

**LESSONS LEARNED:
ASEM EXPERT SEMINAR "DUAL STUDY PROGRAMME- A STRATEGY TO EXPAND
OPPORTUNITIES FOR ASEM YOUTH"**

31 March – 1 April 2014

Nuremberg, Germany

1. Program Overview

On behalf of the German Federal Ministry of Education and Research (BMBF), the German Academic Exchange Service (DAAD) and the German Federal Institute for Vocational Education and Training (BIBB) have organized an ASEM Expert Seminar entitled "Dual Study Programme- A strategy to expand opportunities for ASEM youth". As reflected in the Chair's Conclusion of the fourth Asia-Europe Meeting of Ministers for Education (ASEMME4), the main purpose of the seminar was to exchange experiences and lessons learnt in the field of dual education (point D.33).

Convened in Nuremberg, Germany, from 31 March to 1 April 2014, the two days seminar was attended by representatives from ASEM Education member countries such as Belgium, Brunei Darussalam, China, Denmark, Germany, Indonesia, Latvia, Lithuania, Malaysia, the Philippines, Portugal, Romania, Spain, and Turkey. A wide range of speakers from education institutions and companies in Germany as well as Education Ministries in Asia were involved as resource persons.

2. Executive Summary

Whether it is in Europe or Asia, the demand for skilled labours and workers remains high; finding skilled labours and workers is a real challenge for any employer. Universities recognize the need for manufacturers and other industries to find qualified workers. Supported by the government, Dual Study programmes are a triangular collaboration to solve this challenge.

2.1. Success Factors

- a. Double qualification from academic and practical education.
- b. Mutual advantages for industries (career ready employee), universities (practitioners as part of educator), and students (training in a real working situation).
- c. High employability upon graduation.

2.2. Primary Challenges

- a. Review of existing curriculum design and design of new curriculum.
- b. Developing a conceptual design of programmes compatible to universities and industries.
- c. Ownership and support from industries.
- d. Dual study courses are perceived as something less than traditional study courses.
- e. How to involve informal and non-formal sectors.
- f. Universal recognition.

2.3. Top Recommendations

- a. Possible for international collaboration.

- b. Forms of international collaboration: (i) student and faculty exchange; (ii) study-abroad internship tandem; (iii) Stand-Alone Programme; (iv) Special Holiday Programme; (v) Inter-country Dual Training Programme.
- c. Small Medium Enterprises as potential partners.

3. Lessons Learned

- 3.1. The purpose of Dual Study Programmes may be different in each country. However, they seem to be an effective strategies to increase the number of skilled workers.
- 3.2. ASEM Education member countries acknowledge the significance of Dual Study Programmes and would have a further discussion on how to collaborate on this subject.
- 3.3. Future projects: the formation of networks between Higher Education and/or TVET entities to figure out cooperation possibilities on Dual Study Programmes among ASEM Education member countries.