

Dual Education – A New Stage in Learning

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Abstract. *At all stages of human society, the development of society and the state has been closely linked to the field of education. Education and upbringing play a key role in the family, which is considered the fundamental unit of society, particularly in raising children. Upbringing is a systematized process aimed at the comprehensive development of the younger generation, forming their consciousness, moral-spiritual values, and worldview based on clear goals and socio-historical experience. Education, in turn, is a systematized process aimed at providing learners with deep theoretical knowledge, skills, and practical competencies, as well as shaping their general and professional knowledge, skills, and abilities, and developing their potential.*

The Constitution of the Republic of Uzbekistan, which is considered the country's main legal document, guarantees the right to education. It enshrines provisions such as: "Everyone has the right to education. The state ensures the development of a continuous education system, its various types and forms, and the development of both state and non-state educational institutions. The state creates conditions for the development of preschool education and upbringing. The state guarantees free general secondary and initial professional education. General secondary education is compulsory."

The most important reforms being carried out in the country pertain to the field of education. Over the past years, three different versions of the education law have been adopted. The first, dated July 2, 1992, consisted of 7 chapters and 44 articles. The second, adopted on August 29, 1997, included 5 chapters and 34 articles. In paragraph 172 of the State Program for the implementation of the Action Strategy on the five priority directions for the development of the Republic of Uzbekistan in 2017–2021, specifically in the Year of Active Entrepreneurship, Support of Innovative Ideas and Technologies (2018), the task of developing a new version of the Law "On Education" was outlined. The adoption of the new education law was a demand of the times. The development and discussion of the new law project went through several stages having passed through several stages and improved, a number of amendments and additions were made to its provisions. Initially, this draft law was submitted by the State Inspectorate for Quality Control in Education under the Cabinet of Ministers to the portal for public discussion of draft normative-legal documents. In August–September 2019, it was put up for public discussion. Within a short period, more than 200 suggestions were submitted by citizens and specialists in the field regarding the draft law.

Taking into account that the purpose of the law is to define the legal foundations for educating and training citizens, providing vocational education in the Republic of Uzbekistan, determining the key principles of the state policy in the field of education, and ensuring every individual's constitutional right to receive an education, the process of adopting the law was taken very seriously.

In order to improve the draft law, multiple discussions were held by the responsible committees and working groups of the Legislative Chamber and the Senate of the Oliy Majlis. With the

participation of representatives from relevant ministries and agencies, the provisions and norms of the draft were finalized. As a result, the new version of the Law “On Education” was adopted by the Legislative Chamber on May 19, 2020, and by the Senate on August 7, 2020. After being signed by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, on September 23, the previously active laws – the Law “On Education” dated August 29, 1997, and the Law “On the National Program for Personnel Training” – lost their legal force.

The new version of the law consists of 11 chapters and 75 articles. While the previous laws defined the education system and its types, they did not specify the forms of education. In the new version, Article 15 outlines the forms of education, which include: full-time (daytime) education separated from production; part-time, evening, and distance education not separated from production; dual education; homeschooling and independent education; education and training for adults; inclusive education; external education (examinations without attending classes); and training of personnel in the fields of defense, security, and law enforcement. Each form is clearly defined in the legal norms.

Article 17 of the new version of the law specifically addresses dual education as one of the forms of learning:

"Dual education is aimed at enabling learners to acquire the necessary knowledge, skills, and competencies, with the theoretical part conducted at an educational institution and the practical part implemented at the learner's workplace. The procedure for organizing dual education is determined by the Cabinet of Ministers of the Republic of Uzbekistan.

We can analyze the difference between traditional education and dual education. In the traditional form of education, students primarily acquire theoretical knowledge at higher or professional educational institutions and spend a very limited number of hours on practical training in enterprises and organizations. The main issue with traditional education is the low competitiveness of graduates, their lack of practical skills, and the mismatch between educational outcomes and employers' demands. As a result, graduates often face difficulties in finding employment. Therefore, there arose a need for a new mechanism of interaction with employers. This includes identifying the necessary additional competencies and forming them based on the current conditions of the market economy and labor market demands.

The word "dual" comes from Latin, meaning belonging to two parts, involving two things, or consisting of two parts. Dual education is a system that gives students the opportunity to study while simultaneously working in an organization related to their field. In this system, students spend 2–3 days a week in an educational institution acquiring theoretical knowledge, and 3–4 days gaining practical skills in real working conditions at enterprises and organizations.

In dual education, when students are employed by enterprises or organizations, they are assigned a mentor by the company and receive a monthly salary. Today, this system plays a significant role in the development of the economy in countries such as Germany, Austria, Switzerland, and the Republic of Korea. The dual system benefits all parties involved — enterprises, workers, and the state. For companies, it is an opportunity to train employees on demand, ensuring their maximum compliance with all job requirements, while also saving on recruitment, retraining, and adaptation costs. For young people, dual education offers a convenient opportunity to become independent early and adapt to adult life. Within its framework, education the quality of education is continuously increasing. In turn, this approach motivates students to work on themselves, to learn, and to acquire knowledge.

Germany is considered the founder of the dual education system. Today, the German model serves as an example not only for the European Union but also for many other countries. Germany's vocational education is characterized by a well-developed mentorship institution, practice-oriented training, and the active involvement of businesses in the preparation of qualified personnel. The country introduced the dual education system into its educational framework several years ago.

A key factor in the development of dual education in Germany is the clear definition in legislation of the roles and responsibilities of all participants in the system (enterprises, students, and

educational institutions). Today, around 1.4 million young people in Germany are receiving education through the dual system. Every year, 500,000 students sign contracts with companies to participate in dual education, and 74% of them go on to sign employment contracts with their employers after graduation. Companies assign each student a qualified mentor who has passed a special certification process.

Organizing dual education and engaging employers is one of the main tasks of the Chambers of Commerce and Industry and sector-specific trade chambers. In fact, to introduce students to professions and the world of work, beginning in grade 7, students in Germany participate in internship programs at enterprises lasting 2–4 weeks per year. After getting acquainted with the activities of various companies and gaining information about different professions, students can choose a profession of interest, sign a contract with a company, and then submit this contract to an educational institution to be enrolled in dual education.

Students participating in the dual education system in Germany receive a monthly salary from their employers, averaging between 930 and 1,200 euros.

In June 2024, during a video conference led by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, the topic of fundamentally improving the vocational education system and adopting the German model. Based on the German experience, a number of tasks were outlined to effectively implement dual education in practice. The main goal of introducing the dual education format into the education system is to train qualified mid-level professionals with modern vocational skills in all sectors of the economy and to create broad opportunities for supporting young people's interest in acquiring professions and specialties. Through dual education, young people develop their professional skills in real workplaces while receiving formal education.

The dual education model was initially implemented within the vocational education system. Starting from the 2021–2022 academic year, more than 3,000 young people were admitted to vocational education institutions in Uzbekistan under the dual education system, particularly in sectors such as preschool education, railway transport, and construction. In the 2022–2023 academic year, over 4,500 young people enrolled in dual education programs, and additional sectors such as information technology, light industry, agriculture, and service industries were also included in the system for mid-level personnel training.

As of today, taking into account the socio-economic development of the regions, more than 7,500 young people are studying through dual education at vocational institutions across the country and are simultaneously employed in nearly 1,500 enterprises and organizations. In the higher education system, for example, the Tashkent Institute of Textile and Light Industry has launched dual education for 3rd and 4th-year students. Starting from the next academic year, it is planned to gradually implement dual education in other higher education institutions as well.

Dual education primarily allows companies to train personnel "on demand" and ensure a high level of compliance with their specific needs. Companies benefit by saving time and resources on recruiting, retraining, and onboarding staff. At the same time, students gain clarity from the first year about where they will do their internships and develop a clear understanding of what and how they are learning in the educational institution.

Many countries are adopting this experience. Today, the German model is being applied in Greece, Italy, Spain, China, Sweden, Romania, South Korea, as well as in African countries. All of these countries are adapting the system by taking into account the specific characteristics of their own economies.

Uzbekistan is also studying European approaches to dual education, especially those that have proven successful in other countries. In this regard, various tools are being used within GIZ projects in the field, such as involving European experts to adapt the experience to Uzbekistan, organizing study and educational visits of local stakeholders to Germany, and visiting institutions that ensure an effective dual education process.

Since 2021, the German Agency for International Cooperation (GIZ) has been implementing the project “Support for the Reform and Modernization of the Vocational Education System in Uzbekistan.” Under this project, the dual vocational training mechanism has been introduced in vocational colleges affiliated with the “Uzbek Textile and Garment Industry Association.”

As part of the project, a delegation from Uzbekistan visited Germany, where they had the opportunity to get acquainted with how the dual system is organized in German educational institutions and industry enterprises. The Uzbek delegation visited the TVET training center in the city of Werdau, the “Susana Eger” vocational school in Leipzig, the Leipzig Chamber of Commerce and Industry, the ZAW Leipzig GmbH center for dual education and professional development, and the training center of the Saxony economy, where they were presented with the theoretical aspects of the dual system.

At the enterprise “ZKS Zwickauer Kammgarn Spinnerei GmbH,” the delegation observed the production of high-quality, innovative special yarns for the global market. At “E. Richard Thieme GmbH,” they learned about the manufacturing of safety belts, protective suits, seat covers, and special garments for fire safety and rescue services. They also familiarized themselves with the practical aspects and methods of the dual education system implemented at “Porsche Leipzig GmbH.”

Today, two institutions in Uzbekistan are advising their national partners on the implementation of Technical and Vocational Education and Training (TVET) standards used in German-speaking countries.

At the request of the Federal Ministry for Economic Cooperation and Development of Germany (BMZ), GIZ is implementing two projects:

“Support for the Reform and Modernization of the Vocational Education and Training System in Uzbekistan (TexVET)” (project implementation period until September 2025), and

“Vocational Education and Training for Economic Sectors in Central Asia (RESA V).”

Additionally, at the UN level, consultations on technical and vocational education and training (TVET) and professional skills development are being conducted within the framework of the UNESCO project “Skills Development for Employment in Rural Areas of Uzbekistan,” funded by the European Union. The implementation of the dual education project supports the development of textile enterprises by facilitating experience exchange and familiarization with the best practices from both Europe and Uzbekistan in the field of vocational education and training, as well as by enhancing the qualifications of industry specialists.

The procedures for introducing the dual education system into the national education system are determined by the Cabinet of Ministers of the Republic of Uzbekistan, as the authorized state body. As part of this, Annex 1 to Resolution No. 163 of the Cabinet of Ministers dated March 29, 2021, approved the “Regulations on the Procedure for Organizing Dual Education in the Professional Education System.” The regulation outlines the responsibilities, rights, and obligations of enterprises, professional education institutions, and students, as well as the procedures for enrolling students in dual education throughout the academic year.

To support the implementation of Presidential Decree No. PF-93 dated June 12, 2023, “On Measures to Establish Mutually Beneficial Cooperation with Entrepreneurship Entities in Reducing Poverty,” and Resolution No. PQ-335 dated July 28, 2022, “On Accelerating the Establishment of the Agricultural Machinery Cluster in Chirchik,” the Cabinet of Ministers adopted Resolution No. 14 on January 16, 2025, along with the “Regulations on the Procedure for Organizing Dual Education in the Higher Education System.” The regulation clarifies that dual education does not apply to all higher education institutions and their branches, and is of a recommendatory nature for non-state higher education institutions. It also outlines the main concepts, objectives, and tasks of dual education, the procedure for its organization, and the responsibilities, rights, and obligations of enterprises, higher education institutions, and students involved in the dual education system.

The ultimate goal of dual education is to reinforce students' theoretical knowledge and develop practical skills in their field of study (specialty).

The formation of practical skills involves organizing opportunities for students—regardless of the organizational and legal form of the enterprise—to gain experience related to production (including organizational and managerial) activities, developing students' professional and creative interests, and ensuring that graduates acquire the practical skills and competencies needed to work with modern equipment and technologies. This is achieved through education both in higher education institutions and in enterprises, as well as by introducing new teaching technologies into the academic process of higher education institutions, thereby increasing the competitiveness of students.

The main objectives of dual education are to train specialists in accordance with the needs of the labor market, economic sectors, and future development prospects in the context of a market economy; to improve social partnerships; to ensure the flexibility of the content and structure of higher education curricula; to provide students with sufficient conditions for acquiring professional experience in a real production environment; and to enable them to both study and work. The dual education system is implemented on a tuition-contract basis. In higher education institutions, it is carried out under the “Professional Owner” dual education system.

Contracts formalizing the dual education process between the enterprise, the higher education institution, and the student are approved by the Ministry in coordination with the Ministry of Employment and Poverty Reduction of the Republic of Uzbekistan. Higher education institutions establish branches of relevant departments at the enterprises where dual education is being organized. According to the academic plan, students are expected to complete the theoretical and practical parts of the curriculum at the higher education institution and carry out the practice-oriented components related to production at the enterprise.

The duration of instruction under dual education must not be less than that of full-time education in the corresponding academic programs (although it may be longer). Depending on the specifics of the field of study (specialty), dual education may be organized in a format where students spend at least two days per week studying the theoretical part of the curriculum at the higher education institution, and the remaining days at the enterprise, engaged in practical activities, or as a continuous internship. Based on an official order from the enterprise, an experienced employee is assigned as a practical training supervisor (mentor) for the student(s) in the dual education program. The mentor is additionally compensated in accordance with the procedures established by the enterprise. The enterprise also oversees the mentor's activities.

The number of students and work placements assigned to each internship supervisor (mentor) by the enterprise is determined based on the complexity of the technological processes and is agreed upon with the higher education institution. The practical part of dual education is organized at the enterprise throughout the academic year by qualified and experienced specialists, as well as professors and teachers. During the dual education process, the enterprise pays the student a salary in accordance with the legislation for their activities at the enterprise.

In conclusion, it can be said that the dual education system provides positive results in preparing skilled personnel with sufficient qualifications, skills, and experience in the chosen profession or specialty until the completion of their studies.

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