

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
UNIVERSITY “GOCE DELCEV” SHTIP
FACULTY OF EDUCATIONAL SCIENCES



**ОБРАЗОВАНИЕТО ВО XXI ВЕК
– СОСТОЈБИ И ПЕРСПЕКТИВИ –**

**МЕЃУНАРОДНА
НАУЧНА КОНФЕРЕНЦИЈА
– ЗБОРНИК НА ТРУДОВИ –**

**EDUCATION IN XXI CENTURY
– CONDITIONS AND PERSPECTIVES –**

**INTERNATIONAL SCIENTIFIC
CONFERENCE
– PROCEEDING BOOK –**

Штип, 24 – 25 Септември, 2015
Shtip, September, 24-25, 2015

fesconference@ugd.edu.mk

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LADIES AND GENTLEMEN, DEAR GUESTS!

With great honor and pleasure I welcome You on behalf of all teachers, associates, employees and students of the Faculty of Educational Sciences at the University "Gotse Delchev" in Shtip and I wish You pleasant moments during this solemn event organized to mark 20 years of university education of teachers.

But in fact, the Faculty of Educational Sciences basis its twenty years of existence on 146 year continuous development of formal education of teachers and preschool teachers in the region. The achievements of the Pedagogical-Seminary school founded in 1869, the existence of which is linked to the name of the creator of the first primer and the first textbook for teachers - School Pedagogy - Josif Kovachev, and to the name of the great teacher Gotse Delchev, followed by the School for Teachers established in 1946, Higher Pedagogical School founded in 1959, and the Pedagogical Academy (1961) are woven into the tradition and development of our Faculty.



In 1995 the two-year formal education of teachers and preschool teachers developed into four-year university studies.

In 2007 the Pedagogical Faculty became part of the State University "Goce Delchev" in Shtip, said to be the fastest growing university in Macedonia.

Following the global trends in teacher education, modern trends in education policymaking in Europe and in the world, respecting the knowledge of the history of civilizations as an important intellectual resource for social development, as well as scientifically and experientially diagnosed educational challenges that have emerged as a result of deep changes of values in our society and globalization trends (scientific, educational, technological, and economic) the Faculty of Educational Sciences has designed study programs for I, II and III cycle of studies in accordance with the organizational - pedagogical quality standards in compliance with the principles of the Bologna Declaration and European credit-transfer system with a high level of recognition in the area of European Higher Education.

If 20 years ago our Faculty started to implement teaching with 5 PhDs and 3 masters as regular employees, today we can proudly say that our academic community is comprised of 20 PhDs and one master.

Today our students have the opportunity to educate themselves at the faculty which sees its future as a continuous development aimed at:

- Strengthening and expanding international partnerships
- Popularization of mobility of students and staff,
- Internationalization and improvement of scientific research work,
- Improvement of pedagogical approaches to teaching and links with practice, putting students at the center of the educational process.

Ladies and Gentlemen,

I take this opportunity to thank you for coming today to celebrate with us the teaching profession and our contribution to it.

We are quite aware that the road to success is long and winding and it is easier to travel with joint forces. That is why we wanted to mark this celebration by organizing a scientific conference dedicated to education in the 21st century. Let us share our knowledge, understanding and experiences regarding the situation and perspectives and suggest possible ways of modernization. 89 papers have been submitted and there are authors from 8 countries. This is really promising!

Once again, I wish you all a warm welcome and successful work.

Dean,
Prof. d-r Sonja Petrovska
24. 09. 2015., Stip

ПОЧИТУВАНИ ...

Со голема чест и задоволство, Ве поздравам во името на сите наставници, соработници, вработени и студенти на Факултетот за образовни науки при Универзитетот Гоце Делчев во Штип и Ви посакувам пријатни моменти во текот на оваа свечена манифестација организирана по повод 20 годишно факултетско образование на наставници и воспитувачи.

Факултетот за образовни науки своето постоење го темели на 146 годишниот континуиран развој на формалното образование на наставници и воспитувачи на овие простори. Во традицијата и развојот на нашиот факултет се вткаени достигнувањата на Педагошко-богословското училиште основано во 1869 год. Со чие постоење се врзува името на творецот на првиот буквар и првиот учебник за наставници – Школска педагогија – Јосиф Ковачев, и името на големиот учител Гоце Делчев, па Учителската школа основана во 1946 год, Вишата педагошка школа формирана во 1959 год, Педагошката академија (1961 год.).

Во 1995 година формалното двегодишно образование на наставници и воспитувачи прераснува во четиригодишно факултетско образование.

Во 2007 година Педагошкиот факултет стана дел на државниот Универзитет „Гоце Делчев“ во Штип, кој го носи епитетот најбрзорастечки Универзитет во Р Македонија.

Следејќи ги глобалните тенденции во образованието на наставници, современите тенденции во креирањето на образовните политики во Европа и во Светот, респектирајќи ги знаењата за историјата на цивилизациите како значаен интелектуален ресурс за општествениот развој, како и научно и искусствено дијагностицираните воспитни предизвици кои се појавија како резултат на длабоките вредносни промени во нашето општество и глобализациските тенденции (научни, образовни, техничко-технолошки, економски) ФОН дизајнираше студиски програми за I, II и III циклус на студии согласно организациско –

педагошки стандарди за квалитет, согласно принципите на Болоњската декларација и Европскиот кредит-трансфер систем, со високо ниво на препознатливост во Европскиот високообразовен простор.

Ако пред 20 години нашиот факултет започна да ја реализира наставата и вежбите со 5 доктори на науки и 3 магистри, како редовно вработени, денес со гордост можеме да кажеме дека оваа академска заедница ја сочинуваат 20 доктори на науки и 1 магистер.

Денес нашите студенти имаат можност да се образуваат на факултет кој својата иднина ја гледа како континуиран развој во насока на:

- зајакнување и проширување на меѓународните партнерства,
- омасовување на мобилноста на студентите и на вработените,
- интернационализација и подобрување на научно-истражувачката работа,
- унапредување на педагошките пристапи во наставата и врските со практиката, поставувајќи ги студентите во центарот на образовниот процес.

Почитувани присутни,

Ја користам оваа прилика, да ви се заблагодарам што дојдовте денес заеднички да го чествуваме учителското дело и нашиот придонес во него.

Ние сме сосема свесни дека патот до успехот е долг и кривулест но и дека полесно се патува со заеднички сили. Затоа ова наше празнување сакавме да го одбележиме со Научна конференција посветена на образованието во 21 век, да ги споделиме нашите знаења, разбирања и искуства во врска со состојбите и перспективите како и да предложиме можни начини за негово осовременување.

Уште еднаш, На сите Ви посакувам топло добредојде и успешна работа!

Декан,

Проф. д-р Соња Петровска

24. 09. 2015. година Штип

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INTRODUCTION OF THE DUAL SYSTEM IN THE BULGARIAN VOCATIONAL EDUCATION – REALITY AND CHALLENGES

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Abstract

The article examines the socioeconomic aspects of the introduction of the dual system in the vocational education. It pays attention to the benefits for the students, the country and the business. It highlights the importance of the training that takes place in a real work environment. It indicates the pilot projects and the experience in the implementation of the dual system in Bulgaria at that time.

Key words: *dual system, vocational education, work environment.*

Combining innovation and high-tech equipment with the human factor is a basic requirement for modern business. The vocational education should be able to react quickly and flexibly to the changing technological and economic environment and the labour market. In the recent years the topic for the dual education was widely discussed. It is expected to help solve the ever deepening problems of youth unemployment and the imbalance between supply and demand in the labour market in Bulgaria. A very serious problem in our country is the high level of youth unemployment. According to the statistics, the youth unemployment among the young people aged 15-24 is 28.4%, and for November 2014 is 21.4%. In Bulgaria there is a serious problem related to the dropping out of school of the majority of students due to social reasons. There is hope that the receipt of funds during training will reduce the social factor for dropping out of the students. It is proved that in the European countries, in Germany, Austria and Switzerland, where there are traditions in education by the dual training system, there is lower youth unemployment. The experience in Austria shows that the youth unemployment can be reduced. In Austria for November 2014 it is only 8.9%. According to information for 2011, for the young Austrians, who have been trained under the dual training system, the level of unemployment was 2.6%. In addition, around 40% of the students in Austria choose to be trained under the dual system. More than 35 000 companies in Austria train more than 120,000 young people.

In the recent years were taken important measures related to the introducing of the dual system in the country. In the Vocational Education Act in 2014 was supplemented a text in art. 5, par. 4 that defines the dual training. It represents “a form of partnership between a vocational school, a vocational high-school, a vocational college or a center for professional training and one or more employers that include: 1. Practical training in real working environment, and 2. Training in a vocational school, a vocational high-school, a vocational college or a center for professional training.” [1.1] One of the main priority areas in the Strategy for Development of Vocational Education and Training for the period 2015-2020 is “ the organization of the professional education and training through work (dual training) as a form of partnership between the vocation high-school and employer.” [2.3]

A dual system of training means vocational training that is carried out parallel – at the vocational school and the company. The emphasis is on the practical mastering of a profession through work. The dual training gives an opportunity for combining the practical skills, the theoretical knowledge and the key qualifications. The trainees dedicate 1-2 days of the week to the vocational school. There are taught general and special subjects as the general are 1/3, and the special – 2/3. The rest of the time the students are in the company, real working environment. The training at the work place leads to: confirmation and extension of the theoretical knowledge acquired in the vocational school. The students work with real machines, tools and equipment and during their training they witness the commissioning of new equipment, the use of which they have to master. This gives them the opportunity to be convinced in the advantages and to observe the role of the new technological equipment or the new organization of work on the results of the work process. The companies have the opportunity to assess through the trainers the skills, attitude and the potential of the trainees and to take a decision whether to appoint them after they finish their training. In Germany, it is found

out that more than half of the graduates continue to work full-time for the same employers. In Austria 40-44% of the graduates continue to work in the same company.

It is important that the training in real work environment gives an opportunity to get acquainted with the social and employment relations. The ensuring of well-functioning work environment that is physically and psychologically positive shall make the students feel respected and shall make them try to give the best of them. This helps them develop their social skills and prepares them to manage with unforeseen circumstances. This guarantees the complex training of the students. The increasing of the qualification also provides faster finding of a job according to the labour market requirements. The trainees become a part of the staff; they learn the rules for relationships and work to keep the microclimate. The unique personality of anyone is not suppressed but everyone is responsible for controlling their temper in order to be a part of the team and to show the full capacity of their ability.

The trainer plays an important role for the quality training. For mentors are selected employees of the company who are not only good professionals but possess good communication skills and have passed a training for trainers. They are required to know very well the specifics of the dual system for vocational training, the requirements of the company for the training of staff in long-range plan. It is important the trainers to be acquainted with the theoretical training in order to give tasks that confirm and enrich the theoretical basis.

The relations between the company and the trainee are based on clear regulations that are specified in a contract that states the period of the training, the start and the beginning, the payment, the final exams, the training curriculum, the rights and obligations of both parties. The advantages of the dual vocational training for the companies are expressed in several ways: They influence the content and the organization of the vocational training and are active partners of the students during their vocational training; Thus they find their future qualified employees and in this way save money that are usually used for training and adaptation of new employees. Thus they save themselves from eventual disappointments – during the adaptation of new employees, they may decide that they do not want to work in this company or this profession, it is possible to find that they are not suitable for this job; The position of a company tutor is established to guide and train the students. The entrusting of the company tutors with new responsibilities motivates them and they share their knowledge, skills and experience, and secure the achievement of the company priorities in reference to the staff recruitment. It is very emotional that the companies provide the trainees their first job. It is not without significance that they have the opportunity to transmit the know-how that is specific for the company. It should be noted that the training is related to significant costs. The experience of other countries in financing of the dual training should be reconsidered in accordance with the Bulgarian economic situation.

What are the advantages for the trainees? They are given the opportunity to work in different positions in the company and thus they have the real picture for the overall production process or for the activities of the various departments. They determine the links between the various activities in the company. The knowledge acquired at the school is being supplemented by the real participation in the work and they adapt to it. It is not necessary to take years for the students to apply what they know in practice. The time between the acquiring of the knowledge and its application in practice is greatly shortened and this is very motivating. The trainees are paid during their training. This is especially important for the students that are in difficult financial situation. The income they receive during their training literary saves them from dropping out of the education system. The result of the dual training may be defined as a firm basis for further career development. The relationships in real work environment help for the development of the social skills. The problem related to the lack of experience that prevents young people from finding a job after graduation is eliminated. A disadvantage is that the trainees are very busy. They have to find enough time for work and study.

The advantages of the dual vocational training for the country and the society are expected to be the following:

1. The country and the society have benefit of the dual vocational training as a tool in the efforts for reducing of the youth unemployment. In the countries where the dual vocational training is highly developed, the youth unemployment is 7-8%;
2. Reduction of emigration among young people;
3. Striking a balance between supply and demand in the labour market in terms of quantity and quality;
4. Faster integration of the young people in the professional life;
5. Increasing of the social stability and sustainability;

6. Raising the level of qualification of the specialists positively affects the whole economy.

Germany, Austria and Switzerland actively support the realization of this project that is new for our country. A cluster named Dual Vocational Training was established to the German-Bulgarian Chamber of Commerce and Industry. Its purpose is to perform consultancy activity for the practical development of the dual training system, for the active participation of the companies in the process. To the companies participating in the cluster shall be offered specific services related to the dual training, namely: coordination with the vocational schools in reference to the coordination of the theoretical training; training of the trainers; conducting of marketing and information campaigns; assistance for the development of the practical training curriculum according to the specific needs of the companies; advising on the choice of professions, which can be learned through the dual training; advising the participants in the cluster for the whole training period. Switzerland also assists with its rich experience for the introducing of the dual training in our country. The Bulgarian-Swiss Cooperation Program shall start in three cities. There for the 2015/2016 school year shall begin vocation education under the Swiss model. The Austrian Chamber of Commerce shall also assist for this. The Trade Representation to the Austrian Embassy in Sofia implemented the pilot project Dual Training in Bulgaria. It shall also start in the 2015/2016 school year. The training shall be organized in: Sofia (for the profession of economist), in Gabrovo (for the profession of mechatronics), and in Yambol (for the professions of mechatronics and machine technician).

At this stage, the Bulgarian youths managed to be convinced in the advantages of the dual system for vocational training. This is possible due to the Work of My Life Program that is financed by the German government. The purpose of the program is to provide dual training for 2000 young people from the European Union. The applicants are required to pass a preliminary course in German that is financed by the employers and to be aged between 18 and 27 years. They are provided practice in professions in the fields of hotel and restaurant services, electric engineering, mechanics, etc. It should be noted that the transportation costs are at the expense of the program and it financially provides one trip to Bulgaria a year and supplement the remuneration up to 818 EUR a month.

The commitments taken by the country and the business are the basis for optimistic expectations related to the introducing of the dual system of training in Bulgaria. The analysis of the initial results from the introducing of the pilot projects in the 2015/2016 school year shall create new opportunities for the optimization of the project according the specific requirements of the labour market in our country and the prospects for economic development.

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