Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

# PEDAGOGICAL CONDITIONS FOR ADAPTING INTERNATIONAL AND JOINT EDUCATIONAL PROGRAMS TO THE NATIONAL VOCATIONAL EDUCATION SYSTEM

Qo‘chqarov Diyorbek Ulug‘bekovich
Doctor of Pedagogical Sciences, Associate Professor,
Institute for Development of Vocational Education

**Abstract**
The internationalization of vocational education has turned international and joint educational programs from isolated pilot initiatives into a strategic instrument of national reform, yet the direct transfer of foreign curricula into technikums frequently produces formal rather than substantive change: programs are imported as documents, while learning outcomes, teaching practice and assessment remain largely unchanged. This article substantiates adaptation as a pedagogically managed process of re-designing a foreign program for the national qualification structure, the credit-module system and the real resources of the receiving institution, and identifies four interrelated pedagogical conditions – content-normative, personnel, didactic-environmental and assessment-recognition – together with a staged model and organizational mechanisms for their implementation in Uzbekistan.

**Keywords**: Vocational education, international educational programs, joint programs, policy borrowing, pedagogical conditions, curriculum adaptation, credit-module system, constructive alignment, Uzbekistan.

## Introduction

In the context of globalizing labor markets and the growing cross-border mobility of skilled workers, vocational education systems are increasingly judged not only by the volume of training they provide but also by the international recognizability of the qualifications they award. For Uzbekistan this shift has acquired a clear normative form. The Presidential Resolution No. PQ-316 of 23 October 2025 “On measures to implement reforms in the vocational education system” sets as a target indicator for 2030 the introduction of international and joint educational programs in at least 250 technikums, and its monitoring plan envisages growth in the number of such programs from 40 to 250 and in the number of specialists trained under them from 4,000 to 25,000 [1]. The same document provides for the transformation of the activity of the Institute for Development of Vocational Education on the basis of the best practice of countries with developed vocational education systems, with all vocational education programs to be gradually redeveloped on the basis of international standards [1]. The scale of these targets means that the question is no longer whether foreign programs should enter the national system, but how they should be integrated so that they change the quality of training rather than merely its labels.

From a pedagogical perspective, the most widespread risk of this expansion is what may be termed “mechanical transplantation” – the import of a foreign program as a finished package



Licensed under a Creative Commons Attribution 4.0 International License.

Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

of curricula, unit specifications and assessment criteria, placed on top of a national institution whose qualification levels, timetable logic, teaching staff and workshop base were formed under different assumptions. Under such transplantation, the learning outcomes of the foreign program are not mapped onto national professional standards and the credit-module structure, teachers interpret unfamiliar assessment criteria through habitual norm-referenced grading, and students who enter the program with limited foreign-language proficiency master the terminology but not the professional action behind it. The result is a paradox: the number of international programs grows on paper, while the share of graduates whose competences are genuinely recognized by foreign partners and domestic employers grows far more slowly. This dysfunction necessitates a transition from the logic of "program transfer" to the logic of "program adaptation" – a pedagogically managed re-design in which the foreign program retains its quality benchmarks while becoming organically compatible with the receiving system.

The theoretical basis for treating adaptation as a pedagogical rather than an administrative task is provided by comparative research on educational transfer. Phillips and Ochs describe policy borrowing as a four-stage cycle – cross-national attraction, decision, implementation and internalization, or indigenization – and emphasize that a borrowed practice becomes effective only at the final stage, when it is absorbed into the receiving system and begins to function as its own [6]. Steiner-Khamsi shows that borrowed models are always selectively re-contextualized by the receiving system, so that the real question is not whether transformation occurs but whether it is consciously directed [7]. Knight's distinction between independent and collaborative modes of transnational provision further clarifies that joint programs, unlike franchised ones, presuppose shared design of content and mutual recognition of results, which makes the receiving institution a co-author rather than a consumer of the program [8]. At the didactic level, Biggs's principle of constructive alignment – the coherence of intended learning outcomes, learning activities and assessment tasks – defines the internal criterion of successful adaptation: whatever is modified in content or methods, the alignment of these three components must be preserved [9].

In the national pedagogical tradition, this position is supported by research on the professional formation of vocational teachers, which treats the professional readiness of the teacher as the key factor through which any change in the content of training is realized [2], and by research on the modular structuring of special subjects in the training of junior specialists [3]. Euler's analysis of the German dual system reaches a similar conclusion from the side of comparative policy: a foreign model is not a template to be copied in its entirety but a set of elements that must be selectively transferred and adapted to the institutional context of the receiving country [13]. Based on these positions, pedagogical conditions are understood in this article as a purposefully created set of content-related, organizational-methodological and personal circumstances that ensure the effective functioning of an adapted program within the national vocational education system and the achievement of its intended learning outcomes.

Unlike direct transfer (e.g., the licensed reproduction of a foreign curriculum without changes), adaptation represents a higher order of program integration characterized by the following theoretical attributes:



*Licensed under a Creative Commons Attribution 4.0 International License.*

Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

• **Outcome Equivalence:** The adapted program is not required to replicate the content of the original word for word; it is required to produce equivalent learning outcomes. Each unit of the foreign program is therefore expressed through outcomes that are mapped onto national qualification levels and professional standards, in line with Zimnyaya's interpretation of competence as the integral result of education rather than the sum of transmitted content [14].

• **Contextual Compatibility:** Rogers identifies compatibility with existing values, past experience and needs as one of the decisive attributes that determine whether an innovation is adopted [10]. For a technikum this means that the program must fit the regional labor market, the actual equipment of its workshops, the duration of training and the language profile of its students; otherwise it remains an isolated enclave inside the institution.

• **Institutional Internalization:** The program becomes part of the technikum's own pedagogical practice. Local teachers move from implementing externally prescribed materials to co-designing them, and the experience accumulated in one program is transferred to related national programs of the same occupational field.

Thus, adaptation is not a simplified or "weakened" version of an international program but a fundamental shift in the logic of curriculum reform. It moves the system from an "import" model, in which the foreign program is the finished end-product of the transfer, to a "co-construction" model, in which the program is the starting point of joint development by the foreign partner, the technikum, employers and the national methodological center. In the co-construction model, the value of an international program is measured not by the presence of a foreign logo on the certificate but by the change it produces in the competences of graduates and in the professional practice of teachers.

The transition to genuine adaptation requires that the process be governed by a system of interrelated pedagogical conditions rather than by isolated organizational decisions. These conditions are mutually dependent: a correspondence of learning outcomes established on paper cannot be realized by teachers who are unprepared for it, and prepared teachers cannot achieve the intended outcomes without an appropriate learning environment and an assessment system recognized by both partners. Therefore, the core of the proposed approach consists of four pedagogical conditions:

**1. Content-Normative Condition:** The learning outcomes of each unit of the foreign program are systematically compared with the national professional standard and the qualification level of the relevant specialty, and the program is restructured into modules with credit values compatible with the credit-module system. The comparison is recorded in a correspondence matrix that distinguishes three zones: fully equivalent outcomes, outcomes requiring modification, and gaps to be filled by a national component (occupational safety norms, national technical regulations, professional terminology in the state language). Research on the modular teaching of special subjects has shown that module-based structuring makes such zones transparent and manageable [3], while the theory of modular learning provides the methodological rules for constructing modules as self-contained units of content and activity [15].



*Licensed under a Creative Commons Attribution 4.0 International License.*

Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

**2. Personnel Condition:** Teachers of special subjects and masters of production training are prepared for a dual role – as specialists in the content of the foreign program and as mediators who translate it into the national educational context. This includes professional foreign-language proficiency, mastery of the partner's methods of teaching and assessment, and the ability to take part in program re-design. The PQ-316 roadmap directly supports this condition: it provides for engaging up to 100 native-speaker specialists in technikums annually, increasing the number of teachers who have completed professional development and internships abroad from 100 to 2,500, and developing a procedure for monthly salary supplements of 50 and 100 percent for teaching special subjects in a foreign language with B2 and C1 certificates respectively [1]. In line with the paradigmatic approach to the professional development of vocational educators, this preparation should be organized as a continuous process rather than a one-time course [5].

**3. Didactic-Environmental Condition:** The learning environment of the technikum is brought into conformity with the practical requirements of the program: workshops and laboratories are equipped to the level required by partner standards, bilingual didactic materials and digital learning resources are created, and students receive graduated language support. Content and Language Integrated Learning offers a well-founded framework here, since it treats content, communication, cognition and culture as an integrated whole and allows the share of foreign-language instruction to be increased gradually rather than imposed from the first day [11]. The quality of such digital resources, in turn, depends on the media competence of teachers – their ability to select, evaluate and create educational media content [4].

**4. Assessment-Recognition Condition:** The partner's competence-based assessment procedures are integrated with the national system of student assessment and final attestation, so that one assessment event produces results recognized by both sides. This is achieved through jointly approved assessment criteria, mixed assessment panels that include employers and representatives of the foreign partner, and external verification of a sample of assessment results. Without this condition, students are forced to pass two parallel assessment regimes, and the international component degenerates into an additional examination rather than an integrated qualification.

The methodological innovation of the approach lies in the program adaptation passport – a standardized document that accompanies each international or joint program throughout its life cycle and records the correspondence matrix, the content and methodological modifications made, their justification, the national component, and the assessment and recognition arrangements agreed with the partner. The passport performs a double function. For the technikum it is a working instrument that makes adaptation decisions transparent and reproducible; for the national system it is a unit of accumulated knowledge that allows a program adapted in one institution to be replicated in others without repeating the entire design cycle. In this way, the passport is "backward engineered" from the intended outcomes of the program rather than compiled as a formal translation of foreign documents.



*Licensed under a Creative Commons Attribution 4.0 International License.*

Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

To ensure that these conditions are created systematically rather than at the discretion of individual institutions, the coordination of adaptation should be concentrated at the national methodological level. PQ-316 provides a solid institutional basis for this. Its roadmap envisages the establishment of an International Council for Qualifications and Professional Standards under the Institute for Development of Vocational Education and the engagement of a highly qualified foreign specialist as adviser to the Institute's director on the content of education, while the resolution itself grants the Institute the right to engage international organizations and their experts under direct contracts for analyzing the demand for occupations in domestic and foreign labor markets, studying international best practice and the possibilities of its application in the national system, and developing vocational education programs on the basis of international ones [1]. Within this architecture, the Council can act as the body that approves the methodological standard of adaptation and validates adaptation passports, while the Institute provides methodological support to technikums at every stage.

To address scalability across a geographically dispersed network of technikums, the regional technikums of advanced professional skills established by PQ-316 can serve as hubs of adaptation. These institutions are equipped with modern laboratory and workshop facilities, function as the leading practical base for other technikums of their region, and host professional development courses for masters of production training organized by the Institute [1]. Placing the first adapted programs in these technikums allows the personnel and didactic-environmental conditions to be met where resources are concentrated, and then disseminated to other institutions of the region through joint teaching, internships and shared use of workshops.

The effectiveness of adaptation depends on its organization as a staged process in which each stage has its own pedagogical task and a verifiable result. The proposed model of adaptation includes four stages:

• **Diagnostic-Comparative Stage:** The foreign program and the readiness of the receiving technikum are analyzed together: the demand for the qualification in domestic and external labor markets, the profile and language proficiency of teachers, the state of workshops, and the entry level of students. The result is a reasoned decision on the mode of partnership – a licensed, a validated or a jointly designed program – and on the scope of adaptation required.

• **Design-Adaptive Stage:** The correspondence matrix is compiled, modules and credits are defined, the national component is developed, bilingual materials and assessment instruments are prepared, and the adaptation passport is submitted for expert validation. The guiding criterion at this stage is constructive alignment: every modification of content must be accompanied by a corresponding modification of learning activities and assessment tasks [9].

• **Pilot-Implementation Stage:** The program is launched in pilot groups with co-teaching by local and foreign teachers, systematic observation of lessons, and formative monitoring of students' progress in both professional and language competences. The discrepancies identified are fed back into the adaptation passport before the program is scaled up.



*Licensed under a Creative Commons Attribution 4.0 International License.*

Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

• **Internalization Stage:** The program becomes part of the technikum's regular portfolio, local teachers assume full responsibility for its delivery and further development, and the results of adaptation are used to update related national programs. It is precisely at this stage, in the terms of Phillips and Ochs, that a borrowed model ceases to be foreign and becomes part of the receiving system [6].

However, sustained adaptation requires a system of motivational and organizational incentives that keeps teachers engaged after the initial enthusiasm of the launch has faded. Such incentives include recognition of program adaptation and development as part of the teacher's methodological workload and as a criterion for awarding a qualification category, priority in selection for internships abroad for teachers who have contributed to adaptation passports, and the salary supplements for teaching special subjects in a foreign language envisaged by the PQ-316 roadmap [1]. Equally important is the stability of partnerships: adaptation should rest on multi-year agreements that define the partner's obligations for methodological support, teacher training and external verification, so that the program does not lose its quality benchmarks once the initial funding has been spent.

A crucial component of the mechanism is the digital accumulation and dissemination of adaptation results. The PQ-316 roadmap provides for placing vocational education programs on a platform open to all users [1]. Extending this platform with a section of adapted international and joint programs – containing adaptation passports, correspondence matrices, bilingual teaching materials and assessment instruments – would turn each successful adaptation into a resource for the entire system. A technikum planning to introduce a similar program would start not from the original foreign documents but from an already validated national version, which reduces duplication of effort and shortens the design cycle. The accumulated data would also allow the Institute to monitor which qualifications, partner countries and program modes yield the most sustainable results, and to base methodological decisions on evidence rather than on isolated reports.

The implementation of the proposed pedagogical conditions and the staged model is expected to produce changes at three levels of the vocational education system:

• **Student Level:** Graduates acquire competences that are equivalent to the requirements of the foreign partner and at the same time grounded in national professional standards. This increases their competitiveness both in the domestic labor market and in those channels of external labor migration that require recognized qualifications, while the national component guarantees their readiness to work under national technical regulations.

• **Teacher Level:** Participation in co-teaching and program re-design develops teachers' professional foreign-language proficiency, assessment literacy and curriculum design competence, turning international programs into an effective form of professional development in the workplace. This is consistent with the understanding of the professional formation of the vocational teacher as a continuous process that unfolds in real professional activity [2].

• **System Level:** The accumulation of validated adaptation passports creates a national repository of international practice that supports the redevelopment of vocational education programs on the basis of professional standards and international programs – 60 programs in



*Licensed under a Creative Commons Attribution 4.0 International License.*

Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

2026, 150 in 2027 and all remaining programs in 2028 under the PQ-316 roadmap – and contributes to the target indicator of 250 technikums implementing international and joint programs [1].

While the theoretical argument for pedagogically managed adaptation is compelling, its practical implementation faces significant "adaptation friction" arising from the gap between the requirements of foreign partners and the operational realities of a large and heterogeneous network of technikums. The discussion highlights three primary risks that must be managed through deliberate institutional design:

• **Formal Internationalization Risk:** Under pressure to achieve quantitative targets, institutions may register programs that are international in name only – a translated curriculum and a partner logo on the certificate, but unchanged teaching and assessment. The consequence is growth in reported indicators without corresponding growth in graduates' competences, which ultimately discredits international cooperation in the eyes of employers. Mitigation requires that a program be counted as international or joint only after expert validation of its adaptation passport, and that the annual studies of program quality to be conducted from 2028 by the National Agency for Education Quality Assurance – including surveys of employers, students, parents and teachers, and an assessment of conformity with domestic and external labor market requirements – explicitly cover such programs [1].

• **Excessive Localization Risk:** The opposite danger is that adaptation is reduced to simplification: demanding units are removed, practical hours are cut to fit existing equipment, and assessment criteria are softened. The consequence is the loss of the very quality benchmarks that made the program valuable and, in the case of joint programs, the withdrawal of recognition by the foreign partner. A comparative study of national qualifications frameworks in sixteen countries shows that outcome statements on their own rarely change practice when the institutional capacity to deliver them is absent [12]. Mitigation requires fixing a non-negotiable core of outcomes in the partner agreement, so that adaptation changes the means of achieving the outcomes but not the outcomes themselves.

• **Equity Risk:** International programs naturally gravitate toward urban technikums with stronger staff and better equipment, while rural and remote institutions remain excluded and students with lower foreign-language proficiency are filtered out at entry. The consequence is a new line of inequality within the vocational education system, contrary to the purpose of the reform. Mitigation requires using the regional technikums of advanced professional skills as hubs that share adapted programs, workshops and teachers with other technikums of their region, and providing preparatory language modules that open access to the programs for students regardless of their prior schooling.

In conclusion, the adaptation of international and joint educational programs to the national vocational education system is not a technical procedure of translating and approving foreign documents but a strategic pedagogical task on which the real return of the ongoing reform depends. It represents a shift from the "import" paradigm to the "co-construction" paradigm, in



*Licensed under a Creative Commons Attribution 4.0 International License.*

Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

which the foreign program is a source of quality benchmarks and the national system is an active co-author that preserves those benchmarks while integrating them into its own qualification structure, credit-module organization and pedagogical culture. The content-normative condition ensures the equivalence of learning outcomes, the personnel condition ensures that teachers are capable of delivering and developing the program, the didactic-environmental condition ensures the material and methodological feasibility of training, and the assessment-recognition condition ensures that the results of training are recognized by both partners. Together, these conditions transform international programs from isolated projects into a driver of the systemic renewal of vocational education content.

For the Institute for Development of Vocational Education and the Agency for Vocational Education, the following strategic actions are recommended to operationalize this model:

**1. Approve a Methodological Standard of Adaptation:** Develop and approve, through the International Council for Qualifications and Professional Standards, a unified methodological standard for adapting international and joint programs, including templates of the correspondence matrix and the adaptation passport and the criteria for their expert validation.

**2. Pilot Adaptation in the Regional Technikums of Advanced Professional Skills:** Launch the first adapted programs in these technikums in specialties with the highest demand in domestic and external labor markets, using the results to refine the standard before it is extended to the wider network of technikums.

**3. Integrate Adaptation Competences into Teacher Professional Development:** Include in the professional development courses organized by the Institute modules on professional foreign language, the partner's assessment methodology and program design, and give priority in selection for internships abroad to teachers engaged in adaptation work.

**4. Build a Repository of Adapted Programs on the Open Platform:** Publish validated adaptation passports, bilingual materials and assessment instruments on the open platform of vocational education programs, and introduce monitoring indicators that measure not only the number of international programs but also the recognition of graduates' qualifications and their employment.

Ultimately, the success of international and joint programs in vocational education depends on a deeper principle – the recognition that an educational program cannot be imported in the way equipment is imported; it has to be re-created in the minds and practice of the teachers who deliver it. Only through pedagogically grounded, consciously managed and institutionally supported adaptation can international cooperation become a true instrument for raising the quality of vocational education in Uzbekistan and the international competitiveness of its graduates.



*Licensed under a Creative Commons Attribution 4.0 International License.*

**References:**

1. O‘zbekiston Respublikasi Prezidentining 2025-yil 23-oktabrdagi PQ-316-son “Kasbiy ta’lim tizimida islohotlarni amalga oshirish chora-tadbirlari to‘g‘risida”gi Qarori // Qonunchilik ma’lumotlari milliy bazasi, 28.10.2025-y., 07/25/316/0986-son.
2. Muslimov N.A. Kasb ta’limi o‘qituvchisini kasbiy shakllantirishning nazariy-metodik asoslari: ped. fan. d-ri diss. – Toshkent, 2007. – 315 b.
3. Ashurova S.Yu. Yengil sanoat yo‘nalishlari bo‘yicha kichik mutaxassislar tayyorlashda maxsus fanlarni modulli o‘qitishning ilmiy-uslubiy asoslari (“Tikuvchilik ishlab chiqarish” yo‘nalishi misolida): ped. fan. nomz. diss. – Toshkent, 2005.
4. Kadirov X.Sh. Bo‘lajak kasb-ta’limi o‘qituvchilarida mediakompetentlikni rivojlantirish texnologiyasi: ped. fan. d-ri (DSc) diss. – Toshkent, 2020. – 237 b.
5. Karimova N.N. Paradigmal yondashuv asosida professional ta’lim pedagoglarining kasbiy pedagogik kompetentligini uzluksiz rivojlantirish: ped. fan. d-ri (DSc) diss. – Toshkent, 2023. – 254 b.
6. Phillips, D., Ochs, K. Processes of policy borrowing in education: some explanatory and analytical devices // Comparative Education. – 2003. – Vol. 39 (4). – P. 451–461.
7. Steiner-Khamsi, G. (ed.) The global politics of educational borrowing and lending. – New York: Teachers College Press, 2004.
8. Knight, J. Transnational education remodeled: toward a common TNE framework and definitions // Journal of Studies in International Education. – 2016. – Vol. 20 (1). – P. 34–47.
9. Biggs, J. Enhancing teaching through constructive alignment // Higher Education. – 1996. – Vol. 32 (3). – P. 347–364.
10. Rogers, E.M. Diffusion of innovations. – 5th ed. – New York: Free Press, 2003.
11. Coyle, D., Hood, P., Marsh, D. CLIL: Content and language integrated learning. – Cambridge: Cambridge University Press, 2010.
12. Allais, S. The implementation and impact of National Qualifications Frameworks: report of a study in 16 countries. – Geneva: International Labour Office, 2010.
13. Euler, D. Germany’s dual vocational training system: a model for other countries? – Gütersloh: Bertelsmann Stiftung, 2013.
14. Зимняя И.А. Ключевые компетенции – новая парадигма результата образования // Высшее образование сегодня. – 2003. – № 5. – С. 34–42.
15. Юцявичене П.А. Теория и практика модульного обучения. – Каунас: Швиеса, 1989.



Web of Discoveries: Journal of Analysis and Inventions
webofjournals.com/index.php/3

*Licensed under a Creative Commons Attribution 4.0 International License.*