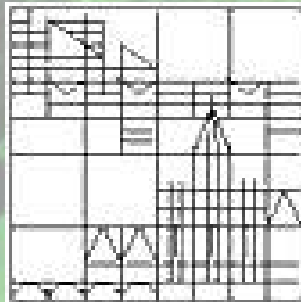


ASEM Universities and Business/Industry Forum

25-26 March 2010 - Siam City Hotel, Bangkok, Thailand

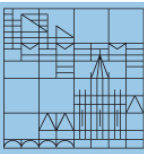
**University-industry
cooperation: Cooperation
models, examples of good
practice and lessons learned**



Universität Konstanz

Lehrstuhl für Wirtschaftspädagogik

Prof. Dr. Thomas Deissinger

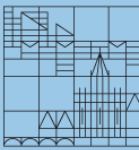


Structure of presentation

- **University Industry/Business Cooperation: Typology**

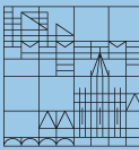
- **Examples of good practice**

- **Conclusion**



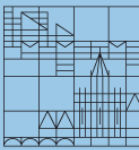
University Industry/Business Cooperation - Typology

- **Research cooperation, including basic and applied research**
- **Joint development of initiatives to strengthen the employability of graduates**
- **Curricular cooperation through joint study programmes**
- **Internships in companies and trainee programmes during and after graduation**
- **Funding of chairs/professorships by industry**
- **Private universities funded by industry and the public sector**
- **Common activities to raise students' interest in more applied and/or technology-orientated HE programmes**



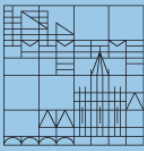
University Industry/Business Cooperation - Context

- **Traditional understanding of universities as sites of „pure“ research and education (strong in most European countries) – Humboldt’s ideal of „human education“ leaving aside „special education“**
- **Differences between disciplines, faculties, courses in the way they establish links to industry and the business sector**
- **Employability expectations/outcomes also dependent on different institutions in HE – one example: Germany with its 3-tier HE system**



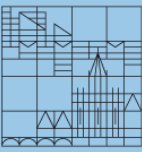
University Industry/Business Cooperation - Context

- **Traditional understanding of universities as sites of „pure“ research**
- **Corresponding/materialising principles:**
 - **the principle of self-administration**
 - **the freedom of teaching and research**
 - **university qualifications rather “preparatory” than “portable qualifications”**
 - **nevertheless, university courses partly traditionally linked to specific labour markets: medicine, law, theology, engineering, teacher training**



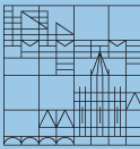
University Industry/Business Cooperation – Examples from the German context

- **(1) Vocational Academies (Dual Universities)**
- **(2) Enabling students to gain additional qualifications**
- **(3) Preparing students for employability**



University Industry/Business Cooperation – Examples from the German context

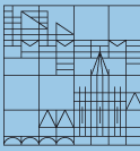
- **(1) Vocational Academies (Cooperative State University Baden-Wuerttemberg)**
 - ... are HE institutions integrating academic studies and work experience using the participation of training companies and the dual learning principle
 - eight main locations and three branch campuses networking with the regional economy
 -1,300 companies involved as partners and contractors



University Industry/Business Cooperation – Examples from the German context

Characteristics of vocational academies (I)

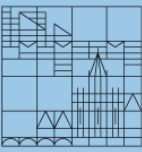
- ❖ „premium apprenticeship“ coupled with academic studies
- ❖ „academic dual system“ (half/half)
- ❖ training contract required for admission
- ❖ attractive training allowances for students
- ❖ three-year courses leading to Bachelor degree



University Industry/Business Cooperation – Examples from the German context

Characteristics of vocational academies (II):

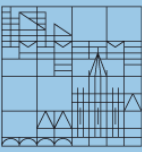
- ❖ **Joint committees of lecturers of the (state-funded) academy and employers representatives**
- ❖ **Common curriculum development**
- ❖ **Lecturers also come from companies on a part-time basis**
- ❖ **Possibility for students to enter a Master course at universities or to gain additional qualifications, eg a company trainer qualification**
- ❖ **New feature: joint research activities between academies and companies**



University Industry/Business Cooperation – Examples from the German context

Vocational Academies - Main objectives:

- Uniting resources of state institutions and professional training facilities in a joint effort
- Responding more directly to employers' expectations for a more work-oriented approach in HE
- School leavers get an attractive alternative offer in HE
- Shorter course duration (though no longer in the Bologna system)
- Cost of HE is shared between employers and the state



University Industry/Business Cooperation – Examples from the German context

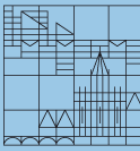
Vocational Academies - Lessons learnt:

- **graduates are highly regarded by employers**
- **students attain a good balance of academic and practical achievement**
- **programmes are mostly specialised and innovative**
- **there is active cooperation between the academy and training companies**



References on Vocational Academies:

- Deissinger, Th. (2000). The German „Philosophy“ of Linking Academic and Work-based Learning in Higher Education – The Case of the „Vocational Academies“, in: Journal of Vocational Education and Training, Vol. 52, No. 4, pp. 609-630.**
- Deissinger, Th. (2005). Links between Vocational Education and Training (VET) and Higher Education: The case of Germany, in: Gallacher, J./Osborne, M. (Eds.), A Contested Landscape. International perspectives on diversity in mass higher education, Leicester (National Institute of Adult Continuing Education), pp. 92-116.**
- Deissinger, Th./Zabeck, J. (2008). Development and Evaluation of VET Courses, in: Rauner, F./Maclean, R. (Eds.), Handbook of Technical and Vocational Education and Training Research, Berlin (Springer), pp. 310-317.**

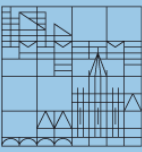


University Industry/Business Cooperation – Examples from the German context

- **(2) Enabling students to gain additional qualifications**

One specific example from our course in Business Education at the University of Konstanz

- ❖ **students who obtain a Master's degree can apply for a company trainer's qualification with the regional Chamber of Industry and Commerce upon specific achievement of additional credits during their Master course**
- ❖ **strengthens and widens their employability in firms beyond becoming teachers in vocational schools**

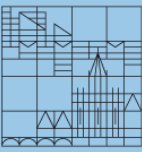


University Industry/Business Cooperation – Examples from the German context

- **(3) Preparing students for employability**

Another specific example from our local context in Konstanz

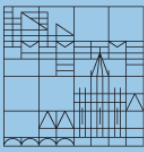
- ❖ **Undergraduate students (above all in the humanities) can undertake work placements in companies which have the character of a trainee programme and which are continued after graduation.**
- ❖ **During their first two years in the company after graduation students receive a guaranteed salary from the local Labour Office**
- ❖ **Companies have a low-risk chance to observe their future potential employees while bearing only a low cost contribution to the project.**



Conclusion:

Projects are possible through the political will to cooperation and through good communication on a win-win basis with positive outcomes for all actors

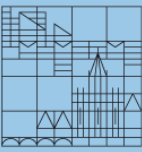
- **One problem remains:**
- **Universities tend to lose their purely scientific profile once pressed in too many constraints from the labour market**
- **HE institutions in general become „servants“ of industry**
- **Differentiation in HE is one possible political solution to tackle this problem**



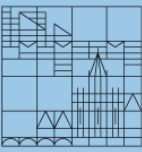
Further importance of the topic fostered by
**The modernisation agenda for universities as part of the
(EU) Lisbon Strategy for Growth and Jobs.**

- **Curricular reform:** The three cycle system (bachelor-master-doctorate), competence based learning, **flexible learning paths**, recognition, mobility.
- **Governance reform:** **University autonomy, strategic partnerships, including with enterprises**, quality assurance.
- **Funding reform:** Diversified sources of university income **better linked to performance**, promoting equity, access and **efficiency**, including the possible role of tuition fees, grants and loans.

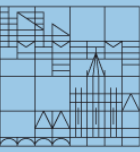
promoted through the **Bologna Process**, in which 46 countries in the wider Europe are working towards establishing the European Higher Education Area by 2010.



- **University-Business Dialogue initiative**
- **launched by the European Commission to improve the cooperation between Higher Education and Business and to provide on a European level a platform for lasting dialogue between the relevant stakeholders**

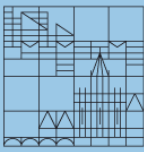


- **Conference on “From the Crisis to Recovery - the Role of Higher Education Institutions and Business Co-operation”**
- **Brno, Czech Republic, February 2010.**
- **Discussion of three aspects:**
 - **Upskilling the workforce and building new partnerships**
 - **Making graduates fit for the future**
 - **Corporate Social Responsibility (CSR)**



Making graduates fit for the future

- **internships – important tool for starting a career**
- **generic skills have to be assured**
- **curricular development (new courses)**
- **Career Centres as intermediaries**
- **role of Alumni can be of benefit**
- **experts from industry as “guest” lecturers**



Thank you for your attention!