

Formation of the Domestic Dual Studies Pattern and Superposition of Stakeholders – the Case of Ukraine*

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The article investigates the results of stakeholder analysis applied in the course of design and implementation of a national-level project aimed at Ukrainian dual studies management (DSM) system formation. The concept of dual studies (DS) was introduced and promoted in Ukraine thanks to a launched in 2013 project conducted by the Friedrich-Ebert-Stiftung Office in Ukraine (FES-Ukraine) in cooperation with the Ministry of Education and Science of Ukraine (MES), Ukrainian Marketing Association, a wide range of higher educational establishments (HEEs), employers, their associations and other interested parties. Being a complex project, it required deliberate approach to stakeholder analysis and classification that allowed shaping well-targeted strategies aimed at ensuring the required scope of stakeholders' engagement. The authors applied the Mendelow's Matrix of stakeholder classification; offered classification of stakeholders according to the DSM levels (macro or state level; meso or regional and sectoral level; and micro level or the level of HEE-company cooperation); and, in addition, in 2013 (launch of the project) and 2019 (launch of the national experiment of DSM introduction as a result of project activities) the authors conducted superposition of stakeholders in the "impact – engagement" system of coordinates. This approach demonstrated expected vs. caused impact of stakeholders on DSM introduction and their expected/real engagement into DSM system functioning in Ukraine. A superposition interference as of 2013 and 2019 demonstrated differences in the list and functions of stakeholders engaged into Ukrainian DSM system on the initial and current stages of its development. This allowed confirming the hypothesis concerning the impossibility of German DSM management system "import" without its adaptation to the national context.

Keywords: dual studies, dual studies management; stakeholders, stakeholder classification, analysis of stakeholders.

УДК 378-022.215(072)

JEL Codes: I2, I23, O30

Introduction. With regard to the shift to the knowledge-based economy and increasing number of jobs requiring higher education qualifications, countries are looking for the instruments to cover the gap between the level of professional qualifications of HEEs' graduates and the needs of the labor market [18; 4]. The "made in Germany" dual studies is one of those instruments that allows meeting the abovementioned challenges and is recommended by policy-makers for both the developed and the developing countries [17]. Ukraine started looking for the ways of DSM introduction in 2013 due to the project launched by the Friedrich Ebert Foundation Office in Ukraine in cooperation with the Ministry of

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* The publication contains the results of research conducted within the framework of the scientific research work "Reforming the life-long learning system in Ukraine to prevent labor emigration: a cooperative model of institutional partnership" (state registration number 0120U102001).

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<https://doi.org/10.21272/mer.2020.90.03>



Education and Science of Ukraine (MES), Ukrainian Marketing Association, a wide range of higher educational establishments, employers and their associations. As a result, in 2019 MES started a national experiment for Ukrainian higher educational establishments on dual studies management introduction by the Order #1296. The results of the experiment have been presented in three studies supported by the FES-Ukraine: as of 2019-2020 academic year there were 60 cases of DSM introduced on the micro level in 17 HEEs and over 100 companies for 31 majors and 441 students, out of which 123 are female and 318 – male [26; 11; 12; 16]. However, the studies also demonstrated a lack of many DSM system elements in comparison to the etalon German one, some of which cannot be re-created in the national context. One of the most significant differences between the Ukrainian and German DSM system formation and functioning is the network of stakeholders and the roles they are willing to undertake.

Thus, it was important for the success of the project to carefully choose tools and conduct a stakeholder analysis. With this purpose the authors have analyzed a variety of approaches to stakeholder analysis and have chosen the Mendelow's Matrix. In addition, in 2013 and 2019 the authors conducted superposition of key stakeholders in the "impact – engagement" system of coordinates. The interference of the results allowed tracking the dynamics in stakeholders' networking development in the framework of the national DSM system formation. Moreover, the authors also offer classification of stakeholders according to the levels of DSM system: macro- (state level), meso- (regional and sectoral level) and micro- (level of HEE-company cooperation).

Analysis of the recent publications. Planning and implementation of complex projects require deliberate stakeholder analysis and management, which is critical for their success [6; 30]. It should be noted that interrelationships among stakeholders in itself is a source of such complexity, which in its turn is a source of risk and uncertainty on all the stages of the project [33; 19]. Moreover, stakeholder collaboration requires the space for a dialogue, exchange of information, experience, expectations, visions and agendas [43].

Despite the fact that the stakeholder concept has been used in relation to business management from 1930s [14], when the General Electric Company identified major groups to be considered, the concept has attracted attention of non-business communities relatively recently, especially in project-management and policy-shaping [10]. The term was introduced into scientific discussion in 1963 by researches of the Stanford Research Institute, who defined it as "those groups without whose support the organization would cease to exist" [21]. The concept was later (1984) reviewed by Freeman through a strategic management perspective, who defined a stakeholder as a party that "can affect or is affected by the achievement of the firm's objectives" [21]. F. Ackermann and C. Eden noted there was a lack of clarity as to the conceptualisation of the term "stakeholders" [2]. Due to the development of the concept in political science and project management, a number of definitions have been introduced: (1) "groups who are immediately affected by a project or policy, as well as groups who will be impacted in the future" (by Francis) [20]; (2) "parties-at-interest in the impact situation (such as proponents, opponents, and regulators)" (by Wolf) [42]; (3) "actors who have an interest in the issue under consideration, who are affected by the issue, or who – because of their position – have or could have an active or passive influence on the decision-making and implementation processes" (by Varvasovszky and Brugha) [9] etc. For the purpose of this paper we will use the term "stakeholders" to mark individuals, groups and organizations that have interest and may influence or be influenced by activities aimed at the DSM system introduction and functioning.

Stakeholder analysis (SA) is viewed as “a holistic approach or procedure for gaining an understanding of a system (and changing it) by means of identifying the key actors and assessing their respective interests in the system” [24]. Stakeholder analysis was also recognized as a tool for raising efficiency of governments’ policies, civil society’s initiatives, as well as project planning and implementation, because timely identification of the parties supporting or opposing a policy/initiative/project that are involved in or affected by such innovations largely determine their success or failure [31]. According to Crosby “stakeholder analysis encompasses a range of different methodologies for analyzing stakeholder interests and is not a single tool” [15]. In political science stakeholder analysis not only focuses on the analysis of interests and power/influence, but also the interrelations of individuals, groups and organizations within a broader political, economic and cultural context [10]. The development of a project management theory has demonstrated that every project stage has its unique features, which establishes a dynamic context for practicing stakeholder management on different stages of a project lifecycle [40; 1]. The first round may be devoted to an expert-based stakeholder analysis; the second one is also analytical, but includes the input of stakeholders; the third round foresees the key role of stakeholder with expert assistance for synthesizing inputs, which are presented to decision-makers [3]. Overall, stakeholder analysis foresees their identification, classification and assessment [30; 34]. During the identification it is essential to take into consideration all types of stake in a policy/initiative/project [28].

The issue of stakeholder analysis in DSM introduction projects has not been studied much by researchers. For example, a researcher of the cooperative (dual) studies management in Australia H. Breen looked into the motives of stakeholder cooperation considering it to be mutual altruism [8]. However, a thorough stakeholder analysis is important with regard to the fact that in most cases of “importing” German dual studies best practices into national contexts (which have been implemented in a number of countries around the world in order to create a proper link between real economy and higher education systems, as well as to ensure proper investments into human capital that assist boosting innovations and economic growth) it has become clear that stakeholder engagement into DSM introduction greatly depend on national specifics and demand adaptation of foreign experience to local contexts [35, 23].

Research results. The systematic method applied in the framework of this research included both identification and classification of stakeholders important for the success of DSM introduction in Ukraine from the project management perspective. The pretext for the stakeholder analysis is the implementation of the project aimed at the introduction of dual studies in Ukraine, which was launched in 2013 by the Friedrich Ebert Foundation Office in Ukraine in cooperation with partners such as the Ministry of Education and Science of Ukraine, Ukrainian Marketing Association and other profile associations, associations of employers, higher educational establishments and other stakeholders [16]. The term "dual education" was first used in 1964 in a report of the German Committee on Education (Der Deutsche Ausschuss für das Erziehungs- und Bildungswesen) to refer to simultaneous training in companies and vocational education institutions. The word "dual" emphasizes the equality of rights and responsibilities of partners – companies and educational institutions – and a greater level of close cooperation between them. The term “dual studies” appeared in mid-1970s, when first German dual higher educational establishment was founded. By now there is no definition of dual studies in the legislation of the Federal Republic of Germany. German researcher Heller views dual studies as a special form of vocational education based on close cooperation and coordination of the parties in the framework of contractual relations. It is aimed at joint organization of environment for students of HEEs or enterprise employees

willing to obtain tertiary education, which foresees discussion of the content of educational programs, methods of training and periods of stay in the educational institution and at the enterprise [25]. The Federal Institute for Vocational Education of Germany defines "dual studies" as education at a university or vocational academy according to a program with integrated vocational training or periods of gaining professional experience in a company (in-company training). Such training differs from traditional programs by increased practical component. Its key features are the cooperation of two education places – a higher education institution and a company, and close interconnection of the theoretical and practical/professional training time- and content-wise [7].

These two features have been reflected in the definition introduced into Ukrainian legislation by the Concept of Dual Form of Education in 2018 [13]. The Concept has laid ground for the amendments to the Law of Ukraine "On Education" № 2745-VIII as of 06.06.2019, which have provided a general definition applicable for the level of vocational education and training, pre-tertiary and tertiary education: "it is a way of obtaining education, which involves combination of training of persons in educational institutions with training in the workplace at enterprises, institutions and organizations to acquire certain qualifications, usually on the basis of a contract". Due to the existing national regulatory framework, employers are not willing to engage themselves into working relations with the students under 18. Thus, the regulation of the rights and obligations of the parties is foreseen by the trilateral contracts, which are also obligatory in those cases when students also get work-contracts in addition. The Law of Ukraine "On Higher Education" № 392-IX as of 18.12.2019 specifies the definition of dual studies as "a way of obtaining education by day-students, which provides on-the-job training at enterprises, institutions and organizations in the scope of 25 to 60 percent of the total number of ECTS foreseen for an educational program aimed at the acquisition of certain qualifications on a contractual basis. On-the-job training involves official duties in accordance with the employment contract" [39].

However, the authors view dual studies through management theory as a much wider concept than cooperation of just three stakeholders – higher educational institutions, companies and students. Moreover, this concept exceeds the interests of the field of education, being an instrument of economic growth and investments into human capital, which requires complex managerial approach. The authors propose to introduce and define DSM as a tool of complex stakeholders' cooperation network management at the macro level (coordination of actors on the state level), at the meso level (cooperation of actors on the regional and sectoral level) and at the micro level (cooperation of HEEs, companies and students). This approach requires in-depth analysis of stakeholders, especially with regard to the fact that DSM is currently emerging in Ukraine.

To conduct such an analysis a variety of methods have been applied for identification, differentiation and categorization of stakeholders. The authors applied an exploratory qualitative approach and expert interviews to identify Ukrainian DSM stakeholders, their roles and positions on different DSM levels. A preliminary list of stakeholders was drawn up in 2013 at the stage of project design based on German experience and later tested in the framework of expert interviews. Similar expert interviews were conducted in 2019 on the stage of project execution, in particular, the launch of the national experiment on DSM introduction. This allowed conducting superposition of key stakeholders in the "impact – engagement" system of coordinates and the interference of the results, which demonstrated the dynamics in stakeholders' networking development in the framework of the national DSM system. In addition, the comparative analysis allowed identification of differences in the

stakeholders' roles in comparison to German DSM system. Moreover, the authors used the Mendelow's Matrix to examine interest/power correlation.

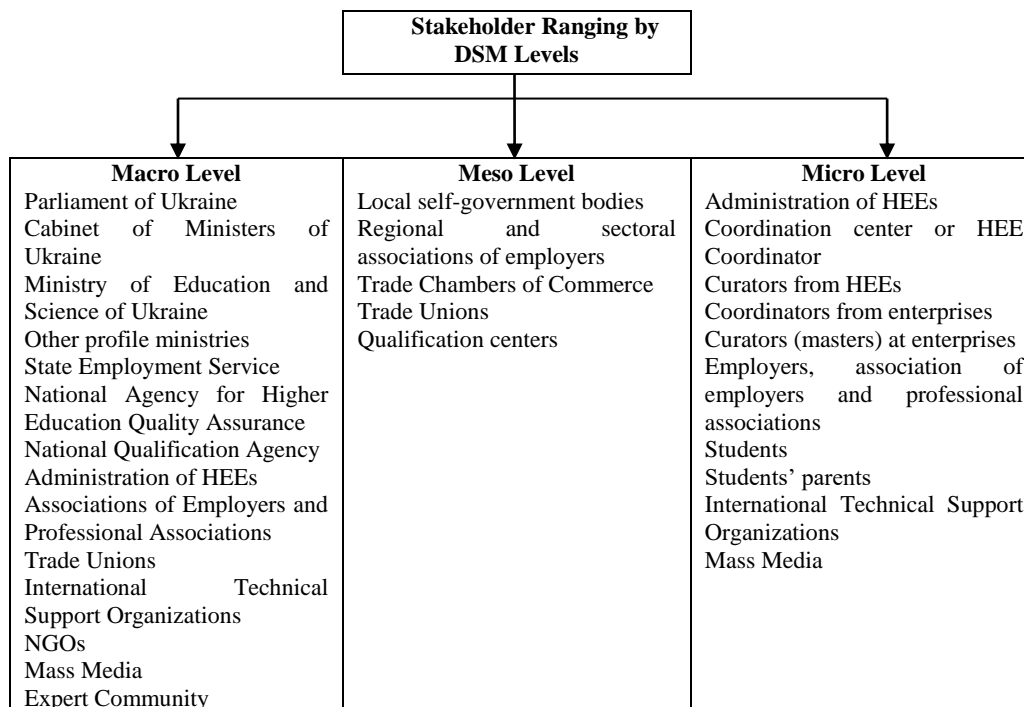


Figure 1. Stakeholder Ranging by DSM Levels (as of 2019)

The overall objectives of stakeholders' activities with regard to the DSM introduction and promotion are as follows:

- on the macro level – shaping legislation and normative framework, creating methodological recommendations, conducting raising awareness campaign, coordinating stakeholders' cooperation on the meso and micro levels, and performing monitoring;
- on the meso level – coordinating stakeholders' cooperation in the region and within sectors, engaging more actors into DS stakeholders' network, provision of support to stakeholders on micro level, gathering feedback from stakeholders implementing DSM for discussions related to policy-shaping and providing feedback to decision-makers regarding legal norms and methodological recommendations;
- on the micro level – establishing favorable environment for DSM practical introduction and promotion; approbation of DS managerial mechanisms, performing monitoring and provision of feedback for policy-shaping and updating of methodological recommendations.

It should be noted that such general objectives do not reflect all the complexity of the nature of DSM stakeholders' interest-driven cooperation. Thus, it is essential for stakeholder management to identify reasons for expressing their interest and ways of influence or exercising power for DSM introduction.

Table 1

Key Stakeholders in DSM System (Ukrainian pattern): extended interest – influence/power matrix

Stakeholders in DSM (Ukrainian pattern)	Reasons for interest in DSM	Ways of influence (exercising power)
1	2	3
Ministry of Education and Science of Ukraine	Improvement of cooperation of education and business Improvement of the higher vocational education quality	Reform of education, formation of normative framework Creating platform for stakeholders' dialogue
Other profile ministries	Ensuring supply of qualified workforce to relevant economic sectors Decreasing level of unemployment among youth and ensuring social cohesion	Formation of normative framework
Cabinet of Ministers of Ukraine	Introduction of tools designed for economic development Development of public-private partnership	Approval of changes to normative framework
Parliament of Ukraine	Development and adoption of instruments aimed at better-targeted human capital investments Decreasing level of unemployment among youth	Formation of education, social and economic policies Formation of legal framework
Scientific and Methodological Center for pre-tertiary and tertiary education	Adaptation of best international practices in education and training.	Development of methodological recommendations Creating platform for stakeholders' dialogue
National Agency for Higher Education Quality Assurance	Education Quality Assurance	Accreditation of dual programs
National Qualification Agency	Promotion of instruments for gaining demanded qualifications	Development of National Qualification Framework
Qualification centers	Promotion of independent qualification assessment	Qualification assessment
Self-government Bodies	Ensuring supply of qualified workforce in the regions Social integration of youth	Development of local programs for raising interest of employers to DSM
Trade Chambers of Commerce	Enlargement of employers' networks	Coordination of employers' cooperation
Professional associations and associations of employers	Presentation of efficient solutions for companies' issues related to a lack of qualified labor force	Moderation of dialogue on DSM among employers and presenting the results to decision-makers Raising awareness campaigns

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Table 1 (continued)

1	2	3
Employers	Increasing competitiveness Ensuring supply of qualified workforce for a company Creating image of socially-oriented company	Provision of places for dual students Consulting on DSM concept formation
Trade Unions	Increasing of efficiency of professional-orientation activities Engaging new members among dual students	DSM awareness rising campaign among school-leavers and students Professional-orientation activities
Coordinators from companies	Ensuring supply of qualified workforce for a company	Systemic work with HEEs Consulting on DSM concept formation
Curators/masters	Transfer of knowledge to new generation Additional payments	Systemic work with students Consulting on DSM concept formation
HEE Administrations	Increasing HEE competitiveness Increasing education quality Creating opportunities for gaining demanded qualifications by students	Provision of dual programs and places for dual students Enlargement of the network of cooperation with companies Consulting on DSM concept formation
Coordination centers' employees/coordinators	Increasing education quality	Enlargement of the network of cooperation with companies
Curators	Increasing education quality	Systemic work with students Ensuring quality of education
Students	Increasing competitiveness on the labor market Better career opportunities and increasing chances for getting the first work-place	Provision of feedback on DSM
Students' parents	Increasing life chances of their children	Supporting students in their choice of dual form of education
International Technical Assistance Organizations	Support introduction of international best practices	Methodological, expert and financial support of DSM introduction
Profile institutions of Germany	Support introduction of international best practices	Methodological and expert support of DSM introduction
Experts	Support introduction of useful innovations	Methodological and expert support of DSM introduction
NGOs	Support introduction of useful innovations	Awareness rising campaigns
Mass Media	Discussions of "hot topics"	Increasing awareness among stakeholders by coverage of the topic

As employers are essential for DSM introduction and promotion, researchers consider their motivation from opposite points of view. It may be viewed as a development or survival strategy and, thus, be driven by either cooperation, which is viewed as an evolutionary

strategy of adaptation manifested in altruism for the common good (mutual altruism), or survival. If an organization spends some resources on DSM implementation and training of students, not all of whom will remain to work in an enterprise after graduation, it is expected that it may benefit from applicants trained by other employers, or even from general innovation development, development of industry, region, in other words, general progress due to investment in human capital. But given the decisive influence of socio-economic gaps on the situation with the DSM introduction in developed and developing countries, we believe that the discourse of mutual altruism is appropriate only, when sufficient resources are available, when a critical mass of businesses has opportunities for such investment.

Typically stakeholder analysis is conducted with regard to the following categories – by their power (ability to affect policy/initiative/project), interest (attention to the subject) and position (support or opposition to an innovation) [36; 5]. Among all the existing models of stakeholder analysis by D. Milosevic [29], P. Roberts [37], A. Mendelow [41], P. Nutt [32], R. Turner [37], J. Jeston and J. Nelis [27] we have applied the one by A. Mendelow. However, we do not adhere to the established names of those categories, as if key players (quadrant I) and context setters (quadrant II) reflect the nature of stakeholders' initiatives involved, subjects (quadrant III) and crowd (quadrant IV) are questionable in the context of the DSM introduction project. For example, researchers view the so-called crowd as potential rather than actual stakeholders that hardly worth management, but in this particular case all the stakeholders are important for building the DSM system. Also, it is recommended to convert context setters into key players, but the functions they perform in this particular case do not require such approach. They are also called disinterested, though, in this context for such stakeholders DSM is of interest but not a priority. This classification of stakeholders rather determines the intensity of the dialogue with stakeholders that are all important for DSM introduction in Ukraine but to a different extent.



Figure 2. Analysis of DSM Stakeholders – Mendelow's Matrix (state of art as of 2019).

Table 2

The role of stakeholders in the framework of DSM introduction and development
 (Ukrainian pattern)

Stakeholders in DSM (Ukrainian pattern)	Implementers	Regulators	Consultants	Complementors	Direct beneficiaries	Indirect beneficiaries	Critical	Major	Minor	Internal	External
Ministry of Education and Science of Ukraine											
Other profile ministries											
Cabinet of Ministers of Ukraine											
Parliament of Ukraine											
Scientific and Methodological Center for pre-tertiary and tertiary education											
National Agency for Higher Education Quality Assurance											
National Qualification Agency											
Qualification centers											
Self-government Bodies											
Trade Chambers of Commerce											
Professional associations and associations of employers											
Employers											
Trade Unions											
Coordinators from companies											
Curators/masters											
HEE Administrations											
Coordination centers' employees/coordinators											
Curators											
Students											
Students' parents											
International Technical Assistance Organizations											
Profile institutions of Germany											
Experts											
NGOs											
Mass Media											

The division of stakeholders into supporters and opponents was irrelevant as introduction of DSM in Ukraine has not challenged interests of any of the stakeholders in such a way to cause open and systemic opposition. All the arguments among stakeholders were concentrated rather on the content of the DSM definition itself.

Table 3

Assessment of Stakeholder Impact on DSM Introduction and Engagement into DSM System Functioning in Ukraine

Stakeholder Groups	Stakeholders	Engagement Assessment		Impact Assessment	
		(expected) 2013	(real) 2019	(expected) 2013	(caused) 2019
State Institutions	Ministry of Education and Science of Ukraine	9,9	9,8	9,7	9,8
	Other profile ministries	-	-	-	-
	Cabinet of Ministers of Ukraine	-	5,4	-	9,5
	Parliament of Ukraine	5,5	5,6	9,5	9,7
	Scientific and Methodological Center for pre-tertiary and tertiary education	-	8,5	-	9,1
	National Agency for Higher Education Quality Assurance	-	5,4	-	0,3
	National Qualification Agency	-	5,5	-	1
Self-government Bodies		-	2,3	-	2,4
Qualification Assessment Centers		-	-	-	-
Employers and companies' representatives	Trade Chambers of Commerce	7,8	1,3	5,4	0,2
	Professional Associations and associations of employers	9,5	9,1	8,9	8,9
	Employers	9,5	7,6	7,4	3,5
	Trade Unions	8,5	1	7,3	2,1
	Coordinators from companies	-	-	-	-
	Curators/masters	-	-	-	-
Higher Educational Establishments	HEE Administrations	9,6	9,7	9,4	9,5
	Coordination centers' employees/coordinators	-	-	-	-
	Curators	-	-	-	-
	Students	6,9	2,6	7,2	3,9
Students' parents		-	-	-	-
International organizations	International Technical Assistance Organizations	9,2	8,8	9,4	9,0
	Profile institutions of Germany	9	7,9	6,4	4,8
Expert community	Experts	7,5	7,6	8,8	8,5
	NGOs	8	0,3	6,8	0,2
Mass Media		8,2	5,7	4,2	4,4

Based on the cabinet study of different approaches to stakeholder classification the authors have identified the following groups:

– according to the roles of stakeholders in Ukrainian DSM system formation we have identified implementers, regulators, consultants and complementors. Implementers introduce dual studies management within their organizations or participate in the introduced

procedures. Regulators establish legislative and normative framework and monitor compliance. Consultants provide expert support. Complementors may provide support to implementers that would help develop different aspects of DSM;

- according to the impact of DSM introduction there are direct beneficiaries – institutions and individuals who directly benefit from this innovation – and indirect beneficiaries – those benefiting from the positive changes caused by the results of direct beneficiaries' activities;

- according to their function in DSM system there are critical, major and minor stakeholders. Critical stakeholders are directly responsible for DSM implementation and are also direct beneficiaries. Major stakeholders assist critical stakeholders creating the environment for DSM efficient introduction and operation. Minor stakeholders are not significant for DSM introduction or operation, their functions may be performed by other stakeholders;

- according to their position in the national DSM system they may be internal and external. External do not belong directly to the national DSM system but may cause positive influence on its formation.

However, from the project management perspective and taking into account the need to adapt German experience to the domestic context, the authors were interested in assessing actual roles stakeholders have played in Ukrainian DSM system formation. Thus, the "impact – engagement" system of coordinates have been used, which based on the results of expert interviews allowed for the superposition of stakeholders as of 2013 and 2019 and to determine the trajectories of changes in the five-year retrospective during the formation of the Ukrainian DSM system.

Stakeholders, which were not evaluated, were added by the authors after conducting a study of the results of the first year of the experiment on the introduction of a dual form of education, which revealed new actors.

There are a number of reasons for the changes in stakeholder superposition:

- Institutions of the Federal Republic of Germany, in particular the Federal Institute for Vocational Education (BiBB), the German Academic Exchange Service (DAAD) and the German Office for International Cooperation for Vocational Education (GOVET) are more concentrated on vocational education and training “export”. That is why these very International Technical Support Organizations such as the Friedrich Ebert Foundation Office in Ukraine funded by the Federal Ministry of Economic Cooperation and Development, the "Dual Education in Dialogue" project funded by the program of the Ministry of Foreign Affairs of Germany, the project "Promotion of Vocational Education in Agricultural Colleges of Ukraine" (FABU) funded by the Federal Ministry of Food and Agriculture of Germany, and the German Society for International Cooperation (GIZ) have played a crucial role in the formation and development of the domestic DSM system in Ukraine;
- Ukrainian NGOs that have been playing a significant role in promotion of most major reforms in Ukraine have not been active in the case of DSM introduction, possibly due to the niche character of the topic and the lack of direct funding;
- The development of technology contributes to the spread of atypical forms of employment and the weakening of the role of trade unions. Nevertheless, the disinterest of Ukrainian trade unions in DSM promotion is rather a manifestation of systemic internal organizational problems conditioned by the socio-economic context;

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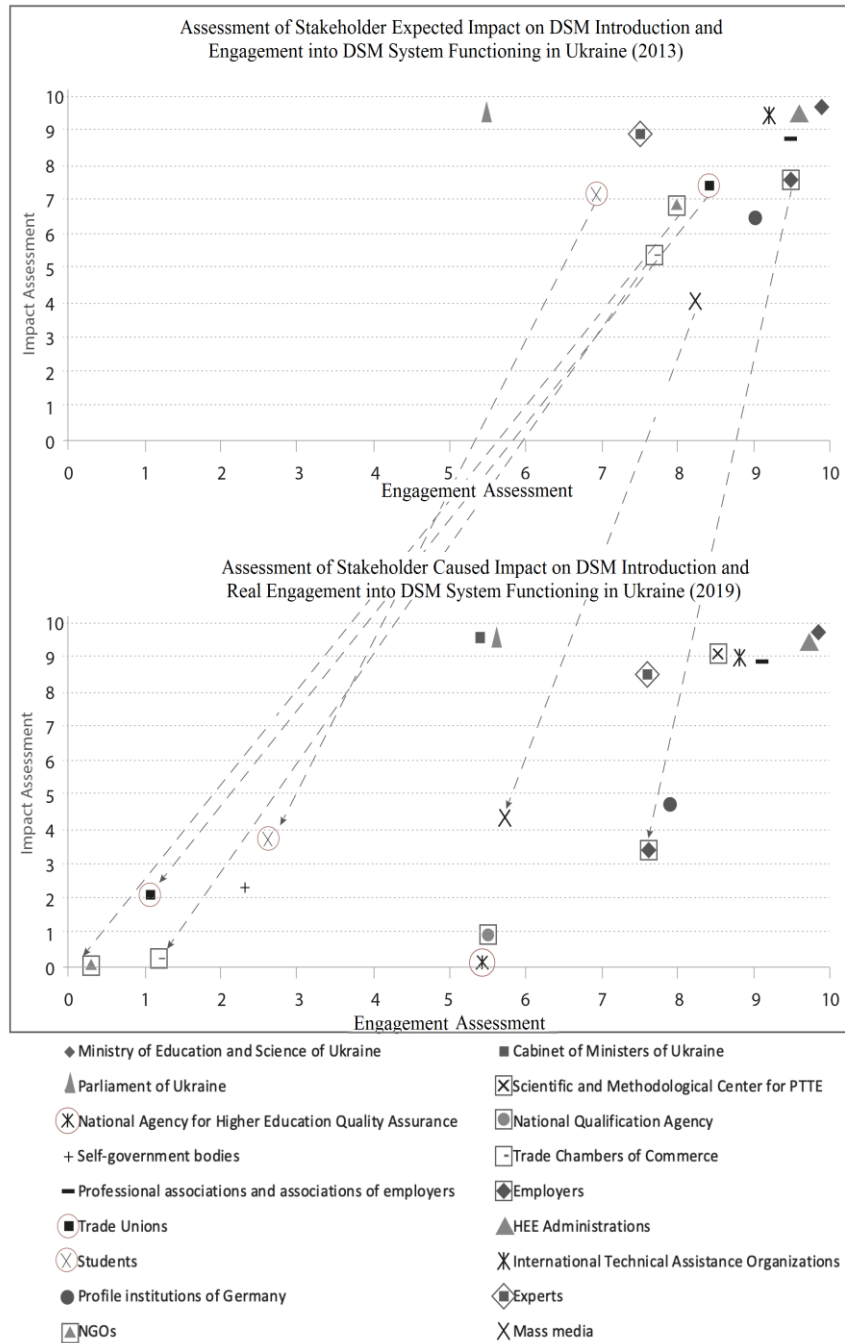


Figure 3. Superposition of Stakeholders in Five-year Retrospective of Ukrainian DSM System Formation (2013, 2019)

- At the macro level, employers acted through representatives of their associations like the Federation of employers of Ukraine and professional associations, playing a key role at the micro level;
- Trade Chambers of Commerce saw their role solely in supporting exchange programs for students with possibilities of training in German companies. At present, they do not view themselves as facilitators of cooperation of enterprises on the regional /sectoral level or qualification assessment. Since 2021 Ukraine has been establishing qualification centers that will be able to fully perform the assessment function;
- Students have not had significant impact on DSM system formation and still most Ukrainian students are not aware about DS, which requires a wide information campaign;
- The 2020 survey of applicants and employers' awareness of dual studies showed that the media are not the main source of information on DS for stakeholders.

The following stakeholders were included into assessment only in 2019:

- The Cabinet of Ministers of Ukraine has approved the Concept of Specialists' Training under the Dual Form of Education/Studies. However, initially it was planned to work exclusively with the Parliament of Ukraine on legislative changes, thus, it was not assessed as a stakeholder in 2013;
- Scientific and Methodological Center for Tertiary and Pre-Tertiary Education received its mandate to facilitate DSM development in 2019 according to the order of the Ministry of Education and Science of Ukraine as of January 25, 2019;
- National Agency for Higher Education Quality Assurance was founded by the Law "On Higher Education" on July 1, 2014 and started its activities at the end of 2015;
- National Qualifications Agency was established by the Resolution of the Cabinet of Ministers of Ukraine as of December 5, 2018 №1029;
- Local self-government bodies have almost no authority in the field of higher education. However, given the weak cooperation of employers within the associations, local self-government bodies may help promote DSM as a tool for socio-economic development of the region.

As noted by Freeman and McVea "identification of both the stakeholders and the interconnections between them is a critical step" [22]. Thus, taking into consideration the proposed above definition of DSM and classifications of stakeholders the authors have offered the following matrix of relationship and intensity of connections between stakeholders in the framework of Ukrainian DSM system.

Intensity of connections between stakeholders in the framework of Ukrainian DSM system (for Figure 4).

Conclusions. Technological disruption is causing unprecedented changes on the labor market, where the demand for labor force with tertiary education and complex qualifications compatible with employers' expectations has been constantly growing. This puts pressure on traditional education system, which being in a competitive environment has to be flexible and introduce innovations to remain relevant for its direct and indirect beneficiaries, namely, students, employers, regional and national economies.

One of such innovations aimed at ensuring better targeted investments into human capital, bridging the education sphere with the world of work, decreasing youth unemployment etc. is "made in Germany" dual studies. Decision-makers have recognized it as an instrument with great potential to add to solutions of complex social and economic issues. Having been rooted in dual vocational education and training, dual studies is based on the same principle – schedule and curriculum content-related coordination of efforts of two or more education

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facilities (a HEE and a company) - but has a number of management-related differences due to the objectives set for tertiary education. Germany has been experimenting with dual studies since mid-1970s and yet the concept is being constantly rethought. Nevertheless, countries all around the globe are experimenting with “importing” dual studies (often with technical and expert support of different German institutions) being motivated by not as much the need in education reform but rather economic factor. Their experience has demonstrated that a “copy-paste” approach is not efficient and the introduction of this innovation should be done with regard to national contexts. Though, it requires changes in legislation and normative framework, the most challenging obstacles are building and managing stakeholders’ networking and cooperation, introduction of internal structural and functional transformations, development of managerial mechanisms of stakeholder cooperation etc.

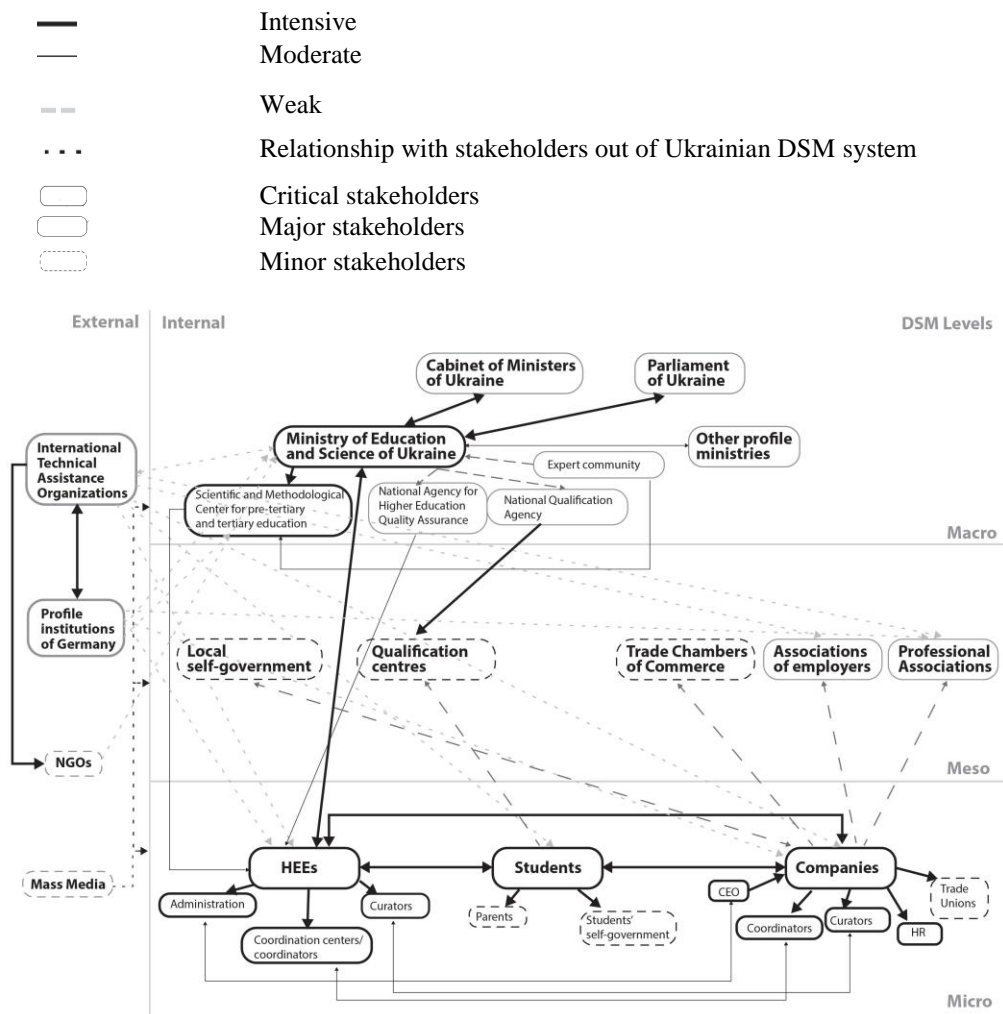


Figure 4. Matrix of relationship and intensity of connections between stakeholders in the framework of Ukrainian DSM system

Ukraine started experimenting with dual studies management in 2013 due to the launch of the project of the Friedrich Ebert Foundation Office in Ukraine and its partners, including the Ministry of Education and Science of Ukraine. Historical and socio-economic "gaps" of the countries' contexts identified organizational and managerial "gaps" between the Ukrainian and German DSM systems, one of which is stakeholder network establishment. Complexity of project objectives required systematic approaches to stakeholder management in order to ensure the expected outcomes.

The conducted identification, differentiation and categorization of stakeholders allowed coming to the following conclusions:

- Taking into account that DSM in Ukraine is forming not as a result of evolution of educators and employers' relationships, but as a result of project activities, it is essential to track changes of stakeholders' roles on different stages of project lifecycle. A number of models may be useful, including the Mendelow's Matrix. However, the "impact - engagement" system of coordinates may help project managers to assess accuracy of their predictions on the stages of project design and implementation. The comparative analysis of the results in the reviewed case allowed identification of differences in Ukrainian and German DSM systems, as functions and roles of a number of stakeholders are either not performed in the Ukrainian context or have been redistributed among other actors involved;

- Although HEEs, companies and students remain key stakeholders, DSM system cannot function without the engagement of a variety of other actors in different roles, which may be grouped as implementers, regulators, consultants and complementors. Moreover, stakeholder may also be classified according to the impact on DSM introduction as direct beneficiaries and indirect beneficiaries; according to their functions in the DSM system – critical, major and minor stakeholders; and according to their position in the national DSM system – internal and external;

- Overall, three levels of Ukrainian DSM stakeholders may be identified: macro- (state level), meso- (regional and sectoral level) and micro- (level of HEE-company cooperation).

It should be noted that in the case of Ukraine DSM introduction is hampered by a lack of strategies at the meso level. Because of a seven decade history of the communist regime a tradition of cooperation of education institutions and companies in a free market environment has not been properly formed yet. Thus, a qualitatively new state of equilibrium between a "collective rationality" and "individualism and selfishness" of economic actors has not been reached. Thus, when a small number of employers start investing in training of students in the absence of a critical mass of companies ready to implement DSM, as well as the lack of government support, they will put themselves into a disadvantaged position in relation to others, except for big business, which still benefits due to the number of students undergoing in-company training periods.

Overall, a stakeholder analysis is an essential tool for project management as it helps identify stakeholders' interests (both those that may affect or may be affected by the project activities), potential conflicts among them (element of risk management), intensify communication and relationships (networks) building etc.

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Manuscript received 30 September 2020

Формирование отечественного паттерна менеджмента дуального высшего образования и суперпозиция стейкхолдеров – кейс Украины

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В статье исследованы результаты анализа стейкхолдеров, выполненного в ходе разработки и реализации проекта по внедрению системы менеджмента дуального высшего образования (МДВО) в Украине. Концепция дуального образования была представлена и популяризована в Украине благодаря начатому в 2013 году проекту Представительства Фона им. Фридриха Эберта в Украине в сотрудничестве с Министерством образования и науки Украины, Украинской ассоциацией маркетинга, широким кругом высшего учебного заведения (ВУЗ), работодателей, их ассоциаций и других заинтересованных сторон. Такой комплексный проект требует продуманного подхода к анализу и классификации заинтересованных сторон для разработки хорошо таргетированных стратегий работы со стейкхолдерами. Авторами применена матрица классификации заинтересованных сторон Менделоу; предложена классификация стейкхолдеров в соответствии с уровнями менеджмента дуального высшего образования (макро- или государственный уровень; мезо или региональный и отраслевой уровень, и микроуровень или уровень сотрудничества ВУЗов и компаний) кроме того, в 2013 (запуск проекта) и 2019 (запуск национального эксперимента по внедрению МДВО в результате проектной деятельности) проведено суперпозицию стейкхолдеров в системе координат «воздействие – участие». Это позволило оценить ожидаемое и реальное влияние заинтересованных сторон на внедрение МДВО, а также их ожидаемое/реальное участие в функционировании системы менеджмента дуального высшего образования в Украине. Исследование изменения диспозиции стейкхолдеров в системе координат по состоянию на 2013 и 2019 годы показало различия в перечне стейкхолдеров и их функциях в национальной системе МДВО на начальном и текущем этапах ее развития. Это позволило подтвердить гипотезу о невозможности «импорта» немецкого паттерна системы МДВО без его адаптации к национальному контексту.

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Формування вітчизняного патерну менеджменту дуальної вищої освіти та суперпозиція стейкхолдерів – кейс України

Ключевые слова: дуальное образование, менеджмент дуального высшего образования; заинтересованные стороны, стейкхолдеры, классификация заинтересованных сторон, анализ заинтересованных сторон.

Mechanism of Economic Regulation, 2020, No 4, 36–57
ISSN 1726-8699 (print)

Формування вітчизняного патерну менеджменту дуальної вищої освіти та суперпозиція стейкхолдерів – кейс України

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У статті досліджено результати аналізу стейкхолдерів, виконаного в ході розробки та реалізації проекту із запровадження системи менеджменту дуальної вищої освіти (МДВО) в Україні. Концепція дуальної освіти була представлена та популяризована в Україні завдяки розпочатому у 2013 році проекту Представництва Фонду ім. Фрідріха Еберта в Україні у співпраці із Міністерством освіти і науки України, Українською асоціацією маркетингу, широким колом закладів вищої освіти (ЗВО), роботодавців, їх асоціацій та інших зацікавлених сторін. Такий комплексний проект вимагає продуманого підходу до аналізу та класифікації зацікавлених сторін для розробки добре таргетованих стратегій роботи із стейкхолдерами. Авторками застосовано матрицю класифікації зацікавлених сторін Менделоу; запропоновано класифікацію стейкхолдерів відповідно до рівнів менеджменту дуальної вищої освіти (макро- або державний рівень; мезо- або регіональний та галузевий рівень; і мікрорівень або рівень співпраці ЗВО та компаній); крім того, у 2013 р. (запуск проекту) та 2019 р. (запуск національного експерименту із впровадження МДВО в результаті проектної діяльності) проведено суперпозицію стейкхолдерів у системі координат «вплив – участь». Це дозволило оцінити очікуваний та спричинений вплив зацікавлених сторін на впровадження МДВО, а також їх очікувану/реальну участь у функціонуванні системи менеджменту дуальної вищої освіти в Україні. Дослідження зміни диспозиції стейкхолдерів в системі координат станом на 2013 та 2019 роки продемонструвало відмінності у переліку стейкхолдерів та їхніх функціях у національній системі МДВО на початковому та поточному етапах її розвитку. Це дозволило підтвердити гіпотезу щодо неможливості «імпорту» німецького патерну системи МДВО без її адаптації до національного контексту.

Ключові слова: дуальна освіта, менеджмент дуальної вищої освіти; зацікавлені сторони, стейкхолдери, класифікація зацікавлених сторін, аналіз зацікавлених сторін.

JEL Codes: I2, I23, O30

Tables: 3; *Figures:* 4; *References:* 43

Language of the article: English

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