves more. Individual students reported seeing themselves as

positive people, recognizing their own kindness, or no longer considering themselves unintelligent.

Seven mentions indicated a deeper understanding of oneself. For example, students described personal growth, a more structured understanding of themselves, and a clearer sense of who they are. Nine mentions highlighted increased self-belief. For example, students reported feeling capable of making phone calls and giving speeches. Some also explicitly stated that they had developed personally and gained confidence in their abilities. Seven mentions related to future-oriented thinking and commitment to goals. Students reported studying for themselves, enjoying school again, and believing they could graduate. One student reported no longer being afraid of the unknown.

In addition, one student described a positive personal change, reporting that they were less aggressive than before.

How has project-based learning impacted your work career plans?

It was reported 23 times that project-based learning helped to clarify their study and career plans: There were 11 mentions that they now know what they want to do in the future. In five answers it was stated that they know a specific profession they want to study for. Three students mentioned knowing where they wanted to study. One participant reported having a clearer understanding of the path they needed to follow to reach their goals.

9 students reported that project-based learning has helped them explore different career options. 3 stated that the experience had helped them identify careers they did not want to pursue. Individual responses suggested increased motivation and goal orientation. Participants mentioned focusing more on themselves and their goals and aspiring to secure a good job and salary. One participant also reported getting a summer job through the program. In three answers it was stated that project-based learning had not affected their career plans in any way.

How has project-based learning impacted the way you look at yourself?

Many responses reflected a strengthened self-image and increased self-confidence. Improved self-confidence was mentioned 10 times. Three students reported that they had started to like themselves. Some individual students stated that they saw themselves as positive people, recognized that they were kind, or no longer considered themselves stupid.

Seven responses indicated a deeper understanding of oneself. For example, students reported personal growth, seeing themselves in a more structured way, and gaining a clearer sense of who they are. Nine responses highlighted increased belief in oneself. For example, participants mentioned being able to make a phone call and give speeches. Some also explicitly stated that they had developed and improved.

In seven responses, future-oriented thinking and commitment to personal goals were reported. Students reported studying for themselves, enjoying school again, and believing they could graduate. One student reported not being afraid of the unknown.

In addition, one student reported a positive change, describing themselves as less aggressive than before.

How has project-based learning impacted your relationships with your peers and parents?

Most of the responses concerned parents: in 12 mentions, the relationship was already good, and in 10 mentions, students reported that their relationship with their parents had not changed. For five respondents, the relationship had improved. In addition, some respondents mentioned, for example, that they felt calmer, argued

less with family or friends than before, and were now able to ask for help. One student said that their parents were very proud of them because they had learned to take responsibility for themselves. On the other hand, another student said that because of their studies, they no longer had as much time to spend with their family as before.

6. Students' Evaluation about the third and fourth meeting

6.1. Berlin

We asked the students the last day about their expectations, their experience and their conclusions. These are their answers (without any preference). All in all, the students from the different countries shared in general the same ideas, expectations, feelings and conclusions.

The meeting in Berlin is almost over. Time to look back. We are interested in your feelings and your experience and ask you to write it down.

What were your expectations before the meeting? What were you afraid of? What did you want to do or to learn?

Expectations:

- have a great time
- meet new people
- all students speak English

Afraid of:

- going to the internships because of communication
- exchange students don't like me
- talking English
- other students will be boring

Want to do or learn:

- eat different food
- see the city
- get more comfortable in English
- learn about internships

How was the first contact with the student from the other country before you went to the internship? What did you think about him/her?

First meeting:

- was good
- exciting (also because of different languages)

Thoughts:

- she was not interested (but that was wrong)
- she is nice
- she is a nice person, very calm and friendly
- she is a very good person
- she is shy
- he is polite
- this can be fun

What have you learned at the internship by working together with the student from another country?

- Learned:
- to speak English better
 - things are a little bit different in Germany and Spain
 - the practical work is almost the same
 - a lot about hairdressing
 - how hard it is to find activities for the guest student
 - to have responsibility
 - a little bit of German
 - experience with different work
 - to be patient
 - have confidence

What were your tasks during the two days of internship?

- German students:
- explain the tasks
 - show the guest how to wash hair and to do highlights
 - be responsible
 - keep an eye on the guest student
 - have lunch with the guest student

- Guest students:
- put goods into shelves correctly
 - get to the internship alone by public transport (in Berlin!)
 - watch the German students how to do the tasks
 - scan documents and write the dates on them
 - help the little kids e.g. to put on their jackets
 - give drinks to the customers

How did you like the other activities? What was good? What was not so good for you?

- Good:
- the sightseeing tour
 - giving the guests a tour through Berlin
 - eating Kebab
 - games the Finish students have provided
 - the “upside down” museum
 - talk in English with the exchange students
 - I liked everything

- Not so good:
- the cold weather at the sightseeing tour
 - some last-minute changes to the plan (e.g. that the fare well party was cancelled because the Finish left early)
 - travel by public transport

What do you take home from this meeting (ideas, experience, knowledge...)?

- that it is not easy to work and look after another person at the same time
- I have learned English
- how life is in a big city
- lots of good memories and how beautiful everything is
- to speak English can be fun
- I want to learn better English
- to socialize with my new friends
- a lot of new experience of middle European architecture

What could have been better?

- more free time
- not so many questionnaires
- the weather
- nothing
- wish to have more time

6.2. Bobigny

We asked the students the last day about their expectations, their experience and their conclusions. These are their answers (without any preference). All in all, the students from the different countries shared in general the same ideas, expectations, feelings and conclusions. It is remarkable that many of the answers already were given by different students after the meeting in Berlin.

The meeting in Bobigny is almost over. Time to look back. We are interested in your feelings and your experience and ask you to write it down.

- 1) What were your expectations before the meeting? What were you afraid of?
What did you want to do or to learn?

Expectations:	- that the students would spend much time in the school - discover Paris - see the Eiffel Tower - learn how the classes are organized in Paris - meet new people from other countries - improve English
Afraid of:	- speaking English - that no one speaks English - being alone without the friends at home - get lost in big Paris - that it would be exhausting
Want to do or learn:	- participate in the workshops - learn more about Paris/France - learn how the students learn in Paris

- 2) What was the first contact with the student like?

What did you think about them?

- they were nice and friendly
- a bit difficult because most stayed in their groups

- 3) What have you learned during the different activities at this exchange?

- I didn't learn much because I was engaged in only a few activities
- talking to other students
- something about the history of Paris
- that it is good to be kind to everyone even if they are strangers

- something about sustainable shopping
- that it doesn't matter if your English is not perfect
- to respect different people and cultures and history
- using public transport
- I improved my English
- teamwork and communication with other people

4) What did you do during the different activities?

- we played games / communication exercises
- learn about healthy cooking
- we learned about different tools to make videos and collages
- learned about nature

5) How did you like the free-time activities? What was good? What was not so good for you?

- I liked to see the Eiffel Tower
- it was sometimes tiring
- I liked the free time activities because they were fun
- I could do things with my new friends
- The boat tour was cool and interesting
- the bad thing was that we walked a lot
- shopping and food were good
- I liked that we saw a lot
- there was not enough time
- we talked and laughed a lot

6) What do you take home from this meeting (ideas, experience, knowledge...)?

- I will remember the collaboration between students
- I need to work on my English
- I should speak more to other people
- some gifts (souvenirs)
- unforgettable moments with amazing people
- I take home the lesson that one should be open to everyone
- many good experience, friends and learning
- I learned some French
- more confidence to speak English

7) What could have been better?

- nothing
- a bit more free time
- a better hotel and longer stay
- food
- better organized (not so much time waiting)
- workshops with more activities (too many explanations)

7. Internship mentors' perspectives

We interviewed employees in different companies in Berlin, Manlleu, Keuruu and Paris in order to find out their perspective on the advantages and challenges of this way of learning.

The interviews are not representative, as only a small part of the mentors could be interviewed. However, they do provide an insight into the potential possibilities and the willingness of companies for a certain type of dual learning.

Results from Berlin

The interviews were made in 12 different small enterprises and social institutions.

For all enterprises it was important that the students applied for an internship personally, either by a written application or by personal appearance.

The students worked in the enterprises for 18 hours a week at three days a week. About one to three members of staff were involved in supervising the interns.

In all enterprises the students were able to work independently after a short period of introduction. The students were in the internship for 3 months. For all enterprises this was a good length. Only one said that it could have been longer. We asked about what length of an internship would be a minimum for them in order to have a good balance between input and outcome. The figures differed between 2 weeks and one month. All in all, the enterprises stated that there were more advantages than disadvantages for them. They especially highlighted that the students got an insight into the kind of work which is important for finding new staff. The students could work independently and help in the different enterprises. The only point which made it difficult for enterprises was if the students were unreliable.

Our students are between 14 and 17 years old. This seems to be the ideal age for the enterprises we interviewed. Only a few would accept interns at the age of 13. Most enterprises preferred 15 to 17-year-olds. Nobody would accept younger students as this would have been a matter of safety, legal regulations and maturity of the student's personality.

We asked about what the enterprises would expect from the schools for further cooperation. Most enterprises stated that the cooperation was good. They appreciated the frequent telephone calls and regular visits made by teachers. They felt informed about the tasks the students have to do for their portfolio. Only some would like to have more information about this. It will be taken into consideration for our future work.

Results from Manlleu

The interviews were made in 9 mainly small and medium sized enterprises and nursery schools.

The students got the internships mostly via arrangement through the school. The enterprises choose the students mainly because of their attitude but it is the student's counsellor the person in charge of choose the students doing their internship in the school. The counsellors get into contact with the enterprises and find students who are interested in the work also according to their future plans. The students stay in one internship mostly for about 8 months with the possibility to change the internship after four months. They are in the enterprises for two days per week with 6 hours of work each day.

In some enterprises the students were allowed to work independently. Mostly they were supervised most of the time, mainly because of safety reasons. All enterprises stated that they were satisfied with the work and the behaviour of the students. Some even said that the students were excellent. Also, they were very satisfied with the cooperation with the schools. Most enterprises saw more advantages than disadvantages for them. In the beginning the students had no experience nor knowledge but at the end, especially the last three months, it is very rewarding. The students were more familiar with the facilities and tasks they were asked to do. At this point, all the effort and time devoted to monitoring and supervising students was compensated by the results. Tasks were done faster, better and with more autonomy.

The enterprises stated that the length of the internship was suitable for them. Most enterprises said that they wouldn't want to have the students as interns for a shorter time. Only some said that they could also think about a shorter period like three or six months.

None of the enterprises would accept younger students as interns.

All enterprises stated that they were very happy with the cooperation between them and the school. There were several meetings with the student's counsellor throughout the training period in order to exchange information and assess the student's training. However, they were also open to new ideas in order to improve the cooperation. One enterprise said that it would be good if the school could provide work clothes.

Results from Keuruu

The interviews were made in 8 small enterprises and in a social institution.

The students get to the internship mostly via school contacts but also via personal applications. The length of the internship is mainly 2 weeks, 30 hours per week. Mostly 1 person was engaged with supervising at a time, in two cases it was 1-3 mentors. In all cases the students were able to work independently, even after such a short time. All enterprises stated that they were very satisfied with the students and their work, especially with their attitude.

All enterprises were satisfied with the cooperation with the schools. For some the length of two weeks was just right but most stated that it could be longer. The figures changed between four weeks and 6 months. However, some mentors said that 2 weeks are ok to get a first impression about the world of work. If the goal is to improve the knowledge they consider a period of 4 weeks as being useful. But all stated that they didn't regret their decision to take interns. They said that it is very useful, both for the enterprises and for the students. Here specially to gain social skills and to get an insight in the world of work.

Concerning the age of students they would take, most enterprises would take students from the age of 14 to 15 years. One said that they only accept 16-year-olds because of the Youth Protection Act in their branch. Only one would accept younger students.

Regarding the cooperation between school and enterprises most enterprises were satisfied. Some wished to get some background information of the student, others would like to intensify the "on-the-job learning" opportunities.

Results from Paris

In Paris the internships are organized in a different way. The students mainly don't go to enterprises but take part in special vocational courses in their school. These courses are a part of the students' timetable and are held on 11 to 12 workshops. They lasted 2 hours per meeting. As it was a part of school, the teachers already engaged in the school took care of the students. In general, they were satisfied with the results of the students but also stated that some of them were often missing.

The teachers didn't respond to many of the questions, mainly because the school is not their own enterprise and they cannot take decisions about the length of the course, the age or the cooperation between school and enterprise.

Conclusion

Although there are 4 different ways of combining school and work, they all seem to be suitable for the country where it is carried out. The mentors were satisfied with the cooperation between school and the enterprises. Many mentors stressed that this way of learning offers a good opportunity to interest young people for their enterprises, that the students helped them and that the time spent on supervising was a good investment.

However, we could not find **THE** kind of dual learning. It seems that all four different ways are working. What all have in common is that the age of the students should not be younger. Consequently, this way of learning seems not to be suitable for students in Elementary Schools. Maybe it needs to be adapted for that. One possibility here would perhaps be to work with training workshops instead of companies.