



2019 is the final year of the implementation of the international RUECVET ERASMUS + project (No. 574097-EPP-1-2016-1-CYEPPKA2-CBHE-JP): Piloting ECVET to the national VET system of Russia and Uzbekistan.

MOSCOW CONFERENCE

The RUECVET team successfully reported on the achieved outcomes at the final conference “Implementation of European best practices in higher and vocational education and training”, held on May 14-16, 2019, at Moscow State University of Geodesy and Cartography (MIIGAiK) which was dedicated to summing up the implementation of two international projects funded by the Erasmus + program: RUECVET and SUSDEV – Lifelong Learning for Sustainable Development. The format of the event was different from the traditional working meetings held separately in each transnational team during the previous 3 years of project implementation. Previously, it was the study, analysis and comparison of the features of the educational systems of the European Union, Russia, Uzbekistan and Kazakhstan; brainstorming, heated discussions, development of implementation algorithms and training methods on the declared topics of the project. Now it was



a joint event aimed at the mutual enrichment of the consortium participants with new knowledge and gained experiences. In total, 88 project teachers, managers, VET providers, policy-makers, the head of the Erasmus + National Office in Russia, as well as many other guests interested in adapting the best European educational practices, took part in the conference.

The Russian team of the RUECVET project was represented by participants from four universities in Moscow, Tver, Yekaterinburg, Voronezh and the Novosibirsk College of Chemical Technology. The team of Uzbekistan was represented by three pedagogical universities from Kokand, Nukus and Navoi. Their reports highlighted the role of the RUECVET project in the process of developing a new model of national vocational education and training, as well as the contribution of the project results to strengthening long-term cooperation with the European expert community in the field of vocational education.

It was noted that the process of adaptation of the ECVET system in vocational education and training in Russia and Uzbekistan was preceded by a very successful experience in developing and adopting legislative and regulatory norms, as well as practical experience in using the European credit transfer system (ECTS) in higher education. The pilot launch of the ECVET system in Russia and Uzbekistan was ensured by creating a long-term platform for cooperation between leading universities involved in scientific and methodological support and the direct training of teachers for the post-secondary non-tertiary vocational education system.



THE BENEFITS AND CHALLENGES OF ECVET

Outlining the key positions of the ECVET system in the new model of the national vocational education and training, the speakers noted that ECVET acts as a tool to strengthen mutual trust between educational organizations at national and international level and facilitates geographical and life long learning mobility. The application of ECVET makes it possible to recognize the achievements of students in the form of learning outcomes, including those achieved during periods of study in the EU countries, thereby expanding their opportunities for lifelong learning and creating flexible links between education and training, and the labor market.

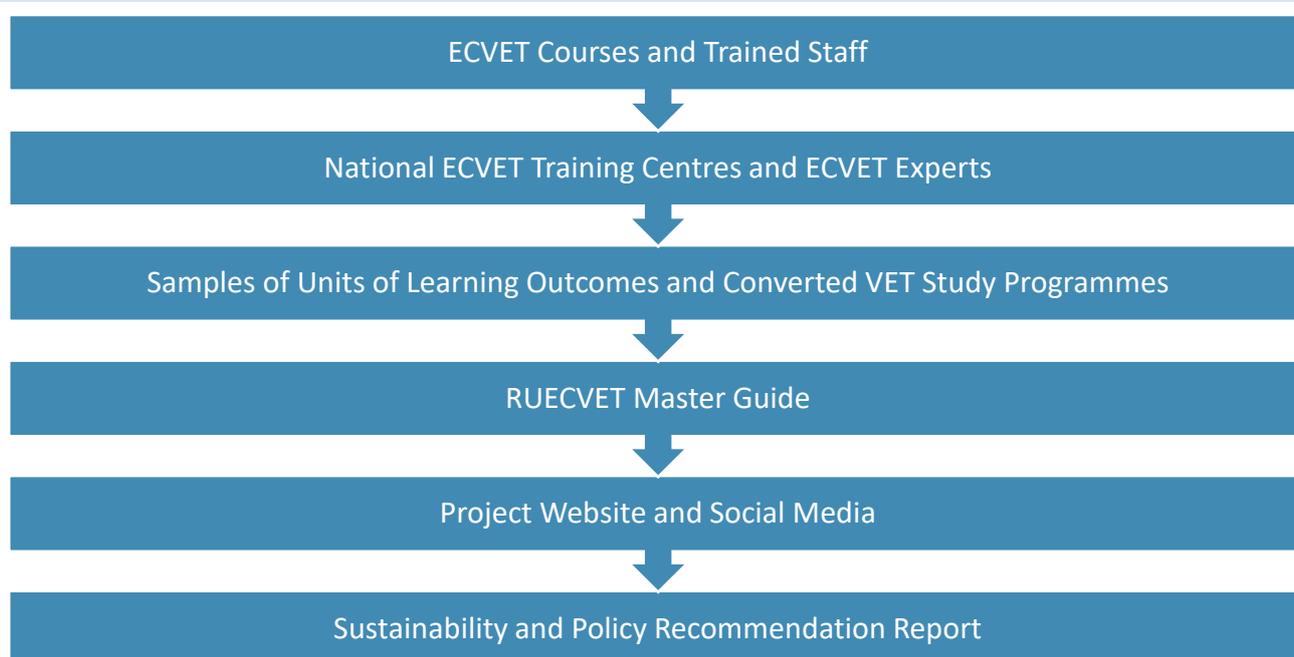
That is why the central place in the ECVET conceptual apparatus belongs to the definition of “learning outcomes”. During the project, the essence of this concept was more accurately formulated taking into account current trends and realities of the Russian and Uzbek VET. It is proposed to interpret “Learning outcomes” as indicators of the quality of vocational training in the cognitive and activity aspects characterizing what the graduate who completes training in a VET organization knows and is able to do.



Another important recommendation based on the project outcomes follows from the key provision of ECVET, according to which the completed units of learning outcomes in relation to holistic qualifications form credits with the allocated ECVET points. They serve as an additional source of information about qualifications and the weight of units in numerical terms. The task of credit in ECVET is to ensure the transfer and accumulation of learning outcomes. The credit acts as a formal expression of the achieved learning outcomes, which are evaluated and validated so that they can be transferred from one vocational education and training system and qualifications to another, from one learning context to another.

In addition to demonstrating the results achieved in the RUECVET project, the speakers identified possible problems with ECVET in the practice of the Russian and Uzbek vocational education and training. In order to deal with these problems, the project team developed a few measures related to the institutional transformations of the vocational education and training systems. It was concluded that in the context of the implementation of the national priority project “Training of highly qualified specialists and workers, taking into account modern standards and advanced technologies”, the application of the system of credits will help ensure that the requirements for qualifications of graduates of post-secondary vocational education are combined with the requirements for qualifications in the international labor market, as well as solving problems of increasing the efficiency and quality of domestic vocational education in the context of its internationalization.

KEY DELIVERABLES



ECVET COURSES AND TRAINED STAFF

The methodology of the project implementation in a meaningful sense assumed the professional and personal development of teachers in the value-semantic contexts of ECVET. This is reflected in the Course for Continuing Professional Development “Applying ECVET in Vocational Education and Training”, 5 ECTS credits. This upskilling course corresponds to Level 6 of Russian and European qualifications frameworks. The programme has been successfully tested in groups of HE/VET teachers, tutors, trainers and administrators. The Rector of the Russian State Vocational Pedagogical University, Mr. Evgeny Dorozhkin, expressed his interest in ECVET and even completed the brief part of the course (2 credits). Overall more than 300 HE/VET staff from the RF and Uzbekistan took part in the courses using LMS Canvas and Moodle in particular. Now there is an opportunity for all those interested, who know the Russian or Uzbek language, to take the short introductory course (2 credits) or full course (5 credits) offline at the National ECVET Training Centres or online worldwide.



NATIONAL ECVET TRAINING CENTRES AND ECVET EXPERTS

To raise awareness about the benefits of the ECVET and to ensure the sustainability of the project results post project end, four National ECVET Training Centres (2 in Russia and 2 in Uzbekistan) have been established on the base of acknowledged HEIs providing VET teacher training at: 1) Russian State Pedagogical Vocational University (Yekaterinburg, RF) for the Urals and Siberia, 2) Tver State University (Tver, RF) for the Central, Northern and Southern zones of Russia, 3) Nukus State Pedagogical University (Nukus, Uzbekistan) for the Eastern part of Uzbekistan, 4) Kokand State Pedagogical University (Kokand, Uzbekistan) for the Western part of Uzbekistan. Associated training centers have also been created at Voronezh State University and Novosibirsk Chemical Technology College, RF. In addition, 37 national experts in ECVET implementation have been trained and are ready to train and consult how to introduce ECVET at the institutional and national levels.

SAMPLES OF UNITS OF LEARNING OUTCOMES AND CONVERTED VET STUDY PROGRAMMES

To demonstrate the difference and innovation to the national VET systems of two partner-countries 24 VET qualifications (study programmes) – 15 in Russia and 9 in Uzbekistan have been identified in Engineering, Management, IT and Hospitality and converted into ECVET format. Each VET Provider was responsible for converting their own programmes based on a common template: description of VET programmes in terms of units of identified Learning Outcomes, conversion into Curriculum Content (covered units) and structure (modules, credits and ECVET points), description

of Learning Framework (total learning hours, credits, duration), assessment criteria & methods for units of Learning Outcomes, allocation of ECVET Points to qualification and units and other elements of ECVET technical specifications.

RUECVET MASTER GUIDE

The RUECVET Master Guide has been created within the scope of the project in order to assist VET instructors in Russia and Uzbekistan to better understand: What is ECVET and how does it work, ECVET key principles and technical features, How to develop units of learning outcomes for geographical mobility and life-long learning, the piloted methodology within the RUECVET project, and other issues. The guide should be used by VET instructors and providers, HEI instructors and institutions with a link to the VET sector, National qualification system stakeholders, Regulators of qualifications, examinations and assessments, Awarding Bodies, Policy Makers. It is available as the part of the online courses or directly on the project website in Russian, Uzbek and English languages.



PROJECT WEBSITE AND SOCIAL MEDIA

The project website <http://www.ruecvet.uz/en/> is a special deliverable of the project because it gives opportunity to get training and consultation in ECVET implementation via the website for people speaking Russian and Uzbek languages through using their smartphones or other devices in any part of the world by simply connecting to the Internet. Using also the project Facebook Page and Group, the project has been actively disseminating all RUECVET activities and deliverables. Engagement of HE/VET stakeholders into dissemination and exploitation activities is also a big challenge for the project team, which we try to solve through a lot of workshops and round tables, academic and professional publications.



SUSTAINABILITY AND POLICY RECOMMENDATION REPORT

Specific actions referring to sustainability activities have been explored during the project implementation and finalized in a concrete sustainability plan, which will be agreed and signed by all partners. Special focus of the sustainability plan is the operations and activities of the four National ECVET Training Centres (2 in Russia and 2 in Uzbekistan). A common agreement plan about the operations will be developed as well as a precise and concise policy recommendation report – with a specific set of recommendations & best practices for the transfer and adaptation of the ECVET tool in the national system of the two Partner Countries. The report will be based on the collective results and outcomes of the project – and will be based on collective input.

FEEDBACK FROM PARTICIPANTS

YIANNA ORPHANIDOU, ASSOCIATE HEAD OF DEPARTMENT OF HOSPITALITY, TOURISM AND SPORTS MANAGEMENT, UNIVERSITY OF NICOSIA

RUECVET project was indeed a learning experience. We had the opportunity to get familiar with the various educational systems and pilot a European tool such as ECVET for the VET system in Russia and Uzbekistan. The opportunities for mobility and transferability are enormous and ECVET can be one of the tools that can be applied as the common language for the various educational systems in the wider Eurasia region.

DR STELIOS MAVROMOUSTAKOS, DIRECTOR OF DEVELOPMENT AT THE UNIVERSITY OF NICOSIA

The three years of the project have been a wonderful learning experience for all. Firstly, to get to know each other, respect and appreciate differences. The understanding of the ECVET is the easy part. The spreading and the wider acceptance for the benefit of the learner requires long term commitment and dedication. The journey has just begun.

SABO AKHMADALIYEVA, HEAD OF KOKAND ECVET TRAINING CENTRE

My conscious understanding of RUECVET project is the "Units" which we can't find in any other tools. The Units make impossible things possible as well as the opportunity to enable continued learning and the development of new knowledge, skills and competence. The project united us to work together, getting new experiences and sharing differences and we still have been uniting trainers to work together in our countries.

DR NADIA VASSALO, DEPUTY PRINCIPAL CURRICULUM AND STUDENT AFFAIRS, MCAST

Indeed, the journey has just begun. I sincerely thank you for all the work and what has been achieved so far. It was a truly enriching experience for the MCAST team, and we look forward to furthering our collaboration.

KENNY MUSCAT, CURRICULUM DIRECTOR, MCAST

The RUECVET project allowed MCAST to work with education institutions from Cyprus, Latvia, Russia and Uzbekistan in implementing ECVET for VET in Russia and Uzbekistan. This has been an important experience for MCAST staff to collaborate with larger countries in Europe and beyond in the area of VET. Following this project, MCAST is in a better position to work on new Erasmus+ projects in other areas for the benefit of students and staff in VET.

DR ASIYA TURENIYAZOVA, HEAD OF NUKUS ECVET TRAINING CENTRE

The lack of quality in our education is mentioned in all regulative documents of our governments and the need to introduce the best international practices is emphasized. During my participation in two Erasmus + projects, I visited many European universities, vocational education and training institutions and witnessed this quality. Because they use ECTS and ECVET. ECTS is gradually being introduced in HE of Uzbekistan, and now logically ECVET should be introduced in VET. Because VET

and HE are interconnected parts of the continuing education system. That's why the results of piloting ECVET in Russia and Uzbekistan and the Policy Report and Recommendations, developed in RUECVET project, are very significant.

ACKNOWLEDGEMENTS

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