Guide

**GUIDE**

**THROUGH DUAL**

**EDUCATION**

**FOR COMPANIES**

January 2021

The production of this publication was made possible by the Government of Switzerland within the project

"Support in the development and establishment of the National Model of Dual Education" which is implemented in cooperation with the Ministry of Education, Science and Technology Development and the Center for Education Policy.

This publication does not necessarily represent the official position of the Swiss Government.

All terms used in the Guide in the grammatical masculine gender imply natural the masculine and feminine genders of the persons to whom they relate. The word "parent (s)" is used to mean biological parent (s), guardian (s) means all those who have taken or are taking primary care of the pupils.

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**INTRODUCTORY SPEECH**

Dear employers,

This guide provides basic information on the National Model of Dual Education which are tailored to you and your needs. The aim of the guide is to bring you closer to the dual model education and support in assessing and deciding whether you want to become an accomplishment partner dual education in Serbia, as well as to inform you about your role, rights and responsibilities in this respect.

The key to the success of dual education lies in the quality cooperation of all participants, and she is possible only with good information and understanding of the concept, characteristics, as and potential benefits and challenges. In addition to the above, the purpose of this guide is to, through information relevant to companies, shows the rights, obligations and responsibilities of all others participants in the realization of dual education. All issues relevant to dual education they are regulated by law and bylaws, and through the Guide the total is presented the legal framework according to which the National Model of Dual Education is realized.

The guide contains explanations of the very concept of the National Model of Dual Education, basic concepts, represents the roles and tasks of the most important participants, gives an overview of the legislative acts that regulate all key issues for all actors in the process of achieving the dual education, provides guidelines for making important decisions as well as instructions for accomplishing all necessary activities, and shows all the steps that the employer should take in the goal of inclusion in dual education, as well as guidelines for achieving the learning process through work in a company.

We hope that the Guide will be a form of support for more complete information of employers, successful realization of dual education and quality partnership of employers and schools. The project team of the project "Development Support and establishing the National Model of Dual Education" in cooperation with the Ministry of Education, Science and Technological Development and the Serbian Chamber of Commerce

**LIST OF ABBREVIATIONS**

**Abbreviation**

**Full name**

AK Qualifications Agency

ZDO Law on Dual Education

ZUOV Institute for the Evaluation of the Quality of Education and Upbringing

KViS Career guidance and counseling

Commission Commission for Development and Implementation of Dual Education of the Government of the Republic of Serbia

LS Local government

MPNTR Ministry of Education, Science and Technological Development

NHS National Employment Service

NOKS National Qualifications Framework of Serbia

PKS Chamber of Commerce of Serbia

RPK Regional Chamber of Commerce

RS Republic of Serbia

SCTM Standing Conference of Towns and Municipalities

SNOW National Qualifications Framework Council

SSOV Secondary vocational education and upbringing

SSOOO Council for Vocational and Adult Education

KViS Career guidance and counseling

ARE School management

**1. BASIC**

**CHARACTERISTICS**

**DUAL**

**EDUCATION IN SERBIA**

1.1. NATIONAL MODEL OF DUAL EDUCATION

IN THE REPUBLIC OF SERBIA

Development of a system of secondary vocational education that will be more effective and efficient respond to the needs of the labor market as well as the development of the National Model of dual and entrepreneurship education in the last few years have been set as a priority goals of the Government of the Republic of Serbia. *Education Development Strategy in Serbia until 2020* , as well as the *National employment strategy for the period from 2011 to 2020* , consistently indicate the need better connecting the world of work and education. In short, the *Education Development Strategy* points out on the need for changes in the current structure of secondary vocational education, obsolescence curriculum, the inconsistency of the enrollment plan and the needs of the labor market, etc. This strategic the document and the accompanying Action Plan also point to the need for a greater share of practice during schooling and better "work practice", incentives for companies that provide students provide training places, etc. A new Education Development Strategy will be adopted soon by 2030, which will further strengthen the role of the economy in education. In the *National Strategy employment* also states that harmonization of secondary vocational education is needed with the needs of the labor market, harmonization of supply and demand, better access to lifelong learning learning, especially for vulnerable groups, etc.

The need to reform the system of secondary vocational education has been recognized and is crucial strategic documents, and based on previous reform experiences and identified development needs, as well as the experiences of the project "Reform of secondary vocational education" which is with the support of GIZ realized in the period from 2013 to 2019, taking into account the experiences and support from countries (Germany, Austria and Switzerland) with a long tradition of dual education, resulted in the development and introduction of the National Model of Dual Education in Serbia. Model dual education that is implemented in the Republic of Serbia, could be defined in the shortest possible time as an education that students receive in the company and at school, where special emphasis is placed on learning through work that takes place with the employer (in the company).

The initiative for the introduction of the dual model of education came from the economy which for years indicated a lack of adequate staff in the market and unwillingness high school graduates to join the working class immediately after leaving school processes. In that way, the additional obligations and costs of introducing young people to work and training are for the knowledge and skills they needed to acquire during schooling were imposed on employers.

The discrepancy between the demand for skilled workers of certain profiles and their availability in the labor market, as well as the fact that workers' qualifications are sometimes not a true reflection of theirs knowledge, skills and abilities, conditioned the need to change the existing situation and what it is as soon as possible, so that human resources would not be a limiting factor for economic growth and development. Many businessmen have pointed out (and still do) that they perform production in one shift, because for another

they can't find qualified staff.

Based on the Law on Dual Education (ZDO) "Official Gazette of RS", No. 101/2017 and 6/2020), **dual education** is a model of teaching in the system of secondary vocational **education** Education and Upbringing (SSOV) in which the curriculum is **mandatory conducted in two places - at school and at the employer** . More precisely, knowledge, skills and attitudes (competencies) students acquire in the school where theoretical classes and exercises are conducted, and at the employer when learning through work is conducted, all in accordance with the standard qualifications and the curriculum of teaching and learning (ZDO, Article 2).

Dual education is implemented differently in different countries, and some of the countries which have a long history of implementation are Austria, Germany and Switzerland. In each of these countries, dual education is conducted in accordance with the context in that country. So it is Serbia created the **National Model of Dual Education,** which relies on experiences and examples from countries that have developed dual education, but which is adapted to the characteristics situation in Serbia in the fields of education (strategic goals of education, structure of schools, number students, etc.) and economics (economic development and strategic directions of its development, structure company, etc.).

Dual education is present in the offer of schools in cities and municipalities where employers express the need and opportunity to admit students to learning through work, because of dual education exclusively introduces at the request of the economy. Inclusion in dual education is voluntary and it is intended for those employers who see a systemic way to solve the problem in the long run lack of competent staff through their own investment in education.

In dual education in Serbia, the student does NOT work, but learns through work, which means that he is on it is not applied by the Labor Law, but by laws and all other legal regulations in the field education. The student is not in the sphere of work, but in the sphere of education. The student is first enrolls in school, and then is assigned to the employer. The school is also responsible for the part curriculum of teaching and learning that is realized in school and for the part that is realized in employer.

Key issues relevant to achievement dual education are defined by the Law on dual education which was adopted in 2017 and which accompanies the whole set of bylaws (which are relations to both education and the economy (see section 1.5). During conceptualization models, development of laws and bylaws, as well as after the adoption of the mentioned law and accompanying regulations were undertaken through activities for providing preconditions for successful realization of the envisaged model, as of the 2019/2020 school year. years began its full implementation.

In the first years of introducing learning through work (from 2013 to 2016), support The development of this model of vocational education was provided by 40 companies, in order to be ready for inclusion in the 2019/2020 school year. years expressed as many as 850 companies. In school 2019/2020. years, dual educational profiles make up 10% of the total offer of educational profiles in the system of secondary vocational education.

Apart from the fact that the curriculum for teaching and learning is carried out in two places, dual education in Serbia has another particularly important "dual" characteristic. Namely, the process *You can take a look for more information Law on Dual Education, "Official Gazette of RS", no. 101/2017 I 6/2020. which you can find on this link* [www.mpn.gov.rs/dokumenta-and-regulations / legal-framework /](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.mpn.gov.rs/dokumenta-i-propisi/zakonski-okvir/)

The realization of dual education in Serbia includes two main partners, namely the Ministry Education, Science and Technological Development (MPNTR) and the Serbian Chamber of Commerce (SCC). Inclusion

The Chambers of Commerce of Serbia provides, among other things, dual education educational profiles should be in line with the needs of employers and the labor market, but also to ensure the quality of realization of learning through work with employers through company accreditation and training instructor to work with students.

In addition, the Law on Dual Education is a characteristic of dual education in Serbia education (Article 6) prescribes the scope of learning through work, ie the time that students can to spend in companies during the process of learning through work. General education of students in dual education remains to the same extent as for students enrolled in non-dual educational profiles (same number and scope of classes of general education subjects).

The volume of learning through work is at least 20%, and at most 80% of the total number of hours, hours of professional subjects, in accordance with the appropriate curriculum and learning. Bearing in mind that a student in dual education is not employed by the company in which he learns through work, it is important to keep in mind that the time he spends with the employer limited to a maximum of 6 hours per day, ie 30 hours per week and can be realized only during the school year in the period from 6 to 22 hours (ZDO, Article 6).

For example, with three-year educational profiles, students are usually not in the first grade in the company or spend a maximum of one day a week with the employer, while in the second and third class spend two or three days a week. For four-year educational profiles in most cases in the first and second grade they spend one day a week at employer, while in the third and fourth they spend two days a week.

Exceptionally, part of learning through work can be realized in school in accordance with the plan and teaching and learning program, ie if it is not possible to achieve it with the employer in whole. The school realizes a maximum of 25% of learning hours through the work provided by the plan and teaching and learning program. It is also possible to unite employers in order to enabled students to acquire all the knowledge (achieve all learning outcomes) if one the employer cannot do that.

1.2. MOST COMMON TERMS USED IN CONNECTION WITH DUAL

EDUCATION IN SERBIA AND THEIR SIGNIFICANCE

Dual education and its specifics can be defined and viewed through review key terms that are directly related to its realization.

With the aim of a comprehensive and harmonized understanding of the National Dual Model Education The following is an overview of the meaning of key terms in the context of implementation dual education. The meanings of the terms presented are based on the Dual Law Education and the Law on the National Qualifications Framework of the Republic of Serbia (ZNOKS) “Official RS Gazette ”, no. 27/2018 and 6/2020).

**Appointment**

**Dual education**

Dual education is a model of teaching in the system of secondary vocational education education and upbringing in which through theoretical classes and exercises in school and learning through work with the employer, acquire and improve, that is, build knowledge, skills, abilities and attitudes (competencies) in accordance with the standard qualifications and the curriculum of teaching and learning (ZDO, Article 2).

**Learning through work**

Learning through work is a part of dual education that means organized the process during which students acquire competencies in a real work environment for work in certain occupations or groups of occupations.

**The employer**

An employer is a legal entity or entrepreneur who directly provides the conditions for learning through work in dual education. Employer involved in dual education must meet the requirements prescribed by the Law on dual education, ie to be accredited for the realization of learning through work in accordance with the curriculum of teaching and learning for a particular educational profile. The Serbian Chamber of Commerce accredits companies for participation in the dual education.

**Coordinator**

The coordinator of learning through work is a person who is employed in a secondary vocational school, ie teacher of practical classes, and which in cooperation with the instructor plans, monitors, implements and evaluates the achievement of learning through work with the employer (ZDO, Article 2).

**Instructor**

An instructor is a person employed by an employer, who ensures that during learning through work realizes the contents that are prescribed by the plan and program teaching and learning and which is responsible for acquiring knowledge, skills and attitudes student at the employer (ZDO, Article 2).

**Plan and program teaching and learning**

The curriculum is a document that determines which will be subjects to study, in what order by grades and with how many hours by subject and grade. This document also prescribes teaching contents by subjects as well as goals, tasks and contents of teaching, as well as annual and weekly fund hours for each subject.

**Implementation plan learning through work**

The plan for the realization of learning through work is a document that contains a description of activities, place and the dynamics of achieving learning through work. This plan is created together by the school and employers, ie work learning coordinator and instructor. Implementation plan forms an integral part of the contract between the employer and the school and between the employer and students / parents, as well as the school's annual work plan.

**Enrollment policy**

Enrollment policy is a process of planning educational profiles that will be realized during one school year. This process takes place in cooperation with the school, the school administration, local self-government, employers, regional chambers of commerce, National Employment Services and other relevant institutions on local level. The criteria for creating an enrollment policy are prescribed by the Ministry of National and Regional Development.

For educational profiles whose realization is planned according to the dual model, structure enrollment is determined in accordance with the needs of the economy, based on the statements of employers' willingness to engage in dual education by employers submit to the Chamber of Commerce of Serbia and the possibility of further education students. Based on the received statements, the Chamber of Commerce of Serbia is compiling a Plan for involvement of employers and is submitted by the Ministry of Regional Development and Public Works, on the basis of when it is adopted final decisions on the structure of student enrollment in dual educational profiles.

**Scheduling student learning through work**

Scheduling students for work-based learning is a scheduling process students who have enrolled in a dual educational profile to attend learning through work of the employer / employers. This process is regulated by the **Rules of Procedure**

scheduling students for learning through work and implies active participation students (and parents), schools and employers.

**Materially security students**

Material security of students means providing funds and equipment for personal protection at work, insurance in case of injury at work, food allowance, transportation allowance or transportation allowance for students from school to company and the like, from employer to student who is learning through work, unless otherwise provided (ZDO, Article 33).

**Financially security students**

Financial security of students includes mandatory compensation to the student by the employer for learning through work. Financial security student must be an integral part of the contract (as one signed by the school with the employer, as well as the one signed by the student, ie the parent, with employer). Remuneration for work-based learning is paid per hour conducted on learning through work, once a month, in the net amount of at least 70% of the minimum labor price (ZDO, Article 34).

**Contract of dual education**

The dual education agreement regulates the rights and obligations of the school and the employer which is included in learning through work. The duration of the contract is three or four years, that is, as much time as the generation that started schooling to complete it.

**Learning agreement through work**

The contract on learning through work regulates the rights and obligations of students and employers when learning through work will be carried out. The contract is concluded by the student (ie parent) and employer. The contract is signed no later than the beginning of school year in which the realization of learning through work begins. This means that some will contracts to sign in the second year when learning through work for that dual begins educational profile.

**Career guidance and counseling**

**(KViS)**

Career guidance and counseling involves process, services and activities aimed at supporting the individual to make decisions regarding education, training and occupations and to manage their careers.

**Competence**

Competence implies a set of knowledge, skills and attitudes.

**Standard qualifications**

The qualification standard is a document established at the national level that contains a set of qualification data with a detailed description of learning objectives and outcomes as well as data on the qualification on the basis of which the level is determined, its classification and evaluation (ZNOKS, Article 2).

**Higher education institutions**

Higher education institutions that independently perform the activities of a higher education institution education are universities (faculties and art academies in their composition), colleges, academies of vocational studies and colleges of vocational study. All but the university (and its institutions) are non-university institutions.

**Qualification**

Qualification is a formal recognition of acquired competencies. An individual acquires qualification when the competent authority determines that it has achieved the learning outcomes within the framework of a certain level and according to the set qualification standard, which is confirmed public document (diploma or certificate) (ZNOKS, Article 2).

**Occupation**

A set of jobs whose main tasks and duties are characterized by a high degree of similarity.

**Standard occupations**

A document containing a description of duties and tasks, as well as the competencies required to an individual for efficient performance of work in a certain occupation, determined in in accordance with the regulations governing employment (ZNOKS, Article 2).

1.3. PARTICIPANTS IN DUAL EDUCATION

One of the key preconditions for the successful realization of a well-designed national model dual education is a continuous and quality cross-sectoral cooperation and institutional partnership at different levels (national, regional and local). It is given below graphical presentation of all key actors in the process of planning, implementation, but also monitoring and further improving the established National Model of Dual Education.

As can be seen from the previous picture, numerous actors both nationally and on at other levels they participate in dual education, each with their own role. That's right The Government of RS and the line ministry, together with its partners from the world of work it represents Serbian Chamber of Commerce, actors at the national level who see it as their priorities development of dual education.

The Commission for the Development and Implementation of Dual Education has been established by the Government The Republic of Serbia brings together, in addition to national actors and representatives of schools and companies, and not it should be mixed with other commissions that will be mentioned later in this guide (eg with commissions that check the fulfillment of conditions in companies for learning through work, or with commissions established for instructor exams).

Institute for the Advancement of Education (ZUOV), Agency for Qualifications (AK), education councils formed at the national level, such as the Vocational Council Education and Adult Education (SSOOO) and the Council for the National Qualifications Framework (SNOK), as well as sectoral councils for different areas of work, have their own competencies and roles in the introduction and implementation of dual education.

Given the important role that local governments (LS) have, and the Standing Conference Cities and Municipalities (SCTM) is a partner to be mentioned, and whose representative is represented among the members of the Government Commission for the Development and Implementation of Dual Education. Local branches of the National Employment Service (NHS) also have a role, primarily in the process enrollment policy.

The following is a brief overview of the key roles and responsibilities of the two key actors from areas of education and the world of work when it comes to the process of realization of learning through work.

• Adopts the High School Enrollment Plan.

**CHAMBER OF COMMERCE OF SERBIA**

• Participates in the development of a proposal for a plan for enrollment in secondary schools,

• Determines and issues certificates of fulfillment of conditions for performing learning through work,

• Maintains a register of employers found to meet the conditions and issue a decision to the employer does not meet the conditions for performing learning through work,

• Keeps a register of concluded contracts on dual education,

• Publishes on its official website basic information about the curriculum and learning and other information relevant to performing learning through work,

• Conducts trainings and exams for instructors and betrayals licenses and keeps a register of issued licenses instructors,

• Appoints representatives of participating employers in the final or matura exam in the test acquired competencies during learning through work.

**SCHOOL**

• Forms and participates in the KViS team, encourages and monitors the career development of students,

• Participates in the scheduling of students for learning through work,

• She is responsible for implementing the plan and teaching and learning programs as a whole,

• Realizes part of the curriculum and learning related to theoretical teaching and exercises and monitors, in cooperation with the employer, realization of part of the curriculum and learning related to learning through work code employer,

• Concludes contracts on dual education with one or more employers,

• Publishes on its official website basic information about the plan and program teaching and learning and other information from importance for performing learning through work.

**COMPANY**

For the success of dual education, it is especially important that the bearers of its implementation - schools and companies nurture and respect key general principles of achievement through partnerships dual education.

**Respect for key principles in the implementation of dual education**

In order for dual education to be successfully implemented, it is important that both schools and companies, that is, employers, adhere to several important general principles.

In the contract on dual education and the plan for the realization of learning through work should a **clear division of responsibilities and responsibilities** between the school and the company is established.

The process of dual education itself should be sufficiently **open and included all interested representatives of** different groups from the local community.

**The dignity and personality of** students must be respected at all times, as must the school and the company

they must be **as committed** as possible to increasing the student's chances of employment after graduating from high school and to help him develop as much as possible skills to manage his career and make decisions that are of the greatest interest to him.

1.4. BENEFITS OF DUAL EDUCATION

Dual education can have multiple benefits for all actors involved its realization. The following is an overview of the key benefits from a company perspective employers and instructors, as well as the students themselves.

**EMPLOYERS who participate in dual education have the opportunity to:**

• Provide a shortage of staff - employers invest in education, ie in future workers, which solves the problem of lack of certain staff in the long run.

• Ensure that students acquire, improve and develop in a real work environment competencies in accordance with the needs of the employer, ie the requirements of the labor market in during the very duration of education.

• Meet students and train potential, future workers who have theoretical knowledge acquires at school, and has the opportunity to practically apply and improve the acquired knowledge employer.

• Provide familiarization of students with the corporate environment (business behavior, cooperation with colleagues, clients, use of equipment) and encouragement identifying students with company values ​​and specific skills. Students contribute to the "freshness" of the company and generate new energy and innovation. The fact is that a change of generation ensures the future of the business.

• They have the opportunity to recognize students who would, after their completion education, wanted to offer employment.

• Return on your investment: in most cases, the company reimburses the costs generates learning through work primarily by getting future employees who have developed professional competencies in a specific work environment in accordance with the needs business of a particular company.

• Participate in the development of curricula in accordance with the needs economy. Namely, the employer defines the job description that corresponds to the jobs that students will perform after schooling in the future workplace. Employers they also have the ability to continuously adjust the content of the plan and program

teaching and learning the needs of the ever-changing labor market.

• Identify and train potential candidates for more complex jobs.

• Promote corporate social responsibility: learning through work reflects energy, modernity and commitment of the company to society. This is how companies win media attention and thus increase the visibility of their business.

**INSTRUCTORS participating in dual education have the opportunity to:**

• Acquire the basics of pedagogical and didactic knowledge and skills necessary for training students in dual education.

• Acquire or improve knowledge and skills such as teamwork, organization, communication and conflict resolution.

• Undertake training and obtain a license for an instructor in dual education, which reads name and surname of the instructor.

• Transfer knowledge and professional skills to new generations, as well as acquired experience.

• Gain responsibilities at a higher level, given the additional competencies that are glass.

• Affect the company's image and the attractiveness of jobs in the company. Namely, training students through learning through work is a sign of trust and recognition, which The employer wants to say, "We trust you, we value your work, and we want you to." at the end of school you will be part of our company and those messages are instructors transfer.

**Particularly significant benefits are those that STUDENTS have**

**from dual education:**

• In-company learning facilitates and increases the transition from school to employment student employability. Through theoretical classes, exercises in school and learning through work code employer, students acquire, improve, or build competencies in accordance with qualification standard, ie curriculum and teaching and learning program.

• Students learn by working in accredited companies, where there are places for work-based learning provided and adapted in terms of safety and health protection work in accordance with the Decree on Determining Dangerous Work for Children.

• Under the guidance and supervision of an instructor in the company and a coordinator of learning through work in. At school, students acquire competencies to work in a certain occupation or group of occupations.

• They are in constant contact with the real corporate environment and thus gain professional experience and during schooling.

• Develop the ability for teamwork and a sense of personal responsibility in work, entrepreneurship, innovation and creativity. They have the opportunity to do so in a practical way check whether what they are trained for corresponds to their personality, interests and competencies.

• Learning through work in the company increases the motivation of students, because in addition to what they receive a certain compensation for their performance, they have the opportunity to learn from older future ones colleagues, who in that early life can be role models who have an impact on future decisions and professional choices of students.

• Learning through work in combination with financial compensation influences the student to develop awareness about how important it is to become independent and not depend on your parents / guardians.

• Entrepreneurial competencies are being developed among young people in order to start own business.

• Opportunities for developing work ethic are greater.

• Awareness of the importance of health and safety, including safety and health, is developed at work.

• The opportunity to develop innovation and creativity has increased.

1.5. LEGAL FRAMEWORK FOR THE IMPLEMENTATION OF DUAL EDUCATION

Although this guide relies entirely on the overall legislative framework and its basic the goal is to bring all the most important legal provisions closer to companies companies are considered to be aware of the key laws and regulations which regulate the realization of the National Model of Dual Education, so that they could they are additionally consulted during dilemmas that may arise. The following is a list of basic ones legislative acts whose determinants are decisive for the realization of dual education from perspectives of companies, but also of all other actors. The presented list of legal acts provides answers to key issues that may arise before, but also during the involvement in the realization of the dual education.

The legal framework for the realization of the National Model of Dual Education is the following set of laws and regulations:

• Law on the Fundamentals of the Education System, "Official Gazette of RS", no. 88/2017, 27/2018-other laws and 10/2019 and 6/2020)

• Law on Secondary Education "Official Gazette of RS", No. 55/2013, 101/2017 and 27/2018 - other law and 6/2020)

• Law on Dual Education (“Official Gazette of RS”, No. 101/2017 and 6/2020)

• Rulebook on the curriculum of teaching and learning (different documents depending on educational profile)

• Rulebook on the final exam program (different documents depending on educational profile)

• Rulebook on the training program for instructors and more detailed conditions for taking the exam for instructors ("Official Gazette of RS", No. 70/2018)

• Rulebook on the manner of allocating students for learning through work "Official Gazette of RS", No.102 / 2018)

• Rulebook on detailed conditions, manner of work, activities and composition of the career team guidance and counseling in a high school that realizes educational profiles in dual education ("Official Gazette of RS", No. 2/2019)

• Decree on Determining Dangerous Work for Children ("Official Gazette of RS", No. 53/2017)

• Rulebook on the organization, composition and manner of work of the Commission for Determining Fulfillment conditions for performing learning through work with the employer "Official Gazette of RS",

No.102 / 2020)

• Law on Health Insurance (Article 22, paragraph 1) ("Official Gazette of RS"), No.25 / 2019)

• Law on Contributions for Compulsory Social Insurance (Article 11, paragraph 3, Articles 35 and 47)

(“Official Gazette of RS”, No. 4/2019, 86/2019, 5/2020 and 153/2020 - adjusted dinar amount)

• Law on Personal Income Tax, Article 9, paragraph 23a "Official Gazette of RS", no. 4/2019, 86/2019, 5/2020, 153/2020 and 156/2020 - harmonized din. Amount)

**2. DECISION OF THE COMPANY**

**ON INCLUSION IN**

**DUAL EDUCATION**

After good information, that is understanding the concept of the National Model dual education, existing motivations and recognized benefits from a company perspective to get involved in the realization of the National Model dual education is especially important knowledge all the prerequisites and procedures that a company needs fill. This chapter actually contains information that will help companies do self-assessment

in terms of meeting the conditions for inclusion in dual education, but also to get acquainted with themselves

the procedure for verifying compliance with the conditions.

Employers who want to participate in the realization dual educational profiles are reported to the Serbian Chamber of Commerce by submitting the prescribed documents as evidence, and the SCC forms a **Commission to determine the fulfillment of the conditions for conducting learning through work with an employer** that checks all companies that have applied for accreditation under all conditions prescribed in the Law on Dual Education.

When this commission determines that a certain company meets all the prescribed conditions, it proposes that the SCC issue a certificate of compliance / accreditation to the company so that it can to implement learning through work.

PKS keeps a register of all companies, ie employers, that have met the conditions to perform learning through work. If any of the companies ceases to be eligible for realization of learning through work, PKS makes a decision on termination of fulfillment of conditions.

All employers, ie all companies, who want to participate in dual education they must meet the legally prescribed conditions for conducting learning through work, ie to fulfill accreditation requirements. This means that employers must meet the prescribed standards quality implementation of work-based learning is ensured for all students in dual education.

2.1. COMPANY 'S SELF - ASSESSMENT OF POSSIBILITY TO PARTICIPATE IN

DUAL EDUCATION

The first step for the employer is to see if this model of education for the employer brings benefits and whether the employer is able to admit students to learning through dual work model of education. If motivation is present, a particularly significant step can be taken considered the company's self-assessment. In the function of self-assessment, the following are the questions that are relevant for assessing the possibility of the company getting involved in the realization of dual education, which are formally and legally regulated by the Law on Dual Education (Articles 11 and 12).

*Conditions that the company must fulfill to realize learning through the work is specified within the Law on dual education, while detailed procedure defined Rulebook on organization, composition and the manner of work of the Commission for Determination fulfillment of conditions for performance learning through work with the employer ("Official Gazette of RS", No. 102/2020).*

• How do you find workers? Do you have difficulty getting quality frame?

• Could engaging students in dual education be an option for filling vacancies in your company, investing in long-term development and on that way getting to the trained staff?

• For which educational profile (s) would you organize work-based learning?

• How many students would you accept to learn through work?

• Do you perform an activity that enables the realization of learning content through work prescribed by an appropriate curriculum?

• Do you have the space, equipment and means to work that would enable the realization content in accordance with the regulations on detailed conditions in terms of space, equipment and teaching aids of a certain educational profile?

• Do you have the required number of licensed instructors prescribed by the plan and teaching and learning program?

• Do you ensure the application of prescribed occupational safety and health measures in accordance with the law and regulations governing this area, as well as the application of regulations governing arranges dangerous work for children?

• Has bankruptcy been initiated against the employer or liquidation proceedings have been initiated?

• Has the employer been convicted of criminal offenses prescribed by law is the prevention of harassment at work regulated?

2.2. SUBMISSION OF APPLICATION AND VERIFICATION PROCEDURE

CONDITIONS FOR LEARNING THROUGH WORK

The process of applying for a company for inclusion in dual education, ie for realization Learning through work consists of three key steps.

An employer wishing to engage in dual education shall submit an application no later than November 30 is the calendar year preceding the school year in which the realization begins educational profile according to the dual model of education.

**Step 1.**The first step for the employer is to create a company profile on the dual web portal education at the link [http://portal.dualnoobrazovanje.rs/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://portal.dualnoobrazovanje.rs/) , and then to submit:

1. Request for accreditation for each educational profile in which he / she is interested;

2. Declaration of readiness for inclusion in dual education for each educational profile for who is interested.

From 2021, statements will be submitted through the DUAL EDUCATION WEB PORTAL. All You can find the necessary information on the website [https://dualnoobrazovanje.rs/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://dualnoobrazovanje.rs/)

The request for initiating the Verification procedure shall be submitted no later than one year before receipt students on learning through work. For example, if a company wants to admit students to study through work from a certain school year, she must submit the Request by November 30 at the latest previous year (ZDO, Article 12, paragraph 5).

What is important to note relates to the fact that employers can be accredited and earlier, ie at any time they can submit a request for accreditation for certain educational profile regardless of the application process for inclusion in dual education. If the accreditation process is completed before the enrollment policy process begins, and the employer wants to to be included in dual education for the next school year, it will be necessary to submit only completed Statement of Readiness.

Proof of organization of work safety and health at work in in accordance with the provisions of the law by which

the area of ​​security is regulated and health at work

This means:

Written act appointing an employee (one or more) as a security person and health at work and a certificate of passing the professional exam to perform occupational safety and health and the person responsible for that faces. Under a written act designating the employee as a security person and health at work means an employment contract, an act of systematization or decision, ie decision of the employer on appointing an employee as a person for Safety and Health at Work;

or

Contract on hiring a legal entity, ie an entrepreneur, to perform safety and health at work and a license to perform work in areas of safety and health at work for the engaged legal entity, ie entrepreneur.

An employer who performs safety and health work at work, in accordance with the provisions of the law governing the field of safety and health on work, is not required to provide this evidence.

List of working and auxiliary premises / equipment for work in / on which students will do learning through work

The list should be compiled in accordance with the curriculum and learning for a particular educational profile. Name information is required equipment, manufacturer's name, year of manufacture, serial number and inventory number.

The form of this document is not prescribed, it is only important that it contains all the information which are listed here.

Excerpt from the Risk Assessment Act for workplaces where students will perform learning through work

It is necessary to perform a risk assessment for the student's workplace on a dual basis education. The job description required for the assessment is taken from the plan and teaching and learning programs for a particular educational profile. List of equipment that should also be taken from document 2. In accordance with the risk assessment,

it is necessary to adjust the tests of the working environment (document number 6).

Expert report on the performed examination and check the work equipment on which it will students learn through work, if the work equipment is subject review and verify The expert report shall be submitted for the equipment specified in the document from item 2, which is subject to periodic inspection and verification. If the work equipment does not subject to review and verification, which is verified by the *Rulebook on the review procedure*

*and inspections of work equipment and testing of working environment conditions* must be submitted document number 5 or some kind of internal control led by the employee at the venue.

Declaration of the correctness of the equipment for work on which the student will perform learning through work and applied security measures For all the equipment that students will use when performing learning through work (document number 2), which is not subject to periodic review and check, it is necessary to submit a statement of correctness. The statement is in free form and the employer declares that he regularly inspects and services the equipment.

Expert finding examining working environment conditions The expert report must contain the test results of all rooms in which students will stay, both in the basic rooms for learning through work and and auxiliary), and in accordance with the risk assessment for the student 's workplace dual education. Professional findings need to be submitted for both winter and summer. Depending on the activity / production, it is necessary that the expert finding contains and examining the specifics of the activity (eg noise, vibration, etc.). What is be examined by an expert finding depends on the risk assessment referred to in point 3.

Inspection and testing report electrical installations for all working and auxiliary rooms in which to perform learning through work

Dangerous safety data sheet chemical substances and other chemicals substances, in accordance with the regulations which regulate the management of chemicals, Chemicals that would possibly be used when learning through work do not may be prohibited from use by regulations governing hazardous work for children. The safety data sheet must be in Serbian and, if necessary, language that the student understands.

The safety data sheet is submitted by the employer when learning through work students for whom the curriculum of teaching and learning envisages the use chemicals. If not provided, this document does not need to be submitted.

Training program for safe and healthy student work The program needs to be adapted to the age category of students, that is, to cover all the specifics of that developmental age.

Instructions for safe and healthy work after safety and health regulations at work to use work equipment and

means and equipment for personal protection of work that the student will use during learning through work

All work equipment used has instructions for use and is safe handling (this is what needs to be attached, translated into Serbian or another language that the student understands - the language of a national minority). Take care of

equipment manufactured after 2012 and which, in addition to the instructions for use, must have a declaration of conformity and a mark of conformity (C mark).

Proof to the employer, as legal person, has not been convicted of criminal offenses prescribed by law which regulates prevention harassment at work.

The request for the issuance of these types of certificates is provided by submitting the request the court competent for the municipality of the employer's seat.

This proof is submitted by the employer who did not give consent to the Chamber of Commerce Serbia to collect evidence ex officio that he has not been convicted for criminal offenses, the law governing the prevention of harassment at work (as a legal entity or entrepreneur).

The request is submitted electronically or in printed form, in person or by registered mail by mail. If the request is submitted electronically, all documentation is submitted to forms of electronic document signed by a qualified electronic signature. If the request is complete and correct, the SCC notifies the employer of this and the date visits, and no later than 7 days before the planned date. If the Request is incomplete, the SCC will request supplementation of the documentation where the deadline of 8 days is set. If not delivered complete documentation, The request is rejected. **Step 2.**Verification of eligibility is performed by the Commission for determining eligibility for performing learning through work with the employer by inspecting the documentation and on the basis of the realized visit the employer. This commission is formed by the Serbian Chamber of Commerce, which is indebted by law to carry out the Verification procedure.

**What the Determination Commission fulfillment of conditions for performance learning through work with the employer checks?**

Commission performing the Verification procedure it is obliged to determine whether the employer

meets the conditions provided by law, that the student will not do the jobs that are harmful to health, safety or morals children, jobs performed within hazardous circumstances or hazardous activities, in terms of the regulations determining dangerous work for children and checks whether is the Employer based on estimates risk took all preventive measures for safe and healthy work of students in harmony

with security regulations and health at work.

**Who are the members of this commission?**

The Commission consists of:

• labor inspector,

• a representative of the Ministry of Education, science and technological development - educational advisor, external associate, educational inspector, respectively teacher (most often they are educational

counselors from the school administration in the territory companies, teachers practical teaching, ie coordinators for learning through work from a school that corresponds to the field of work for which

the employer applies for Confirmation),

• representative of PKS - employees of the Chamber

Based on the performed verification procedure, at the proposal of the commission for determining fulfillment

conditions for conducting learning through work with the employer, PKS to the employer who has fulfilled everything the prescribed conditions issue a certificate of fulfillment of the conditions for performing learning through work for the longest time within one month from the date of the visit to the employer.

**Step 3.**After receiving the confirmation, the SCC enters the public register published on official PKS website, and the employer can be included in the dual model of education in line with the procedure that follows. The costs of issuing a certificate, keeping and entering it in the register shall be borne by the SCC. A certificate is issued for an educational profile or group of educational profiles. If the employer wants to obtain a Certificate for two areas of work, there is a possibility to do so through one verification procedure.

If this commission has established that the employer does not meet all the prescribed conditions, proposes to the SCC to adopt a Decision which is finally in the administrative procedure.

Although the certificate is issued for an indefinite period of time, it can happen that the employer in in the meantime, it ceases to meet the conditions set out in the ZDO. Termination notice Eligibility can be submitted by any interested person, and the SCC is obliged to convene a commission for determining the fulfillment of conditions for conducting learning through work with the employer which will perform the Verification procedure. If the employer does not have a sufficient number available licensed instructors, this commission gives him an order to delegate new employees they have six months to obtain a license. However, if the employer has stopped fulfilling other conditions provided by the Law, the SCC, on the proposal of this commission, issues a Decision on termination fulfillment of the conditions that are finally in the administrative procedure.

If you happen to be left without a sufficient number of instructors from certain reasons, appoint a new person and immediately contact the SCC for training and exams obtaining a license.

**3. LIABILITIES AND EXPENSES**

**EMPLOYERS IN**

**IN ACCORDANCE WITH THE LAW OF**

**DUAL EDUCATION**

In addition to the fact that the employer is obliged to systematically and qualitatively realize the

Possession Confirmation of Fr. Fulfillment conditions for performing learning through work Art. 11. and 12. There are no costs for employers In order for the employer to obtain a Certificate he must go through a verification process

fulfillment of conditions.

Costs of issuing Certificates, keeping and entry in the register is borne by the SCC. Disposition necessary by number licensed instructor Art. 11. (para 6), 29. and 30.

In order to support the economy at inclusion in dual education, for now it is attending training and taking the exam for free. U in accordance with the Law, costs instructor training should borne by the employer in the amount

which determines the PKS. The entry in the register is free.

So that the instructor can acquire license he must meet the conditions that are prescribed by law, attend training for 40 hours and pass the exam for instructor. After obtaining the license, it is done entry in the register. For as many students as he can to be in charge of one instructor for now is not prescribed by the plan and program for all educational profiles. Where it still is It is not prescribed, it is recommended that one the instructor shall be in charge of a maximum of five students if the conditions are safe. Conclusion contract on dual education and entry in the register Art. 13-20, 27th and 28th There are no additional costs for employers This type of contract is concluded with the school.

The law prescribes mandatory elements contract, and the employer is obliged to within from 8 days from the day of concluding the contract it is submitted by the SCC for entry in the public register. He bears the costs of keeping and entering in the register PKS.

Conclusion learning agreement through work and guidance records contract Art. 21–26. Concluding a contract only after itself does not bring additional costs for employer. This type of contract is concluded with student, are prescribed by law mandatory contract elements. This one the contract is not entered in the register, but in it

the employer keeps it in its records.

Materially security student Article 33 Cost of funds and equipment for personal safety at work Reimbursement of actual transportation costs from the school to the place of learning through work and back, if not on otherwise provided (ZDO, member 33.)

If the employer did not provide own transport, reimbursement is the highest amount of the price of a transport ticket in public transport only on days when the student came to the employer. Needed is for the student to bring at the end of the month individual cards they represent basis for the payment of these costs. The employer has no obligation to the student pay a monthly ticket. Reimbursement of food costs In accordance with the general act of the employer

Injury insurance during learning through work with the employer If the student has already paid insurance during your stay at school, that also applies to practical teaching / learning through work, ie the stay of students at the employer. So the employer is not obliged to provide additional insurance to the student.

Financially security student Article 34 For every hour spent learning through the work of the employer to the student

pays at least 70% of minimum labor costs. On the amount cash benefits are paid by the employer and a 2% health contribution injury insurance at work and 4% for PIO for the case disability and bodily harm. When is the period for which it is calculated contribution less than one month, and the conditions for application are met the lowest monthly base contributions, calculation of contributions is performed on a proportionate amount of the lowest

monthly contribution bases, which are determines in proportion to the number of hours in in relation to the total fund of hours.

The cash benefit is exempt from tax payments. Student on a daily basis code the employer can spend a maximum of 6 hours. In case of injury, the student exercises the right to acknowledge the violation. 4

3.1. CALCULATION OF FINANCIAL FEE

As already mentioned, the financial security of students (ZDO, Article 34) during learning through work implies obligatory compensation to the student by the employer for learning through work. Financial security of students must be an integral part of the contract (as one that 1 Everything that the student achieves, such as material and financial security, is exempt from paying taxes to the member 9, paragraph 23a of the Law on Personal Income Tax "Official Gazette of RS", No. 4/2019, 86/2019, 5/2020, 153/2020 and 156/2020 - harmonized din. izn.) 2 Everything that the student achieves, such as material and financial security, is exempt from paying taxes to the member 9, paragraph 23a of the Law on Personal Income Tax "Official Gazette of RS", No. 4/2019, 86/2019, 5/2020, 153/2020 and 156/2020 - harmonized din. izn.) 3 Article 11, paragraph 3 of the Law on Contributions for Compulsory Social Insurance, "Official Gazette of RS", No. 4/2019, 86/2019, 5/2020 and 153/2020 - harmonized din. izn.) 4 Article 22, paragraph 1 of the Law on Health Insurance ("Official Gazette of RS", No. 25/2019).

signed by the school with the employer, as well as the one signed by the student or parent, with employer). This means that every student who has signed a Contract on learning through work receives fee for learning through work once a month, no later than the end of the current month for the previous month for each hour spent on learning through work (in the company) in the net amount of at least 70% of the minimum wage in accordance with the law, which means that this compensation can be and higher, if the employer is able. It is important to emphasize that the minimum price of labor is changing every year, so when calculating the minimum amount of compensation should be kept in mind how much is the minimum labor cost for that year.

**Example of calculating the minimum amount of compensation for learning through work in 2021**

The minimum labor price for 2021 per hour is 183.93 dinars (Government Decision Of the Republic of Serbia on the amount of the minimum labor price for the period January - December 2021. year - "Official Gazette of RS", 116/20). More precisely, the employer must provide 128.75 dinars for each hour of learning through work (70% of the minimum price of work per hour). Practically, for a third grade student who spends two hours a week for six hours (maximum time per day) on learning through work, the employer should provide from company funds net fee of 772.5 dinars for each such day.

3.2. LICENSING OF INSTRUCTORS - TRAINING AND EXAMINATION

One of the conditions that must be met by every company that wants to participate in the dual education is to have instructors among the employees, ie persons who have been trained in in accordance with the Rulebook on the training program, closer conditions and other issues of importance for taking the instructor exam ("Official Gazette of RS", No. 70/2018) and passed the exam for acquiring license. Instructors directly ensure that content is realized during learning through work prescribed by the curriculum of teaching and learning, and not some other tasks. They are instructors responsible as well as teachers in vocational schools, for the acquisition of competencies that are prescribed by the qualification standard. In addition to employees in companies, instructors can also be company owners independently perform the activity (entrepreneurs), as well as other persons hired by the employer in accordance with the law governing work (ZDO, Article 29).

WHAT ARE THE BASIC OBLIGATIONS OF THE INSTRUCTOR DURING THE ACHIEVEMENT OF THE LEARNING PROCESS?

• The instructor in cooperation with the learning coordinator through the work implements, guides and supervises learning through work with the employer, provided and in a way that ensures security and

health at work, in accordance with the law.

• In the process of assessing learning through work, the instructor cooperates with the learning coordinator

through work. Number of students with whom the instructor realizes learning through work for one number of profiles prescribed is a curriculum of teaching and learning. If that number is not prescribed, the required number instructors define a joint school and company. Not every employee can be an instructor, even if he has great knowledge, rich work experience and developed skills of transferring knowledge to others.

WHAT CONDITIONS DO EMPLOYEES IN THE COMPANY MUST FULFILL IN ORDER TO BECOME

INSTRUCTOR IN DUAL EDUCATION?

• To be employed by the employer or to perform the activity independently, that is, that he was hired by the employer, in accordance with the law which is arranges work,

• Have at least three years of work experience in the relevant profession or the group of occupations for which the student is educated in dual education,

• To have at least the same level of education for the appropriate educational profile for which they are the student is studying

• To know the language of the national minority in which the curriculum is implemented and learning as well

• To have attended instructor training and obtained a certificate of passing the exam for instructor (license).

• That he has not been convicted by a final judgment for the criminal offense for which it was pronounced imprisonment for a term of at least three months, as well as for criminal offenses of violence in families, confiscation of a minor, neglect and abuse of a minor or incest, crimes from the group of crimes against sexual freedom, against economy, against official duty, against legal traffic and against humanity and other goods protected by international law, regardless of the criminal offense sanction, that he has not been convicted of a misdemeanor in the field of labor relations and for which has not, in accordance with the law, established discriminatory conduct. The training is organized by the Serbian Chamber of Commerce in accordance with the Rulebook on the training program, closer conditions and other issues of importance for taking the instructor exam (“Official RS Gazette ”, No. 70/2018). The training is mostly related to the acquisition of pedagogical and psychological ones and methodological and didactic skills for working with students, lasts 40 hours and consists of 5 areas.

WHAT AREAS ARE THE CONTENT OF THE TRAINING PROGRAM?

1. Application of the legislative framework in work-based learning

2. Planning and preparation of learning through work

3. Realization of learning through work

4. Monitoring and evaluation of competencies in learning through work

5. Support the development of students in learning through work

The trainee must attend at least 80% of the scheduled training hours, thus that the absence is justified in case of illness and other impediments, with the obligation of compensation missed lectures. The exam is realized at the end of the training and consists of written and oral part. The employer submits a request to the Serbian Chamber of Commerce for employee training for obtaining an instructor license (or registering himself, if he is self-employed) and submits evidence that the employee meets the requirements of Article 3, paragraph 2 of the said Rulebook. Participants who attended the entire training program, or at least 80% of the planned hours of training, the Serbian Chamber of Commerce issues a certificate of completed training for instructors. Only a candidate who has passed the exam for a dual education instructor and the same successfully finished, ie. passed, acquires the right to a license. Other candidates, ie. training participants, remain alone with certificates of completed training for instructors, which does not allow them to work with students because they do not have the necessary license. Materials for the preparation of the license exam are available on the website of Privredna chambers ([www.dualnoobrazovanje.rs](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.dualnoobrazovanje.rs) ).

The exam is, as a rule, realized in one day and consists of a written and an oral part.The candidate takes the written part of the exam first. The written part of the exam lasts 60-90 minutes and is realized in groups. The oral part of the exam is taken after the written part, so that the candidate solves the situation from practice to check the application of knowledge and skills in learning through work. The oral part lasts 20-30 minutes and is realized individually.

Success in the exam is expressed by one descriptive grade: "passed" or "failed". A candidate has passed the exam if he / she has been graded "passed" in both parts of the exam. The candidate passed written part of the exam if he has at least 60% of the total possible number of points. Candidate who passes only one part of the exam, has the right to take the second part of the exam in the next exam deadline. A candidate who has completed the training but has not passed the exam may request to take it again. In addition to the candidates, the exam can be attended by trainers (trainers for instructors), members and secretary of the commission.

The costs of training and taking the instructor license exam are borne by the employer, and the costs issuing a license to the Serbian Chamber of Commerce.

The license is valid in the personal name of the instructor and has no limited duration. Data on issued Instructor licenses are entered by the Chamber of Commerce in the Register of Licenses Issued, which is available at site [www.dualnoobrazovanje.rs](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.dualnoobrazovanje.rs)

From the middle of 2020, the Serbian Chamber of Commerce also offers online trainings and exams

for instructors.

**4. STEPS TO FOLLOW**

**AFTER THE PROCESS**

**ACCREDITATIONS**

4.1. WHAT AFTER ACCREDITATION?

Every year in December, the process of planning the enrollment of students in high school begins schools for the next school year in order to align the education offer with needs in the labor market. Employers who want to get involved, ie. to admit students to learning through work for the next school year create a profile on the web portal of dual education, fill out the **Statement on readiness to engage in dual education** and automatically apply for by accreditation of the employer. by the end of November for the next school year at the latest. In this statements employers state the needs for staff from the list of educational profiles on offer

according to the dual model of education and the number of students who want to accept learning through work, in in accordance with the obligations provided by the Law on Dual Education. All documentation,

as well as the Instructions for filling in can be found on the PKS website [https://pks.rs/strana/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://pks.rs/strana/dualno-obrazovanje)[dualeducation](http://dualeducation )and on the website [www.dualnoobrazovanje.rs](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.dualnoobrazovanje.rs)

Only employers who have a certificate of eligibility for work-based learning can admit students to learning through work. If you do not have a certificate, and students in 1. class begin with learning through work with the employer, you must the Chamber of Commerce Serbia submitted a request for obtaining a Certificate before the start of the enrollment policy process, ie.

no later than November 30 of the current year for the next school year in accordance with the ZDO (Article 12, paragraph 5). For educational profiles that start with learning in the second grade work, you can submit a request later. Information on which educational profiles learning through work begins in the 1st grade, and where you can find it in the 2nd grade on the site PKS in the dual education section.

Based on the collected Statements of Readiness, the Serbian Chamber of Commerce forms a Plan for involvement of employers in dual education and submits it to the Ministry of Education, science and technological development on the basis of when a decision is made on the structure of enrollment in high school schools for the dual model of education - the number of students and classes for each municipality and city territory of the Republic of Serbia for the next school year. When forming the Proposal, PKS must take into account certain procedures for the formation of departments prescribed by Ministries.

The result of the Ministry's decision was a competition for students at the end of March. It's a competition

intended for students to inform about the offer of educational profiles of each school they plan to enroll. Currently, there are about 50 educational models on offer profile, but in accordance with the requirements and needs of the economy, new ones are introduced in the offer every year educational profiles (The list of profiles can be found on the website [www.dualnoobrazovanje.rs](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.dualnoobrazovanje.rs) ) .

The employer can at any time monitor the status of the submitted Statement of Readiness, as follows:

whether the educational profile stated in the statement was included in the Employer Involvement Plan in accordance with the above criteria and whether the educational profile has entered the Competition.

After the announcement of the Competition, students can enroll in a specific educational profile in a dual way

model of education and in the pre-term, before the final exam, in accordance with the bylaw which regulates the enrollment of students in high school.

After enrolling students in high schools, the conclusion of a contract with the school breaking, assigning students to the employer and concluding contracts with each individual student. The student with whom the employer concludes a contract stays with him until the end of schooling employer. For more information, see Chapter - *Contracts in the dual education* and *Ras-comparing students and how to conduct an interview* .

4.2. WHAT IF THEY OFFER IN THE DUAL MODEL

EDUCATION DOES NOT FIND THE EDUCATIONAL PROFILE REQUIRED EMPLOYER?

Educational profiles offered according to the dual model of education have been introduced on request and according to the needs of the economy. If you do not find a profile in the offer, but you have a need for the admission of students of a certain educational profile, enter the name in the part of the statement of readiness

educational profile or job description for which you need staff, and it is desirable to state the number students you would receive for that educational profile. By processing data, PKS also comes that way to the information which educational profiles should be prepared for the next school year. Another way to develop the necessary educational profiles is to provide information about needs of the competent branch association within the SCC or the Dual Education Service in PKS (obrazovanje@pks.rs).

Given that educational profiles are being developed for the whole country, it is not possible to meet them

needs of only one employer, nor to introduce an educational profile for only one company.

When there is a need for a certain educational profile of a larger number of employers who territorially belong to different regions, then the introduction and preparation of educational is considered profile for the next school year.

When a decision is made on which profiles will be prepared for the next school year, they invite employers are to be part of a working group that will create a job description for a particular educational profile. Taking into account the contributions related to job descriptions provided by the economy, they are evolving qualification standards, ie teaching and learning plans and programs. That way employers have a direct impact on the knowledge and skills that students acquire during schooling for their own purpose compliance with jobs in a real work environment for a given profile.

According to the Dual Education Act, educational profiles must be innovated every five year, and at the request of the economy and technological development, it is possible to do it earlier, or more often.

4.3. REGULATING THE RELATIONSHIP BETWEEN THE COMPANY, THE SCHOOL AND THE STUDENTS

The relationship between the school, the employer and the student, ie the parent or other legal entity student representatives, in dual education are regulated by the Agreement. This way of editing cooperation is a specificity and obligation of the established model of dual education.

There are two types of contracts in dual education:

1. Agreement on dual education which regulates the mutual relationship between the school and employer and

2. Agreement on learning through work which regulates the mutual relationship between the employer and the student, that is, the parent or other legal representative of the student.

The Law on Dual Education prescribes mandatory elements of both types of contracts, a their examples are presented in *Annexes 1 and 2* . When it comes to regulating the formal-legal relationships between schools, companies and students in addition to the mandatory elements and content of these of the contract, it is important to be familiar with the conditions under which the contract may be terminated. All these issues are precisely defined by the Law on Dual Education.

4.3.1. Dual Education Agreement

The Dual Education Agreement regulates all key issues relevant to establishing cooperation between the school and the company. The school can conclude a dual agreement education with one or more employers who must have a Certificate of Eligibility for learning through work. The employer can also conclude a dual education contract with one or more schools. The employer is obliged to submit the contract to the Serbian Chamber of Commerce on dual education, within eight days from the day of concluding the contract, for the purpose of enrollment in register. A copy of the contract may be submitted by the employer in printed or electronic form. The register of dual education contracts is kept by the SCC. The data entered in the register are public available and published on the official website of the SCC.

Issues of the content of the Agreement on Dual Education, its conclusion, public availability and conditions for termination of the contract are precisely regulated by the Law on Dual education (Articles 15-20). See the Dual Education Act for more information which is available at the following link: [https://www.paragraf.rs/propisi/zakon-o-dualnom-education.html](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://www.paragraf.rs/propisi/zakon-o-dualnom-obrazovanju.html)

Among the overall binding elements of the contract (see ZDO, Article 15) it is important emphasize that in addition to the obligations and responsibilities of both parties, the contract precisely defines the place and time organization of learning through work, the maximum number of students, but also contains the Implementation Plan learning through work as a very important document in terms of concretization of the overall process

learning through work as well as the conditions under which the contract may be terminated. **Termination of the Agreement on Dual Education (ZDO, Articles 18 and 19)**

Termination of the contract by the employer may occur under the following circumstances - if the school is prohibited from operating or is abolished, if the school ceases to operate meets the prescribed conditions for the educational profile within which the cooperation takes place, if the school does not meet the conditions prescribed by the contract, as well as due to unforeseen technological, economic or organizational changes in the employer that make it difficult or significant affect the performance of the company's activities.

Termination of the contract by the school may be undertaken if the employer ceases to meets the conditions necessary for the realization of learning through work, there is non-fulfillment conditions prescribed by the contract, the employer violates the protection of students' rights.

4.3.2. Contract on learning through work

The relationship between the company and the students in terms of achieving learning through work is mandatory is formally and legally regulated by the Agreement on learning through work. This contract is concluded by the employer and the student, ie the parent or other legal representative of the student, in writing. Contract of learning through work is concluded no later than the beginning of the realization of learning through work. He's an employer obliged to keep records of concluded contracts, in accordance with the law.

The issues of the content of the Agreement on Learning through Work, its conclusion, are public availability and conditions for termination of the contract are precisely regulated by the Law on Dual education (Articles 21-26). See the Dual Education Act for more information which is available at the following link: [https://www.paragraf.rs/propisi/zakon-o-dualnom-education.html](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://www.paragraf.rs/propisi/zakon-o-dualnom-obrazovanju.html)

The following are the conditions under which this type of contract may be terminated between employer and student.

**Termination of the Agreement on Learning through Work (ZDO, Articles 24-26)**

According to the ZDO, termination of the contract by the employer is possible if the student loses student status (eg, drop out of school), violates the obligations established by the learning agreement through work and the law, permanently loses the health ability to work in the profession for which they are is studying (here the emphasis is on the fact that the contract is terminated only if the student is permanent loses health ability to work in that particular occupation, it is not thought of immediate loss of ability to work to be remedied after a particular treatment or interventions).

Termination of the contract by the student (parent) is possible, among other things, if the employer does not fulfill its contractual obligations, it violates the rights of students "More closely defined in Article 10 of the Law on Dual Education and concerns the prohibition discrimination, abuse, neglect, etc.), violates the rights of students prescribed by law, the SCC shall issue a decision on termination of fulfillment of conditions for

performing learning through work with the employer, etc. If there is a break from these reasons that stand on the side of the employer, the school is obliged to organize learning for the student through work in the same educational profile with another employer with whom he has concluded dual education agreement. Then the learning agreement is re-signed through work with a new employer.

If the school has not concluded a contract on dual education with another an employer who could realize learning through work then the school in cooperation with MPNTR and PKS within 15 days should provide conditions for continuing learning through work in an appropriate educational profile. The school informs about the termination of the contract MPNTR, and the employer PKS.

4.4. SCHEDULE OF STUDENTS AND HOW TO CONDUCT AN INTERVIEW WITH

TO STUDENTS

The manner of student assignment is determined by the Rulebook on the manner of student assignment for learning through work ("Official Gazette of RS" No. 102/2018). They participate in the deployment of students

employers and teachers, but also students themselves, by harmonizing the expressed wishes of students to do learning through work with a particular employer as well as employers for certain students.

Employer representatives may participate in the deployment of students only for education the profile in the realization of which they participate.

Below is a graphical presentation of the steps regarding the student scheduling process.

The Career Guidance and Counseling Team (KViS Team) is first organized at the school introducing all employers to students and their parents and introducing them to the way distribution of students and the number of vacancies with each employer, **no later than at the end of the second week from the beginning of the school year in which the realization of learning through work begins in the 1st year, ie at the end of the school year that precedes the realization of learning through work.**

After presenting the employers to the students, the KViS Team at the school organizes interviewing all students by all employers, with the obligatory participation of parents student, or other legal representative. Exceptionally, in the case of a parent or others the student's legal representative is not able to attend the interview instead attended by a school pedagogue or psychologist.

The KViS team prepares students for the context in which learning is realized through work as well as for interviews with employers where work-based learning is realized.

After the interview of all employers with all students, the KViS team organizes students' statements, so that students make their own list of employers they would like to carry out work-based learning, ranking all employers from the most desirable to the least desirable.

In addition to the student, the student's wish list is also signed by the parent or other legal representative.

Exceptionally, if the parent or other legal representative is unable, the wish list the student is signed by the pedagogue or school psychologist. After the interview with all students, each employer compiles its own rank

list of students, where he must declare for at least as many students as there are free ones places to learn through work. The KViS team, based on the wish list, compiles a list of student assignments by employers,

matching the wishes of students and employers, from the first to the last wish, to the fulfillment of all

vacancies with employers. In the event that two or more employers vote for the same student, the student is assigned with the employer he ranked higher in his wish list. Also, the Rulebook prescribes and criteria if the student remains unassigned in the previously described process.

Rulebook on the manner of allocating students for learning through work, Article 6 ("Official Gazette of RS", No. 102/2018) If a student remains unassigned in the previously described process, the KViS Team classifies it according to the following criteria:

1) the proximity of the student's residence in relation to the employer's premises in which it is realized learning through work;

2) equal gender representation of students with all employers;

3) other circumstances that may be important for the student and the employer.

If learning through work is realized from the second grade, during the final one The distribution of students is also taken into account:

1) even distribution of students with excellent, very good, good and sufficient

success with all employers;

2) evaluate / or recommend the work learning coordinator.

**Guidelines for interviewing in order to deploy students.**It is very important to keep in mind that interviews with underage students between the ages of 15 and 16 differ significantly from interviews with adults hired by the employer. In this case, standard techniques for interviewing future employees are not adequate. We recommend that a more informal approach is used to assess student motivation and enthusiasm more than which would focus on their technical skills and knowledge. That is why all students are interviewed by employers and organize in the school, with the obligatory participation of their parents, that is, another legal representative.

It is important to always keep in mind that this is their first conversation with employers and that it is theirs need support and understanding. It is recommended that the conversation be short and not set from 7-8 questions. Also, we should not forget that the employer introduces itself to them at the very beginning and to briefly bring them closer to the specifics of the company and the work process, the company's motivation for

participation in dual education, the role that the interviewer has in the company, motivation for working with students and previous experiences that the company had with students. On level companies can create a form for conducting interviews in order to deploy students, and for support in this regard, the employer can also contact the pedagogical-psychological service of the school with with which he cooperates. The following are a few basic questions that can serve as guidelines during the interview with the student.

QUESTIONS THAT CAN SERVE AS GUIDELINES FOR INTERVIEWS IN ORDER TO DISTRIBUTE STUDENTS

• How would you briefly introduce yourself to someone in the best way?

• What are your three best traits?

• Why did you choose to study for this educational profile?

• To assess the degree on a scale from 1 to 5 (where 1 is the lowest and 5 the highest grade) your motivation to learn through working for an employer? Why?

• What do you expect from learning through company work?

• Do you currently have any dilemmas or questions regarding accomplishment learning through work in our company that you think we can provide the answer?

• Where do you see yourself in 3 to 5 years?

• Is there anything else you would like to say about yourself without us asking?

• Do you have another question for us?

4.5. CAREER LEADERSHIP AND COUNSELING TEAM

Career guidance and counseling (KViS) is a series of activities that are focused on support to an individual in connection with his career and includes:

> identifying competencies and interests of students,

> support in making decisions regarding education, profession, further training,

> support in managing their decisions in the field of learning, work and other areas in which can be used to acquire and apply abilities and competencies.

Special attention is paid to career guidance and counseling within the dual education.

The school should encourage and monitor the career development of students, in order to strengthen management skills career and making thoughtful and responsible decisions about the professional future of students, and does so by forming a Career Guidance and Counseling Team to address these issues.

The role of the Career Guidance and Counseling Team (KViS Team) is very important and it is defined by the Rulebook on detailed conditions, manner of work, activities and composition of the KViS Team in secondary school that realizes educational profiles in dual education ("Official Gazette of RS" no. 2/2019).

The principal of the high school forms the KViS Team, which consists of representatives of the school staff,

professional associations, local governments and employers. He is the Coordinator of the KViS Team school representative.

Employers' representatives in the KViS Team are persons employed by employers at which is realized through work, and if it is of interest for the realization of activities career guidance and counseling, members of the KViS Team may be representatives of others employers and employers' associations. The role of the employer is especially important for success carrying out the activities of this team.

The activities of the KViS Team are primarily related to providing advice, information and training for career management skills, but also for scheduling students to learn through work. For It is very important for employers that this team continuously monitors student satisfaction and motivation and employers while learning through work and empowers and supports students in identifying and documenting (portfolio) experiences and benefits of learning through work as well as special achievements and success, and encourages the student to plan and set further based on the experience of learning through work career development goals.

What is of special importance for the successful realization of dual education is the task of this team is to cooperate with the team for professional orientation of primary school establishing continuity in the provision of career guidance and counseling and information services students and their parents about the possibilities of schooling on educational profiles in dual education, conditions and context in which learning through work with the employer is realized.

In order to implement all these activities, the KViS Team holds meetings at least once during each semester, and more often if necessary. The Coordinator of the KViS Team convenes and chairs meetings, and keep records of meetings held.

Decisions at the meetings of the KViS Team are made by a majority vote of the members present, with the obligatory presence of members of the KViS Team of school representatives. KViS Team Meetings Representatives of parents or other legal representatives of students may also be present of the Student Parliament.

The KViS team implements advisory activities with each student of the school at least in lasting one hour during the school year.

Personal data of students needed to keep records of career activities guidance and counseling, the KViS team uses from the records kept by the school. Access and insight into data on the personality of students that can only be processed by the school, have exclusively members of the KViS Team employees in the school, in accordance with the law governing the basics of the education system and the law governing secondary education and upbringing.

**5. DURING**

**LEARNING THROUGH WORK**

5.1. COOPERATION OF INSTRUCTORS AND COORDINATORS OF LEARNING THROUGH WORK

Given that the employer is responsible for systematic and quality performance learning through work in accordance with the curriculum of teaching and learning, and that the school is responsible for realization of the curriculum of teaching and learning in its entirety, cooperation with the school and the coordinator for learning through work is necessary and crucial for the successful realization of this process. Instructor and the work-based learning coordinator have important roles in implementing work-based learning. They are in direct contact with students, and successful realization depends on their mutual cooperation many aspects of dual education.

It is necessary that the coordinator of learning through work visits the students while they are in companies on learning through work. The coordinator will thus check whether the student is present in company and whether it realizes learning through work in accordance with the Plan for realization of learning through work.

5.2. PLAN FOR REALIZATION OF LEARNING THROUGH WORK

A student in dual education in a company learns "lessons" in a real work environment which are determined by the curriculum. To ensure that the student will learn everything that is foreseen by this plan, so that learning through work follows the dynamics of learning in school, and having in mind that in the company the student can stay in different jobs, it is necessary that there is a Plan for the realization of learning through work as a key document and starting point basis for successful realization of learning through work. According to the Law on Dual Education Article 2, paragraph 6, this Plan contains a description of activities, place and dynamics of learning through work and brings are in cooperation with the school and the employer.

This plan facilitates communication and coordination between all actors in the dual education. It states where each individual competence will be acquired.

In accordance with the ZDO (Article 5, paragraphs 4 and 5) within the compulsory professional subjects are found are also subjects that are realized as learning through work. Learning outcomes identified for subjects that are realized within the framework of learning through work are the basis for the development of a plan for the realization of learning through work and they are part of the school curriculum. It is used to plan periodic and final evaluations will help with student assessment. It should also be signed by the instructor and by the work-based learning coordinator, given that the employer is responsible for systematic and quality performance of learning through work in accordance with the curriculum teaching and learning, and that the school is responsible for implementing the curriculum of teaching and learning in full.

When creating a work-based learning plan, it is important to take into account its duration. Namely, in accordance with the ZDO (Article 6), study for work can last for a maximum of 6 hours a day, ie 30 hours per week (in the case of block classes) and cannot be realized in the period from 10 pm to 6 am the next morning. It can be done only in the months in which the classes are held at school (this means that during the summer, during the holidays, there is no learning through work, ie dual education).

It is possible that one company does not have the conditions and opportunities to learn through work will enable the acquisition of all competencies, in accordance with the qualification standard. In that In this case, in accordance with the Law (Article 6), learning through work can be realized in more employers.

5.3. DAY ONE - INTRODUCING STUDENTS TO THE COMPANY

The first day of the beginning of learning through work with the employer is very important for the students and from it depends on what first impressions the student and the employer, ie the instructor, will develop. On the Initially, it is crucial to establish a friendly but professional relationship on the importance of respecting the rules that apply to employees in the company, to hold training in the field safety and health at work, even if students have passed the same at school. It's very it is likely that the impression that students gain on the first day will also affect their motivation and attitude according to the activities they will perform. It is important to try to relieve them of anxiety and discomfort which they can feel because they are for the first time in a non-school learning environment.

In order for the employer to be able to plan the first day better and easier, the following is a review checklists of tasks that are important to go through in order to lay a good foundation to get started and further cooperation with students.

Are all managers and employees informed about the start date of learning through working in a company?

□

Are they a student place, a locker, documents, etc. ready (eg working suit, nameplate, computer password, etc.)?

□

Are the program and procedures for the first day of work-based learning already planned?

□

Will every person in charge of students be present in the company the first day of learning through work? Are the instructors present in the company of the first of the day?

□

Who will welcome the students? Who will show them their places in companies?

□

Check that students have received binding instructions on safety and security at work or will go through them in the company.

□

The first day of learning through work

**Notes**

✓

**Welcome for students**

Take time to receive students. Keep in mind that it probably will nervous. Try to relax the situation by talking to them.

□

**Company / premises tour**

Take students on a tour to get a first impression of the company. Show me im and toilets. Students may be shy during the first few days and may be embarrassing to ask questions.

□

**Team presentation**

Introduce all employees who are important for working with students. Make sure yes students know who their contact person is.

□

**Introduction to learning through work**

Discuss the work-based learning procedure and the main internal rules companies (rules of procedure, breaks, lunch, etc.).

□

**Introduction to the student place and initial professional activities**

Provide students with everything they need to start learning through work in a company (work suit, passwords, etc.). Show their disciples places. Involve students in primarily interesting but demanding tasks engagement.

□

**Conclusions: retrospective and review of future activities**

At the end of the first day, take a retrospective. Answer the questions. Give them an overview of those jobs / tasks that students are expected to do performed in the following days. Make sure students leave the company positive mood.

□

5.4. MONITORING AND EVALUATION OF LEARNING THROUGH STUDENT WORK

Assessment of students in secondary education and upbringing is done in accordance with the plan and a program of teaching and learning for each of the educational profiles, and it is regulated differently legal acts: Law on the Fundamentals of the Education System (“Official Gazette RS "no. 88/2017, 27/2018 - dr. laws and 10/2019 and 6/2020), Law on Secondary Education and education "Official Gazette of RS" No. 55/2013, 101/2017 and 27/2018 - other Law and 6/2020; 48–58), Rulebook on assessment of students in secondary education and upbringing (“Official RS Gazette no. 82/2015, 59/2020) etc. **For students studying in dual education for The Law on Dual Education is also important for assessment, because assessment is also taken into account engaging and advancing students in the company, ie learning through work.**

The instructor is responsible for implementing part of the curriculum in and its responsibility is to continuously monitor the progress of each student in learning through work in collaboration with the work learning coordinator. This means that the instructor and learning coordinator through work collaborate and exchange information about each student throughout the year in order to acquire prescribed competencies. The instructor and coordinator of work-based learning should deal with:

> improving work with each student and adapting the work to individual needs bama students,

> taking appropriate support measures if the student does not achieve the expected re-results

> monitoring progress and assessing the competencies acquired by the student during learning through work, etc.

Instructor in cooperation with the learning coordinator through work based on the analysis of the student progress gives a proposal of the student's grade for the part that is carried out in the company.

Assessment of students in all other subjects is carried out in accordance with the above legal acts.

Attached to this guide are some examples of patterns that instructors can use used to monitor the student, giving feedback to the student regarding his progress in the development of the curriculum of the prescribed professional competencies - goals and outcomes of vocational education operationalized through knowledge, skills, abilities and values ​​that the student should develop as well as for the exchange of information with the learning coordinator through work. It is very important that instructors document the monitoring and evaluation process. Forms contained in the attachment relate to:

> Form for monitoring activities during learning through work. This form contains three categories worse data for assessment - professional competencies, social skills and personal skills and attitudes and in relation to them specifying the following determinants through questions of when and with whom, as well as the resources used for the development of competencies with the assessment of the degree of development on

three-point scale - acquired / in the process of acquisition / not acquired.

> Final evaluation form. This form contains the instructor's assessment as well as the nu students in relation to the various elements, as well as the recommendations of both parties in terms of how the work-based learning process could be improved. It is very important that the monitoring of students by instructors is realized continuously that the results of monitoring are documented, as well as that the results of monitoring are taken into account in the function of providing appropriate student support. At the end of each year, it is important to do a final evaluation which can be a very useful source of information for both students and instructors themselves And coordinators of learning through work. Proposed forms instructors independently or in cooperation with the work learning coordinator they can adapt to the specifics of their company and

educational profiles within which learning through work is realized, and they can create differently formats of monitoring forms that will include assessment of professional competencies and others elements of importance for achieving learning through work.

5.5. CHALLENGES THAT MAY APPEAR IN COMMUNICATION AND COOPERATION WITH STUDENT

Students in dual education are mostly aged 15 to 19, respectively teenagers. This age in development has specific characteristics and is extremely sensitive for everyone person. For these reasons, but also a number of others (eg the policy of enrollment in high schools, due to which students they often enroll in a school that was not highly ranked on their wish list), it is possible that in realization learning through work creates problems in terms of poor communication with the student or indiscipline students.

Some of the problems that can occur during the work-based learning process are the following:

> The student does not come or comes to the company irregularly,

> The student is late for "learning through work" or leaves it earlier

> The student does not comply with the rules on safety and health at work

> The student inflicts material damage to the employer (alienates the employer's property)

> The student refuses to cooperate, does not want to perform the received tasks, etc.

In resolving each of these, as well as all other situations with students, it is necessary first cooperation and exchange of information with the learning coordinator through work, and if any specific need and with relevant services or persons in the company itself, as well as with employees of the Dual Education Service of the SCC.

An instructor, as someone who is in the company in the most direct communication with the student, always

he should try to talk to the student about the "problematic" situation and point it out to him the importance of acting in a certain way. Illustrations work when a student does not arrive on time company, he should be immediately reminded of the importance of arriving on time. Most students still they do not have a developed work habit, so the well-intentioned suggestion of their instructor is strong significant. However, if the situation does not improve even after the conversation, then it is necessary about inform the learning coordinator through work and take appropriate measures.

Also, if the student wants to go out or go home while studying, the instructor Fr. he must inform his teacher, that is, the coordinator of learning through work, who will further inform the parent. If the student does not want to realize the received tasks, he should be discussed with him. It can happen that he does not understand what is required of him, so he resists because he does not want to show that he does not know or understand something. There may be something that prevents it to perform those work tasks. You need to find out, for sure. Boredom can be a problem if the student does not have enough tasks to do. That's why he needs to be given responsibilities that will be challenging, interesting and meaningful. That way they feel they are needed. Try it to remember yourself when you were in this period, and ask yourself the question: am I satisfied

training and work assignments. Talking to a student can help both the instructor and the student get to know each other better, develop and build a relationship of trust.

You should also talk to the student when there are no problems, when it is applied constructively drawing attention to the problem with a recommendation to overcome it. They are especially important I can consider the praise of the students. The student should be praised every time the job is good done and whenever it shows progress. This will help them build faith in themselves and in what working. If a student suddenly withdraws into himself it can be a sign that something is in his life is not going well or you can't cope with a challenge. Maybe it's the right time to ask him a question and encourage him to talk. Take the student seriously, treat him as your equal and accept him as an adult. The very feeling of being accepted will bring him

to think before he begins to speak, without immediately expressing dissatisfaction or criticism. Be there for the students when they need you, but whenever there are conditions for that, give them space, so that they can try their hand at work. We need to work patiently with young people. It often takes some time to complete

students understood some of the things you explained to them, so if there is a need one process repeat several times. One should always take into account the pace at which the student learns and which differs from

student to student. One should entrust something to the student to do on his own and give him more in time

responsibilities in performing tasks - always as much as you think you are ready to do it. Use your strengths and continue to work on their strengthening and development. Offer support, where you see that the student is doing something weaker.

The Dual Education Service of the Serbian Chamber of Commerce is available for every type assistance in this area, ie. for mediation, if necessary, as well as for making contact with other educational institutions (eg with the school administration, or the line ministry).

**6. AFTER COMPLETION**

**LEARNING THROUGH WORK**

6.1. COMPLETION OF SECONDARY SCHOOL DUAL EDUCATION

Students in dual education at the end of education are waiting for the same as all other students in secondary education - final exam or vocational matura, depending on yes whether they attended a three-year or four-year educational profile. Content and manner of implementation final, ie matura exams are prescribed by the curriculum of teaching and learning (ZDO, Article 32)

You can find it on the website of the Institute for the Advancement of Education and Upbringing a more detailed description of taking the vocational matura and final exam as well as the base of work tasks:

www.zuov.gov.rs/zavrsni-ispit-i-maturski-ispit-srednje-strucno /

Acquired competencies are tested at the end of secondary vocational education in accordance with the qualification standard, and with the participation of qualified representatives employers appointed by the Serbian Chamber of Commerce. After passing the final / professional exam, the student is issued a public document, in accordance with the law. Students who have completed their education according to the dual model, they also receive a diploma supplement. Supplement to the diploma of the student who passed

final, ie professional exam, contains data on the scope of achieved learning through work and list employers with work-based learning.

Considering that the introduction of the **state matura** is expected in the next period , parts of which are and vocational matura (at the end of secondary vocational education lasting four years) and final exam (at the end of secondary vocational education lasting three years) 5 below will be more words about what that will mean for vocational high school students. Both the final exam and the professional matura are taken in accordance with the **Rulebook on the program of vocational matura and final exam** ("Official glasnik RS - Prosvetni pregled “, no. 1/2018).

The final exam and the professional matura are taken on the territory of Serbia in the prescribed terms school calendar for high schools, and include two regular exams: June and August. Students who do not pass within these deadlines, take the exam in the next exam period in accordance with the prescribed calendar. The language of the final exam and the professional matura is the language of to whom the student received secondary education and upbringing. Students who are education and upbringing Acquired in the language of a national minority can choose to take the vocational matura / final exam as a whole or part of it in Serbian. It is checked by the final or matura exam whether the competencies determined by the qualification standard were acquired during the learning. S given that competencies have been acquired in a real work environment, it is mandatory to check Qualified representatives of employers participate, at the proposal of the school (one of the three members commission is from the ranks of employers), free of charge. According to the Regulations on the vocational matura program and the final exam, the consent for the participation of employers' representatives in the commission is given by the Union employers of Serbia, the Serbian Chamber of Commerce or an appropriate professional association or chamber.

**CONTENT OF THE FINAL EXAM**

• The final exam is realized through a practical exam consisting of one or more standardized tasks that test professional competencies based on established lists of standardized tasks. From this list of standardized tasks

an appropriate number of work assignments is made for the final exam, ie the school is formed school list in each exam period based on the list of work assignments.

• The student takes the final exam before a commission consisting of two professional teachers case (one of which is the chairman of the commission) and one representative of the employers, an expert in the field of work. In order for an employer to participate in the commission, it must proposed by the school, and the appropriate association must give its consent (i.e. Business Chamber of Serbia).

• The assessment of the acquired professional competencies is given by the mentioned commission. A student who achieve at least 50% of the total number of points on each individual work he showed competence in the task, ie he passed the final exam.

**CONTENT OF THE MATURA EXAM - PROFESSIONAL MATURA**

• **The first exam** refers to Serbian language and literature, ie mother tongue and literature.

• The **second exam** is related to mathematics, except for educational profiles that do not have mathematics in the last two years, because these students choose instead of mathematics subject from the list of general education subjects, with the possibility to choose and math. The list of general education subjects consists of: Serbian language and literature / mother tongue and literature, foreign language, mathematics, physics, chemistry, biology, geography, history and Serbian as a non - mother tongue (in the following school years

this list of subjects is expected to be expanded in the year). Within the professional matura the student takes exams in general education subjects that are the same content and structure as well as for the general matura (eg for high school students).

• **The third exam** is a professional exam based on the competencies defined qualification standard, ie the contents of professional subjects in accordance with curriculum and teaching and learning program. The professional exam consists of two parts: the first part is theoretical and the second part is graduation practical work.

• The student takes the graduation practical work before a commission consisting of two teachers professional subjects (one of which is the chairman of the commission) and one representative employers, an expert in the field of work. Assessment of acquired professional competencies are given by the mentioned commission. A student who achieves at least 50% of the total number of points on each individual task was shown competence, that is, that he passed. Graduation practical work is conducted in the school and spaces where there are jobs and conditions for the realization of the graduation internship work.

6.2. EMPLOYMENT OF STUDENTS AND CONTINUATION OF EDUCATION

Dual education refers only to the period of formal schooling of students high school level. Any other type of student-employer cooperation requires regulation by another contract, ie no longer by the Contract on learning through work. After the dual is completed education students may choose to enter the labor market with the acquired qualification or to continue their education at one of the higher education institutions in accordance with the law.

The biggest advantage of dual education for employers is the **possibility of selection staff** , those who will be employed, but also those in whose further education they will invest. Although the Law of dual education does not oblige employers to hire students for whom they have organized learning through work, the latest research related to learning through work in Serbia shows that many employers with work-based learning employ students on acquisition high school diplomas. The length of learning through work gives enough time to the student and the employer get to know and evaluate the possibilities of continuing cooperation. It can happen that he is an employer satisfied with the student who was studying with him through work and that he is ready accordingly to offer him a job, but that the student is not yet ready to work, he may want to change employer or wants to continue his education.

The dual model of education in Serbia leaves all options open, and on the employer it is up to the student to recognize them and choose the one that is in the best interest of both parties.