

## DUAL EDUCATION SYSTEM IN UNIVERSITIES – OPPORTUNITIES FOR ADAPTATION IN THE LABOUR MARKET

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**ABSTRACT.** This report aims to outline the importance of the link education – business. An emphasis is set on the analysis of best practices in the dual education system in high schools, as a main source for outlining recommendations for its adaptation in universities. The dual education system is an appropriate mechanism for the acquisition of key knowledge and skills that will help human resources for better realization on the labor market. The successful development of this concept will lead to better adaptation of students to the requirements of the contemporary work environment.

**Keywords:** dual education system, human resources, best practices

### ДУАЛНОТО ОБУЧЕНИЕ ВЪВ ВИСШЕТО ОБРАЗОВАНИЕ – ВЪЗМОЖНОСТ ЗА АДАПТАЦИЯ НА ПАЗАРА НА ТРУДА

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**РЕЗЮМЕ.** Настоящият доклад има за цел да изведе значението на връзката образование – бизнес. Акцентът е поставен върху анализа на добрите практики в сферата на дуалното обучение в средното образование, като основно средство за извеждане на възможности за неговото приложение в системата на висшето образование. Дуалното обучение е подходящ инструмент за придобиване на ключови знания и умения, които ще предоставят на човешкия ресурс по-добра реализация на пазара на труда. Успешното развитие на тази концепция ще доведе до по-добра адаптация на завършващите към изискванията на съвременната работна среда.

**Ключови думи:** дуално обучение, човешки ресурси, добри практики

### Introduction

The report presents a practice which is applied in the education in Germany and has been proven to work well and produce good results.

It is a successful practice when business and education help each other and work together. Education and practice should be realized at the same time. During the practical sessions in an authentic work environment students can get an accurate idea of the nature of the work itself, the processes and the responsibility when executing it. It is useful for the students themselves to realize if they would be able to cope with such kind of activity. It is good for them to have the possibility to change their field in case they are not confident enough to adapt or if they are not satisfied with the job. Being in contact with the work environment during education is very useful for students so that they can acquire experience, qualification and if it is necessary to change the qualification. It is beneficial for business too, because this facilitates the recruitment process.

Nowadays, very often it is observed that students start working in a completely different field, most often-services. It is convenient for them because experience is not required and

because of the working hours which allow them to combine work and studies. They get familiar with their job, gain experience and confidence, and in most of the cases they do not become the specialists they have studied to. Business suffers too because companies are not able to recruit and train potential specialists. Therefore, I consider business and universities to be interlinked and it should be like this during the whole process of education. Thus, both parties will be satisfied.

### Dual education system

#### Definition

A "dual education system" means a vocational education which takes place in parallel in two places - both at a vocational school and in an enterprise. (<https://pgm-plovdiv.eu/>)

### General information

Dual education system is practiced mostly in Germany, Austria, and Switzerland. A prerequisite for education in Germany is the conclusion of a Vocational Education Agreement (Berufsausbildungsvertrag), and in Austria,

Switzerland and Southern Tyrol a Contract for the Acquisition of a Profession (Lehrvertrag). The location of the vocational school depends on the location of the enterprise concerned.

### Vocational school education

Vocational school education covers two thematic complexes – special with theoretical subjects in the specialty and general, including German, foreign languages, religion and sport. During the classes secondary school students acquire theoretical knowledge and basic skills. The goal is to realize practical skills in the enterprise. The classes consist of 8 to 12 hours a week. They are taught in parts or in a set of activities. At the end of the year, secondary school students receive a certificate, which is also signed by the enterprise.

### Vocational training

The basis of the vocational training is determined by the specific requirements of the individual profession. In general, the training takes 2-3 years. The training establishment is responsible for building practical skills and realizing the theoretical knowledge in the enterprise. The trainees attend 1-2 days a week the vocational school and the rest 3-4 they spend in the enterprise. Alternatively, block training is provided where secondary school students are successively educated for 3 months at school and trained for 3 months in the enterprise. The latter form is much less frequently applied.

### Exams

When half of the training has passed an interim exam is given. It establishes the intermediate state of the acquired knowledge and experience. The result of this exam is not relevant to the final exams. At the end of the training a final exam is given which proves that the profession has been acquired at the apprentice phase. Exams are organized and conducted by competent committees. Written exams are unified.

### Advantages and disadvantages for trainees

Table 1.

*Advantages and disadvantages for trainees*

Advantages	Disadvantages
The trainees work at different positions in the enterprise	Students are much busier
They get to know the work in the different workshops and departments Diversity and motivation - alternating theory and practice Faster adaptation - theory is complemented by real practical experience Payments are received during the training	Handling job and studies at the same time

### Advantages and disadvantages for enterprises

Table 2.

*Advantages and disadvantages for enterprises*

Advantages	Disadvantages
They see the theoretical and practical skills of the trainee No additional training of the trainee is necessary if they continue to work in the enterprise The trainees have already acquired comprehensive knowledge	Insufficient maturity of trainees Training is associated with substantial costs The enterprise has no guarantee that the trained will continue to work in the enterprise There is not always enough trainees

### Legal regulation and financing in Germany

Separating the competencies for the legal regulation of training in the vocational school and the enterprise is in place. Vocational training in enterprises is uniformly regulated throughout the country through the Vocational Training Act. Conducting training sessions in enterprises is regulated by the "competent authorities", i.e. chambers of commerce and industry, chambers of artisans, chambers of agriculture, chambers of doctors, if there are no specific prescriptions for this profession. These bodies set up Registers of Recognized Professions and Vocational Training Contracts (Verzeichnis der Berufsausbildungsverhältnisse (Lehrlingsrolle)), establish examination boards, issue regulations for the interim and final exams, provide the relevant companies with training consultants and carry out the relevant control.

Upon completion of the Vocational Training Agreement, the trainee is required to file an application for entry in the Register and to attach a copy of the contract. This registration is free of charge and the entry in the Register is a prerequisite for the final exam.

Funding is mixed - public (school) and private (company). Enterprises finance the cost of their vocational training (materials and staff). In countering the tendency to reduce the number of training enterprises, the Chambers of Commerce and Industry take on additional competencies. Since the 1960s, Germany has been relying on the close contacts between businesses and higher education institutions to improve career opportunities for young people and to increase labor productivity in enterprises. The experiment proved successful as a good practice and gradually emerged from the borders of Germany.

Initially, this practice started as an additional professional qualification for students who had completed secondary education but was subsequently integrated into the curriculum and entered universities. Nowadays in Germany it is practiced mainly (but not only) in the so-called Fachhochschulen (Vocational higher education institutions) They differ from classical universities in that they do not carry out research but focus on the practical application of education.

## Dual education system in Bulgaria

Two years after launching the dual education system project in Bulgaria, now 20 schools operate under this system. There is legal regulation and financing, but only for secondary education. In Panagyurishte one of the first projects for dual vocational education is realized in the heavy industry in partnership between Panagyurishte Municipality, the vocational high school in the city and the local business on the branch model of the Bulgarian Chamber of Mining and Geology (BCMG). At the initiative of Assarel-Medet JSC in 2014 in Panagyurishte Municipality a pilot model of dual vocational education system was launched. Thus, in practice, at the local level, the branch model of the Bulgarian Chamber of Commerce and Industry is used to prepare human resources. When young people are eleventh grade at school, they will start working two or three days a week in one of the companies. In this way, they will enter the profession more quickly and if they like their workplace and perform well, they will be permanently employed after the graduation of the vocational high school. The partnership between Assarel-Medet JSC and the Vocational School of Industrial Technologies, Management and Tourism in Panagyurishte is based on four well-established specialties. Students who have completed seventh grade apply for the specialty "Mining Electromechanics". Upon completion of eighth grade there are three options - "Mining and Construction Mining Technologies", "Enriching, Processing and Recycling Technologies" and "Auto Transport Equipment".

The good thing is that in recent years in our country we have already started talking about dual education too. The basic idea of this type of education is that students receive the necessary theoretical knowledge at university but subsequently have a company training in their chosen specialty. Formally, this is part of the higher education process, but at the same time there is a work experience.

## Conclusion

In conclusion, dual system allows part of the training to be conducted in the enterprise, in a real production environment, giving students opportunities to get scholarships and employment in the company. Therefore it is important dual system to be implemented at university. This type of training will help reduce youth unemployment in the country and improve the qualifications of young people. Qualified young people who have experience in their profession are a source of competitiveness and a prerequisite for introduction of innovation in enterprises. This is one of the ways to provide business with the right people and to solve the problems of the labor market.

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