

недостаточным осознанием своих профессиональных склонностей или с неадекватным представлением о содержании будущей профессиональной деятельности. Это свидетельствует о том, что далеко не вся информация о профессиях отслеживается на сознательном уровне студентов, либо они придают ей искаженный смысл на уровне сознания. Происходит это из-за наличия монитора отклонения. При выборе вуза это явление особенно нежелательно, так как такие ошибки дорого обходятся и обществу, и личности.

Ссылки на информацию:

1. www.ecvet-toolkit.eu/introduction/eqf-ecvet-and-other-european-instruments
2. https://ec.europa.eu/education/policy/strategic-framework/skills-qualifications_en
3. <http://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-framework-nqf/news>

ROLE OF THE NATIONAL QUALIFICATIONS FRAMEWORK IN THE VET POLICY REFORM

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Ключевые слова: профессиональное образование и обучение, Национальная рамка квалификаций, рынок труда, рабочая сила, неформальное образование

The article is aimed to acquaint with Russia developments in the area of Vocational education and training, higher education systems and National Qualifications Framework. The given information considers existing situation in development and provision of lifelong learning, as well as tendencies in modern world in this sphere.

Данная статья знакомит с разработками Российской Федерации в области профессионального образования и обучения, высшего образования и Национальной рамкой квалификаций. Предоставленная информация рассматривает существующую ситуацию по разработке и предоставлению обучения в течение всей жизни, а также новые тенденции в мире.

The modern labor market requires additional resources for successful development. One of the such trends is preparation of qualified work force that is competent, well skilled and educated. Qualified worker ensures effective production that is influence to the social – economic development of the country and quality of people life in general. Thus, the main point of the global and Russian economic development is a human capital development that is indicated as important strategic point in Russian 2020 strategy. In the frame of Russian policy and strategic developments there was established department for VET policies within the Federal Ministry of education and science in 2012. The department is responsible for legislation, policy development and monitoring in relation to its federal competences. Even though education in Russia is decentralized, but Russia is attempting to modernize the education in general and specifically VET.

The VET system's structure is stipulated by the RF Constitution and the Federal Law on Education in the Russian Federation. It includes secondary and continuing vocational education and training (SVET and CVET). SVET covers two qualifications levels – initial VET to train qualified workers and secondary VET to train mid-level specialists. CVET includes vocational training, continuing vocational training and retraining, including professional development. SVET is developed under the Federal Programme for Education Development 2013-20, the country's Strategy of Economic and Social Development, the Strategy for VET Development, among others.

The Strategy for VET Development aims to create an up-to-date VET system that can provide high quality VET training and qualifications, and train workers and mid-level specialists to meet economic and social needs; respond to socio-economic changes; and broaden opportunities for people to obtain qualifications throughout their working lives. It prioritizes linking graduates' qualifications with the demand in the economy; consolidating business, government and VET providers' resources to develop the VET system; creating opportunities for people to obtain qualifications; and ensuring professional and personal self-fulfillment of learners.

At the same time exists skills gap and skills shortage in Russia and to resolve this issue in 2008 was created the National Agency for Qualification Development that is responsible for occupational standards development. The development of occupational standards in Russia started in 2013 under the Presidential Decree that is coordinated by the Ministry of Labor, the National Qualifications Council has been established affiliated to the RF President, 26 sector qualifications councils have been established (with more to come) and in June 2015 a Law on independent evaluation of qualifications was adopted. Instruments to ensure coherence between occupational standards and education standards are under development jointly by the National Council and the Ministry of Education and Science.

At sectoral level, the main actors are employer associations like the Russian Union of Industrialists and Entrepreneurs (UIE), the recently established sector qualifications councils, and in regions - VET coordinating councils/bodies integrating education administration, regional/ local governance bodies, and in some regions chambers of commerce.

Regional councils coordinate VET development, introduction of new occupations, retraining and professional development programmes, and educational quality assessment systems, as well as building innovation-based infrastructure for VET. Regionally, territorial and industry clusters help develop

public-private partnerships and facilitate networking among VET providers and employers.

Public-private mechanisms include international partnerships. One example is the partnership initiated by the Finnish National Board of Education to implement projects promoting skills; entrepreneurship in agriculture in nature tourism; and to develop electronic educational resources. Another is the Russian German Working Group on Vocational Education that is involved in piloting the dual VET model, enhancing career guidance, improving instruction methods, developing teachers and trainers; and introducing mentoring in enterprises. Also, to enhance public-private mechanisms, regional government bodies and enterprises work together with VET providers on VET development programmes, and on improving career guidance.

The occupational standards serve as a basis of National Qualifications Framework (NQFs). The purpose of NQFs developing is to regulate the system of qualifications obtained through education and training in accordance with the requirements of social-economic development, to support the implementation of lifelong learning concept and to enable greater mobility in labor market. The National Qualifications Framework is part of National Qualifications System.

The National Qualifications Framework is an instrument for identification, creation and classification of qualifications in accordance with the learning requirements, in order to improve transparency, accessibility, mobility and quality of qualifications in relation to the labor market and civil society demands. Additionally, the NQF determines processes and institutions (bodies, organizations) responsible for setting qualifications and occupational standards, ways and conditions for acquisition, comparison and recognition of qualifications as well as the other mechanisms for quality assurance.

The development and application of NQF in Russia allows to solve the following tasks:

- Determination of general system for learning outcomes and

competences obtained in the VET system that includes non-formal education resources;

- Development of common Strategy of VET and higher education(HE) systems and integration of all its elements;
- Determination of strong relations between VET and HE systems with labor market;
- Coordination of methods and procedures of quality assurance of VET and HE systems;
- Development of assessment procedures of VET and HE learning outcomes and certification of existing and new qualifications required by the labor market;
- Formation of sectoral qualifications framework that consider specific aspects of VET and HE systems for development of concrete economic sector;
- Ensuring transparency and clarity of occupational qualifications for all stakeholders: students, employers, government bodies, VET and HE institutions and professional associations;
- Creation of different individual possibilities for qualification development in formal and non-formal lifelong learning;
- Development of occupational and educational standards on the basis of common methodology;
- Formation of common assessment and certification approaches in the frame of VET and HE standards;
- Establishment of common competitive system of education for governmental bodies responsible for VET and HE institutions to provide assessment of foreign qualifications and its forthcoming recognition in Russia.

The NQF provides systematic approach to qualifications context and distribution of it by levels. This aspect helps to define requirements to educational standards and occupational programs and make qualifications closer to the labor market requirements. Also, NQF serves as a scanner for

international labor force shifting in the rapidly developing world and allows to compare learning outcomes of partner countries.

The development of NQF is necessary for different stakeholders, such as educational institutions, employers and governmental bodies. In education, NQF provides clear picture of employers needs and their requirements to the qualified workers. Employers together with educational institutions are developing occupational standards that provide detailed information of employers needs on the concrete profession. Occupational standards allow education to rapidly move together with labor market and modern tendencies. Also, NQF allows people to realize their own educational needs that is important for lifelong learning.

NQF in Russia is based on learning outcomes and qualifications correspond to credit system (for higher education - HE) that measures scope of the work necessity for obtaining of qualification. NQF in Russia covers all existing qualifications and assumed possibility to include new qualifications as response to labor market needs.

The learning outcomes are the basis of professional activity that determine adaption to the rapidly changing world of professions, knowledge, skills and competences in the context of lifelong learning. Accordingly, NQF in Russia foresees opportunity of qualifications certification obtained in non-formal education during life cycle.

Qualifications formatted on the basis of standards and ensured by instruments and procedures of education quality assurance.

NQF in Russia makes possible comparability of different qualifications and ways of transition from one level of qualifications to another, within one profession or transition to another professional sphere: vertically (to upgrade level – in service training within the same qualification) and horizontally (within the same level- change of profession or working area) as well as absence of limitation in general context of professional qualifications.

NQF in Russia is built on principles of continuous education and consistent rising of requirements to knowledge, skills and competences of workers.

Conclusion

During the recent years, despite a challenging economic situation, some key actions have been taken in the field of VET, such as:

- design and implementation of a road map for the implementation of measures aimed at improving secondary vocational education;
- development of a system for monitoring the quality of secondary vocational education at regional and federal level;
- development of continuing education for adults;
- development of mechanisms to share information among young people about the potential of self-development, provision of support for scientific, creative and entrepreneurial activity.

Since 2014 a mighty actor in the reform process has been the National Council for Qualifications Development established by the Presidential Decree that, together with sector qualifications councils serves as a bridge between the world of work and that of education. Under the aegis of the National Council the development of occupational standards is well under way (over 1,000 occupational standards in use), and methodologies to integrate the requirements of the occupational standards in VET and higher education standards and curricula have been developed and used.

The enhanced interaction between the labor market on the one hand and education and training on the other, has resulted in the growing awareness of a need to diversify qualifications. To this end applied bachelor qualifications have been introduced in higher education that are in fact close to level 5 of EQF. Also, the legal framework has improved (e.g. new competence-based VET standards are regularly updated to follow the labor market development); systemic VET -enterprise cooperation is progressing, currently an analogue of the ECVET system is under development.

Due to the Law “On independent assessment of qualifications” adopted in 2016, every citizen is entitled to have their skills assessed and recognized. This development is conducive to fostering recognition of non-formal and informal learning. Russia is active in the WorldSkills movement and holds competitions at regional and national level, in order to develop labor market relevant competences, increase the prestige of highly skilled personnel and demonstrate the importance of competences for the country’s economic growth and success.

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