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ALLVET CBHE Erasmus + KA2 PROJECT

ALLVET CBHE Erasmus + Project 609952-EPP-1-2019-1-RS-EPPKA2-CBHE-JP

**HE and VET alliance establishment according to Bologna Principals
implementation via VET teachers' capacity building**

Running from 15 January 2020 – 14 January 2023

ALLVET PROJECT WEBSITE LINK

<http://allvet-erasmus.com/uk/>

About CBHE

CBHE is the European Union's programme whose aim is to improve, develop, and modernise higher education systems and to support cooperation of Partner Countries across different regions of the world such as Eastern Europe and (Central) Asia mainly through university cooperation projects.

The DECIDE project has been funded by the European Commission through the Capacity-Building in Higher Education Programme (CBHE) as part of the Key Action 2 projects.

The ALLVET Project

The ALLVET Erasmus+ project is designed to complete a Higher Education and Vocational Educational Training alliance establishment according to Bologna principles implementation via Vocational Education Training teachers' capacity building for Russian and Kazak project partners, (five and three respectively) with five European partners involved, with the University of Kragujevac, Serbia being the coordinating institution.

In recent years, universities across Europe have seen a significant expansion of Tuning Europe (I, II, III and IV). However, Pedagogical ECTS/ Tuning modular system has never been considered before in terms of development of vocational education in RUS and KZ.

ALLVET is designed to facilitate this expansion into the area of vocational education in Russia and Kazakhstan. The objectives link in clearly with the development of Higher Education sector within society at large through modernization and internationalization benefits for vocational education such as improved student and teacher proficiency, better preparedness for the global market, enhanced job prospects, broader professional collaboration, greater visibility and higher university rankings.

Key Innovative ALLVET Goals

- VET Pedagogical ECTS/ Tuning modular system at university level feature a complete range of modern vocational teacher training methodology modules to suit all future and current staff. It is a new innovation in teaching methodology with a highly original, relevant, modern program and module design and will be piloted and evaluated two times.
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- Project focused English for Specific Purposes training, as a QA measure, is an additional module that can be later used as Pathway Program on self-financing basis by the individual PC partner for supporting weaker staff & students.
- VET Pedagogical ECTS/ Tuning modular system is developed by the PC partners (who will have successfully participated in the English for Specific Purposes and the EU Pedagogical Training or received the Program Country Home Multiplier Training stages for piloting with support from EU partners. While the modules are based on the pedagogical training received from the EU, allowances are made for particular PC situations.
- The creation of an ALLVET website as an important communication hub and as a tool for preparation, development, quality, management, sustainability and dissemination of project outcomes.
- Formal accreditation of modules into partner country institutions additionally supported by QA Agency expert knowledge will allow participants to take part in modules not offered by a specific institution, and gain transferable ECTS points thus employing best Bologna Process practice.

ALLVET and the Situation in the Russian Federation

For Russia the urgent need of this ALLVET project is defined by Russia's upcoming reform of vocational education. The Ministry of Education and Science (Deputy Minister of Education and Science Irina Potekhina) is preparing a reform of vocational schools. It is planned to establish regional centers of professional mobility, which can train not only former secondary school leavers. But also be involved into vocational retraining of adults, imposing the ideas of LLL. ALLVET will allow, among other things, to prepare the fundamental things to continuously train adults who are faced with the lack of demand in the labor market according to the criteria of Bologna systems and Dublin Descriptors. The Experts from the Center for the Economics of Continuing Education have calculated that vocational education will be increasingly popular with applicants. According to forecasts, by 2024, 3.2 million people will study at vocational schools, a third more than the current figure.

The experts of the Ministry of Education and Science have stated that the development of vocational education is complicated by the "lack of formation of the all-Russian system for QA of vocation education, the closeness of the results of the activities of vocational schools, the opacity of monitoring of this activity, and the lack of the framework". Russia joined "WorldSkills" standards in 2012, and it is extremely important that the system of vocational education meets the highest international standards and takes into account global changes. That is why the introduction of ECTS/TUNING methodology for the purposes of vocational education is urgently needed.

ALLVET and the Situation in The Republic of Kazakhstan

The national strategies for KZ in the fields of higher education are listed in are “The National Program for the Development of Education in the Republic of Kazakhstan for 2011–2020”. with the opportunities for high quality education in accordance with the best international standards based on the principles of the Bologna process. The main goal of this Program is: “Improving the competitiveness of education, developing human capital by ensuring the availability of quality education for sustainable economic growth.” The goal of the project is fully consistent with the main goal of the National Program, and the following objectives below are all met in the project.

- modernization of the vocational education system in accordance with the demands of society and the industrial and innovative development of the economy, integration into the world educational space;
- achieving a high level of quality of higher education that meets the needs of the labor market;
- the achievement of the objectives of the industrial-innovative development of the country and individuals and corresponding to the best international practices in the field of education;
- ensuring the functioning of the lifelong learning system.

Project Activities and Methodology

TU Dresden is one of the EU programme partners in the ALLVET project, helping to design, and deliver, the negotiated training programmes using in-house expertise and experience of such activity. It has overall responsibility for the project preparation work.

For the preparation phase of this ALLVET CBHE+ project ongoing preparation activities take place, including, among others, generating the information input for the development of curricula materials using ECTS/ tuning modular system. A general needs analysis has been undertaken, ESP needs analysis questions for potential participants in ESP Training, needs analysis questions for potential participants in Pedagogical Methodology Training on ECTS/TUNING Modular System, and needs analysis questions for potential participants in Pedagogical Methodology Training on Communicative Approach, EMI and Case Studies. This all has fed into the preparatory work involved

Further Main Activities

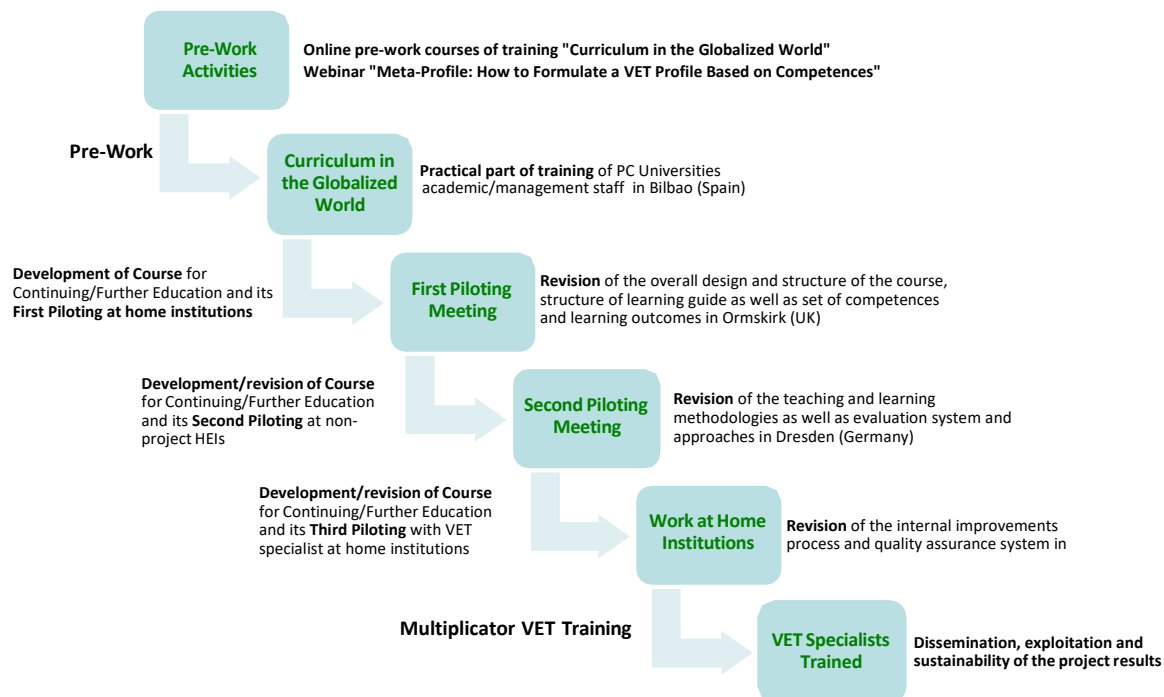
Currently EU partners, together with PC Universities are preparing Curricula materials using ECTS/ Tuning modular system. The inventory of tools and approaches of European best practices, as well as legal framework for higher HE, VET and continuous education in Russia and Kazakhstan have been reviewed in the way applicable for the objectives of the project.

The information input generated at this preparation phase are now developing into the training on QA English for Specific Purposes Training and Pedagogical ECTS/ tuning modular system training. The main responsibility for this training will be covered by SEERC, and also by EHU, with additional inputs by Dresden University of Technology on the Communicative Approach, EMI and Case Studies. This training is envisaged to take place in a week-long workshop held in Thessaloniki in September 2020. Meeting there in person is in doubt due to the travel problems incurred by the COVID19 pandemic, but alternative arrangements for online training are being prepared.

The Pedagogical ECTS/ tuning modular system training will focus on Tuning Methodology for the Curriculum in the Globalized World, which is due to take place in University of Deusto, Bilbao, Spain in November or December 2020. The participants (academics and managers of PCs universities) will be provided with a step-by-step approach on foundation of curriculum design/development, curriculum implementation, curriculum evaluation, negative & positive impacts of globalization on curriculum, internationalization of curriculum, and socially responsible curriculum.

The training will be organised in two parts: pre-work (online webinars) and practical work (meeting in Bilbao). Again, this in person meeting may have to take place online due to the COVID19 pandemic, but arrangements for it to take place online are being made.

Overview of Training and Piloting Future Steps in ALLVET Curriculum Development.



The trainers are academics of University of Deusto and other EU partners, who have wide experience in the implementation and teaching of ECTS based programmes.

After the training in Bilbao (expected in November/December 2020), the participants will replicate this training at home institutions within Home Multiplier activities. It will also include the development of 10 Module Curricula ECTS/ Tuning Programme aimed at the training of VET specialists.

The provisional analysis has shown the programme (course) has to be no less than 250 hours (10-12 ECTS credits).

Ten Key Modules

The project is expected to produce a 10 Module Curriculum, provisionally planned to be as follows:

1. Building a Curriculum – Level of competences. Qualification Frameworks. (Part A). Definition and examples. Competence Leadership. Examples of graded levels.
2. Building a Profile – Levels of Achievement. (Part B). Introduction to the level of achievement. Assessment.

3. Building a Profile – Assessment (Part C). Essence of assessment. Assessment types, types of feedback, standards, criteria for assessment. Management of assessment.
 4. EU methodology and experience in definition of subject specific competences for the development of programs and modules.
 5. Clarification of concept of consultation process and updating the list of subject specific competences. Joint consideration of essential/relevant definitions concerning the subject areas. Analysis of the Programme Profile
 6. ECTS and the European Higher Education Area ECTS key features explained (ECTS as a learner-centred credit system, ECTS and learning outcomes, levels and level descriptors, credits and workload).
 7. Competence Development Mastery Levels, Indicators and Descriptors. Approaches to describe levels of achievement (Mastery Levels), formulation of learning outcomes at level of competences (Indicators) and connection of descriptors with TLA.
 8. Implementing ECTS in higher education institutions (ECTS credit allocation, awarding ECTS credits, credit accumulation, progression and transfer)
 9. Formulating Degree Programme Profiles.
 10. Employability and Further Studies.
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ALLVET KICK_OFF MEETING, CACAK, SERBIA. MARCH 2020



The ALLVET project kick-off meeting at the University of Kragujevac, at the Faculty of Technical Sciences in the city of Čačak, March 9-10, 2020

The purpose of this initial meeting was to assure that all partners recognise their role in accomplishment of the project goals, to present institutions, establish criteria and procedures for communications between partners, management and decision making structures and define functions of Working Groups, and local project coordinators.

The meeting was attended by 5 universities of the European Union, 5 universities of Russia and 3 universities of Kazakhstan.

The meeting participants were warmly welcomed by the Dean of the faculty Professor, Dr Daniela Milosevic, deputy dean.



Presenting Dresden University of Technology at the ALLVET kick-off meeting

ALLVET Project Partner Information

ALLVET has 13 partners consisting of five European, five Russian and three Kazakh partners, with the Serbian partner, University of Kragujevac (UNIKG), being the lead partner of this project.

The European Programme Country Partners, including Dresden University of Technology

University of Kragujevac (UNIKG) (Co-ordinating Partner)



<http://kg.ac.rs/eng/index.php>

University of Kragujevac is located in the region of Central Serbia and consists of 12 faculties located in six towns. It counts over 20,000 students and about 1,200 academic staff.

Faculty of Technical Sciences Čačak, University of Kragujevac (FTSC) educates future engineers in the fields of Electrical and Computer Engineering, Information Technology, Mechatronics and Engineering Management at all the three study levels, and master teachers in the fields of Engineering, Technics and Informatics.

Since its foundation in 1975, FTSC has been devoted to teacher education in various engineering disciplines. Nowadays FTSC educates: (a) master teachers of technics and informatics (for primary and secondary education) and (b) master teachers of electrical engineering, computer science and mechanical engineering (for VET). FTSC actively participates in the professional development of teachers and realizes in-service education programs (accredited by the Ministry of Education, Science and Technological Development of the Republic of Serbia) aimed at primary school teachers and secondary vocational school teachers. Some of these programs are developed as a part of several EU projects (e.g. DAAD, Tempus, WUS, CARDS). Among other activities, FTSC developed various modalities of e-learning in HE, created and implemented an online distance

learning master curriculum for teacher education, and developed a platform for remote experiments and teaching materials exchange for engineering courses in VET.

Other relevant specific key activities at FTSC are: cooperation with schools, other HEIs and government institutions; cooperation with the VET school national associations and agencies for QA at all three levels of education; development and QA of teacher pre-service education curricula and in-service support; knowledge transfer and dissemination of contemporary teaching methods, strategies and technology in diverse educational surroundings.

Dresden University of Technology (TUD)



<https://tu-dresden.de/>

Dresden University of Technology (TUD) is one of the largest technical universities in Germany and is a full university with 14 faculties including medicine, pedagogy etc (over 42000 students including 3200 international and 4700 staff). As a former part of the Soviet bloc of East Germany TUD has significant experience working with universities from the central European and former USSR regions.

It is in the small group of 11 German elite universities and has extensive EU project experience having been involved in over 50 Tempus projects.

We envisage the participation of two structures in this project :

The Centre of Applied Language and Culture is one of the largest structures at the university and has a Media Centre and a Bologna Process Implementation Unit, having introduced its own ECTS module system based on a communicative teaching approach and has assisted other universities in this. Most importantly the Centre has developed comprehensive EMI training, in addition to Academic, Scientific and Professional writing modules for both German and International students with added training for professors and key administrative management staff. With the advent of the Bologna Process, the LSK was the first structure at TU Dresden to introduce BP reforms and train all other faculties in ECTS TUNING curricula development including sciences, humanities etc.

South East European Research Centre (SEERC)



<https://www.seerc.org/new/>

The South East European Research Centre (SEERC) is a research centre of CITY College, International Faculty of the University of Sheffield, established in 2004 in Thessaloniki, Greece. It is conducting multidisciplinary research in the fields of Enterprise, Innovation & Development, Information & Communication Technologies, Psychology and Languages and Society. As part of its capacity building activities, SEERC actively participates in life-long learning, adult learning and development of higher education curriculum building activities, engaging, among others, the academic capacity of the English Study Department of CITY College.

Edge Hill University (EHU)

Edge Hill University



Edge Hill University (EHU) has been at the forefront of initial teacher training for 130 years. With a network of nearly 4,000 schools, colleges and other learning environments, EHU provides initial teacher training for a wide range of sectors. EHU maintains a considerable employment network. As one of the top eight public universities for graduate employment in England, 95% of the university's degree and undergraduate award holders find work or further study within six months of graduating. The Faculty of Education offers courses in initial teacher training and many vocational students can gain a nationally recognised teaching qualification. Graduates are then eligible for qualified teaching and learning status (QTLS) that will enable them to work in other teaching sectors.

Building on an inclusive ethos that emanates from its inception in 1885 as the first non-denominational teacher training college for women in England, the institution operates a fully inclusive approach to teaching, where opportunity for all is a key component of its vision.

EHU's consistent efforts to widen access have led to it being recognised as a Top Two University in the UK for social mobility, based on its success in securing graduate employment for a wide range of students.

EHU was awarded the Times Higher Education University of the Year in 2014/15 and has been regularly voted the 'safest campus in the north-west' (of England). Known for its outstanding achievements in student satisfaction, staff engagement, graduate employment and innovation, it has also further strengthened its research profile in recent years, illustrating promise for investment and growth as it has rapidly risen in national rankings.

University of DEUSTO (DU)



www.deusto.es

The University of Deusto is a Higher Education Institute of over 125 years in existence. It is a non-profit university, with 11,000 students, of which 15% are international. UD combines a high level of internationalisation with excellence in teaching. It is remarkable for its capacity to combine a number of contrasting elements: local roots and global challenges, historic awareness and concerns for the future, leadership engagement and social commitment, intellectual rigour and experience based learning, competition and cooperation, tradition and innovation.

UD is one of the 18 universities accredited by the Spanish Ministry of Education as an International Campus of Excellence since 2015. UD is internationally renowned for its capacity in the Social Sciences and Humanities, law, economics and business administration, engineering, education and psychology as well as social work, tourism, languages, communication and international relations. Its 6 faculties, located on 3 campuses (Bilbao, San Sebastian & Madrid) are characterized by their capacity for both internal & external collaboration. UD offers 23 Bachelor Degrees, 5 Double Degree, 39 Master Programmes, 12 Executive Masters and 10 Doctoral Programmes. UD is striving for internationalisation, and demonstrates a clear commitment to Europe and Latin America, having signed agreements with more than 200 universities. Approximately 1,300 students and more than 50 professors take part in mobility programmes. The faculties are also involved in European programmes. UD has developed strong experience in Project Management since 1989, coordinating large projects such as the 49 EMAction2 contracts as coordinator & partner, 5 Erasmus Mundus Masters Programmes, 2 Marie Curie Initial Training Networks, a Thematic Network (Humanitarian Net), several Intensive Programmes and Tuning projects in different regions of the world.

Russian Partner Institutions

FEDERAL STATE-FUNDED EDUCATIONAL INSTITUTION OF HIGHER EDUCATION DON STATE TECHNICAL UNIVERSITY (DSTU)



<https://donstu.ru/en/>

DSTU is one of the biggest universities in the Southern Federal District of Russia, a complex entity of modern higher education, science and culture capable of teaching up to 45 000 students in 370 BSc, MSc, PhD., Doctor degree programs, 70% of which are of technical and engineering character. DSTU is one of the leading technical universities successfully participating in the integration of the Russian HE system into the Bologna process aiming to include Russian students and academic staff into EHEA thus enabling transparency between higher education systems, as well as recognition of degrees and academic qualifications, encouraging mobility and exchanges between institutions. DSTU provides quality education in 5 major fields of study: natural sciences, engineering and technology, agricultural sciences, social sciences, humanities. Nowadays DSTU comprises 24 faculties: 15 in engineering and technical sciences and 9 in social-humanitarian sciences. Technical Lyceum at DSTU is the first municipal educational institution in Rostov-on-Don, created directly in the structure of the university in 1989 as an engineering and technical school, which in 1991 received a status - technical lyceum. It was the first secondary educational institution in the city of Rostov-on-Don, created in 1989. Currently, the following forms of interaction between the Lyceum and DSTU have been established: cooperation in the development of curricula in core subjects, the creation of methodological support for the educational process in the lyceum; personnel policy based on the representation in the lyceum of university teachers; organization of research work of lyceum students under the guidance of leading scientists of the DSTU; cooperation with the departments of DSTU.

Immanuel Kant Baltic Federal University (IKBFU)



<https://www.kantiana.ru/>

Immanuel Kant Baltic Federal University is the largest academic, research and cultural centre in the westernmost region of the Russian Federation. In 2010 the university gained a status of a federal university joining the group of ten advanced federal universities in Russia. In 2015 IKBFU became a participant of the academic excellence 5-100 project aimed at maximizing and securing competitiveness in the national and global higher education markets. The University is rapidly developing its international cooperation ties with more than 150 international cooperation agreements at the moment.

Today the university offers a total of more than 200 degree programmes at various levels of higher and vocational education. 10 100 students are currently enrolled at the university, 7 500 out of them are studying at the higher education level, whereas 2 600 of them are studying at the vocational education level.

IKBFU strives to promote cooperation with business in order to provide its graduates with better employment possibilities. Thus, IKBFU concluded an agreement with the ABB company on elaboration and launch of 3 master programmes in the fields of interest of ABB. Being the largest academic, research and cultural centre in the westernmost region of Russia it closely cooperates with the regional authorities and business enterprises, as well as education institutions, research centres and businesses in mainland Russia, neighbouring countries and Europe as a whole.

Creation of the web-space uniting higher education, vocational education and the labour market will contribute significantly to the strengthening of relations between IKBFU and the wider economic and social environment.

Training of highly qualified VET students will also contribute to the establishment of closer cooperation between IKBFU and business.

Ogarev Mordovia State University (MRSU)



OGAREV MORDOVIA
STATE UNIVERSITY

<https://www.mrsu.ru/ru/>

MRSU was founded in 1931. It is a classical University with over 20, 000 students which means it pays equal attention to both Humanities and Science. In 2010 the Russian Government awarded MRSU the status of National Research University. MRSU incorporates 17 academic departments, 7 research institutes and 2 affiliated campuses, fully-fledged research infrastructure, E-Learning Centre. In 2012 MRSU was awarded the Recognized Excellence Level by the National Quality Award for Higher Education. The latest edition of the Top University Rankings (QS) ranks it 189th out of 300 Eastern European and Central Asia universities. Among Russian universities it ranks 45th and 20th among classical Russian HEIs.

The university realizes the importance of ongoing international cooperation, thus increasing competitiveness and innovation of the education. The internationalization of HE is very important as it influences all spheres. MRSU runs a number of double degree programmes and is intensively involved into Erasmus+ programme, including CBHE and Jeanne Monnet.

The interest in international mobility is defined by the priorities MRSU and its programme of university development. It emphasizes the development of international cooperation in the field of academic research and academic mobility for both students and staff.

Currently there are around 1500 international students at MRSU from 50 countries. Within the last 5 years their number increased in 354 % which makes it almost 10 % of all student body. MRSU delivers 4 EMI degree programmes: Specialist program "General Medicine", MA program "Foreign Languages in International Business Communication" and "Theory and practice of translation", MA program "Entrepreneurship for Tomorrow" (Management), Double degree MA program "Power engineering".

**ASSOCIATION FOR INTERNATIONAL EDUCATION SUPPORT BOLOGNA CLUB
(BC)**

<https://bc.donstu.ru/en/>

BC is an open association of Russian universities designed to reform the Russian Higher Education system, find effective ways of rapprochement of national educational systems and create common educational space in order to meet the European priority of building a knowledge-based society.

BC was established in 2011 on the premises of Don State Technical University, Rostov-on-Don, Russia, by leading Russian universities bearing in mind the great importance of today's tendency towards harmonization of national education systems. BC is actively supporting integration of the Russian higher education institutions into the European higher education system consistent with the principles of the Bologna process.

BC is committed to pursue the following objectives:

- to intensify cooperation and establish a network of universities in order to develop a national policy in the sphere of higher education;
- to establish an effective support mechanism in order to advocate Russia's dynamic and full-fledged integration into the European education community.

Thus, BC has been making every effort to increase the quality and competitiveness of Russian higher education across the globe, enhance international cooperation and academic mobility, promote 3-cycle HE and facilitate the recognition process for Russian diplomas abroad.

BC as an active partner of the ALLVET project will promote all outputs of the project; intensify cooperation and establish network between universities, ALLVET and their partners to develop a national policy in the sphere of higher and VET education and creation of the effective support mechanism of Russia's entry into the education community in Europe.

Certification Association "Russian Register" (RR)



<https://www.rusregister.ru/>

The Certification Association "Russian Register" is the biggest internationally recognized Russian QA certification and expert organization. Independence and objectivity of Russian Register, as well as competence of its personnel, are proved by numerous national and international accreditations and positive experience of over 15 years of work. Its clients are more than 5000 organizations from Russia and 20 more countries of near and far abroad. RR provides its partners with a wide range of QA certification and QA expert services, beneficial contract terms and internationally recognized QA service. In accordance with national and international requirements, Russian Register provides QA services in management system, personnel and product Certification, Inspection and assessment of professional education quality. One of the key fields of activity of Russian Register is cooperation with the educational organization in the area of education QA conformity to the requirements of international standards (supporting EMI), European education QA standards and guidelines of ENQA, legal requirements for education QA both on the institutional and program level. RR has the long-term experience in assessment of internal quality management systems of the educational organizations; RR registrar of certified organizations includes 250 records about educational organizations. Russian Register is included into the national registrar of accrediting organizations established and maintained upon request of the Russian Ministry of education and science. Over 200 education quality assessment experts have been trained on the basis of Russian Register. RR is a full non-academic partner of ALLVET project. It will provide the agreement of the project outcomes and outputs according to the criteria of QA for vocational education and labour market. It will implement promotion of all outputs of the project; intensify cooperation and establish network between universities, ALLVET and their partners to develop a national policy in the sphere of higher and VET education and creation of an effective support mechanism of dynamic and full entry by Russia into the education community in Europe through unified systems of QA for vocational education.

Partner Institutions from Kazakhstan

NP JCS NARXOZ University, Almaty, Kazakhstan



www.narxoz.kz

Narxoz University is one of the leading economic universities in Kazakhstan, offering education in three languages in the fields of business, law, economics, tourism and environmental studies. As a private university with about 4500 students, 320 faculty members, and an alumni network of about 140 thousand professionals, Narxoz is an innovative hub which attracts talent from all over the country, Central Asia, and the world, to embody the highest standards of excellence, objectivity, and independence in their studies, work, and research.

The Development Strategy of Narxoz University for 2019-2024 years focuses on accelerating the globalization of the university's educational and research activities. To that end, the Development Strategy features the following focal points: fostering strategic partnership on the United Nations Sustainable Development Goals (SDGs), enhancing multidisciplinary and collaborative research, developing policies to enhance academic exchange agreements and student exchange agreements; providing qualified support services to both students and faculty and creating the appropriate university environment for receiving international students.

Narxoz Global is a main part of the Development Strategy - is expanding the university's international cooperation and recognition. Narxoz is already an active member of a number of numerous international associations such as CEEMAN, EFMD, RABE, PRME, BMDA, Magna Charta Universitatum, ECBE, Eurasian Association of Universities, American Councils, and has an international partner network of more than 60 partners from 21 countries. The university has recently been increasing its activity within those associations, growing its networks, and undertaking joint ventures with its partners, including the joint development of seven double degree programs.

The University Strategy pays special attention to the training of teachers and staff in the English language, as well as the gradual transition of training completely into English. Furthermore, the quality of the labor force has become a major determinant in the competitiveness and adaptability of enterprises, workers and the economy; this poses a challenge to the vocational education and training (VET) systems to meet the rapidly and continuously changing labor market demands. Education and training systems face a multiple challenge.

Firstly, in order to equip staff who are already employed with new skills and competencies, they need to develop a system of continuous in-service training that can respond flexibly and rapidly to labor market requirements. So, Narkhoz University are involved in the process of employers' consultations in the frame of tuning methodology. Secondly, they need to offer young people the sound education and broad initial training that will give them a solid basis for continuing training throughout their working life. The VET-HEIs partnership in the framework of ALLVET project guarantees solving those issues.

SULEYMAN DEMIREL UNIVERSITY (SDU)



<https://sdu.edu.kz/>

Suleyman Demirel University (SDU), established in December 1996, is a fund-supported, legal entity, a non-profit organization established to provide multidisciplinary educational, social and cultural functions, the activity of which is regulated by the current legislation of the Republic of Kazakhstan.

The University created the conditions for the availability and quality of education that meets the requirements of global modern standards by presenting results in multiple and diverse activities. Starting from 2013, SDU organizes INFOMATRIX-ASIA competition in Kazakhstan. Infomatrix is an international computer project-based competition, born from a desire to bring the world best IT students together. This year SDU is organizing the 6th INFOMATRIX-ASIA computer project-based competition, with more exciting and challenging categories for students all over the globe. Nearly, 400 students from more than 28 countries participate in different categories.

According to Independent Kazakh Agency for Quality Assurance in Kazakhstan, SDU ranked 1st "The Best Choice" for enrollees in the field of Information Systems in 2017 by getting 800 out of 800 possible points. Moreover, SDU ranked 2nd in Scientific Mathematics and 3rd in Journalism.

The main activity of SDU is the implementation of educational curriculum of undergraduate, graduate education and supplementary education for adults. University programs are focused on the needs of modern society and adapted to rapidly changing social, political and economic situation in the country. The faculties of the University conduct research in various fields of knowledge. SDU offers a wide range of additional educational services. It is focused on the

development and implementation of educational, research and scientific programs in such a way to provide students with the necessary skills for professional growth and personal development.

SDU has already been implementing the principles of Bologna process. It is one of the few universities in Kazakhstan that successfully use ECTS credit system program. It means that students have right to choose the course and tutor on their own as well as the elective courses.

INTERNATIONAL INFORMATION TECHNOLOGY UNIVERSITY (IITU), Almaty, Kazakhstan



www.iitu.kz

International Information Technology University (IITU) was created under Decree № 881 of Kazakhstan Government in April 2009. IITU aims to train a competitive younger generation of IT specialists who may be gainfully employed both by national and international organizations, contribute to the prosperity of the nation and ensure its full-fledged integration in the global community.

Since 2009 IITU has demonstrated significant growth, now it offers 28 bachelor, 5 master and 2 doctoral degree programs in the field of ICT, business and finance, radio-engineering, electronic journalism. The programs are congruent with its mission, vision and strategy; they focus on recognized higher education fields of study, have sufficient content and length, are conducted at appropriate levels of quality, culminate in identified student outcomes.

It has a highly qualified teaching staff, consisting of well-known specialists in all university spheres, graduates of state program Bolashak. The students participate in internationally recognized competitions, including on Cisco and Robototechnics. It has cooperation with 47 world universities including leading IT Universities in the world – Carnegie Mellon University (USA), KAIST (South Korea) and others.

The University operates in full compliance with RK laws, its Charter and internal regulations. Being young, dynamic, and creative, the University is making every effort to capitalize on its strengths and take the lead in the information technology and communication research and implementation across Kazakhstan and Central Asia.

Project website:

<http://allvet-erasmus.com/uk/>

