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WP1 Methodology

KAZDUAL – Implementing dual system in Kazakhstan
(618835-EPP-1-2020-1-KZ-EPPKA2-CBHE-SP)

15.01.2021 – 14.01.2024

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| Dissemination Level | | |
|---------------------|---|----------|
| PU | Public | |
| PP | Restricted to other programme participants (including Commission services and projects reviewers) | |
| CO | Confidential, only for members of the consortium (including EACEA and Commission services and projects reviewers) | x |

Summary

The document presents the methodology of PHT & ACQUIN regarding WP1. It serves as a reference point of the methodological steps that are followed in all WP1 tasks and activities.

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1. Introduction – Scope of WP1

«KAZDUAL – Implementing dual structure in Kazakhstan» is a three-year project co-funded by the Capacity Building in Higher Education programme (Erasmus plus). The project started in January 2021 and will finish in January 2023.

Preparatory work for the project is covered under WP1. This WP includes: data collection of good examples and analysis of EU practice, experiences and legislation in the area of dual system of higher and vocational education and survey of Kazakh companies (from different regions and in different industrial sectors) needs for dual system, a report on the state-of-the-art of dual education and results of surveys and study visits will be prepared with recommendations. It will summarize the results of the surveys with the companies and lessons learned. A report with revision of quality standards and recommendations for MESRK and IQAA will be also done at this stage.

The main activities of WP1 include:

- Review of EU best practices in dual system;
- Study visits to Germany and Austria;
- Survey among companies and regions to identify supporters of dual system model;
- Workshop on internal/ external assessment mechanism and management practices of professional education for MESRK and IQAA;
- Preparation of report with revision of quality standards and recommendations for MESRK and IQAA.

2. Workplan of WP1

According to the project application, this WP is covering the period M1-M6 of the project. After the Kick-off meeting, WP Leaders PHT & ACQUIN commonly agreed on the proposed timeframe for WP1, taking into consideration the transferring of all activities into virtual environment and meetings. The detailed workplan is found on **Annex 1**.

3. Allocation of roles – WP1 meetings

Under the guidance of Project Coordinator, WP Leaders PHT & ACQUIN commonly agreed to share tasks and activities under WP1 based on each par application. Tasks 1.1, 1.2 & 1.3 are undertaken by PHT and Tasks 1.4 & 1.5 by ACQUIN. Both WP Leaders have an overview of each other's activi progress and next steps.

| WP1 Meetings | | |
|---------------|-------------------------------|---|
| Month | Date | Brief summary |
| February 2021 | 8 th February 2021 | It was agreed to have WP1 meetings every 3 weeks; |

| WP1 Meetings | | |
|--------------|-----------------------------|--|
| Month | Date | Brief summary |
| | | <p>A first draft of methodological guide to be submitted by ACQUIN end of February: it will include risk assessment-mapping of challenges, workplan proposal-breakdown of activities – common working templates (ACQUIN & all contributing);</p> <p>Tasks split 1.1, 1.2, 1.3 (HT) & 1.4, 1.5 (ACQUIN) : both partners provide input on one another;</p> <p>Task 1.1 HT shares a common template for the mapping of best practices-programmes;</p> <p>Task 1.3 HT-ACQUIN think of possible criteria to be included for the identification of employers (qualitative such as quality management system, quantitative such as size of company, region etc);</p> <p>OVGU participates in the first meetings where the working basis of WP1 is set and then ad hoc when input is needed;</p> |
| March 2021 | 2 nd March 2021 | <p>PHT will edit the grid for Task 1.1 and send it to Coordinator for feedback, in parallel they will include some information on how to fill in the grid.</p> <p>Regarding online study visits, the plan is to have it in KW 16 or 17 along with OVGU.</p> <p>PHT will fill in the Workplan with their approximate due dates and will send it to ACQUIN.</p> <p>Next meeting 31 March. Timeslot 12:00-16:00</p> |
| March 2021 | 31 st March 2021 | <p>Study visits reporting</p> <p>T1.2 Who is participating in the study visits? What do we need to keep in mind for the proper reporting of study visits to EU? (what data should we keep, consent forms, protocols, recordings etc).</p> <p>WP1 Points of discussion:</p> <p>PHT/ACQUIN made an overview on where we stand;</p> <p>T1.1 PHT will send reminder to Kazakh partners to finalize their input by 6th April;</p> <p>T1.2 PHT-OVGU are going to discuss on the study visits;</p> <p>T1.3 ACQUIN will provide suggestions on possible QA indicators by 15th April;</p> <p>T1.4-T.1.5 PHT- ACQUIN have prepared an updated plan with concrete dates;</p> |

| WP1 Meetings | | |
|--------------|-----------------------------|--|
| Month | Date | Brief summary |
| | | <p>Workplan: ACQUIN will merge both plans into one until 9th April, then this can be shared to the Coordinator/partners;</p> <p>PHT-ACQUIN agreed to have all tasks that involve all partners until June 2021 and have 2 months (July-August) for compiling the reports/results.</p> <p>Next meeting suggestion: 3 weeks later (suggested days for ACQUIN 19-20 April or 26-27 April)</p> |
| April 2021 | 27 th April 2021 | <p>PHT/ACQUIN made an overview on where we stand (update on study visits, translation challenges and organization of June workshop);</p> <p>Discussion on qualitative and quantitative indicators for T1.3. PHT will discuss this with Coordinator and HEIs and commonly agree; ACQUIN will participate in the study visits at some sessions.</p> |
| May 2021 | 28 th May 2021 | <p>PHT/ACQUIN/OvGU made an overview on where we stand:</p> <ul style="list-style-type: none"> - update on task 1.3 Survey: discussion with Kazakh partners at the 27th of May about the indicators and the survey-questions were helpful so that everything could be finalized, translation challenges will be managed by Bayan; agreement on a timetable with Kazakh partners for getting the results until latest 30th of June. - update on task 1.4 workshop on internal and external assessment mechanism and management practices of dual professional education for accreditation agencies and HEIs: PHT will prepare some slides for presenting first results/challenges within the tasks 1.1 – 1.3 and send this slides to Marcel who will complete it and present them on the 14th of June. <p>Regine and Ingrid will participate on the 15th of June.</p> <ul style="list-style-type: none"> - Marcel will have a phone call with Bayan and ask her about important tasks that should be done from the project coordinator: e.g. send the resigned contracts to the partners, disseminate the official documents (management p P l a n , c |

| WP1 Meetings | | |
|--------------|-----------------------------|--|
| Month | Date | Brief summary |
| | | <p>give information on the matters to be settled with the EU, especially the integration of the pedagogical sector into the project (what is not foreseen in the application).</p> <p>Next meeting: 25th of June;</p> |
| June 2021 | 25 th June 2021 | <p>PHT/ACQUIN made an overview on where we stand:</p> <ul style="list-style-type: none"> - report for task 1.1 will be finished by mid July; - PHT will send it first to ACQUIN to give feedback and then will send it to Bayan as coordinator for further use; - there is still official feedback missing for integrating the pedagogical sector into the project (the integration caused more work for PHT); - The questionnaire (task 1.3) was sent out by the Kazakh partners to companies and schools; deadline for response is June 30; - the signed contract has now arrived at the pht (22nd of June); <p>Next meeting: 4th of August; 10 pm</p> |
| August 2021 | 4 th August 2021 | <p>PHT/ACQUIN and OVGU made an overview on where we stand:</p> <ul style="list-style-type: none"> - report for task 1.2 is finished and has been sent to Bayan, OVGU and ACQUIN; - results from the survey (task 1.3) have been sent to Bayan for translation; PHT will send a reminder and set a deadline for submitting the translation so that this report can be started still in August; - ACQUIN will finalise the recommendations for the ministry by the end of August; - there is still official feedback missing for integrating the pedagogical sector into the project. <p>Next steps</p> <ul style="list-style-type: none"> - OVGU will contact Bayan and the European commission (official letter) and ask for possibility to transfer travel costs from WP 1 to subcontracting costs for translation; if there is no consent for this, the allowed 10 % for translation expenses will be |

| WP1 Meetings | | |
|--------------|------|--|
| Month | Date | Brief summary |
| | | <p>transferred (translation German – Russian);</p> <ul style="list-style-type: none"> - OvGU will also clear up the pedagogical question within this letter with the European Commission; - Meetings planned in September: Management meeting and Workshop on duality; internal meeting OvGU, ACQUIN and PHT to coordinate the transition to WP 2. |

Table 1: WP1 meetings

4. Task Methodological Steps

Each task under WP1 has its methodological steps as described below:

4.1 Task 1.1. Review of EU best practices and experiences in dual system

Aim of the task

The aim of this task is to gather information about the different systems of dual education within the project countries. At least 10 programmes in dual system in different industrial sectors will be analysed.

Objectives of the report

The report will give an overview of the state-of-the-art on dual system practices, highlight important key points and challenges and thus provides an appropriate basis for further project steps.

Proposed method

In an initial questionnaire, Participants should indicate the areas in which they would like to contribute best practice examples, in order to ensure a certain diversity according to the application (but also to Kazakh needs).

Next a standard template to be completed by the project partners serves as the basis for the analysis. The templates submitted will be qualitatively evaluated with regard to essential key points and challenges of dual training.

Target group

All HEI and VET-institutions that are involved in KazDual are invited to submit best-practice-examples from their country. EU partners will give special contribution to this task.

Output

A final report based on the submitted templates summarizing the main results of the analysis. The scope will depend on the number of examples submitted.

Questionnaire

First questionnaire to identify relevant sectors (according to the application but also to Kazakh needs)

KAZDUAL | Task 1.1

State of the art on dual practices in different sectors

Email *

Valid email address

This form is collecting email addresses. [Change settings](#)

University/College/Institution *

Short-answer text

Please select or add the field(s) for which you can contribute 1 to 3 best-practice-examples for Dual-Higher-Education-Programes. *

- Logistics
- IT
- Manufacturing
- Energetics
- Electronics
- Mechatronics

⋮

Other field (that is not mentioned above)

Short-answer text

Other field (that is not mentioned above)

Short-answer text

Standard Templates to be filled in by partners

GENERAL INFORMATION – How to fill in the tables

Please fill in the following table by overwriting the explanations in square brackets.

If necessary, cells can be connected or divided.

Please do not delete any cells or rows. If the

We kindly ask you not only to fill in a table for the dual profession itself, but also for the responsible educators in the respective fields. So it maybe necessary to copy the tables. If there are different ways of learning the profession e.g. on different education-levels, please fill in another table.

A fully completed profile for the field electronics technician in Austria is enclosed as an example. THANK YOU!

| [COUNTRY] | |
|---|--|
| PROFESSIONAL PROFILE | |
| LEVEL: [EDUCATION LEVEL; E.G. COLLEGE OR UNIVERSITY LEVEL] | |
| [PROFESSION] | |
| ISCED¹-LEVEL | [AT WHAT ISCED LEVEL IS THE PROFESSION IN QUESTION ANCHORED] |
| NQR/EQF²-LEVEL | [AT WHAT EQF-LEVEL IS THE PROFESSION IN QUESTION ANCHORED] |
| TRAINING INSTITUTION (RESPONSIBILITY) | [WHO ARE THE PARTNERS INVOLVED IN THE DUAL TRAINING PROGRAM] |
| | [PARTNER 1] [PARTNER 2] |
| OVERAL DURATION OF EDUCATION | [HOW LONG DOES THE TRAINING LAST] |
| | [PARTNER 1] [PARTNER 2] |
| STUDY MODE | [E.G. FACE-TO-FACE; DISTANCE-LEARNING...] [E.G. FACE-TO-FACE; DISTANCE-LEARNING...] |
| ECTS-AP | [HOW MANY ECTS ARE ACQUIRED] |
| QUALIFICATION / DEGREE | [WHAT QUALIFICATION/DEGREE IS ACQUIRED] |
| ADMISSION REQUIREMENTS | [WHAT ARE THE ADMISSION REQUIREMENTS] |
| LEGAL BASIS | [WHAT ARE THE LEGAL BASES FOR THIS EDUCATION] |
| ACCESS TO | [WHICH ACCESSES OPEN UP AFTER THE TRAINING] |
| REGULATIONS | [OTHER REGULATIONS AFFECTING THE TRAINING; E. G. NUMBER OF TRAINEES, WHO BEARS THE COSTS, ARE THERE OTHER PARTNERS INVOLVED] |
| CURRICULUM (ABSTRACT) | [WHAT ARE THE CORE ELEMENTS IN THE CURRICULUM] |

¹ ISCED – International Standard Classification of Education.

<https://www.bildungssystem.at/en/isced/international-standard-classification-of-education>

² EQR – European Qualification Framework. <https://europa.eu/europass/en/european-qualifications-framework-eqf>

NQR – National Qualification Framework. <https://www.bildungssystem.at/en/nqf>

| [COUNTRY] | |
|---|--|
| EDUCATORS PROFILE [PARTNER 1] | |
| LEVEL: [EDUCATION LEVEL; E.G. COLLEGE OR UNIVERSITY LEVEL] | |
| [PROFESSION] | |
| ISCED³-LEVEL | [AT WHAT ISCED LEVEL IS THE PROFESSION IN QUESTION ANCHORED] |
| NQR/EQF⁴-LEVEL | [AT WHAT EQF-LEVEL IS THE PROFESSION IN QUESTION ANCHORED] |
| TRAINING INSTITUTIONS (RESPONSIBILITY) | [WHO ARE THE PARTNERS INVOLVED IN THE TRAINING FOR THIS EDUCATORS] |
| | [PARTNER 1] [PARTNER 2] |
| DURATION OF EDUCATION | [HOW LONG DOES THE TRAINING LAST TO BECOME AN EDUCATOR] |
| | [PARTNER 1] [PARTNER 2] |
| STUDY MODE | [E.G. FACE-TO-FACE; DISTANCE-LEARNING...] [E.G. FACE-TO-FACE; DISTANCE-LEARNING...] |
| ECTS-AP | [HOW MANY ECTS ARE ACQUIRED] |
| QUALIFICATION / DEGREE | [WHAT QUALIFICATION/DEGREE IS ACQUIRED] |
| ADMISSION REQUIREMENTS | [WHAT ARE THE ADMISSION REQUIREMENTS] |
| LEGAL BASIS | [WHAT ARE THE LEGAL BASES FOR THIS EDUCATION] |
| REGULATIONS | [OTHER REGULATIONS AFFECTING THE TRAINING; E. G. NUMBER OF TRAINERS, WHO BEARS THE COSTS, ARE THERE OTHER PARTNERS INVOLVED] |
| CURRICULUM (ABSTRACT) | [WHAT ARE THE CORE ELEMENTS IN THE CURRICULUM] |

³ ISCED – International Standard Classification of Education.

<https://www.bildungssystem.at/en/isced/international-standard-classification-of-education>

⁴ EQR – European Qualification Framework. <https://europa.eu/europass/en/european-qualifications-framework-egf>

NQR – National Qualification Framework. <https://www.bildungssystem.at/en/nqf>

| AUSTRIA | |
|---|--|
| LEVEL: [EDUCATION LEVEL; E.G. COLLEGE OR UNIVERSITY LEVEL] | |
| [PROFESSION] | |
| ISCED⁵-LEVEL | [AT WHAT ISCED LEVEL IS THE PROFESSION IN QUESTION ANCHORED] |
| NQR/EQF⁶-LEVEL | [AT WHAT EQF-LEVEL IS THE PROFESSION IN QUESTION ANCHORED] |
| TRAINING INSTITUTIONS (RESPONSIBILITY) | [WHO ARE THE PARTNERS INVOLVED IN THE TRAINING FOR THIS EDUCATORS] |
| | [PARTNER 1] [PARTNER 2] |
| DURATION OF EDUCATION | [HOW LONG DOES THE TRAINING LAST TO BECOME AN EDUCATOR] |
| | [PARTNER 1] [PARTNER 2] |
| STUDY MODE | [E.G. FACE-TO-FACE; DISTANCE-LEARNING...] [E.G. FACE-TO-FACE; DISTANCE-LEARNING...] |
| ECTS-AP | [HOW MANY ECTS ARE ACQUIRED] |
| QUALIFICATION/DEGREE | [WHAT QUALIFICATION/DEGREE IS ACQUIRED] [WHAT ARE THE FIELDS OF EMPLOYMENT] |
| ADMISSION REQUIREMENTS | [WHAT ARE THE ADMISSION REQUIREMENTS] |
| LEGAL BASIS | [WHAT ARE THE LEGAL BASES FOR THIS EDUCATION] |
| REGULATIONS | [OTHER REGULATIONS AFFECTING THE TRAINING; E. G. NUMBER OF TRAINERS, WHO BEARS THE COSTS, ARE THERE OTHER PARTNERS INVOLVED] |
| CURRICULUM (ABSTRACT) | [WHAT ARE THE CORE ELEMENTS IN THE CURRICULUM] |

4.2 Task 1.2. Study visits to EU

Aim of the task

It was intended that 22 teaching staff members and managers from Kazakh partner institutions will carry out a two 1-week study visit to Germany and Austria for transfer of knowledge and experiences in the field of Dual system.

Due to the challenges that COVID-19 has brought, the study visits have to be organized online by using Zoom as a virtual platform. The study visits will take place from 26th to 28th of April at OvGU (Germany) and from 5th to 7th of May at PHT (Austria).

⁵ ISCED – International Standard Classification of Education.

<https://www.bildungssystem.at/en/isced/international-standard-classification-of-education>

⁶ EQR – European Qualification Framework. <https://europa.eu/europass/en/european-qualifications-framework-egf>

NQR – National Qualification Framework. <https://www.bildungssystem.at/en/nqf>

Objectives of the report

One report that contains the minutes of all study visits and related documents will be generated. The first meeting at OVGU will serve to launch the project and understand German model of dual education practice in Magdeburg region. A second visit to Innsbruck will server to analyse Austrian model of dual system.

Proposed method

Due to the online situation, the visits have more of a conference character (lectures by experts). However, there will also be interactive work phases to ensure the learning outcomes. Through videos an attempt is made to also give a visual insight into the dual education of Germany and Austria.

GDPR

The study visit by using Zoom will adhere to the strictest rules by the GDPR. A consent form will be shared with the participants before the study visit. The consent form can be found in the Annex.

Target group

Because of the fact, that the visit takes place online all Kazakh project partners form HEIs and VET-institutions are invited to the online-study-visit (not only the 22 originally intended staff members).

Output

A final report with the minutes and related documents as well as the evaluation results.

Study visit Agenda Germany (OvGU)

Study Tour Schedule -subject to possible changes-

| Date | Timeframe (CEST) | Activity |
|-------------------|-------------------------|---|
| 26.04.2021 | 08:45am-09:00am | <i>Zoom Dial-up</i> |
| | 09:00am-10:00am | <i>Welcome by Otto-von-Guericke University</i> Prof. Dr. Frank Buenning (OVGU) Marcel Massmann (OVGU) |
| | 10:00am-12:00pm | <i>The Dual Vocational and Higher Education System in Germany</i> Dr. Christin Brings (IIT) |
| | 12:00pm-01:00pm | <i>Lunch Break</i> |
| | 01:00pm-02:00pm | <i>Competence-based Curricula Development in Dual Education</i> Marcel Massmann (OVGU) |
| | 02:00pm-03:00pm | <i>Wrap Up Day 1 and Discussion</i> Marcel Massmann (OVGU) |
| 27.04.2021 | 08:45am-09:00am | <i>Zoom Dial-up</i> |
| | 09:00am-10:00am | <i>Best practice example: Dual Higher Education in Germany Part I</i> Dr. Stefan Brämer (OVGU) |
| | 10:00am-11:00pm | <i>Best practice example: Dual Higher Education in Germany Part II</i> Ursula Göz M.Sc./M.A. (DHBW) |
| | 11:00am-12:00pm | <i>Quality Management in (Vocational) Schools</i> Dr. Siegmund Wiegand |
| | 12:00pm-01:00pm | <i>Lunch break</i> |
| | 01:00pm-01:30pm | <i>Experiences in dual Higher Education</i> Gerd Müller |
| | 01:30pm-02:00pm | <i>Experiences in dual Education</i> Florian Moos |
| | 02:00pm-03:00pm | <i>Wrap up Day 2 and Discussion</i> Marcel Massmann (OVGU) |
| 28.04.2021 | 08:45am-09:00am | <i>Zoom Dial-up</i> |
| | 09:00am-10:30am | <i>The way forward: Workshop on Education and Sustainable Development in Higher Education and international Projects</i> Juliana Hilf (OVGU) |
| | 10:30am-11:30am | <i>Wrap Up Day 3 and final remarks / Evaluation</i> Marcel Massmann (OVGU) |

Study visit Agenda Austria (PHT)

Study Tour Austria – best practices in dual education

| Date | | Timeframe | Activity |
|-------------------------------|-------------------------------|---------------------------------|--|
| 05.05.2021 | P A R T 1 | 08:00am - 09:00am (european) | Welcome by Pedagogical University Tyrol Vice Rector Dr. Irmgard Plattner KazDual Team Austria |
| | | 12:00pm - 01:00pm (kazakh) | |
| | | 09:00am - 11:00pm (european) | Presentation of Dual Higher Education in Austria (University level) DI Dr. tech. Franz Geiger & Ingrid Hotarek |
| | | 01:00pm - 03:00pm (kazakh) | |
| | | 11:00am - 12:00pm (european) | Break |
| | 03:00pm - 04:00pm (kazakh) | | |
| | P A R T 2 | 12:00pm - 02:30pm (european) | Workshop Dual Higher Education Wrap Up Day 1 and Discussion KazDual Team Austria |
| | | 04:00pm - 06:30pm (kazakh) | |
| 06.05.2021 | P A R T 1 | 09:00am - 11:00pm (european) | Presentation of the Dual Vocational Education System in Austria (College level) Iris Kahn |
| | | 01:00pm - 03:00pm (kazakh) | |
| | | 11:00am - 12:00pm (european) | Break |
| | | 03:00pm - 04:00pm (kazakh) | |
| | | P A R T 2 | 12:00pm - 02:30pm (european) |
| 04:00pm - 06:30pm (kazakh) | | | |
| 07.05.2021 | | 09:00am - 11:00pm (european) | Overview best practice examples from partners Further work with the results of day 1 + 2 Evaluation Online Study Tour Austria KazDual Team Austria |
| | | 01:00pm - 03:00pm (kazakh) | |

4.3 Task 1.3. Survey to identify supporters of dual system model

Aim of task

The aim of this task is to identify supporters opinions and needs for Dual system in different industrial sectors in Kazakhstan and their motivation to participate in piloting phase. Foreseen industrial sectors are logistics, IT, manufacturing, energetic, electronics and other sectors, which could be identified within task 1.1 (according to Kazakh needs, e. g. pedagogical sector).

Each Kazakh partner will identify representative companies from chosen industrial sector Companies from 3 different regions in Kazakhstan for participating in the survey (along the specified indicators – see below). It is intended to identify at least 10 companies per HEI from 3 different regions in Kazakhstan as supporters of dual system model.

Objectives of the report

The report will include the results of the analysis of supporters of system willing to participate in piloting phase. The analysis will include at least 10 companies per HEI from different industrial sectors in 3 different regions of Kazakhstan. The contents of surveys with companies' representatives will

Proposed method

To include corresponding companies in the survey it is necessary to specify indicators (see below). Along these indicators Kazakh partners will find companies that participate in the survey. The questionnaire will be set up by PHT in the online tool SoSciSurvey (<https://www.soscsurvey.de/>). In a first step the survey questions as well as the indicators will be discussed and finalized with Kazakh partners. Then the Kazakh partners will translate the questions to russian language.

The questionnaire includes quantitative and qualitative questions (see below). The results will be analyzed in Excel.

A letter of motivation that points out the relevance of the project for Kazakhstan and therefore the importance of participating in the survey is sent together with the link to the companies identified by Kazakh partners.

Target group

The target group are the identified companies (indicators).

Output

The data collected provide information about opinions, experiences, desires and requirements of companies as partners in a future dual training system.

Indicators for the sample

Overview

Task 1.3 **Survey among companies and regions to identify supporters of dual system model**

Subtasks: Identification of criteria for filtering the companies that participate

Aim of task: to identify supporters of dual system model

Indicators (obligatory)

- 10 (or more) companies/schools per HEI and/or College from at least 3 different regions of Kazakhstan
- Incorporation of a varied, medium-sized range of companies
- Incorporation of key industries (according to the application and Kazakh needs) per region/per HEI in order to ensure broader acceptance of dual system model

Indicators (recommendation)

- Incorporation of companies that have a close link to the universities, policy makers, innovation hubs
- Incorporation of companies/school that have in-company trainers
- Incorporation of companies that are expected to willing to support during the piloting
- Preference of companies that follow broadly accepted national or international standards in their quality assurance (such as ISO 9000) - this will help us have a minimum of common understanding on what is quality assurance (e

Further recommendations for contacting the companies

- Contact persons in top positions; they are preferred since they relate to more commitment and engagement from the company
- Identification from the very beginning on their incentives to participate in the survey and next steps (usefulness of the results)
- Clear view from the beginning on how their view is important and how we visualize their involvement (clear and short survey, clear incentives, motivational letters to employers signed by Project Coordinator, Rectors etc)

Survey



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Surveyquestions

Experiences show that trainees in dual higher education programs (= dual students)

- already develop company loyalty during their training.
- get prepared for specific company requirements during their studies.
- bring theoretical input to practical activities.
- reduce the costs of hiring and recruiting employees because they remain with the company after completing their studies.

The company also gains access to high-performing employees.

We therefore kindly ask you to complete the online survey, because your feedback enables to draw up recommendations

- for the strengthening of an efficient dual training system in Kazakhstan as well as
- for improving the current practice of dual education models combining higher education and vocational education in Kazakhstan.

Please fill in the general data for your Company or your School and then answer the questions on the following pages. For the filling you need about 20 min.

| General Data – PART I | | Answer | mode | Description |
|---|---|---------------------------------------|---------------------------------------|---------------------------|
| RUBRIC 001 – CS – Company/School | | | | |
| 1 | Name | Text | | 1_name |
| 2 | Address | Text | | 2_address |
| 3 | Branch/Sector | Text | | 3_branch/sector |
| 4 | Number of employees | Text | | 4_number of employees |
| 5 | Professions employed | Text | | 5_professions employed |
| 6 | Professions needed | Text | | 6_professions needed |
| 7 | Position in the company | Text | | 7_questionnaire completer |
| 8 | Did you already work with training institutions (e.g., college, university) in the context of training individuals? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8_prev. exp. trainees |
| 8a | Which institutions? | Text | | 8a_prev. exp. trainees |
| 8b | How did this collaboration take place? | <input type="checkbox"/> occasionally | <input type="checkbox"/> continuously | 9_prev. exp. trainees |

| Questions – PART II | | Answer mode | | Description |
|--|---|------------------------------|--|------------------------------|
| RUBRIC 002 – IT – Interest | | | | |
| 9 | Would it be interesting for your company/school if dual students applied to you for a training position? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | 10_interest students |
| 9a | because (please justify your selection) | Text | | 10a_interest students |
| RUBRIC 003 – UC – Uni/College Cooperation | | | | |
| 10 | Would it be interesting for your company/school to cooperate with the university/college as a training partner? (e.g. curriculum development, cooperation in training organization, joint certification, defense of theses ...) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 11_Uni coop |
| 10a | How could you get involved operationally in this collaboration? | Text | | 11a_Uni coop_possibilities |
| RUBRIC 004 – FW – Framework | | | | |
| 11 | What legal framework conditions must exist/be created for your company/school to provide training places as a dual training partner? | Text | | 12_framework |
| RUBRIC 005 – IC – Incentives | | | | |
| 12 | What incentives for the cooperation of "Chamber of Commerce - MES - University/College – Company/School - Student in dual studies" should be given from the company's/school's point of view? | Text | | 13_incentives |
| RUBRIC 006 – CT – Contract | | | | |
| 13 | Would you be willing to conclude a training contract with the dual student under regulated conditions (to be determined first)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 14_training contract |
| RUBRIC 007 – SA – Salary | | | | |
| 14 | Would you be willing to pay the dual students a regular salary per month during their training in your company/school? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 15_salary_company |
| 14a | How much would you be willing to pay during the internship? | Text | | 15a_salary_company_amount |
| 15 | Would you be willing to pay the dual students a regular salary per month even during the theoretical training at the university/college? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 16_salary_university |
| 15a | How much would you be willing to pay? | Text? | | 16a_salary_university_amount |

| RUBRIC 008 – IR – Instructor | | | | |
|---|---|------------------------------|-----------------------------|--|
| 16 | Would you be willing to provide an instructor/mentor/trainer/buddy... for the dual students during part of their training in your company/school? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 17_instructor |
| 17 | Would you be willing to sponsor these instructors/mentors/trainers/buddies (e.g., in-service training)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 18_instructor sponsor |
| RUBRIC 009 – CE – Continuing Education | | | | |
| 18 | Would your company/school be interested in continuing to employ dual students in your company/school after they have completed their studies? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 19_continuing employment |
| 19 | Would it be a requirement for your company/school that students commit to remaining with your company/school for a <u>specific period of time</u> after completing their studies? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 20_requirement continuing employment |
| 19a | What duration would you prefer? | Text | | 20a_requirement continuing employment duration |
| RUBRIC 010 – RR – Resources in return | | | | |
| 20 | Would it be interesting for your company/school if, in return for the training of dual students, free continuing education courses were offered for your employees at the universities/colleges? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 21_resources return |
| 20a | What should be these offers? | Text | | 21a_resources return offers |
| 21 | Would you be interested in other resources (e.g. premises, equipment) being made available at the university/college free of charge in return for training dual students for your company/school? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 22_resources return other |
| 21a | What should be these offers? | Text | | 22a_resources return proposal |
| RUBRIK 011 – SU – Support | | | | |
| 22 | Our company/school is interested in supporting the implementation of a dual university/college program as a training partner. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 23_interest support |
| 23 | We ask for further information. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | 24_further information |
| 24 | Please provide any other question or feedback you consider relevant. | Text | | 25_other feedback |

Maybe some more questions for the next steps, when we have identified willing companies to support DHE programs.

| Additional questions – PART III | Answer mode | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------------|------------------------|-------------------------------|------|-------------------------------|------|-------------------------------|------|-------------------------------|------|-------------------------------|------|-------------------------------|------|-------------------------------|------|-------------------------------|------|-------------------------------|------|-----------------------|
| <p><i>Introduction:</i></p> <p>Thank you for submitting the first questionnaire within the KazDual-Project. After you have expressed your interest in participating in a dual study program with your company, we would like to ask you to answer a few questions once again. Your support is of great relevance for the success of the project.</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>1 In your opinion, what should be the distribution between in-company/in-school and university-/college-training (in total)?</p> | <table border="0"> <thead> <tr> <th data-bbox="703 667 943 725">Company/School</th> <th data-bbox="943 667 1131 725">University/ College</th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/> 10 %</td><td>90 %</td></tr> <tr><td><input type="checkbox"/> 20 %</td><td>80 %</td></tr> <tr><td><input type="checkbox"/> 30 %</td><td>70 %</td></tr> <tr><td><input type="checkbox"/> 40 %</td><td>60 %</td></tr> <tr><td><input type="checkbox"/> 50 %</td><td>50 %</td></tr> <tr><td><input type="checkbox"/> 60 %</td><td>40 %</td></tr> <tr><td><input type="checkbox"/> 70 %</td><td>30 %</td></tr> <tr><td><input type="checkbox"/> 80 %</td><td>20 %</td></tr> <tr><td><input type="checkbox"/> 90 %</td><td>10 %</td></tr> </tbody> </table> | Company/School | University/ College | <input type="checkbox"/> 10 % | 90 % | <input type="checkbox"/> 20 % | 80 % | <input type="checkbox"/> 30 % | 70 % | <input type="checkbox"/> 40 % | 60 % | <input type="checkbox"/> 50 % | 50 % | <input type="checkbox"/> 60 % | 40 % | <input type="checkbox"/> 70 % | 30 % | <input type="checkbox"/> 80 % | 20 % | <input type="checkbox"/> 90 % | 10 % | <p>1_distribution</p> |
| Company/School | University/ College | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 10 % | 90 % | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 20 % | 80 % | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 30 % | 70 % | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 40 % | 60 % | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 50 % | 50 % | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 60 % | 40 % | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 70 % | 30 % | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 80 % | 20 % | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 90 % | 10 % | | | | | | | | | | | | | | | | | | | | | |
| <p>2 In your opinion, from which semester onwards does it make sense to employ students in the dual study program as employees interns?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 1st semester <input type="checkbox"/> 2nd semester <input type="checkbox"/> 3rd semester <input type="checkbox"/> 4th semester <input type="checkbox"/> 5th semester <input type="checkbox"/> 6th semester <input type="checkbox"/> 7th semester <input type="checkbox"/> 8th semester | <p>2_begin practice</p> | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |

| 3 | In your view, how should the time model for a dual bachelor's program be best organized for the internship in the company? | 3_time model |
|--------------------------|---|--------------|
| 1 st semester | <input type="checkbox"/> no internship <input type="checkbox"/> single weekdays <input type="checkbox"/> block weeks <input type="checkbox"/> full semester <input type="checkbox"/> other Text | |
| 2 nd semester | <input type="checkbox"/> no internship <input type="checkbox"/> single weekdays <input type="checkbox"/> block weeks <input type="checkbox"/> full semester <input type="checkbox"/> other Text | |
| 3 rd semester | <input type="checkbox"/> no internship <input type="checkbox"/> single weekdays <input type="checkbox"/> block weeks <input type="checkbox"/> full semester <input type="checkbox"/> other Text | |
| 4 th semester | <input type="checkbox"/> no internship <input type="checkbox"/> single weekdays <input type="checkbox"/> block weeks <input type="checkbox"/> full semester <input type="checkbox"/> other Text | |
| 5 th semester | <input type="checkbox"/> no internship <input type="checkbox"/> single weekdays <input type="checkbox"/> block weeks <input type="checkbox"/> full semester <input type="checkbox"/> other Text | |
| 6 th semester | <input type="checkbox"/> no internship <input type="checkbox"/> single weekdays <input type="checkbox"/> block weeks <input type="checkbox"/> full semester <input type="checkbox"/> other Text | |
| 7 th semester | <input type="checkbox"/> no internship <input type="checkbox"/> single weekdays <input type="checkbox"/> block weeks <input type="checkbox"/> full semester <input type="checkbox"/> other Text | |
| 8 th semester | <input type="checkbox"/> no internship <input type="checkbox"/> single weekdays <input type="checkbox"/> block weeks <input type="checkbox"/> full semester <input type="checkbox"/> other Text | |

Letter of motivation

Dear Sir or Madam,

the modern economy of Kazakhstan, which is rapidly developing in the context of global competition, digitalization and technological progress, is experiencing a shortage of highly qualified specialists.

For this reason, the Erasmus+ project "**KazDual – Implementation of a dual higher education system in Kazakhstan**" will be implemented between January 2021 and January 2024. The project, supported by the Kazakh Ministry of Education and implemented by higher education institutions and colleges as well as three quality assurance institutions (CEENQA, ACQUIN & IQAA) from Kazakhstan, Estonia, Germany and Austria, has the following objectives, among others:

- to better match students' skills development with the needs and interests of employers by combining formal education with training acquired in the workplace.
- to increase the employability of students and graduates and to strengthen cooperation with the private sector.

To achieve these goals, the KazDual project is developing a model for dual higher education that considers the different needs and interests of employers, higher education institutions and students in different sectors. To this, it is very important to include the opinions, experiences, wishes and requirements of companies and schools as relevant partners in a future dual education system.

Your feedback enables to draw up recommendations

- for the strengthening of an efficient dual training system in Kazakhstan as well as
- for improving the current practice of dual education models combining higher education and vocational education in Kazakhstan.

The Ministry of Education will be enabled by the findings of the "KazDual" project to define, implement and monitor possible necessary reform measures.

Therefore, we kindly ask you to complete the online survey by using the following link:

Link

Thank you for your support!

4.4 Task 1.4. Workshop on internal- external assessment mechanism and management practices of dual professional education

CEENQA Qualitative report methodology

Qualitative report/desk research on internal & external assessment mechanisms from CEENQA members

Overview

The current report *Workshops on internal/external assessment mechanism and management practices of dual professional education for accreditation agencies and Ministry of Education of WPA KazDual project.*

Objectives of the report

Its aim is to identify best practices on internal and external assessment mechanisms of dual professional education from **members/accreditation agencies of CEENQA outside Germany.**

Proposed method

A desk research with relevant recent initiatives & 5-6 interviews with CEENQA members preferably from different countries that have experience in the assessment of dual professional education. The interview aims to identify best practices and challenges of accreditation agencies in relation to the internal and external assessment mechanism and management practices of dual professional education. Moreover, the interviews discussion will complement the findings of discussions with MESRK & IQAA and can be presented in the workshop under Task 1.4.

Due to the challenges that COVID-19 has brought, the interviews will be conducted via digital means. They can take the form of interviews or a focus group. They can take place via platforms such as Zoom, Teams, Skype etc or via phone. The interviews could last from half an hour up to an hour.

1. Online interview
2. Phone Interview
3. Online focus group

Output

One compiled report of 12-15 pages based on the interview protocol, mentioning the agencies and countries that took part in the research (no need to mention names, this should be kept at CEENQA records in case Coordinator or EACEA ask for it).

Target group

A preference is placed on interviewing people within the agencies who have experience with internal and external assessment mechanism in the professional education (either from HEI or higher VET).

Interviewees need to be informed that their participation in the study is voluntary, and they can withdraw from the interview or choose to not answer any question they do not want to answer.

GDPR

The interviews will adhere to the strictest rules by the GDPR, the interviewees' name and communication will need to be retracted. GDPR form can be found at the end of Annex. A consent form will also be shared with interviewees before the interview. The consent form can be found at the end of this document.

Interview Protocol

Partner organisations can use the Annex as a guide for conducting the interviews/focus group. The interviewer from partner organisations is advised to have a fair degree of knowledge of the dual professional education in their country.

CEENQA will add the answers on the following table in a text form that includes only the relevant text that answers the question.

| | |
|--|--|
| Name of the interviewer (organisation) | |
| Date | |
| Country | |
| Name of the interviewee (and company, university, authority etc. they represent) | |
| Interview Questions | |
| National Context | |
| <p>1. Can you please provide us with a description of the national context of (dual) professional education in your country?</p> <p>Answer:</p> | |
| Recent National reforms | |
| <p>2. Are you aware of recent (in the last 2-3 years) reforms in your country regarding (dual) professional education (HEI or higher VET)? What is the purpose of these reforms and why were they introduced?</p> <p>Answer:</p> | |
| Internal Assessment | |
| <p>3. From your experience in internal assessment of (dual) professional education in your country, what challenges have the education partners encountered?</p> <p>Answer:</p> | |

External Assessment

4. From your experience in external assessment of (dual) professional education in your country, what challenges have the education partners encountered?

Answer:

Applicable standards

5. Have you undertaken international review procedures in the (dual) professional education? If yes, which ESG standards have been mostly applicable in the external assessment? Have you applied standards/criteria other than the ESG?

Answer:

6. Have you identified conflicting parts with national standards and in which cases?

Answer:

Improvements

7. What possibilities for improvement with regards to internal and external assessment of (dual) professional education do you see?

Answer:

8. Please provide any other question or feedback you consider relevant.

Answer:

Desk research on internal & external assessment

Free input from CEENQA 1-2 pages in the topics:

Are you aware of any relevant project either at national/German or international level that we could be informed on best practices in the internal-external assessment mechanism?

Has CEENQA or any member conducted a relevant study/relevant conference in the field of dual professional education where the results are open to the public or CEENQA members? If yes, please provide the relevant sources.

Any other information you consider relevant.

IQAA Qualitative report methodology

Qualitative report/desk research on internal & external assessment mechanisms at the Kazakh educational organisations (KazDual partners)

Overview

The current report *Workshops on internal/external assessment mechanisms and management practices of dual professional education for accreditation agencies and Ministry of Education and Science of WP1 KazDual Project Republic of Kazakhstan*

Objectives of the report

The report aims to gather feedback from Kazakh HEIs and colleges. The main aim is to identify best practices on internal and external assessment mechanisms of dual professional education from the point of view of Kazakh educational organisations (colleges and HEIs).

Proposed method

A desk research with Kazakh educational organisation partners on their experience in the internal and external assessment of dual professional education. The interviews should be conducted with 8-12 organisations, taking into consideration that colleges and HEIS are represented. The interview aims to identify best practices and challenges of Kazakh educational organisations in relation to the internal and external assessment mechanism and management practices of dual professional education. Moreover, the interviews discussion will complement the findings of discussions with CEENQA and will be presented in the workshop under Task 1.4.

Due to the challenges that COVID-19 has brought, the interviews will be conducted via digital means. They can take the form of interviews or a focus group. They can take place via platforms such as Zoom, Teams, Skype etc or via phone. The interviews could last from half an hour up to an hour.

4. Online interview
5. Phone Interview
6. Online focus group

Output

One compiled report of 12-15 pages based on the interview protocol, mentioning the HEIs and colleges that took part in the research (no need to mention names, this should be kept at IQAA records in case Coordinator or EACEA ask for it).

Target group

A preference is placed on interviewing people within the educational organisations who have experience with internal and external assessment mechanism in the professional education (either from HEI or higher VET).

Interviewees need to be informed that their participation in the study is voluntary, and they can withdraw from the interview or choose to not answer any question they do not want to answer.

GDPR

The interviews will adhere to the strictest rules by the GDPR, the interviewees' name and communication will need to be retracted. GDPR form can be found at the end of Annex. A consent form will also be shared with interviewees before the interview. The consent form can be found at the end of this document.

Interview Protocol

Partner organisations can use the Annex as a guide for conducting the interviews/focus group. The interviewer from partner organisations is advised to have a fair degree of knowledge of the dual professional education in their country.

IQAA will add the answers on the following table in a text form that includes only the relevant text that answers the question.

| | |
|---|--|
| Name of the interviewer (organisation) | |
| Date | |
| Country | |
| Name of the interviewee (and university, college they represent) | |
| Interview Questions | |
| National Context | |
| 9. Does your educational organisation offer or plan to offer dual programmes? If yes, in which field or industry? | |
| Answer: | |
| Recent National reforms | |
| 2. Are you aware of recent (in the last 2-3 years) reforms in Kazakhstan regarding professional education (HEI or higher VET)? What is the purpose of these reforms and why were they introduced? | |
| Answer: | |
| 3. Do you think national legislation sufficiently covers the area of dual professional education? Do you see any area for improvement? Please, specify. | |

Internal Assessment

4. Does your educational organisation apply different internal assessment mechanisms with regards to dual education programmes? How does it differ from internal assessment of regular programmes?

Answer:

5. What challenges has your organisation encountered or expect to encounter with regards to the internal assessment of dual educational programs?

Answer:

External Assessment

6. From your experience in external assessment of professional education in Kazakhstan, what challenges has your organisation encountered? What do you assess as positive?

Answer:

Applicable standards

7. Has your organisation undergone international accreditation/review procedures in the professional education? If yes, did you find any ESG standards that were not applicable in your organisation or difficult to implement? What did you find positive and what was challenging?

Answer:

8. Have you identified conflicting parts with national standards and in which cases?

Answer:

9. What possibilities for improvement with regards to internal and external assessment of dual professional education in Kazakhstan do you see?

Answer:

10. Please provide any other question or feedback you consider relevant.

Answer:

Desk research on internal & external assessment

Free input from IQAA 1-2 pages in the topics:

Are you aware of any relevant project in Kazakhstan that we could be informed on best practices in the internal-external assessment mechanism?

MESRK Qualitative report methodology

An overview of internal & external assessment mechanisms in the Republic of Kazakhstan

Introduction

The current report *Workshop on internal/external assessment mechanism and management practices of dual professional education for accreditation agencies and Ministry of Education and Science of the Republic of Kazakhstan* is funded by the Erasmus+ Programme of the European Union.

The following report (5-7 pages) addresses the current state of dual education/training with regards to legislation, policy and strategy in Kazakhstan. The main aim is to identify current legislation, recent reforms, and general strategy of the Republic of Kazakhstan on (dual) professional education on the level of colleges and higher education institutions.

National Legislation

Please provide information if applicable, on current legislation with regards to dual (professional) education/training (provide links to the laws and regulations)

Have there been any recent reforms or regulations implemented regarding dual education/training including national standards? (please describe and provide sources/documents and links)

What challenges and opportunities for development do you see?

Policy and Strategy

Is there a general policy or strategy in Kazakhstan on dual education/training? (please describe and provide sources/documents and links)

What strategy and policy priorities does Kazakhstan pursue with regards to dual education/training?

Are you aware of any government policy papers regarding dual education? If yes, please provide source/document.

What are the future goals of the government regarding dual education/training?

Policy Measures

Are there any programmes or measures already implemented concerning dual education/training? (please describe and provide sources/documents and links)

Are there any multinational/international projects implemented or plan to be implemented concerning promotion or implementation of dual education/training? (please describe and provide sources/documents and links)

Open Feedback

For example, your expectations regarding the KazDual project
Expertise/Feedback you would like to receive from foreign experts and organizations
concerning dual education/training.
Any other points.

Workshop Agenda

Workshop Agenda 14-15 June, 2021

Monday, 14th June 2021

Zoom Link: to be confirmed

| Time CET/KZ | Activity | Responsible person/Moderator |
|-----------------------------------|---|--|
| CET 8:20-8:30 KZ 12:20-12:30 | Participants' r | |
| CET 8:30-8:45 KZ 12:30-12:45 | Welcome by ACQUIN Marion Moser - Managing Director Presentation of the Day 1 agenda | Moderated by Marion Moser & Giorina Maratsi |
| CET 8:45-9:15 KZ 12:45-13:15 | Speaker 1: MESRK Ministry of Education presents the national context and legislation, based on the report that has been prepared under WP1 | 1 representative from Ministry of Education MESRK |
| CET 9:15-9:45 KZ 13:15-13:45 | Speaker 2: Findings of market perspective based on WP1 and study visits | 1 representative either from PHT or OVGU |
| CET 9:45-10:00 KZ 13:45-14:00 | Short break | |
| CET 10:00-11:15 KZ 14:00-15:15 | Room 1 /Workshop 1: HEIs & Colleges in Kazakhstan discuss on experiences with assessment of dual professional education | Moderated by Lyazzat Nugumanova Up to 2 participants from each HEI-college with experience in external assessment of programmes |

| | | |
|-----------------------------------|---|--|
| | | (around 15 participants) |
| CET 10:00-11:15 KZ 14:00-15:15 | Room 2/ Workshop 2: Discussion panel with Ministry of education MESRK, IQAA, ACQUIN, CEENQA | Moderated by Marion Moser Up to 2-3 participants from each organisation (around 10 participants) |
| CET 11:15-11:30 KZ 15:15-15:30 | Short break | |
| CET 11:30-12:00 KZ 15:30-16:00 | Wrap-up of workshop discussions | Moderated by Marion Moser & Lyazzat Nugumanova |

Tuesday, 15th June 2021

Zoom Link: to be confirmed

| Time CET/KZ | Activity | Responsible person/Moderator |
|----------------------------------|---|---|
| CET 8:20-8:30 KZ 12:20-12:30 | Participants' re | |
| CET 8:30-8:45 KZ 12:30-12:45 | Welcome by ACQUIN Marion Moser - Managing Director Presentation of the Day 2 agenda | Moderated by Marion Moser & Giorina Maratsi |
| CET 8:45-9:15 KZ 12:45-13:15 | Speaker 1: IQAA presents the findings of qualitative research (interviews) under WP1 | 1 representative from IQAA |
| CET 9:15-9:45 KZ 13:15-13:45 | Speaker 2: Presentation of qualitative research by CEENQA (interviews) under WP1 | 1 representative from IQAA |
| CET 9:45-10:00 KZ 13:45-14:00 | Short break | |

| | | |
|-----------------------------------|--|---|
| CET 10:00-10:45 KZ 14:00-14:45 | ACQUIN Presentation of initial draft on the internal and external assessment standards (based on research and workshops) | Moderated by Giorina Maratsi & Lyazzat Nugumanova |
| CET 10:45-11:15 KZ 14:45-15:15 | Discussion panel with all partners on the draft assessment standards for dual education in HEIs-colleges | Moderated by Giorina Maratsi & Lyazzat Nugumanova |
| CET 11:15-11:30 KZ 15:15-15:30 | Discussion of findings with Kazdual partners & Wrap-up | Marion Moser |

4.5 Task 1.5. Preparation of report with revision of quality standards and recommendations for MESRK and IQAA

Please refer to the finalised report.

5 Annexes

Annex 1: Workplan

| Overview of important milestones/tasks | | | |
|--|--|---------------------------|----------------------|
| Task Nr. | Task Description | Milestone per application | Responsible partners |
| 1.1 | Review of EU best practices and experiences in d | M5 | PHT-ACQUIN- |
| Subtasks | Common template for training programmes & instructions for partners on how to fill in | | Feb. 21 |
| | Meeting with OvGU & ACQUIN partners on presenting the common template | | 05.03.2021 |
| | Questionnaire about relevant sectors | | 15.03.2021 |
| | Common template for identifying and reporting best practices (what are the criteria for best practice?) | | 17.03.2021 |
| | Milestone for collecting all feedback from all partners | | 09.04.2021 |
| | Completing the report based on results | | 04.06.2021 |
| | | | 30.06.2021 |
| 1.2 | Study visits to EU – Report on study visits of 21 teaching staff members from participating HEIs and colleges | M4 | PHT-ACQUIN- |
| Subtasks | A plan to transfer all study visits online | | 31.03.2021 |
| | Identification of an online study visit protocol (Agenda, templates for invitation, instructions on how to moderate the study visit, who will protocol the feedback etc) | | 26.04.2021 |
| | 1st online meeting in OVGU possible date | | 26.-28.04.2021 |
| | 2nd online meeting in Austria possible date | | 05.-07.05.2021 |
| | Report (minutes of meetings, rel. Documents, evaluationresults) | | 31.07.2021 |
| 1.3 | Survey to identify supporters of dual system model (10 companies per HEI from different industrial sectors in 3 different regions of Kazakhstan)- | M5 | PHT-ACQUIN |
| Subtasks | Identification of qualitative & quantitative criteria for filtering the companies that participate | | 16.04.2021 |
| | Identification of regions-network with Kazakh partners | | 01.06.2021 |
| | Identification of survey questions (pretest/discussion) | | 01.06.2021 |
| | Identification of survey method (quantitative AND qualitative) | | 31.03.2021 |
| | Setting up of survey in an appropriate platform (google forms) | | 01.06.2021 |
| | Survey results | | 10.06.2021 |
| | | | 18.06.2021 |
| | | | 31.07.2021 |
| | Setting up of a common template for the report | | 31.08.2021 |

| | | | |
|-----------------|--|----|--|
| | Setting up of a common template for the report | | 31.08.2021 |
| 1.4 | Workshop on internal- external assessment mechanism and management practices of dual professional education for accreditation agencies and Ministry of Education – Event in Tallin year 1 & Nur Sultan a second one | M6 | ACQUIN-MESRK-CEENQA-IQAA -OVGU-HEIs |
| Subtasks | Meeting with PH Tirol and OVGU | | 31.03.2021 |
| | Internal ACQUIN workshop discussion | | 14-16.4.2021 |
| | ACQUIN preparatory meeting with CEENQA | | 19-20.4.2021 |
| | Preparatory discussion with ACQUIN-CEENQA-IQAA - Ministry of Education | | ACQUIN-CEENQA-IQAA 26 or 29.4.2021 |
| | Identification of ways to involve Ministry of Education & relevant stakeholders | | until 30.4.2021 |
| | Identification of a possible date for the 1st online workshop (replacing Tallinn) and the format of the workshop | | Ministry of Education-ACQUIN-IQAA-CEENQA 14th-18th June 2021 |
| | Small survey on assessment/accreditation practices in HEIs in Kazakhstan (10 questions open and closed questions) | | ACQUIN, Kazakh HEIs, IQAA 5-30th April |
| | Initial identification of standards that can be transferable in the reality of the country (a mix of ESG standards, EQAVET indicators & Kazakh specific standards? Online leaning standards?) | | until 1.5.2021 |
| | Notification of relevant stakeholders and partners about the date of the workshop, collecting information about the possible participants | | until 1.5.2021 |
| | Protocol of the topics and questions to be discussed in the workshops | | 10-14.5.2021 |
| | Identification of an online workshop protocol (Agenda, templates for invitation, instructions on how to moderate the workshop, who will protocol the feedback etc) | | 10-14.5.2021 |
| | Sending out the agenda and other information to the participants | | 17-21.5.2021 |
| 1.5 | Preparation of report with revision of quality standards and recommendations for MESRK and IQAA | M6 | ACQUIN-MESRK-IQAA-CEENQA |
| Subtasks | Report of workshop findings | | June 2021 |
| | Structure-template of the report | | 10-14.5.2021 |
| | Standards recommendations along with adaptations to be made | | July 2021 |
| | | | |

Annex 2: Consent form sample - Interview

CONSENT FORM

I, _____, hereby declare that:

I consent to participate in the interview, organised by CEENQA, in the context of the European project " K A Z D.U A L "

I have been informed about the project and I have understood what the project is about and what it aims to achieve.

I have been informed that the discussion will be recorded and that photos will be taken and that the recording and photos will be solely for internal use by the researchers for the recording and analysis of the data.

I may choose not to answer any of the questions that I will be asked and may stop participating in the interview at any time I wish. During the interview, or at its end, I can ask to modify or remove some of my remarks.

My name will not be published or communicated to anyone outside of the research team.

The information I will provide will only be used for this study and for the exploitation of its results. Each participant should respect the personal data of the other team members. I fully understand that any information provided by the other members of the group or me should be kept confidential.

My participation is voluntary, and I am free to withdraw at any time, without giving any reason.

I have received the invitation with the information, I have read it, and I understand clearly the process that I will follow.

Place and date: _____

| |
|---------------------------|
| r Participant's signature |
| s Researcher's signature |

Annex 3: Consent form of Declaration – study visit

Registration and Declaration of Consent KazDual – 618835-EPP-1-2020-1-KZ-EPPKA2-CBHE-SP

| Name | Institution | E-Mail |
|------|-------------|--------|
| | | |

I, _____,
(full Name)

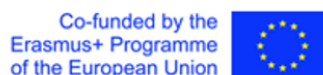
through the participation in the online study tour of the project “KazDual – Implementing dual structure in Kazakhstan” hosted by Pädagogische Hochschule Tirol in Austria from May 5th to May 7th 2021, hereby agree on the following:

1. The different online-sessions will be logged in minutes for the purpose of reporting and evaluation. No third parties will have access to the data, which will be kept for five years after the acceptance of the final report at the end of above mentioned projects.
2. The study tour will be evaluated in the end. I therefore consent to the usage of the given answers and data for projects evaluation. No third parties will have access to the data, which will be kept for five years after the acceptance of the final report at the end of above mentioned projects.
3. The participants list and the minutes will be shared among all attendees. The participants list will include the name and institution of the participants.
4. If I want to share the slides and material I used for the presentations during the study tour with all attendees of the study tour, I will forward the material after the presentation to the following email-address: regine.mathies@ph-tirol.ac.at for dissemination.

(Date)

(Signature)

Annex 4: Confirmation of participation sample – study visit



Pädagogische Hochschule Tirol (PHT)
Pastorstraße 7, A-6010 Innsbruck, Tel. +43 512 59923, www.ph-tirol.ac.at
Mail: office@ph-tirol.ac.at

Confirmation of participation Study Tour Austria

KazDual – 618835-EPP-1-2020-1-KZ-EPPKA2-CBHE-SP

It is hereby certified that

first name surname

has participated in the activities of the virtual study tour

from 5th of May to 7th of May 2021

at Pädagogische Hochschule Tirol (Austria).

Ingrid Hotarek, MA BEd
Study tour management

Mag. Dr. Regine Mathies, BEd
Management KAZDUAL project
Workpackage 1

Innsbruck, 7th of May 2021