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Ključni faktori i indikatori zadovoljstva poslodavaca u implementaciji dualnog modela studija u visokom obrazovanju u Srbiji

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Apstrakt: Dualni model studija u visokom obrazovanju u Srbiji razvijen je kao mehanizam jačeg povezivanja visokoškolskih ustanova i tržišta rada, kroz integraciju akademskog učenja i učenja kroz rad kod poslodavca.

Cilj rada je da prikaže nivo zadovoljstva poslodavaca koji učestvuju u implementaciji ovog modela, identifikuje percipirane benefite i izazove i predloži smernice za unapređenje. Rezultati su prikazani kroz studiju slučaja na Akademiji strukovnih studija Politehnika, Beograd, Republika Srbija, visokoškolskoj ustanovi sa 22 akreditovana studijska programa po dualnom modelu. Istraživanje je sprovedeno na uzorku 22 kompanije, prevashodno iz industrijsko proizvodnog sektora i segmenta malih preduzeća, putem strukturiranog upitnika koji je obuhvatio kvantitativna i kvalitativna pitanja. Na osnovu analize podataka uočava se visok nivo zadovoljstva poslodavaca saradnjom sa visokoškolskom ustanovom i organizacijom učenja kroz rad, kao i to da većina učesnika smatra da su njihova inicijalna očekivanja delimično ili u potpunosti ispunjena. Poslodavci posebno ističu da studenti koji studiraju po dualnom modelu studija poseduju razvijenija praktična znanja, radne navike i spremnost za rad u realnom poslovnom okruženju u poređenju sa tradicionalnim diplomcima. Kao glavni izazovi identifikovani su usklađivanje akademskog i poslovnog kalendara, opterećenje mentora i administrativne procedure.

Dualni model studija ima značajan potencijal za unapređenje zapošljivosti diplomiranih studenata i uvećanje kvaliteta visokog obrazovanja. Takođe, rezultati istraživanja pokazuju da je za razvoj ovog modela obrazovanja potrebno dalje sektorsko širenje i institucionalno jačanje.

Ključne reči: dualni model studija, visoko obrazovanje, poslodavci, zapošljivost, učenje kroz rad.

Key Factors and Indicators of Employer Satisfaction in the Implementation of the Dual Study Model in Higher Education in Serbia

Abstract: The dual study model in higher education in Serbia was developed as a mechanism to strengthen the connection between higher education institutions (HEIs) and the labour market by integrating academic and work-based learning (WBL) on employers' premises. This paper aims to present the level of satisfaction among employers participating in this model, identify perceived benefits and challenges, and propose guidelines for improvement. The results are presented through a case study of the Academy of Applied Studies Polytechnic, Belgrade, Republic of Serbia—an HEI with 22 accredited dual study programs. The research was conducted on a sample of 22 companies, primarily from the industrial-manufacturing sector and the small business segment, using a structured questionnaire that included both quantitative and qualitative questions. Data analysis reveals a high level of employer satisfaction regarding cooperation with the HEI and the organization of work-based learning; most participants consider their initial expectations to be partially or fully met. Employers specifically highlight

that dual-model students possess more developed practical knowledge, work habits, and readiness for a real business environment compared to traditional graduates. Key identified challenges include aligning the academic and business calendars, mentor workload, and administrative procedures.

The dual study model offers substantial potential to advance graduate employability and elevate pedagogical standards in higher education. The findings from this case study suggest that the continued evolution of this framework may benefit from broader integration across various industries and education sectors, as well as more robust institutional capacity building.

Keywords: dual study model, higher education, employers, employability, work-based learning.

1. Introduction

The dual study model in higher education connects HEIs with the labour market by integrating theory with practice. This model responds efficiently to economic needs, technological change, and the demand for new skills. It aims to increase graduate employability, boost economic competitiveness, and support sustainable human resource development amid ongoing change. By creating a system where qualifications reflect acquired competencies, this education model raises the quality of knowledge and skills. For employers, it helps ensure a steady supply of personnel. This widely recognized approach closely aligns educational outcomes with labour-market needs and narrows the gap between theoretical and practical knowledge (Göhringer, 2002; Pogátsnik, 2021).

In the Republic of Serbia, improving the connection between the education system and the economy is recognized as a key challenge in higher education development. The business sector has repeatedly highlighted the shortage of adequately trained experts. It also emphasizes the need for graduates to gain higher levels of practical knowledge and work experience during their studies. As a result, the dual study model was introduced to enable more direct cooperation between HEIs and employers. It also aims to help students acquire practical competencies in a real work environment. Previous research shows that employers often express dissatisfaction with graduates' practical competencies. These findings underscore the need for stronger integration of work-based learning into higher education systems (Janovac et al., 2020).

To institutionalize this model, the Republic of Serbia adopted the Law on the Dual Model of Studies in Higher Education. It was published in the *Official Gazette of the Republic of Serbia* No. 66/2019. This law regulates the content and manner of implementing dual studies. It covers the mutual rights and obligations of students, HEIs, and employers, as well as students' material and financial security. Other relevant matters for the dual model's realization are also included. Although this is a relatively new form in higher education, it is gaining visibility and acceptance, especially in technical and manufacturing activities. According to the Office for Dual Education and the National Qualifications Framework, 12 HEIs in Serbia implement dual study programs. This includes 3 faculties/academic studies and 9 academies of applied studies, showing slower implementation within academic studies.

2. Theoretical Framework

HEIs operate amid globalization, technological change, and rising demand for practical knowledge (Boer et al., 2002; Ertl, 2020). Traditional study models often face criticism for weak economic links and slow adaptation to changing job requirements (Janovac et al., 2020; Pogatsnik, 2018). Industry representatives say these gaps mean graduates are not always ready for immediate integration into work (Buchynska et al., 2020).

The dual study model combines instruction at the HEI with work-based learning at the employer. Practical training is an integral part of the study program and carries ECTS credits. This aligns learning outcomes, qualification standards, and organizational needs. It also positions employers as active partners in the educational process (Göhringer, 2002; Pogátsnik, 2021). Research confirms that the dual model efficiently adapts competencies to modern labor market demands (Bolli et al., 2021; Pogátsnik, 2021).

Experiences from countries with a long tradition of dual education, such as Germany, Austria, and Switzerland, show that this model reduces youth unemployment, shortens the transition from study to work, and strengthens productivity (Ertl, 2020; Maier, 2022). In these countries, the dual model is a recognizable system that significantly boosts organizational productivity. Maier (2022) notes that dual higher education in Germany is an attractive alternative for young people, especially as programs expand and awareness grows. Studies in Hungary,

Ukraine, and Kazakhstan also indicate benefits for students, SMEs, the economy, and society. However, these studies also highlight challenges (Kocsis & Pusztai, 2021; Kravchenko et al., 2023).

Furthermore, implementing dual study models requires strong institutional coordination, clearly defined stakeholder roles, and ongoing curriculum updates to technological and economic shifts (Hesser, 2018; Muhambetaliev & Kasymova, 2016). The success of this model depends primarily on the quality of collaboration between higher education institutions and employers, as well as on organizations' ability to provide appropriate mentoring and learning conditions in real-world settings. Despite many benefits, research also identifies challenges such as administrative complexity, resource limitations, and the need for systematic support from public institutions, all of which are crucial to the long-term viability of the dual study model.

3. Aim and Research Questions

To assess the dual model's success in practice, this paper presents a case study of the Academy of Applied Studies Polytechnic, the first HEI in Serbia to implement the dual study model. Starting with 12 accredited dual programs in 2020, the Academy now has 22 (an 83.3% increase), reflecting the growing needs of the economy and increasing interest from students and employers. The paper aims to analyze employer satisfaction, identify benefits and challenges, and provide recommendations for improvement.

4. Methodology

This study applies a mixed-methods research approach, combining quantitative and qualitative methods to provide a comprehensive assessment of employer satisfaction with the implementation of the dual study model in higher education. The quantitative component focuses on measuring satisfaction and identifying key factors influencing the model's implementation. At the same time, the qualitative approach provides a deeper understanding of the perceptions, challenges, and limitations employers face. The study has a descriptive-analytical character, with elements of an exploratory approach, given the relatively recent introduction of the dual study model in higher education in the Republic of Serbia.

The research sample consists of 22 companies that participate or plan to participate in the implementation of the dual study model in cooperation with the Academy of Applied Studies Polytechnic. A purposive sampling strategy was applied, including companies that have formalized cooperation with higher education institutions, participate in work-based learning processes, and have experience in working with students within the dual study model. The sample structure indicates a predominance of companies from the industrial and manufacturing sectors, small and medium-sized enterprises, and respondents holding managerial positions with significant professional experience. Such a sample structure ensures the relevance of the findings but also limits their broader generalizability.

A structured survey questionnaire, specifically designed for this research, was used to collect data. The questionnaire consisted of several thematic sections, including general characteristics of companies and respondents, experience with the dual study model, satisfaction with its implementation, perceptions of benefits and challenges, and attitudes toward the visibility of and institutional support for this educational model. Key variables were operationalized using a set of indicators measured on a Likert scale (1–5), enabling quantitative analysis and comparisons of the data. In addition to closed-ended questions, the questionnaire included open-ended questions to capture additional qualitative insights.

Data was collected via a survey, with questionnaires distributed to companies involved in the dual study model. The research was conducted under conditions that ensured respondents' anonymity and confidentiality, thereby reducing response bias and increasing the reliability of the collected data. In addition to primary data, the study also relied on the analysis of relevant documents, including the legal and strategic framework, which contributed to a broader understanding of the research context.

The study analyses key variables related to employer satisfaction, perceptions of student competencies, perceived benefits of the dual model, and challenges and limitations in its implementation. Special attention is also given to the visibility of the dual study model and the level of institutional support.

Quantitative data were analyzed using descriptive statistics, including frequency distributions, percentages, and measures of central tendency. The results are presented in tabular and graphical form to facilitate interpretation. Qualitative data were analyzed using thematic (content) analysis, which involves identifying and grouping key themes from respondents' answers.

To ensure the validity and reliability of the research, particular attention was paid to the clarity of the questionnaire design and the consistency of the measurement instruments. Although formal reliability testing was not the primary focus, the instrument was based on established practices in similar empirical studies, ensuring content validity and internal coherence.

Despite its contributions, the study has certain limitations. In particular, the relatively small sample size and the dominance of specific sectors limit the generalizability of the findings. Additionally, reliance on self-reported data introduces the possibility of subjective bias. Nevertheless, the results provide valuable empirical insights into the implementation of the dual study model and serve as a basis for further research and improvement of practice.

5. Results

A significant proportion of companies are already actively implementing dual study programs, while others are in the process of adopting the dual study model.

The statistics of the distribution of respondents by sectors of activity are presented in Table 1. Out of the total number of respondents, only one company selected two sectors.

Table 1: Distribution of respondents by sector of activity

Sector	Number of respondents	Percentage (%)
IT and Software Engineering	0	0
Industry and Manufacturing	15	68.18
Trade and Services	5	22.73
Healthcare	0	0
Finance and Banking	0	0
Education	0	0
Other	3	13.64

*Note: Total count is 23 as one company selected two sectors.

Most respondents (68.18%) come from the industry and manufacturing sectors, indicating that the sample primarily focuses on technical and production-related activities. The trade and services sector accounts for 22.73% of respondents, while the “Other” category accounts for 13.64%, indicating fewer respondents from non-standard or mixed sectors.

Table 2: Distribution of respondents by number of employees

Company size	Number of respondents	Percentage (%)
Micro (up to 10 employees)	0	0
Small (11–50 employees)	15	68.18
Medium (51–250 employees)	5	22.73
Large (more than 250 employees)	0	0

The sample structure by company size indicates a predominance of respondents from small enterprises (68.18%), suggesting that the research findings are most representative of this segment of the economy. Medium-sized enterprises account for 22.73% of the sample, while micro and large companies are not represented.

Table 3: Statistics of respondent distribution by positions in the company

Position	Number of Respondents	Percentage (%)
HR	4	18.18
Manager / Lead	14	63.64
Engineer	3	13.64
Not specified	2	9.09

The results indicate that most respondents are managers (63.64%), suggesting that the sample is composed primarily of managers. A much smaller percentage are in HR roles (18.18%) and engineers (13.64%), while 9.09% of respondents did not specify their position.

Table 4: Statistics of respondent distribution by years of work experience in the industry

Years of Experience Interval	Number of Respondents	Percentage (%)
0–5	4	18.18
6–10	0	0
11–20	7	31.82
21–30	10	45.45
>30	1	4.55

The analysis shows that most respondents fall within the 21–30 years of experience range (45.45%), suggesting that the sample mainly consists of highly experienced professionals. A notable portion of respondents is also in the 11–20 years range (31.82%), further confirming the mature and experienced makeup of the sample.

5.1. Experience in Implementing Dual Study Model

Statistics of respondent participation in the dual study model:

Table 5: Statistics of respondent distribution based on participation in the implementation of the dual study model

Interval (years)	Number of Respondents	Percentage (%)
0	4	18.18
1–2	4	18.18
3–4	9	40.91
5+	5	22.73

This distribution indicates that Serbia's dual study model is currently in a stable growth phase, primarily led by companies with moderate experience and stable prospects for ongoing institutional and systemic development.

The statistics of respondent distribution based on the motives for participating in the implementation of dual education are as follows:

Table 6: Statistics of respondent distribution based on the motives for participating in the implementation of dual education

Motive	Number of Respondents	Percentage (%)
Need for staff with practical knowledge	15	68.18
Ability to train future employees ourselves	12	54.55
Improving the quality of cooperation with higher education institutions	4	18.18
Incentives and support from the state/institutions	0	0
Recognized social responsibility and support for education	9	40.91
Desire to participate in achieving the competencies of future experts	4	18.18
Positive experiences of other organizations	1	4.55
Internal strategic human resources development	3	13.64
Other	0	0

The results show that the most significant motive for adopting the dual study model is the need for staff with practical knowledge (68.18%), indicating that companies primarily view the dual model as a means to improve the quality of the future workforce. A high percentage of respondents (54.55%) also cite the ability to shape and train future employees independently, further confirming a strategic orientation toward long-term human resource development.

Question: To what extent have expectations been met so far?

Table 7: Statistics of respondent distribution based on the fulfillment of expectations from participation in the implementation of the dual study model

Fulfillment Rating	Number of Respondents	Percentage (%)
Fully met	7	31.82
Partially met	11	50
Not met	0	0
Cannot assess yet	3	13.64
Other	1	4.55

The results indicate that most organizations believe their expectations from the dual study model are partially met (50%), while nearly a third of respondents (31.82%) feel their expectations are fully met. A notable absence of negative responses regarding the fulfillment of participants' expectations was observed. Analysis of these results shows a generally positive reception; notably, no respondents reported that their expectations were "not met." Half of the participants feel their expectations have been partially fulfilled, while nearly a third report full satisfaction.

Table 8: Statistics of respondent distribution based on satisfaction with the organization of work-based learning

Indicator	Average Rating
Calendar alignment	3.77
Schedule organization	4
Definition of responsibilities	3.95
General coordination	4.05
Overall satisfaction index	3.94

The results show that respondents are overall satisfied with the organization of the work-based learning program, with an overall satisfaction index of 3.94. The highest rating was given to the program's general coordination, indicating that cooperation among all actors is successfully implemented in most cases.

Statistics of respondent distribution based on satisfaction with the quality of the curriculum.

Table 9: Statistics of respondent distribution based on satisfaction with the quality of the curriculum

Indicator	Average Rating
Program content and practice	3.82
Program relevance	3.73
Cooperation with the institution	3.86
Relationship between theory and practice	3.64
Overall satisfaction index	3.76

The results indicate that respondents are generally moderately satisfied with the organization of the work-based learning program, with an overall satisfaction index of 3.76. The highest rating was given to cooperation with the higher education institution.

Satisfaction with student preparedness for the work environment:

Table 10: Statistics of respondent distribution based on satisfaction with student preparedness for the work environment

Indicator	Average Rating
Theoretical preparedness	3.59
Motivation and interest	3.59
Adapting to the environment	3.68
Work habits and behavior	3.59
Overall satisfaction index	3.61

The results show that respondents are moderately satisfied with students' preparedness for the work environment, with an overall satisfaction index of 3.61.

Satisfaction with administrative procedures:

Table 11: Statistics of respondent distribution based on satisfaction with administrative procedures

Indicator	Average Rating
Administrative workload	3.65
Efficiency of procedures	3.26
Documentation management	3.74
Institutional support	3.65
Overall satisfaction index	3.58

The results show that organizations are moderately satisfied with the administrative procedures for implementing the dual study model, with an overall satisfaction index of 3.58. The highest average rating was given to documentation and reporting, indicating that this segment is relatively well-organized and functional. The scope of administrative obligations and institutional support was rated stable, but not high, suggesting a sense of burden and a need for further improvement in communication with competent bodies.

Satisfaction with support from state institutions

Table 12: Statistics of respondent distribution based on satisfaction with support from state institutions

Indicator	Average Rating
Institutional support	3.43
Regulatory alignment	3.3
Availability of information	3.65
Financial incentives	3.04
Overall satisfaction index	3.36

Question: Which challenges did you experience most frequently?

Table 13: Statistics of respondent distribution based on identified challenges

Challenge	Number of respondents	Percentage (%)
Insufficient student preparedness for working in a real environment	8	36.36
Lack of time or resources for mentoring	10	45.45
Insufficient cooperation with higher education institutions	1	4.55
Mismatch between the academic program and employer needs	3	13.64

Complex administrative procedure/bureaucracy in the accreditation process of the dual study model in higher education	9	40.91
Lack of internal support within the organization	0	0
Financial costs of participating in the dual study model in higher education	4	18.18
Insufficient information about rights and obligations in the dual education system	6	27.27
Low flexibility in program adjustment	2	9.09
Other challenges	0	0

The results show that the biggest challenge for organizations is the lack of time and resources for mentoring efforts, highlighting a significant burden on current human resource capacities. This is followed by complex administrative procedures, emphasizing that bureaucratic requirements are a major barrier to wider adoption of the dual study model. Satisfaction with collaboration with higher education institutions is generally high.

6. Discussion

Overall, the results indicate that the main obstacles to the development of the dual study model are systemic and organizational, rather than internal weaknesses of the companies themselves, which confirms the need for simplified procedures, stronger institutional support, and better structuring of the mentoring system.

The dual study model in the Republic of Serbia serves as a strategic tool that allows employers to actively engage in workforce education, directly shape curricula, and identify talent early. Although employers are generally satisfied (average rating 3.94) and consider students from this model to be better prepared for work than traditional graduates, up to 50% of respondents report that their expectations have been only partially met due to existing structural barriers. Similar findings are seen in other studies, which emphasize that the success of dual education largely depends on the level of institutional coordination and the resources available within participating organizations (Hesser, 2018; Muhambetaliev & Kasymova, 2016). To provide a broader comparative perspective, it is important to note that the outcomes observed in Serbia are generally consistent with findings from countries with well-established dual education systems, such as Germany and Austria, where strong links between education and the labour market contribute to higher employability and smoother school-to-work transitions (Ertl, 2020; Maier, 2022). However, unlike these systems, which are characterized by long-standing institutional support and extensive employer participation, the Serbian model is still in an earlier stage of development. As a result, while qualitative benefits appear comparable, quantitative indicators—such as employment rates and productivity gains—are less systematically monitored and require further empirical validation.

The current implementation of the model is uneven: it dominates in industry (68.18%), while sectors such as IT, finance, and healthcare are completely absent. The findings of this study have important policy implications for both government institutions and higher education providers. To overcome the identified challenges, it is necessary to develop targeted policy measures that support employer participation, reduce administrative barriers, and enhance the quality of work-based learning. This includes introducing financial incentives, standardizing mentoring systems, and strengthening institutional cooperation mechanisms. Without such coordinated policy interventions, the full potential of the dual study model may remain underutilized.

This points to the need for greater flexibility and adaptation of the model to the specifics of office and digital business operations, rather than just manufacturing activities.

The main challenges faced by employers are of a managerial and organizational nature:

- Lack of resources for mentorship: Nearly 45.5% of companies, especially small ones, struggle to balance production processes with their educational role.
- Administrative burden: A high perception of bureaucracy (40.91%) and lower ratings for procedural efficiency call for urgent simplification and digitization of communication with faculties.
- Management issues: Overburdened mentors, a limited number of hours for work-based learning, and challenges in coordinating schedules

To encourage greater economic involvement, the introduction of financial incentives and state subsidies, following the Austrian model, is proposed (BliemW., Petanovitsch,A.,Schmid, K.2014.; Cedefop

2026.;Dornmayr, H. 2024; Federal Ministry of Finance (BMF)2025; Federal Ministry of Labour and Economy (BMAW)2022, 2024; WAFF 2026.)

Specific proposals include:

1. Tax incentives: Recognition of student education costs and mentor training as tax deductions.
2. Direct subsidies: Payment of state aid per student, which would be highest at the beginning (equivalent to three monthly allowances in the first year), and then progressively decrease (to two in the second and one in the third year) as student productivity grows.
3. Quality support: Additional financial resources for the professional development of mentors and improving the quality of the training itself.

Further development of the system must focus on sectoral diversification, strengthening state support, and clarifying norms to create more sustainable and functional models of cooperation between science and industry.

Furthermore, it is important to note that the effectiveness of the dual study model is not solely determined by structural and institutional factors, but also by how well academic curricula align with rapidly changing industry demands. In an era of accelerated technological progress and digital transformation, higher education institutions face growing pressure to update study programs and adopt innovative teaching methods regularly. In this context, the dual model can act as a flexible mechanism for knowledge transfer and real-time skills adjustment; however, its success relies on the adaptability of curricula and the responsiveness of both educational institutions and employers (Ertl, 2020; Pogátsnik, 2021).

Additionally, the findings of this research suggest that small and medium-sized enterprises, which dominate the sample, may face greater challenges in providing adequate mentoring and organizational support compared to larger companies with more developed human resource capacities. This indicates the need for differentiated policy measures and support mechanisms tailored to the specific needs of different types of organizations. Strengthening institutional support, particularly through mentor training programs and simplified administrative procedures, could significantly improve the overall effectiveness and scalability of the dual study model. Despite the valuable insights this study provides, several methodological limitations should be acknowledged. The relatively small sample size and the predominance of companies from the industrial and manufacturing sector may limit the generalizability of the findings to other sectors, particularly knowledge-intensive industries. In addition, the sample is largely composed of small and medium-sized enterprises, which may face different challenges than larger organizations. These factors suggest that the results should be interpreted with caution and highlight the need for future research using larger, more diverse samples. Another important aspect that requires further investigation is the long-term impact of the dual study model on graduates' career development. While existing research and employer perceptions suggest that dual students are better prepared for immediate employment, there is still limited longitudinal evidence on their long-term career progression, income levels, and professional advancement compared to graduates of traditional study programs. Addressing this gap would provide a more comprehensive evaluation of the dual model's overall effectiveness.

To provide broader context for the reported employer satisfaction, it is useful to note that literature generally indicates a positive student perception of the dual study model. Research suggests that students value the opportunity to gain professional expertise and familiarize themselves with real business environments, thereby enhancing their employability prospects (Kocsis & Pusztai, 2021)

Such work-based experiences are recognized as 'authentic' learning environments that facilitate the development of professional identity

However, the dual study model also presents certain challenges from the student perspective. These include the increased workload from simultaneously fulfilling academic and work obligations, potential inconsistencies in the quality of mentoring across companies, and the need to adapt to different organizational contexts. Additionally, students may feel pressure to balance performance expectations across academic and professional settings, which can affect their overall satisfaction and learning outcomes.

Therefore, incorporating the student perspective into future research would provide a more comprehensive understanding of the dual study model, enabling a balanced evaluation of its benefits and limitations from all key stakeholders.

7. Conclusion

The dual study model in Serbia is currently in a phase of stable growth and represents a strategic instrument for aligning education with the real needs of the labour market. Its core value lies in developing personnel with practical competencies directly applicable in the work environment, which is why these students are perceived as better prepared for the workplace than those completing traditional programs.

Although employers express satisfaction with their cooperation with higher education institutions, their expectations have been only partially fulfilled to date. The main obstacles to further development are not only organizational but also stem from the fact that higher education institutions have primarily initiated the system, while adequate institutional and systemic support is still lacking.

To fully integrate this model and boost young people's employability, it is essential to implement the following measures:

- Financial incentives: Introduction of tax breaks for mentorship costs and state subsidies based on the Austrian model, which would cover student stipends during the period when their productivity is still low.
- Mentorship reform: Development of standardized training and official recognition of mentoring work as part of the formal workload, to eliminate resistance caused by overburdening.
- Administrative simplification: Digitization of processes through the introduction of electronic systems for tracking work-based learning and the reduction of bureaucratic procedures during the accreditation process.

Systematically addressing these challenges and expanding the participant base will enable the dual model to become a key factor in raising the quality of higher education in Serbia.

Furthermore, the future development of the dual study model should focus on strengthening institutional collaboration, increasing the flexibility of study programs, and broadening participation across a wider range of economic sectors. This approach would promote a more balanced and inclusive implementation of the model, especially in knowledge-based and service-oriented industries.

Ultimately, the long-term sustainability and effectiveness of the dual study model will depend on the establishment of a stable, supportive policy framework and on continuous collaboration among higher education institutions, employers, and public authorities. Systematic improvement in these areas will position the dual model as a key driver of educational quality, workforce competitiveness, and sustainable economic development in Serbia.

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