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I



**UNIVERSITY OF KRAGUJEVAC
FACULTY OF HOTEL MANAGEMENT
AND TOURISM IN VRNJAČKA BANJA**



CONNECTION OF TOURISM COMPANIES WITH THE DEVELOPMENT OF DUAL SYSTEM IN HIGHER EDUCATION

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Abstract

Modern tourism and hospitality companies have less and less time and money to spend on long-term training in order to find adequate staff. Such trends in their business have led to the increasing harmonization of these companies with secondary vocational and higher education institutions, when it comes to the knowledge and skills that future employees should possess. Although in most developed countries Vocational Education and Training (VET) is based on the principle of dual education, in our country only a small number of higher education institutions use this model. The aim of this paper is to analyze the program of dual vocational training in our higher education system in the hospitality and tourism field. A comparative analysis of higher education institutions is conducted, where the subject of the analysis was the number of working hours, as well as the number of countries that these educational institutions have international cooperation with.

Key Words: *dual education, higher education, tourism industry, internship, Serbia*

JEL classification: *I21, Z32, L83*

Introduction

Service sector is experiencing expansion which is a result of globalization, deregulation as well as new information technologies. Final result of the accelerated growth of service sector does not only include the growth of the overall service offer, but also the growth of the diversity of services offered that is mostly reflected on the imposing growth of service activities in GDP of the countries all around the world (Table 1) (Bateson

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& Hoffman, 2013). Forecasts of the American Statistical office for labour market expected that in the period of 2002 to 2012, more that 96% of new work places would be made in the service sector (Bateson & Hoffman, 2013). The expectations were exceeded, with the same scenario unfolded in most of the world. Sectoral changes of the labour force are also experiencing crucial changes in the Republic of Serbia, where the greatest number of workers is in the service sector (56.6%), then in the industry sector (25.6), while it is decreasing in the agricultural sector (17.8%). GDP involvement is greatest in the service sector and the lowest in agricultural sector, which can be seen in Table 1.

Table 1: *GDP structure of labour force in Serbia based on sectors*

	Serbia		
	Agriculture	Industry	Service
GDP - composition, by sector of origin (%) 2016:	9.8%	41.1%	49.1% (2017 est.)
Labor force - by occupation (%) 2016:	17.8%	25.6%	56.6% (2016 est.)

Source: CIA, *The World Factbook 2016-17* (<https://www.cia.gov>)

Service related fields such as tourism, hospitality, leisure, sport and events, are a major category of world's international trade in service. Tourism as a part of service sector takes significant place in the economy of many countries, which can be concluded from the various direct and indirect impacts on national economy. (Vukic & Kuzmanovic, 2016). The travel and tourism sector is very important for the economic growth of both developed and developing countries. Demographic changes affect many aspects of tourism, mainly the strength and type of tourism demand, as well as the tourism job market. (Vukić et al., 2014). Given that competition in the tourist sector is becoming ever more severe, the development of effective competitive strategies is constantly gaining importance. (Vukić et al., 2013). International tourism also generated US\$ 216 billion in exports through international passenger transport services rendered to non-residents in 2016, bringing the total value of tourism exports up to US\$ 1.4 trillion, or US\$ 4 billion a day on average. International tourism represents 7% of the world's exports in goods and services, after increasing one percentage point from 6% in 2015. Tourism has grown faster than world trade for the past five years. As a worldwide export category, tourism ranks third after chemicals and fuels and ahead of automotive products and food (UNWTO, 2017).

As for the Republic of Serbia, the direct contribution of travel and tourism to GDP was 2.3% of total GDP in 2016 and was forecast to rise by 1.9% in 2017. In 2016, the total contribution of Travel & Tourism to employment, including jobs indirectly supported by the industry was 5.0% of total employment (99,500 jobs). This is expected to fall by 2.3% in 2017 to 97,000 jobs and rise by 0.9% pa to 106,000 jobs in 2027 (5.4% of total) (WTTC, 2017).

It is necessary to take a series of measures to achieve success in increasing revenue from tourism (Tešanović et al., 2013). One of these measures that could help the Republic of Serbia to take a position in the global and regional tourist market is investment in professional training and education of work force as well as good connection of school system with the market labour. In the last three decades dual education has become increasingly important worldwide and its growth is impressive. Dual education in tourism and hospitality is frequently perceived as the solution to improve the opportunities to have labour force with an excellent know-how, good general and specialized knowledge as well as additional soft skills. According to Moore et al. (2015) benefits of this approach of education is that graduates are work-ready with the skills and attributes they require for success in their chosen careers. Schools in the higher vocational education system provide a long-term and intensive practicum for students. Through this experience, students can combine theory with practice, as well as earn a modest salary (Chang & Hsu, 2010). Curriculum design of vocational higher education affects the experience of students with different training framings, attempting to result in optimal combination of practice and theoretical knowledge. Higher education intership, placement, cooperative (dual) education, practicum and vocational training are a variety of terms that describe such a student experience.

The theories and concepts associated with learning through experience date back many years, with the first formal dual education program launched at the University of Cincinnati, USA at the turn of the twentieth century (Kraft & Sakofs, 1986). Dual education is not confined to science and engineering and it also occurs in the leisure studies, hospitality and sport studies (Göhringer, 2002). High impact learning practices encourage students to be more engaged with their education via facilitated experiences that develop their characteristics as a learner. These may include, but aren't limited to, the development of their problem solving and research skills, collaborative work assignments with peers, reflective

learning practices, and the application of theory to real-world situations (Stansbie et al., 2016). The principle of dual education within Vocational Education and Training is known worldwide for its ability to provide the labour market with highly qualified labour which is able to adjust to new and changing conditions and introduction of new technology (Koudahl, 2010).

Internships have been included in many higher education curricula. Non-university higher education is more focused on direct employability and short-term revenues and it includes internships earlier in its curricula (Calvo & D'Amato, 2015). Internships have always existed as a punctual activity of students, frequently in non-lectures periods, like in summer stages. The way Vocational Education and Training systems are organised differs in every country. Basically, there are three different models: market model, State controlled model and cooperative model. These models differ relative to the manner they are controlled, regulated and administered (Green et al., 2000; Greinert, 2005). Market model which is found in United Kingdom is characterised by very little direct involvement by the State. Training is placed at a firm or enterprise and the content of the training is determined by the specific task of the enterprise. Advantages of this model are: company trains the students for their own needs and number of training places fit with the number of future employee. Disadvantages are: narrow qualification of students; inability to work in another company that demands a different qualification profile; small degree of mobility; impossibility to acquire new competences in the field of technology and loss of work if his/her qualifications are not needed anymore. State controlled model, found in France, has the main advantage that students can shift between practical or academic education during studies. Disadvantage are: model tends to become elitist and exclusive because it requires academic qualifications that the students with practical approach to educational services are not inclined to; qualifications gained during training is not demanded by the labour market; there is not necessarily a match between the number of trained labour and the demand of the labour market. Cooperative or dual model, found in Denmark, Germany and a number of other countries, is organised on the basis of the principle of dual education, which implies that students would spend one part of their education and training at a vocational school and another part in a company. This model is very popular in vocational schools because it provides skills and qualifications based on the need of the labour market, it creates broadly qualified future

workers who have an ability to work in different companies as well as to have a smooth transition from school to work.

The purpose of this paper is to indicate the importance of dual education in higher education in the Republic of Serbia through comparative analyses of tourism and hospitality intership programmes. Also, the goal is to point out that tight collaboration between main stakeholders is the most important for development of tourism education and curriculum design.

Literature review

Although the terminology used to describe linkages between workplace knowledge and the academic curricula varies, they all are trying to describe transition of students from classroom-based to workplace-based forms of learning. Term that describes transfer of academic knowledge to labour market in widest manner is the term Work Integrated Learning (WIL). Work Integrated Learning (WIL) is an umbrella term encompassing a vast assortment of approaches and strategies focused on offering experience and linking theory and practice to deliver work-ready graduates, including practicums, cooperative education, work placement, internships, cadetships, apprenticeships and many others (Patrick et al. 2008). In this context, the dual system of education that is called cooperative education in professional and scientific terminology represents only one of the methods of how academic and workplace practices play a role in regard to the readiness of graduates to enter the world of work.

The use of dual education in tourism and hospitality is greatly widespread, as much in developed countries as in the undeveloped ones. In the last thirty years, great number of researches investigated this subject by analyzing various aspects of dual education. The common conclusion of most authors is a necessity to innovate and coordinate tourism and hospitality curricula in such a way as to meet the needs of industry to determine clear and realistic expectations of students (Chi & Gursoy 2009). Unlike the great number of papers that have been dealing with dual education in secondary vocational education, not so great number of authors investigated dual system in higher education.

Author Axel Göhringer (2002) describes that the German model of cooperative education in higher education, which is one of the cornerstones of success and competitiveness of their economy, enables

the great competitiveness of graduate. The research suggests that graduates are in demand because they are able to do responsible tasks soon after graduation without the need for further training. Author Koudahl (2010) analyzes the dual education in times of global economic crises, pointing out the fact that the companies are less motivated to provide the necessary number of training places for the apprentices. This situation provides problems for businesses and enterprises because there will be a shortage of skilled labour in the future. Author states the example of practise in the Netherlands and Austria, where the work labour from companies, training centres or school based VET have the same chance on the labour market. On the other hand, in Germany and Denmark only the company based VET is found to have the highest status on the labour market. Baethge and Wolter (2015) make a parallel among medium-skilled and high education by analyzing the impact which the dual education has on the labour market and social structure. They are analyzing the relation of supply and demand on the labour market ascertaining that large number of university students is a result of individual education interest rather than economic demand, which is contrary to the development in the dual VET system. Especially, the incongruence between the qualification requirements of the economy and the curricula in higher education is a great issue. Regardless of the disbalance of supply and demand, the shift in young peoples` educational careers towards higher education will occur in the following period, while the integration of low-qualified youth into VET and the labour market will become more precarious than in the past. Ruhanen et al., (2013) conducted a qualitative study of undergraduate tourism, hospitality and event students who had participated in Tourism Regional Immersion Program (TRIP) an alternative model of dual education which is different from more traditional ones. The TRIP model is an internship, where students are immersed (living, working, socialising, etc.) in a destination for a period of up to 10 days. The most important benefit from this model is the positive engagement in the social aspects that are rare in the modern education system as well as broader education experiences of students. In the paper of Reinhard and Pogrzeba (2016) dual system in Asia is known for offering limited levels of practical experience, as part of the higher education curricula. Asian countries such as Thailand have a lack of skilled graduates, and the aim of this study is to give some recommendations in order to meet the needs of industry using German Duale Hochschule Baden-Wuerttemberg (DHBW) study model. The manner in which students elect potential hospitality and tourism organizations when selecting their cooperative education is described in

the paper by Wood and Roberts (2017). These two authors present an Industry Placement Classification (IPC) framework, which is an extended standard categorization system for the classification of industry placements. This system provides students with valuable information concerning the activities of potential placement organizations and is a useful tool for institutions that seek to support students in their decision-making process.

As it can be seen from the review of the literature on dual system in higher education, small number of papers have been dealing with dual system in tourism and hospitality. Those that explored this topic in tourism and hospitality area mostly have been dealing with intership issues (Kim & Park, 2013; Tse, 2010; Zopiaits, 2007). The body part should be logically structured, whereas the number of subtitles depends on the organization of the subject matter.

Dual education system in Serbia

In order to understand the development of dual system in the education system of Serbia, it is necessary to consider its development in secondary vocational education. The reform of secondary vocational education in Serbia started in 2002 and its process was through two great projects under the patronage of Assistance for Reconstruction, Development and Stabilisation (CARDS) and German Organization for international cooperation (GIZ).

The first project through several phases has been started on the initiative of the Ministry of education and sport in partnership with European agency for reconstruction. 20 million euros have been invested in the reform of the secondary vocational education in the initial phase, owing to the financial support from the Community Assistance for Reconstruction, Development and Stabilisation (CARDS) allocated for the Program of reforming secondary vocational education. Program was achieved through several core areas with the aim to develop the modern system of vocational education based on the partnership with economy, permanent professional improvement of staff in education (on every level from schools to ministries), achievement of new teaching programs, securing high-quality trainings for adults, constant innovations in teaching process and to modernize the school infrastructure (new equipment and teaching mediums). (www.mpn.gov.rs). The Ministry for education, science and technological development of Serbia with the cooperation of

German organization for international cooperation (GIZ) has been conducting the second reform project of the secondary vocational education from 2013, and it is predicted to last until 2019. The law on dual education that applies only to the secondary vocational education and establishing educational profiles lasting three, respectively four years and also specialized education was stipulated in 2017.

Based on the data of the Republic Institute for Statistics, 13,916 graduates were enrolled in higher vocational schools in 2016/17, which makes up only 27,1% of the overall number of graduates who continued the education in higher educated institutions (<http://www.stat.gov.rs>).

As for the reform of higher education, it started in the year 2003 by signing the Bologna Declaration, by which Serbia joined the rest of Europe in creating the common higher education space. Some argue that Bologna Declaration has intensified the 'blurring of boundaries' between vocational training, universities, and high-level professional preparation (Witte et al., 2008). Bologna Declaration is marked with specific characteristics as (<https://webgate.ec.europa.eu>):

- European Credit Transfer and Accumulation System (ECTS);
- Three-cycle system of study and
- Diploma supplement
- Higher education system in Serbia has two types of studies:
- Academic studies organized at universities and
- Vocational studies organized either at colleges of applied studies or at universities.

Academic studies include:

- Bachelor and undergraduate studies (lasting 3-4 years and carrying 180-240 ECTS);
- Master and specialised studies (lasting 1-2 years with 60 to 120 ECTS) and
- PhD studies with minimum of three years of study or 180 ECTS.

Vocational studies comprise two levels:

- Colleges of Applied Studies, last three years and have 180 ECTS and
- Specialised Colleges of Applied Studies, carry 60 ECTS and last one year.

Above mentioned characteristics of the Bologna Declaration in Serbia were accepted by the Law on high education from 2005, while the first accreditation of program for higher educated institutions was conducted in 2007. Amendments of the law on high education followed in 2010, 2014 and 2017 and the Education Development Strategy in Serbia by 2020 was adopted in 2012. The HERE (Higher Education Reform Experts Team) expert team for the reform of high education was formed on the initiative of the European Commission in 2008, and its task, beside the implementation of the Bologna system, is also to encourage the cooperation with economic organizations (<http://erasmusplus.rs>).

In order to improve the employment opportunities and increase the competitiveness, Ministry of Education Science and Technological Development cooperates with numerous foundations and programs, among which are TEMPUS, CEPUS, ERASMUS +, IPA. However, despite the numerous incentives for students to gain practical experience, there is still no precise strategy for the development of dual education in the higher education of the Republic of Serbia. This may be noticed on the bases of analyses of the high-educated institutions curricula where some of them make vocational training a compulsory subject for undergraduates and integrate it in curriculum, while others leave the students to choose if they want in-company experience through the different types of internship.

As in every field, dual education represents a great challenge for higher education in Serbia, and this is the case in the field of tourism and hospitality as well. With the rapid economic development and globalization, there has been a dramatic increasing need for students with higher education in the world (Brookes & Becket, 2007). Given the number of graduate students from higher education institution has been doubled, reliance only on the university degree does not represent any guarantee in respect of employment. On the other hand, the tourism and hospitality industries are complaining that they can not find appropriate work force from college and university graduates which represents significant incentive for introducing and advancing of dual education in higher education of Serbia. In favor of such cooperation between the labor market and academic institutions, there are also data on the high unemployment rate among the younger population in Serbia.

According to the questionnaire on work force in the third quarter of 2017, the unemployment rate of population between 15 and 24 years amounted

to 34,9 %, and the rate of inactivity was 54,6% (<http://beta.stat.gov.rs>). According to the National employment service (<http://www.nsz.gov.rs>), the largest number of the unemployed has completed the fourth degree of professional skills – four grades of secondary school (29,22%), and four grades of elementary school (29.56%) or three grades of secondary school (22.51%), while those unemployed with the 7th degree of professional education amount to 9,15 %. The problem of high youth unemployment rate is recognized in the framework of strategic documents, among which the National Employment Strategy for the period of 2011-2020. Also, the National Youth Strategy for the period 2015-2025, as well as the accompanying action plan, as a strategic goal, is foreseen to improve the employability and employment of young people (<http://www.nsz.gov.rs>). Given the above data, one can conclude that one of the causes of a high unemployment rate is the incompatibility of youth's competences and the needs of the labor market. A survey conducted by the Union of Employers of Serbia in 2014 showed that only 4.12% of young people think that they possess the knowledge and skills needed for concrete work, while 86% of young people stated that they lack practical knowledge. According to a recent study by the Association of Employers of Serbia in 2017, 70% of young people said they would be eligible to apply for professional practice even if they were not paid because they think they would get an experience they could not get during their education. On the other hand, 57% of employers are ready to hire at least one practitioner after the practice (<http://www.poslodavci.rs>).

In other words, if young people who graduate from secondary vocational schools and higher education institutions leave without practical skills and knowledge, their chances of finding employment are significantly reduced both in domestic and foreign labor market. Therefore, it can be assumed that the acquisition of practical knowledge and skills in the higher education system is conditioned by the scope, quality and manner of organizing professional practice as part of regular curriculum. As for the data related to the number of students studying in the field of services, according to the data of the Republic Institute for Statistics in 2016/17, 19,877 students were studying in the field of services, which represents only 7.6% of the total number of students enrolled both in private and at the state faculties and high schools in Serbia. Almost 30% of students of the number above enrolled in state colleges, while 53% enrolled in state universities (<http://www.stat.gov.rs>). From this it can be concluded that in the field of services education, state universities and colleges dominate.

Tourism and hospitality internship programs in higher education in Serbia

In order to analyze the application of dual education in the higher education of the Republic of Serbia, a desktop survey was conducted in January 2018. The subject of the analysis was professional internship and five state higher education institutions where the number of ESP points, working hours, the existence of mentors in charge of working with students and whether the practice was paid was analyzed (Table 2). These schools were selected on the basis of the publication of the Higher Education published by the Statistical Office of the Republic of Serbia (<http://www.stat.gov.rs>), which, according to the author's knowledge, has some of the study programs in the field of tourism and hospitality. Several conclusions could be retrieved from this review of internship programs in higher education. From the five above mentioned higher vocational schools all five have the integrated practice in curricula, with the fact that two colleges do not have practice in every year of study.

Table 2: *Characteristics of intership in tourism and hospitality colleges*

<i>Higher education institution</i>	<i>Study program</i>	<i>ECTS Credits; Working Hours; supervision; Paid or not paid</i>	<i>Degree title</i>
The College of Hotel Management	Hotel Management	12 ECTS; 520h; supervised; paid	Bachelor (appl.) in Hotel Management
	Restaurant Management	12 ECTS; 520h; supervised; paid 12	Bachelor (appl.) in Reastaurant Management
	Gastronomy Management	12 ECTS; 520h; supervised; paid	Bachelor (appl.) in Gastronomy Management
Higher Business School Leskovac	Management technology of food and gastronomy	I and II year 4 ECTS; III year 2 ECTS; 15 days (120h approx.); supervised; not paid	Bachelor (appl.) in Management Engineering
	Tourism and hospitality	I and II year 4 ECTS; III year 3 ECTS; 15 days (120h approx.); supervised; not paid	Beachelor of economics
College of Applied Studies, Arandjelovac	Management in tourism and hospitality	III year 2 ECTS; 30h; supervised; not paid	Bachelor (appl.) in Tourism and Hospitality

	Food technology and gastronomy	I year; 2 ECTS; III year; 4 ECTS; 30h; supervised, not paid	Bachelor (appl.) in Technology Engineering
The high technological school of vocational studies, Šabac	Gastronomy	I year 3 ECTS; II and III year 2 ECTS; 160h, supervised; not paid	Bachelor (appl.) manager of Gastronomy
The Business and Technical College of Applied Sciences, Užice	Tourism	II and III year 4 ECTS; 15 days (120h approx.); supervised Not paid	Bachelor (appl.) manager of Tourism

Source: <https://www.vhs.edu.rs/>; <https://vpsle.edu.rs/>; <https://vsar.edu.rs/>; <http://www.vtssa.edu.rs/>; http://www.vpts.edu.rs

Concerning the working hours as well as ECTS credits, the higher education institutions are very different. The number of ECTS credits in higher education varies from 2 to 12 points or expressed in hours from 30 to 520 hours. It can also be noted that the same number of ECTS credits in different high schools carries a different number of hours. For example, 2 ECTS credits cover 30 and 160 hours of practical teaching, while 3 ECTS credits also cover 160 working hours. According to the Law on Higher Education ECTS credits represent the burden of the student in mastering a particular subject or in this case professional practice (<http://www.mpn.gov.rs>). The student's load is the number of hours worked and the amount of work needed to complete all planned learning activities, such as attending classes, seminars, consultations, independent research and learning, project preparation, exams, practical lessons, etc. Total student workload is the foundation for determination of the European Credit Transfer and Accumulation System units and one ECTS credit corresponds to between 25 and 30 hours of student activities. What remains unclear when it comes to number of ECTS credits of internship is how to accurately measure the student's workload, because the number of working hours as well as the amount of work required to acquire the outcomes of training is often a highly subjective category. These opinions are consistent with the findings of Kember (2006), as well as Nosaira and Hamdy (2017) who stated that student perception of workload does not correlate with the actual workload in terms of hours. These findings can give important guidance to the Ministry of Education, Science and Technological Development in the launch of a uniform system for establishing more measurable criteria for awarding ECTS credits. A large number of working hours does not guarantee good preparation for the labor market. When implementing the internship, the important thing is

not only the presence of a supervisor appointed by the school, but also a supervisor who will work with students in hospitality and tourist companies. From Table 2 it can be seen that all the above higher vocational schools have a specific supervisor in charge of the practice. Regarding the supervisors from the industry, there are no precise standards in terms of their knowledge, skills and pedagogical experience, so their different qualifications level can lead to a situation that information communicated to students is not always current which leads to a students' subsequent discreditation of supervisors.

When introducing dual education in the higher education system of Serbia, it is necessary to take in account the possibilities of gaining international experience. This particular aspect of the curricula allows students to actively engage in a foreign culture; having the opportunity to grow their skills in a new and unfamiliar environment and exposing themselves to a range of other employers, employees and guests than they might have otherwise experienced (Ruhanen et al., 2013). This provides international students with an opportunity to completely understand and appreciate the scope of host-guest relations, as well as differing culture and norms between countries (Toncar & Cudmore, 2000). Gaining such skills and experiences can set these students apart from their peers, particularly when seeking employment in the tourism and hospitality industry (Toncar & Cudmore, 2000; Van Hoof, 2000).

Data that can be found on official websites show that The College of hotel management can have their internship done in the following countries: Montenegro, Greece, Germany, USA, China, France, Spain, Malta, Slovakia, Poland, Slovenia, Italy, Bosnia and Herzegovina. College of Applied Studies, Arandjelovac has cooperation with hotels in Malta and Montenegro. Higher Business School Leskovac cooperates with Slovenia, Montenegro, Spain and Greece. The Business and Technical College of Applied Sciences in Užice as well as the High Technological School of Vocational Studies in Šabac have no information on their website. Such scarce cooperation with foreign countries raises the question to what extent curriculum of these schools is in line with foreign curricula and to what extent it allows our students to switch to foreign universities and the ability to practice internationally. Therefore, the introduction of dual education in higher education can be a significant opportunity for the Republic of Serbia to position itself on the world education market. Creating competitive curricula would also attract foreign students to study in Serbia. With this in mind, at the beginning of 2018, some measures of

the Ministry of Education and Technological Development were undertaken through the launch of the "Study in Serbia" program, which aims to create a catalogue of study programs in English (<http://www.mpn.gov.rs>). In order to embark on the realization of this program it is necessary that higher education institutions accredit their programs in English as soon as possible, thus opening the space for establishing partnerships with similar schools abroad that they would align their programs with, so that recognition of diploma and cooperation becomes much simpler. In order to meet expectations of all stakeholders, not only tourism and hospitality companies but also academic institutions, it is necessary to explore the preferences of students themselves, both in terms of internship and the quality of education. These evaluations are important as feedback to students, teachers, departments, university administrators, government policymakers, and researchers, with the aim of improving higher education (Kuzmanović et al., 2013).

Conclusion

Dual education represents the need and practice of modern tourism market and its intensive development. One of the main advantages of dual education is that employers recruit and select potential candidates who are familiar with the operations of their company. In order to achieve the most efficient coordination of the needs of the industry and the school system, it is necessary for tourism companies to participate intensively in the curriculum creation. The smaller the investment of the industry in training of the potentially employed is, the greater would be the level of cooperation between the industry and the school institutions. Research conducted by the Union of Employers of Serbia has shown that there is a great willingness of employers in our country to engage students who have done their internship in their companies. So, it can be said that an initiative by the industry exists. What needs to be taken into consideration is the fact that there are no precise standards regarding the qualification of a supervisor in the tourism and hospitality companies. One of the measures that can help overcome these weaknesses is the organization of trainings for supervisors in order to provide a certificate for working with students. An important aspect of dual education is the establishment of partnership relations with foreign schools, so that the accreditation of English-language programs would increase the competitiveness of our higher education system. Although a large number of high vocational schools as well as some universities show initiative for the inclusion of their students in the labour market, the most important step in the

development of dual education in higher education is to audit curricula and contents of teaching subjects and internship in order to ensure vertical and horizontal mobility as well as attracting high quality employers.

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