

RUSSIA



1. GENERAL GOVERNANCE

Russia is a federal semi-presidential republic. The president is head of state and, with parliament's approval, appoints the prime minister, who is head of government. The Federal Assembly's two houses exercise legislative power – the Federation Council is the upper house and the State Duma is the lower house. It passes bills on fiscal matters, among other things, which the Federation Council endorses. Russia has 85 'subjects'. Its government supervises the federal budget and protects the 'unity of national policy' on areas including education. Regional governments are in charge of areas including regional socio-economic development, social infrastructure and business operation.

2. VET GOVERNANCE

Key roles and functions

VET governance is de-centralised, with policy making mainly at national and regional level. Nationally, the main actors are the Russia's public bodies – the Ministry of Education and Science (MoES) and its advisory/coordination boards/ commissions. MoES is engaged in all VET governance functions: formulating a national policy framework; provision of the legislative framework including the federal education standards; mobilising financial resources; evaluating and reviewing VET policies; research and development; and data and statistical provision. The advisory boards/commissions are involved in formulating the national policy framework, and in proposing changes in the regulatory and legal framework.

The MoES gives special attention to quality assurance in VET, and encourages regions to institute quality management systems. It also performs regular monitoring to establish efficiency in use of resources namely in such areas as results of education; education and training conditions; VET graduates' careers; and VET provider networks. VET providers also carry out self-assessments based on indicators approved by MoES.

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 and specialisms, retraining and professional development programmes, and educational quality assessment systems, as well as building innovation-based infrastructure for VET. Supervisory boards or trustees help manage VET institutions. Regionally, territorial and industry clusters help develop public-private partnerships and facilitate networking among VET providers and employers.

Financing

The state is the main source of VET financing, through regional budgets. Other sources include private individuals and organisations. The federal budget is used to develop regional VET systems. Regional budgets cover capital expenditure like teachers' salaries, property maintenance, and scholarships. Generally, federal funding goes to regional providers under the federal educational development programme to subsidise VET systems, and VET providers, and support VET development. Regional departments of education allocate funds per capita.

Coordination mechanisms for VET policymaking

The VET system's structure is stipulated by the Constitution and the Federal Law on Education in Russia. 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, mentioned above, 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. The Strategy envisages stronger public-private partnerships and enhancing their role in planning, organizing and delivering VET; engaging NGOs in VET governance; and internationalising VET.



To achieve the above the development of occupational standards started in 2013 under the Presidential Decree that is coordinated by the Labour Ministry, the National Qualifications Council has been established affiliated to the 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.

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

Country typology

VET governance is moving towards decentralisation. Russia has made significant progress in developing VET. A legal framework for SVET exists, along with advisory/coordination boards and commissions, and public-private partnerships on the federal, regional and municipal levels. Policy-making and decision-making on the federal level are centralized, and on the regional level regional legal and regulatory acts are adopted to address the local specificity. Social partners' role is growing as is evidenced in the activities of the National Qualifications Development Council and of sector qualifications councils. By law employers are involved in the development and implementation of VET policy and setting VET standards. Funding is also decentralised, as there are federal and regional budgets. Autonomy of VET providers is expanding.

Development assessment

VET governance development is moving towards the neo-liberal/cooperative model. Governance happens at federal and regional level, and there is a growing social dialogue among stakeholders at all levels. All levels of governance are involved in policy making and policy implementation. But there are some challenges to further progress largely relating to the motivation of employers and incentives provided for them.

Ongoing work in policy development

Policy development is reflected in the federal programmes and in the development and in the updating of the legal framework.

3. POLICY POINTERS

These pointers are designed to promote further policy dialogue and/or implementation.

Overall planning and management

1. Enhance quality of VET by strengthening its relevance for the labour market and for the lifelong learning of its graduates
2. Make VET more inclusive and accessible.
3. Make VET more attractive to young people.
4. Strengthen the engagement of social partners, NGOs, private sector stakeholders, and providers in VET, to enhance networking between VET providers, and public-private partnerships at all governance levels.

Finance and funding

1. Provide incentives to attract investors to the VET system.
2. Promote closer cooperation between VET providers and employers to attract financial resources to the VET system.
3. Increase VET teachers' and workplace trainers' salaries.
4. Promote VET institutions' legal financial autonomy.

Coordination mechanisms for VET policy making

1. Enhance networking, public-private partnerships, and cooperation among VET providers and businesses.
2. Expand the network of qualifications centres as resources of up-to-date qualifications for different target groups.
3. Update material resources for VET providers.
4. Foster VET teachers' professional development in the areas relating to the student-centred methodologies, training of different target and age groups.
5. Improve automated information systems in all regions.
6. Promote the World Skills Russia movement.
7. Enhance development and implementation of internal quality management systems in all regions.
8. Develop a comprehensive and accessible database on the VET system at all governance levels.