

# DUAL EDUCATION IN SLOVAKIA – THE WEAKNESSES AND THE THREATS OF THE DUAL SYSTEM

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## Abstract

Dual education is the system of vocational education and preparation for the profession, through which are gaining necessary abilities and skills. It is characterized mainly by the close connection of the general and professional theoretical education in the secondary vocational school and with a practical training at a particular contractual employer.

The aim of this article is the analysis of the current situation with supposed weaknesses and risks that will review in a real way during the schooldays with supposed length of education until the passing the state exam. Currently it is all about the theoretical determination that must be controlled and compared with a reality during the schooldays to prevent from threat of the process of dual education.

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### Keywords:

Dual Education  
Employment  
Enterprise  
Students  
Weaknesses and threats of the dual system

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## 1 Introduction

There is a lot of information from literature, laws, processed handbooks and guides for understanding dual education. Different methods, approaches, and process solutions are being dealt with in the dual education process for the 2019/2020 school year.

Almost all the information, the guides are mostly promotional, and the authors try to bring dual education to parents and students, pointing out to the benefits of such a study and various advantages. This information is obtained from foreign materials and concerns dual study in Germany, Austria, Switzerland and England. Their application in our education is evident from the fact that the dual education system relies on knowledge and experience from these countries. The school year 2019-2020 will bring some concrete results of introducing dual education in secondary vocational schools in the Slovak Republic. Act no. 61/2015 and other Government and Decree Regulations, as well as the operation of the Slovak Republic institutions with cooperating professional organizations, prepared for the dual education the legislation and conditions for the start of this type of education.

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## 2 Chapter

### 2.1 Chapter 1

During dual education in school years and after completing the students study, SWOT analysis will need to be done to identify weaknesses, threats and risks in the selected secondary school. After the assessment this will need to be reviewed in comparison with reality. When looking at the seven success factors for the long-term establishment of functional dual education system, we can identify weaknesses and threats that can threaten this onset and the course of dual education. Therefore, it will be necessary to constantly monitor, examine and analyze all the aspects that arise from the activities of all participating parties, especially the main partners - bearers. However, it is necessary to examine, monitor and analyze the activities of all other participating parties, especially in governance and funding. It is important to cooperate with the public administration of the Slovak Chamber of Commerce and Industry and the professional organizations and associations in the Slovak Republic. Of course, everything is covered by the state with the relevant ministries (legislation).

From the point of view of following seven success factors:

- a) Governance and funding
- b) Professional concept - profession is more than just employment
- c) Effects of benefits for enterprises; quality - a role for all actors in dual education
- d) Quality management mechanisms
- e) Mechanisms for adapting learning to changing needs for qualification and innovation
- f) Attractiveness of dual education for young people
- g) Simple (lean) administration and clear transparent process

the weaknesses and threats of the dual system arise. It is purely a theoretical determination, which must be checked and compared over the course of school years so that the course of dual study is not jeopardized and its credibility impaired.

### 2.2 Chapter 2

#### **Weaknesses and Threats of the Dual System - Theoretical determination:**

- Funding and support structures
- Descriptions of professions and education rules
- Adaptation of the curriculum
- Education and Recognition of Instructors in enterprises - Practical Teaching
- Teacher Education
- Facilities and equipment for schools
- Final examinations - organization, composition
- Supervision, control over implementation at school and in the enterprise
- Organization of dual education in enterprises with a small number of employees (eg services) and theoretical teaching
- Checking the operation of the legal basis
- Structures and participation of all actors involved in dual education
- New professions, profile, content and forms
- Developing a description of professions according to the principle of consensus, economic needs, classification of professions
- Initiative and establishment of an association of enterprises and professional organizations
- Clear and transparent financial structure of dual education - transparent support structures and models
- Transparent cost and benefit information - business-to-business assessment

- Transparent eligibility criteria for training enterprises, especially for small and medium-sized enterprises
- Supporting the quality of education by the public administration in the form of practical help
- Instructor training, competence
- Classes of students - same professions, professional groups
- Practice interconnection - school - enterprise
- The link between the school and enterprise
- School facilities
- Access to education - entry prerequisites
- Advice on choosing a profession - the role of the school, the role of the enterprise
- Mobility support
  - small number of students from small enterprises - one school
  - supporting benefits (travel, housing)
- Rewarding students during practice - health and accident insurance
- Offers for juveniles with learning disabilities and low skills
- Determining competencies within the administration
- Contract between the enterprise and student - transparency and unambiguity
- Institutional workplaces - the first contact for enterprises wishing to provide practical training especially for small enterprises
- Employment of graduates of dual education

### 3 Conclusion

In the course of teaching in the following school years, the functionality, course and provision of dual education must be constantly monitored. It all depends on the main actors and other participating parties, i.e. the state and relevant ministries, the Public Administration, the Slovak Chamber of Commerce and Industry and professional organizations and associations. The evaluation will be important – to make the SWOT analysis after the state final examinations of the first dual learning students. Explore new attitudes to given aspects, perform analysis of activity, which is negative and positive. It is difficult to take a specific position at the beginning of the dual education process, so information and suggestions on possible aspects and suggested weaknesses, risks and threats for SWOT analysis are available so far.

According to Act no. 61, regulations and decrees of the Government of the Slovak Republic and the procedures developed by the respective organizations there is a prerequisite that the individual processes should be more or less functional. The time and attitudes of participating parties will show in the future what "paths" and the results of dual education will be. Evidence may also be the past, where by 1989 practical vocational training has existed in enterprises for decades. It is nothing new, just dual education needs to be adapted to new conditions of the present.

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