

# Case of cooperation between higher education and the world of work in Germany & drafted typology



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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

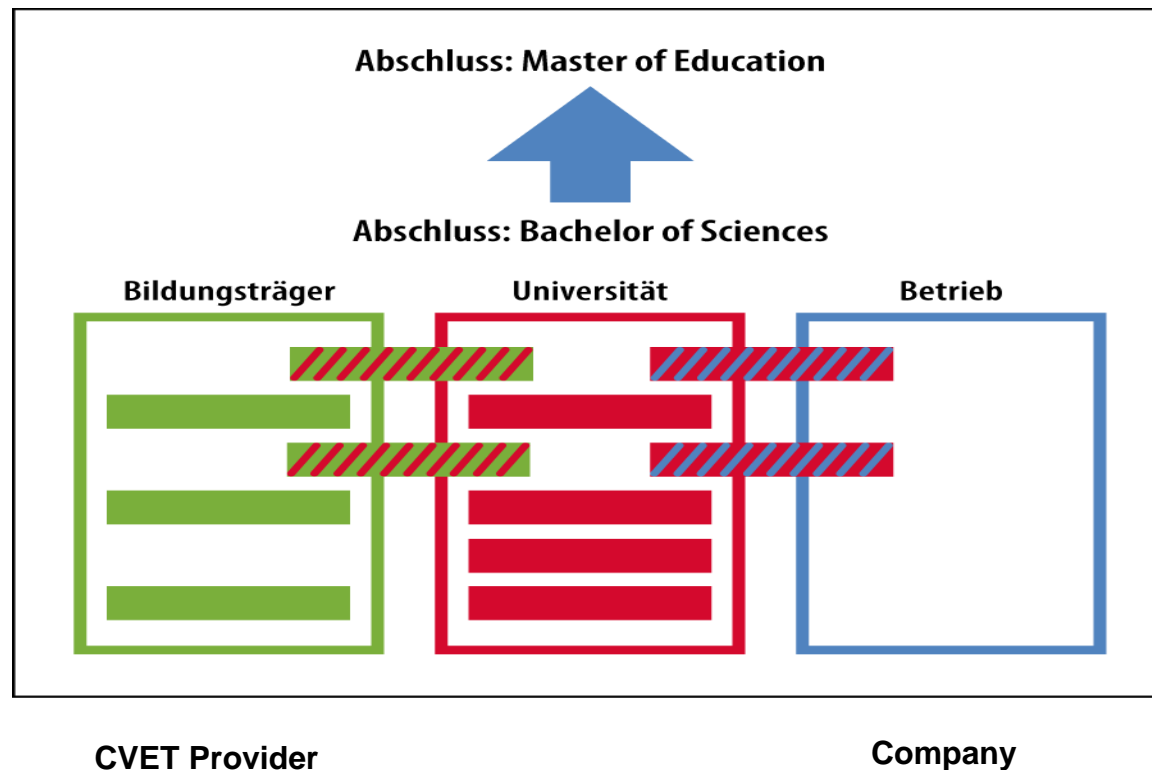
## ...some cases found

- **(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).

## 3 patterns chosen: 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”



## 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)

## Drafted Typology



LETAE

The logo consists of two thick, horizontal green bars stacked vertically. Below these bars, the word "LETAE" is written in a bold, green, sans-serif typeface. The letters are blocky and have a slightly irregular, hand-drawn appearance.

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GE: Rather low relevance of TLL:

- 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)

ES: Continuous training for people with HE-certificates

- No priority for universities
- 2 years NON-Bologna programmes
- Depending on students’ demand

UK: Long history of TLL

- Divergence between England and Scotland
- Fragmentation due to neo-liberalism in England
- Integrated approach in Scotland between VET & HE

- FI: Lifelong Learning high on the agenda
- Focus on internationalisation/export of programmes
  - Variety of options/funding mechanisms
- CZ: No strategy towards TLL
- Rather short-time programmes
  - Focussing on unemployed
- TR: LLL important issue since the foundation of Turkey
- Rather low ratio of tertiary-educated adults
  - Universities offer short-time courses for workforces

| <b>Type</b> | <b>Payment</b>    | <b>Award</b>         | <b>Entry requirements</b> |
|-------------|-------------------|----------------------|---------------------------|
| <b>1</b>    | <b>Free</b>       | <b>Qualification</b> | <b>open</b>               |
| <b>2</b>    | <b>Free</b>       | <b>Qualification</b> | <b>traditional</b>        |
| <b>3</b>    | <b>Free</b>       | <b>Certificate</b>   | <b>open</b>               |
| <b>4</b>    | <b>Free</b>       | <b>Certificate</b>   | <b>traditional</b>        |
| <b>5</b>    | <b>extra fees</b> | <b>Qualification</b> | <b>open</b>               |
| <b>6</b>    | <b>extra fees</b> | <b>Qualification</b> | <b>traditional</b>        |
| <b>7</b>    | <b>extra fees</b> | <b>Certificate</b>   | <b>open</b>               |
| <b>8</b>    | <b>extra fees</b> | <b>Certificate</b>   | <b>traditional</b>        |

|   |   |
|---|---|
| <b>1 (Free/Qualification/open)</b>              | GE1 (TRIAL), UK1 (BAC D)  |
| <b>2 (Free/Qualification/traditional)</b>       |   |
| <b>3 (Free/Certificate/open)</b>                |   |
| <b>4 (Free/Certificate/traditional)</b>         | CZ1 (AGRI), CZ3 (IBM)   |
| <b>5 (extra fees/Qualification/open)</b>        | UK2 (unite)   |
| <b>6 (extra fees/Qualification/traditional)</b> | GE3 (MEI), UK3 (SSE)  |
| <b>7 (extra fees/Certificate/open)</b>          |   |
| <b>8 (extra fees/Certificate/traditional)</b>   | GE2 (HCAT_PRO), ES1 (Tec.), ES2 (Water), ES3 (KP), TR1 (Safe), TR2 (Air), TR3 (Log), FI1 (KOHA), FI2: (GL-Health), CZ2 (TTP), FI3 (ICT) |