

# Cooperative Education at DHBW

The Successful Learning Model of the Baden-Wuerttemberg Cooperative State University

**EXCHANGE OF BEST PRACTICES, FINDING SOLUTIONS FOR EMERGING  
PROBLEMS IN DUAL EDUCATION**

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# Summary

Higher Education Context in Germany

Baden-Wuerttemberg Cooperative State University (DHBW)

# Higher Education in Germany – 2015/2016

121 Universities

220 Universities of Applied Sciences

58 Colleges of Art and Music

1 Cooperative State University

2.8 million students

40.2 billion € current public expenditure

6.7 billion € third-party funding

no tuition fees in public institutions

Sources:

HRK – Higher Education Institutions in Figures 2015, online, [https://www.hrk.de/fileadmin/\\_migrated/content\\_uploads/2015-07-09\\_Final\\_Engl.\\_Faltblatt\\_2015\\_eng.\\_fuer\\_Internet.pdf](https://www.hrk.de/fileadmin/_migrated/content_uploads/2015-07-09_Final_Engl._Faltblatt_2015_eng._fuer_Internet.pdf)

Statistisches Bundesamt 2016, online, <https://www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/BildungForschungKultur/Hochschulen/Tabellen/StudierendeInsgesamtBundeslaender.html>

# Cooperative Education in the Tertiary Sector...

## – an innovative idea from Baden-Württemberg

- The German Federal State of Baden-Wuerttemberg is one of the leading economic regions not only in Germany, but across the whole Europe.
- Home to internationally renowned corporations and thousands of successful small and medium-sized enterprises, it is known for its innovative drive and inventive spirit, as well as for a high level of productivity and low unemployment rate.
- 5,1 per cent of the Federal State's GDP is invested into research and development. This figure makes Baden-Wuerttemberg the leading innovator in comparison to other 97 regions across Europe.



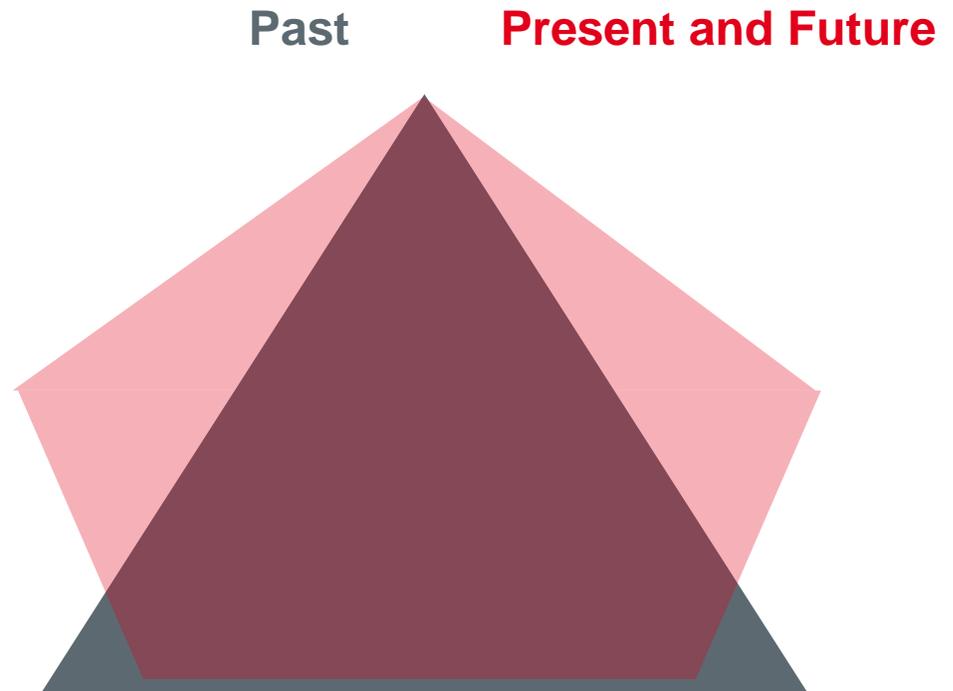
# Shift of Qualification Demand

## QUALIFICATION LEVEL

Executive Managers, Project Managers, Technical Experts  
Bachelor- & Masters Degrees with high employability and relevant curricula

Vocational Qualifications

Unskilled Labor



\*Source: Prof. Matthias Landmesser. *Challenges of the Academic Further Education from the Corporate Perspective*. KIT, March 2013.

# Integrated Academic and Workplace Learning

## THEORETICAL KNOWLEDGE

Intensive 3-month phases of academic learning at one of the 12 DHBW locations and campuses

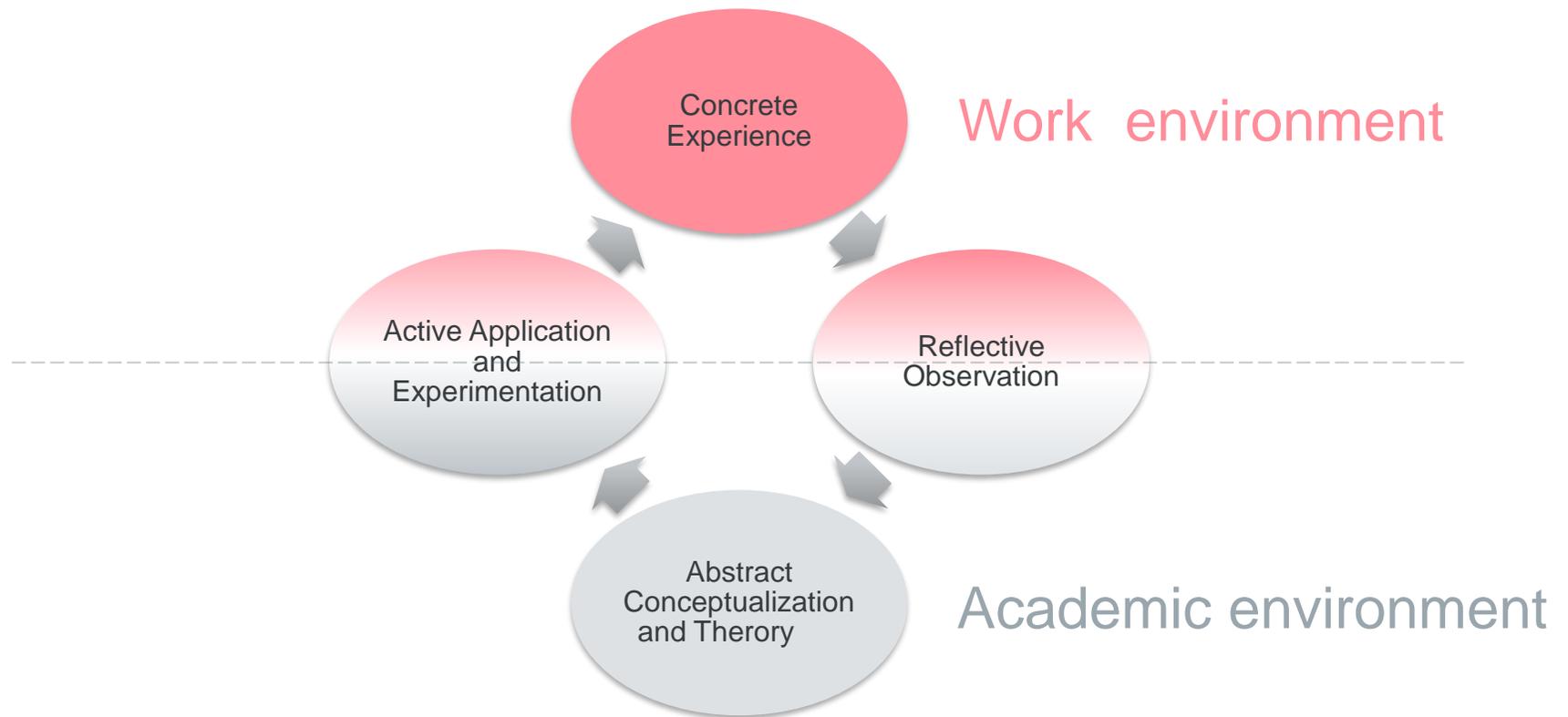


## PRACTICAL EXPERIENCE

3-month work placements at one of over 9,000 partner companies and social institutions ('corporate partners')

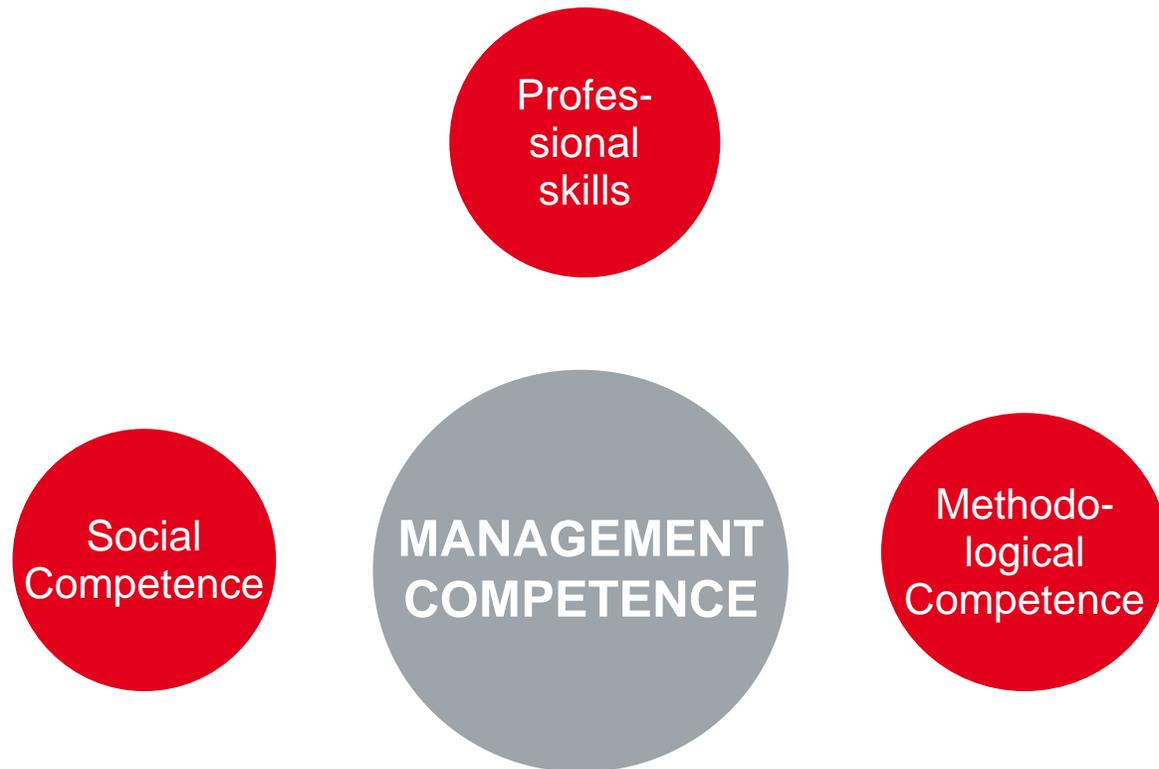
**Integrated Curriculum  
combining  
Theory & Practice**

# Teaching and Learning model

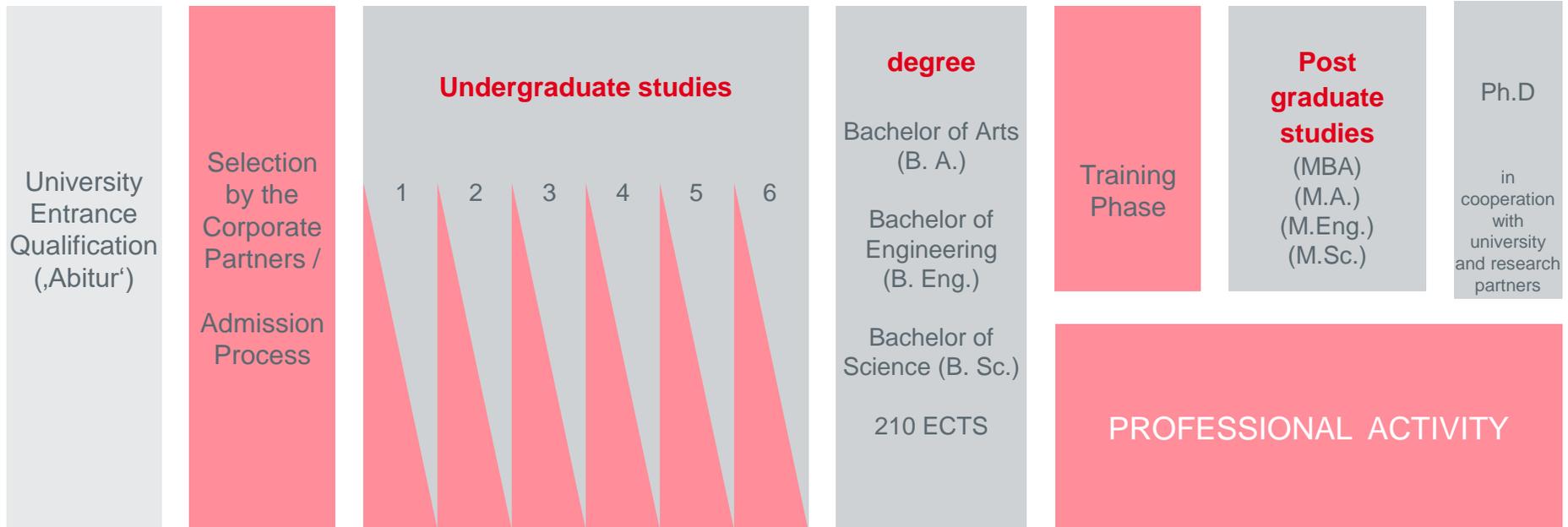


\*Kolb, D. (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall. p. 21

## DHBW Education Goal - Employability



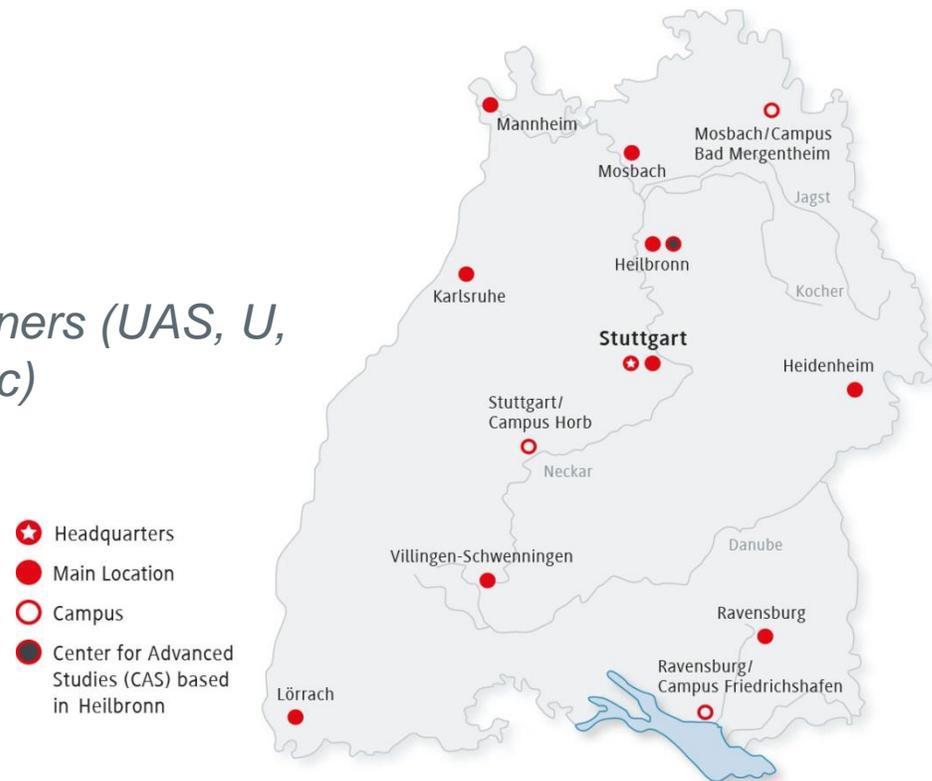
# DHBW: Organization of the Study Process



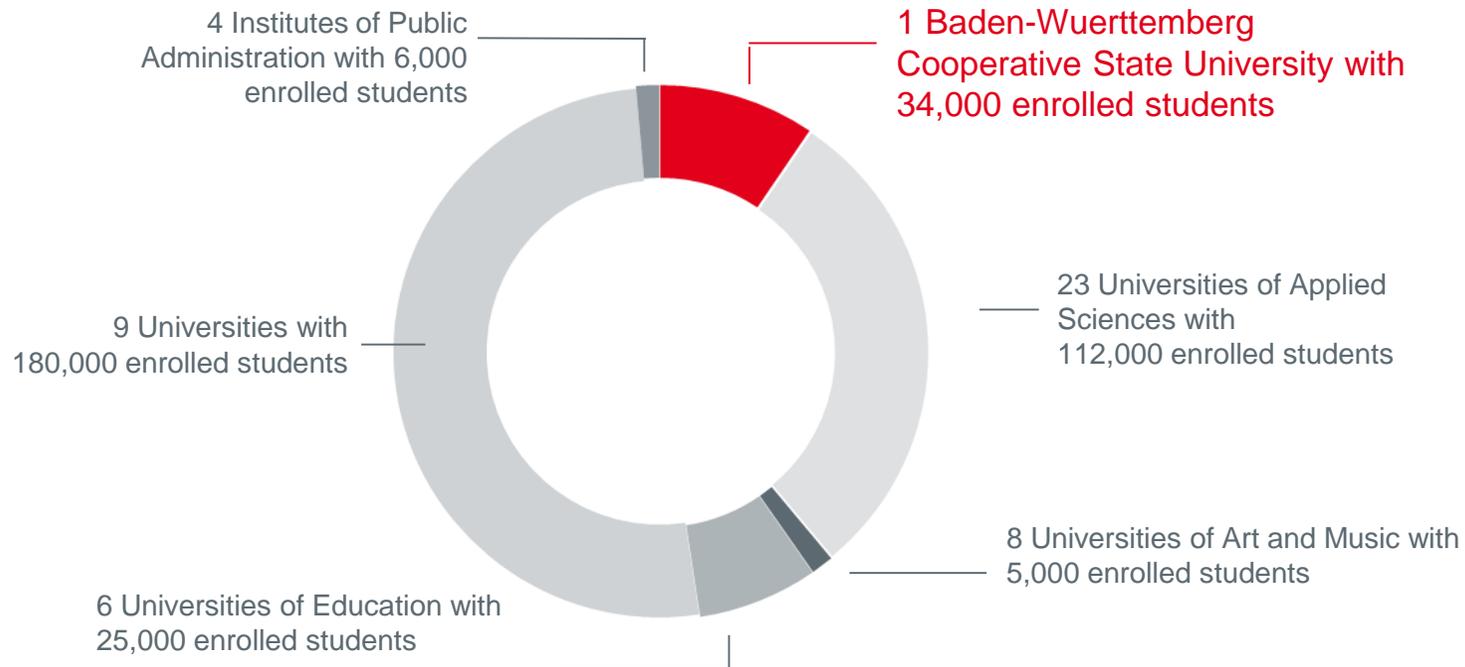
## DHBW: Distributed structure with 12 locations

- 9 DHBW locations &
- 3 DHBW campuses
- approx. 34,000 students
- over 9,000 corporate partners
- *Growing network of innovation partners (UAS, U, Fraunhofer, Corporate Research etc)*

DHBW is the first German **higher education** institution offering degree programs with **Integrated education in the workplace**



# Higher Education Institutions in Baden-Württemberg



**More than 360,000 enrolled students in Baden-Wuerttemberg in the winter term 2015/2016**

## Advantages for Enrolled and Prospective Students

- Advantageous combination of vocational training and higher education
- Close supervision due to small classes
- Early career launch due to the short time-to-degree
- Financial independence from the first semester onwards
- Faculty comprising both academic teaching staff and industry experts
- Excellent prospects on the labor market due to the valuable work experience



# Advantages of DHBW in Relation to Education, Labor and Social Policy

- **Compact study period (3 years)**
- **Extremely low drop-out rate: approx. 90 % of the students successfully complete their studies**
- **Graduates enjoy high employability upon graduation (approx. 85 - 95 %)**
- **Instrument for the inclusion of prospective students from underprivileged educational backgrounds**



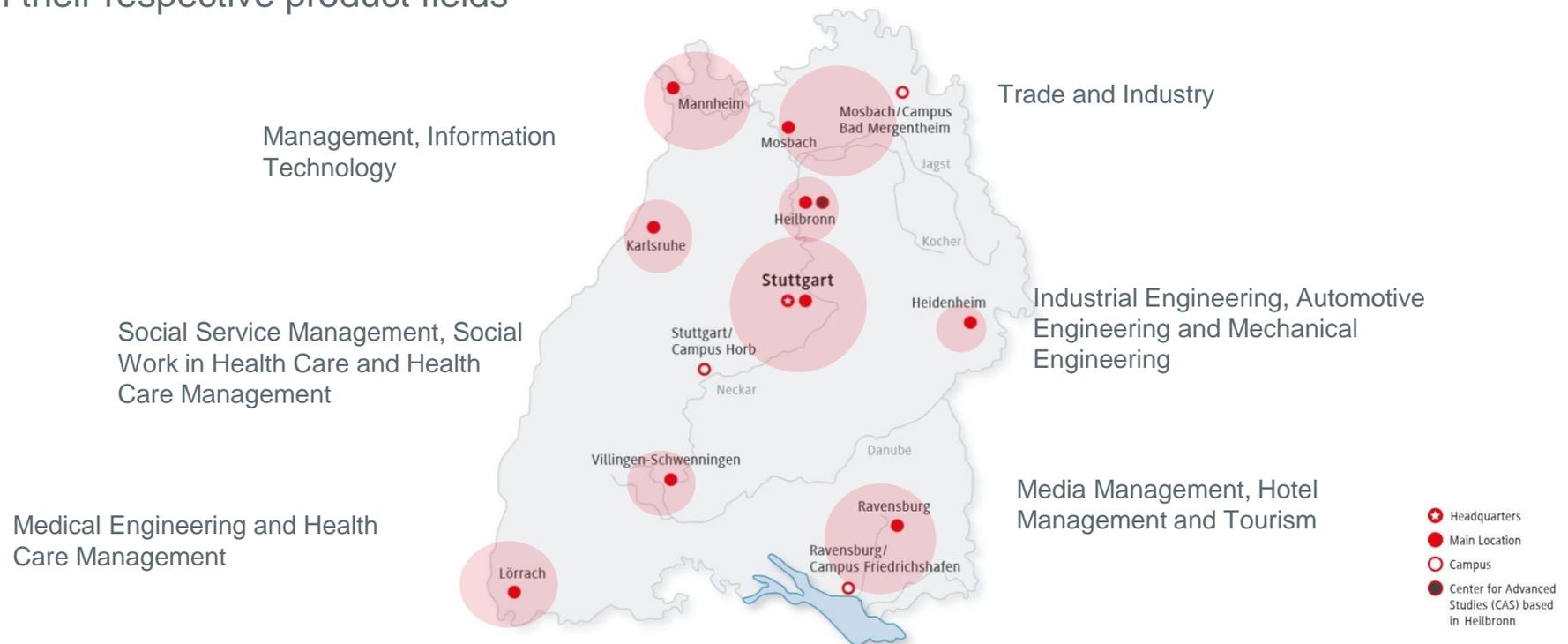
# Advantages for Partner Companies and Social Institutions

- Admission process: co-op students are selected by the corporate partners
- Industry-related studies for future executives and field experts
- Early talent retention
- Corporate socialization of the young generation of qualified employees
- Active cooperation of companies and social institutions (university partners)
- Excellent performance of cooperative students



# Recognized regional partner of around 9000 companies and social institutions

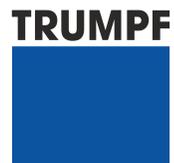
- Internationally reputed companies such as Daimler, Bosch, Porche and IBM etc.
- Strong backbone of medium-sized enterprises, many of which are world market leaders in their respective product fields



# Moving towards Success with Renowned Corporate Partners



WITTENSTEIN



## Indicators of Success

The best  
secondary  
school leavers  
study at DHBW

Empirical study of the  
University of Tuebingen

DHBW graduates are  
promoted to executive  
positions earlier than the  
graduates of other higher  
education institutions.

IBM study on career  
opportunities

DHBW graduates enjoy  
higher incomes compared  
to other employees within  
the same age range (30-  
41 y.o.)

IBM study on career  
opportunities

Source:  
Kramer, Jochen et. al. (2011): *While the best opt to study at universities, does the rest choose other higher education institutions?* [Education Magazine](#). September 2011, Volume 14, Issue 3, pp 465-487.

IBM Deutschland GmbH, Corporate Communications (2000): *Berufsakademie: IBM is one of the biggest work placement providers*. Press release 17.06.2000, Böblingen.

# Perspectives in Emerging Economies



## Cooperative Education in the international domain

International interest in Cooperative Education in China, South Korea, Hungary and South Africa.

Model has been applied in Latin America (Duale Hochschule Latin America – DHLA)

- The DHLA network started as a development assistance project financed by GTZ (PPP) in 2002
- 9 Universities in Mexico, Ecuador, Peru und Colombia
- Approx. 1.400 students in the DHLA system

## DHLA Network



### **Mexico**

- UNID - Universidad Interamericana para el Desarrollo

### **Ecuador**

- Universidad de Cuenca
- Universidad Católica de Santiago de Guayaquil

### **Peru**

- Universidad de San Martín de Porres

### **Colombia**

- Uniempresarial Bogota
- Corporación Universitaria Empresarial Alexander von Humboldt, Armenia
- Universidad Autónoma de Bucaramanga
- Universidad Autónoma de Occidente de Cali
- Universidad de la Costa

# Prerequisites for the successful implementation of the Cooperative Education model

Critical mass of *companies, public authorities and social institutions* who are prepared to *invest proactively and appropriately* in *graduate*

Local, State and National authorities that are prepared to *credit and certify the education model*

Know-how with respect to the structuring, implementation and operation of cooperative degree programs

A critical mass of *professors and employees* who are prepared to *jointly design and teach in the cooperative education model*

Local, State and National authorities that are prepared to *take on responsibility to prepare the youth for their future in the workplace*

## Alternative models for establishing a Cooperative Education System

Implementation within the structure of existing universities offering specifically designated courses in die cooperative model – The DHLA Model

The establishment of an independent university structure as vehicle for the implementation of the cooperative model. (this provides flexibility, independence and an opportunity to build the specific and necessary educational culture)

