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GUIDELINES FOR IMPLEMENTATION OF DUAL EDUCATION IN HPEO AND TVETO OF KAZAKHSTAN

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adaptation cooperation
promote companies
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PROFESSIONAL
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needs improving
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GUIDELINES FOR IMPLEMENTATION IN HPE OF EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

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BASIC CONCEPTS

Trainable	a person studying in organizational and technical educational programs of technical education;
Educational program	a unified set of basic characteristics, results and content of the learning process, ways and methods of assessing learning outcomes;
Assignment qualification	the procedure for confirming the professional knowledge, skill work within the framework of activity in a specific special
Authorized field of education	the central executive body of leadership and intersectoral
Dual education (working department of the KAZ DP project team)	a holistic system of theoretical personnel with a predominance of the order of training (praxis) directly involved in the development providing students with mentorship formation of professional com
Dual training	a form of personnel training organization with mandatory professional practice and compensation to enterprises (education), educational
Dual education (working department of the KAZ DP project team)	a holistic system of personnel enterprises (education), which is dual educational programs, appoint specialists, and accepts the of which determine the gradua

Agreement dual tra	a written agreement between providing a workplace for on-the-job training and professional
Professional practice	type of educational activity aimed at skills, acquisition and development of the process of performing certain professional activities;
Enterprise	a legal entity or individual en
Industrial training	training aimed at acquiring the students, on the (organizations);
Compensation payments	cash payments related to professional training of employees or other
Training program	a program that determines for each discipline and (or) module the
Syllabus	a document regulating the list, academic subjects, academic discipline, other types of educational level of education and forms of
Mentor	a qualified employee in production or service technology and professional practice;
Elements training	increasing the volume of hours of practice; wider introduction of
K5NDI 5@	international project 618835-EP "Implementing Dual System the dual system in Kazakhstan) European Union.



L I S T O F A B B R E V I A T I O N S

ERASMUS - European program promoting international mobility
 development of ICT, innovation and sports
 KAZDUAI - "Digital Kazakhstan" development strategy
 " (Implementation of the Strategy of Digital Kazakhstan)
 SCERSK - State Agency for Statistics of the Republic of Kazakhstan
 HPE - Human Resource Development
 quality
 TVE - Technical Center for Education
 ESG - Environmental, Social and Governance issues, transparent activities
 MM - Media
 PDCA « Plan - Do - Check - Act »





GUIDELINES FOR IMPLEMENTATION OF DUAL EDUCATION IN HPEO and TVETO OF KAZAKHSTAN

1. State and prospects for the development of dual education in Kazakhstan

The introduction of a dual education system in Kazakhstan is one of the important strategies for improving the professional training of competent specialists. The social effect of the introduction of a dual education system depends on the close cooperation of all interested parties: business structures, the education sector and government authorities who have real levers for coordinating efforts in achieving positive results in the training of in-demand personnel.

As world practice shows, the integration of important ideas of dual education into the system of higher education and technical training is of key importance for responding to modern challenges of social change, the demands of the labor market and the national economy, and targeted assistance in accelerating the achievement of sustainable development goals. Structural project **618835-EPP-1-2020-1-KZ-EPPKA2-CBHE-SP** “Implementing Dual System in Kazakhstan” - KAZDUAL, within the framework of the ERASMUS+ program, is intended to have an impact on the system of **secondary education** and **technical training** in Kazakhstan as a whole and on the promotion of reforms at the regional level or national levels through the modernization of policies and management systems in higher and vocational education, strengthening the connection between the system of higher and vocational education and the wider economic and social environment.

The ideas of dual education are closely related to the integration of theoretical and practical training of students with a prevailing emphasis on the formation of professional competencies in production conditions, at the site of future professional activity. In accordance with the Law of the Republic of Kazakhstan “On Education”, dual education is a form of personnel training that combines training in an educational organization with mandatory periods of industrial training and professional practice at an enterprise (organization) with the provision of jobs and compensation to students with equal responsibility of the enterprise (organization), educational institution and student. The concept of “dual training” and the features of its implementation were introduced in the Labor Code of the Republic of Kazakhstan (Article 116 and Article 119, respectively).

The main goal of dual training programs is to prepare a qualified and competent graduate who has developed basic production skills that meet the needs of employers. Today, in Kazakhstan, dual training is most successfully implemented in TVETO, since educational structures of this type involve the training of a mid-level specialist, initially focused on production. At the same time, in order to increase the efficiency of dual education in higher education and technical professional training in the Republic of Kazakhstan, the following tasks must be consistently solved:

- analysis of the scientific, methodological and regulatory framework of the dual education system;
- introducing amendments and additions to regulations in the field of technical and vocational, higher and postgraduate education in the field of dual education;
- introducing changes to the procedures for internal and external assessment of the quality of dual educational programs;
- updating the accreditation procedure for dual educational programs;
- development of new approaches to the formation of educational programs that ensure that students receive relevant competencies, including in the workplace;
- synchronization of the content of TVETO profession programs with educational programs of HPEO;
- increasing the interest of higher education and technical training institutions and companies in the support and implementation of dual education, increasing the motivation of applicants to study in dual education programs, taking measures to ensure a high percentage of students completing training in dual educational programs from the number of those admitted to study;
- transfer of the world's best practices of dual education to higher education and technical training in Kazakhstan and their adaptation in accordance with national priorities;
- ensuring maximum efficiency of cooperation between HPEO and TVETO and companies/organizations;
- training of training personnel, including mentors from companies/organizations, taking into account the specifics of the training program, industry characteristics and production tasks of partner companies.

The Ministry of Education and Science of the Republic of Kazakhstan is implementing projects aimed at increasing the quality of dual education in the country. The projects are implemented in the following areas:

- Analytical review and study of best practices of dual education in foreign countries (Germany, Austria, Estonia, etc.);
- Conducting project research on the problems of dual education in cooperation with DIARKAZ, etc. (Projects of the ERASMUS+ Program)
- Development of scientific and methodological approaches to dual education in Kazakhstan
- A regulatory framework for the implementation of dual education in Kazakhstan has been developed

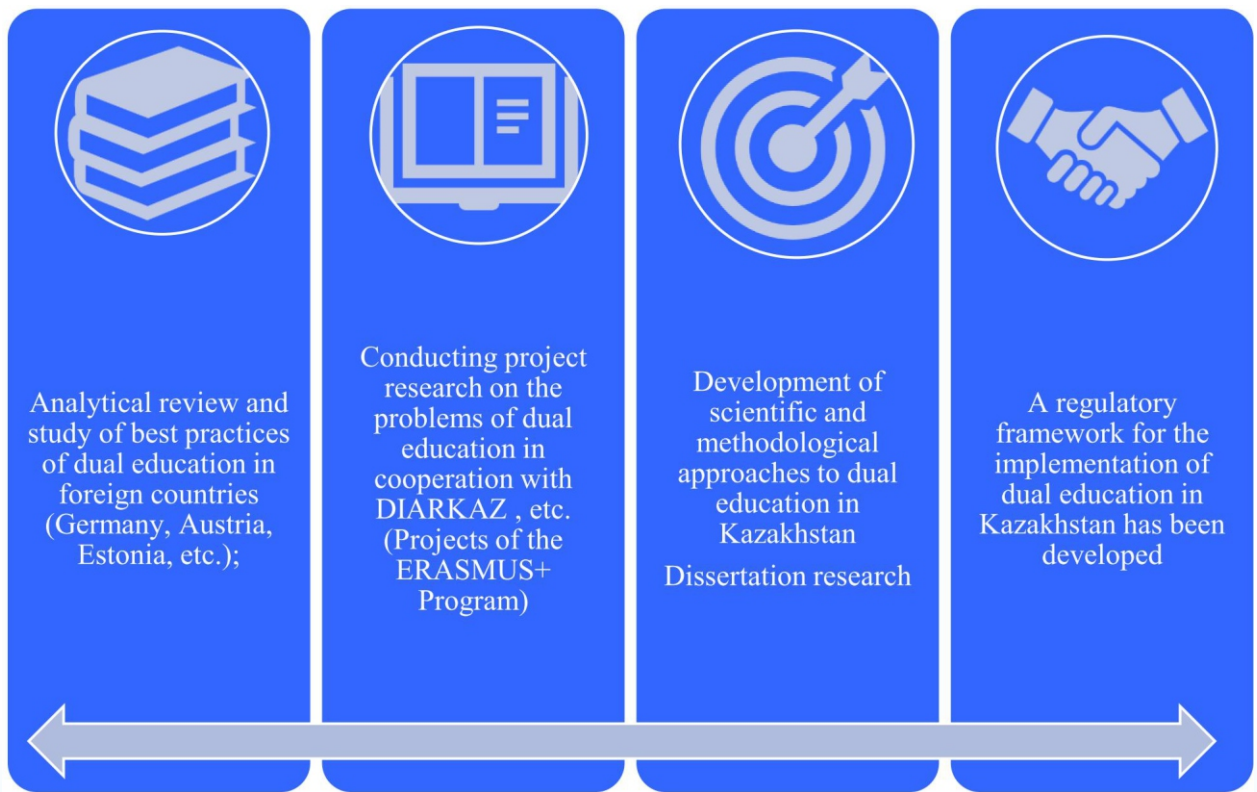


Figure 1. Projects being implemented and measures to improve the quality of dual education in the Republic of Kazakhstan

The measure since 2017, the number of students in the technical system of the Republic of Kazakhstan has increased by 11% from 110,000 in 2017 to 122,000 in 2022. In 2022, 89% of students were not covered by the dual system, and 11% were covered by it.



Figure 4. Proportion of students from the technical system of the Republic of Kazakhstan enrolled in the dual system

In 2022, the number of students in the technical system of the Republic of Kazakhstan has increased by 11% from 110,000 in 2017 to 122,000 in 2022. In 2022, 89% of students were not covered by the dual system, and 11% were covered by it. The number of students covered by the dual system has increased from 17,000 in 2021 to 105,000 in 2023-2025.

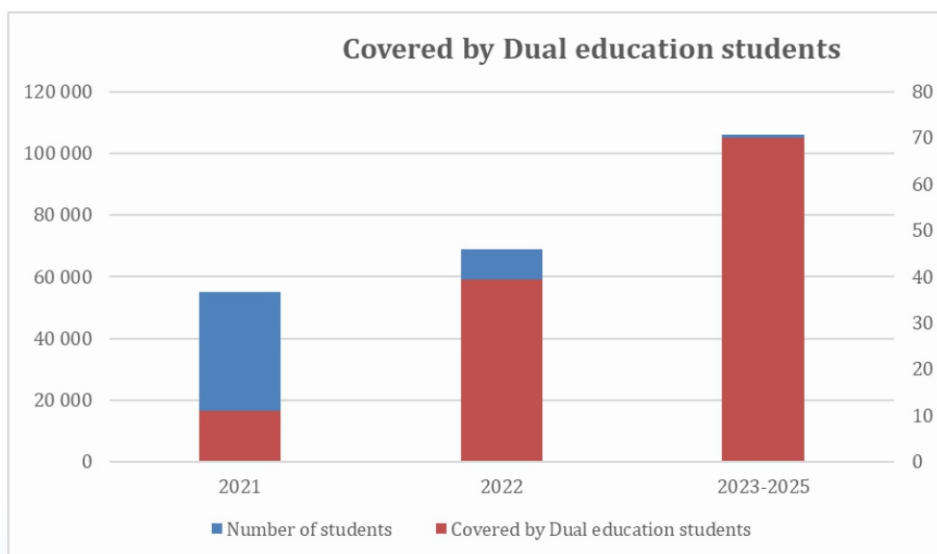


Figure 5. Dynamics of growth in the number of students covered by dual education

More than 60% of graduates of technical education programs (Figure 6) are employed by companies.

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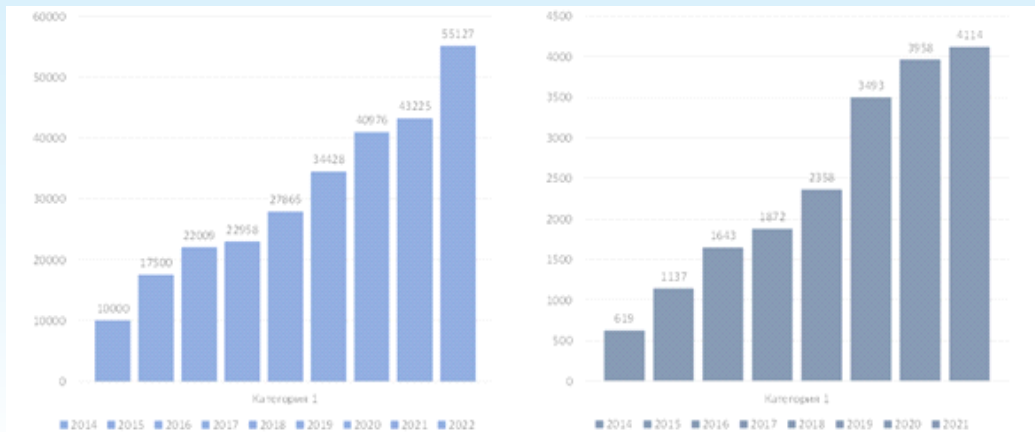


Figure 4. Change in the coverage of student enterprises with dual training Roadmap for (<https://atameken.kz/ru/articles/34263-ucheb>)

With the assistance of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken", a research has been carried out in the field of enterprises with dual training. The results of the research show that the number of enterprises with dual training is increasing, and the number of students is also increasing. The research also shows that the most popular types of enterprises are LLCs and JSCs. The research also shows that the most popular industries are manufacturing and services. The research also shows that the most popular regions are the Almaty region and the North Kazakhstan region. The research also shows that the most popular types of dual training are apprenticeship and part-time study. The research also shows that the most popular types of enterprises are LLCs and JSCs. The research also shows that the most popular industries are manufacturing and services. The research also shows that the most popular regions are the Almaty region and the North Kazakhstan region. The research also shows that the most popular types of dual training are apprenticeship and part-time study.

The largest partners in dual education



Figure 5. The largest companies participating in the implementation of dual education

According to the results of the research carried out in the KAZDUAL project, it was revealed that from the number of companies participating in dual education, the following are the most popular types of enterprises:

- LLCs (50.0%);
- JSCs (20.0%);
- LLPs (10.0%);
- Other types of enterprises (20.0%).

The most popular industries are manufacturing (30.0%) and services (40.0%). The most popular regions are the Almaty region (20.0%) and the North Kazakhstan region (20.0%). The most popular types of dual training are apprenticeship (50.0%) and part-time study (50.0%).



interim... The study... provides... This study... organizational... companies... responsible... no... training... graduation... no... training... companies... graduation...

An analysis of the implementation of dual education... revealed sufficient interest in elements of dual education on the part of... companies... partner... identified...

The main problems of dual education in

- 
 Low interest of enterprises in the joint development of professional standards and educational programs, provision of practice bases, low competence in formulating orders for training specialists
- 
 The absence of large enterprises in certain regions, which limits the opportunities to develop dual training
- 
 The dual training model is more actively used in technical and vocational training organizations; in universities, there is predominantly a targeted implementation of dual training and its elements
- 
 Insufficient development of regulations, agreements with the management company, inconsistency of financial issues, rules and incentive measures for partner organizations, ensuring compliance with licensing requirements
- 
 The need for high-quality development/revision of training/educational programs, methodological recommendations for the preparation and implementation of dual education programs
- 
 Lack of a unified methodology for interaction between all subjects of dual education: students, organizations, employers and regional administration
- 
 Employment problems for college graduates due to limited vacancies at enterprises and a lack of investment in dual education programs
- 
 The need to create independent certification centers to confirm the level of qualifications of graduates of dual programs

Figure Problems of dual education in Ka





The existing educational standards in the Kazakh Republic are not fully adapted to the requirements of the modern world. It is necessary to update them, taking into account the latest scientific and technological achievements, and to ensure their implementation in the educational process. This will help to improve the quality of education and to prepare graduates for the labor market.

Taking into account the above, it is necessary to update the existing educational standards in the Kazakh Republic, taking into account the latest scientific and technological achievements, and to ensure their implementation in the educational process. This will help to improve the quality of education and to prepare graduates for the labor market.

2. Types of educational standards in the Kazakh Republic

Standards of educational quality are the basis for the development of the educational process and the implementation of the educational program.

According to the Law of the Republic of Kazakhstan for 2023-2029 (https://online.zakon.kz/Document/?doc_id=37051125&pos=5;-106#pos=5;-106) and the Main directions of development technical and vocational education in the Republic of Kazakhstan (<https://gob.kz/zv/vme/ml/eket/entities/details/45>) the following points have already worked or will be working:

On September 21, 2023, the President of the Republic of Kazakhstan signed the Law "On the development of vocational education in the Republic of Kazakhstan" (https://online.zakon.kz/Document/?doc_id=37051125&pos=5;-106#pos=5;-106) and the Main directions of development technical and vocational education in the Republic of Kazakhstan (<https://gob.kz/zv/vme/ml/eket/entities/details/45>) the following points have already worked or will be working:

are guaranteed for the implementation of the educational program and the implementation of the educational program.

providing the necessary conditions for the implementation of the educational program and the implementation of the educational program.

determining the requirements for the implementation of the educational program and the implementation of the educational program.

The Ministry of Education and Science of the Republic of Kazakhstan is working to increase the awareness and awareness of the importance of vocational education in the labor market.

Due to the above, it is necessary to update the existing educational standards in the Kazakh Republic, taking into account the latest scientific and technological achievements, and to ensure their implementation in the educational process. This will help to improve the quality of education and to prepare graduates for the labor market.



agreement of the Ministry of Education and Higher Education of the Republic of Kazakhstan "Attameken".

During the period of implementation of the project, the following activities will be carried out: development of the curriculum, selection of the partner company, selection of the students, etc.

Costs of the project are covered by the state budget. The project is implemented in accordance with the requirements of the Law of the Republic of Kazakhstan "On the State Budget" (No. 14 of 2014), the Law of the Republic of Kazakhstan "On the State Budget" (No. 14 of 2014), the Law of the Republic of Kazakhstan "On the State Budget" (No. 14 of 2014), etc.

3. Main participants in dual training

The main participants in dual training are the educational institution, the partner company, the student, the mentor, the dual education coordinator, and the society. Each participant has a specific role and functions in the dual training process.

The educational institution provides theoretical training to students. The partner company provides hands-on training to students. The student masters knowledge and skills in both educational environments. The mentor assists students in hands-on learning. The dual education coordinator coordinates student training and interaction with partner enterprises. The society receives highly qualified specialists and develops the economy.

The Main Participants in Dual Training and Their Roles

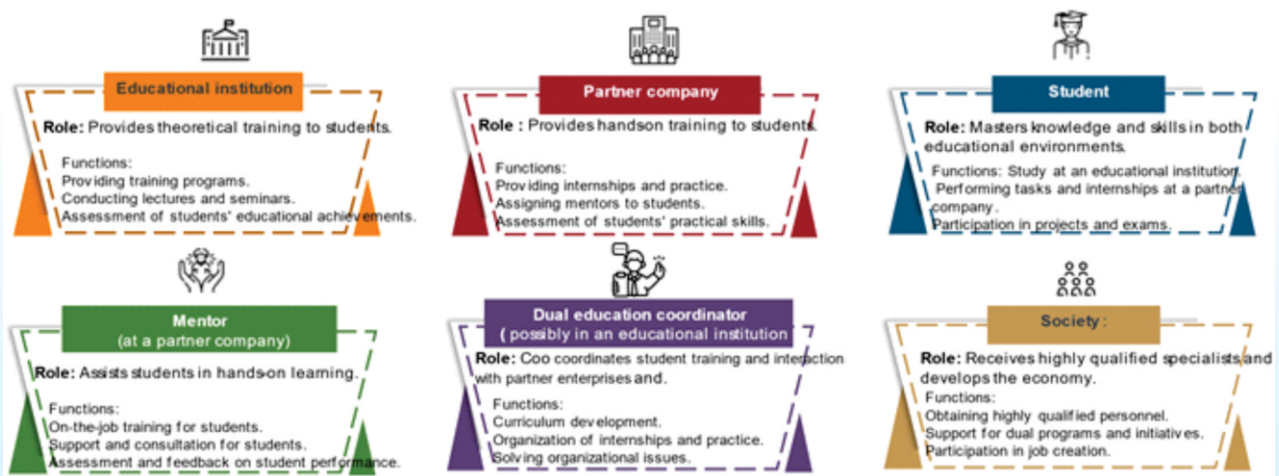


Figure 7 main participants in dual training

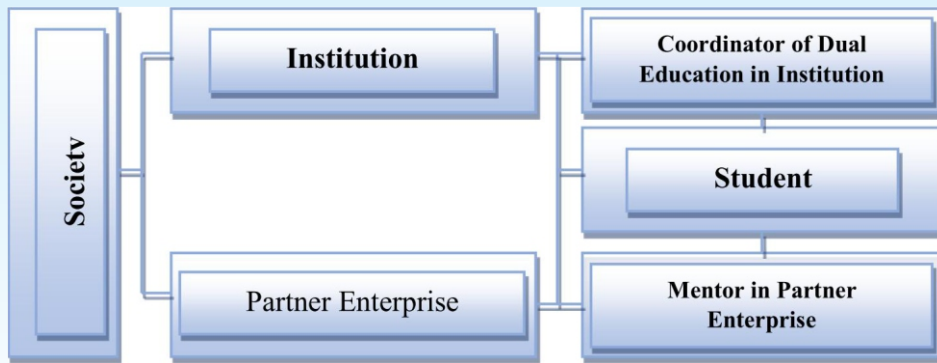


Figure 8 Hierarchy of participants in dual

An education institution is not only a provider of education but also a partner in the academic development of its students. It is responsible for the academic development of its students.

The partner enterprise (or company) is not only a provider of practical training but also a partner in the academic development of its students. It is responsible for the academic development of its students.

Students are not only learners but also active participants in the education process. They are responsible for their own learning and development.

A mentor in a partner company aims to support and guide students' professional development and performance.

The coordinator of dual education is responsible for the implementation of the education process in the partner company, and for the coordination of the education process between the institution and the partner company.

The company is responsible for the provision of practical training and for the development of its employees. It is also responsible for the development of its employees' professional skills and knowledge.

The institution is responsible for the provision of theoretical education and for the development of its students' academic skills and knowledge. It is also responsible for the development of its students' professional skills and knowledge.

Table 1. The main advantages of each group of participants

Group of participants	Main advantages
Educational institution	1. It is a good source of information about the current situation.
	2. It is a good source of information about the current situation.
	3. It is a good source of information about the current situation.
	4. It is a good source of information about the current situation.
	5. It is a good source of information about the current situation.
	6. It is a good source of information about the current situation.
	7. It is a good source of information about the current situation.
	8. It is a good source of information about the current situation.
	9. It is a good source of information about the current situation.
Parental group	1. It is a good source of information about the current situation.
	2. It is a good source of information about the current situation.
	3. It is a good source of information about the current situation.
	4. It is a good source of information about the current situation.
	5. It is a good source of information about the current situation.
	6. It is a good source of information about the current situation.
Students	1. It is a good source of information about the current situation.
	2. It is a good source of information about the current situation.
	3. It is a good source of information about the current situation.
	4. It is a good source of information about the current situation.
	5. It is a good source of information about the current situation.
	6. It is a good source of information about the current situation.
Media and the press	1. It is a good source of information about the current situation.
	2. It is a good source of information about the current situation.
	3. It is a good source of information about the current situation.
Dual education or idar	1. It is a good source of information about the current situation.
	2. It is a good source of information about the current situation.
	3. It is a good source of information about the current situation.
Society	1. It is a good source of information about the current situation.
	2. It is a good source of information about the current situation.
	3. It is a good source of information about the current situation.

4 P o c e d u r e g o v e r n u i a n g a i n i n g

The g a n i z a t i o n c a p t r i o n e s u s d u c a p t r i o n g r a d a n s o u i e a d c c o r w l i a t h e e w o r k u r r a o w b a c k u r r i d e u e h o o n p h e l a s o i f s t a g t e e n e e r d a u l c a s i t a n a b l f r h d e s a p p r o l p e v o e l t e c a t h e d u n c a p t r i o n g r a d a c r a s d e m l e i n r d a u s t a i s a c l h r e g d a f e , t h e v j o c l a t t i r o a n i a n t i o n g g a a n o t s h e e d r u c a a i n r o e n t a h l o d o d l o o c g u i n e a m l s t h s r i i n t h e e d i n t e r e g u l l d a o t c o m o e f n h e s u c a d g a o m i a z l a t i o n .

The c a d e m i l e o d a t h e r - a j i n b i h n e g a u n d e r ; t h v e o - c j a o t t i r o a n i a n t i o n g g r a e n c o o r d i v i n t a h p e a d b o g a e n i z (a e n t i t o e a r p a d p i p s r e b) y e d d e c i o s f i h o e a s p o n o s l i l b e g e i a l b o o y f h e e d u c a d g a o m i a z l a t i o n n o n t . h v e o - c j a o t t i r o a n i a n t i o n g g r a e n t u y d p e s s o r t k h , e i r d u r a t t i r o a n n o d e q u i r f e d n e e n t h p l e m e n t a t i o n .

The g a n i z a t i o n a i r a i f f i n t e r i p s r e i g s u e b s a h e e d d u c a p t r i o n g r a d a u n t a i t n h i e n g , a c a d e m i l e h d s a c r h e o l p h a c t t r i a c i a n t i h e e g t e r p r i , s p e r / o c f o e n s p a i t n e y m a m l s d h i p i n t e r p m s o l g i r a p a m s t p i l o t h e n s t u h e e d u c a p t r i o n e n s t s e a r r o l a e l d n i n i e d o c a m e n e s a n o t t h e r e g u l a t i o n s .

To o g a n a z a d o n d d u c a t r a i h P E n / G T , V O t h u s n o t d n l d y e v e a l n a p p r i o n v t e e r n a l r e g u l d a o t c o u r m l e u a t l s s , e a a v n e d i g r a g r e e o m t e h o d y a n i z o a f t u i a o r n a i w r i p r a g r t n e r e n t e r a p r i s t s u e d s e g r t e s e m e c h u t a s l r a i m u i s p r i g o v f i o t r b e e m p l o y o n f e r n a t d u a a t e s c o m p w i n y o r f k a p r e d e t p e m i f o i e a d e t e m p l a e f t r i a o i r n h i c e r o n . t o r n d a u c a t i f a i n i n g i n c l d u e d a e d s f a c r o e n s p l f e n t a i n r o g k t h b e a s o i f s p e a r t o m p a n y

H P E O / T O V i E n t p l e m e d u a t l r a g i p r i o n g g r t a o m g s e , w i h t e m t e r p r i s e d e / v e o l m o p p a , n i c o o r d a i n a d p p e o v e :

d u a b u c a p t r i o n g r a a n d e m i l e e d u c a p t r i o n e s a s h e d u l t p l o a n e n s t h e e d u c a p t r i o n e s s ,

t i m o t r g - t h e r - a j i o n t o n f g e , s s i t e n a a n t i d m i t p e s n s h i p s ,

q u a n t i t a t i o n o f s e r v i c e s i n t e r p r i s e s ,

c o m p o s i t i o n o f a d p r o f e s s a o n a b e s ,

r e q u i r e m e n t s o f u i a n t g e f i x y f i n a n t g u d e n t s ,

t h e r o c e d u r s e a d o n g u r e r e t t o r i l a e t v e d l u a l i f i c t a h e v e o n s t u d e n t s u c c e s s f u l l y p a s s i n g a q u a l i f i c a t i o n e x a m , t h e p r o c o m p e t i t i o n e e f r a i n i n g ,

a l i o s a t r o a f s a i p r i o n f g e , s s i p e o n i s a o r g t a i n e i s z u a n t i g a i n n i c n l g a , d i n t e r p r i s e i a c c o r w l i a t h e e t d e u c a s i t a n a b l f r h e s p u b l i k a z a k b f h a e n p r o l p e v o e l t e t r a i m e g u l a a n t d e r g y s d l o a c t u i n i e n t f i s e l o d e d u c a d t u i a o d n u , c a p t r i o n g r a i n t s e , r n a l r e g u l d a o t c o m o e f n i t g s h e u r c a t h l e o c n h t r i a c i a n i n g .

H P E O / T O V i E n t p l e m e d u a t l u g a p t r i o n t a o m g s e v i h t e m t e r p r i s e r s e / g c u o l n a p r a l n y i m o n i t h i o m p l e m e o n t u a a t d i u c r o t b o g r a g m s e , e o m e u a d s u c a s t i s t e l n e s o m p l o f a n c e t h k e n o w l e s k i g a n l d o m p e t e f a t u d a s m g l r s a d w a t t h i s e o d e l r a n t o a r r k r e e t g , u l a r l y m o n i t h i c e a r a e l r i e v o e f n r e a n d u a n i t d e s r t e h a e s a n s p o a f r m e p r l c e y m e d n u t e a d t u i c o a n t i o n p r o g a a t h r s u s t h e f m d r a s y t a k e h p o r l o d v e i m o s e , c e s s a f a o y a n a b t i u t h e a b i f t h y a c t i o n f i H P E O / T O V i E n t p l e m e d u a t l u g a p t r i o n t a o m g s e v i h t e m t e r p r i s e r s e / g c u o l n a p r a l n y i a n r d e c o m m e r f o a t t s i p o m o s v (e i m e p n r t o v e m e n t) .

E n t e r p r i s e s / c o m p a n i e s a s s i g n e a c h g r o u p o f s t u d (w o r k o e s t) h e p m a c k t r i o v a l l a e n d o p e r t e c h n i e a q u a e h s e f i h d e u a t a i p r i o n g g r a m . a c c o r w l i a t h e e a l n e d b j e o t i u v a e s a i e n n i t e g r , p r i s e s o s o t o p a e i m i t a s t e o s s p r a c n t a l t c e a l i n b a l s s i p n r e o s c e p s o e t s r , d e t r o i c e i g s u , i p a m e d o t h s u m a e c l e e s s o a n r - y t h e t j o b p r i a n c g t . r i a c i a n s i t n u g a e t h e r s t e s p o o e s s u t r e d e o n t p s r ' e l m e a r s t o i e f v e y v a r i t o y u p e f s r o f e s a c i t d n v a i l t h e f a r a m e o v i n h e d u c a p t r i o n g a p e n c a a b l t y p r o f e a s c q w i n s , e v e l o o p n i d e n p i t o v o e p m e o n f t e s k i s b k h i a l h t d e m p e t p m a e c e i s c a l e x p e r a r a d d o v e a , h c a i o n g i r a g l u a t e s .

I n t e r e i r m i f i e s a t u i d i e a n a t r s o i u e o l r d t e a r s s t e h o p u a l o f s t t y u d r a n s t s o e f t r h y e c o n b o p a d a l o l b n a e a d s m b j e c t a d i n (d e s m o j d p u a l i e e n , a p r o f e s n s i d a a h n e d s h e a c h i e v e f m e e n t e p s o f y s s i m p o a v e i n t o h i n e s a l i f i c a t i o n h t e s i t n g d y

Mandatory components of dual training are pres

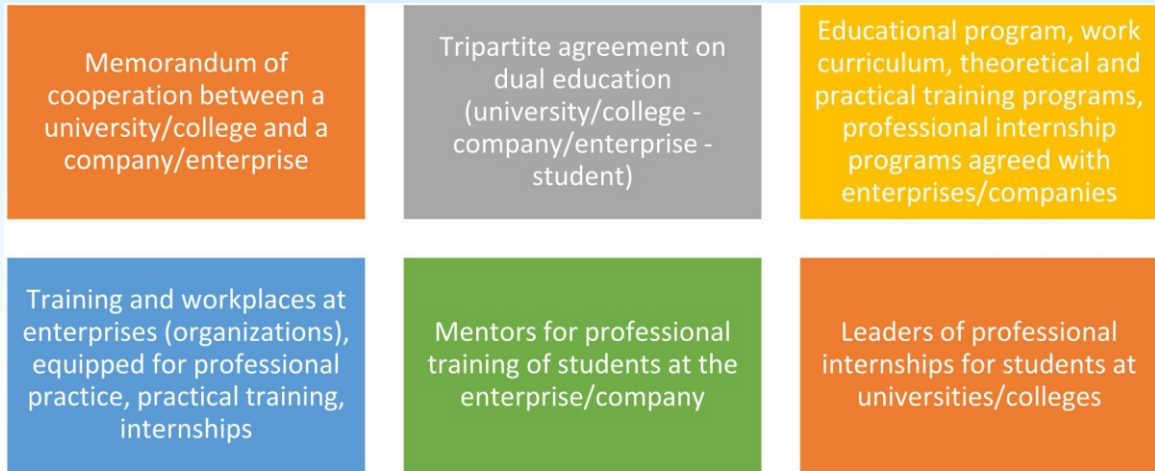


Figure 1. Mandatory components of dual training

HP E @ n d V E O T p l a m d g a n i t z i e m p l e m e n t f d a t i l r c a r i p n r i o n g g r b a r s e r o b a
 c o m b i n o a f t h e o r t e r t a i o v a i l t h g a c t r i a i h r i n g d u G e i n e m e a d u i r f e n t r e h n e t s
 o g a n i z a t i o n a l c o m p o n e n t s a t t r i b u t e d t o a d u c a t i o n a l g r a d u a t e s e f f e c t i v e

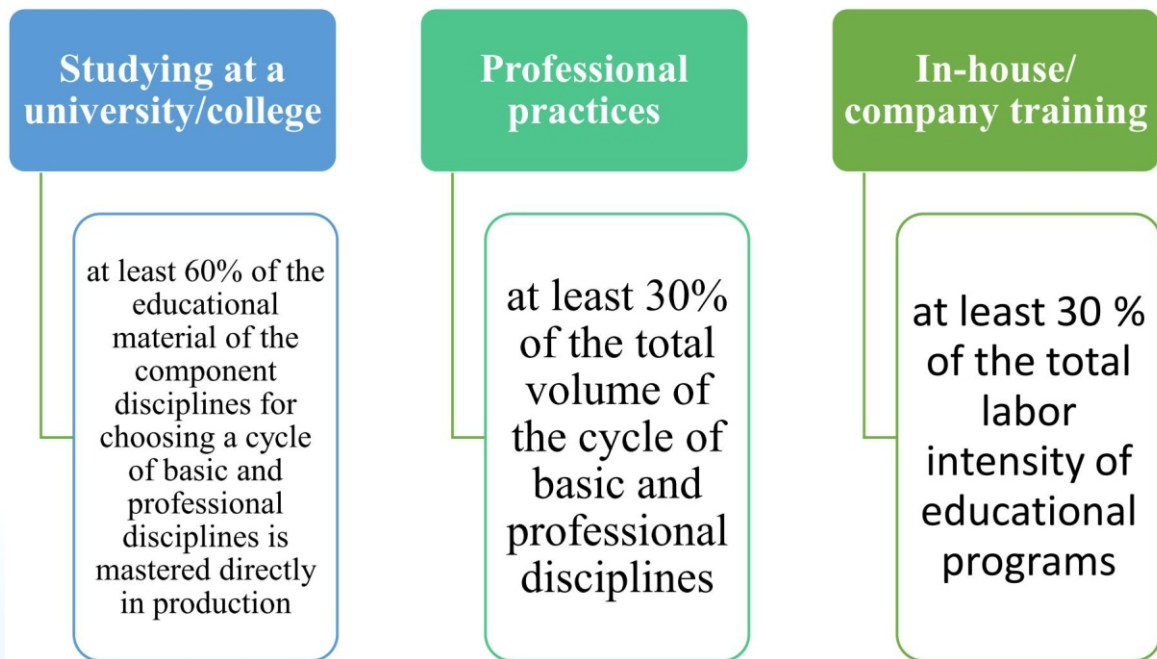


Figure 1. Overall requirements for dual training

T h r e e p a r t i c i p a t o r s s h o u l d b e i n v o l v e d i n t h e d e v e l o p m e n t o f t h e d u a l t r a i n i n g p r o g r a m s .
 B o d y o f t h e e d u c a t i o n a l a u t h o r i t i e s i n t h e r e p u b l i c s h o u l d b e i n v o l v e d i n t h e d e v e l o p m e n t o f t h e d u a l t r a i n i n g p r o g r a m s .
 K a z a k h A t a m e a k n e d r e " g i o m a r h b e f e r n s t r e p o g a e u z o f h i i c o r t s e r c h a i d a l
 v o c a t e i d o n c a a l t n i t o e n r , (p r o d u c t i o n a n d s e r v i c e s) i t , t h e f u n c t i o n s i n
 p a r t i c i p a t i n g a n d i s z a n i t d i n p h e m e n t u a t t i a d a m p i e r n e g s e f f e c t i v e

Table 2. The main functions of participants in the implementation of the program

Participant	Main functions
Authorized body in the field of education	<ul style="list-style-type: none"> - provides consulting assistance, - provides grants for students, - forms the regulatory and legal framework
Local executive bodies	<ul style="list-style-type: none"> - participate in career guidance events for youth - assist in the formation of government orders for personnel training, - promote employment of graduates
National Chamber of Entrepreneurs of the Republic of Kazakhstan "Aтамекен"	<ul style="list-style-type: none"> - promotes the conclusion of tripartite agreements on dual education, - participates in the development of educational materials, educational programs, - develops and implements measures to assist in the employment of graduates, - monitors the needs of business entities for professional personnel, - coordinates the work of regional chambers of entrepreneurs
Regional Chambers of Entrepreneurs	<ul style="list-style-type: none"> - organize work with enterprises on practical training of students, creation of educational jobs, conclusion and accounting of contracts, - provide consulting assistance, - facilitate the training of a mentor from the enterprise, - assist in conducting the qualification exam for graduates, agreeing on the candidacies of the chairman and members of the qualification commission, - participate in the formation of state orders for personnel training
Organizations of higher, technical and vocational education	<ul style="list-style-type: none"> - create the necessary conditions and implement the educational process, - coordinate with the enterprise (company, organization) educational and methodological documentation, procedural issues regarding training, - exercise control over the implementation of educational procedures, - carry out certification of students, monitoring of students' educational achievements, - promote employment of graduates
Enterprises (companies, organizations)	<ul style="list-style-type: none"> - provide places and provide conditions and organization of practical training, professional internships and internships for students, provide students with the necessary tools, - interact with the regional chamber of entrepreneurs, - participate in the development of educational and methodological documentation, - assign a mentor to students to guide industrial training and professional practice, - participate in student certification procedures, - promote employment of graduates
Students	<ul style="list-style-type: none"> - comply with academic and labor discipline, the requirements of relevant regulatory legal acts, - complete the full course of training and comply with the terms of the dual training agreement, - pass all types of certification
Mentors	<ul style="list-style-type: none"> - organize and coordinate on-the-job training of students, professional internships, - keep records and check students' reporting documentation, monitor and evaluate students' execution of assignments and practical assignments, - teach students practical techniques and methods of performing job duties and assignments, - make proposals for assigning a work rank and participate in the discussion of the professional characteristics of the student



5. Procedure for setting up programs

They set up a structure for the program and determine the objectives and the quality standards. They also determine the resources and the personnel.

Quality assurance is a continuous process that involves the entire organization.

The quality system is designed to ensure that the program is constantly updated and meets the needs of the students. It also ensures that the program is cost-effective and provides a high quality of education.

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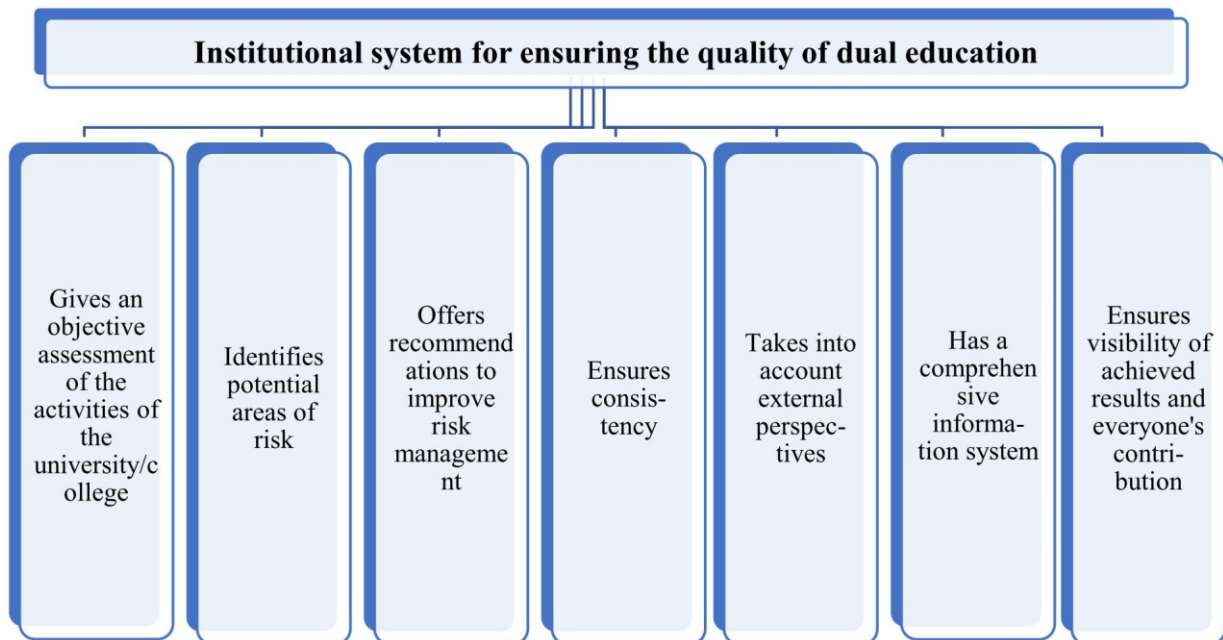


Figure 1. Indicators of the effectiveness of the system for ensuring the quality of dual education



Il ra ccor vial th luset a n d a n d e s o m m e n f d o a r t u a l a i s s y r i a t h e e r o p h e a u m e r
 E d u c a t r i e (a n H E A) i n m p l e m e n t a e d o g a t r i o n f a d m i s g e d u c a t i o n t e c h n i c a l
 t r a i n i n g e g e s t a r f l y o p v r i n o i q p l a e s s y (a n g e) e



F i g u r e u l r 2 . p r i n c i p l e s o f q u a l i t y a s s u r a n c e

F o t r h s e u c c e f s u n f c u t l o t h i e m s g t i t q u a l i t a e r s a y l s y r d e i n t e s o n s u t p a c h a t t i n g ,
 H P E O n s i s t e v e a l n d e g u i s a e : l y
 p o l i a m i d r e s c e d u r e s ;
 q u a l i t a g n i d s i f e t r h i e a b m p l v i a t h e t e a r n i d a l t e f r a r e a v l a r y t s o , m p r e o a v c e h
 q u a l i t a g n d c c o m p p a n y i c a g e d l e e s m e n t s ;
 c o m p a c r a i b a t e n d e i t a h f o c a l s s e s u s a n g s y r a n c e ;
 m e c h a r i o s n t s e g t r h a e t r i n g e o d t i e s e t s a n k t e l a o t t d e e r e s d s ;
 t y p a e f o r o m f o s o n i t a o r a d s r e g e s o s f r e e n b t i l t e h i n s m p l e m e o n f t h a e t a n t i e s d s i o n ,
 g o a l n s o l i c i e s ;
 m e c h a r i c a s n a s l y h s i e n t g u a d i n t o m a d i n f d a t d o o m s s , t i t a d i e n v i e n l g o p m e n t ;
 i m p r o v n e a e s n u t r e s ;
 t o o b o s n a a p d m e v o m f l i e c t t v e e e n g r a o o p s a k e h o l d e r s ;
 s y s f e a m s a d s e m p p a o a d t a d e e n s p o n f s o r b a a s s y p a o c e e s t e a s b l i s h e
 i n t e p r i n d r t h a e c a s s p h p r e a n o i n g e s d t t r u c c t u e r d e u c a p t r i o g r a d h r o f e
 t e a c p h i n l g o a n d e s y e d a i r r c e h c t i o n s
 T o a s t e h e s a o b s p o c t r a a i t s h e n g l a w i a h s o i b u e a l r o u t e d
 a c a d e m i c o s t a d e n t s ,
 c o n t a e s d t t r u c c t d u r c e a p t r i o g r a d m s ,
 f o r o n o s y a n i t z h e e d g c a p t r i o n e a s s ,
 a c h i e v o a f t e a l r g n d i a n l g s ,
 b a l a n f e e d u c a s t y s a n i d a s l a p t a t o h e e i t t e y n v a l r o n m e n t ,
 e d u c a t t e o m n a d l o g i e s ,
 s y s f e d m s a i a m i d e t r o f e a a o s t i a n g ,
 m e c h a r i o n s o t s i v s a t t u i d a e g t d e a c t h e a r r s t i i o p u a a t s e s y p a o c e s s e s ,
 a c c e s a i n s t i u d e t r y t l - e a e m r i e m g e , d
 s y s f e a m s c o a d n i o n g i t s o t r u d a e g n a t s e i n h i c e v e m e n t s .
 T h e p r o c e a d u c t r e i s t f e a r s i s a e s s o e u n a g l o i e t d y u c a p t r i o g r a d h r o s p u r o b e e f d o u r e s
 i n t e a m e d a t e a r s n a e l s o s e m d u n d a p t r i o g r a d h r o s o i e r d g c a p t r i o g r a d h r o s o r t d h r e e s u l t s
 o f e x p a e s t e s a m a l n s t e s s o f i e s y t s k e h a o s l d e e s r o s i m e n a t t e r e c a h e i d u a l a t i o n a
 a n d e t h o d o b l a o s g e d a t a p r i o g r a d h r o s o i f t e y a c a n l d e g a r o u a n l g i c t o a m p i o v s e i t i o
 t e a c a h e e d m s p l o o y f e d e u s c a d g a m i a z e t e o w a n l s i n t d y o d i t u e r d s u c a p t r i o g r a d h r o s
 p r e s i e n t e g l d e

degree of demand for program graduates in the labor market

percentage of students completing the program out of the number of students enrolled in the program

qualification assessment of students based on the results of the practical stage of the program

degree of satisfaction of employers with the quality of training of program graduates

student satisfaction with the quality of education

Figure 13. Quality indicators of dual education

The accreditation of dual education programs is a complex task that requires a high degree of transparency and accountability. The accreditation process should be based on the following indicators:

To assess the quality of dual education programs, it is necessary to consider the following indicators: the degree of demand for program graduates in the labor market, the percentage of students completing the program, the qualification assessment of students, the degree of satisfaction of employers, and the degree of student satisfaction.

Dual education programs are a promising area of development in the field of vocational education and training. The implementation of such programs requires a high degree of coordination and cooperation between all stakeholders.

Standards for dual education should be based on the following principles: transparency, accountability, and quality. The accreditation process should be based on the following indicators:

The accreditation of dual education programs is a complex task that requires a high degree of transparency and accountability. The accreditation process should be based on the following indicators:

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The level of impact on the environment due to the use of resources is low.

The quality of the services provided is high and the cost is low. The quality of the services provided is high and the cost is low.

Standard. The quality of the services provided is high and the cost is low. The quality of the services provided is high and the cost is low.

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in crieatass ec t i h v i e g n e d s u s c , a i t i n s o n i a a t u t d e i c h r a s i p t r a d f e s v i c a r e a d o u n c a a l t i o n i n s t i n t u s t i g o n i s a r t l i b r y c r t e h a e s r e l o e r t u d a e n p d a s t o e m p a n i e s .

Du a l r a i p m i o n g g a t d h s e i m p l e m e s n h t o a p t i f i d o t r i n s e t e u o v e t h t o e p p o r t t l o e n g i t r y p r a c t i r i a i a i n a g r t c r o e n p a s s y o c a r p o s s i b i l e w d a i r i n g d i v b i a d s u a s i , w i h l l s t r e n t g r t e e l e a n t b e t h v t e h e p u d e t d h c e o m p i a i n h y i e n t e o r b e o p t a s r t i h e s p p r o a c h a l l b h s t u d e g r a p n o f e s s i p e n f a r e d n i b e e g i r o r h i i s r t g u d b i e e s f , r a e m i w i i t a h r e p r o c e a s p r e s d o u f e r t s e r i p m d i s t e h a e s a r o c f e e s m a i i n i h c e o m p a f i t y e a d u a n t d o n , g a a s n t a r a t d i v r a g i t o a u g e a d i a m . A t e h s e a r h e r o e , m p a v n i r l e s s e a i o b e v i r c e u t s u r t h e f u r a c h e d o i r t v e i s t h e e d u d e h r i v i h e n i c o u t r h a t g o e g a n h i z e h - p u a b t i r t a r i a r i n g . l s t h o l u e n d r p e f e f r o a r d o r h p e a t n e i c e s s e p o u t d f e o p r i t s c t t r i a c i a r h i d r i g y , i r d a u t h h e a r n y g r o s i p s i , m e d i w i o d w i a s l h u d a e l n l t o s t v s t r e n t g r t e h t e i n d e n t i o f i l i c h a e t u d e a d t t h c e o m p a m i d m p r t o h y e a b f t y i n i n g .

T h e n t d i u r p a e t o g s r h a o u e d n s i a d e p r o p o n t o p e l P E O / T O V A E n t d a r t o e m p a n i e s . A c c o r d a i l d h i g s y i o p f l i d e u e s l u c a p i f i o g n a u s o n t a s s e f s r s d e m p e o i o r v t i e v h e i r p r a c s t i i g r a i l f t h a e r o c e r t a i s n i l o r g e d o s e h v i e i d h a c t t r i a c i a r h i e r o g n . t o e r h t e d u t a i t a i p m i o n g s g h a o u e e l g u u p a d a t a e c o r w i a t n h c a e r o g c e s u r t h l i l e a g n a r k e t .

St a n d a r d A . l 3 n s t i t m u t e i t n o s e n i s h a d u c a p i o g m a a n e d e v e l t o h p a e o d t i v a t e s t u d e t h a t a e a c t i o v i e r c o e a r t i e a g r a i n s l g u d p e e n r t f o r a n s a s e s s m e s n t t s r e f l e t h a p s p a c h .

G e r m a n a n d f a o r d u s a e l d u c a \$ t o p i g r a v r i s t a h s p e o p i o f i l l [e . " g l u a a e '] c h a r a c b g a h o z i e s u t r i r d c o h o i e m p t i t c h s e p e c e i q a u e i m r e r o t t s h e o f i (e f g r s e l f - o r g a n s l i e z a f t i l e e i a m e n a g e i m e t h e g o f a i t g b e d u c a a n i e o r t e r p r i s e e d u c a a t e i a p p) p r i a e t f l e e l d y t d e d l a a c n t r i e d h o d o d c o r g d e c p a t l s .

H P E O / T O V E t a c s h e o r u s s v e l a r i t e a s n e i t n h g o a d c s t i i v e n l s y l t u e i e t n h t e s a r n i n g p r o c a e s s g . n i r f o d a e h i e m p l e m e o n a s a t u i d e m t a p e p e m t i e t r u e d d e a t i n s i l r a d y e d p r a c t l i a c s a e s l u i c h t i e g d e d u c a t i s d r i t u t i p o r n o s f / e t s e s o i c h a n t s i c c d h i h a o n l e d s e n t e r p r i s e s . S t u d e n t s p r a c t i c e t h e i r s k i l l s i n d i v p r o b i t e l m s t h e s e p e c d f f i h c e s m p a a n c y t ' i s l e a r a n i s t e g a c s h i o n s g i d m m o t a i t e a t i o n s e l f - r a e n s e t u p i a o n t i c i t h p a e t a i r p n i o n c e s s .

T h e o r t e r a i a n i h u e n g i v e s h o l u e y d m p l w e t e a d i f o u o n s o n t e a d l m e u s e p r o f i c b e n t e s a i n e d x g a m i n e t a t i h m a i n q u e s t e v e t l h o s p k i t l o m p r t o h v e e k r i n l s t h a r s e r a a i a i t h e g n t e m p u r s i t a s s e s e b s y s l e m e n t e a c c o r w i a t h a e s s e s c s m i e t n e t r i a p r o v i d e d b y O h e D H P E O g T P E A c t i c e , s t u d e n t s m u s t k e e r e f l e c t h i e a n t g e c r o i v a e l T r h e e d s e c u m a e n t e h s a s f i o t s h e e v a l u o a f t r i a o i b n y t i h c e o m p a n y m e n a o t d h u e n i v e s u p i e t y i s o r

A c a d e m i s p o n s i e l t i v e h e e m i e s a m p l a r t y o e m p a m u i s e s l e d i r \$ t y r i b u t e d .

S t u d e n t s a v e e a l r e a b s o u h t a t h e s y i o l e a l r a r a d h s c i t p a l u i g m h c e o m p a n y m e n t s c h r o s a g r o b e t e h c e o n t a e t o l e a c n e i t n h g o a d c s c o r w i a t h a e s i v e r u s i r t i y o d b u m . t h H B E O / T O V E u t s l e v e l e a p r o n u i t n c g e r a e s a r o d e l t a h o d o r l e a c c g i m m a e l f d e a r a t d h o n s d i s c i o p t h i e r o e a e n t o l i r c a a l t r i a c i a i n r i t n e g r , m o s r h d u p o s t o e n d p a s i t e s e h m d s e d e i v e r e g f i e a d f r a e t p l a r t i c i t h p a e a t p s r i o n c e s s .

T e a c h s i t n g h o e l l a s s c r u d o n n o s t e e f i t a l d w a y s t e h s e p e d i u f a e a r e n x i p e g r i e n c e a n s d i t u i a n t h i i s c h t u d f i e n t d h s m s e l v e s .

L o c r a e g u l d a o t c o u r n y e f i n i t g b e d u c a a n i d e r o h p i r o f a e s t r i a o m m a i s a n t o g e q u a t e l y r e g u t l h a e b e s i m p o r a t s p r o t d t h s e r o g r l a e n a r e s a g r d e s c o m m e n f d o a r t h i t e n s s h i p c o n c l u e n p b a m e a n t r a o t n i i o t r o f a g n g e b n e t h v t e h e a m i v e p r a s r i t t o y e n p a n n i d e s s t u d a e d m i s s s i d r e r c i o a g n f u t a l o i n f i e t a d . i) o n s ,





Standa HRE. In stitnu tuidn rsoarpply- de fin d d b l ipsoh dcoivees l In g
 st a g f e h s e t u d e r f y c e i l . e e d . m i s p e r f o n q r r e a c r o g e n a i n t o l e o r t i f i c a t i o n .

Germa h a n d f a o d u c a l t f o m p a n e i e n s v o l i n e a d m i s a n i s b e n l e o f f i o n
 s t u d e n t s a e l d u c a p t d i g n a t n s i n s i s t e p o p e r d o y c u m e a n t e d f l e c i t r e d e
 a c e d i t p o c e s r

The polifctryfeor maotfihsen u q e r p t u l i a h t i i g e n e u c a t n i d e o h p r i o f i e s s i o n .
 t r a i s h i o n u g d s o e m d e g u l r a t q u r i y a e n i o l e t e r e r g a u l l c a r t h a e d m n s s p s r i o c e r e f d o u r r m e s ,
 o f a r g e u e i r d a n e o r t i n p i e n p p u l a a b t o t u l e e d u c a d i p o n r a t o u f n h e e d u e s i t n s o n i a t u t i o
 social support mechanisms, including benefits for education, a ordable prices for accommodation in
 d o r m i t e d c i e s ,

Thæcc p e s l p r o y c e a s o d r e i s f e a r d i m a i s t u d e n t u s d y u a d u c a p r i o g r a d e n s
 b e t r a n s a d m e s t s a d u n a l r a i p n r i o n g g s h a m b e c d a r r o i u e r t h b e a s o i f a s c o o p e r a t i o
 a g r e e w n e p n a t r t o e n p a n n i e s a r o l u e n d h b e a s o i f s n t e r w i i s e l w u s d t e h m e r s i . f e r i a
 s e l e s t u d e g o t r t a i i n o l u n a g h a i p n r i o n g g s h a m s i h d l h u d r e o t i v o a f t h s e t n u d t e h n e t ,
 a v a i l a b i l i t y a r i c g e s p e a r t r o e n p a o y a n b z e t h t e r - a j i d n i r e e g a , d o f t h s e s
 c o m p a n y h s e t u d e m i t t i e n r a n a g r e e o m p e n d o f e s p s i a c a t a h p e a r t r o e n p a v n y h
 s u b s e e q n e l n o t y m e n t .

Pr o v i c b i n d g a t n i s o u n s p o s r t t u d i e g n h e a i c r a d e m i o g s r e s b e c d a r r o i u e r t h
 m a x i m u e r g f a o t r h i e n t e o r f e r s d i s v i t d u d e l n u p o r y o g r h a p r e s o , / T O V a E n t d h e e d u c a t i o n a
 s y s a e w n o l e .

Fr o t n h e o m e n f a d m i s t a i r e d u c a i t h s o h a t n u d n i i d o t a s o m p l e s t y i s d e a m a d t i c
 c o n s i v s o r s e h n o t u e d r o u t e d d e v e t h o e p o f e a s i d e o m s a d o n n a p l e t e f n t c u d e s i t c h
 w i d d n t r t i b h e t e a n d i e r h e a r i t a d e a n i r . e e r

St u d i e n t s a s t u p d y o g m a s n a v e o p p o r t o n i t t i y m s u e a a t t e s k e v e l .

H P E O / T O V s h T o u r i e g a o t d e e a r c n o i n d g i a t n i d a p f e s r t t u d e a n t h s i p e v o e g i r t e s e s
 d u e d u c p t i o g d a m e t l o o f p o c s o l l e m o t n i i n t o m t d a r k g i n t r i e o g n a s d u p o r t r e s s
 a n i d t r s e c o g r e i l t e i f o r t y n u l e a t r e n u i n g o r n e e g s u , l a n i d t o h e s o r c u m (e f n e s a m p l e ,
 g u i d e o l i n s e t s r f u o p t r i a c t t s i a c i a r h e d d g c a c t u i r o r i c , o u t e a c t o s m i l s i t a u r d i e z n e t s ,
 m e n t i o o r o s m p a n s v e a s e , t h e n t e p a s v i e t e h g e o a l d s u t a t a i n i n g .

R e c o g n o i s t t i u d r e m e t v s q ' w a l s i f i s c h a d t i f e d s t h e e l p o a p r e t d i , i c a b e h a t t o y o n
 t h e p i r a c e t x i p e a r l s e a n o e a r r e d s o g s i t z i d p a r g e t v s p ' r o a u s e t x i p e a r l s i h e o n t c a e k e t o
 a c c o i u s t n t c e o n t p , l , e x b a n p o u a l i a t c y o r v i a t h i c e u r r i B e c a g n o i s t u i c h n
 p r a c e t x i p e a r h i u e s n i c l e e a n t d r y a n s p d a o r c e u m t e l y t r e e d u c a i t n i s o n i a t u t i o n .

In order to ensure the implementation of internal normative and regulatory documents for the
 i m p l e m e n t u a a t d i u c n p t i o g n a m s o r v i a t h p e a r f i s g h e u r c a d u i e l n i a f i c a t i o n
 i s d v i s e l b l e a l d o p i t p i r o r v a i l l s i u o k r e s y r e a s e a r o n u i t n c g a m r e l e s c o m m e r f d a r t i o n
 i n t e r a g h e p l e n e t h v t s h e m i v e p r a s r i t r o e n p a n n i s e t s u d e n i t f e a r d r a i s a n i d o n
 r e c o g o n f u t a l o i n f i c a t i o n s .

U p o c n o m p l e f t h i d e u s a t u p d y o g s t a u n d n e u n s t e s c e a i p p e o p o d e l a r e e x n p t l s a t i h n e i n g
 q u a l i f i c a t t a i o m e s d u d l e n a g r o n u i t n c g a m e s e h e e o d n , t l e e x v t e o l n , t a e s o l t a o t f u h s e
 e d u c a e i c e a n s w e a d e v i d e f n t e s e c c e s o m p u l e t i o n .

Standa HRE. E d u c a t i o n s t a i l t n u s b i t e o n n s f i d e h t e o m p e t o f f r h o e d e r a c h e r s .
 T h e m y s a t p p f l a y m t d r a n e s n p t a r c e s v s h e r e n c r u a t i d e n g e l t o h p e i m p l o y e e s .





In t e q r u n a d l o t h y h o e n s t u m a e l t e s o o m p v i s y t h e n t e p n u d r e p t o h r a e t , s o u r c e s a r a e v a i t l e d p l a e r t i i c d i p e a t h u t c s p t b g n a n t l s k a e t p y a r t i i c d i p e a t h u t c s p t b g n a m s a r a e w a o r f e h r e e s o a i n s d e e r s v a i v c a e i s l t a l b e r e .

I t i t s e c e s t s a n s y u e c f e n d i o m g e a s t t e a s b y l s e b e l m a d u c a l t h i c o m . c t e l r e n s r e c o g o n f i h a e d d i n b i u o d a l e a c a n e e d e s t o d c r o s m p a n s i v e a s a , d e q u a n t i p e e n f s c a r t i o n s t u d f e o n r d i s l p a r t o m p a n i e s .

Standard EHEA . E d u c a t i o n s t a i l t n u s e i t n o s e d i s h a t h e y l a e n a t l a y n z d e r e l e v a n t i n f o r m a t i e c r t m a v n e a t g y e e i d r u c a p b o g n a l m s l t h a e r t i v i t i e s .

R e l i i a n b f l o e r i m a p t r i e o r e f i o d i e s c i i n s a e k o i a n m f o l d k m o w i v m a g v o r k e i n e g c t a i n v d e l y w h a n t e i d n s p r o v t e m i e m f t o r m a t i h a g e c n y e s l t e o i u h d o l a v r e s d u s k e h i o n l c d l e u r d s i , n g t h o s e s p o f n e r h b l u t e h e a g , l a i c t y s a i n u b s i d f i u b l f r i e e r s f o r m a e t e i o v n e d .

E d u c a t i o n s t a i s t h u d u s o d a s i m e u t s h o f d e s l l e n t f i o m g a n t a i l a y n z d e r e l e v a n t i n f o r m a t i e c r t m a v n e a t g y e e i d r u c a p b o g n a l m s l t h a e r t i v i t i e s o e t h i f o n m a t i o d e p e t n o s b r a e x t o e r n h t e y p e n d i s s o i f d i r e n s t i t u t i o n .

E d u c a t i o n s t a i s t h u d u s o d a s i m e u t s h o f d e s l l e n t f i o m g a n t a i l a y n z d e r e l e v a n t i n f o r m a t i e c r t m a v n e a t g y e e i d r u c a p b o g n a l m s l t h a e r t i v i t i e s o e t h i f o n m a t i o d e p e t n o s b r a e x t o e r n h t e y p e n d i s s o i f d i r e n s t i t u t i o n .

Standard EHEA 1.8: Educational institutions must publish information about their activities (i n c l u d g i r n a g m t l e i s d l e a a c r c u o b j e a r t l i e v a n e a l a s a i d c y e s s i b l e .

G e r m a n a n d f a o r d u s e l d u c a t i o n s p e n i e a f l o b i r n f o r m a n t d i d o v n i o c s e t u d y p o g r a v n s a s h p e p i o f f i c e t a t e l r e e g h u t a t l h r e q u e i m r e f i t s t e r a i p n d g r g a n s o t e c o m m u n i t a h p e e l d l i . c .] .

I n f o r t i n p e n b g l h i o c u e a l r o u t e h r o u a g l i c h a s a n r e t d o s i l n s c , l t u b b e r e g v a b s i t e o f f e e d u c a i t i n s t i a t h o e d a n s d o c n i e a t l w o n f s o r p a b l b o s e h e u d c a i t i n s t i a t u t i o s h o a b v g e e r n e a r a e d a s c t i p v r i o t p y p s e g a a a n s m i s c r i i o f r e t r h i e a n x , p e l c e t a e d n i n g o u t c d f n o s t u p d r y o g r i a n n e s l , u d i a s n t g u p d r y o g r a a v n a s r , o l e a l l i f i d e a i c h i n s a g n i n g , a s s e s p m e o e v i u t l a s s i c n o g r e s a , i n p i p n o g r t u m o v t i t d e s d u d e m p s p o y o n f e n t g r a d u a t e s .

I n s t i s t h u d r i e o g h u s i l r a f i s t y u n d o e f n u t a s t o g a b o t s t e t r u o c f t h o e r o g l r e a n r , n i n g o u t c e m e p e p r t a e d t r i a c i a n h o t h y e n p o a s p e e t h e r o g r a m .

W h e n o n d u a c i t i n t h e r s r a e l s o f i n d e u r p t r o g t l e a , o l a t a a n r e e d s o u f l h e v a l u a t i v e a n a l (y a s c i c s o t r o c h P e d G a y c s l h e o) l u p e l r i o d e v a e n p o r d e s e h t i e t a u s d i e n s o f m e n t s t h d e u s a y s t i e a m o n c e r f o r f a n e r e d m i p t h e e o r o r r a p h a s b i l t e n s e n i v e s r e s i f t y e p o r w h i s c h o l u p o l b l a i v c a l i y l a b l e

T h e d u c a t i o n s t a i s t h u d u s o d a s i m e u t s h o f d e s l l e n t f i o m g a n t a i l a y n z d e r e l e v a n t i n f o r m a t i e c r t m a v n e a t g y e e i d r u c a p b o g n a l m s l t h a e r t i v i t i e s o e t h i f o n m a t i o d e p e t n o s b r a e x t o e r n h t e y p e n d i s s o i f d i r e n s t i t u t i o n .





Standard 1 E H D A . I n s t i t u t i o n n i s t r o p e r i o d e v i a t i o n g r a t n o s n s e t h a t h e y a e a c h i e t v h i e g i g r a a l n s c h e e t t i h n e g e e o d f s t u d æ m t i l s c e o m m u n i t i e s u d f t l s i s r e v i s e h v o l u e t d o n t i n n o p u s m e f n d g r a m s p . l a n a n c e t d i o i r e t s i u e l s t t s a i n e d m u s b t e o m m u n i t c a a l i t n e t d e t p e a d t i e s .

G e r m a n a n d a o d r u d e d u c a t i o n h a t i o n i s h t [p r e t t v a p e l n a e f e s u m y \$ t b e r e q u e i d o f c o m p a a s p e a s o f t h e o r t a r n d u a l a i s t s y u r a f i b l e i g e e d r u c a t i o n i n s t i t u t i o n e t i o n e g d u e r a t i o n i n s t i t u t i o n [. o p r] i a n t u e s t m e t a o s c u m m e n s e t u h c e o n t i a n n u p l u t a j o i f t e y a c i h i o n t p h a e f e s u d y

D u æ d u c a t i o n i s h a m b e e d g u r e a v i l a y w r e d v i v s e t d i p e a r t i c o i s p t a u d a e n d i t s o t h e n t e p a s t a e l d e r s o u g n t i o m i e m b d e r e r q u i r a e n s e a n d a r d s .

D u a t l r a i s h i o n g b e d m p l e m e n t h i b e a d s o i f s o p e a g t i e e r n e i n p a a g r e e d e n t s p r o f e s s i a c o t f a t c u e d v e i n t l s b s e e q n o p e l n d y a n g e n e t e , o n e t i n p e r s o v i o s e i d o u r c a t i o n a s e r v a i n d e b e r s .

T o i m p l e d n e a r d t u c p t b o g f i d h n s g e d e u r c a t i d e o m h p r i e f a e s s i a b o n r a i h f g e , r i a s e l e p a t r i t m g e b r e s e f i n e d .

G r e a t a t t e n t i o n i n t h e e d u c a t i o n a l i n s t i t u t i o n w i t t h p e r i n c o i f a p d æ d e m i t e a g m d d r y p e r t a t a e n s h e a s u r p e r s e v a e n t t i - c o r r u p t m a n i f e s t a t i o n s .

E d u c a t i o n i s h a s t h u d u i s t o p e r a c o t f i o c n e d u s c t t u e h e n t r e e y s a t d i s i a g i s f a c t i w i t h q u e a b e t y c a t h i s e o n j o e d s t e u r v c a l n e i m e i t d d e n t s i t f y d e m p i t n o ' r o h e q u a b f h e d u c a p t r i o e a s m i s a e s i k i n o n v l a e s d s g e e s e t m e n t ,

T h a e d m i n i o f h e a d t u i c o a n t i n s o n i a t t e u a t c i s h o i a n g d t u d r e u n s t a k a c t p i a i r e t t h e p l a n i n i m p g e m e a n t d o n t i o n l n g o p i r n o g e A s s i e l s a d f i l l e e a t d y e o r f s h e e d u p c a t i o n a i n s t i a t n d e i e d i o a d t e a c a h n e s t s u d s e h o t b e p d o v f l d r e d u a g h i c h u a n i n e b s u d i n g t h r o t u n g e h o g t h e e a d t h e e d u c a t i o n s h a p t e u r t s i o a n g o f s e a c a h n e s t s u d e n t h e e d u c a p t o r n a l l .

T h e p u a h i s s y s y s i t e a n d u c a i t i n s o n i a n t u s t e i l o e n d e f i g e n d e f l e i c s t t e r d a t e g i c d o c u m e n t e m f e s e . d l b a i c p q u a h i s s y s y s t e m e t e l o a e d o r t o b i h p e d C a y c t l h e e , e d u c a i t i n s o n i a n t u s t e i v e i r a p p (a P v i l t o n g s t e a g r o e a g l i t s o c e o n b e k t d u s a y s t e m a n a d s a w h o l a e p l a c c o r w i a t h e e a s , h o r t a c t t e p i r o m i n t l e f i k e p d (s k e p e r f o r m a n c e l n d i c t a b t e o r h s i) e v p a d ; c o r w i a t h e e f i n o e d j e c t t h u e n i e s e n r u s s i t (t D o) c a r o n y t a p p r o p p r l i a a n e e d d y v o d h i e e d e e f i n o e d j e c a n k d R l e s i a i l c) l o m p l a e t t e d h i d t i e e d s p r o p v e e r l i y (C a) n e d v a l u s t v e a g i f e e s t b a e s k a s a s s e s o s u m e s n t t i o m r t æ i r v e e , w s r e p d i r e t v s i , s n i e t e s t , w i n t u s l t a k e k e s l t d u e r e s m p e n a y t r o a r n s a g e a r a s c h e t e d r . v) n ; t h f e u t t u n e e d , u c a i t i n s o n i a n t u s a t t (t a i) h a c c o r w i a t h a e n a l y a z e l a t a a a n r e e d s o u f l t a s s e s o s u m e s n t t i o m r t æ i r e v e s h v i s o h a m a s k i a p o p r o p h a r a g e p e r a c t t r i a c i a r f i n g s t u d e n t u s t o g r a u m s ; i e g u a l r u i n z e a t t d i o n ,

T h a e c t p i a r e t i c o i s p t a u t d i e d n i e n t r o d a u n d i n p b e m e e n f t h a d u i p o r o g r a d n e s t r e n g t o h t e l a n f e o d r m a h a n o e y f n o d t h r o q u e g h s t i o n s n a r i v e a e y n s o , r d e i r e c t l y t h r o u p g e h o n v e r v i a t t e i p o m e s s e r f t h e a d u o v a e i t s i n s o n i a t t h u e t r i e b f i c a m s e t , i s t h o t u i l d n s y s t e m a s s k t u a d f e d r y t e s e e d o h a o k h e o r c e o t u i a c s p e l l s a c e t x i e c r a d i s e s .

Standard 1 E H D A Educational institutions must be in accordance with the basic principles .





Ex te q u a a l l a i s t s y e s s i n d v s a t r i f o o r s m a s i o n f i t r h e e e c t i o f e n e e q u a a l l i t y a s s e s s e n e c o n d e t f l d y n s p t r o v a e n e d e m e p v e r s p e t o t e d v u e c s a i t n i s o n i a t t u t s i o o n . p r o v i i n d f e o s r t m a e t a s t s i u e m s e t i a t n t l p e u o a h b i o t u t e u a b f t a g t i v i t i e s .

The d u c a i t n i s h i n t u u s t t e q u n u a d u e y a r i e o u t s e q u a a l l a i s t s y e s s i m e o n e d i n r e s a c c o r d i a t n e c g e u l a n t d e g i y s l o a c t u i m e e n t s .

Ex t e q u a a l l a i s t s y e s s i n d v s a t r i f o o r s m a s i o n f i t r h e e e c t i o f e n e e q u a a l l i t y a s s e s s e n e c o n d e t f l d y n s p t r o v a e n e d e m e p v e r s p e t o t e d v u e c s a i t n i s o n i a t t u t s i o o n . p r o v i i n d f e o s r t m a e t a s t s i u e m s e t i a t n t l p e u o a h b i o t u t e u a b f t a g t i v i t i e s .

7 F o r m a d f i c o m t i o n f g t e u n d i e d u t a s d u c a p t o i g o r a m s

T h e e l e c t i o n f e a t u r e s i t a i p r i o r i g o r a m s o u b e d h e e n t e r (p o r a i n s i e z a a t s o e n d h) t h r e e s o f t h e r w i i t e h t s e i s e s i d e a m p t p s l i c s a e n t e s c r t i i t h e e r t i u a d e n t s f a p p l i d u e d u c a p r i o g a i d e e s t e r a m i n a n g e r d e p d o n y e d u c a o g r a m i a z t a o g e v n i s t e h r e p a r t o e n p a e n y t e r g p a m i i s e a t h e c o m b o e s r t u d e e n n r o s l d u e a d o g r a e n s e r b n y n e d t h e e e o d f s h r e e g a r i d a s g r e p o v n i t b m p a (n e i n e t s e r g a r n i s e z a t t h e e a r t n i s) m a a n h o f e r E n t r e p o f e i n R e e p r u s h K a z a k h s t a m a e k e n u b a s o y r t l h r e e s o f t h i e n t e w i v i t a w s t u d a e n g r s e c o n l e u n a t i f a i i s i o n g l u d e d .

8 M a n a g e m e n t c o t o r d i o n f a u t a i r o a n i n h i n g g e e d u c a t n i d e o h t h r a a h i n g

T h e m a n a g e m e n t o b r d i o n f a u t e i d o u n c a t s i a o n u a e t d h e i g e e d u c a t n i d o a i n i n g i n s t i t u t h r e e i n s s v t a r n u t u t n o o e r d i a n c a a t d i e n s i s o t h e s e s p o e m p b o y f e h e e s t r u a n t u c t g a e w t i h t h r e e a o d f s h g e r a d u a e t p i a r r g t m e n t s :

p a r t i c i p a n t a e n s i z a a n t d i o n n o r f t h e e v e l o o p f e n d u n d a a h n o e n t a h o d o l o g i o d o c u m e n t e a d t u i c a p t r i o g r a d m e d u c a t i o n ,

c o o r d i n a t o r s h e e p a r d m e n t p l e m e o n f t h e d u c a p r i o o t h e u a l f o o d u c a t i o n ,

e n s e r e s c t d o v r e d i o r f a v e i r o k h e p a r t o m e n t s a u g d r i e n e g m e n e t s u c a t i o n , a s s i e s t s a b p a s h h e g s l o e p p a r a m e l m t t e s r (p o r a i n s i e z a o m p a f a o r e s) t h i e m p l e m e o n f t u a e t d i u e r p t b g n a m s ,

i n t e w i a l t o t e s a l e c b o d o v e n s e i a n y d e g o r b m e g a n i z a d t u i a d i n u c a t i o n , p r o v i i n d f e o s r m a o i e q u o f e r s o t m e i n i o s t o r i y e a m l i e g e d u c a t f i R e e p u b l i c o K a z a k h s t a n f d m u c a t i t h e e p u b l i c a z a k h s t a m i a m i o s f t m f o r a n a s t o d o n a l D e v e l o o p m e n t R e e p u b l i c a z a k h s t a m a g e o r n e r g e u r c a t h e o n h t r i a e i a n t i h n e g o g a n i z a t t h e e c u n c a p t r i o o e s s i d e t n u t d s y d i u a g d u c a p t r i o g r a d m s .

D e p a r e m p e l n o y e e d i t m e n t p l e m e o n f t u a e t d i u e r p t b g n a m s :

c a r o u p t e s e p a w a r f k o c r o y n c l a u r a l g m e g e v n i e r h t t e r (p o r a i n s i e z a o m p a a j e s) o n t h j e o i m p l e m e o n f t u a t i f a o p m i o r g o c a m s i u p t e s e p a w a r f k o r g y a n i t z h a e d g n i s s i o n o f s t u d e h u t a s r o g r d a i n s t , r t b e t o p i a m g c r o e n p a v i i t e h p e r o v i o s a i w o n k p f l o a r c e u n d e r i i m g d u s t a i a m p d n o f e p s a o t h a b e ,

d e v e a s o c p h s e o f u r a e i s r e i s r f j o d r a s t a i a n d i o n g d w i n t e h t e s r (p o r a i n s i e z a t i o n c o m p a t n i c o s) d i a t n p d o a s e d u o r n e p l i e n t d u n t g t a i a m p d n o f e p s a o t h a b e ,

c o n d u e r t s s u l f t o a r t u o e n s u t e s t u c a t s d u o b n w i r t i s f e e d t o t a h d e p a r o t m e n t t h r e e s o f i t a s i i n i u a g d u c a p t r i o g r a d m s ,

e x e r c o s t s e h e e n t e r p r o o v s e s i s o n v a r k a i n d i j v d i o n g d i f t o s r b o u n d e n t s , c h e t k s s t u d a e r g a i t v i e n s t r o i t a p o r o s t a e n s d a f a e t t h y e o r k p l a c e s ,

p e r f o l f e a n s c a s s o i n t g o n i e n d l e o s e n t w a t l m e e n f o o t h e e n t e r p r i s e .

T h e e p a r o t f m e e d u c a i t n i s o n i a t u r o u e s





discuss the need to capacitate the relevant stakeholders, monitoring the implementation of the measures, assess the impact of the measures, and based on the monitoring results, decisions are made regarding the implementation.

9 Monitoring of the implementation of the measures

The monitoring of the implementation of the measures is an important task for the relevant stakeholders. It is necessary to monitor the implementation of the measures in order to ensure that they are effective and to identify any problems that may arise during the process.

- the monitoring;
- the objectives and indicators of the measures;
- the methodology used for monitoring;
- the responsibilities and roles of the relevant stakeholders;
- the data collection and analysis methods;
- the reporting and communication procedures;
- the self-evaluation of the monitoring process;
- the corrective actions to be taken.

The monitoring of the implementation of the measures is a continuous process that requires the active participation of all relevant stakeholders. It is necessary to establish a clear and concise monitoring framework that is based on the objectives and indicators of the measures.

The monitoring of the implementation of the measures is a complex task that requires the use of appropriate methods and tools. It is necessary to identify the key indicators that will be used to measure the progress of the measures and to develop a clear and concise monitoring framework. The monitoring of the implementation of the measures is a continuous process that requires the active participation of all relevant stakeholders.

The monitoring of the implementation of the measures is a continuous process that requires the active participation of all relevant stakeholders. It is necessary to establish a clear and concise monitoring framework that is based on the objectives and indicators of the measures.

- the objectives and indicators of the measures,
- the methodology used for monitoring,
- the responsibilities and roles of the relevant stakeholders,
- the data collection and analysis methods,
- the reporting and communication procedures,
- the self-evaluation of the monitoring process,
- the corrective actions to be taken.





Intereirni fidsatuidbecht p r o g r a m s n o i u v i d t h i e n v o l v o e f m e e n t b o r r d s
 s p e c i f a r d n e r s t e r (p o r a i n s i e z p a i r b h) i i n p u a l r a i g h n t h e r m e e d r i t a i t f i e n a t i o n
 d i s c i p l i n e s e e d t e l e n y t e i r s a i r s i d e y d n d e p e o d e n h s i s r i c o l n i s d d e g e n d e n t
 e x p e r t e s a e m e r n s t A n i s n) d e p e o d e n h t n s a i y o a l a u n c h e d e p e r e d e a m b o m p a n y
 e m p l o y a p e r e a m t a i n c a f e d r u e d u c a p t r i o g r a a m .

Toc on d u h e r t a e r t i f i s a t u d i e d n u t a s t o g r a a n s m i s s o r o m e n d t , l t u d a o g e r s
 a n r d e p r e s e m t a n t e i r v e r s e d o t h e c o m p i a n t l y e r a i p r i o r i t h e n a e r t i f i d a a l o n
 p r o g r a a n d m a s t a s l a u c k e t r o e m o n s p t o a t e s k i b h a l

Educational organizations implementing educational programs of technical and vocational, post-
 s e c o r e d l a r c y o b t a i n e n d h r e e s o f t s d r e a n s t t s e r i o r i f e s n o i d o v i a t s h i f e n a m e o f o r k
 o n e u a l i f i a n (a d t r i h) e n s o u f l r t s e r m e d i t a f i e s a d u e o t h o p i c a f e s s a o n a h g .

Students must be involved in the procedures for
 a s s e s t a n t e i r t s e l f - a s a s r e p o r s o m e a n d t e f i o r a s l s e t s l e i d i g i e v e l m i e i n s t e s r . v e
 t i o n c r t e h a e s t e m o r t a l v o a f t t i u o d n e n s d t s e r t g d e h s e i o r c e h i h e l y e a r r e i s n u g t s .

The n a l e s o f a s s e s s e e d n u g c a a i c b o i n a v o e f n e u d a s r a e y s e p o b r t h b e a s o i f s
 a s s e s a m e n d e n t o s m m e r p d a t v i y h e s h o e f i s e o m m i s d e i p e n n e d r i h o e g r r i a c n u d l u m
 o g a n i z a t i r o e a l u c e i t n s o h i a n t a y t a i v o n e s i w n u l a e a s p p r o v a d e d a s o e n s .

t h r e e s o f a s s e s s e e d n u g c a a i c b o i n a v o e f n e u n d t t s h e o s m i p s e p r a e r l e e s v o a c n u t m e n t s
 w i t h r e e s a u n d e s c o m m e r f o s a t t u i d o m n i t o s a n h l e e s e i d s s e e t i o f d i c i a p t l e o s m a s .

A s t u d e n t a p s a s t e f i e n a e r t i f i o n a t s i t o e n h e e d n u g c a p i r o g r a a f a e n c h a n i d a l
 v o c a t e i d o n c a a l s i s s i n a y n o e r d q u a g l i f (q a u t a i l o r f a n e d o t r h o e s a) l i f l m a t d i - d r e v e l
 s p e c i a l i s t " .

A s t u d e n t a p s a s t e f i e n a e r t i f i o n a t s i t o e n h e e d n u g c a p i r o g r a a m s t - s e c o n d a
 e d u c a t i o n i n t h e e d a l i f i a p p l i a d e h e l o r " .
 A s t u d e n t a p s a s t e f i e n a e r t i f i i s s a s t a s o d i t p l o m a .

10. Education als caensd offn adnucaillag e druns a tain d n s p r u d e n t s u p

F o t r h e e e c i t r i p l e e m e o n f t u a e t d i u o c n p t i o g r e a d n s c , a r t e s o n a t i e n e p s o r w t h a r c t h ,
 a l l s o t v u d e a n c t q s p i r a e s t k i a l a t t s p e r i i t e h n e o e k p a l s a e e s , a d u c a i t i n s o h i a t u t i o
 T h r e a i e n d u c a r t e s o n a f i u e d u c p t b g h a o n s u d e :

- c l a s s a r n d a n s o r a t q u i p a e n s o o w l o s r , k p a r a d o e r s k s h o p s ;
- e d u c a t i o n e n t a h l o d o n a d t g e i r d a a l l s ;
- s i m u l a n d i o r t s r u a i l n e r s ;
- t e c h i n n i f c r a d s w o r p l c o j a n e d s s i g n m e n t s ;
- l i b r a a n e d l e s t e s o i u c c e s ;
- j o i b p a r t o m p a (n e i n e t s e o g a n i s z a t i o n s) ;
- m e a o n f s r o t a e n s t a f o e n t y

E d u c a t i e s o a f t s e t s u d o e f i n u t e s d u c a p t r i o g r a a n k m e a x i n o u s o e f h p e r a c t i c a l
 a s p e c t a i o n b i t r a g h , e c e k s a o v y a e n s d e f l a l f s u t p u r r o e f e s a r . e e a l

F i n a n e s o b f i c e s l u c p t i a g i m p o r b a e h s u t r h e e n e c f t u r v e t o f h e n g
 d u e b u c a s t y i s d a r e m , e s s a i n t l u a b i e t y u c a f t i i n c a m . e i s o l a r u e s e s o p a s a l a t r o i e s
 t e a c h e r e n e s t o o m p e n p a t y i m e t n o s t s u d e u n r i t s m o p i r r a c t r a a p i r o f g e s s i o n a
 i n t e r a n s i t h r i t p e s r i n p l a i r p c s o e m p a (n i i e r n s t e r a p m d i g s a e n s i z a p t r i c o v n i s d i c r e g s
 e q u i p a m e d i t u c a r n a b e n e o g a h i s p r i a n c g t l i a c i a d l e v e o r k p a l n a d a e o y t h a e s r p e c t s
 t h e e d u c a p t r i o m e a s s .

F i n a s a p p i a d r u t a p i o g r i k a n z a k a s t i e a r n o v l o y l e d i p a u s i n e s t u b e t r a g t e ,
 e d u c a t i o n s a t (H P E O h e) V a n t l a r t e m e t r e r p h e n a e s s o . u r o c f f e u s n d f i o r g u a l
 e d u c a t i c b o d e :

- g o v e r n m e n t i n g ;
- f u r f d s p a r t o m p a (n e i n e t s e o g a n i s z a t i o n s) ;





grantsponsorship;
 fundsforheadperodandservices;
 fundsforeducationalinvestmentsandeducationalinstitutions;
 subsidiesandeducation;
 scholarshipforstudents.

Foronfinanciallyaidperiodtheeducationalregional
 characterisimportantinsupportoftheeducational
 functionoftheuniversityandtheeducationalinstitutions.

11. The following is a list of the main items in the

Duatrahistoricalvantagepoint,thesocialand
 educationalpolicyandtheeducationalinstitutions,
 supportoftheeducationalinstitutions,artisticand
 preceptsoftheeducationalinstitutions.



Table B. Main tasks for risk management for each group

Group of participants	The main tasks of participants in dual training
Educational institution	Increasing the interest of enterprises in the joint development of professional standards educational programs, providing practice bases
	Successful development of regulations, agreements with management companies, coordination of financial issues, rules and incentive measures for partner organizations ensuring compliance with licensing requirements
	Since the dual training model is more actively used in technical and vocational training organizations, HPEOs need cooperation and the use of their experience and contacts with enterprises, so that the predominantly targeted implementation of dual training elements in HPEOs develops into a sustainable implementation of the dual model in Kazakhstan
	Contribution to the qualitative development/revision of training/educational programs, methodological recommendations for the preparation and implementation of dual education programs
	Development of a motivational set of actions in relation to potential students of dual programs, a sustainable informative database of dual programs
	HPEO contribution to the creation, consultation and support of independent certification centers to confirm the level of qualifications of graduates of dual programs. Support to include additional courses as part of continuing education
	Increasing competence in formulating orders for training specialists
Partner company	Increasing the interest of enterprises in the joint development of professional standards educational programs, providing practice bases
	Development of a motivational set of actions in relation to potential students of dual programs, a sustainable informative database of dual programs
	Increasing competence in formulating orders for training specialists
	Elimination of problems of employment of graduates of higher technical and professional training due to limited vacancies at enterprises, elimination of the large investment in dual education programs
	Contribution to the qualitative development/revision of training/educational programs, methodological recommendations for the preparation and implementation of dual education programs
	Contribution of business partners to the creation of independent certification centers to confirm the level of qualifications of graduates of dual programs
Student	Increased interest in the proposed dual program, self-motivation, motivation from outside
	Active use of an informative database of dual programs
	Active use of educational resources of dual programs
Mentor (at the enterprise)	Increasing the interest of enterprises in the joint development of professional standards educational programs, providing practice bases
	Increasing competence in formulating orders for training specialists
	Development of a motivational set of actions in relation to potential students of dual programs, a sustainable informative database of dual programs
Dual education coordinator	Development of a motivational set of actions in relation to potential students of dual programs, a sustainable informative database of dual programs
	Increasing the interest of enterprises in the joint development of professional standards educational programs, providing practice bases
	Contribution to the qualitative development/revision of training/educational programs, methodological recommendations for the preparation and implementation of dual education programs
	Increasing competence in formulating orders for training specialists



Society	Creating favorable conditions for the development of large enterprises in certain regions in the dual field of education
	Development of a motivational set of actions in relation to potential students of dual programs, a sustainable informative database of dual programs
	Successful development of regulations, agreements with management companies, coordination of financial issues, rules and incentive measures for partner organizations, ensuring compliance with licensing requirements
	Development of a unified methodology for interaction between all subjects of dual education: students, organizations, employers and regional administration
	Eliminating employment problems for higher education and technical training graduates due to limited vacancies at enterprises, and a lack of investment in dual education programs





To solve these problems it is necessary :
 popularize the ideas and practices of dual tr
 industrial community and among other important st
 programs for all key parties interes tgeadh iizna ttiroani, n i
 enterprise;

consti h e e t d i u r a e t o g a r a p m p n o p e e o / T O A E n d a r t o m p a n i e s ;
 det e r t i n i e m p e o r d f a u e c t e u c a t t r i e o n f e e a c h e m p s e r m e r y t a o n s d s u d i e n t e s
 s t r a d t o e g u i n o e f n e s u c a i t n i s o n i a t l u t i o n ;
 c o o r d i n a t e l o p o m e t n e t i d m p l e m e o n f u a t t i u c n p t i o g m v a t n b o e v e r a l l
 s t r a g t o e a g l i s u e n i v e r s i t y / c o l l e g e ;

d e v e l n d p e r o r c a e l l g u l i a t t h e e e i o / T O A E n t T h e o s t m p o a s p o e t t p e r o g r a m
 (l e a r e s u p t o s f e s p r i a c r t a h e r e s c e f d o r o e c l a u d i t m g i t o g r i e e m e d r u t a s
 training between the university, partner companies and students, admission criteria, recognition of
 q u a l i f i e t a d i o n s ,

e n s t i h a e c h i e v o e f m e a l n s d e a r o n u t n g o v i n e t s i n f e r a m e o v d u p l r o g r a m s
 r e q u i r a e n o p l e a s s a y w a t h e s a r t i o i s p a u t a e n o t t h e r t e p a s t e e s ;

t h r o j u o g i h e t a r p r i o n g e a s s s e e s s , s m a e i m t t s e , i o m i n e o p e i t o v e s e o n t o e n t e r a i n i n g
 p r o g a r n a d m e e o d s p e s i e f i t f o h e c o n o m y ;

r e g u m a m i l t t y o e a r a e c h r i e v o e f m e a n d u s a t e s ;
 p r o v p i a d r e t c r o m p a w i i t e h a r a o n f e e s l v i e r t m e r e t a r p r i o n g i e m s k i n g
 s t r a t e g i o a l e b a j e i p b a s o g a r g i , a z n i d m g l e m e u n a t i n g g r a m s ;

d e v e r l e o g p u l m a e t c h r a y f i o r s e m i s m b u r o s c o n s t e r t e r f p o o r g s e i s i n d u s t r i a
 t r a i a m p d n o f e p s i a o t h a b e ;

p r o v t i a a k r e a d t h e r e f e t r e o m p e a n n i e d e s e r f p o p r a i s t e i s d i p p e a r t s i o n m e h i n g ,
 e d u c a t i a d d v n a t i c a i o r f i h r e g n p l o y e e s ;

d e t e r r e i c n i e p o r b d d a g l a r t i h e a n s f a r t e m e r e r (p r o i n s p e a g i a e s z a t o i o n s)
 p a r t i a c i d l e a e d u c a t i o n u c a v i t e t h r e y c g r a a n t s u b s f i r d o m e t a t e ;

p r o v i u d e f i e m d i o m g a s t e s b y l s e o e m a d u c a t i o n ;
 p r o v t i h o e c e s n a f r o y m a b t u h e a a b i t t h e d u c a i t n s h i a a c t i t i o n h i s e s

p u b l i c e s p o s i t i o n s a u m r e s c o m m e r f d a t t s i p o m o s v e m e n t ;

e n s t i n a e d e q o f i t h e u a h a i s t y i s a s c e d m e a d u c a t i o n m v a t n s e t r a t e g i c
 g o a a l n s o b j e c t f r i v g e s e d u c a t i o n e r c h i r a a h e g i g b e n v a d l o p p r i e o n s t i t r i a e t s e g i c
 p r i o o f i t e e e s i v n a d r a s n e d d y c a d e v e n l a o p m e n t ;

r e g u m a m i l t t y i c m p l e m e o n f u a t t i a o i p m i o r g g d a r a s , a i a r g i r e g e m e s t e h e s
 c o m p l o f a h e e o w l s e k i g l e d s m p e t o e s n t c u i d a e g d i t a d w a t l a n s o d e r a t o n a r k e t ;

e n s f l e x i l a i n a d d a p t a t i c t i r e s p i r t o a c t e f d o r o p e i s o g t o m s c h a t i g e s
 v a r i f i e u a s h s d b h r e e q u i r o e p m e r n t o s m p a t n a i l e n s t , o c d u p e t c u l b a r i a t i o n e s g
 p r o g a r n a d m s t e r v a i o t h a i r o m p a n i e s .





