Introducing the Dual System in Higher Education

Adam Szigeti
Head of Department, Ministry of Human Capacities
The shortcomings of the current higher education

- The actors of the domestic industry expressly require *professionals with practical training* background.

- In other European countries (Germany, The Netherlands, etc.) the so-called *cooperative training*, or as it has been used recently according to the German terminology „*dual*” training, has been proved extremely *successful*.

- The current *two-tier* education system does not provide sufficient opportunities for practical training (this is particularly true for participants of university BA programs).

- *The number of instructors with industry experience* is very low in the Hungarian higher education.

- The acquisition of *soft-skills* (leadership skills, coping skills, corporate culture, etc.) in addition to the well-established professional knowledge, which is required by companies, is also problematic in the higher education institutions.
The current economic background

- In Hungary ten years were enough to the foreign investors to reach almost the same dominant shares in most industrial sectors as in the Irish economy during a much longer time. But the first signals of a *dual type of economic development* (clear advantages of the foreign owned firms compared to the indigenous ones) also emerged sooner (already in 1996) than in other countries.

- **Foreign Direct Investment** in Hungary increased to 15 EUR Billion in 2013.

- In 2013 961 847 companies registered in Hungary.

- 960 978 cég (*99,9%*) are SMEs.
Hungarian examples and first results
Dual training at the Kecskemét College

• The vehicle engineering BA programme in the dual training started in September 2012. Numbers:
  • the number of applicants to the dual training in 2012 > 300
  • overall number of students 25
Dual training – schedule

During the entire period of training the students are learning, working:

- half of the time at the college
- half of the time at the company
Main features of the training

• Dual training can be accredited only on existing basic training courses that are already accredited (the original content).

• The “company” can be a consortium of companies, if they can provide jointly the accreditation conditions in a sustainable way.
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First results and feedback

• The students in the dual training system *enrol for more credits and were more successful* at both companies than their peers, and therefore the average of their accumulate credit were higher.

• Practically there are *no drop-outs* (one student continued studies abroad)

• The students are educated according to the modell curriculum and the students *complete the basic course within 7 semesters*
First results and feedback

Compared the weighted averages of the two semesters of the first year, we find that students in the dual training system reached an average of grades approximately 0.4 higher than the average of their peers in the vehicles engineering faculty, while in the second semester this number was nearly 0.7.
First results and feedback

1. Baja
2. Békéscsaba
3. Budapest
4. Esztergom
5. Felsőtárkány
6. Debrecen
7. Kecskemét
8. Makó
9. Nagykőrös
10. Nyíregyháza
11. Röszke
12. Szentes
13. Tiszakécske
14. Újszentiván
15. Kiskőrös
16. Lakitelek
17. Salgótarján
Legal background
Setting up a dual training according to "Act On National Higher Education"

• The modification of the Act On National Higher Education in July 2014 created an opportunity for introducing the "dual" form of education training.

• The Act created the Dual Training Council, which
  1. Accredits the companies.
  2. Also identifies areas where there is indeed a sense of dual training, and the successful implementation of the terms of the insured, and authorized the start of training.

• The Dual Training Council delegates:
  • two members of the Minister responsible for education.
  • two members of the Minister responsible for employment policy.
  • a member of the Minister responsible for agricultural policy.
  • a member of the Minister responsible for the supervision of state of the property.
  • three members of the Hungarian Rectors' Conference.
  • two members of the Hungarian Chamber of Commerce and Industry.
  • a member of the National Association of Agricultural Economics.
  • a member of the Hungarian Chamber of Engineers.
The training schedule to start

- **2014.12.11.** Institution of higher education shall submit the necessary documents for the DTC about launching the dual training

- **2014.12.30.** DTC decides on accreditation

- **2015.02.15.** Deadline for applications to courses

- **2015.07.08.** Company closes and publishes the results of the survey of candidates

- **2015.07.09.** Last date to change the order of applications for students

- **2015.07.23.** Presumed date for releasing the application points (at the latest: 05.08.2015)

- **2015.09.01.** The start of the school year

- **2015.09.15.** Registration, presumed date for conclusion of the student contract
Thank you for your attention!

adam.szigeti@emmi.gov.hu