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**3RD HRDC
SUMMIT 2018**

*Partnerships revitalising
work and learning*

Synergy of Theory and Practise

The Teaching and Learning Model of the
Baden-Wuerttemberg Cooperative State University



REPUBLIC OF SOUTH AFRICA

Partnering to innovatively develop SA's human potential



DHBW

Duale Hochschule
Baden-Württemberg



HRDC

HUMAN RESOURCE DEVELOPMENT COUNCIL
of South Africa

AN INNOVATIVE IDEA FROM BADEN-WUERTTEMBERG

The Federal State of Baden-Wuerttemberg is one of the leading economic regions in Europe with 5.1% of the GDP is invested into R&D.

Home to internationally renowned corporations and thousands of successful small and medium-sized enterprises, it is characterized by:

innovative drive and inventive spirit

- » high levels of productivity
- » low unemployment rate
- » export orientation

Highly differentiated tertiary education system



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

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

DISTRIBUTED STRUCTURE

9 DHBW locations & 3 DHBW campuses

ca. 34,000 students

750 professors

over 9,000 cooperative partners

Growing network of innovation
and research partners

- ★ Headquarters
- Main Location
- Campus
- Center for Advanced Studies (CAS) based in Heilbronn



SHIFT OF QUALIFICATION DEMAND

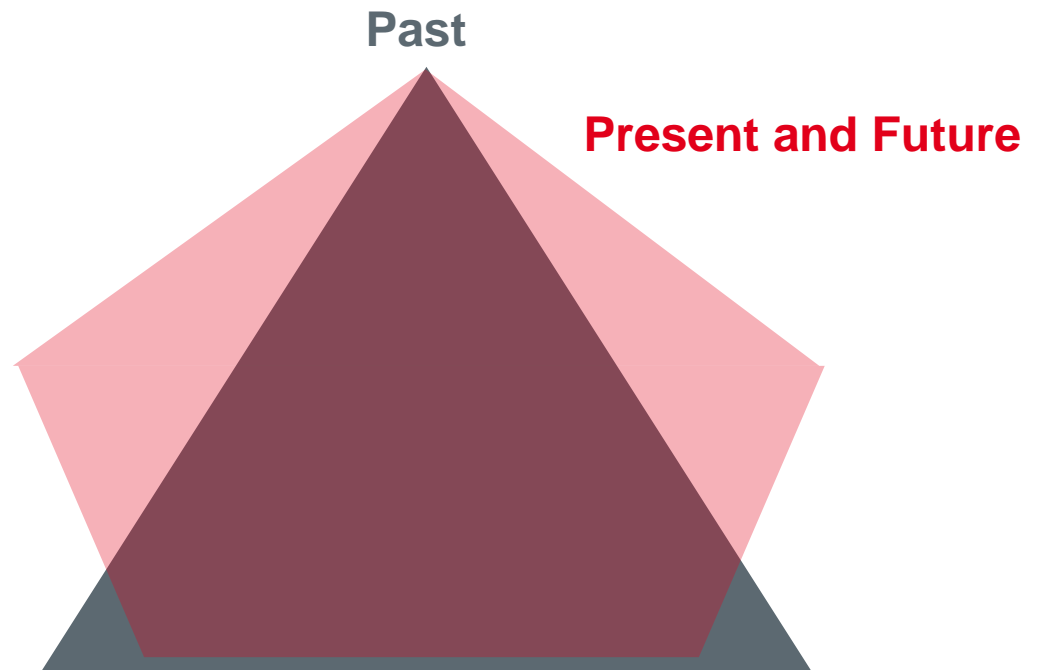
QUALIFICATION LEVEL

Executive Managers, Project Managers, Technical Experts

Bachelor- & Masters Degrees with high employability and relevant curricula

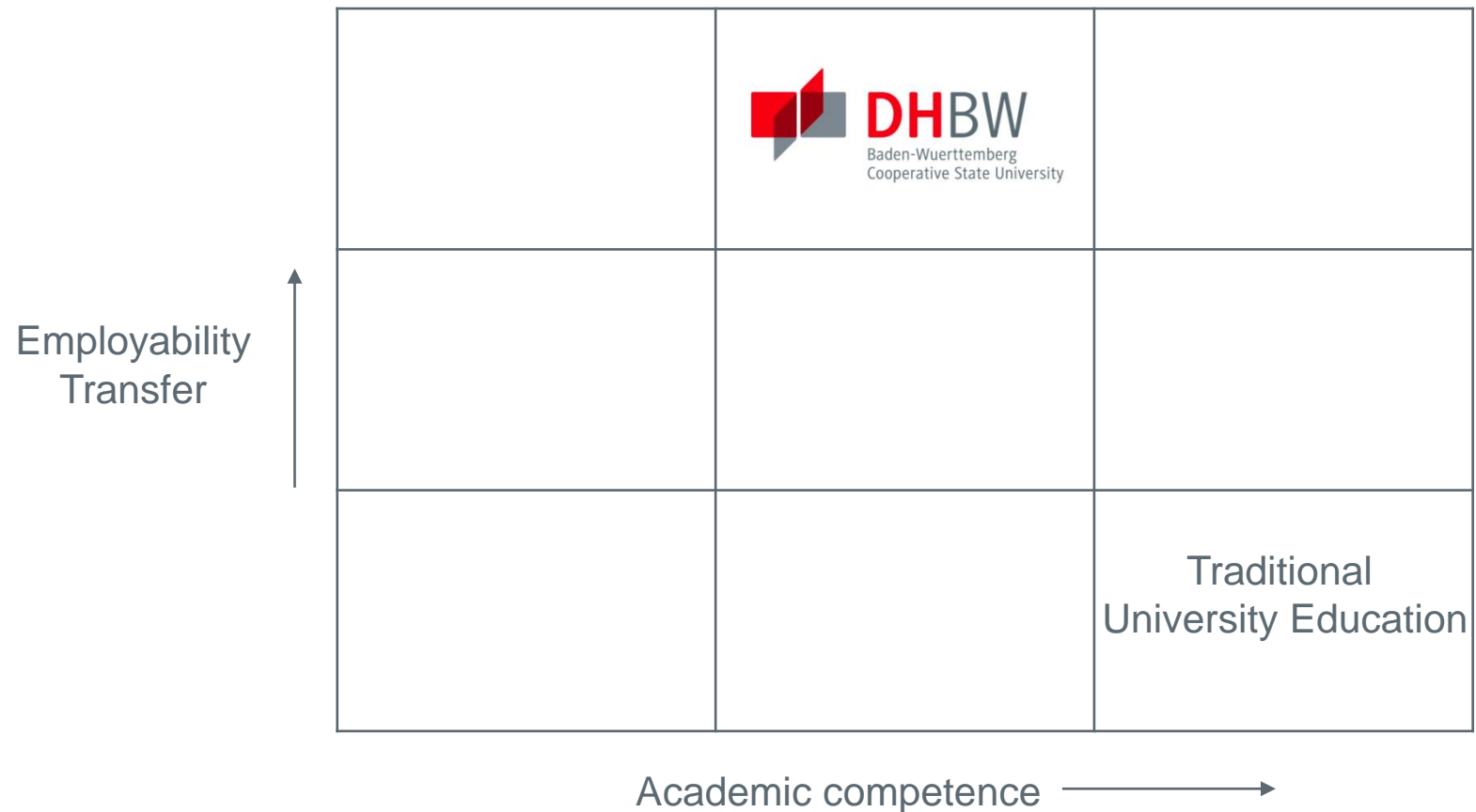
Vocational Qualifications

Unskilled Labor

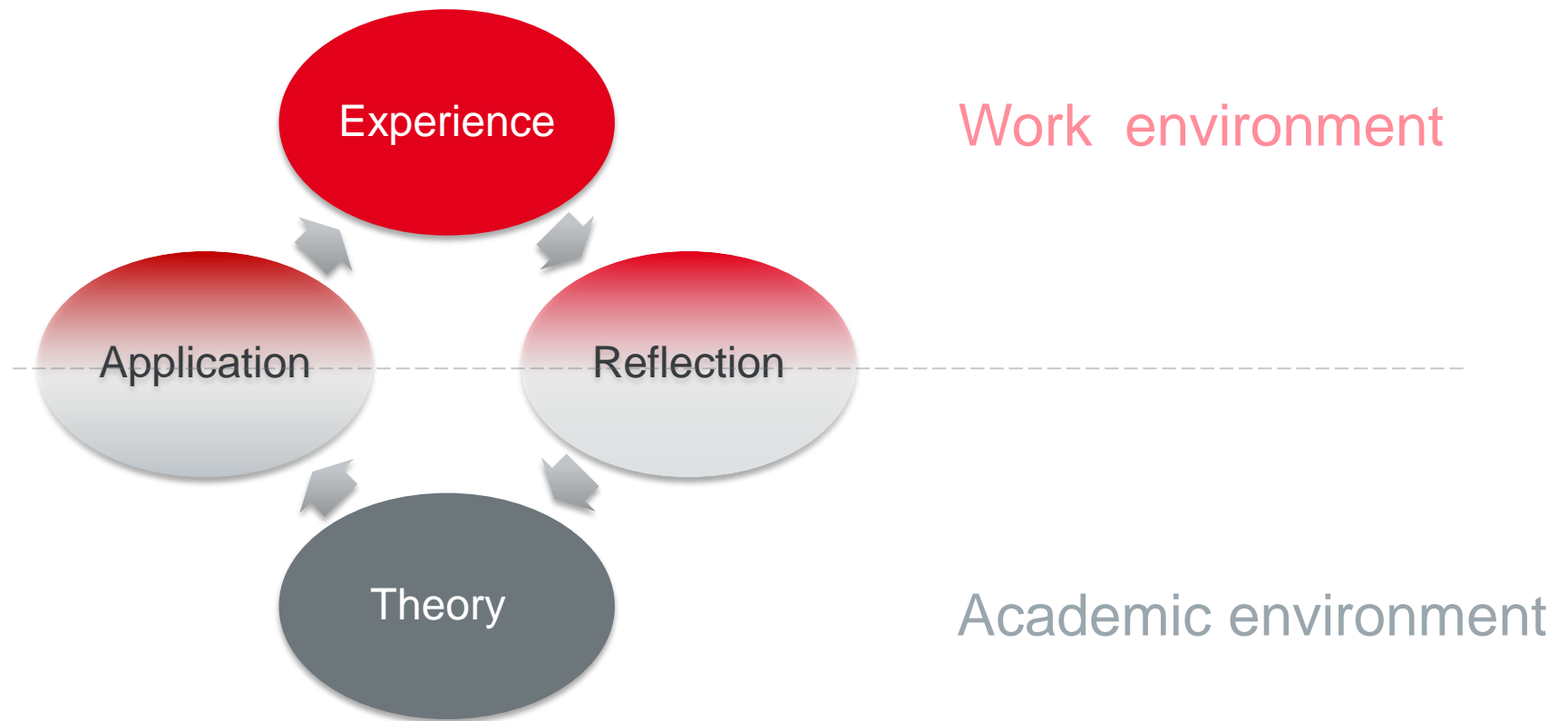


*Source: Prof. Matthias Landmesser. *Challenges of the Academic Further Education from the Corporate Perspective*. KIT, March 2013.

CHANGING REQUIREMENTS FACING HIGHER EDUCATION SECTOR

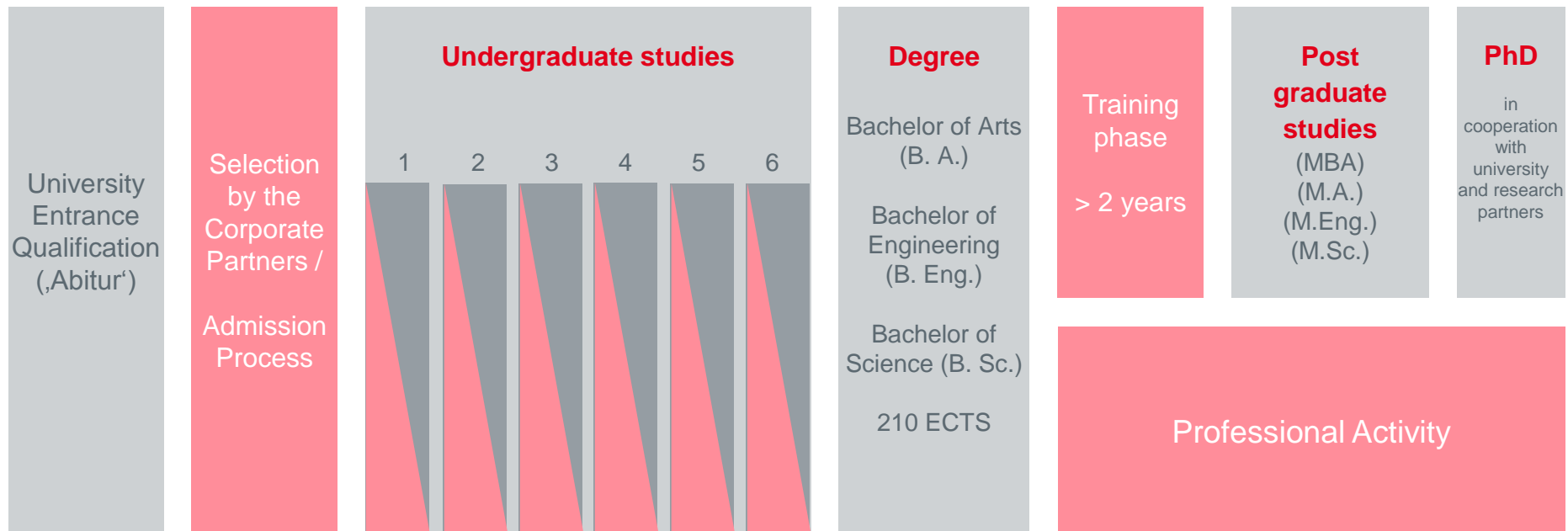


CURRICULUM: ACADEMIC AND WORKPLACE LEARNING



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

ORGANIZATION OF THE STUDY PROCESS



ADVANTAGES FOR ENROLLED AND PROSPECTIVE STUDENTS

Unique combination of vocational and academic education

Curriculum development and teaching by academic staff and industry experts

Close supervision due to small classes

Financial independence

Early career launch due to the short time-to-degree

Excellent prospects on the labour market



ADVANTAGES FOR COOPERATIVE PARTNERS

Admission process: students are selected by the cooperative partners

Early talent identification and retention

Relevant industry-related curriculum for future experts and executives

Corporate socialization of the young generation of qualified employees

Active teaching cooperation of companies and social institutions

Excellent performance of cooperative students



ADVANTAGES FOR EDUCATION-, LABOR-, ECONOMIC- AND SOCIAL POLICY

Compact study period (3 years)

Extremely low drop-out rate: approx. 80 % 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



DHBW'S INTERNATIONALISATION STRATEGY:

CONTRIBUTE TO THE COMPETITIVENESS OF OUR COOPERATIVE PARTNERS IN THE GLOBAL ENVIRONMENT

Provide our alumni with intercultural competence

Increase of student and staff mobility

- Semester abroad programmes
- Short-term programmes abroad

Support of our cooperative partners in the global environment through

- Development of specific customised programmes at DHBW
- Development of dual study programmes abroad

PREREQUISITES FOR THE IMPLEMENTATION OF COOPERATIVE EDUCATION IN THE INTERNATIONAL CONTEXT

Companies, and public authorities that invest proactively in appropriately trained graduates

Local, State and National Authorities that accredit and certify the cooperative education model

Local academics and employees that jointly develop and teach in the cooperative education model

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