

Данное исследование вносит вклад в актуальный дискурс об интернационализации высшего образования, рассматривая Казахстан как конкретный пример того, как целевые управленческие стратегии могут укрепить национальные образовательные системы в развивающихся странах. Полученные результаты предлагают конкретные практики для университетов, направленные на повышение конкурентоспособности и обеспечение устойчивого роста международного академического сотрудничества.

*Ключевые слова:* образовательный хаб, высшие учебные заведения, международное сотрудничество, Казахстан, академические сети.

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#### THE ECONOMICS OF STAKEHOLDER ENGAGEMENT IN DUAL EDUCATION SYSTEM: ADDRESSING THE NEET CHALLENGE IN KAZAKHSTAN

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#### ABSTRACT

*Purpose of the research* – The problem of weak engagement of enterprises in the dual education system is relevant in many countries of the world. In this regard, the authors aimed to evaluate the degree of involvement of all stakeholders, their level of interest, and their influence on the dual education system in the Republic of Kazakhstan.

*Methodology* – The authors used theoretical methods of research to determine the level of involvement of key stakeholders in rolling out the dual education system in the Republic of Kazakhstan. Researchers utilized data derived from secondary sources provided by the National Chamber of Entrepreneurs of Kazakhstan «Atameken as well as official statistics from the Republic of Kazakhstan's Bureau of National Statistics».

*Originality/value* – The article analyses the level of stakeholder engagement in the dual education system and its influence on the youth unemployment rate in Kazakhstan.

*Findings* – Within the dual education system enterprises play the role of representers of the labor market and also take place as one of the key stakeholders. They not only set their qualification requirements for future employees but also educate young professionals and become a transitional point to working life.

*Keywords:* dual education system, vocational education, technical and vocational education, stakeholder engagement.

## INTRODUCTION

A persistent obstacle in the preparation of young professionals is the lack of meaningful interaction between key stakeholders in education—most notably, the insufficient collaboration between educational institutions and the labor market. One of the primary reasons for this disconnect is the low level of motivation among enterprises, compounded by a limited understanding of the advantages that the dual education system offers for businesses. Within the dual education model, educational institutions are responsible for providing theoretical instruction, while enterprises offer hands-on experience and professional skill development in real work environments. A critical stage of enterprise involvement begins with their participation in the development of working curricula, through which businesses can articulate the specific competencies and skills they expect graduates to possess.

However, in practice, stakeholder engagement in Kazakhstan remains limited. According to data from the National Chamber of Entrepreneurs "Atameken," in 2021, only a modest number of enterprises, vocational colleges, and students participated in dual education initiatives. This indicates a gap between the potential of the dual system and the actual level of stakeholder involvement. Furthermore, data from the Bureau of National Statistics under the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan highlights a high level of youth unemployment and a significant number of young people categorized as NEET (Not in Education, Employment, or Training). This emphasizes the urgent need to increase stakeholder engagement in workforce training systems.

International experience shows that the problem of insufficient stakeholder involvement—especially by enterprises—is not unique to Kazakhstan. However, successful dual education systems in developed countries demonstrate that sustained and structured collaboration among educational institutions, employers, and government bodies is essential. In this context, examining international best practices in stakeholder engagement and adapting effective models to Kazakhstan is of strategic importance. This study utilizes stakeholder engagement tools and techniques from project management to explore these approaches.

The focus of this article is on the roles, motivations, and engagement mechanisms of stakeholders in the dual education system. Particular attention is given to stakeholder management tools and their applicability in Kazakhstan. Accordingly, the literature review will center on existing approaches to stakeholder engagement in dual education, both in Kazakhstan and globally.

This paper seeks to address the following research questions: (i) To what extent are vocational institutions across Kazakhstan's regions adopting and expanding the dual education system? (ii) Are enterprises from both the public and private sectors equally engaged in shaping and supporting the dual education model?

## MAIN BODY

**Literature review.** The dual education system is implemented at the premises of vocational schools and enterprises, which jointly serve as learning locations. The practical part of the educational process takes place in the enterprise, while vocational schools provide students with the theoretical component of the dual system. A characteristic feature of the dual education system is that the provision of knowledge and skills is closely linked to the acquisition of the required hands-on work experience. For this reason, training occurs in conditions like those that the trainee will encounter in the workplace in the future [1].

The word 'dual' that appears in the system's name refers to the duality of two linked but independent organizations. The German dual model is mainly conducted at two independent venues: enterprises and part-time vocational schools. In addition, the system has two legal frameworks, responsibilities, financing mechanisms, and qualification patterns for the teaching staff [2].

The dual education system has different learning paths [3], [4]. For instance, in nations such as Austria, the Czech Republic, and Germany, students have the option to select vocational training paths (including vocational colleges, schools, and industrial training) or pursue general education programs at a general education school [5]. In Sweden, Vocational Education and Training (VET) is completely incorporated into the comprehensive secondary school system, where both theoretical and practical instruction are predominantly conducted within the school setting. However, this education is often combined with shorter internships in companies [6], [7]. In Switzerland, apprenticeships lasting two years follow the same format as those extending three to four years;

all are part of a dual system where apprentices allocate three to four days each week to on-the-job training and one to two days to academic study. These two-year apprenticeships are integrated into the standard dual system, and the credentials obtained are recognized as upper-secondary qualifications [8]. In Norway, the dual education model involves two years of academic instruction followed by two years of practical apprenticeship at a certified training enterprise [9].

Overall, in all accomplished countries the dual education system has three main aspects: (1) a combination of theoretical and practical content; (2) a combination of skills that enable the combination of vocational education with general studies, which can be built on when applying for higher education; and (3) cross-sectoral arrangements with alternation between the classroom and the workplace throughout the school year. The dual approach of practical and theoretical content was initially supported by initiatives introduced during the European Union's (EU) Lisbon Conference on Education in 2000, as a strategy to improve the reputation, quality, and number of applicants to VET programs across Europe [10].

As a result, the implementation of the dual education system in many countries has had the following positive outcomes. First is the gradual socialization of students into working life, which is a fundamental component of practical training in the workplace. Second is the transparency of the system associated with organizations providing technical and vocational training. The third is the active participation of social partners in the job market, which contributes to the advancement of the dual education system [11]. Jozsa (2017) highlighted one more advantage of the dual education system among many others is that it leads to a decrease of the gap between training and practice. This reduction contributes to competency acquisition and development among modern specialists [12].

A dual education system can be pivotal in equipping young individuals for employment, enhancing adult skills, and meeting the economic demands of the labour market [13]. This suggests that the dual education system can bridge the divide between education and employment, thereby reducing the prevalence of NEET (Not in Education, Employment, or Training) generations.

Since the introduction of the dual education system in the Republic of Kazakhstan in 2012, the topic has become a subject of active scientific interest among domestic researchers. Their works demonstrate a desire to assess the potential of dual education as a tool for increasing youth employment, adapting vocational education to the requirements of the labor market, and improving interaction between key stakeholders.

One of the significant areas of research was the study of the organizational and legal aspects of the system. Thus, Ashyralieva B.S. conducted a detailed analysis of the regulatory framework governing dual education in Kazakhstan, identifying key barriers and gaps in the legal framework for the implementation of the model in educational practice. Her work emphasized the need to revise certain provisions of the legislation in order to increase the attractiveness of enterprises' participation in the personnel training process [14].

Domestic scientists pay special attention to the perception of dual education by businesses. The study by Abaeva G.A. and co-authors revealed differences in the motivation of employers to participate in the dual education system depending on the industry. The authors noted that the industrial sector demonstrated the greatest readiness to interact with colleges but also voiced clear expectations regarding the quality of personnel training [15].

The financial and economic aspects of the implementation of dual education were considered in the work of Yesirkepova A. M. and colleagues in particular, using the example of the textile industry. The authors emphasize that the successful implementation of the model depends on the availability of sustainable funding from both the state and business, as well as on the development of flexible mechanisms for financing industrial training of students [16].

A significant contribution to the study of local adaptation of foreign practices was made by the work of Kenzhegalieva M., which considered the transformation of the German model of dual education in Kazakhstan. The author focused on institutional and cultural differences that complicate the direct borrowing of European experience [17].

The empirical work of Bulasheva A. and colleagues is also interesting, which compares the traditional and dual models of training specialists in the agri-food sector. The results of the study showed that enterprises involved in the dual system demonstrate a higher level of satisfaction with the quality of graduate training [18].

A separate layer of research is devoted to pedagogical aspects. Zhaksylykova P.P. and co-authors proposed a conceptual model for the introduction of dual training in pedagogical education, focusing on the development of inclusive practices and the formation of sustainable professional competencies through practice-oriented training [19].

No less important is the issue of involving stakeholders in the educational process. A number of studies [20];[21] consider ways to increase the effectiveness of the participation of enterprises, colleges and students through the use of project management approaches and the development of mechanisms for taking into account the interests of all participants in the process.

Thus, domestic scientific literature forms a comprehensive picture of the state and prospects of dual education in Kazakhstan. However, despite the diversity of research areas, the problem of systemic analysis of the degree of influence and involvement of stakeholders from the standpoint of sustainable management and stakeholder theory remains unresolved. This confirms the relevance of further research aimed at developing tools for managing the interaction of dual education participants, taking into account the specifics of the Kazakhstani model of vocational training.

**Methodology.** The researchers employed theoretical research methods to assess the extent of participation by major stakeholders, including vocational schools and businesses, in the deployment of the dual education system in the Republic of Kazakhstan.

Initially, the authors conducted a review of the literature related to the subject of their study. The literature review consisted of searching for key terms, their truncations, and abbreviations in the databases. These databases include Scopus, Web of Science, Google Scholar, and Google. Search terms included «vocational education and training», «dual education model», «stakeholders in VET», «stakeholders in dual education model», and «VET».

In analyzing the theoretical study, the authors utilized secondary data sourced from the National Chamber of Entrepreneurs of the Republic of Kazakhstan «Atameken» (Atameken). This data illustrates the distribution of students trained under the dual education system across various regions of the Republic of Kazakhstan. Another source of information was official statistical data regarding the number of people from Not in Education, Employment or Training (NEET) generation in Kazakhstan from the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan «Bureau of National Statistics».

As mentioned above, implementing dual education programs requires stakeholders' participation, including vocational schools, enterprises, students, and others. The authors start with the «Stakeholder interest and influence matrix» to clarify the list of stakeholders and their degree of engagement and impact. Further authors analyzed and classified organizations and professions existing in the Atameken database according to different forms of enterprises to divide them into state-owned and private enterprises.

This division, according to the authors, will help to understand the level of involvement of local organizations in the dual education system in Kazakhstan. The authors also give the count of students in the dual education system throughout Kazakhstan and what part they occupy from the total number of students in vocational schools.

**Results.** Before establishing priorities and strategies for stakeholder relationships, educational institutions must first identify the stakeholders and understand their needs [22]. In this regard, the authors have developed a Matrix that demonstrates the degree of involvement of all stakeholders, their level of interest and their influence in the dual education system in the Republic of Kazakhstan (Figure 1).

Interest (horizontal axis): This axis reflects the extent to which stakeholders are impacted by the success of the initiatives being implemented. It represents the stakeholders' technical and social interests and views on the project and its intended results [23].

Influence (vertical axis): This measures the level of control a stakeholder possesses over the actions and decisions within a project, commonly referred to as the stakeholder's power base. Power refers to the stakeholder's ability to provide or withhold resources and/or endorse or oppose the results [23].

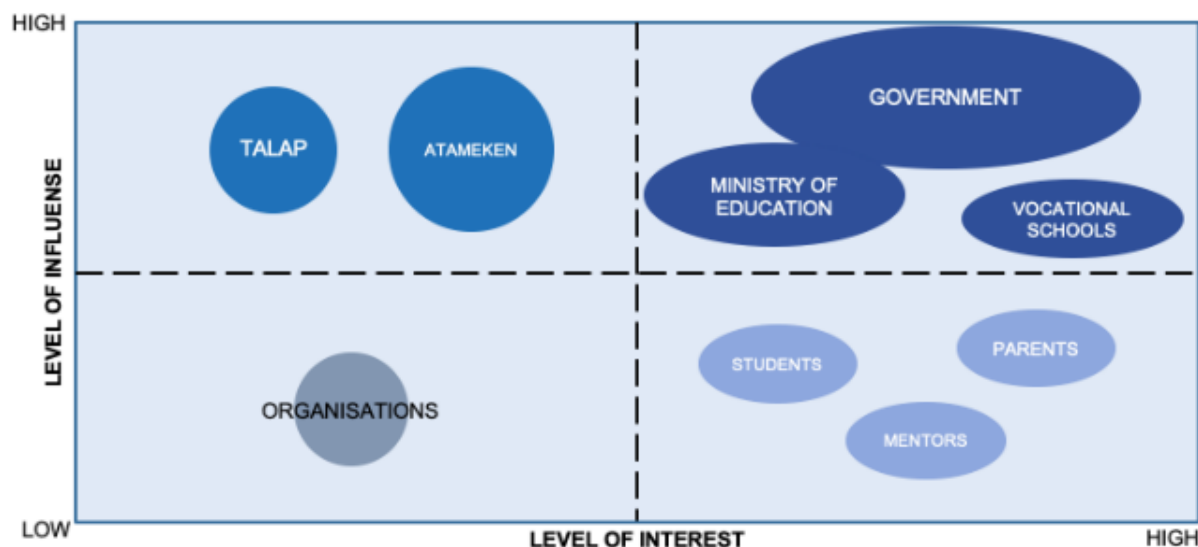


Figure 1 – Stakeholder influence/interest Matrix in Kazakhstan

Note – Completed by authors based on source (15)

The Matrix in Figure 1 shows that the greatest interest and influence in the dual education system among all stakeholders is the government, as embodied by the Ministry of Education of the Republic of Kazakhstan. Further, we can mention vocational schools (Technical and Vocational Schools) with a high-level interest, but lesser influence compared with the government. Considering that dual education takes place in vocational schools and enterprises, most of the questions are still independently solved by vocational schools, while enterprises play a purely formal role. This indicates an imbalance of responsibility and participation between educational institutions and business partners.

#### Stakeholder Roles and Engagement in the Dual Education System

Another group of stakeholders involved in the organization of the dual education system in Kazakhstan are the Non-commercial joint-stock company «Talap» (Talap) and the National Chamber of Entrepreneurs of the Republic of Kazakhstan «Atameken» (Atameken). The main functionality of Talap is developing the dual education system in Kazakhstan and maintaining the register of working curricula of dual programs in vocational schools. Maintaining registers means checking working curricula following their compilation and feedback requirements. Regarding dual education programs, Talap oversees the ratio of loans distributed between theoretical and vocational training.

The functions of the National Chamber of Entrepreneurs of the Republic of Kazakhstan «Atameken» (Atameken) include working with enterprises and activating their engagement in the dual education system. Also, Atameken maintains a register of all tripartite agreements that are concluded between the vocational schools, the enterprise, and students. Training in the dual education system begins from the moment of signing this tripartite agreement, according to the Rules for conducting dual training [24], [25].

Mentors are another group of stakeholders who, despite playing an important role in practical training, occupy a relatively low position in the stakeholder matrix. Mentors, typically enterprise employees, are directly responsible for transferring professional knowledge and skills to students. Their feedback and involvement could become a valuable driver of improvement in dual education programs, yet their role remains underutilized and poorly formalized.

The last group of stakeholders are parents and students. While they have low formal power, increasing their voice through regular feedback mechanisms such as surveys can help expose systemic weaknesses and improve transparency.



Thus, all the stakeholders of the dual education system are disclosed, while it should be noted that the authors identified both external and internal interested stakeholders. Additionally, the authors suggest concentrating on one of the primary stakeholders in the Republic of Kazakhstan, namely the vocational schools, which bear the principal responsibilities for implementing and managing the dual education system. Despite their high interest and formal authority in implementation, many vocational schools still struggle to fully engage enterprises and activate the full potential of the dual system.

#### Participation Rates of Vocational Schools in Dual Education

Table 1 shows how many vocational schools are participating in the dual education system in the Republic of Kazakhstan in 2021. But most importantly, the authors recommend considering how many students study in dual programs out of the total number of students in each vocational school.

Table 1 – The proportion of students participating in the dual education system relative to the overall number of students engaged in dual education.

| Region/city                 | Number of Vocational schools in Kazakhstan | Total number of students | Students under dual education system | % of students of dual education from the total number of students |
|-----------------------------|--|--------------------------|--------------------------------------|---|
| Zhambyl region              | 44   | 21 056                   | 5 439                                | 25.8%   |
| Almaty                      | 80   | 67 024                   | 4 414                                | 17.0%   |
| Almaty region               | 68   | 31 083                   | 4 002                                | 14.7%   |
| Astana                      | 34   | 24 395                   | 3 576                                | 13.8%   |
| Akmola region               | 32   | 21 005                   | 2 905                                | 12.9%   |
| Karaganda region            | 67   | 32 751                   | 2 885                                | 11.4%   |
| Kyzylorda region            | 30   | 14 718                   | 2 507                                | 9.9%  |
| Aktobe region               | 42   | 24 625                   | 2 433                                | 8.8%  |
| Turkestan region            | 64   | 46 571                   | 2 071                                | 7.0%  |
| West Kazakhstan region      | 34   | 17 008                   | 1 942                                | 6.7%  |
| East Kazakhstan region      | 80   | 35 436                   | 1 801                                | 6.6%  |
| Shymkent                    | 31   | 26 637                   | 1 775                                | 6.6%  |
| Kostanay region             | 34   | 21 851                   | 1 441                                | 5.1%  |
| Mangistau region            | 27   | 19 192                   | 1 344                                | 4.9%  |
| Atyrau region               | 24   | 16 165                   | 799                                  | 4.4%  |
| North Kazakhstan region     | 25   | 10 303                   | 331                                  | 3.2%  |
| Pavlodar region             | 11   | 5 492                    | 168                                  | 3.1%  |
| Total                       | 727  | 435 312                  | 39 833                               | 9.2%  |
| Note – Completed by authors |  |                          |                                      |   |

As shown in Table 1, the highest number and percentage (25.8%) of students studying under the dual education system is observed in the Zhambyl region. However, the majority of regions demonstrate participation rates below 10%, indicating that dual education is still marginal within the broader system of vocational training.

This means that vocational schools themselves are not fully engaged in dual education. The reasons might be different: vocational schools might not realize the importance of dual education for the country's economic development or may experience difficulties engaging businesses in dual education. An additional factor could be the historically weak reputation of vocational education, which continues to deter students from enrolling in such programs.

### Public vs Private Sector Participation

However, according to the legislative act of the Republic of Kazakhstan, which regulates the dual education system, the implementation of the educational process of dual programs should be divided between vocational schools and enterprises [24], [25]. Even though the entire educational burden falls mostly on vocational schools, enterprises play a very important role in the dual education system.

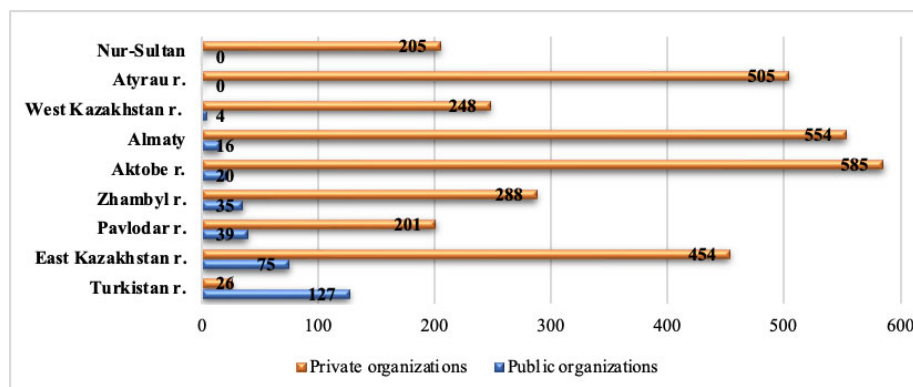


Figure 2 – Private and public organizations participating in the dual education system of Kazakhstan, 2021

Note – Completed by authors

Based on the data from Atameken, Figure 2 illustrates the number of public and private organizations involved in the dual education system. Generally, the authors mention that representatives of private enterprises play an active role in providing educational services compared with public organizations. However, this involvement remains limited and uneven across regions. In most areas, public sector participation is especially low, which critically affects sectors like healthcare and education, where students must undergo practical training in public institutions.

The low involvement of organizations from the public sector, as a result, reflected the small number of students in certain dual education programs. For example, organizations and enterprises such as nurses, midwives, paramedics, preschool teachers, and teachers of physical education must complete the industrial or professional part of their training in hospitals, clinics, or schools, which are located totally in public organizations.

Irrespective of the initiatives, the advancement of the dual education system hinges on the active involvement of enterprises, making organizations the cornerstone of vocational training. Thus, the greater the participation of enterprises from both sectors in the dual education system, the more students will be studying in vocational schools and, most importantly, the number of specialists in working specialties will increase.

Implementing the necessary list of dual programs that students will demand and attract enterprises in dual education plays a core role. Further authors are considering data from the National Chamber of Entrepreneurs of the Republic of Kazakhstan «Atameken» (Atameken) and interpret which programs at the current stage are requested.

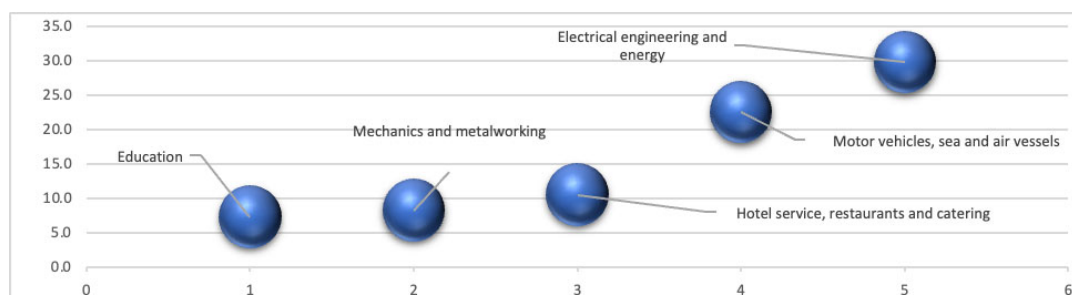


Figure 3 – The most demanded dual education system programs in Kazakhstan, 2021

Note – Completed by authors.

According to the Atameken information, Figure 4 illustrates that among all dual education programs Electrical engineering and energy (29.7 %), Motor vehicles, sea, and air vessels (22.5 %), Hotel services and catering (10.5 %), Mechanisms, and metalworking (8.2 %) and Education (7 %) are in demand.

The dual education system, as previously mentioned in the literature review, has the potential to solve many educational and economic problems. With proper regulation, clear business processes, and greater stakeholder engagement, a dual education system can not only narrow the gap between theory and practice but also reduce the growing number of Not in Education, Employment or Training (NEET). Further in the Table 2 authors illustrate the data from the National Statistics Bureau of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan as of 2021.

Table 2 – The percentage of NEET individuals among the entire population of youths aged 15-28 in the Republic of Kazakhstan and the count of students enrolled in the dual education system.

| Region/City                 | 2021                              |           | 2021                                 |
|-----------------------------|-----------------------------------|-----------|--------------------------------------|
|                             | 15–28 age group population (NEET) |           | Students under dual education system |
|                             | %                                 | Units     | Units                                |
| Almaty                      | 6,1                               | 170 300   | 4 414                                |
| Turkestan region            | 8,5                               | 168 100   | 2 071                                |
| Shymkent                    | 6,6                               | 109 400   | 1 775                                |
| Karaganda region            | 9,9                               | 85 300    | 2 885                                |
| Almaty region               | 6,9                               | 81 400    | 4 002                                |
| Nur-Sultan                  | 7,0                               | 73 200    | 3 576                                |
| Kyzylorda region            | 7,9                               | 61 900    | 2 507                                |
| Kostanay region             | 4,9                               | 61 600    | 1 441                                |
| West Kazakhstan region      | 3,1                               | 54 400    | 1 942                                |
| Aktobe region               | 7,3                               | 54 300    | 2 433                                |
| Zhambyl region              | 7,3                               | 48 100    | 5 439                                |
| East Kazakhstan region      | 6,3                               | 46 500    | 1 801                                |
| Pavlodar region             | 4,9                               | 46 200    | 168                                  |
| Atyrau region               | 5,5                               | 37 800    | 799                                  |
| Akmola region               | 8,0                               | 37 100    | 2 905                                |
| North Kazakhstan region     | 6,5                               | 27 200    | 331                                  |
| Mangistau region            | 7,3                               | 23 400    | 1 344                                |
| Total                       | 6,9                               | 1 186 100 | 39 833                               |
| Note – Completed by authors |                                   |           |                                      |

Based on the data given in Table 2, the percentage of NEET individuals among young people aged 15–28 in the Republic of Kazakhstan is 6.9%. The total number of NEET is 1,186,100 people, while only 39,833 students are involved in the dual education system. This stark contrast underscores the untapped potential of dual education to reduce youth unemployment. Expanding dual programs could offer practical training to NEET youth, while simultaneously addressing the shortage of skilled professionals in key sectors.

## CONCLUSION

Within the dual education system, enterprises act as key representatives of the labor market. They not only set qualification requirements for future employees but also participate in educating young professionals and serve as a transitional platform into the world of work.

According to the Regulations for the implementation of dual education in the Republic of Kazakhstan, businesses are entitled to:

- Submit requests to the local chamber of entrepreneurs to secure training opportunities and positions at the enterprise for dual education.



- Contribute to the formulation of operational curricula as well as educational and methodological complexes.
- Coordinate practical training at the enterprise in accordance with the working curricula and the signed agreement.
- Participate in the intermediate and final assessment of the trainee.
- Provide compensation to the trainee during training and professional practice for the performance of designated functions.
- Consider employing graduates who completed dual education and confirmed their qualifications, in case of available vacancies [24].

Despite these provisions, current implementation reveals weak enterprise engagement. In many cases, businesses participate only formally and do not fully recognize the benefits of investing in workforce development through dual education.

This problem is systemic and requires a comprehensive policy response. Revising the current regulations could not only enhance enterprise motivation but also address broader economic and social challenges such as:

Reducing the growing NEET (Not in Education, Employment, or Training) population, Bridging the collaboration gap between vocational institutions and enterprises, and improving the quality and employability of vocational graduates.

The dual education system in Kazakhstan is still evolving and undergoing gradual changes within national educational policies. These reforms often require deep structural shifts and are not always quickly accepted by all stakeholders. As most of the changes occur at the state level, their success depends on timely legislative updates and thoughtful implementation.

Drawing on international best practices, the authors argue that successful reform of the dual education system is largely driven by clear stakeholder coordination and accountability. In Kazakhstan, the complexity of stakeholder interaction—particularly between vocational institutions and enterprises—is well-documented and supported by data from the National Chamber of Entrepreneurs “Atameken” and the Agency for Strategic Planning and Reforms.

Therefore, the authors suggest that revising the current regulatory framework will create the necessary momentum for systemic improvement. This includes:

- Defining clear roles and responsibilities for both internal and external stakeholders;
- Enhancing transparency and performance accountability;
- Integrating proven tools from project management, such as stakeholder analysis and engagement strategies.

Such reforms would not only modernize the governance of dual education in Kazakhstan but also unlock its potential to address pressing labor market needs and support the socioeconomic development of the country.

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## ОБЗОР ВЗАИМОДЕЙСТВИЯ ЗАИНТЕРЕСОВАННЫХ СТОРОН В СИСТЕМЕ ДУАЛЬНОГО ОБУЧЕНИЯ В РЕСПУБЛИКЕ КАЗАХСТАН

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### АННОТАЦИЯ

*Цель исследования* – Проблема слабой вовлеченности предприятий в систему дуального образования актуальна во многих странах мира. В связи с этим авторы поставили перед собой цель оценить степень вовлеченности всех заинтересованных сторон, уровень их заинтересованности и их влияние на систему дуального образования в Республике Казахстан.

*Методология* – Авторы использовали теоретические методы исследования для определения уровня вовлеченности основных заинтересованных сторон в развитие системы дуального образования в Республике Казахстан. Исследователи использовали данные, полученные из вторичных источников, предоставленных Национальной палатой предпринимателей Казахстана «Атамекен», а также официальные статистические данные Национального статистического бюро Республики Казахстан.

*Оригинальность / ценность исследования* – В статье анализируется уровень вовлеченности заинтересованных сторон в систему дуального обучения и его влияние на уровень безработицы среди молодежи в Казахстане.

*Результаты исследования* – В системе дуального обучения, предприятия играют роль представителей рынка труда, а также являются одними из ключевых заинтересованных сторон. Они не только устанавливают свои квалификационные требования к будущим сотрудникам, но и обучают молодых специалистов и становятся переходной точкой к трудовой жизни.

*Ключевые слова:* dual education system, vocational education, technical and vocational education, stakeholder engagement.

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫНДАҒЫ ДУАЛДЫҚ ОҚЫТУ  
ЖҮЙЕСІНДЕГІ МҮДДЕЛІ ТАРАПТАРДЫҢ ӨЗАРА ӘРЕКЕТІНЕ ШОЛУ**

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**АНДАТПА**

*Зерттеу мақсаты* – Дуальды оқыту жүйесіне кәсіпорындарды әлсіз тарту мәселесі әлемнің көптеген елдерінде өзекті болып отыр. Осыған байланысты авторлар барлық мүдделі тараптардың қатысу дәрежесін, олардың қызығушылық деңгейін және Қазақстан Республикасындағы дуальды білім беру жүйесіне әсерін бағалауды өз алдына мақсат етіп қойды.

*Әдіснамасы* – Авторлар Қазақстан Республикасында дуальды білім беру жүйесін дамытуға негізгі мүдделі тараптардың қатысу деңгейін анықтау үшін теориялық зерттеу әдістерін пайдаланды. Зерттеушілер «Атамекен» ҚР Ұлттық кәсіпкерлер палатасы ұсынған қосалқы дереккөздерден алынған мәліметтерді, сондай-ақ Қазақстан Республикасы Ұлттық статистикалық бюросының ресми статистикасын пайдаланды.

*Зерттеудің бірегейлігі / құндылығы* – Мақалада дуальды білім беру жүйесіне мүдделі тараптардың қатысу деңгейі және оның Қазақстандағы жастар арасындағы жұмыссыздық деңгейіне әсері талданады.

*Зерттеу нәтижелері* – Дуальды білім беру жүйесінде кәсіпорындар еңбек нарығының өкілдері рөлін атқарады, сонымен қатар негізгі мүдделі тараптардың бірі болып табылады. Олар болашақ қызметкерлерге өздерінің біліктілік талаптарын қойып қана қоймай, жас мамандарды дайындап, еңбек өміріне көшу нүктесіне айналады.

*Түйін сөздер*: dual education system, vocational education, technical and vocational education, stakeholder engagement.

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