

# COOPERA

Integrating Dual Higher Education In Moldova and Ukraine

## REPORT

# on piloting of Dual Study Programs in Moldova & Ukraine

**Deliverable 4.4.**

**DUAL  
HIGHER  
EDUCATION**



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**COOPERA**  
DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE



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# P1-ASEM/MD

Academy of Economic Studies of Moldova

## Report on piloting of Dual Study Programs

<b>Project Acronym:</b>	<b>COOPERA</b>
<b>Project full title:</b>	INTEGRATING DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE
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<b>Project partner (s):</b>	P1-ASEM/MD
<b>Place/ Date:</b>	Chisinau, Moldova



## I. DHE MODEL AND PROGRAMMES

ASEM has chosen to redesign and pilot as Dual the existing bachelor study programs: Business and Administration (BA) and Applied Informatics (AI). This decision is based on several considerations:

- First of all, students studying in these specialties can do in-company training in companies in any field and of any size;
- Another important moment is the fact that there is a high demand for these specialties, with a significant number of students enrolled annually;
- International statistics show that in the countries where DHE is implemented, the most requested study programs offered in a dual way are in the field of BA and IT;
- The study on companies needs for DHE, carried out within the COOPERA project, showed clearly that organizations from the Republic of Moldova are ready to work with higher education institutions to train IT specialists - 64%, engineers - 36%, managers - 32%, accountants - 31.82%, etc.

An integrated model in the existing program was chosen for ASEM. This implies that for students who study dually, there are no separate subdivisions in the organizational structure of ASEM. For example, at ASEM within the Faculty of Business Administration, in the specialty Business and Administration there will be separate groups, which will study both traditional and dual way.

The integrated model will make it possible to facilitate certain advantages: it is not necessary to develop a completely new curriculum and to attract new teachers, and it is possible to organize lectures in larger groups.

At the same time, it will be necessary to draw more attention to the integration of the in-company training period in the educational process, without negatively affecting the quality of teaching.

Following consultations with company representatives, it was decided to choose the following training model: 60% of the total number of study hours will be spent at the institution, 40% at the company (figure 1).



	Semester I		Semester II		Semester III		Semester IV		Semester V		Semester VI		Total	
	hours	%	hours	%	hours	%	hours	%	hours	%	hours	%	hours	%
<b>Study in the university</b>	652	<b>70,1</b>	645	<b>69,4</b>	594	<b>66</b>	456	<b>50,7</b>	564	<b>62,7</b>	196	<b>21.8</b>	3107	<b>56,9</b>
<b>In-company training study</b>	278	<b>29,9</b>	285	<b>30,6</b>	306	<b>34</b>	444	<b>49,3</b>	336	<b>37,3</b>	704	<b>78.2</b>	2353	<b>43,1</b>
<b>Total</b>	930	<b>100</b>	930	<b>100</b>	900	<b>100</b>	900	<b>100</b>	900	<b>100</b>	900	<b>100</b>	5460	<b>100</b>

*Figure 1. Share of the number of training hours at the university and enterprise (theoretical and practical), from the total number of study hours for the BA program, per semester*

## II. DISSEMINATION, PROMOTION AND ENGAGEMENT

After the authorization is received from the Ministry of Education of each country (Act.4.1.1), the partner Universities of the COOPERA project launched the promotional campaign on the Dual Study Program, which is to attract the first generation of students (from June, 2022).

P1-ASEM consulted to use various channels to promote DHE: video film, placed on social networks; information on the university website; published materials: leaflets, banners, etc.

The purpose of the advertising campaign was to draw the attention of graduates to this higher education opportunity - dual higher education. Thus, as an example, the video created and placed by P1-ASEM/MD in the summer months was viewed 635,737 times.

It can be stated that the promotion was successful, as more applications were submitted to the given programs than in previous years.

In the summer of 2023, the campaign to promote dual study programs was continued. For this purpose, various channels were used to promote DHE: video film, placed on social networks; information on the university website; published materials: leaflets, banners, etc.



### III. STUDENTS ENROLLED & COMPANIES ENGAGED

From September 2022, the DHEM piloting was launched within P1-ASEM/MD. The piloting of the DHEM is carried out in accordance with the Dual Study Programs developed by the PUs (Act.4.1.1), which assume different university calendars.

Initially, a meeting was organized with all students from the programs selected for DHEM redesign to inform them about the opportunities to study in a dual format.

Then all the students, who decided to continue their studies in dual format, filled out an application and submitted their CV, also mentioning which company they would like to work for. The students' files were sent to the companies.

During 2 weeks, the companies invited the students to interviews, selecting the best ones. The files of those who were not selected were sent to other economic units, ensuring places for professional training for all those who wish.

Finally, P1-ASEM/MD has a group of **18 students in Business and Administration**, who will be in professional training within **5 companies** and a group in **Applied Informatics, made up of 17 students**, also assigned to **5 companies**.

In September 2022, at P1-ASEM/MD, while the process of assigning students to enterprises lasted, meetings were organized with the teaching staff, who will teach the students from the dual education groups. At these meetings, the particularities of curriculum development and the specifics of the university calendar for dual education were discussed.

An online meeting with the representatives of the partner companies of P1-ASEM/MD was organized on October 31, 2022 with the aim of presenting the current situation regarding the dual study groups and discussing some aspects related to the signing of the contract, the relations with the ASEM mentors, etc. Thus, from November 7, 2022, the students went to companies to carry out professional training in the business environment.

In the 2023-2024 academic year within ASEM, 2 groups with dual education were also formed: in Business and Administration and in Applied Informatics. The process of piloting dual studies repeats the model of the academic year 2022-2023.

Following the elections made by the representatives of the companies, the following number of students was selected in the groups with dual studies: at **BA - 11 students, and at IA - 14 students**. In order to regulate dual studies in ASEM, a Regulation on the organization of dual higher education was developed.<sup>1</sup>

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<sup>1</sup> [https://ase.md/files/legal/interne/Reg\\_dual.pdf](https://ase.md/files/legal/interne/Reg_dual.pdf)



# P2-UTM/MD

Technical University of Moldova

## Report on piloting of Dual Study Programs

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<b>Project full title:</b>	INTEGRATING DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE
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<b>WP / Deliverable/ Action:</b>	WP4 / D4.4/ A4.4 Piloting of Dual Study Programs
<b>Project partner (s):</b>	P2-UTM/MD
<b>Place/ Date:</b>	Chisinau, Moldova





## I. DHE MODEL AND PROGRAMMES

This report outlines the piloting of dual study programs in two undergraduate disciplines from the Faculty of Computers, Informatics, and Microelectronics (FCIM): Robotics and Mechatronics and Automation and Informatics.

The selection of these two programs for the piloting phase was driven by several key factors: increasing interest in engineering programs; development of practical skills; meeting labour market demand. Both programs address critical shortages of skilled professionals in sectors that are rapidly expanding and require a new generation of specialists.

The study programs were approved by the TUM Senate on 24.05.2022 and coordinated with Ministry of Education and Research on 09.09.2022 (nr. ISL-01-19610(d), ISL-01-19611(d)).

The aim of the Robotics and Mechatronics study program is to train industrial and research engineers in the field of robotics and mechatronics, competitive in the national and international labour market, to stimulate creativity and innovation, to adapt to new labour market conditions, to develop the necessary skills in the form of knowledge and skills in four key areas of engineering: automation, computers, electronics and mechanics.

The undergraduate program Automatics and Informatics is part of the general field of studies Engineering and Engineering Activities and provides training and education of specialists in the field of Electronics and Automation, with the aim of providing an integrated set of knowledge, skills and abilities, necessary to develop of industrial equipment, control systems, communications and information systems for process management in different sectors of human activity.

The curriculum provides graduates with the ability to constructively and technologically design automation systems, robotic and mechatronic equipment and systems, to use, operate, or integrate them into flexible manufacturing systems, to program and operate integrated computer production systems, and to solve application and research problems specific to the field.

Both programs are the bachelor's degree programs in interdisciplinary science and technology, which integrates in a systematic conception such fields as Automation, Informatics, Electronics, Computers, Communications, Robotics, industrial, technological and manufacturing processes.





If in previous decades Robotics and Automatics was the prerogative of the top fields of industry (aerospace, aeronautics, military industry, car manufacturers, etc.), in the current period, based on advanced concepts and technical means provided by Robotics and Automatics, the most advanced process of technologies management in various fields of science, technology, industry and the national economy can be efficiently implemented: both conventional and renewable energy production and distribution; intensive agriculture; food industry; light industry; pharmaceutical, chemical industry; management of biotechnological processes, constructions, transport systems, roads, etc.

TUM followed an integrated model in existing programmes Robotics and Mechatronics and Automatics and Informatics, with the introduction of changes in the study process. According to the model approved at TUM after the discussions with representatives of the enterprises and industry organisations, students from these two programs, at the 2nd year of study had the possibility to select a free choice discipline/activity- In-company training (120 hours), starting with 3rd year of study, they have the opportunity to choose one of two ways to continue their studies: DHEM or classical one. The students were reorganised in separate groups, which studied both traditional and dual way. It is important to mention that students from both forms of study have common disciplines that they attend during 2 days of studies. Students who choose the classic form of study will continue with the disciplines according to the curriculum, and students who selected DHEM left for 3 days at the company, where they have the opportunity to receive practical vocational training or work experience.

	N. of weeks	Structure for the study in the university		Structure for the in-company training study		Total hours
		hours	%	hours	%	
1. Semester	15	900	100	0	0	900
2. Semester	15	900	100	0	0	900
3. Semester	15	900	100	120	11,76	1020
4. Semester	15	900	100	120	11,76	1020
5. Semester	15	300	33,3	600	66,7	900
6. Semester	15	355	39,4	545	51,6	900
7. Semester	15	310	34,4	590	65,6	900
8. Semester	15	100	11,1	800	88,9	900
Total		4665	62,7	2775	37,3	7680

**Table 1. Distribution of the training hours (theoretical and practical) in the university and at the dual partner economic agent.**



The distribution of study hours will be organised according to a mix model. At the 2nd year of study students will have the possibility to select a free choice discipline/activity- In-company training (120 hours) during 4 weeks/ 3hours per day during the both semesters. This activity will be carried out in parallel with traditional studies.

Students, starting with the 5th semester will be involved into a weekly model. They will spend 2 days at the university, studying the subjects in the curriculum and 3 days will have an internship at the company, accumulating competences and practical skills. The disciplines from the university will be taken in the form of a classic exam, the knowledge acquired at the company will be evaluated in the form of a report presentation in front of a commission composed of professors from the university and company representatives.

## II. DISSEMINATION, PROMOTION AND ENGAGEMENT

P2-UTM/MD conducted a promotional campaign that included advertising spots (2) about the dual higher education programs at UTM and the admission requirements, along with roll-up banners (2) and brochures for the Admissions Committee (2). Additionally, several announcements were made on social media. This led to a twofold increase in the number of applicants interested in joining the dual higher education programs.

## III. STUDENTS ENROLLED & COMPANIES ENGAGED

The study programs were approved by the TUM Senate on 24.05.2022 and coordinated with Ministry of Education and Research on 09.09.2022 (nr. ISL-01-19610(d), ISL-01-19611(d)).

On February 4, 2022, a workshop was held with representatives of several companies from the Republic of Moldova. Representatives of 8 well-known companies from Chisinau participated in the meeting: Arobs Software; Mechatronics Innovation Center S.R.L.; ÎM STEINEL Electronic S.R.L.; EFES Vitanta, Inther Software Development; "Automatics and measuring and control devices", S.A. "Bucuria"; Led Market S.R.L.; the Chisinau glass factory. The representatives of the companies welcomed the initiative to implement dual education for the Bachelor's degree programs in Robotics and Mechatronics and Automatics and Informatics. Most have opted for a mixed study model: a few days a week the students are trained in teaching activities at the university and a few days they are at the company, gaining practical skills at the workplace.

Eight agreements were signed by TUM with companies. Six agreements were signed at 28.07.2022 (Companies: Arobs Software; Mechatronics Innovation Center S.R.L.; EFES Vitanta, Inther Software Development, Led Market S.R.L, ICG Engineering



S.R.L.) and two agreements in 2023 (Companies: ÎM STEINEL Electronic S.R.L., Agroforta S.R.L.).

The total number of agreements, signed by TUM with students - 22, the period of signature: 2022-2023.

TUM was responsible for creating the learning and training material for Dual Study Programs related to students in the common for 3 universities from Republic of Moldova METHODOLOGICAL GUIDE for students, mentors from institutions and mentors from companies within the vocational training program through dual education. The subjects related to the management of the professional training of students, the selection process of students and companies within the professional training program through dual education, the rights and responsibilities of the student, the benefits of dual education for all interested parties were elaborated.

According to the curriculum for the Robotics and Mechatronics, and Automation and Informatics programs, dual education only starts in the third year of study. Therefore, during the 2022-2023 period, only extracurricular In-company training activities took place at the ISD and AROBS companies (2 training sessions, with 16 and 12 students at ISD respectively, and 2 training sessions, with 26 and 18 students at AROBS respectively).

The piloting of the Dual Study Programs, realised by TUM in 2023-2024 academic year:

Two DHE program piloted:

**Robotics and Mechatronics** (9 students) and **Automation and Informatics** (13students)

The total number of meetings with teachers – 4:

20.09.2023 – 9 participants;  
14.11.2023 – 9 participants;  
12.02.2024 – 9 participants;  
06.09.2024 – 9 participants;

The total number of meetings with students- 4. The number of participants – 22



# P3-ULIM/MD

Free International University of Moldova

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<b>Project partner (s):</b>	P3-ULIM/MD
<b>Place/ Date:</b>	Chisinau, Moldova



## I. DHE MODEL AND PROGRAMMES

ULIM followed an integrated model in the existing accredited master program in **Diplomacy, Security, Business and Communication**. The integrated model makes it possible to facilitate certain advantages: it is not necessary to develop a completely new curriculum and to attract a new academic staff, and it is possible to organize lectures in larger groups. At the same time, it was necessary to draw more attention to the integration of the in-company training period in the educational process, without affecting the quality of the teaching and learning activities at the university. Students who choose the dual education continued their studies according to the curriculum, but spent more time at the company, where they had the opportunity to receive practical vocational training and work experience.

The following table shows the distribution of the number of theoretical and practical hours in the framework of the Master program, 58,4 % of which planned to be spent at ULIM and 41,6% - at the company.

Semester	N. of weeks	Structure for the study in the university		Structure for the in-company training study		total	
		hours	%	hours	%	hours	%
1 <sup>st</sup> Semester	15	600	66,7	300	33,3	900	100
2 <sup>nd</sup> Semester	15	600	66,7	300	33,3	900	100
3 <sup>rd</sup> Semester	15	600	66,7	300	33,3	900	100
4 <sup>th</sup> Semester	15	300	33,3	600	66,7	900	100
Total	60	2100	58,4	1500	41,6	3600	100

**Table 1. Distribution of the training hours (theoretical and practical) in the university and at the dual partner economic agent.**

According to the plan, all lectures and seminars were held on the university campus and taught by tenured professors and experts. Individual hours were divided between the university and the company, as is reflected in the following table, presenting the distribution of hours in the 1<sup>st</sup> semester:





Title of the course/module	Total number of hours			Number of hours by types of activities				Evaluation form	Nr. of credits
	Total	Direct contact	Individual study	L	S	Individual work			
						Univer sity	Company		
<i>Globalization and National Security</i>	150	40	110	20	20	60	50	Exam	5
<i>Business and Global Governance</i>	150	40	110	20	20	60	50	Exam	5
<i>Religion, Diplomacy and Security</i>	150	30	120	20	10	70	50	Exam	5
<i>Methodology and ethics of research in Political Science</i>	150	40	110	20	20	60	50	Exam	5
<i>Diplomacy and Foreign Policy</i>	150	30	120	20	10	70	50	Exam	5
<i>Economic Diplomacy</i>	150	30	120	20	10	70	50	Exam	5
<b>Total 1<sup>st</sup> semester</b>	<b>900</b>	<b>210</b>	<b>690</b>	<b>120</b>	<b>90</b>	<b>390</b>	<b>300</b>	<b>6</b>	<b>30</b>

## II. DISSEMINATION, PROMOTION AND ENGAGEMENT

P3-ULIM has realised the promotional campaign with focus on:

- Online promotion (radio, online mass media, YouTube channel/FB, newsletter circulation, institutional/faculty and dual partners webpages etc)
- Campaigns over the enrolment period (visits to schools, career fairs, Open Doors Days etc)
- Campaign within Graduation ceremony
- National Information day and public appearances realised - Participation in Erasmus + Days organized at the national level, International Staff Weeks at home and abroad, Fairs/Exhibitions etc.
- Participation in international conference, held in Ukraine, with publication in conference proceedings
- Organization of annual International Conference in Chisinau at ULIM premises with participation of dual partners

## III. STUDENTS ENROLLED & COMPANIES ENGAGED

In the academic year 2022-2023 in accordance with curriculum of the master's program Diplomacy, Security, Business and Communication, accredited in 2021, and adjusted to dual education within the COOPERA project or enrolled 4 students, out of 25. Student registration was carried out in a similar way for all students, who were informed when submitting the documents, that later, there will be the possibility to choose the mode of study: traditional or dual.

The relations between the Company and the Student are regulated by the Dual Education Vocational Training Contract. In accordance with the provisions of this Contract, the Student undertakes to follow the professional training, acting for and under the authority of the Company and respecting its internal regulations, and the



Company undertakes to provide him with all the conditions necessary for the professional training according to the study program Diplomacy, Security, Business and Communication as well as professional training remuneration.

In the academic year 2022-2023, the distribution of study/theoretical and practical hours between the university and the company was organized according to a mixed model, combining daily/weekly and monthly working hours.

In accordance with the amended Curriculum, all lectures and seminars took place on the university campus, from the total number of theoretical and practical hours in the curriculum of the Diplomacy, Security, Business and Communication Master's program, planned during the first semester with a duration of 15 weeks, academic year 2022-2023, 900 hours were completed, of which, 210 direct contact and 690 individual study. The individual hours were shared between the university and the company, of which, 390 hours at university and 300 hours at the company.

Thereof, for 2023-2024 repeated promotional campaign was realised:

- Diplomacy, Security, Business and Communication / 8 students/ 6 meeting with teachers;

#### **List of partner companies on DHE:**

1. Asociația Obștească „Media-Grup MERIDIAN” /Postal de radio „Eco FM”
2. Camera de Comerț și Industrie Moldova-China
3. Centrul de Caritate pentru Refugiați din Republica Moldova
4. Central de Informare și Documentare NATO din Republica Moldova
5. Central Pro Marshall din Republica Moldova
6. Compania AQA Event & Project Management
7. Asociația Obștească Institutul European de Studii Politice -IESP
8. Institutul pentru Initiative Strategice
9. Platforma pentru Initiative de Securitate și Aparare

#### **List of students involved:**

##### 2022-2023:

1. Gaidamul Raisa
2. Miron Luminița
3. Nistorica Mihaela
4. Pogorencu Mihai

##### 2023-2024:

1. Grițco Erica
2. Lapteacru Nicoleta
3. Dumitrița Grițco
4. Popa Andreea
5. Popușoi Daniela
6. Baci Diana
7. Donciu Vlada
8. Botezatu Gabriela





# P5-UzhNU/UA

State Univeraity "Uzhhorod National  
University /Ukraine

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<b>Place/ Date:</b>	Uzhhorod, Ukraine



## I. DHE MODEL AND PROGRAMMES

Educational and professional program "International Commerce" of the Second (Master's) level of higher education training in the specialty 076 Entrepreneurship and trade field of knowledge 07 Management and administration was selected by UZNU for piloting of DHE.

The proposed program provides an integrated model of a dual form of education based on the existing educational professional. Appropriate redistribution of time is foreseen, taking into account the increase in the share of practical-oriented training at enterprises, institutions, and organizations. The pilot model of the educational program in the dual form will provide division of the total training time into periods of training that take place in the educational institution and at the workplace, which may include the approach of combining model, which is provided for by the approved Regulation, in particular:

- several hours during the day of training take place in the educational institution, the rest - at the employer's workplace (split-day model);
- several days during the week, training takes place in an educational institution, the rest of the days of the week - at the workplace (split week model);
- alternating periods of study at the educational institution and at the employer, when one period involves one or more weeks, months, semester (block model).

Based on the curriculum for the dual form, an individual curriculum of the student was drawn up.

1. Normative academic disciplines – 55,5 ECTS (Supply chain management – 3 ECTS, Logistics in international trade – 6,5 ECTS, Foreign economic activity and customs affairs – 4 ECTS: 13,5 ECTS - DHE practical part of the program)
2. Optional academic disciplines – 20 ECTS (DHE practical part of the program)
3. Enterprise internship – 6 ECTS (DHE practical part of the program)  
Attestation – 1,5 ECTS
4. Total program credits: 83 ECTS
5. DHE practical part of the program: 41 ECTS – 34,03%



## II. DISSEMINATION, PROMOTION AND ENGAGEMENT

Within the promotional campaign realised by UzhNU on DHE program piloting of 'International commerce' MSs program university students fairs, official UzhNU web-site and media resources were used, where the promo materials and information were presented - type of promo materials used during study year recruiting campaign:

- information leaflet (1),
- branded folders for paper documents and materials (1),
- branded information banner for events, presentations, conferences (1),
- promo video for the admission campaign (1).

All of them have been well distributed for reasonably good level of communicating and disseminating key aspects to attract students, applicants and stakeholders, especially video promo in media resources. The number of direct requests and student involvement for further implementation of programs was sufficient.

## III. STUDENTS ENROLLED & COMPANIES ENGAGED

Within the DHEM piloting for 076 "International commerce' 2d Masters level DHE program Methodological recommendations on DHE program implementation (1), elective course for second (master's) level of higher education for students of Economics Faculty of DHEM "European competency approaches in the context of dual higher education (DHE) programs for students of economics" presented in General UzhNU University Catalogue of Elective educational disciplines and Educational programs - First (bachelor's), second (master's) and third (education and scientific) levels of higher education (1), Workbook for students of DHE program (1) elaborated and published, presented on official UzhNU resources for on-line learning as well.

The learning process included the stages of theoretical training, practical training, measures to control the knowledge, skills and abilities of students, final assessment of students in cooperation with representatives of enterprises. Distribution of the training hours (theoretical and practical) in the university and at the dual partner economic agent: detailed distribution structure of the Program educational and professional program in form of in-company training for students (weekly, monthly, modular) - such approach allows to implement the combining model of DHE Master's program: elements of split-day/split-week model).



The following results have been achieved:

Academic year 2022-2023: **International Commerce/4 students enrolled;**

- 1 meeting with teachers;
- 5 meetings with students;
- 5 meetings with companies;

Year 2023-2024: **International Commerce/3 students enrolled;**

- 2 meeting with teachers;
- 2 meetings with students;
- 2 meetings with companies;



# P6-KROK/UA

KROK University/Ukraine

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<b>Place/ Date:</b>	Kiev, Ukraine



## I. DHE MODEL AND PROGRAMMES

The development and implementation of the Dual Higher Education Program at KROK University were driven by the need to align academic training with the practical demands of the labor market. A comprehensive survey was conducted to evaluate employer needs and attitudes toward dual education in Ukraine. Ten companies from diverse sectors, including IT, digital marketing, HR, media, banking, and science, participated in the survey. The findings revealed a significant gap between the theoretical knowledge of recent graduates and the practical skills required by employers. Companies expressed a strong willingness to collaborate with higher education institutions to bridge this gap through dual education, which integrates theoretical learning with practical experience in the workplace.

Department of International Relations and Journalism developed and piloted the DHE Program. Journalism bachelor study program was redesigned as dual and piloted with input from various stakeholders, including "Ukraine-Inform" TV channel, "Internews-Ukraine," Space Production Studio, and the National Academy of Sciences of Ukraine. The dual format was seen as essential for training journalists, particularly in a time of rapid media evolution and challenging conditions like the COVID-19 pandemic and the ongoing war in Ukraine. The dual approach offers extended practical training, helping students choose specializations such as television, agency, internet, or political journalism.

KROK selected to redesign and pilot the DHE Journalism bachelor study program. The educational program "Journalism" is practically oriented, therefore, only theoretical training and a standard scope of practice is not enough. In the modern educational space, taking into account today's problems, in particular, COVID-19, wartime conditions in Ukraine, it was necessary to switch to innovative forms of education. In addition, the profession of a journalist has narrow specializations within the profession - television journalism, agency, internet journalism, news, sports, political, international journalism, etc. Extended practical training within the framework of dual education will help to make such choice.

Organization of the course according to the dual form of higher education (integrated model in the existing educational program or independent model):

- Students who choose dual education continue their studies according to the curriculum, but spent more time at the enterprise, where they had the opportunity to get practical professional training and work experience.



	N. of weeks	Structure for the study in the university		Structure for the in-company training study	
		N. of weeks	Courses	N. of weeks	Courses
1. Semester	14	12	1	2	1
2. Semester	14	10	1	4	1
3. Semester	14	10	2	4	2
4. Semester	14	8	2	6	2
5. Semester	14	5	3	9	3
6. Semester	14	4	3	10	3
7. Semester	14	2	4	12	4
8. Semester	14	2	4	12	4

**Table 1. Distribution of the training hours (theoretical and practical) in the university and at the dual partner economic agent.**

## II. DISSEMINATION, PROMOTION AND ENGAGEMENT

The goal of the promotional campaign, realised by KROK for 2022-2023 and 2023-2024 academic years was to attract prospective students to the dual program in journalism by highlighting its unique benefits, such as real-world experience, industry connections, and enhanced employability.

The campaign emphasized the benefits of dual form of study, the balance between academic learning and hands-on work with media organizations. Promotional campaign was focused on high school graduates interested in journalism or media careers, current university students looking for a more practical, career-focused education, parents and educators who influence student decisions.

Promotional materials such as leaflets, banner, video and posts/videos in social media, webpage of the program on the university website were organized. The program was promoted during the open doors, events of career centre of KROK, during the individual meetings with students and parents.

## III. STUDENTS ENROLLED & COMPANIES ENGAGED

Meetings with companies were organized during the preparation stage of a DHE program piloting which were crucial for several reasons. Companies provided insights into the skills and knowledge they require, allowing educators to design a curriculum that meets industry standards and future workforce demands. Industry input helps identify the specific competencies and learning outcomes needed in the program, ensuring students are trained in relevant areas. Early meetings help formalize partnerships between the educational institution and companies, setting





expectations for internships, and job placements. Companies can assist in identifying necessary resources, such as technology, tools, or facilities, that students will need for hands-on training, helping institutions prepare adequately.

Meetings with companies were helpful for students, because it provided them insight into what companies expect in terms of skills, behavior, and performance, helping them prepare more effectively. These interactions offer valuable information about potential career paths, industry trends, job market demands and training on dual program.

Moreover, Educational and methodical recommendations for training in dual education program for students of speciality "Journalism" clarify and specify the basic requirements of conducting the internship for students of specialty "Journalism" of Institution of higher education "KROK University".

The document includes the following parts:

- Dual education form (participation in the International project "Integrating of dual higher education in Moldova and Ukraine/COOPERA.Erasmus+")
- Internship for journalists and its significance in the educational process of students of higher education level, bachelor's and master's.
- Purpose of internship.
- Peculiarities of the organization of a dual education form in critical conditions.

«KROK» University received technical equipment, it was installed and included to the university inventory. Thanks to this equipment, the Educational Media Laboratory was created and equipped. Students have the opportunity to work in a 3-D TV news studio, shoot video footage, accompany video broadcasts of events, video broadcast events taking place in the assembly hall, and record interviews.

Piloting of DHE study programs was realized by P6-KROK in 2022-2023 and 2023-2024 academic years:

2022-2023: Journalism /7 students enrolled;

- 9 meeting with teachers;
- 7 meetings with students;
- 7 meetings with companies;

2023-2024: Journalism /6 students enrolled;

- 5 meeting with teachers;
- 5 meetings with students;
- 5 meetings with companies;



To assess the effectiveness of the dual education program after piloting, a survey was conducted in early 2024. The survey, administered through Google Forms, gathered insights from 7 students and 4 professors involved in the dual journalism program at KROK University. The feedback highlighted the benefits of the dual format, including the practical skills acquired, while also identifying barriers and areas for improvement. Additionally, three companies—Ukraine Inform, Internews Ukraine, and the Dobrov Institute—participated in the evaluation, providing feedback on their satisfaction with the program and suggestions for future improvements.

Based on the surveys, several recommendations were made to further enhance the dual education program at KROK University. Regular curriculum updates are necessary to align with industry needs, incorporating practical modules and case studies. Assessments should involve both company mentors and academic instructors, and structured mentorship programs with regular check-ins should be established. Soft skills workshops and comprehensive student support services are also essential. Clear communication between students, mentors, and faculty, along with strong collaboration between companies and the university, will ensure that training tasks align with students' career goals. Continuous feedback and robust partnerships with industry are crucial for the ongoing improvement of the program. Expanding outreach efforts and ensuring compliance with labor regulations will also help support student engagement and welfare.

Finally, recommendations for the preparation and implementation of dual higher education programs were developed by Ukrainian partners, then refined through project meetings and group discussions. The finalized document outlines the regulatory framework, initiation, and development of educational programs, and the rights and obligations of all parties involved and was provided for the Ministry of Education and Science of Ukraine. MES acknowledged these recommendations, further supporting the advancement of dual higher education in Ukraine.



# P7-KKNU/UA

V.N. Karazin Kharkiv National  
University/Ukraine

## Report on piloting of Dual Study Programs

<b>Project Acronym:</b>	<b>COOPERA</b>
<b>Project full title:</b>	INTEGRATING DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE
<b>Project No:</b>	617490-EPP-1-2020-1-MD-EPPKA2-CBHE-SP
<b>WP / Deliverable/ Action:</b>	WP4 / D4.4/ A4.4 Piloting of Dual Study Programs
<b>Project partner (s):</b>	P7-KKNU/UA
<b>Place/ Date:</b>	Kharkiv, Ukraine



## I. DHE MODEL AND PROGRAMMES

KKNU has selected for piloting Business administration – Master level. The proposed program provides an integrated model of a dual form of education based on the existing educational program “Business Administration”. Appropriate redistribution of time is foreseen, taking into account the increase in the share of practical-oriented training at enterprises, institutions, and organizations.

During the academic year, the university facilitated regular meetings of students with representatives of business, state authorities, non-governmental public organizations, etc.

For 2, 3, 4 years of study, a split week model is suggested: 3 days of study at the university, 2 days at partner enterprises.

The main task of in-company training is obtaining the ability to solve complex, specialized problems and practical problems characterized by complexity and uncertainty of conditions in management involves applying theories and methods of social and behavioural sciences.

Competences that must be acquired during training are divided into general and special.

A separate curriculum has been developed for dual education in the Master's program “Business Administration”.

"Затверджую"

Проректор з науково-педагогічної роботи

Олександр ГОЛОВКО

" " 2023 р.

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**Харківський національний університет імені В. Н. Каразіна**

Рівень вищої освіти:

Другий (магістерський) рівень

Термін навчання – 1 рік 4 міс. на базі  
ступеня бакалавра, ОКР спеціаліста,  
ступеня магістра

Освітня кваліфікація: магістр менеджменту,  
бізнес-адміністрування

### НАВЧАЛЬНИЙ ПЛАН

Підготовки магістрів з галузі знань 07 - Управління та адміністрування  
за спеціальністю 073 - Менеджмент  
за освітньо-професійною програмою Бізнес-адміністрування  
спеціалізації

Форма навчання денна (дуальна) на 2023-2024 н.р.

#### I. ГРАФІК ОСВІТНЬОГО ПРОЦЕСУ

№	Вересень				Жовтень				Листопад				Грудень				Січень				Лютий				Березень				Квітень				Травень				Червень				Липень				Серпень						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
1	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т			
2	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т			

#### II. ЗВЕДЕНІ ДАНІ ПРО БЮДЖЕТ ЧАСУ, тижні

Курс	Теоретичне навчання	Екзамени	Практики	Атестації	Дипломне проектування	Канікули	Разом
1	31	6	4			11	52
2	9	2			6	0	17
Разом	40	8	4		6	11	69

#### УМОВНІ ПОЗНАЧЕННЯ:

Т - теоретичне навчання  
С - екзаменаційна сесія  
П - практика  
К - канікули  
// - атестаційний екзамен  
Д - дипломне проектування та захист

#### ПРАКТИКИ

Назва практики	Семестр	Тижні
Виробнича	2	4
АТЕСТАЦІЯ		
Атестаційний екзамен	Кваліфікаційна робота	Семестр
	Кваліфікаційна робота магістра	3



## II. DISSEMINATION, PROMOTION AND ENGAGEMENT

KKNU has realised promotional campaign for 2023-2024 academic years was to attract prospective students to the dual program in business and administration (masters level) by highlighting its unique benefits, such as real-world experience, industry connections, and enhanced employability.

Promotional materials such as leaflets, banner, video and posts/videos in social media, webpage of the program on the university website were organized. The program was promoted during the open doors, events of career centre of KKNU, during the individual meetings with students and parents.

## III. STUDENTS ENROLLED & COMPANIES ENGAGED

During the initial preparation stage, the special attention was paid to consolidation of relationships with companies and signature of the agreements. Therefore, several meetings with companies were organized in order to discuss in details the DHE models and programs, redistribution of hours spent at the employers and involvement of mentors in educational process.

Thereof, KKNU concluded agreements with the companies on dual education:

1. "Kharkiv Tile Plant" Ltd
2. JSC "UKRSIBBANK"
3. LLC "KBS START"
4. LLC "ISTOK-AVTOZAPCHASTINA"
5. Public organization "Research center for economic and legal solutions in the field of application of distributed ledger technologies"
6. Private company "LEKTA"
7. Public organization "Biznes Osvita"

In order to ensure a successful piloting of DHE study programs, KKNU developed the Methodological Recommendations for Dual Master Program for Master students of the program Management and Business Administration.

Piloting of "Business and Administration" DHE study program was realized in 2023-2024 academic years and achieved the following indicators of progress:

- 6 students enrolled;
- 3 meeting with teachers;
- 3 meetings with students;
- 2 meetings with companies;



# P8-ONEU/UA

Odessa National University of  
Economics/Ukraine

## Report on piloting of Dual Study Programs

<b>Project Acronym:</b>	<b>COOPERA</b>
<b>Project full title:</b>	INTEGRATING DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE
<b>Project No:</b>	617490-EPP-1-2020-1-MD-EPPKA2-CBHE-SP
<b>WP / Deliverable/ Action:</b>	WP4 / D4.4/ A4.4 Piloting of Dual Study Programs
<b>Project partner (s):</b>	P8-ONEU/UA
<b>Place/ Date:</b>	Odessa, Ukraine





## I. DHE MODEL AND PROGRAMMES

As a result of the conducted survey of employers-stakeholders, a high level of their interest in involvement in the training of applicants at the stage of their education was revealed, which indicates the potential for the development of a dual form of education, primarily within the scope of specialties:

- 072 «Finance, banking, insurance and stock market»
- 076 «Entrepreneurship and trade»

In order to pilot dual education at different levels of education, the following educational programs were defined:

1) *Bachelor (specialty 072)*

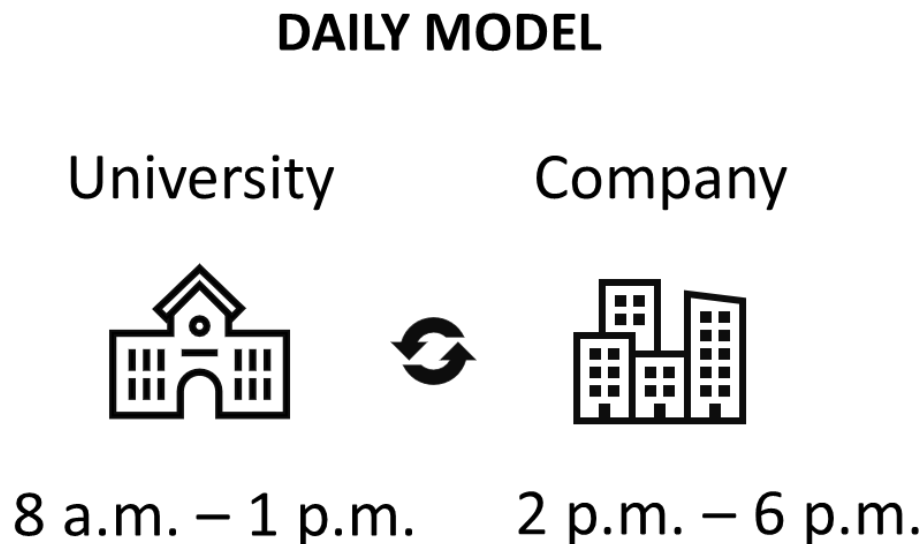
1.1. *International Banking*

1) *Master (specialty 076)*

2.1. *Economics, planning and business management*

2.2. *Economy and strategy of enterprise development*

Based on the results of the study of the experience of the partner universities, the daily model was justified for piloting at ONEU. Schematic picture and advantages of the model are indicated below:



**Picture 1.DHE model selected by ONEU**





**1) Flexibility**

*The possibility of combining theoretical learning in the academic group/groups within the educational program;*

**2) Compromise**

*The model has been approved by the majority of partner companies;*

**3) Monitoring and maintenance of relationships**

*Communication with companies and students is constantly maintained, which will allow timely response to possible problems and challenges;*

Changes provided for the implementation of dual education were made to these study programmes and curricula. The changes were implemented by introducing educational components (disciplines, practical lessons, coursework/projects, etc.) related to the specifics of the employer's activity and performance of labor duties at the workplace, or additional practical training for part of the curriculum formed at the applicant's choice.

## II. DISSEMINATION, PROMOTION AND ENGAGEMENT

Promotion video content was created and disseminated through social media platforms such as Facebook, Instagram, and YouTube. These videos were crafted to capture attention and promote interaction, supplemented by other digital promotional assets like infographics and posts aimed at fostering engagement and awareness. The campaign achieved substantial resonance, with strong public interaction across both offline and online channels. The printed materials led to increased visibility within local communities, while the online videos and posts garnered significant traction, with numerous views, likes, shares, and comments. This multichannel approach allowed us to effectively reach and engage with a wide audience, driving a deeper connection with the public and raising the profile of project.

A number of meetings were held to involve a wide range of stakeholders (Table 1)



**Table 1. Meetings with stakeholders**

Target audience	Number of meetings	Number of participants	Comments
Teachers	1	16	The meeting with teachers aimed to inform them about the role of the coordinator, curator and mentor of dual education. The meeting was held jointly for all teachers of the piloted programs.
Students	Total - 4 including: 08.09. 15.09. 16.11. 24.11	11 6 28 22	Meeting with master's level students Meeting with students at the bachelor's level of study Meeting with master's level students Meeting with master's level students
Employers	Total – 6 including: 08.08 06.09. 12.09. 28.09. 06.10. 24.11.	2 12 14 12 12 10	Meeting with the representative of PJSC "Privatbank" Joint meeting with the employer and students. Presentation of the employer PJSC Raiffeisen Bank A joint meeting of teachers and students with the employer PJSC Odeskabel Joint meeting with the employer and students. Presentation of the employer PJSC "Privatbank" Joint meeting with the employer and students. Meeting with representatives PJSC "AB Pivdenny" Meeting in the "Maslova T.M. IE"

The conducted events made it possible to involve a number of employers and students in the piloting of the project on the introduction of dual higher education.



### III. STUDENTS ENROLLED & COMPANIES ENGAGED

As a result, bilateral agreements between ONEU and employers regarding the implementation of dual training were concluded. Based on the results of employment, students concluded bilateral contracts with employers. Summary information for all educational programs is given in Table 2.

Training at the workplace is carried out by performing labor functions in accordance with the employment contract. And the obtained learning outcomes are counted according to the optional component of the study program.

**Table 2. Piloting results**

<b>EDUCATIONAL PROGRAMS</b>	<b>Employers 2023-2024</b>	<b>Students 2023-2024</b>
<i>International Banking (Bachelor)</i>	PJSC CB Privatbank Raiffeisen Bank JSC PJSC "Bank Vostok PJSC PIVDENNYI	Mykhailo Turchenyuk, Nika Gogulenko, Karina Havrysh - 4th year of study Ihor Kazyuk - 4th year of study Yuriy Gavrylyuk – 3d year of study Oskar Shepelyuk – 3d year of study, Vladyslava Bugaiova - 2d year of study
<i>Economics, planning and business management (Master)</i>	Maslova T.M. IE	Maslova T.M.
<i>Economy and strategy of enterprise development (Master)</i>	Kovalevich R.V. IE Raydo trans logistic LTD Smirnov O.G. IE Tema Moda Ukraine LTD Odesa department of forestry and hunting	Kovalevich R.V., Balzhik D.K. Smirnov O.G., Osipov L.O. Damaskin V.P.
<b>Total</b>	<b>10</b>	<b>13</b>

Study results are recorded in a diary and observation letter, which are signed by the student, employer and teachers.