

Case of cooperation between higher education and the world of work in Germany



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A general difference:

- Tertiary Lifelong Learning (TLL) plays a minor role in Germany (compared to other European countries)
- In terms of public awareness
- In terms of participants

=> Why?

Possible reasons

- Comparable good fitting between amount of academics & content of HE programmes *and* labour market needs (HE unemployment rate < 3%)
 - Successful approach of combining IVET & HE: “Dual studies”; combining workplace learning of an apprenticeship and a bachelor programme
 - **Established and nation-wide recognised CVET system (Meister, Techniker)**
- => Search for cases

...some cases excluded

- Many large enterprises (e.g. Telekom, Airbus Stade) have their own (private) HE institutions
- => Excluded, no cooperation but addiction
- => Threat for the “freedom of research and teaching”
- Dual studies

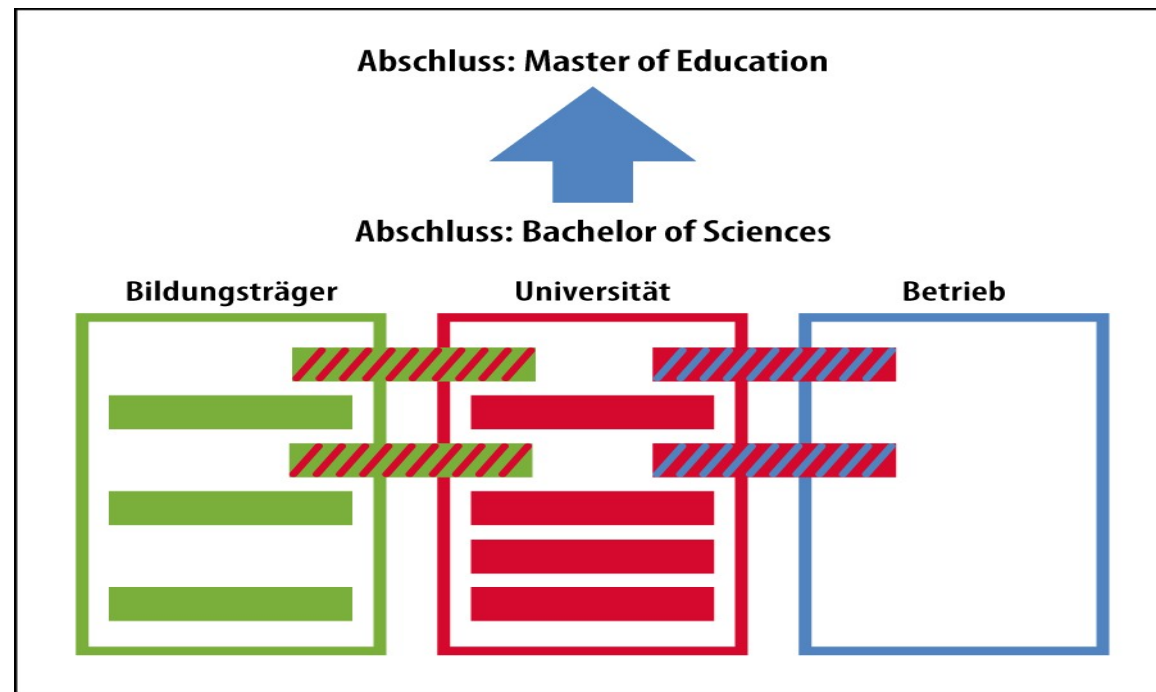
...some cases found

- **(1) Trial: A pilot project run by ITB, various companies and a CVET provider from the chambers.**
- (2) Master of Industrial engineering (extra-occupational), run by FB 4 Uni Bremen and various companies.
- (3) HCAT Pro, run by Airbus and HAW (Hamburg Uni of applied science).

TRIAL

- (1) Trial: A pilot project run by ITB, SME's and a CVET provider from the chambers (part-time).
Free of charge.
Participants: Meister and technicians (both CVET-qualifications) WITHOUT general qualification for university entrance.
Medium age: around 40.
25-30 students each year
Aim: A double qualification; a CVET degree (VET pedagogue and CVET pedagogue) *and* a bachelor of science.
Combining even 3 learning venues: University, CVET-provider & company.

The “Tripartite Model”



CVET Provider

Company

Aims of partners

1. To open HE for non traditional learners
2. To decrease the lack of VET-teachers (in school)
3. To improve the competencies of VET-trainers (in company)

Chosen outcome of the feasible study for this programme:

“There is a high demand for qualification beyond the AEVO.”
 (“suited as a trainer regulation”; small part of all Meister (first
 CVET) qualifications.)

Aims of participants

1. Becoming a VET-teacher
2. HE degree (payment, career path)
3. Updating/improving technical and/or pedagogic skills

SWOT

Strength and opportunities:

- Study programme alongside the job
- Practice oriented and work process related studies
- Modularised curricula with certification of modules
- Flexible options for entry and exit

Weaknesses and threats:

- Timeframe 3 years (as for ordinary bachelor programmes): often *NOT* realistic
- Recognition and accreditation of vocational learning outcomes often less than expected
- Some lecturers are not willing to respect the need of evening sessions
- Some lessons are too hard (mathematics)

Thank you for your attention, questions and
comments!

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