

# "Kecskemét" model and experience of dual education

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# "Kecskemét" model of dual education - Definition. 1

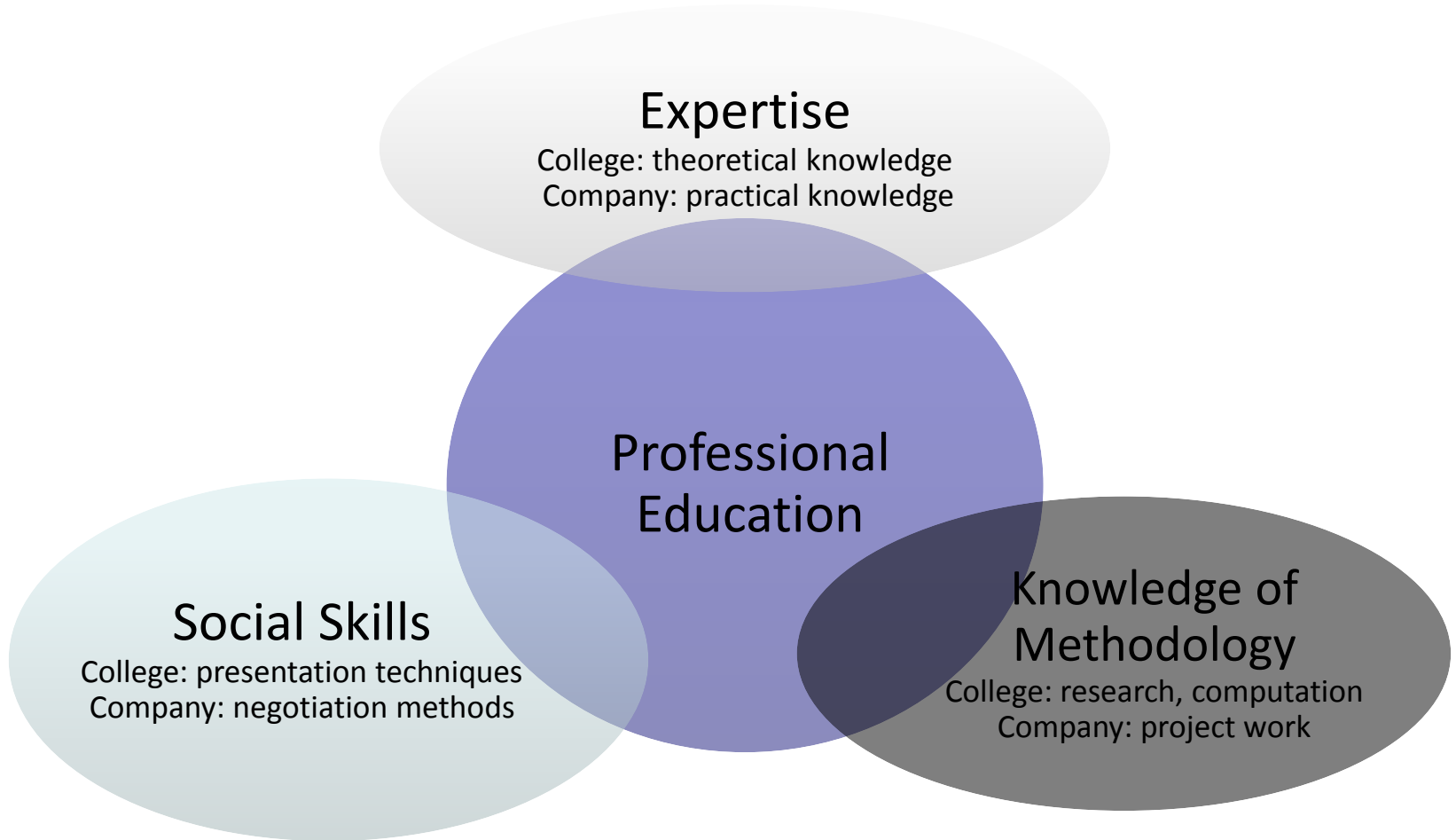


The dual higher education is practice-oriented education based on the **cooperation** of university institutes and related industrial enterprises in which in addition to the **quality- / theoretical** knowledge the transfer of **praxisorientierten experiences** is also very important.

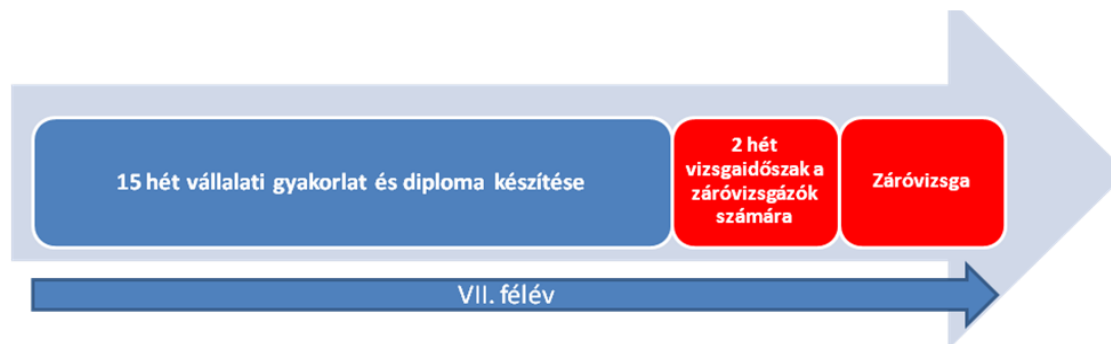
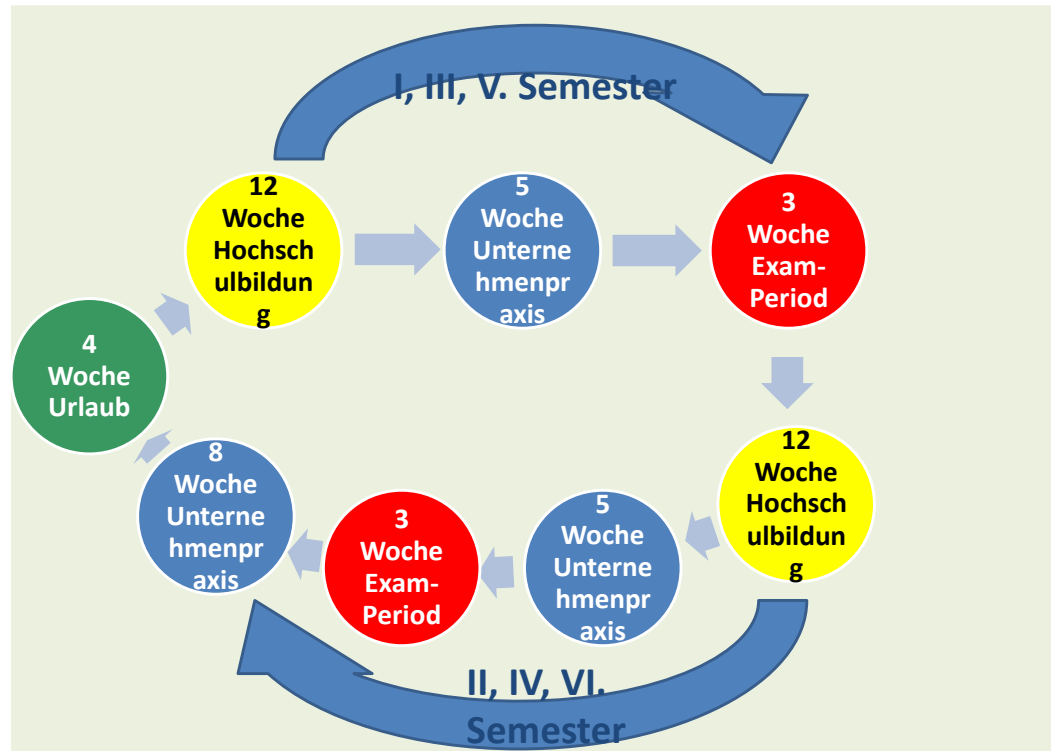
The university institutes and companies share both the educational areas and the period of education between each other:

- the university institutes are focusing primarily (but not exclusively) on the **theoretical**, the companies on the **practical education**;
- The participating students of the dual education spend **half their time** in the college, **half their time** in the company.

# Dual education - distribution of tasks



# Dual education - schedule



## "Kecskemét" model of dual education - Definition. 2



In addition to the rules and procedures of the higher education admission system, students to participate in dual education are **selected** (after a preliminary application) **by the companies' own procedures developed** (tests, interviews, group exercises, assessment of language skills, etc.).

For the period of education (7 semesters for B.Sc. course of studies) a **student employment contract** concluded between the company and the student, based on which the student **agrees** with the progress on the model curriculum and the company pays **cash benefits** to the student.

The contract contains **no obligation for either party** after completion of the education period.

# Dual education – roles and responsibilities



## ***Student:***

- the student has a career opportunity and life path in view by the company of his choice;
- monthly regular income;
- increased workloads (48 weeks a year)

Motivation

## ***Company:***

- Active participation in the education of the students selected by itself;
- transferring of knowledge / information, which itself is missing;
- incurring the costs;
- long-term investment.

## ***College:***

- motivated students;
- active corporate collaborations (education and R & D & I);
- social awareness and recognition;
- increased interest.

# Dual Education at the Kecskemét College – the Beginnings



*Two corporate partners:*



**KNORR-BREMSE**



Mercedes-Benz

*Preparing for deployment in Hungary:*

- Cooperation between college and companies
  - contract between student and company
  - temporal structure of education
  - Marketing and communication strategy towards the society, schools, parents and prospective students
  - Method of selection of students by the company(!)
  - development of corporate training programs with the support and approval of the College .
- } legal action

# First dual class



The dual education was launched as part of the vehicle engineering B.Sc. education in **september 2012**.

- The number of dual education candidates in 2012
- Available number of dual education

> 300

25





# Dual education programs and partners



Starting with the 2013/14 academic year in addition to automotive engineer other courses also started the dual education:

- Technical Manager (specialized for logistics)
- Mechanical Engineer (more specialisation)

Currently study in three courses together **125 students** in the form of dual education.

Other companies have also joined in the dual education, in the 2014/15 academic year we have **with 25 companies and institutions** a dual partnership.

In academic year 2015/16, according to the documentation submitted to the Dual Education Council:

- **all diploma courses (technical and IT educational areas) of Faculty GAMF and the diploma course horticulturist of the Faculty of Agronomy** are as dual education available;
- a total of **40 companies and institutions**, and expected to be approximately **200 students**;
- different ownership relations, size and structure of the companies;
- geographically larger distances (Pécsvárad, Tatabánya, Budapest, Vác,

## *Greater distance between the education institution - and the company:*

- recruiting secondary-school students from the company environment (!)
- logistical issues.

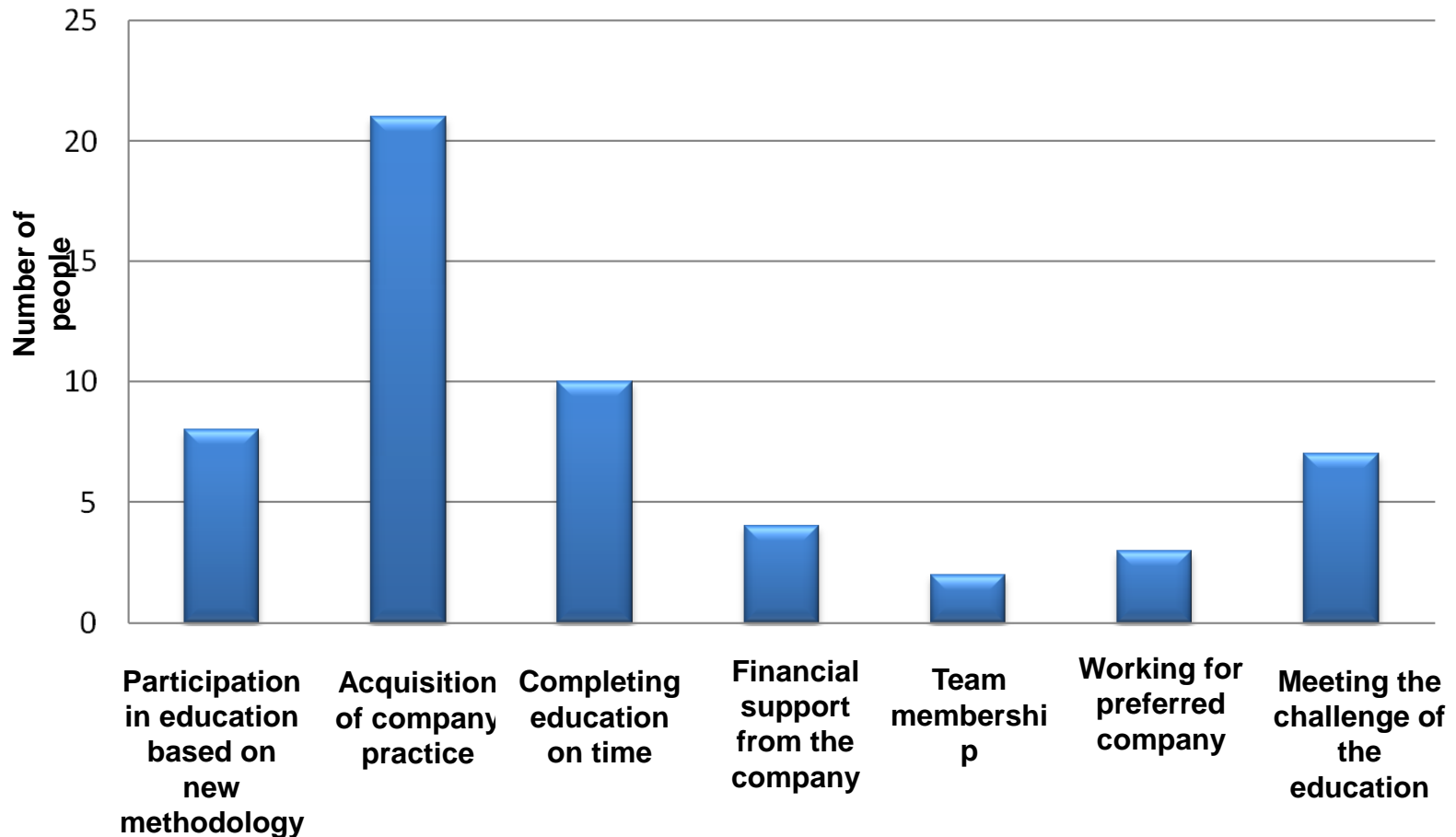
## *Involvement of SME's (small and medium-sized enterprises) in the dual education:*

- alone (based on the german experience the size limit is 50 people);
- in relation to each other; sharing tasks and training time
- with large corporate customer (supplier development);
- with large corporate customer (german example);
- combined with networking, "education clusters", with a higher education institution in the center point.

# First Results - students' opinions



## Short-term goals of the students in the dual education

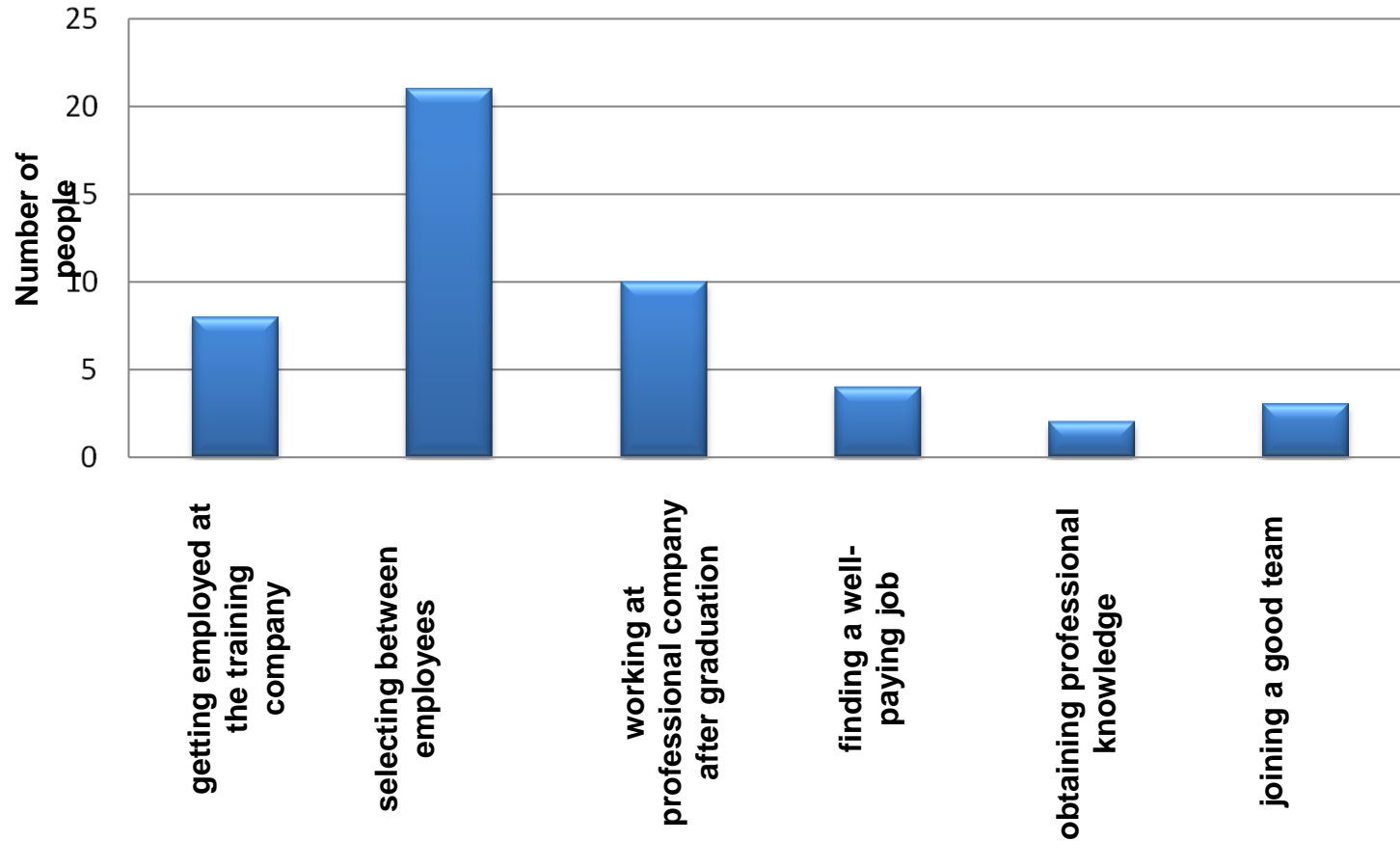


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# First Results - students' opinions



## Long term objectives of students in dual education

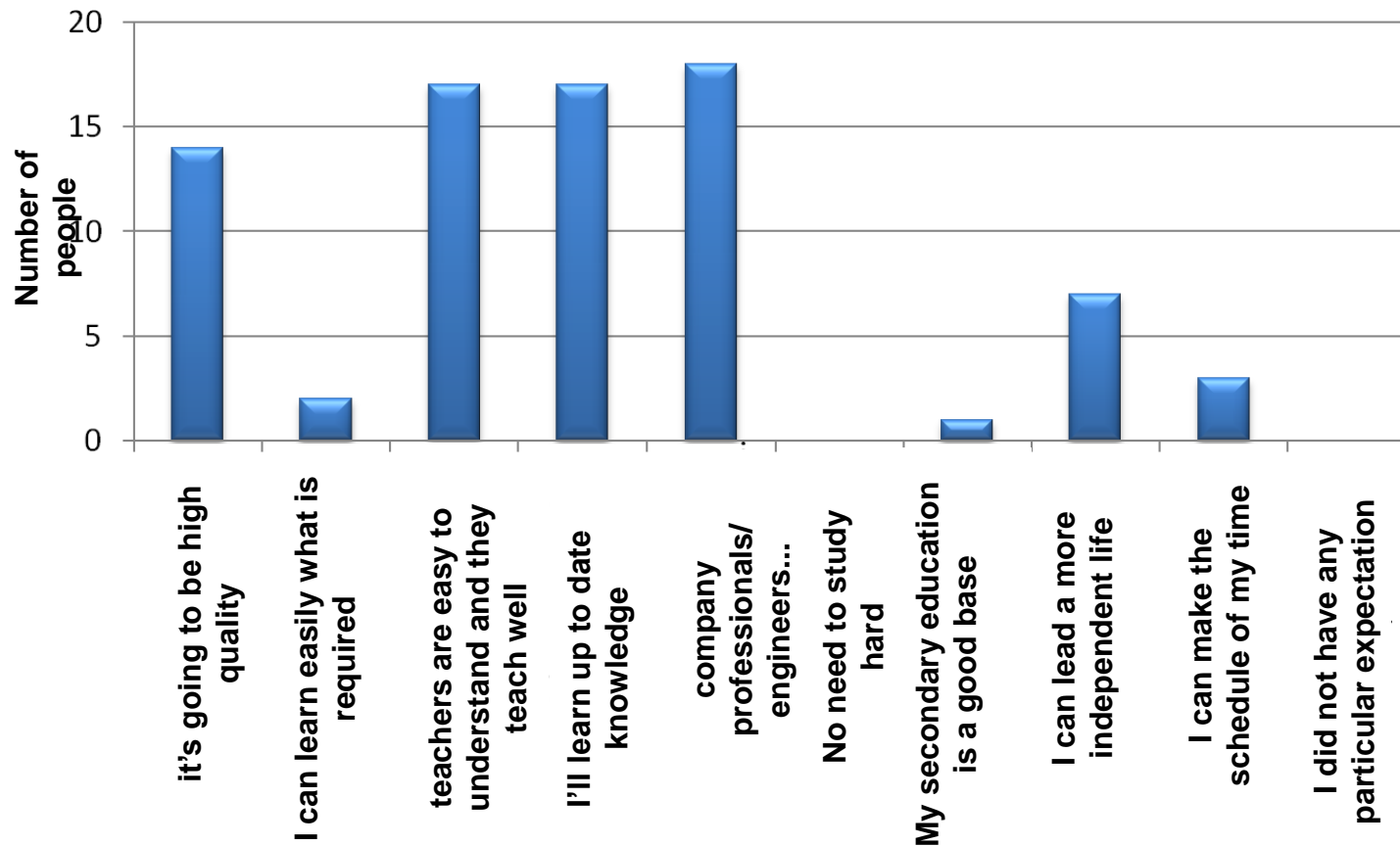


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# First Results - students' opinions



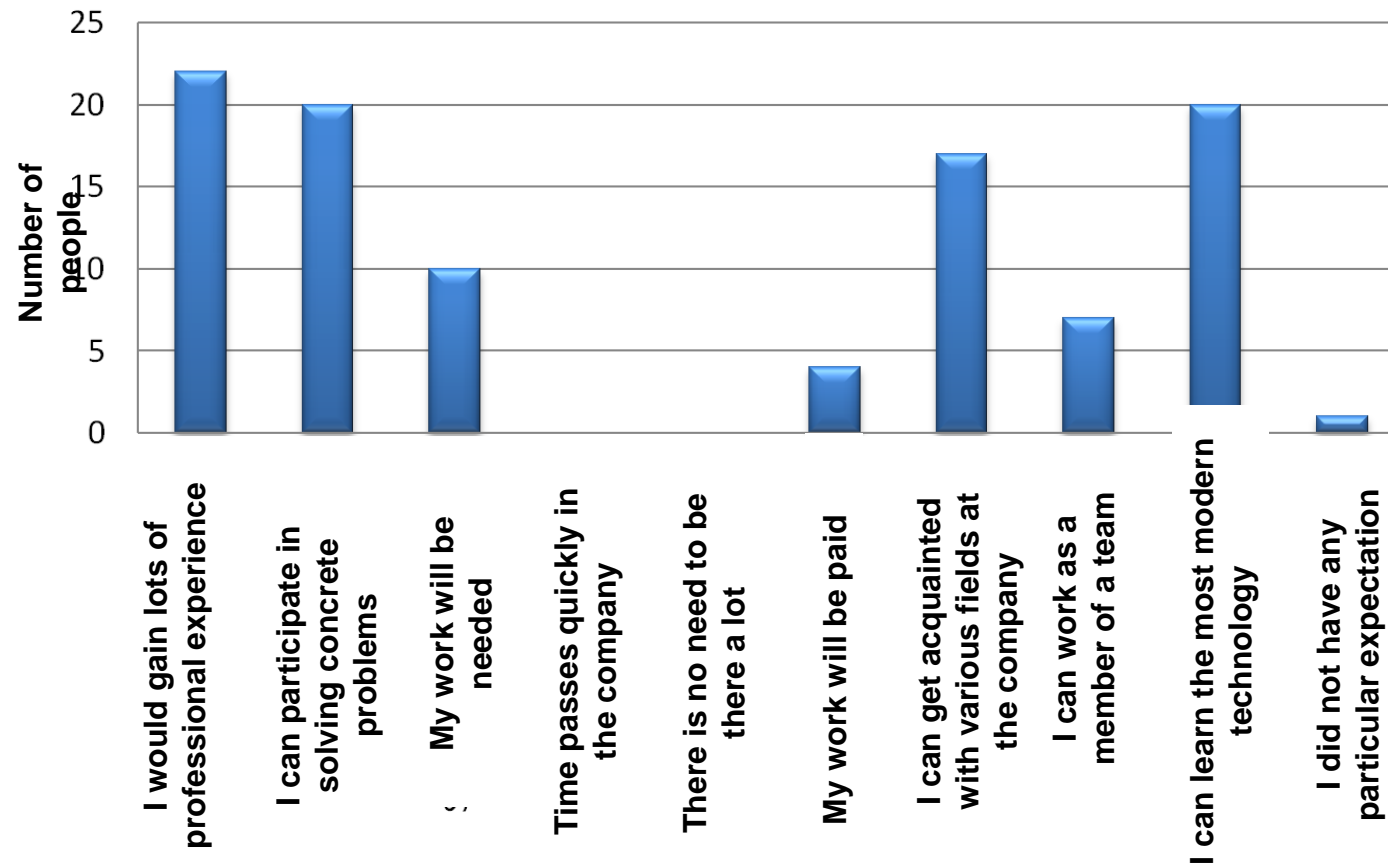
## Students' ideas and expectations on the education at the time of application to dual education



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# First Results - students' opinions

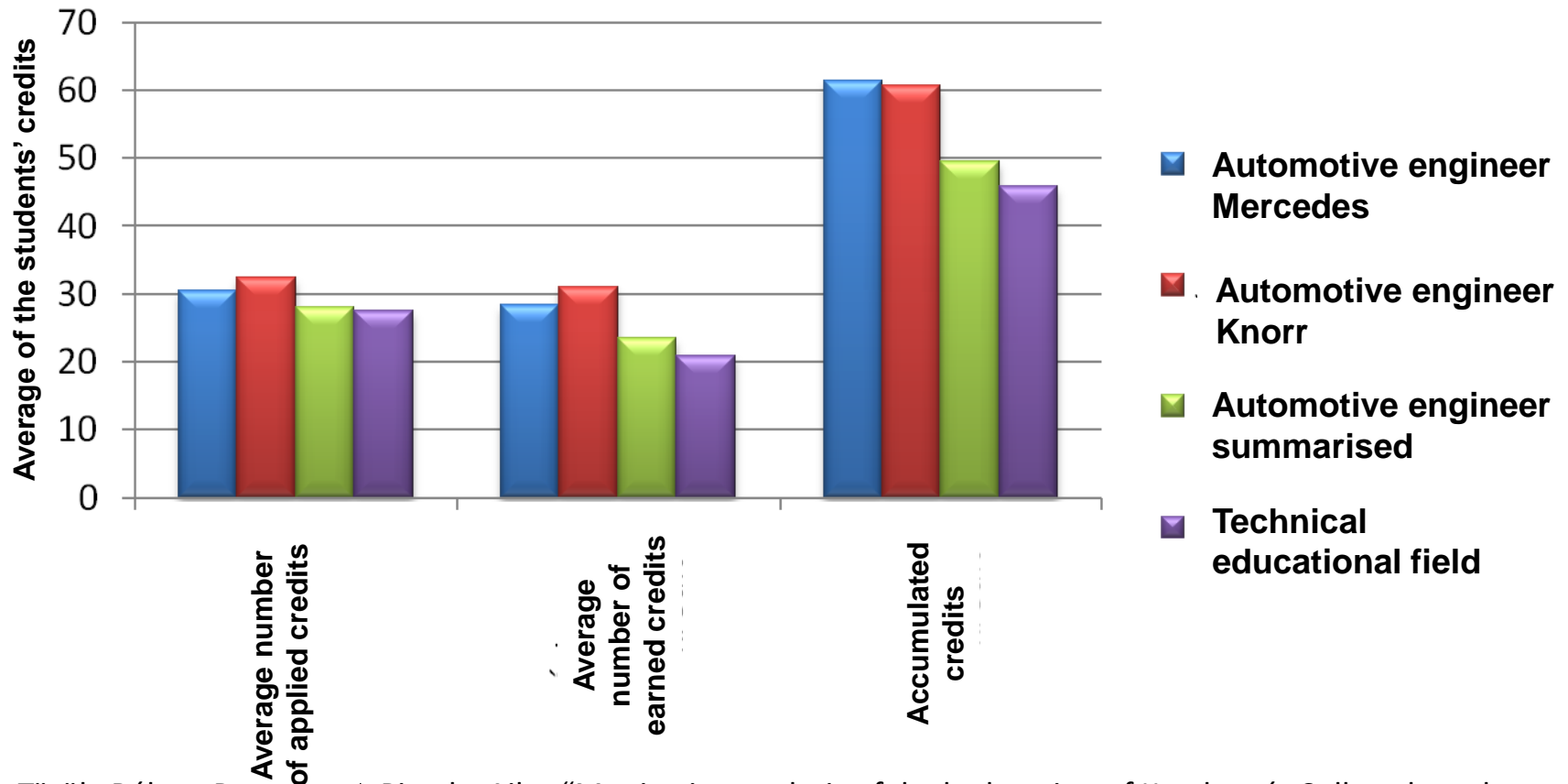
## Students' ideas and expectations on the practical experience at the time of application to dual education



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# First Results - students' studies

## Average of the students' credits Academic year 2012/2013, spring semester



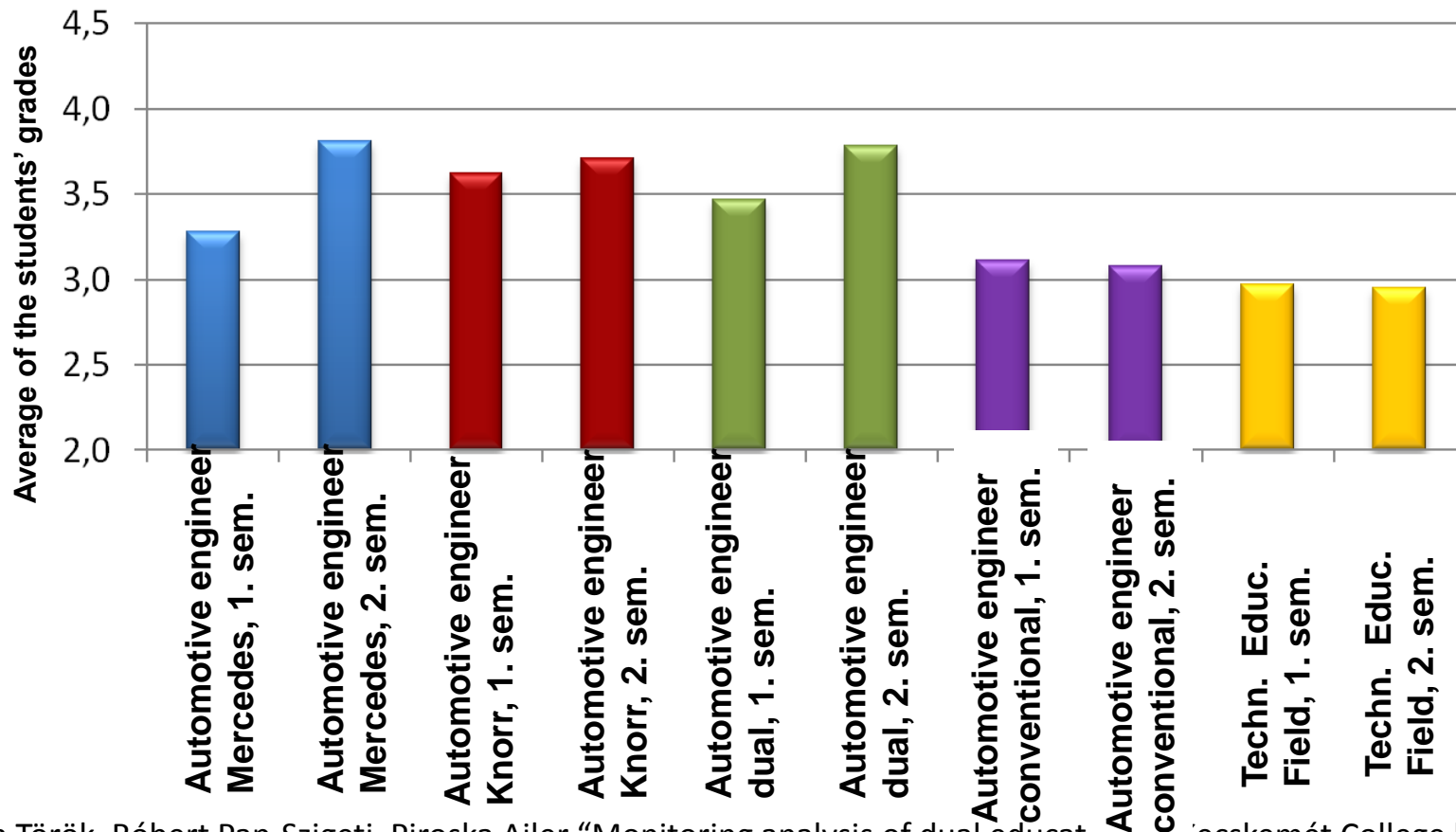
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# First Results - students' grades



**Average of the students' grades  
in both semesters 2012/2013**



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# First results – summary



## Students' motivation

- Short term: **Acquisition industrial / professional experience**, faster starting to work due to the shorter, but rather intensive education, getting familiar with new technologies.
- Long term: **Better job opportunities in the labor market.**

## Student's accomplishment

- At both companies the students participated in dual education had **more credit applied and successfully earned** than those students participating in the traditional program, as a result their accumulated credit is also higher.
- Comparing the weighted average of the first two semesters the results shows that the average result of students participating in the dual education was better by 0,4 for first the semester and better **by nearly 0,7** for the second semester than the students participating in the traditional automotive engineer education program.
- There is virtually no drop-outs (one student because of studying in abroad)
- The students following the proposed course program, **the BSc. program is accomplished in 7 semesters.**

**Thank you for your attention!**