**GUIDE**

**THROUGH DUAL**

**EDUCATION**

**FOR STUDENTS I**

**PARENTS**

January 2021

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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 students and parents,

The guide through dual education in Serbia is, above all, intended for you to help acquainted with the characteristics of the National Model of Dual Education. Additionally, this Guide it can also serve as a source of information for all those who want to get information about high school dual education in the education system of the Republic of Serbia. You will find the answers in it to the question of what is considered under the term dual education in Serbia (ie National model of dual education) and what are its characteristics, how to enroll in dual education profile, how teaching and learning plans and programs are realized in dual educational profiles,

what are the advantages of education within dual educational profiles, what are the possibilities of students after completing the dual education profile, as well as many other issues.

We believe that the Guide will be of the greatest benefit to students facing enrollment in high school schools and their parents. Although some elements of dual education are not new in secondary vocational education, for the quality implementation of the Law on Dual Education which is started to be applied on September 1, 2019, **good information of students is important as the most important participants in the education process.**

The guide is divided into several parts. The first part describes the characteristics of the dual education and an explanation of the most important terms related to dual education, that **is, the terminology you will encounter while reading the Guide has been clarified and when reading other texts related to dual education.**In the second chapter the **process of applying for enrollment in secondary schools** is described with special reference to enrollment in dual educational profiles, the way companies, or employers, will receive work-based learning students are involved in dual education as well as the process of preparing everyone participants before the beginning of the realization of dual education. In the third chapter, which is also crucial understanding the implementation of teaching and learning in dual educational profiles, **the way is described assignment of students to companies, roles and responsibilities of instructors and learning coordinators through work, the way of regulating the relationship between students and the company, etc.**In the fourth and fifth The section contains information on the completion of high school and the possibilities that the student has after completing the dual educational profile. At the very end there are additional ones information that we thought may be useful to you, as well as attachments. For ease of reference and clarity, they are listed at the beginning of each chapter the main topics covered in that chapter. All information contained in the Guide is based on the legislation to which it is closer regulates the field of education, with a special focus on regulations related to dual

education. We hope that this Guide will contribute to the fullest possible information of all interested parties,

and especially students, on all important aspects of dual education in Serbia. 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

**LIST OF ABBREVIATIONS**

**Abbreviation**

**Full name**

KViS Career guidance and counseling

LS Local government

MPNTR Ministry of Education, Science and Technological Development

PKS Chamber of Commerce of Serbia

RPK Regional Chamber of Commerce

SCTM Standing Conference of Towns and Municipalities

SSOV Secondary vocational education and upbringing

ARE School management

ZDO Law on Dual Education

ZSO Law on Secondary Education and Upbringing

ZNOKS Law on the National Qualifications Framework of the Republic of Serbia

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

ZUOV Institute for the Advancement of Education and Upbringing

**1. BASIC FEATURES**

**DUAL EDUCATION**

**IN SERBIA**

In this chapter you will learn:

> What is meant by dual education in Serbia, ie what National model of dual education

> What are the most commonly used terms related to dual education in Serbia and which is their meaning

> What are the differences and similarities between dual educational profiles and those that are not

> What are the advantages of dual education

1.1. National model of dual education in Serbia

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 in the company** (at the employer). More precisely, knowledge, skills and attitudes (competencies) students acquire in the school where theoretical classes and exercises are conducted, and in employer when conducting work-based learning, all in accordance with the qualification standard and curriculum and teaching and learning program (ZDO, Article 2).

Apart from the fact that the curriculum for teaching and learning is carried out in two places, dual education in Serbia has another "dual" characteristic. Namely, the process of realization dual education in Serbia includes **two main partners** , namely the Ministry of Education, of Science and Technological Development (MPNTR) and the Serbian Chamber of Commerce (SCC). Inclusion of Economic The Serbian Chamber of Dual Education provides, among other things, dual educational profiles be in line with the needs of employers and the labor market, but also to ensure the quality of implementation learning through work with employers through company accreditation and training of instructors to work with students.

Dual education is implemented differently different countries, and some of the countries that have Austria and Germany have a long history of implementation and Switzerland. In each of these countries it is dual education is conducted in accordance with the context in that country. That is how the **National Model** was created in Serbia **dual education** that relies on experience 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, school structure, number of students, etc.) and economy (economic development and strategic directions of its development, company structure, etc.). For example, since it is the Republic Serbia has set inclusion in education as one of its priorities and to rely on strategic development on the assumption that increasing fairness should also lead to increased quality in education, some features of dual education in Serbia are specific and in line with that assumption. Therefore, the deployment of students for learning through work at the employer is happening under the auspices of the school and no student enrolled in a particular dual educational profile will remain unassigned for work-based learning with the employer, allowing all students to

those who are enrolled in a certain educational profile get the opportunity to acquire competencies in the company, and not just in school. Unlike the described situation in Serbia - in some other countries, the process

The deployment of students takes place completely outside the school - students are obliged to find out for themselves a company where they can acquire competencies during schooling.

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.

*You can take a look for more information Law on Dual Education which found on the MPNTR website:*

www.mpn.gov.rs/dokumenta-i-regulations / legal-framework /

Considering that dual education in Serbia is a model of realization of teaching in the system secondary vocational education and upbringing, it is important to know that there are dual educational profiles but, except for one school in which all profiles are dual (Aviation Academy in Belgrade), there are no "dual schools". In other words, one vocational high school can have multiple educational profiles, some of which are dual educational profiles, and which imply compliance with the provisions of the Law on Dual Education, among other laws and bylaws

acts in the field of education that apply to secondary vocational education and upbringing. This means that if a vocational high school also has dual educational profiles, that school must respects another law in the field of secondary vocational education, and that is the Law on Dual education.

1.2. MOST COMMONLY USED TERMS RELATED TO DUAL EDUCATION

IN SERBIA AND THEIR SIGNIFICANCE

The most frequently used terms related to dual education in Serbia are given below and their meaning. All definitions of terms are based on the Law on Dual Education (“Official Gazette of RS”, No. 101/2017 and 6/2020) and the Law on the National Qualifications Framework Of the Republic of Serbia (ZNOKS) ("Official Gazette of RS", No. 27/2018 and 6/2020). In case there are definitions literally taken after the definition are precisely the articles of the mentioned laws from which definitions are taken over, while in situations where a single definition has been created using different parts of the text of the law and where it was not possible to specify a specific article the definition does not contain such a reference.

Dual education

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

Learning through work

Learning through work is a part of dual education that implies organized process during which students in a real work environment (with the employer) acquire competencies for work in certain occupations or occupational groups (ZDO, Article 2).

The employer

An employer is a legal entity or entrepreneur who directly provides conditions for learning through work in dual education. An employer who is involved in dual education must meet the requirements prescribed The Law on Dual Education, ie that it is accredited for realization of learning through work in accordance with the curriculum and learning for a particular educational profile. The Serbian Chamber of Commerce accredits companies for participation in dual education. The employer is also an organ internal affairs and defense, when learning through work is realized in in accordance with the regulations governing the work of these bodies and the ZDO, except for the provisions of the ZDO relating to the financial security of students (ZDO, Article 2).

Learning Coordinator through work

The coordinator of learning through work is a person who is employed in high school vocational school, ie teacher of practical classes, and which in cooperation with 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, the contents prescribed by the plan are realized and teaching and learning program and which is responsible for acquiring knowledge, skills and students' attitudes towards the employer (ZDO, Article 2).

Plan and program teaching and learning

The curriculum is a document that determines who will the subjects are taught, in what order by grades and with how many classes 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 a weekly fund of classes 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 dynamics of learning through work. They are creating this plan together school and employers, ie work learning coordinator and instructor. Plan realization is an integral part of the contract between the employer and the school and between employer and student / parent, as well as an integral part of the annual work plan schools (ZDO, art. 2 and 22).

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 (SU), local governments, employers, regional economic chambers, the National Employment Service and other relevant institutions at the local level. It prescribes the criteria for creating the enrollment policy Ministry of Education, Science and Technological Development (MPNTR). Finally the decision on educational profiles in the school is made by the MPNTR, and when it comes to them dual educational profiles, the final decision is made by MPNTR in cooperation with The Serbian Chamber of Commerce (SCC), which collects statements from employers, Fr. willingness to engage in dual education.

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 with the employer / employers. This process is regulated by the Rulebook on the way students are deployed to learn through work and implies active participation of students (and parents), schools (KViS team) and employers.

Materially student security

Material provision of students who realize learning through work code employer, means providing funds and equipment for personal safety at work, insurance in case of injury at work (if not for others manner provided), subsistence allowance, transportation allowance or providing transportation for students from school to the company (if not on otherwise provided), by the employer (ZDO, Article 33).

Financially student security

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 (signed by the student, ie parent, with employer). The fee for learning through work is paid per every hour spent learning through work, once a month, on the net in the amount of at least 70% of the minimum labor price (ZDO, Article 34).

Dual agreement education

The agreement on dual education regulates the rights and obligations of the school and an employer who is involved in learning through work. The duration of the contract is three or four years, or as much time as the generation needs

she started schooling to finish it.

Learning agreement through work

The contract on learning through work regulates the rights and obligations of students and employers code when learning through work will be carried out. The contract is concluded by the student (i.e. parent) and employer. The contract is signed no later than the beginning realization of learning through work. This means that some contracts will be signed in the second year when learning through work for that dual educational profile begins (ZDO, Article 21).

Career leadership and counseling (KViS)

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

Competence

Competence implies a set of knowledge, skills and attitudes.

Qualification standard

The qualification standard is a document established at the national level which contains a set of qualification data with a detailed description of objectives and outcomes learning as well as qualification data on the basis of which the determination is made levels, its classification and evaluation (Law on National Framework Qualification of the Republic of Serbia (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

vocational studies. Everyone except 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 learning outcomes in within a certain level and according to a given qualification standard, which is confirms with a public document (diploma or certificate) (ZNOKS, Article 2).

Occupation

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

Occupational standard

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

1.3. DIFFERENCES AND SIMILARITIES BETWEEN DUAL EDUCATIONAL PROFILES AND THOSE WHO ARE NOT

The final list of educational profiles offered by all high schools in Serbia in each of school years brought by the Ministry of Education, Science and Technological Development and they are located in The competition for the enrollment of students in high schools for that year (published by the Official Gazette, and more about Fr. You can find out about the competition in chapter 2.4.). In one secondary vocational school, dual education can be realized at the same time profiles and educational profiles that are not dual. What is the key difference between these two "types" professional educational profiles is what is required in dual educational profiles realize learning through work with the employer, which makes from 20% to 80% of the total number of hours professional subjects, in accordance with the appropriate curriculum of teaching and learning (ZDO, Article 6), while the school can realize a maximum of 25% of learning hours through work that are provided curriculum for teaching and learning (in educational profiles that are not dual, is not mandatory practical training or professional practice with the employer).

Another key difference is that they are for learning through work within a dual educational profile, students are financially secured, that is, students are paid a fee for each hour conducted in learning through work, in the net amount of at least 70% of the minimum labor cost, at the latest by the end of the current month for the previous month (ZDO, Article 34). Third, but no less important, is that employers and instructors work for employers

they had to meet a number of statutory conditions in order to participate in the process realization of learning through work in a company that is an integrated part of student education in dual education system.

The following table lists specific topics that may be of interest to students followed by examples that illustrate the similarities and differences between the dual and the educational profile it's not. Information on the characteristics of dual education and secondary vocational education are based on the provisions of the Law on Secondary Education and Upbringing (ZSO) “Official Gazette RS ”, no. 55/2013, 101/2017 and 27/2018 - others. law and 6/2020), and the Law on Dual Education ("Official Gazette of RS", No. 101/2017 and 6/2020). As in the case of the definitions presented in in the previous table, a literal download of the text of the law was followed by a specific one article of the law from when it was taken over.

Legal regulations that applies Laws and bylaws that relating to the education system, and especially those relating to

secondary education system and education (e.g.-Law on Fundamentals education system, Law on Secondary Education and Education (ZSO), Rulebook on enrollment students in high school, etc.).

Law on Dual Education and accompanying bylaws.

Laws and bylaws related on the education system, especially those who relate to the secondary education system and upbringing (e.g.-Law on Fundamentals education system, Rulebook on enrollment of students in high school, Rulebook on realization of practical and professional teaching practices, etc.).

Law on Secondary Education and upbringing.

Mandatory place implementation schooling In school and compulsory learning through work with the employer in accordance with The Law on Dual Education and upbringing.

At school and conducting practical classes and professional practices in school and code employer (not a mandatory part of the code employer) in accordance with the Law on secondary education and upbringing and Rules on the implementation of practical classes and professional practices.

Connection with the world work Learning through work that is mandatory organizes with the accredited employer. You can go to school realize a maximum of 25% of hours learning through work provided by the plan and a teaching and learning program.

Practical classes and professional practice are realized: at school, at the employer or combined partly in school and partly at the employer, in accordance with the plan and teaching and learning program. Practical classes and professional practice which is realized in a combined part at school and partly with the employer, it can be realized with the employer the most in the amount of 25% of the total volume hours of practical teaching and professional practices, about which the school and the employer conclude a contract (ZSO, Article 30).

Participation employers Employers' participation is also mandatory regulated.

Employers have to pass accreditation process (conducted by PKS), ie to meet the conditions to perform learning through code work employers who are defined legislation.

PKS runs an employer database who meet the conditions for performing learning through work and that the database is publicly available: [https: //dualnoobrazovanje.rs/registri/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://dualnoobrazovanje.rs/registri/)

Employer participation is not required.

If it exists, it is regulated by the Rulebook on the realization of practical classes and professional practice. Organizer

practical classes and exercises in cooperation with the employer assesses the fulfillment conditions in terms of space, equipment, means of work, safety and protection at work in accordance with the regulations which it is prescribed for certain educational profile, ie area of ​​work. School and the employer concludes a contract of realization practical forms of teaching. School contract submitted by MPNTR, while the employer submitted by PKS.

Who teaches students code employer?

An instructor is a person employed by employer, has the appropriate work experience, has undergone training for an instructor and received a license, and teaches students when they are on learning through work with the employer.

A mentor is a person employed by employer designated by the employer to teaches students who are on practical teaching / professional practice code employer.

Method of regulation rights and obligations between school and employer Dual Education Agreement - Law on Dual Education prescribes mandatory elements contract (ZDO, Article 15).

Agreement on the realization of practical forms teaching (ZSO, Article 30).

Content and elements are prescribed Rules on the implementation of practical classes and professional practices (Article 14).

Method of regulation rights and obligations between students and employer Contract of learning through work which

signed by the student (or representative, if the student is a minor) and employer. Law on Dual Education prescribes mandatory elements contract (ZDO, Article 22).

Conditions for the realization of practical classes and professional practices are regulated contract (ZSO, Article 30) between the school and employer.

Rules on the implementation of practical classes and professional rights are prescribed and student obligations (Article 18).

The way deployment student for learning through work Scheduling students for learning through work takes place in accordance with Ordinance on deployment student learning through work. There are no defined criteria for scheduling students for practical teaching and professional practice. Materially security students The employer must provide

to the student who performs learning through work means and equipment for personal protection at work, reimbursement of transportation costs from the school to the place of learning through work and back (if not on another way provided, e.g. transportation paid by local self-government (LS), reimbursement of food costs in accordance with the general act of the employer and injury insurance during learning through work (if not on otherwise provided).

The employer can provide and cover accommodation costs and nutrition in the dormitory, but it is not required.

Material provision of students during realization of practical forms of teaching not mandatory with the employer, but it is the employer is obliged to provide means of protection at work for everyone students when necessary for realization of a certain method of learning practical forms of teaching, in accordance with regulations in the field of security and protection at work.

Financially security students The employer must provide to the student who performs learning through work fee in the net amount of at least 70% of the minimum hourly wage, for every hour spent learning through work. Practically, a third grade student who spends two days a week after six hours (maximum time) of learning through work, the employer needs to provide from company funds net fee of 772.5 dinars for every such day. This information is valid for 2021. Keep on keep in mind the minimum cost of labor according to which the amount is defined annually.

Financial security of students during realization of practical forms of teaching code employer is not required.

Security and student health Safety and health rules students are prescribed by a set of laws in education and regulations which regulates safety and health on occupational safety and health.

Safety and health rules students who are learning through work at the employer are additional prescribed by the Dual Act education (ZDO, Article 11, Article 29, Article 35).

Employers when submitting fulfillment requirements conditions for the realization of learning through the paper is accompanied by a set of documents to which confirm that the student will learn through work in a safe and healthy workplace middle (ZDO, Article 11). Safety and health rules students are prescribed by a set of laws in education and regulations that regulates safety and health at work, and safety and protection at work.

Regulations on the implementation of practical teaching and professional practices as well defines the obligation of employers to apply appropriate protection measures safety and health at work and safety and security at work (members 7th and 24th). Organizer of practical classes and exercises in cooperation with the employer, in between among other things, it assesses security conditions and occupational safety at the employer for realization of practical forms of teaching for certain educational profile (Article 8).

To be continued schooling after completed educational profile in duration of four years Students who complete a four-year educational profile are eligible to continue education at higher education institutions in accordance with the law

in the field of education, regardless of whether they have completed dual or non-dual education profile.

Right to laying mature In accordance with the planned changes and the introduction of the state matura, students who

complete three years of vocational secondary education, whether or not they have completed it dual or non-dual educational profile, have the right to take the vocational matura or general matriculation, at least two years after completing secondary education if they have mastered the program for acquiring the competencies required by graduation program.

After passing the general or professional matura, students have the right to higher education education in accordance with regulations (ZSO, Article 63a).

Career leadership and counseling Rulebook on career guidance and counseling students in dual education defines the composition more closely Career Leadership Team and counseling that must include and employers in their work as well working conditions and a set of activities that are tailored to the needs of students who are in dual education.

The ordinance prescribes the obligatory ones individual advisory activities Career Leadership Team and counseling for each student. All high schools are required to have The team for KViS, but the work of this team is not closer defined.

1.4. ADVANTAGES OF EDUCATION WITHIN DUAL EDUCATIONAL PROFILES

Dual education is a model of teaching in the system of secondary vocational education education and upbringing, but has certain specifics in relation to the rest system of secondary vocational education and upbringing in Serbia. Ministry of Education, Science and technological development has introduced dual educational profiles into the system for several reasons, one of which is the most important one is related to the improvement of youth competencies. Youth competencies are improved through this model by learning in two places - at school and at the employer (in school through theoretical classes and exercises in the company by learning through work). This approach allows in addition to professional competencies, they also develop "soft" skills (eg communication skills, skills) decision-making, skills of cooperation and teamwork, etc.) that together lead to empowerment young people who will be able to work and be competitive on the labor market after graduation,

at the same time contributing to the reduction of youth unemployment after graduating from high school. Learning through work in dual education directs the student and the school towards development those competencies that are needed to accomplish work tasks and to solve realistic ones problems that employees in a particular sector or company face. Competences that are thus acquired are important both for the student himself and his competitiveness in the labor market, but also for development of the whole society.

The state strengthens the competitiveness of its economy by supporting learning through work, because it acquires future workers who will be more competent and competitive in the labor market. **Students increase their chances of** getting a **job** after high school education because they have acquired competencies that are modern and relevant. At the same time, volume and the quality of engagement of students who learn through work has increased, students are gaining conditions for the future education and lifelong learning, develop entrepreneurship and creativity in contact with the real work processes and challenges, developing both teamwork and personal responsibility towards workers obligations. In well-equipped companies, students learn through work using the latest technologies and have the opportunity to see the entire technological process of production, which creates a stimulating environment for the development of innovation and research among young people involved in learning through work which, consequently, contributes to increasing the innovation and competitiveness of the country's economy.

More specifically, students have completed the dual educational profile of high school necessary knowledge, skills and attitudes that are prescribed for his profession, which increases opportunities for youth employment, and at the same time have the conditions for continuing education, like everyone else other students after secondary vocational education.

The most important interest of companies involved in dual education is that in the long run address the lack of qualified and / or competent staff. Employers invest significantly resources in improving the competencies of its employees through various forms of informal education and further education, and through dual education they have the opportunity to participate in formal education affect the quality of future qualified staff.

Potential benefits of dual education for students:

> Contact with a real work environment in which they acquire, improve and develop professional national competencies and gain professional experience,

> Possibility to check through learning through work in the company whether what they are learning, that is what should engage, suit their interests,

> Possibility of continuing education under the conditions prescribed by law,

> Developing entrepreneurial competencies in young people in order to start their own business,

> Developing skills of communication, cooperation, teamwork and responsibility,

> Possibility of developing work ethic,

> Developing awareness of the importance of health and safety at work,

> Increased opportunity to develop innovation and creativity,

> Developing self-confidence, expressing one's own opinion and independent decision-making decision,

> Increasing the employability of students with easier transition to the world of work.

**2. PREREQUISITES FOR**

**IMPLEMENTATION OF THE DUAL**

**EDUCATION**

In this chapter you will learn:

> How to find out which school offers educational profiles according to the dual model

> How companies, ie employers, get involved in dual education

> How the relationship between the school and the company that conducts dual education is regulated profile

> How a student enrolls in an educational profile that is conducted according to a dual model

2.1. OFFER OF DUAL EDUCATIONAL PROFILES

Vocational high schools when proposing educational profiles that will be offered students for enrollment in the next school year consider several aspects: the needs of the market labor, regional development policy, number of students graduating from primary school, related experiences with the enrollment of students in previous years (eg whether there were enough students interested in enrollment in a particular educational profile), existing teaching staff (eg whether there are teachers who would could teach subjects required by the realization of a certain educational profile), etc. After these considerations, schools decide which educational profiles to report

Ministry of Education, Science and Technological Development for implementation in the next school year, including the decision whether to apply for educational profiles that will be realized in a dual way model. Schools make this decision in cooperation with the local branch of the National Service for employment, with companies, ie employers, regional chambers of commerce, school administration, etc. When it comes to dual education profiles, **schools can apply dual educational profile only if they have the support of employers (companies) for his realization,** ie if they can provide learning to each student through work in the company which is accredited to implement learning through work.

The final offer of dual educational profiles in one school is brought by MPNTR, in cooperation with PKS. Information on educational profiles for each school can be found in the **Competition for enrollment of students in secondary schools** (explained in more detail in Chapter 2.4.). Also, information about educational profiles can be found on the website of the vocational high school you want to enroll, including information on educational profiles that will be realized in a dual way model.

2.2. INCLUSION OF COMPANIES IN DUAL EDUCATION

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.

The conditions that a company must meet in order to realize learning through work are listed in Article 11 of the Law on Dual Education, while the detailed procedure is defined by the Rulebook on the organization, composition and manner of work of the Commission for determining the fulfillment of conditions for performance learning through work with the employer ("Official Gazette of RS", No. 102/2020).

Based on the provisions of the ZDO, employers who want to participate in the realization of 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 the commission determines that a certain company meets all the prescribed conditions, it proposes the SCC to issue a certificate of fulfillment / accreditation to that company in order to be able to carry it out learning through work. PKS keeps a register of all companies, ie employers, that have fulfilled conditions for performing learning through work. If any of the companies stop fulfilling conditions for realization of learning through work, PKS makes a decision on termination of fulfillment of conditions for performing learning through work.

**Law on Dual Education, Article 11**

**Conditions for conducting learning through work with the employer**

The conditions that the employer must meet in order to perform learning through work are:

1) performing activities that enable the realization of learning content through the work prescribed appropriate curriculum;

2) disposal of space, equipment and means for work in accordance with the rulebook on closer conditions in terms of space, equipment and teaching aids educational profile;

3) disposition of the required number of licensed instructors in accordance with the plan and teaching and learning program;

4) ensuring the application of safety and health measures at work in accordance with the law;

5) that no bankruptcy proceedings have been opened against the employer or liquidation proceedings have been initiated;

6) that the employer has not been convicted of criminal offenses prescribed by law which regulates the prevention of harassment at work.

In the realization of learning through work, the employer is obliged to provide the prescribed measures safety and health at work, in accordance with the regulations governing safety and health at work, as well as the application of regulations governing dangerous work for children.

2.3. RELATIONSHIP BETWEEN SCHOOLS AND COMPANIES IN DUAL EDUCATION

IN SERBIA

In achieving dual educational profiles, schools and employers in different ways establish cooperation. Sometimes it's on the initiative of the school, sometimes on the initiative of the employer, while sometimes another entity encourages cooperation, such as local self-government, Regional Chamber of Commerce and the like. When the school has been approved a dual education department profile by the MPNTR and when the employer received a decision from the SCC on the fulfillment of the conditions for realization of learning through work, then the school and the employer sign the Agreement on Dual Education.

All elements of the Agreement on Dual Education are prescribed by law (Annex 1. Example of the Agreement

on dual education).

The contract on dual education is signed for three or four years, or for as long how long the education for the profile for which the contract is signed lasts in order to ensure that the student, in accordance with the curriculum of teaching and learning according to the dual model, there is provided learning through company work. The school may enter into a dual education agreement with one or more companies or employers. One of the reasons for concluding a contract on dual education with several companies:

> One employer is not able to provide on-the-job learning for all work rations that are provided by the curriculum of teaching and learning, so it is necessary to one or more other employers will be involved in the remaining units. foot plan and program. Only those employers with whom the school has signed a contract on dual education they can realize learning through work, that is, only with these employers can students go to learning through work. The relationship between students (or parents because the student is usually not of legal age) at the time of signing the contract) and the company is regulated by the contract on learning through the work of

to whom you can read more in Chapter 3 (and an example of a contract between a student and an employer in

Annex 2: Example of a contract on learning through work). The school and the Serbian Chamber of Commerce publish the basics on their websites information on the curriculum and other information relevant to performance

learning through work no later than 15 days from the conclusion of the contract on dual education (ZDO, Article 17).

In addition to the above, the SCC maintains and regularly updates the register of dual education contracts. The contract register contains various information from the contract: contract number, name and address schools and the employer, the number of students for whom the employer organizes learning through work, the address of the place performing learning through work, date and time of concluding the contract, date of starting learning through work, etc. (ZDO, Article 27 and Article 28).

The register of concluded contracts is available at the following link:

[https://dualnoobrazovanje.rs/registri/ugovori/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://dualnoobrazovanje.rs/registri/ugovori/)

**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, and the school and companies must be **committed** to **maximizing** students' chances of employment after graduating from high school and to help him in what to a greater extent, he develops the skills to manage his career and make the decisions that are right for him of the greatest interest.

2.4. ENROLLMENT IN DUAL EDUCATIONAL PROFILES

The procedure provided for enrollment in secondary schools also applies to enrollment in dual education profiles, from taking the final exam at the end of primary school to enrolling in dual education profile. Based on the achieved success and the wish list of students, students enroll in high schools. When it comes to dual education, the application for enrollment in educational profiles is also taken into account the dual model that the student (his parents) submits to the primary school (this application is not valid for students applying to the Aviation Academy). Because of the importance of this topic here is a brief description of the procedure for enrollment in high school and the method of calculating the points given by the student earns for high school enrollment. All students who complete primary school have the right to enroll in high school. In the document which is called the **Competition for enrollment of students in the first grade of high school** can be found important information about enrolling students in high school such as: general and special conditions for enrollment in high school, criteria and manner of selection of candidates, dates of the final exam, health conditions, required documents, number of students provided by educational profile, etc. In the Competition for the enrollment of students in the first grade of high school, it is stated which educational profiles are provided in dual education, followed by an excerpt from the mentioned competition in which the label is clearly visible "DUAL".

**Competition for enrollment of students in the first grade of high school in the Republic of Serbia for school**

**2020/2021. year, for schools founded by the Republic of Serbia, an autonomous province or local self-government unit** . This document is also available at the following link:

[http://www.mpn.gov.rs/upis-ucenika-u-srednju-skolu-za-skolsku-2020–2021-godinu/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.mpn.gov.rs/upis-ucenika-u-srednju-skolu-za-skolsku-2020-2021-godinu/)

In addition, the Educational Review is published **by the High School Enrollment Information Booklet** , in which you can also find important information about enrolling in high school such as tips for calculating the total number of points and information on the number of points for enrollment in all schools during the last three years.

Student success is shown by the total number of points that the student achieved **during schooling (general success)** and which the student achieved at the final exam. General success from the sixth until the eighth grade of primary school, it is expressed by the number of points so that the general success is achieved at the end of the sixth, seventh and eighth grade, rounded to two decimal places, add and then multiply number four. Based on the general success from the sixth to the eighth grade, the candidate can score a maximum of 60 points.

**Success in the final exam** is expressed by the number of points won on the test in Serbian, or mother tongue, mathematics and on a combined test in natural sciences and social scientific subjects (biology, geography, history, physics and chemistry). Based on the success of In the final exam, the candidate can win a maximum of 40 points, or a maximum of 13 points on the test in Serbian, ie mother tongue and mathematics and 14 points on the combined test (Figure 3).

Method of realization

When students find out the results of the final exam, they go to their home elementary school fill in the wish list of schools, ie educational profiles, which they would like to enroll in, on which there can be a maximum of 20 commitments (wishes) for further education. It's good to have students first filling in the wish list introduces the number of points that were needed in previous years for enrollment in that educational profile in the school that the student wants to enroll, so that they can assess their own chances of enrolling in the desired school, on the website (eg by searching for the last year): http: //www.upis.mpn.gov.rs

Based on the Rulebook on enrollment of students in high school, "Official Gazette of RS", No. 76/2020 and 94/2020), when ranking students for enrollment in high school, the following are taken into account:

1) success in the final exam (maximum number of points 40),

2) general success from the sixth to the eighth grade of primary school (maximum number of points 60),

3) results achieved in competitions of eighth grade elementary school students,

4) application for enrollment in educational profiles according to the dual model submitted by the student (parent)

primary school, and the primary school submits MPNTR (this application does not apply to students who want to enroll in the Aviation Academy).

Then the ranking list of students is published. When ranking in the departments of education profiles according to the dual model, are first ranked students who have applied for enrollment in educational profiles according to the dual model, and in case there are places left after their ranking in the class, other students who listed a dual profile on the wish list but did not submit are ranked application. Those students who are admitted to one of the preferred schools listed in the form for filling in the wish list, submit the original documents for enrollment in the school to which they are assigned.

Students who are not admitted to one of the schools listed on the wish list will be able to enroll in those schools where there are vacancies. They are filling out the wish list again, but now they can only choose between schools that have not filled all the required places.

The right to rank for enrollment in the educational profile of a secondary vocational school lasting four year have all students who have achieved a total of at least 50 points.

**Equality and justice**

All children have the right to education, but some children find it difficult to participate education and its completion for various reasons. That is why the Republic of Serbia is implementing measures that should lead to a higher level of justice and equality in society.

Given that students belonging to the **Roma national minority** have a special sensitive position in society, the Republic of Serbia has introduced certain measures that are needed to ensure full equality in the acquisition of education. For example, the number of points students belonging to the Roma national minority who have applied for enrollment in the school under under more favorable conditions, it increases by 30% of the number of points they lack up to 100 points. This means that if the student is a member of the Roma national minority a total of 60 points (general success and success in the final exam), the final number of points will amount to 72 points (30% of the number of points missing up to 100 points). If the family of that student uses financial social assistance, the final number of points will be 74 (35% of the number of missing points up to 100 points).

You can ask for more information on this topic from the primary school class teacher which the student attends, Social Inclusion Group MPNTR ([http://www.mpn.gov.rs/inclusion-group /](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.mpn.gov.rs/grupa-za-inkluziju/)), or the National Council of the Roma National Minority ( [https: //romskinacionalnisavet.org.rs/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://romskinacionalnisavet.org.rs/)).

You can also see the Rulebook on enrollment of students in high school, Art. 91–98. (“Official RS Gazette no. 76/2020 and 94/2020) available on the website:

[https://www.paragraf.rs/propisi/pravilnik-o-upisu-ucenika-u-srednju-skolu.html](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://www.paragraf.rs/propisi/pravilnik-o-upisu-ucenika-u-srednju-skolu.html).

**A student with disabilities** enrolls in high school afterwards completed the final exam, in accordance with their motor and sensory abilities, that is, the conditions required by the type of disability, ie in accordance with the needs for by providing support in relation to the content and manner of conducting the exam. More information about You can ask this topic from the class teacher of the elementary school that the student attends or the Social Inclusion Group MPNTR ([http://www.mpn.gov.rs/grupa-za-inkluziju/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.mpn.gov.rs/grupa-za-inkluziju/)).

For more information on this topic, see the Regulations on enrolling students in high school, ("Official Gazette of RS" No. 76/2020 and 94/2020) available on the website [https: // www.paragraf.rs/propisi/pravilnik-o-upisu-ucenika-u-srednju-skolu.html.](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://www.paragraf.rs/propisi/pravilnik-o-upisu-ucenika-u-srednju-skolu.html)

**3. IMPLEMENTATION**

**DUAL EDUCATION**

This chapter of the Guide will describe the process of implementing dual education with with a special emphasis on learning through work that is carried out in the company because learning through work represents one of the main characteristics of dual education.

After reading this chapter, you will get answers to the following questions:

> How students are deployed to learn through company work

> Who are the instructor and coordinator of learning through work and what are their responsibilities

> How the relationship between students and the company is regulated

> What does the material and financial provision of students in dual education mean?

calling

> What does the implementation of learning through work in the company look like

> What it looks like to assess learning through work

> What are the characteristics of career guidance and counseling of students in dual education

> What you need to know about safety and health at work of students in dual education

3.1. DISTRIBUTION OF STUDENTS FOR LEARNING THROUGH COMPANY

If the school cooperates with only one employer / company, it is clear that they are all students assigned to work-based learning at that particular employer.

When a school has a dual education contract with multiple implementing companies work-based learning for a particular dual educational profile is then used to deploy students provisions of the **Rulebook on the manner of allocating students for learning through work** ("Official Gazette RS ”, no. 102/18), and in the dual education contract signed by the school and each employer the way students are assigned has also been determined.

The Career Guidance and Counseling Team (KViS) is organized by the school introductions and interviews between students and employers. 1 The steps in arranging students in chronological order:

1. KViS team (teachers, professional associates, representatives of employers with whom performs learning through work) introduces students and parents to the way of scheduling students, the number of vacancies with each employer, with the conditions and environment for the realization of learning through work, etc.

2. The KViS team prepares students for the context in which work-based learning is conducted, what is what you can expect to learn through work, how to prepare for an interview with employers (eg what the interview looks like, what are the most common questions, what is expected from students, etc.).

3. The KViS team organizes the presentation of all employers to students and theirs parents.

4. Interviewing employers with students is the next step. All employers interview everyone students who have entered a certain profile, that is, the student will have as many interviews how much the company participates in the implementation of learning through work for the profile of the student signed up. The presence of the parents is obligatory at the interview.

5. Students make a wish list of employers with whom they would like to study through work, ranking them from most desirable to least desirable. This wish list signed by the parent or other legal representative of the student. If the parent is not in possibilities, the student's wish list is signed by the school pedagogue or psychologist.

6. Employers compile their rankings based on interviews with each student students who want to accept learning through work.

7. Coordinating the wishes of students and employers is done by the KViS Team. KViS team "pairs" wishes of students and employers from the first to the last. In the case of the same student declared by two or more employers, the student's wish is respected.

8. The KViS team compiles the final list of student assignments and compiles the minutes. The minutes are signed by the members of the KViS Team, the employer's representative, the school principal and parents.

**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 assignment students are 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.

The student is obliged to attend learning through work according to the schedule, ie the final list deployment of students, determined by the minutes (Article 7 of the Rulebook on the manner of deployment student learning through work). Learning through work can be realized with another employer who has signed a contract on dual education with the school but with the prior consent of the school, employer and parent.

In cases when it is not possible to implement a plan and program with one employer

teaching and learning as a whole (eg the employer in his regular work does not perform all the processes that are provided for in the curriculum of teaching and learning), it is possible to be with another employer (or with more than one employer) realizes the remaining part. In such situations, the way of deployment the student is determined by the agreement on dual education between the school and the employers.

**SOME OF THE QUESTIONS THAT A STUDENT MAY BE ASKED**

**DURING THE INTERVIEW 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 have any dilemmas or questions about learning at this time? through work in our company that you think we (the company) 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 (the company being interviewed)?

3.2. INSTRUCTOR AND COORDINATOR OF LEARNING THROUGH WORK - THEIR ROLES AND

DEBT

The instructor and coordinator of learning through work have important roles in the implementation of learning through Work. They are in direct contact with the students, and it depends on their mutual cooperation successful realization of many aspects of dual education.

**An instructor** is a person employed by an employer who directly ensures that during learning through work, they implement the contents prescribed by the curriculum of teaching and learning and it is the responsibility of the students to acquire the envisaged competencies for the occupation for which the student is he is studying. In order to ensure the quality of learning through work and quality work with students instructor has attended training and passed an exam proving that he is qualified to conduct learning through work in a company. The instructor realizes learning through work in the language in which the educational is realized profile.

**The coordinator of learning through work** is a person who is employed in a secondary vocational school and who in cooperation with the instructor, plans, monitors, implements and evaluates learning through work with the employer.

The instructor and the coordinator of learning through work are obliged to continuously communicate issues of student achievement and progress.

3.3. RELATIONSHIP BETWEEN STUDENTS AND COMPANY

The relationship between students and the company is regulated by the Agreement on learning through work signed by the student (or parent if the student is a minor) and the employer. This contract is concluded no later than the beginning of the realization of learning through work (some educational profiles imply the beginning of learning through work from the second year of high school).

The Law on Dual Education prescribes all mandatory elements of the Learning Agreement through work, such as mutual obligations, duration of contracts, manner of resolving disputes, etc.

An integral part of the contract is the Plan for the realization of learning through work, and some of the mandatory elements of this contracts will be clarified below. An example of a Learning Agreement through work can be found in Annex 2.

Just as a school can conclude multiple Dual Education Agreements with different ones companies, for the same reasons, the student can conclude several Learning Agreements by working with companies with which the school has cooperation (eg it is not possible with only one employer) implement everything that is foreseen by the curriculum for that educational profile).

The Law on Dual Education also prescribes the reasons for terminating the Agreement on Learning through Work and some of them are presented below.

**Termination of the Agreement on Learning through Work The Dual Education Act prescribes when it can be terminated Contract on learning through work (ZDO, art. 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 set out in the learning agreement through work and the law, permanently loses the health ability to work in the profession for which is studying, here the emphasis is on terminating the contract 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, violates the rights of students (more precisely defined Article 10 of the Law on Dual Education and concerns the prohibition of discrimination, abuse, neglect, etc.), violated the rights of students prescribed by law, the SCC passed decision on termination of fulfillment of conditions for conducting learning through work with the employer etc. If the termination occurs for these reasons that stand on the side of the employer, the school is is obliged to organize learning for the student through work in the same educational profile with another an employer with whom he has concluded a contract on dual education. Then again

signs a learning agreement through work with a new employer.

If the school does not have a dual education contract with another employer who could realize learning through work then the school in cooperation with MPNTR and PKS within the deadline of 15 days should provide conditions for continuing learning through work in the appropriate educational profile.

If there is no possibility to ensure the continuation of learning through work, the school provides conditions for the student to complete schooling in accordance with the Law on Secondary Education and upbringing.

The school informs the MPNTR about the termination of the contract, and the employer informs the SCC.

For more information, see the Law on Dual Education at the following link:

https://www.paragraf.rs/propisi/zakon-o-dualnom-obrazovanju.html

3.4. MATERIAL AND FINANCIAL SECURITY OF STUDENTS IN DUAL

EDUCATION

**Material security of students** (ZDO, Article 33) implies that the employer will to provide the student with whom he / she has signed a contract on work-based learning:

> means and equipment for personal protection at work,

> reimbursement of actual transport costs from the school to the place of learning through work and back, at most in the amount of the price of a transport ticket in public transport if the employer did not provide his own transport of students, and unless otherwise provided transport (eg local government pays for transport for students, etc.),

> reimbursement of food costs in accordance with the general act of the employer,

> Employer injury insurance, if not on otherwise provided insurance.

The employer is not obliged to, but can also provide the student with coverage of accommodation costs nutrition in the dormitory.

**Financial security of students** (ZDO, Article 34) during learning through work implies mandatory compensation to the student by the employer for learning through work. Financially student **security** must be an integral part of the contract (such as the one signed by the school with the employer, as well as the one signed by the student, ie the parent, with the employer).

This means that every student who has signed a Learning Agreement through work receives a **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% minimum labor costs in accordance with the law, which means that the compensation may be higher, if is an employer able. It is important to emphasize that the minimum price of labor changes every years, so when calculating the minimum amount of compensation you should keep 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 - "Official Gazette of RS", 116/2020). 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, student third grade who spends two days a week for six hours (maximum time per day) on learning through work, the employer should provide net compensation from the company's funds of 772.5 dinars for each such day.

3.5. IMPLEMENTATION OF LEARNING THROUGH WORK IN THE COMPANY

Learning through work is conducted by the employer and is managed by the coordinator of learning through

work and instructor.

According to the Law on Dual Education, the scope of learning through work is at least 20% maximum 80% of the total number of hours of the professional part of the program (Article 6). Each Curriculum for each profile of secondary vocational education, including dual education profiles, consists of three main parts: General education subjects (A), professional subjects (B1) and practical classes - professional practice (B2).

The professional part of the program (B1 + B2) is a combination of theoretical professional subjects and diverse forms of practice.

The relationship between general education subjects (A) and the professional part of the program (B1 + B2) is prescribed The Law on Secondary Education and Upbringing **for 30-year educational profiles is 30%**

**(A): at least 65% (B).**As for the **four-year educational profiles, this ratio is 40% (A): at least 55% (B).**This means that the curriculum of teaching and learning for three-year students professional education profile contains 30% of general education (Serbian, mathematics, history, geography, physical education, etc.) and about 65% of vocational education (vocational subjects, practical teaching, etc.). Also, a curriculum for four-year students

educational profile contains 40% of general education and about 55% of vocational education (vocational) subjects, practical classes, etc.) (ZSO, Article 6). **This applies to all secondary education profiles vocational education, regardless of whether they are conducted according to a dual model or not.**

In a number of schools, practical classes / professional practice are conducted entirely in school workshops and cabinets, in other schools it is held as in school workshops and cabinets as well as in companies, **and in the case of dual education learning through work is must be realized in companies, while in school a maximum of 25% of classes can be realized learning through work provided by the curriculum of teaching and learning.**

Learning through work is realized in accordance with the school calendar during the school year, and it is possible to organize it in the period from 6 to 22 hours, for a maximum of six hours a day, that is maximum 30 hours per week, in accordance with the curriculum of teaching and learning. Before leaving learning through work in a company, students undergo training on safety and security at work. In addition to the mentioned plan and programs of teaching and learning, it is for the implementation of learning through work important **implementation plan of learning by doing.**The plan for the realization of learning through work is a document which together create a coordinator of learning through work and an instructor and serves to plan learning through work in a company. It contains a description of activities, place and dynamics of learning through work.

The basis for making this plan is the learning outcomes (which is what the student needs to know after one teaching unit). Example of a part of a plan for the realization of learning through work for the chosen ones educational profile is in Annex 3.

The instructor is responsible for applying the Learning Realization Plan during the work learning through work that leads the student to acquire competencies for a particular occupation.

3.6. EVALUATION OF LEARNING THROUGH 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 of RS" no. 88/2017, 27/2018 - dr. laws, 10/2019 and 6/2020), Law on Secondary Education and Upbringing (“Official Gazette of RS” No. 55/2013, 101/2017 and 27/2018 - other law and 6/2020; Articles 48–58), Rulebook on assessment of students in secondary education and upbringing "Official Gazette of RS" No. 82/2015 and 59/2020) etc. It is for students who study according to the dual model of education for assessment The Law on Dual Education is also important, because the evaluation takes into account the engagement and progress of students in the company, ie in 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 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.

3.7. CAREER GUIDANCE AND COUNSELING OF STUDENTS IN DUAL EDUCATION

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 skills career management and making thoughtful and responsible professional decisions future students, and does so by forming a Career Guidance and Counseling Team deals with these issues.

The KViS team consists of representatives of school employees, professional associations, and local units self-government and employers, and representatives of this team can attend parents and the student parliament. One of the tasks of this team is to cooperate with the basics schools, primarily due to planning the enrollment of students in secondary schools and informing students in primary schools, what is dual education and which educational profiles are realized in a dual way model.

Based on the Law on Dual Education, the **Rulebook on Detailed Conditions** was adopted **the manner of work, activities and composition of the team for career guidance and counseling in high school school that realizes educational profiles in dual education** "Official Gazette of RS", no. 2/19). This rulebook stipulates that the school principal forms this team, which usually consists of teachers (teachers of professional subjects in the field of educational profile in dual education, as well as other teachers), coordinator of learning through work and professional associates of the school (usually a psychologist or pedagogue) from the ranks of school employees, as well as representatives of professional associations, units local governments and employers.

Some of the activities of the KViS Team listed in the mentioned rulebook are:

1) organizes and implements counseling, information and training activities for career management skills. We will state in more detail what these three groups of activities are imply because it is important that each student be aware of the possibilities that are available to him (Table 3, which is based on the Rulebook on Standards

career guidance and counseling services, "Official Gazette of RS", no. 43/2019),

2) participates in the process of assigning students to study through work with employers. That means that the KViS Team organizes the presentation of employers to students and theirs parents, prepares students for interviews with employers, organizes interviews and makes a final list of which student is assigned to which employer. Which is very It is important that the KViS Team prepares students for the context in which the learning will take place through work (in the company), what the student can expect, what is what will be expected from the student expect and the like,

3) continuously monitors the satisfaction and motivation of students and employers during learning through work,

4) empowers and supports students in identifying and documenting experiences and benefits from learning through work as well as special achievements and successes (portfolio), and encourages students to plan and set further goals based on the experience of learning through work career development,

5) the KViS team may organize interviews with persons already employed in areas for which the student is studying, in order for students to be as fully informed as possible about possible future occupation, as well as conversations with representatives of others institutions (eg National Employment Service, faculty representatives, high schools, etc.) that can help students choose their careers,

6) cooperates with the team for professional orientation of primary school for the purpose of establishment continuity in the provision of career guidance and counseling and information services students and their parents about the possibilities of schooling in educational profiles in dual education, conditions and context in which learning through work is realized employer, etc.

Estimation of characteristics students Career Counselor (School Psychologist or some other person who has competencies of career counselor) uses different instruments for (only) assessment of student characteristics (personality tests, professional tests orientations, etc.), then interpreters test results and adequately them informs the student. Supporting students in planning and setting up career leadership goals and counseling Career counselor guides and supports users (students) in the research process own characteristics, motives and need, empowers the user to taking responsibility for management his own career, he applies different methods and techniques for installation and assessment of goals and strategies. Providing support to the student at making decisions important for career development Encourages the student to think about criteria, outcomes and risks in decision-making process. Applies

support techniques in overcoming stress and transitional or crisis management periods and unexpected changes. Using different sources information on educational and career opportunities Introduces students to different sources information on educational and career opportunities and encourages him to be critical of them estimates. Organizing and storing information on educational and career opportunities Encourages the student to use it regularly leads a portfolio. Providing support to students when using information about educational and career opportunities A career counselor answers questions students in connection with further education and career and refers the student to relevant websites or literature in which he can look for answers to his own questions.

Implement programs for management skills development career Organizing and implementing activities for students regarding effective developmentcareer management skills.

What is also a novelty brought by this rulebook on KViS for students who are in Dual education is that the KViS Team has an obligation to conduct advisory activities with each student of the school for at least one hour during the school year. All The activities of the KViS Team are realized in accordance with the individual needs of each student. One of the tools available to the student in this area is career guidance portfolio. **The career portfolio** is continuously developed during the career development of a person, which in the case of students includes the period of education and learning through work in the company. The career portfolio is a personal document and contains observations and evidence of career development individual but also plans and thoughts on career development in the future. Since this portfolio is a personal document, there is no defined form of portfolio -

each student can create and manage a portfolio that suits him best (eg in electronic form, may contain photographs, tables, graphs, videos, etc.), and are given below suggestions on how to create a portfolio.

**Proposed elements for the student portfolio developed by the Tempus Foundation - Euroguidance Center in Serbia**

• Personal observations about career goals and aspirations,

• Results of (self) assessment of personality traits, professional interests, values ​​and other personal characteristics,

• Independently compiled list of relevant resources for career guidance and counseling (links to local organizations involved in career guidance and counseling, online platforms and the like),

• Notes and personal observations made during and after career guidance activities and counseling (individual counseling with the KViS Team, workshops, work-based learning, education fairs, etc.),

• Observations on acquired competencies in preparation for writing a quality biography such as self-assessment of knowledge and skills acquired through formal education (primary and secondary school), non-formal education (trainings, courses, seminars) education and informal learning, the so-called "school of life", what we do not necessarily learn in school or in courses, and yet serves to acquire competencies), then self-assessment of professionals knowledge and skills as well as "soft" skills acquired during practice and other work experiences,

volunteer activities and the like,

• Information on relevant educational and career opportunities,

• Career plan that contains goals and steps in their achievement, time dynamics, anticipated possible obstacles to achieving goals and mechanisms for overcoming them.

Since students in the dual educational profile also learn through work, so does the instructor has an important role in the process of career guidance and counseling of students. Based on the **Regulations on the training program, closer conditions and other issues of importance for taking the exam for instructors** (“Official Gazette of RS”, No. 70/2018) instructors are trained in this field in order to could adequately:

> inform the student about the specifics of the occupation chosen by the student, about the qualification- the pit they will acquire during vocational training, as well as the opportunities for national progress,

> inform students about the possibilities of professional development in the company in which they The student realizes learning through work and encourages students to think about their career,

> provide support to the student in managing the portfolio (eg documenting students') success and acquired knowledge and skills, interests, experiences and other important information which will later help the student to make and manage career decisions changes),

> involve students in activities and tasks that encourage the development of skills,

> Participate in advising students on the development of career management skills,

> encourage students to analyze the learning experience through work and use feedback from the work environment for further personal and professional development, etc.

More information on career guidance and counseling can be found on the website:

[https://euroguidance.rs/resursi/bazaaktivnosti/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=https://euroguidance.rs/resursi/bazaaktivnosti/)

3.8. SAFETY AND HEALTH AT THE WORK OF STUDENTS IN THE DUAL EDUCATION

Although students do not have the status of workers or employees in the company, they are already in the company the basis of the contract on learning through work, since they spend part of the time during schooling

in a real work environment, it is very important that all the provisions that apply to them are applied are otherwise important for safety and health at work, as well as those related to the protection of young people a person of their age.

Although they are not employed, students who have the right to safety and health also have the right are on compulsory learning through work so that, in addition to regulations in the field of education, they are also affected by the application of the **Law on Safety and Health at Work** , "Official Gazette of RS", no. 101/2005, 91/2015 and 113/2017– others. the law). As defined by the said law, safety and health at work means providing adequate working conditions which minimize injuries at work, occupational diseases and work-related illnesses.

It is important to emphasize that teaching and learning are taken into account when creating a curriculum they take with them the security and the risk that every occupation for which students study carries with it. The curriculum is created in such a way as to provide safe schooling for all students for each educational profile in accordance with the age of the students.

If students are educated for occupations that are assessed as risky, then they are creates a curriculum to reduce the risks to which students are exposed common risks for a permanent employee (e.g. a student instead of in a real production process first simulates, "exercise", in a special room that is not at risk).

When the employer submits the Request for determining the fulfillment of the conditions for performance learning through work to the Chamber of Commerce of Serbia, based on the **Rulebook on organization, composition and the manner of work of the Commission for determining the fulfillment of conditions for conducting learning through work with the employer** (“Official Gazette of RS”, No. 46/2018 and 74/2019), some of the documents The employer also encloses:

> written act on appointing an employee as a person for safety and health at work and decision on passing the professional exam for performing safety and health work on the work and duties of the person responsible for those persons;

> contract on hiring a legal entity to perform safety and health work on and a license to perform work in the field of safety and health at work for carbonated legal entity;

> list of working and auxiliary rooms, equipment for work in / on which students will perform learning through work, etc .;

> excerpt from the Act on risk assessment for workplaces where students will study through work;

> expert finding on the performed examination and inspection of the work equipment on which the students will perform

work-based learning, if work equipment is subject to inspection and verification;

> report on inspection and testing of electrical installations for all working and auxiliary premises words in which learning through work will be performed;

> statement of the employer on the correctness of the work equipment on which the student will perform learning

through work and applied security measures;

> expert finding on the performed examination of the working environment conditions;

> safety data sheet for hazardous chemicals and other chemicals in accordance with regulations governing the management of chemicals, etc .;

> training program for safe and healthy work of students;

> instructions for safe and healthy work according to the regulations on safety and health at work for use of work equipment and means and equipment for personal protection at work that the student will use when learning through work.

All these documents are checked by the Commission for checking the fulfillment of the conditions for performance learning through work and taking them into consideration when deciding whether a company meets

conditions for performing learning through work. Article 33 of the Law on Dual Education stipulates that the employer provides the student means and equipment for personal protection at work and insurance in case of injury during learning through work with the employer (unless otherwise provided).

**Rulebook on training program, closer conditions and other issues of importance for taking the exam for an instructor** ("Official Gazette of RS", No. 70/2018) prescribes as one from the field of training for instructors and planning and preparation of learning through work that includes and providing the necessary conditions for the implementation of learning through work as well as organization introducing students to learning through work that includes informing students and parents about internal rules and the application of occupational safety and health measures.

**The Decree on Determining Dangerous Work for Children** ("Official Gazette of RS", No. 53/2017) is still in force one of the documents that must be respected in dual education and the goal is to provide protection of children from dangerous work in accordance with the regulations governing the rights of the child as well as

regulations in the field of work, safety and health at work, health care and education, a in accordance with international agreements to which the Republic of Serbia is a signatory.

In addition to the above, in 2014, the Ministry of Regional Development and Public Works issued **Instruction 2 for institutions that are responsible for the safety and protection of children and students (preschool, primary and secondary schools)** which states that institutions have an obligation to adopt a general act on protection and security children and students, ie to ensure the safe stay of children and students. Children and students have the right to protection and security in the school building, school yard but also outside the school building and school yard during the realization of educational work or other activities that organized by the institution (eg learning by doing, practical classes, etc.).

The protection of the rights of students in dual education is realized in accordance with the following laws: Law on the Fundamentals of the Education System, Law on Secondary education and upbringing, the Law on Safety and Health at Work, the Decree on Determination hazardous work for children, the MPNTR Guide on the safety and protection of children and students, as well as with other regulations governing the protection of the rights of the child, prohibition of discrimination and hazardous work.

For more information, you can contact the Directorate for Safety and Health at Work at The Ministry of Labor, Employment, Veterans' Affairs and Social Affairs and / or the Ministry of Education, science and technology development - names of institutions, contact numbers and websites are found at the end of this Guide.

**4. END**

**DUAL EDUCATION**

In this chapter you will learn:

> What awaits students at the end of dual education, ie what are vocational matura and final exam.

4.1. PROFESSIONAL MATURA AND FINAL EXAM

Considering that the introduction of the state matura is expected in the next period, parts of which are also 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) 3 below will be more words about what that will mean for vocational high school students. Students in dual education at the end of high school are waiting for the same as

all other students in secondary education - final exam or vocational matura, in depending on whether they attended a three-year or four-year educational profile. Vocational matura program for students of four-year secondary vocational profiles and program final exam for students of three-year educational profiles are regulated by the **Rulebook on vocational matura program and final exam***4* and this rulebook also applies to students in dual educational profiles. The final exam and the professional matura are taken on the territory of Serbia in terms prescribed school calendar for secondary schools, and include two regular term exams:

June and August. Students who do not pass in this deadlines, take the next exam term in in accordance with the prescribed calendar. Language of examination final exam and vocational matura is the language in which the student received secondary education and upbringing. Students who have received education and upbringing

in the language of a national minority they may choose to professional matura / final exam in whole or in part

they take the exam in Serbian. *On the website of the Institute for improving education and upbringing you can find a more detailed description of the exam professional matura and final exam as well workflow database:*

[www.zuov.gov.rs/zavrsni-ispit-i-matura-exam-secondary-professional /](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.zuov.gov.rs/zavrsni-ispit-i-maturski-ispit-srednje-strucno/)

4.1.1. Professional graduation

Students of four-year high school professional profiles within the professional matura take Serbian language and literature (ie mother tongue and literature), mathematics (except for educational profiles that have not had mathematics in the last two years, they choose a subject from the List of general education subjects on which mathematics is also offered) and the professional exam. With this exams check whether the student has acquired professional competencies for work and continuing education, in accordance with the Curriculum, and the student must pass all three exams in order to passed the professional matura.

**The first exam** is related 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 a subject instead of mathematics from the list of general education subjects, with the possibility to choose mathematics. List general education subjects are: Serbian language and literature / mother tongue and literature, foreign language, mathematics, physics, chemistry, biology, geography, history and Serbian as a non-native language. Within the professional matura, the student takes exams in general education

subjects that have the same content and structure of tests as for the general matura (eg for high school students).

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

The content of the professional exam is prescribed by the appropriate regulations for each educational profile which you can see at the following link of the Institute for the Advancement of Education and education (grouped by areas, for example: geodesy and civil engineering, electrical engineering, traffic, etc.):

[www.zuov.gov.rs/zavrsni-ispit-i-maturski-ispit-srednje-strucno/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.zuov.gov.rs/zavrsni-ispit-i-maturski-ispit-srednje-strucno/)

**The theoretical part** is a test / exam that checks the professional-theoretical knowledge necessary for performing jobs and tasks for the performance of which the student is trained during schooling from those subjects that are important for the educational profile (those subjects are prescribed accordingly regulations for each educational profile). The theoretical test is taken in writing, containing a maximum of 50 tasks, and it is necessary for the student to achieve 50.5% of the total number of points to pass test. The test review commission consists of three vocational teachers.

**Graduation practical work** implies that the student performs the work tasks that are on the list of standardized work tasks. Institute for the Advancement of Education and Upbringing - Center for Vocational and Adult Education prepares standardized practical work assignments and assessment instructions 5 . From this list of standardized tasks, an appropriate number of work tasks is made for the final exam, ie school forms a school list in each exam period based on the list of work assignments. A student takes the matura practical work before a commission consisting of two teachers of professional subjects (of which one is the chairman of the commission) and one representative of the employers, an expert in that area of ​​work. According to the Regulations on Vocational Matura and Final Exam, to the employer participated in the work of the commission, must be proposed by the school, and the appropriate association must to give consent (Union of Employers of Serbia, ie the Chamber of Commerce of Serbia, ie appropriate professional association or chamber). Assessment of acquired professional competencies given by the said commission. A student who achieves at least 50% of the total number of points on he showed competence in each individual work task, ie passed is a professional graduation. Graduation practical work is carried out in the school and the premises where they are located jobs and conditions for realization.

If a student received an insufficient exam at one or two individual exams assessment, is referred to take remedial or remedial exams. After passing all the exams at the professional matura, the student is issued a public document about passed the professional matura for the appropriate educational profile and diploma supplement.

Only if the student decides, he can take additional, elective, part of the vocational matura and it is identical with the elective part of the general matura - it is important to emphasize that this is not mandatory. Students with developmental disabilities and disabilities, specific learning disabilities or language barriers, they take the professional matura exam in conditions that provide overcoming physical and communication barriers (ZSO, Article 63).

4.1.2. Final exam

The final exam checks whether the student, after successfully completing three years vocational education for the appropriate educational profile acquired professional competencies prescribed by the standard of qualification, ie knowledge, skills and attitudes in accordance with the teaching plan and program. The final exam is realized through a **practical exam** consisting of one or more standardized tasks that test professional competencies. Institute for Improving education and upbringing - Center for Vocational Education and Training

adults prepare standardized work assignments for practical work and assessment instructions. The content of the final exam is prescribed by the appropriate regulations for each educational profile. Based on the list of work tasks, the school forms a school list in each exam period. Number work assignments in the school list must be at least 10% higher than the number of students in the class who take the final exam. Assessment of acquired professional competencies, ie knowledge, skills and abilities are provided by a three-member examination commission.

The content of the final exam is prescribed by the appropriate regulations for each educational profile which you can see at the following link of the Institute for the Advancement of Education and education (grouped by areas, for example: geodesy and civil engineering, electrical engineering, traffic, etc.):

[www.zuov.gov.rs/zavrsni-ispit-i-maturski-ispit-srednje-strucno/](https://translate.google.com/translate?hl=sr&prev=_t&sl=sr&tl=en&u=http://www.zuov.gov.rs/zavrsni-ispit-i-maturski-ispit-srednje-strucno/)

The commission consists of two teachers of professional subjects, one of whom is the president of the commission, and a representative of employers, an expert in the field of work, or a qualified representative employers (ZDO, Article 32). The assessment of the acquired professional competencies is given by the commission. To the employer participated in the commission, must be proposed by the school, and the appropriate association must to give consent (ie the Serbian Chamber of Commerce). When a student achieves at least 50% of of the total number of points on each individual work task, is considered to have shown competence and passed the final exam.

The final exam is conducted in the school and the premises where there are jobs and conditions for realization of the final exam. The supplement to the diploma of the student who passed the final exam contains data on the scope of achieved learning through work and a list of employers with whom learning is through work done.

A student with developmental disabilities and disabilities, specific learning difficulties or language and social barriers, passes the professional matura exam in the conditions they provide overcoming physical and communication barriers, and can be exempted from taking the exam parts of the Matura exam in the subject for which they were adapted during his education standards of achievement, or to take that part in accordance with individual education plan, which is decided by the appropriate school teams (ZSO, Article 66).

As already mentioned, the introduction of the state graduation exam is also planned - when that happens, students

who have completed a three-year educational profile, including dual profiles, will be eligible to take professional or general matura if they have mastered the program for acquiring the necessary competencies according to the graduation program, at least two years after graduating from high school education (ZSO, Article 63a).

**5. OPPORTUNITIES AFTER**

**COMPLETED DUAL**

**EDUCATIONAL PROFILE**

The previous chapters describe important aspects during dual education educational profiles, and this chapter is dedicated to the question - what after dual education. After completing the dual education, students can decide to get it qualification to enter the labor market or to continue their education at one of the universities institution in accordance with the law.

5.1. ENTERING THE LABOR MARKET

One of the challenges that the Republic of Serbia is facing is that it also has a high level youth unemployment rate and lack of qualified staff needed by the labor market so it is so clear why the strategic commitment is to reform the education system prioritize those activities related to the introduction of dual education. That is, the assumption is that students who complete dual education will have competencies that are appropriate to the labor market, which makes them faster and easier to employ, especially if we keep in mind that students in dual education were in contact with the real during formal schooling working environment and were part of the work process of one or more companies.

In this sense, the transition from the world of education to the world of work should be facilitated for students who have completed a dual educational profile. Although the Law on Dual Education does not oblige employers to hire students for organized work-based learning, the latest research related to work-based learning in Serbia, they show that many employers with work-based learning are employed students after obtaining a high school diploma.

Learning through work can be seen as the first work experience that provides the student a better starting position when applying for a job. A student can be employed by an employer when he realized learning through work or with another employer.

Pursuant to the Law on Dual Education (Article 32), the school is obliged to provide students who have completed their education according to the dual model issue a diploma supplement in which it is stated with which employer (or with which employers) they realized learning through work together with data on the scope of learning achieved through work. By participating in learning through work, employers for several years they have been investing their resources in educating young people. The crown of successful cooperation between the company and the students during dual education is the situation in which the employer offers student employment contract after completing formal education.

5.2. CONTINUATION OF EDUCATION AT HIGHER EDUCATION INSTITUTIONS

After completing the dual education, students can choose to continue schooling at one of the higher education institutions, in accordance with the law. Students who have completed some of the dual educational profiles have the option of further schooling at higher education institutions, under the same conditions as other students who are acquired secondary vocational education.

One of the goals of dual education is to provide conditions for further education and lifelong learning (ZDO, Article 4). **Whether they have completed a dual education profile or others, students who complete a four-year educational profile** are eligible to continue education at higher education institutions in accordance with the laws in the field education **.**

The Republic of Serbia is also planning the introduction of the state matura, parts of which are the vocational matura (at the end of secondary vocational education lasting four years) and the final exam (at the end secondary vocational education lasting three years). 8 When the state matura is introduced, students who have completed a three-year educational profile, including dual profiles, will be eligible to pass the professional or general matura if they have mastered the program for acquiring competencies required according to the matriculation program, at least two years after graduation secondary education (ZSO, Article 63a).