

“European panorama of dual type higher education”- The case of Germany

PEER LEARNING ACTIVITY ON HIGHER LEVEL DUAL EDUCATION

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Agenda

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5. Dual studies in Germany – governance aspects
6. Effects of dual study programmes (tracing studies)
7. Some Challenges

I. The German Academic Exchange Service (DAAD) is ...

A self-governing organisation of German universities:

- 239 member universities
- 105 student bodies



I. Goals and tasks of the DAAD

Three strategic areas of activity

SCHOLARSHIPS FOR THE BEST

Grant scholarships to the best

- so that the professionals and leaders of tomorrow can gain qualifications at the best locations, prepare for positions of responsibility and cultivate contacts throughout the world.

STRUCTURES FOR INTERNATIONALISATION

Create structures that promote internationalisation

- so that higher education institutions can improve the quality of research and instruction and address the challenges of the future with strong partners.
- so that more people can cross borders and achieve success in study and research.
- so that German remains an important language of culture and scholarship.
- so that higher education institutions may contribute to development and build bridges to surmount conflicts.

EXPERTISE FOR ACADEMIC COLLABORATION

Offer expertise for academic collaboration

- so that academic and political leaders are able to make well-informed policy decisions.

I. The DAAD and dual study programmes

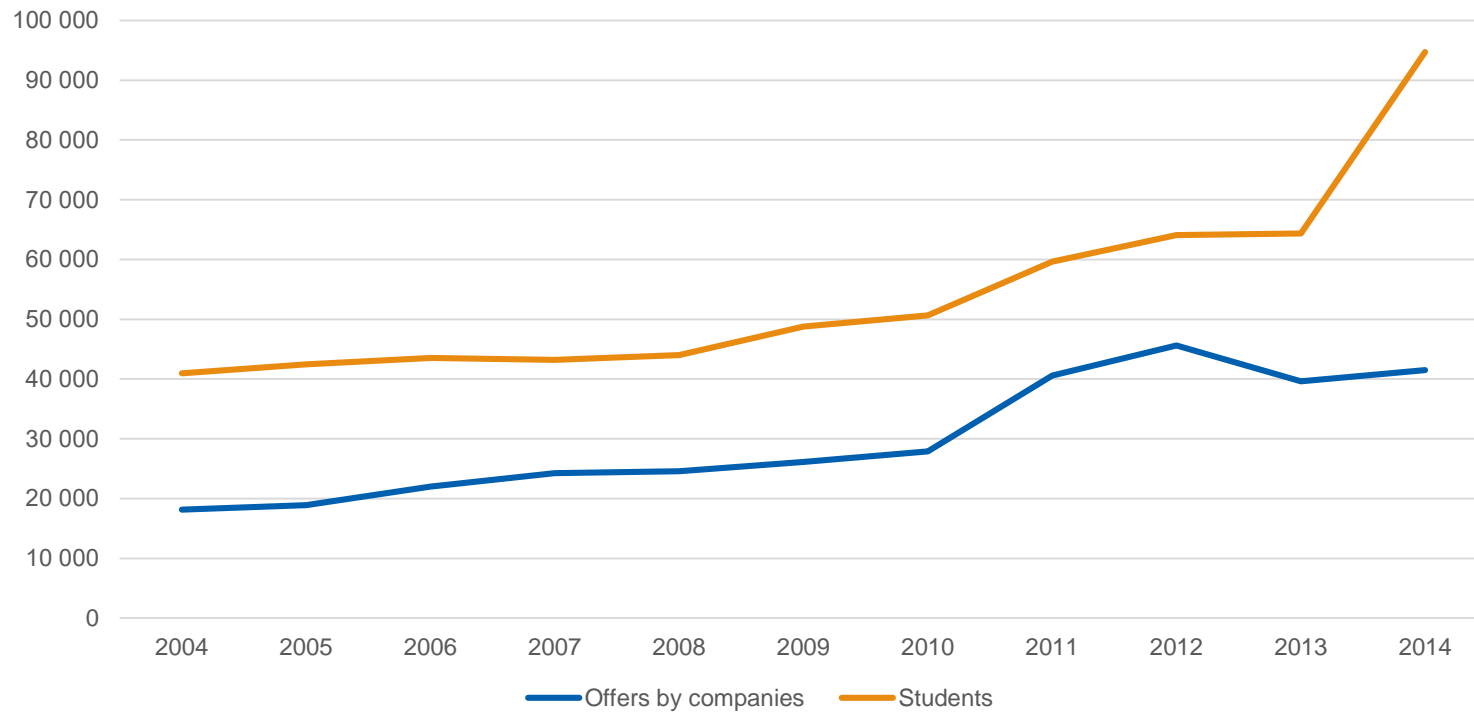
- **2012: internal document on dual study programmes**
- **January 2013/May 2014: expert meetings with representatives from HEIs, scientific organisations and ministries on aspects of internationalisation of dual-study programmes**
- **2015: Publication of the study „Dual Study Programmes in Global Context: Internationalisation in Germany and Transfer to Brazil, France, Qatar, Mexico, and the United States“**
- **Work in progress: development of programmes for the internationalisation of practice-oriented study programmes (including dual study programmes) and transfer of these programmes to interested other countries**

II. History – why Germany is one of the pioneers in the field of dual study courses

- Dual vocational education and training (VET) (*duale Berufsbildung*) is enshrined in the German educational culture
- Dual study programmes have evolved since the early 70s: Global players pushed for the „Stuttgarter Modell“ (1972)
- 1974: the first *Berufsakademien* were founded in Baden-Württemberg
- Idea of combining academic training and practical learning at the workplace spread to other German states (*Bundesländer*)
- 2009: *Berufsakademien Baden-Württemberg* become the *Baden-Württemberg Cooperative State University*

III. Facts and Figures

Dual study programmes: companies and students



Source: BIBB, Ausbildung Plus

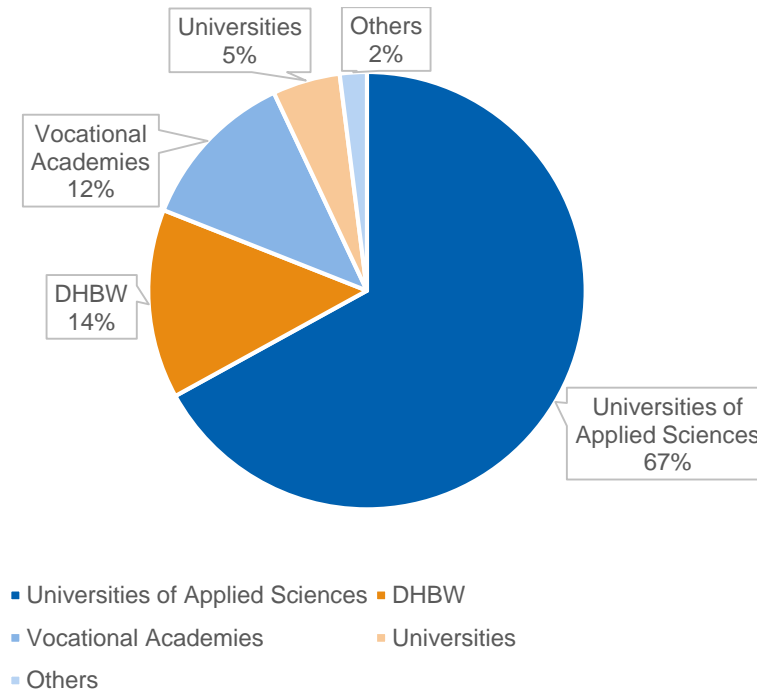
IV. Dual studies in Germany – one name, many models (1)

Bachelor level	<i>Ausbildungsintegrierend</i> (programmes with dual vocational training)	767
	<i>Praxisintegrierend</i> (programmes with practical trainings)	871
Continuing education	<i>Berufsintegrierend</i> (programmes combining professional activity and academic training)	95

- Structure and timing of studies and practical training, e.g.: alternating phases of academic studies with practical work
- Up to one year of vocational training before the study programme starts
- Studies with intensified practice (in particular in the semester breaks)
- From 6 semester up to 9 semester

IV. Dual studies in Germany – one name, many models (2)

Dual study programmes by provider



Source: BIBB, Ausbildung Plus

Different players – different incentives

HEIs:

- Innovative, practice-oriented study programmes (image)
- Contact to companies for common research projects
- Motivated and successful students

Companies

- Academic and practice-oriented education in accordance to the company's needs
- Recruitment and talent retention
- Motivated students
- Active Contribution to the formulation of curricula and examination regulations
- Cooperation in applied research and technology transfer

V. Dual studies in Germany – governance aspects



Source: NordNordWest [GFDL (<http://www.gnu.org/copyleft/fdl.html>) or CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons

Rhineland-Pfalz

- Dual study programmes are referred to by the universities as DPLG sciences
- Governance aspects in the respective federal law of universities, its and model contracts as
 - Weight and structure of the programmes
 - Comparisons that have to be established
- Governance is defined in the federal law of universities; Federal Academic Commission for dual study programmes (representatives of HEIs, companies (chambers of commerce), trade union, students)
 - Recommendations on the establishment and design of dual study programmes

VI. Effects of dual study programmes (tracing studies)

Graduates of dual study courses remain with the companies

- **in the short term**

- 89% of all graduates get a contract with “their” company

Source: BIBB, 2015

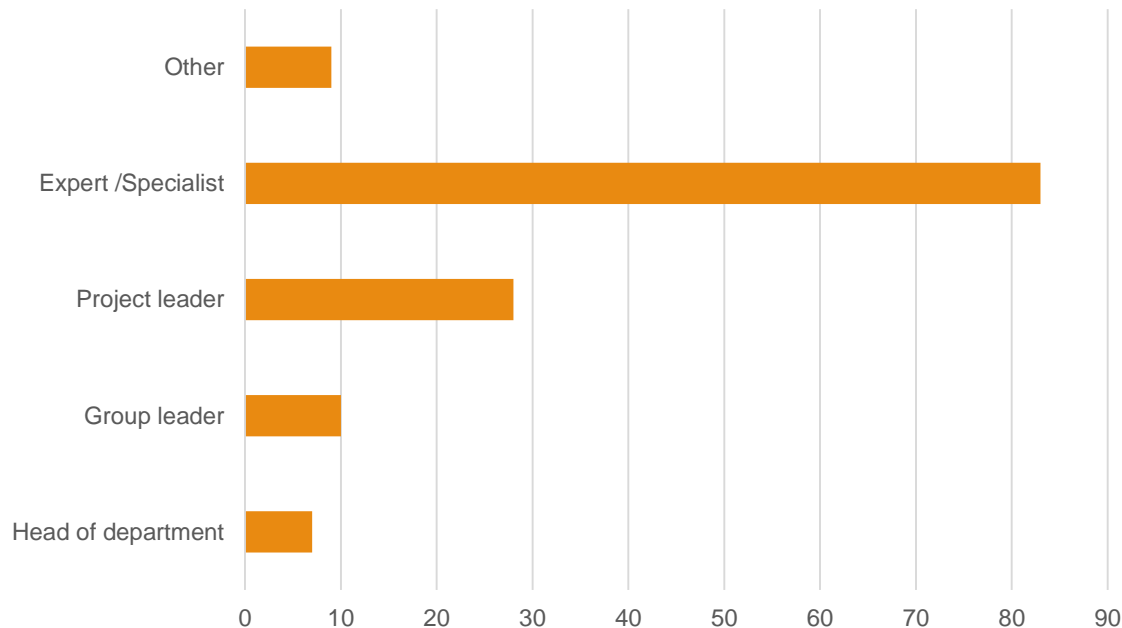
- **in the medium term
(3-5 years after graduation)**

- 72% of all graduates are still employed by “their” company

Source: Deloitte, 2015

VI. Effects of dual study programmes (tracing studies)

- **The large majority of graduates become a specialist or manager**



Source: Deloitte, 2015

VII. Some Challenges

- Is the curricular interlocking of the academic and company-based training sufficient?
- Depth of the cooperation of the partners
- Ambitions of students vs. interests of companies
- Dual master courses?

Sources

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