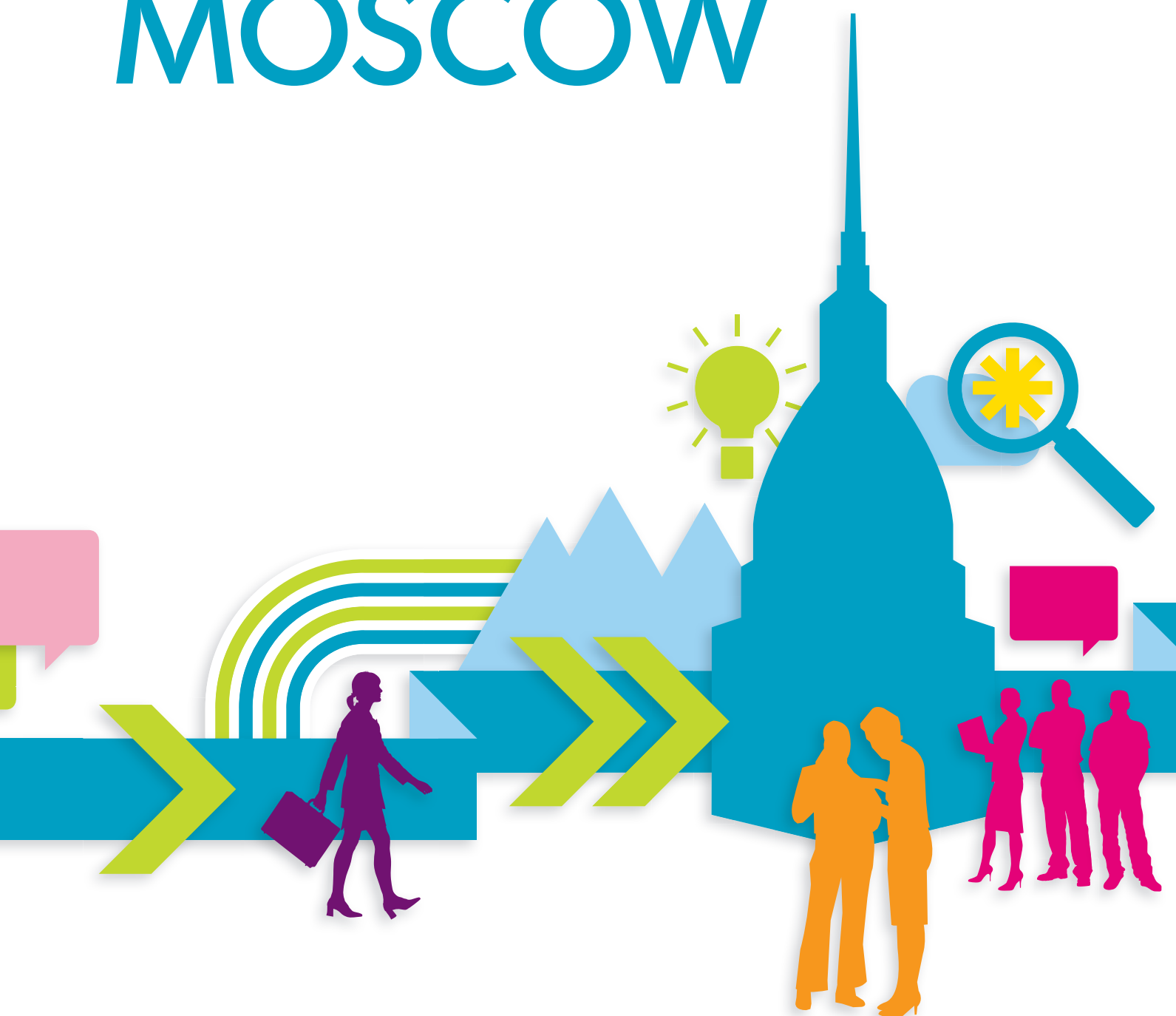


# TORINO PROCESS 2014

# MOSCOW



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# TORINO PROCESS 2014 MOSCOW

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# EXECUTIVE SUMMARY

This report follows the analytical framework proposed by the European Training Foundation (ETF) in describing the main trends in vocational education and training (VET) and continuing vocational education and training (CVET) in Moscow since 2012.

The report points to positive dynamics and ongoing improvement in VET policy and mechanisms in the context of a dynamic labour market and negative demographic trends.

Moscow is consistently improving VET governance and optimising its network of educational institutions. New institutional mechanisms, such as public resource centres and VET qualification centres, are emerging to address education demand from various social groups. These mechanisms are developed on the basis of growing collaboration between all the stakeholders involved and by the institutionalisation of this collaboration in the form of various steering and consultative bodies.

Growing numbers of adults are participating in skill/qualification development programmes. New training paths — many opened on the initiative of employers — are offering more and more varied occupation opportunities to young people.

The overall employment situation in Moscow, including for young people, is favourable. The registered unemployment rate is around 0.4%-0.5% and youth unemployment — at under 6% in August 2014 for the age group 16-24 years — is much lower than the national rate of around 30%.

During 2011-15, it is projected that the percentage of graduates who satisfy employer qualification requirements will go from 40% in 2011 to 70% in 2013 and to 100% in 2015. However, the Moscow labour market is still experiencing a lack of technical specialists and skilled workers, with the skill mismatch at this level continuing to grow.

Measures are being taken to improve curricula and the learning process by involving employers and implementing independent professional public accreditation of curricula by employers (via employer associations).

Ways are being sought to improve the efficiency of the government contract for training skilled workers in occupations and specialities expected to be in demand (based on demographic projections) and to ensure that graduate skills match labour market requirements.

VET providers are being established in the form of small businesses (VET and hands-on training complexes). Special emphasis is being placed on students acquiring entrepreneurial skills and developing effective behavioural attitudes and other soft skills.

In terms of VET system capacity, continuous modernisation of technologies and equipment and development of internationalisation processes have a significant role to play.

Overall, some 28% of graduates from grade 9 (incomplete secondary school education) and 13% of graduates from general secondary school education enter the VET system.

Much attention is being paid to addressing the learning needs of different categories of people, including young people, persons with disabilities, older people and migrants. Moscow is one of the few regions in Russia where legislation on the education of persons with disabilities has been adopted and Moscow colleges are now actively implementing inclusive education programmes. In 80% of colleges, conditions have been created for persons with disabilities to enter the VET system and obtain employment.

Specific social support measures for students have been established. Students in full-time state VET institutions whose education is paid for from the Moscow budget are supported with student grants and, in some cases, also receive aid for special clothing, hot meals, hostel and/or boarding school accommodation and free or discounted public transport.

Over 200 CVET programmes for adults (skills improvement and retraining) are offered in Moscow covering all key spheres of the economy.

Internal efficiency of educational institutions is ensured by external and internal education quality assessment systems. External assessment relies on licensing and government accreditation procedures, as well as independent education quality assessment. Indicators have been developed for assessing performance and the main provisions have been made to create a system of voluntary certification. A regulation on independent assessment of VET and VET provider quality is currently in development.

Voluntary certification of education entities is overseen by the Russian Federation Chamber of Commerce and Industry using an industry-based approach. Over 60% of Moscow VET colleges have confirmed compliance of their courses with the requirements of the real economy.

In 2012, an analytical information system called the Moscow Education Quality Register was launched, designed to ensure the openness and accessibility of information on education, the objectivity of learning outcomes assessment and the transparency of education quality management processes at all levels.

Another tool of VET quality assurance is public expert review. A special body — the Moscow Public Council — has been set up to carry out public expert reviews of Russian Federation and Moscow regulations and draft laws concerning the socioeconomic development of Moscow, including in relation to education.

The personnel situation is changing, with teaching staff slowly becoming younger (teachers under 50 account for over 50% of the total headcount). The number of teachers who have worked over 20 years is practically four times the number of those who have worked 5-10 years. The average monthly salary of teachers and trainers in 2013 was RUB 61 600, nearly a third higher than in 2011 and above the regional average.

Increasingly strict requirements are being established for the employment of CVET institution directors and wider use is being made of distance professional qualification and continuing professional education programmes in the CVET sub-sector. Special attention is being paid to CVET teacher professional improvement. In the past five years, 95% of teachers took at least two professional development and qualification improvement courses.

The learning environment is continuously improving and opportunities for on-the-job learning are expanding. State-public governance of the CVET system is also improving. Ten district and five industry-based state-public skilled worker training boards have been set up (covering construction, consumer goods and services, machine building and metalwork, small and medium businesses and the municipal economy). There is also a City State-Public Board and a Vocational Education Coordination Board functioning under the auspices of Moscow City Government.

Parental involvement in Moscow education policy is expanding. An Expert Parental Advisory Board has been established to carry out public expert reviews and supervise delivery of the Moscow Education Development Programme.

# INTRODUCTION

The Torino Process was initiated by the ETF in 2010 as a holistic and documented review of the status of reforms in VET in a number of countries — not involved in the Copenhagen Process, which only admits European Union Member States — that are traditional partner countries of the ETF. Country reports are prepared every two years, not as an aim in themselves but to bring together information that enables VET system strengths and weaknesses and ways to optimise VET development to be identified.

The analytical framework embraces certain thematic areas and seeks answers to questions concerning VET development and optimisation. They include the main aspects of VET development viewed from the perspective of policy vision, external and internal efficiency and governance. Methodologically, the Torino Process is based on using a participatory approach with representatives of all stakeholders collecting and evaluating evidence for national reports.

The information contained in Torino Process national country reports identify and evaluate VET development trends in the globalised world and considers the knowledge-based economy from the perspective of VET's potential contribution to improving economic competitiveness and sustainable development, while taking into account variable configurations as determined by national traditions and the specificities of individual countries.

This is the second Torino Process report on the development of the VET system in Moscow. It covers policy issues in VET and development vectors, challenges, successes, etc. In the medium and long term, such analytical reviews are expected to become an indispensable tool in the self-assessment and monitoring of VET developments while taking into account international development trends and peer learning at the international level.

This report was prepared by a group of experts from the Moscow Institute of Education Development led by Professor M.N. Lazutova, First Deputy Director. The expert working group included representatives of a number of Moscow Institute of Education Development research teams. In the course of working on the report, information and statistics from public sources were collected and processed, expert opinions were obtained using the set framework and, finally, opinions and conclusions were reviewed and discussed with a wide range of stakeholders.

# 1. VISION FOR THE NATIONAL VET SYSTEM

## 1.1 Introduction to the VET system

Ensuring the competitiveness of goods and services requires developing and implementing a consistent public strategy for the development of Moscow that takes into account regional specifics and priority development vectors of the Russian Federation as a whole, while heeding the impact of global socioeconomic development on performance indicators and the pace of development.

The VET system development strategy is also governed by the fundamental principles of a single European education area as part of the Bologna and Copenhagen Processes.

A balanced multilevel VET system adequate to regional labour market needs is being created and implemented in Moscow. The CVET system in Moscow is a multilevel, continuous, and open system accessible to different strata of the Moscow population. Skilled workers and specialists from the main industries of the urban economy are trained by 75 specialised and 13 pedagogical colleges functioning under the Moscow Education Department. The educational offer to some 100 000 students is as follows:

- 100 occupations at the initial VET (IVET) level,
- 157 occupations at the VET level,
- 133 specialities at the CVET level,
- over 200 CVET programmes for adults (professional development, skills improvement and retraining).

The following specialities and occupations are most in demand.

### Specialities:

- Construction/operation of buildings and installations,
- Design (in different industries),
- Cars and truck maintenance and repair,
- Food preparation and catering,
- Architecture,
- Photographic technology and art,
- City planning and development cadastre.

### Occupations:

- Cook/confectioner,
- Vehicle mechanic,
- Train driver assistant,
- Digital composition equipment operator,
- Jeweller.

The Moscow VET system is flexible in responding to demand. In response to employer requests, it has developed new specialities, including in innovative areas such as medical equipment repair, medical optics, etc. Employer associations, including the Chambers of Commerce and Industry, the Emergency Response Ministry, Russian Railways, Moscow Metro Organisation (Metropoliten), Metro Hypermarket, Haas, Volvo and Siemens have developed an independent certificate-based system of quality assessment for VET graduates.

The CVET system performs an important social function, with three colleges (Nos 21, 23 and 26) receiving funding to enrol and provide accommodation to orphans and young people.

CVET institutions are undergoing major reorganisation by being merged with general secondary schools and preschool education centres. Pursuant to a presidential decree, a network of multifunctional vocational qualification centres is being created on the basis of vocational colleges. A summary chart of services provided in the sphere of VET — based on the International Standard Classification of Education (ISCED) 1997 — is given in the Annex (Figure A.1).

Structural and organisational mechanisms governing regional VET system development and management are established by Law 32, of 29 June 2005, governing initial and continuing vocational education in Moscow.

## 1.2 Vision for the VET system

A necessary prerequisite for Moscow's sustainable development and enhanced leadership position is a strategy which would take into account the city's systemic problems, best practices and experiences (both Russian and international) and the latest trends in megacity development<sup>1</sup>. The draft Socioeconomic Development Strategy for Moscow to 2025 contemplates comprehensive structural and institutional transformations in different spheres and industries, reflected in the pace of CVET system development.

Of great importance is meeting demand for high-quality CVET and matching qualifications to market needs. The main focus areas in medium-term VET system development by Moscow City Government are reflected in the medium-term Moscow Education Development Programme 2012-16 (approved by Resolution 450-PP, of 27 September 2011) with sub-programmes for IVET and CVET.

Funding is planned to increase overall by 37% between 2012 and 2016 (**FIGURE 1.1**). Priority tasks for 2014 are as follows:

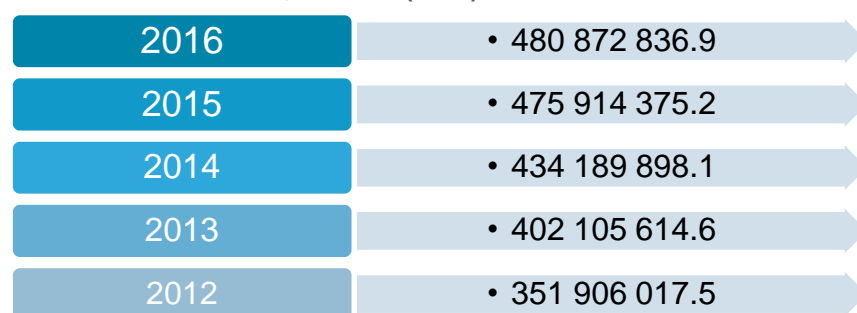
1. to improve learning effectiveness, personality development and socialisation of young people in view of regional development prospects;
2. to create and implement new governance models in the sphere of education, including further development of state-public governance;
3. to make the CVET system more attractive for investment;
4. to modernise mathematical education;
5. to make maximum use of the capital city's sociocultural environment in education.

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<sup>1</sup> Consultant-Plus database (last accessed 17 February 2014).



**FIGURE 1.1 FUNDING, 2012-16 (RUB)**

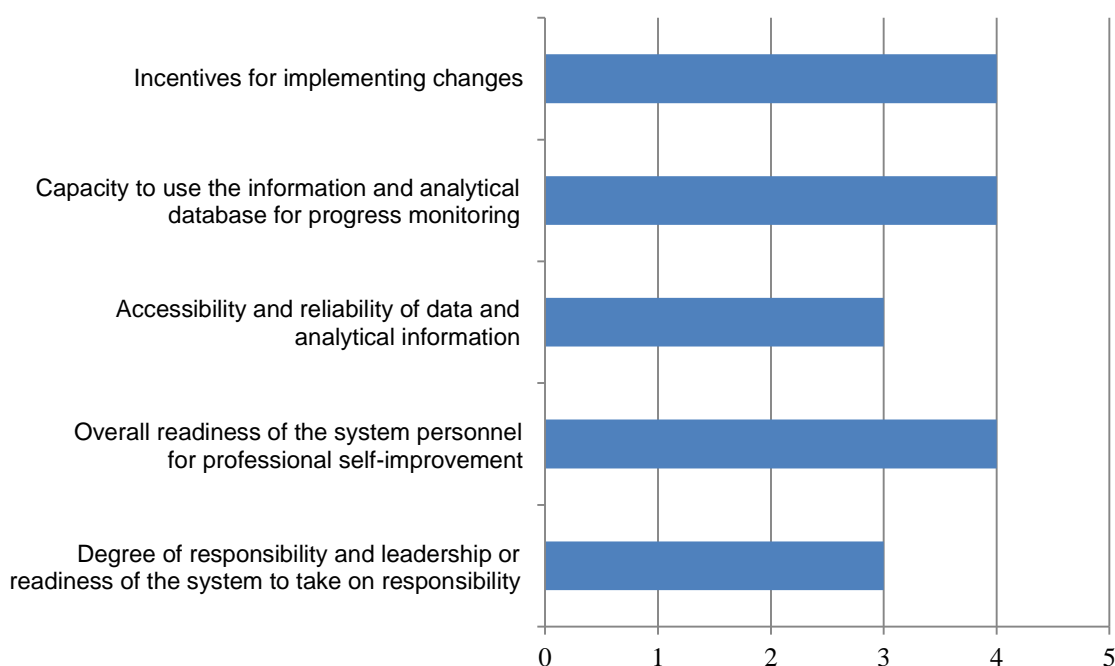


### 1.3 Capacity for innovation and change

The capacity for implementing innovation is supported by strategic partnerships between educational institutions and education administration and territorial administration bodies, research and development centres, industry associations, trade unions, non-governmental organisations (NGOs) and educational associations.

Expert scoring of Moscow's VET system's capacity for implementing innovation and delivering a VET development strategy is described in **FIGURE 1.2** (minimum 0 and maximum 5).

**FIGURE 1.2 VET CAPACITY FOR IMPLEMENTING INNOVATION AND DELIVERING A DEVELOPMENT STRATEGY**



Enhancement of VET capacity in Moscow focuses on two mutually supportive areas: coordination of educational institution partnerships with economic clusters of interest for development purposes, and targeted support of educational institutions that collaborate with leading world educational centres and that implement joint training programmes of special interest (support for academic mobility, technology sharing, creation of innovation implementation programmes, etc.).

## 1.4 Drivers of innovation and change

Moscow City Government has developed a comprehensive system of support for innovative projects and programmes. According to the objectives of the Moscow Education Development Programme 2012-16, the launch of innovative activities in VET institutions is a main vector of VET system modernisation that seeks to efficiently orientate Moscow education towards innovative development.

Organisation of innovation activities in Moscow VET institutions requires the creation of an infrastructure that includes an Innovation Board and specialist innovation platforms. In 2013, a VET Resource Innovation Centre was launched, with tasks as follows:

1. to create organisational capacity for VET institutions to initiate innovation projects;
2. to monitor and supervise specialist innovation platforms;
3. to provide information, methodology, expert and consultancy support for specialist innovation platforms;
4. to create and update specialist innovation platform databases containing data and results on innovation activities;
5. to launch an Innovation Board for specialist innovation platforms in the Moscow CVET system;
6. to launch an Expert Innovation Commission for specialist innovation platforms in the Moscow VET system.

In order to train specialists, a number of entrepreneurship colleges have been created and are successfully functioning in Moscow. Of special interest from the perspective of implementing innovation-orientated approaches in the Moscow VET system is Entrepreneurship College No 11, as ideas developed here are rolled out across the whole of the VET system of the region.

The remit of Entrepreneurship College No 11 is to create a sociocultural marketing complex with vocational, educational and practical project-based components. In its activities it brings together institutions and individuals working in the spheres of education, management, science and employment, as well as various organisations that engage students, teachers and trainers in their projects. VET content developed by Entrepreneurship College No 11 is a combination of research, projects and strategic thinking. Entrepreneurship College No 11 initiates and organises various innovative and entrepreneurial competitions for higher education and CVET students. Over 7 000 people have so far participated in the competitions and over 250 projects have received support.

## 1.5 Policy implementation and assessment of progress since 2010

Currently, each educational institution in the Moscow VET system has a broad network of social partners and offers training in several areas. Partnering with industry, education and social entities makes it possible to design learning and education to take into account the requirements of the real economy.

The Moscow Education Department encourages the development of cooperation between educational institutions in its charge and the real economy. Cooperation is underway with a number of manufacturer and employer associations, the Russian Federation Chamber of Commerce and Industry, the Moscow Chamber of Commerce and Industry, the Russian Regional Banks Association and the Russian Banks Association, the Russian Restaurateurs and Hoteliers Federation, the Russian Builders Association, the Association of Russian Educational Institutions in the Metallurgy Industry, large trading and hotel chains, etc.

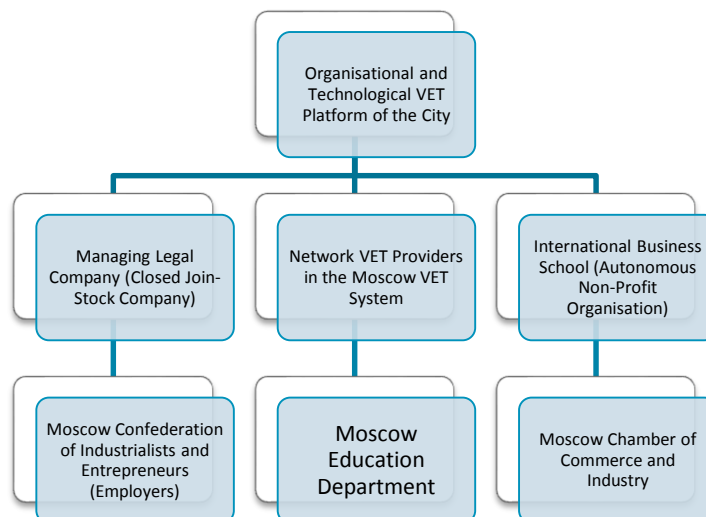
In order to ensure equal access to CVET learning programmes, work is being done to improve the use of operational and innovation capabilities of state VET institutions for adult population skill development and improvement. However, users have difficulty accessing information about careers and graduate pay levels for various IVET and CVET programmes, which makes such programmes potentially less attractive. Therefore, more efforts are being invested in improving information openness in the Moscow VET system.

The past few years have seen a great deal of progress towards more information openness and transparency and greater involvement of the public in the activities of executive authorities. The Moscow Education Department, in particular, has advanced in terms of:

- regularly updating website information on all educational institutions in its charge;
- effectively managing applications and complaints (27 000 applications in 2013);
- actively making use of the online application service (10 000 online applications in 2013);
- remaining in contact with the media (50 press conference in 2013);
- live teleconferences broadcast weekly online since October 2012 (some 3 500 000 visits);
- remaining actively in contact with the Expert Parental Advisory Board;
- actively assisting with governance boards of educational institutions.

Interaction between the Moscow Education Department, the Moscow Confederation of Industrialists and Entrepreneurs and the Moscow Chamber of Commerce and Industry is mapped in **FIGURE 1.3**.

**FIGURE 1.3 INTERACTION BETWEEN VET INSTITUTIONS AND EMPLOYER ASSOCIATIONS**



Previously, relations between employers (and their associations) and VET institutions were mainly restricted to providing on-the-job training and job placements for VET students and graduates. However, in the past few years cooperation has expanded to embrace such areas as quality assurance, VET curriculum content, the involvement of skilled personnel (employees of organisations which are members of associations) in delivering VET curricula, assistance for graduates to adapt to labour market requirements, external assessment of training quality and certification of qualifications.

Quality assurance with regard to qualifications is achieved by certification and skills improvement of employees of companies that are members of associations and making proposals regarding candidates to work as experts in qualification assessment and certification.

In late 2012, Moscow launched the process of creating large educational complexes by reorganising state educational institutions in all education cycles. In 2013, the Moscow Education Department supported the initiative of state educational institutions in creating 'schools of opportunities', part of which were attached to colleges. As a result, 894 multidisciplinary educational centres were created geared to meeting the demand for education. Learning programmes at different levels have enrolled 1 380 000 people. A network of college-based multifunctional vocational qualifications centres is also being set up.

Currently, there are 22 VET centres serving 13 spheres most in demand in Moscow: finance and banking; technology and machine building; information technologies; consumer services, hotels and tourism; chemical technologies, ecology and new materials; railway transport; telecommunications and information security; housing and utilities; medical equipment and optics; automobile transport, driving and repairs and automobile and road management; catering and food processing technologies; construction; publishing and printing. In 2013, over 20 000 people were trained in applied VET centres.

VET development is supported with research conducted by the Moscow Institute of Education Development, established in 2013.

An important role in assuring dynamic development of the region is played by grant programmes and by municipal experimental platforms that are traditionally based on one or several educational institutions. Many colleges have been participating in various development programmes (for instance, College of the Future) — supported by respective industry employers (including on the basis of co-financing) — aimed at improving the level of training in different specialities and occupations.

An undoubtedly novel factor in the development of social partnerships in the Moscow VET system is a set of resource centres established between 2008 and 2013, with direct involvement of businesses, including as part of a co-financing programme. Regional regulatory acts have been developed, such as those referring to basic organisation of state IVET and CVET educational institutions and of resource centres.

Currently, resource centres as structural components of colleges have been established in the following areas: hotel and restaurant services, food processing, commercial activities, small businesses and entrepreneurship, information technologies, telecommunications, construction, urban economy, machine building and metalwork. Resource centres have state-of-the-art learning materials and equipment shared between a number of educational institutions; they also have employer representatives among their teaching and training staff.

Led by labour market demand and according to the capacity of the institution itself, VET institutions (colleges) can now directly (without intermediaries) cooperate with potential employers and improve the quality of specialist training.

In order to optimise preparation of skilled workers, the Moscow Education Department has initiated work on creating a medium- and long-term regulatory and legislative framework for the training of skilled workers.

The creation of large multilevel integrated CVET colleges helps concentrate responsibility for delivering goals and objectives of regional strategic development, whereas segregation of responsibilities in support and development of cooperation with the real economy makes it possible to provide targeted funding for workforce training. Foundations for such work were laid by the Worker

Skills Programmes for VET Development in 2005-10 and continued by the medium-term Moscow Education Development Programme for 2011-13.

Earmarked for the Moscow Education Development Programme 2012-16 for the CVET sub-programme, has to be funded from the Moscow city budget.

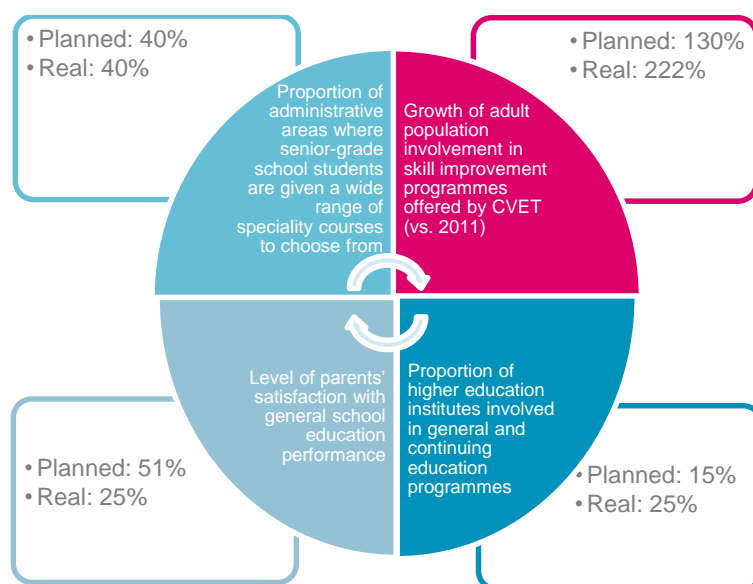
Progress in strategy delivery is assessed by indicators such as the following:

- raised target group awareness of VET programmes;
- expansion of the spectrum of specialist courses delivered as part of vertical integration of general secondary and VET education;
- a higher proportion of adult population involved in qualification improvement programmes at the CVET level;
- involvement of higher education institutions in addressing CVET tasks.

Education concerns all families and, therefore, improving accessibility and quality of education is one of the most important indicators of achievement of strategy goals.

Some of the strategic plan delivery indicators for CVET development are shown in **FIGURE 1.4**. It should be emphasised that VET performs significantly above planned targets while the general education system tends to demonstrate negative deviations from planned targets.

**FIGURE 1.4 DELIVERY INDICATORS FOR CVET DEVELOPMENT**



Based on the above analysis, expert scoring regarding the relevance of policies pursued in the sphere of VET development in Moscow is shown in **FIGURE 1.5**.

FIGURE 1.5 RELEVANCE OF VET DEVELOPMENT POLICIES



## 2. EFFECTIVENESS AND EFFICIENCY IN MEETING ECONOMIC AND LABOUR MARKET NEEDS

### 2.1 Economic and labour market factors shaping skills demand

Unlike other industrial cities of Russia whose economy is based on industrial enterprises, the biggest contributor to the gross regional product of Moscow is trade and services, including trade in fuel and energy resources. The next biggest contributors are business services, research and development, and information and communication technology (ICT) activities. In terms of the size of added value, industry comes third.

The number of people employed in different branches of the Moscow economy in 2012 was 6 544 200, a number very close the 2008 level (6 593 200).

Due to negative demographic trends, Moscow is beginning to experience a labour shortage. The number of people employed in the Moscow economy is projected to continue growing by around 0.7%-0.9% per year, mainly owing to migration, and in 2016 will reach 6.77 million people. Given the negative demographic trends, migration — both from other regions of Russia and from the countries belonging to the Commonwealth of Independent States (CIS) countries — compensates for demographic imbalances at a time when the able-bodied population is declining. Details of working-age migrants in Moscow in 2010-13 are provided in **TABLE 2.1**.

**TABLE 2.1 WORKING-AGE MIGRANTS IN MOSCOW, 2010-13**

	2013 (on 1 October)	2012	2011	2010
Registered migrants (million)	1.458151	1.763357	1.749 814	1.850183

Registered unemployment was projected to be 0.5% of the economically active population in 2014 and is expected to drop to 0.4% in 2016. The unemployment rate (in accordance with International Labour Organisation methodology) will not exceed 1% of the economically active population, providing evidence of a fairly favourable situation in this area. **TABLE 2.2** provides details of unemployment and employment in Moscow.

**TABLE 2.2 UNEMPLOYMENT AND EMPLOYMENT IN MOSCOW, 2011-15**

	2011	2012	2013	2014	2015 (forecast)
Registered unemployment (%)	0.65	0.43	0.38	0.33	md
Registered unemployment (% of economically active population)	md	0.5	0.4	0.5 (est.)	0.5
Employment (million)	md	6.5442	6.5896	6.6442 (est.)	6.7068

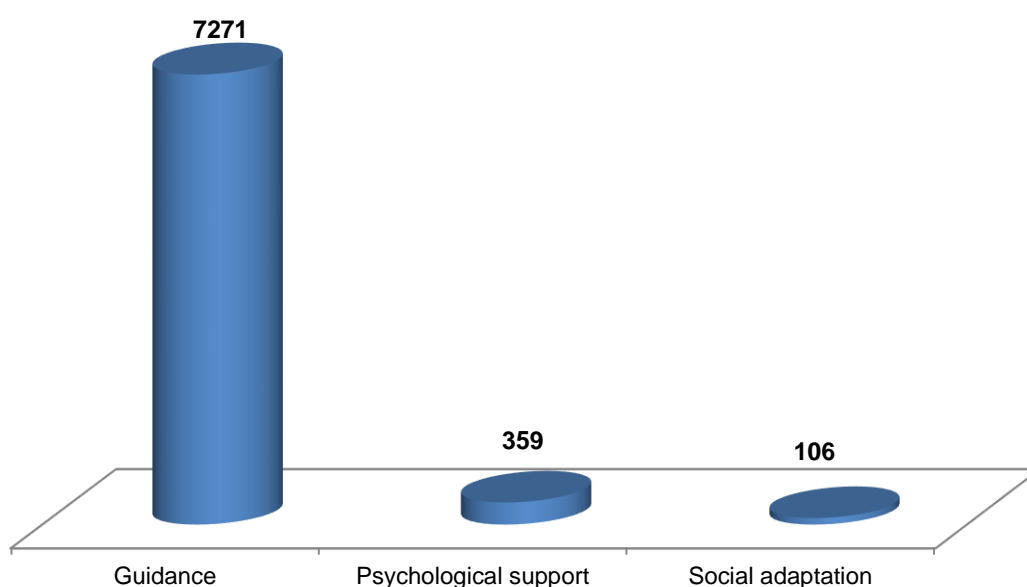
md: missing data

Youth unemployment in Moscow is lower than that for Russia as a whole (30%). In August 2014, 16-17 year-olds and 18-24 year-olds represented 0.1% and 5.1% of the total number of unemployed people, respectively.

The labour market in Moscow can currently be characterised as fairly stable. However, an analysis conducted by the Moscow Labour and Employment Department shows that there is a shortage of technical specialists and skilled workers and that the imbalance is growing. One reason may be that the learning process is not sufficiently practice-orientated and the resulting level of graduating specialists falls short of the potential employer's requirements. Measures are being taken, therefore, to improve and update curricula and learning processes to match modern requirements, involving employers in development and implementation and in independent professional accreditation by employer associations.

The labour market situation is continuously monitored by the employment service. A sub-programme on Labour Market Development and Support for Moscow Population Employment 2012-16 is being implemented — with the participation of stakeholders representing executive authorities and social partners — in order to address key tasks in assisting employability. An example is that unemployed people, as of February 2014, were provided with guidance services, psychological support and services on social adaptation to the labour market (**FIGURE 2.1**).

**FIGURE 2.1 SERVICES SUPPORTING EMPLOYABILITY**



## 2.2. Mechanisms for identifying demand and matching skills

For the government to more efficiently commission skills training for occupations and specialities in potential demand, the following key actions are being taken in four tracks.

**Track 1.** Projections are being developed on the demographic situation, including identification of age groups that may be potential candidates for VET, retraining or qualification improvement. Actions are developed by government authorities in charge of regional employment jointly with statistical bodies. In Moscow, an integrated approach to these tasks is taken, involving the Moscow Education Department and Moscow Labour and Employment Department. The Moscow Science and Industry Policy Department is, regrettably, not sufficiently involved in this work, although all the other departments concerned are quite active.

**Track 2.** Long-term and medium-term projections on the socioeconomic development of the region, including industry-specific development projections, are being formulated by respective structural divisions within Moscow City Government.



**Track 3.** The Moscow Labour and Employment Department is developing projections on labour market demand in the medium term (size, specific occupations and specialities, level of qualifications, etc.).

**Track 4.** The Moscow Education Department is putting together a government contract for VET institutions to train people in specific occupations and specialities based on the city's medium-term labour market demand projections.

## 2.3 VET system capacity to influence economic and labour market needs

The capacity of the city's VET system to influence response to the economy/labour market needs is determined by the education standards that are being implemented and developed jointly with employers: curricula with a variable part intended to rapidly respond to labour market demand, small business creation and on-the-job training. Small businesses are created either on the basis of an individual college or a number of colleges. VET system capacity is being enhanced by modern technologies and equipment and the development of internationalisation processes with regard to the Moscow CVET system.

Special attention is paid in Moscow VET entities to the development of learning content and technologies that develop entrepreneurial skills, efficient behaviours in the labour market and other soft skills (teamwork, communication, problem solving, etc.). Of special interest from the perspective of implementing innovations in the Moscow VET system is Entrepreneurship College No 11, which has an electronic platform from which to roll out innovations developed in this educational institution to the whole of the city's VET system.

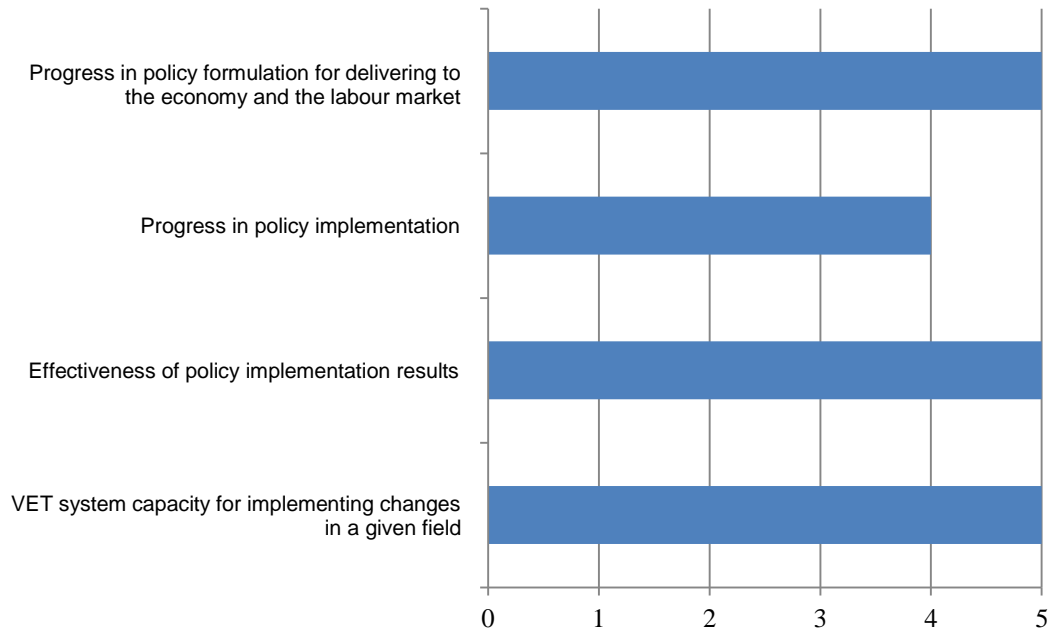
Entrepreneurship College No 11 has centred the efforts of institutions and individual representatives from the spheres of education, management, science and employment, as well as various organisations which engage students, teachers and trainers.

The learning technologies used by Entrepreneurship College No 11 are based on involving future professionals in research, design and strategic planning processes. This approach is universal in nature and may be successfully applied to the training of all sorts of specialists irrespective of occupation.

## 2.4 Implementation of policy and assessment of progress since 2010

Expert scoring of progress in the formulation of VET system development policies from the perspective of meeting economic and labour market demand is shown in **FIGURE 2.2**.

**FIGURE 2.2 PROGRESS IN THE FORMULATION OF VET DEVELOPMENT POLICIES**



The key priorities in enhancing VET responsiveness to economic and labour market demand can be described in terms of greater involvement of employers in strategic development tasks and broader forms of participation in VET, greater alignment of the activities of respective departments and governance bodies and the development of a regional qualification framework and a number of industry qualification frameworks (pilot developments of the Moscow Institute of Education Development)..

### 3. EFFECTIVENESS AND EFFICIENCY IN MEETING SOCIAL AND INCLUSION NEEDS

#### 3.1 Sociodemographic factors shaping demand for VET

The age structure and urbanisation level of the population have a significant impact on demand for VET. Another factor shaping this demand is the dynamics of a changing population structure deriving from sociopolitical processes of 15-20 years ago. The permanent population of Moscow is tending towards growth, with the population in 2011 standing at 11.9 million and in 2013 at 12.1 million. The age structure is currently characterised by a growing number of middle-aged people and a shrinking population of able-bodied persons. According to Economic Policy and Development Department data, the Moscow working-age population will fall by 80 000-100 000 persons annually between 2014 and 2016 (excluding migration).

This boosts demand for foreign workers (migrants) in Moscow and increases the importance of measures assisting the employability of older people and of people with disabilities and of improving migration policies. Projected annual demand for VET, including IVET and CVET programmes, VET, retraining and skills improvement, is estimated at between 0.9 and 1.2 million people, significantly exceeding (by up to three times) current training supply.

#### 3.2 Delivering to individual learner demands and aspirations: access, participation, progression

Starting from September 2013, pursuant to the Russian Federation legislation on education, admission to CVET institutions is not exam-based. Furthermore, first-time learners in any particular education cycle are entitled to free CVET and students may, on a fee-paying basis, obtain a second (third, etc.) education in the same cycle. All CVET graduates are guaranteed access to higher education programmes. Thus, applicable Russian Federation legislation provides unlimited opportunities to access the VET system. Basic statistics on graduates from Moscow general secondary education who enrolled in CVET institutions in 2013 are provided in **TABLE 3.1**.

**TABLE 3.1 MOSCOW GENERAL SECONDARY EDUCATION GRADUATES ENROLLED IN CVET INSTITUTIONS, 2013**

General secondary	Graduates in 2013	Enrolment in medium-level specialist training		Enrolment in skilled worker training		Total enrolment in CVET	
		N	%	N	%	N	%
Grade 9	69 547	14 010	20.1	6 009	8.6	20 019	28.7
Grade 11	49 050	4 812	9.8	1 553	3.2	6 365	13.0

Conditions are being developed in Moscow for persons with disabilities to enter VET, thus ensuring accessibility of education and making education inclusive. Active use is being made of distance-learning technologies and online modules. Moscow is one of the few regions in Russia where a law on the education of persons with disabilities has been adopted and, in 2013, over RUB 28 billion were allocated to social cohesion of persons with disabilities under the Programme of Social Support to Moscow Residents 2012-16.

Moscow colleges are actively implementing inclusive education programmes. In 80% of colleges conditions have been created for persons with disabilities to access VET and employment. Various

forms of learning are used for this purpose: inclusive learning (61 colleges), corrective learning and development (24 colleges) and distance-learning technologies (Automation and Information Technologies College No 20). Four resource centres provide multilevel learning opportunities for people with disabilities which use learning technologies based on special equipment and methodologies that compensate for the learner's psycho-physical development. Five fields of training have been opened for persons with locomotor system problems. In order to teach crafts to children with disabilities and assist their subsequent adaptation to work, an experimental craft centre has been opened at CVET Technology College No 21.

Over 3 000 people with disabilities are now studying in CVET institutions. Occupations and specialties most in demand are auto mechanic, computer operator, radio and electronic equipment wiring, joiner and furniture maker, tailor, confectioner and art conservator (occupations) and economics and accounting, advertising, design, social work, applied computer science, library science and pre-school education (specialties).

A few issues have yet to be addressed regarding people with disabilities, however, in particular the lack of federally developed standards, medical restrictions in terms of learning levels and training fields, a shortage of specialists for this category of student and a lack of special study places, access ramps and other special equipment.

Moscow CVET institutions offer over 200 CVET skills improvement and retraining programmes for adults. As part of Moscow's strategy for economic development, programmes are being created that target older people so as to enhance their employability. A prudent migration policy is also being pursued aimed at developing policies for foreign workers and managing internal migration.

In order to meet people's learning needs and ensure their employment, Moscow colleges also develop and deliver integrated IVET and CVET programmes. Graduates having two-cycle qualifications (in addition to complete general education) have the best opportunities for successful adaptation in the labour market and for further development of their occupational and soft skills.

### 3.3 Delivering to socioeconomic and social inclusion needs

The applicable Moscow IVET and CVET legislation (Law No 32) determines specific social support measures for students. Full-time students at state VET institutions have their education funded from the Moscow budget and are supported with specific grants (for special clothes, hostel and/or boarding accommodation, free or discounted public transport, hot meals, etc.), the amount of which is determined by regulatory and legislative acts but is not less than the level set for respective categories of students of the same type at federal educational institutions.

State VET institutions are permitted to use available budgets and off-budget funds to independently develop and implement additional measures of social support for students subject to their socioeconomic status and academic achievements.

Graduates from state VET institutions who are orphans, without parental support or who have disabilities are entitled to employment on a preferential basis in accordance with federal legislation and regulatory and legislative acts enacted in Moscow concerning job quotas. After graduation, they are entitled to partake in a three-year support programme in social adaptation and employability in the labour market run by specialists in their VET institution.

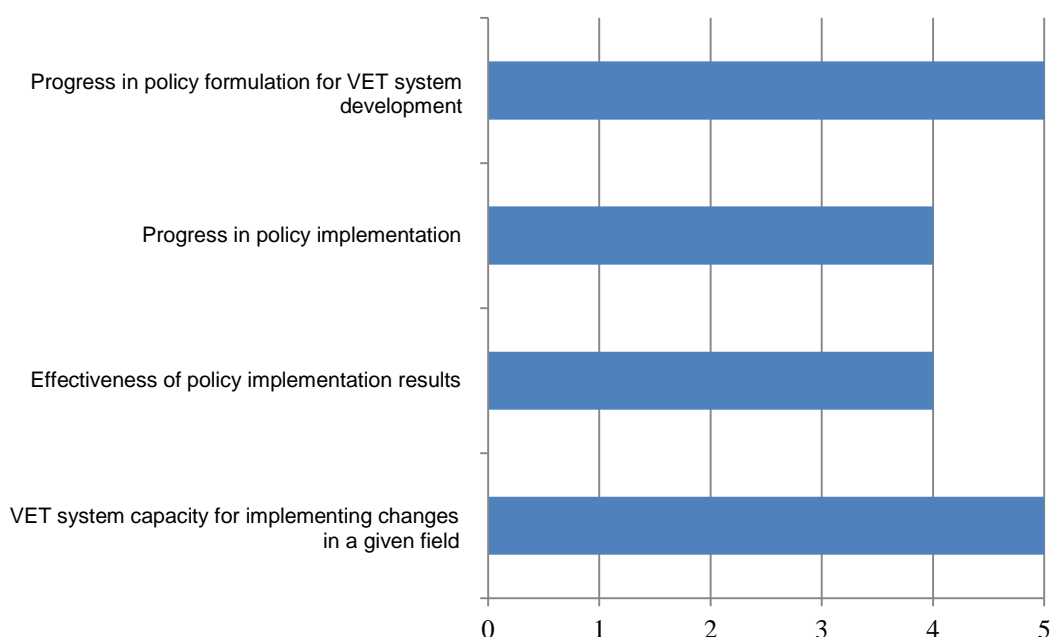
Tasks related to social cohesion of disadvantaged and socially unstable strata of the population are addressed along the following lines: restoration of the system of part-time evening schools and centres for adults that will enable learners to access general or vocational education; development of high-quality individual learning pathway systems, including via externships and systemic arrangements for street children and youth to access IVET and CVET. In addition, an experiment is

being conducted to ensure VET accessibility to young people who do not have a certificate of incomplete secondary education, including for purposes of testing non-formal learning recognition mechanisms.

### 3.4 Policy implementation and assessment of progress since 2010

Expert scoring of progress in the formulation of VET system development from the perspective of ensuring social cohesion in the Moscow population is shown in **FIGURE 3.1**.

**FIGURE 3.1 PROGRESS IN THE FORMULATION OF VET SYSTEM DEVELOPMENT**



Key priorities for enhancing the VET system's capacity to respond to sociodemographic and social cohesion needs are as presented below.

#### 1. Legislative improvements:

- to fund costs for employers who organise employment for migrants;
- to provide more social support for migrants in the VET system;
- to delineate government and private sector social responsibilities (specifically for education bodies);
- to validate previous non-formal and informal learning.

#### 2. Assisting employers in restructuring the economy:

- to identify potential economic sectors which may need an additional influx of workers;
- to identify labour demand by skill and qualification;
- to assess potential employee qualification levels;
- to organise potential employee training in occupational qualification centres.

### 3. VET system governance improvements:

- to identify skill demand expectations and medium- and long-term projections by economic sector;
- to develop, jointly with the government, business and trade unions, institutional approaches to formulating migration policy, including regarding CVET for migrants and their families;
- to improve guidance and counselling mechanisms.

## 4. INTERNAL EFFICIENCY OF THE VET SYSTEM

### 4.1 Quality assurance

#### 4.1.1 Planning

Creation of an external and internal system of education quality assessment is provided for by Russian Federation legislation. One duty of an education entity is to arrange a system of internal monitoring of education quality. Furthermore, as part of external assessment, education entity licensing and accreditation procedures are used, as well as independent education quality assessment of education providers and of the delivered learning programmes<sup>2</sup>.

A system of regular assessment of the performance of education providers and of the education system as a whole is being established in Moscow. Work has been in progress since 2007 on implementing a system of governance complying with the ISO 9000 international quality management standard, with most education providers by now compliant.

In addition to addressing learning content, Moscow VET providers are continuously improving staff quality management by monitoring the effectiveness of the learning process, creating a system of local regulations and modernising the governance system. Improvement also includes transition to the principles of a process-based, target-based and matrix-based approach to governance.

#### 4.1.2 Assessment and analysis

As mentioned above, quality assessment of the VET system can be external and internal.

Internal assessment is self-assessment carried out by the education entity continuously throughout the whole of the academic year. The following three lines are assessed.

1. Quality of learning outcomes:

- acquisition of general and vocational competences;
- acquisition of soft skills (personality-orientated outcomes, including socialisation indicators);
- achievements in skills competitions, olympiads and other types of contests.

2. Quality of learning process implementation:

- content of the main vet curricula;
- content of further vet curricula;
- curricula and work programmes delivery (as per federal state education standards);
- quality of classroom teaching, individual work and out-of-class and individual work;
- quality of after-school activities.

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<sup>2</sup> See Art. 32, para. 2, sub-para. 24 of Federal Law 29.12.2012 n. 273-FZ 'On Education in the Russian Federation'.

### 3. Quality of conditions supporting the learning process:

- materials, equipment and other resources;
- ICT environment (including equipment and methodology manuals);
- hygiene and aesthetic conditions;
- medical care and catering;
- psychological climate;
- use of social sphere opportunities at the municipal and city level;
- human resource support, including teacher/trainer skills improvement, innovation, research, methodological activities;
- state-public governance (education institution board, teachers board, trustees board, student self-governance bodies) and education quality improvement incentives;
- document flow management and regulatory and legislative support, including a development programme for the centre.

External assessment is carried out by the Moscow Education Department jointly with employers.

In 2012, an analytical information system was launched in Moscow entitled the Moscow Education Quality Register designed to ensure openness and accessibility of information on education, the objectivity of assessment of learning outcomes and the transparency of education quality management processes at all levels — from the level of the individual education entity to the city level for all entities in the education area.

Another VET quality assurance tool is public expert review. Moscow City Government has set up a special body — the Moscow Public Council — to carry out public expert reviews of Russian Federation and Moscow regulations and draft laws concerning the socioeconomic development of Moscow, including in the sphere of education.

#### 4.1.3 VET provider and curriculum accreditation

Compliant with the Russian legislation, the Moscow VET system is subject to government assessment of all educational activities, including licensing and accreditation procedures.

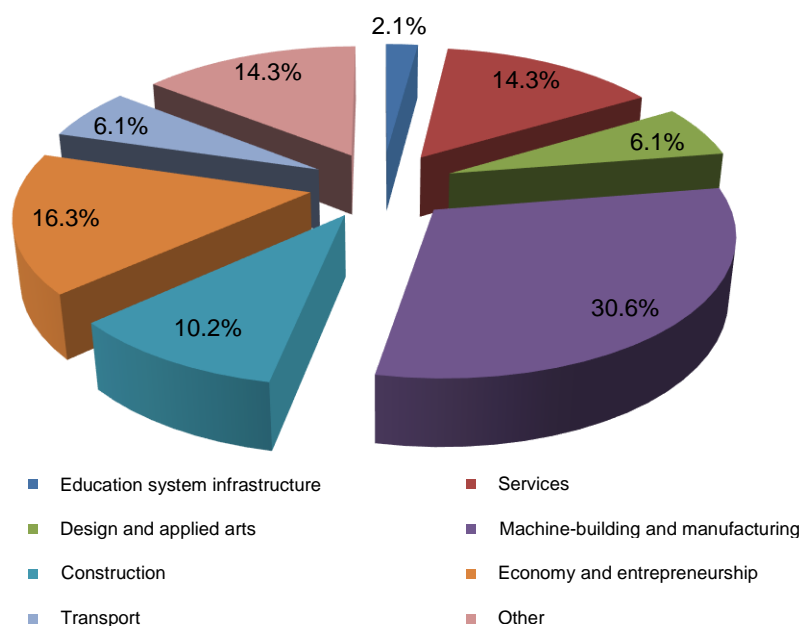
As of 1 January 2011, Russian Federation legislation contemplates the use of public and peer accreditation as well as government accreditation. Public accreditation is independent from the government and is meant to verify curricular compliance with occupational standards and actual requirements set forth by employers.

Much work involving employers and NGOs has been done in the past three years to develop and improve procedures and forms of independent VET quality assessment in Moscow. The main provisions have been defined for creating a system of voluntary certification by education entities and a new regulation on independent assessment of VET and VET provider quality has been drafted and will soon be ready for adoption.

The Russian Federation Chamber of Commerce and Industry offers voluntary certification of education entities using an industry-based approach. By now, some 60% of Moscow's VET colleges have confirmed their compliance with the requirements of the real economy.



**FIGURE 4.1 COMPLIANCE WITH THE REQUIREMENTS OF THE REAL ECONOMY BY SECTOR**



Public accreditation of curricula is based on a combination of requirements, covering organisation structure, teaching and training staff, methodologies, curricula, processes, equipment and resources used to manage the quality of VET, retraining and skills improvement.

#### 4.1.4 Qualifications

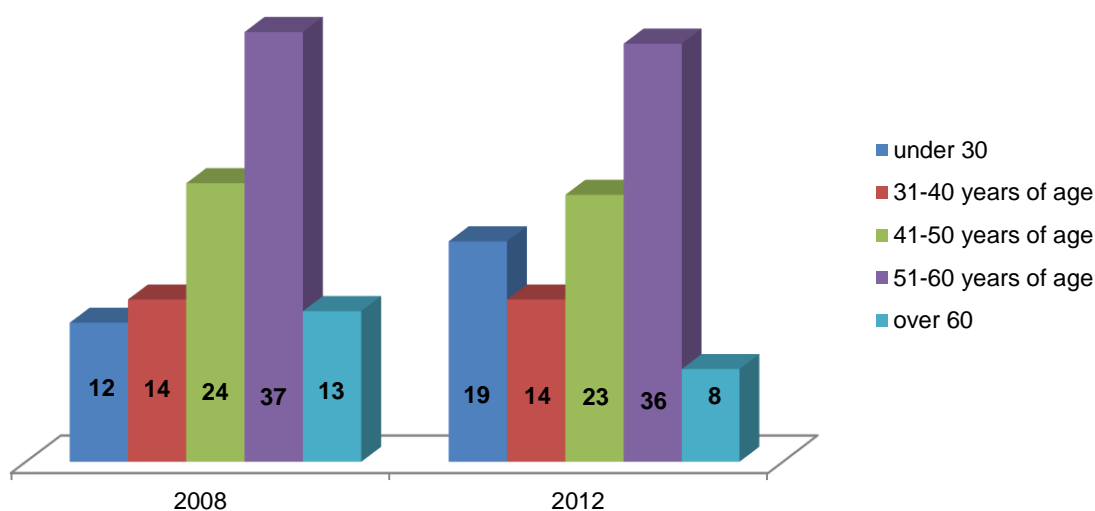
Regional agencies for qualifications development are being created in Moscow that are expanding expert capacity and providing advice on the application of occupational standards. Certification centres are also emerging where any person may apply for assessment and formal recognition of their qualification.

### 4.2 VET system teachers, trainers and managers

Around 10% of the total population of Moscow teachers work for state VET and CVET institutions. The average headcount of teachers and trainers in VET institutions is 10 700 individuals.

In recent years, the age structure of the teaching staff has undergone a dramatic change as teaching staff are becoming younger. The proportion of teachers under 50 is more than 50% of the total headcount, while the number of those who have worked over 20 years is practically four times the number who have worked for 5-10 years.

**FIGURE 4.2 MOSCOW CVET TEACHING STAFF BREAKDOWN BY AGE (%)**



The average monthly salary of teachers and trainers in 2013 was RUB 61 600 — 32.2% higher than in 2011 and above the regional average.

The state VET system continues to experience shortages of staff — especially trainers in hands-on learning and teachers of applied disciplines — familiar with new technologies and with practical experience of advanced operational methods and techniques. A fairly high salary level in this sphere is helping to at least partially close the gap.

To be appointed director of an educational entity, candidates undergo testing and need to qualify in five main blocks (public policy in education, legal aspects of education governance, fundamentals of economics and financial aspects of education governance, business administration and advanced education technologies). In 2012, the procedure for certifying directors of Moscow educational entities was amended to incorporate the rating of educational entities. Much work is being done towards improving teacher professional qualifications and developing distance-learning programmes for ongoing VET and skills improvement. A new form of training being used is lectures by representatives of executive authorities and by known figures in culture, science and business.

In the past five years, 95% of teachers undertook two budget-funded professional development and qualification improvement courses. In 2013, such programmes enrolled 50 000 college teachers and managers.

Professional qualification improvement programmes are run by the Moscow Institute of Education Development, the Moscow State Pedagogical University, the Moscow Municipal Pedagogical University, the Moscow Municipal Psychological and Pedagogical University, the Federal Institute for Education Development and the Academy for Education Skills Improvement and Retraining. Other initiatives include programmes run by Young Teachers Council schools, special methodology board sessions offered by education institutions and the establishment of a municipal Young Teachers Council.

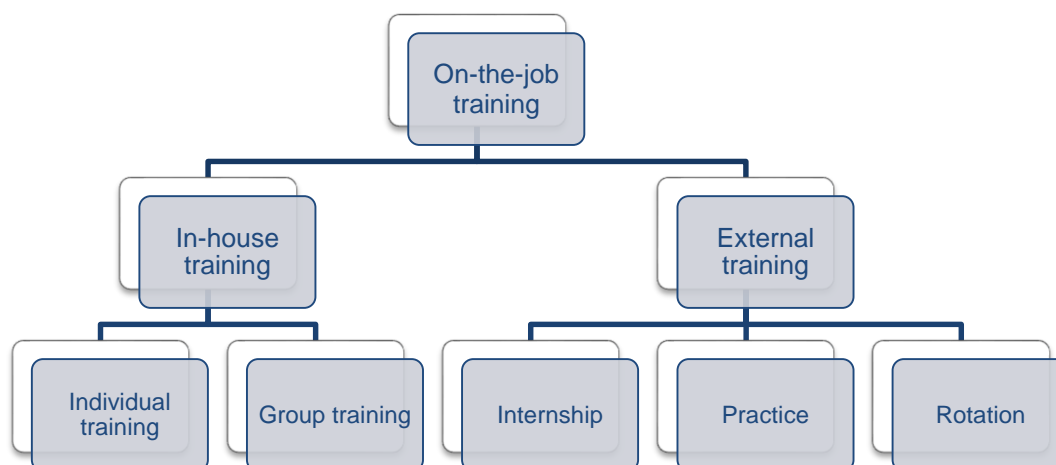
## 4.3 Teaching and learning

### Teaching and learning environment

In order to create an effective learning environment, clusters are being formed that integrate education and industry entities as a form of networking between education, science and industry (as contemplated in the education legislation).

On-the-job learning — in different forms (**FIGURE 4.3**) — is playing an ever growing role in the VET system.

**FIGURE 6 ON-THE-JOB LEARNING OPTIONS**



### Learning content

Curriculum content is formed on the basis of the Federal State Education Standards for VET, which stipulate use of competence-based technologies and modular structures in developing a VET curriculum. Actual quality of curriculum delivery, however, depends on the competence of methodologists who design modules, disciplines and interdisciplinary courses and also on the level and quality of interaction with employers in the course of developing curriculum content.

### Parental participation

In order to expand involvement of parents in education policy in Moscow, an Expert Parental Advisory Board was set up in 2011 with the dual objective of representing the interests of parents as stakeholders in the education process regarding decisions made by the Moscow Education Department and of drawing on the professional capacity of parents. The idea is to involve parents in public expert reviews and in overseeing implementation of the Moscow Education Development Programme, improving education quality and proposing and supporting public initiatives and projects aimed at enhancing education's contribution to the development of Moscow and at improving education quality, employability and safety and protecting learner rights. Parents also contribute to creating and reviewing legislation by developing proposals on regulatory support of the education system in Moscow. In general, parental opinions on matters of education are taken into account, with information, organisation, methodology and other forms of support provided to parental bodies and to the governance boards of educational entities. Overall, it is foreseen that the public, government bodies, NGOs and science and business associations will provide support to education in Moscow, including by launching and delivering charity programmes in the sphere of education.

Parental committees are created in every educational institution, with parents also appointed as members of trustee boards and other boards functioning in the system of education.

#### 4.4. Policy implementation and assessment of progress since 2010

In order to assure the quality of specialist training through more active participation of employers, collaboration agreements have been signed with the Moscow Confederation of Industrialists and Entrepreneurs on workforce training and retraining. Cooperation agreements have also been signed between the Moscow Education Department and/or individual education entities and industry associations (for instance, the Otchiy Dom Interregional Builders Association and the Association of Russian Educational Institutions in the Metallurgy Sector).

The key areas of interest in such agreements are:

- supervision of the implementation of measures aimed at improving VET quality in Moscow;
- creation of partnerships on the basis of education and technology platforms by type of economic activity, bringing together the intellectual, material and financial resources of education entities, employers and associations, including research and development institutions;
- active and ongoing interaction between the Moscow Education Department and various organisations and public associations (including employer associations and trade unions);
- development and establishment of a regional system for standardisation and certification of skilled workers in Moscow enterprises and institutions;
- active and ongoing organisational and methodological interaction at the regional and national levels;
- organisation of an economic monitoring and forecasting system to identify needed skills and qualifications and to forecast skilled labour demand in view of innovation-led changes in technologies and equipment and in the organisation of operations, labour and management.

## 5. GOVERNANCE AND POLICY IN THE VET SYSTEM

### 5.1 Defining vision and strategy for VET

A 2004 Moscow City Government regulation<sup>3</sup> laid the foundations for public governance of skilled worker and specialist training. Ten district (territorial) and five industry-based boards for skilled worker training (construction, consumer goods and services, machine building and metalwork, small and medium-size businesses and the municipal economy) have been set up and are now operational. A City State-Public Board is also functioning under the auspices of Moscow City Government.

The main purpose of these bodies — composed of representatives of the Moscow executive authorities, employer associations, trade unions and directors of VET institutions — is alignment of social partner positions on human resource policies, areas and scope of training, employer involvement in the development of a material and equipment base for VET colleges, VET content, etc.

Strategic management of interaction with external organisations in the Moscow education system corresponds to the Innovation Board, a public supervisory and consultative body attached to Moscow Education Department.

The Moscow Institute of Education Development provides organisational and methodological support and generally coordinates interaction between educational institutions and external organisations. Another Moscow City Government body, the Vocational Education Coordination Board, has recently begun its work.

All educational institutions have established governance boards which, in most cases, influence decisions made with regard to defining development strategies, curricula, efficient spending of funds and the creation of suitable conditions for students and teachers.

State-public governance bodies in Moscow have been granted the authority to review and endorse candidates for posts as directors of educational institutions.

The Moscow Public Council is also in the process of being established under the Moscow Education Department, with membership to include representatives of professional community and public associations, including independent experts. The idea is to represent and protect the interests of broad societal strata in the sphere of education. This council will complement the Expert Parental Advisory Board.

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<sup>3</sup> Moscow City Government Resolution No 724-PP.

## MATRIX 1 DISTRIBUTION OF RESPONSIBILITIES

Process/type of responsibility	Setting objectives	Implementing objectives	Monitoring
Who is responsible?	Russian Federation Ministry of Education and Science Moscow Education Department	Moscow Fuel and Energy Department Moscow Culture Department Moscow Social Security Department Moscow New Territories Development Department Moscow Tourism and Hotels Committee Moscow Construction Department Moscow City Planning Policy Department Moscow Mayor and City Government Administrative Office Prefectures of Moscow Administrative Districts	Moscow Education Quality Centre Moscow Institute of Education Development Respective bodies of Moscow Prefectures
Who is accountable?	Moscow Education Department and its bodies	Prefectures of Moscow Administrative Districts College Boards (directors), teachers, staff	Moscow Education Quality Centre Moscow Institute of Education Development Respective bodies of Moscow Prefectures
Who is consulted?	Respective Moscow City Government departments Russian Federation Chamber of Commerce and Industry Moscow Chamber of Commerce and Industry Employer Associations and Unions District and Borough Coordination Councils Public Councils Association of Moscow Educational Institution Governance Boards Trade Unions Higher education institutions Expert Parental Advisory Board	Educational institutions at all levels Young Teachers Council Prefectures (lower-level municipal body committees) Moscow Administrative Districts City Coordination Councils	Moscow Education Quality Centre Moscow Institute of Education Development Respective bodies of Moscow Prefectures Association of Moscow Educational Institution Governance Boards

## MATRIX 2 ACTIONS AND DECISION MAKING OF THOSE RESPONSIBLE

	Setting objectives	Implementing objectives	Monitoring
Full autonomy/ unilateral	Russian Federation Education and Science Ministry	Moscow Education Department	Moscow Education Quality Centre Moscow Institute of Education Development
After (mandatory) consultation <sup>1</sup>	Moscow Education Department	Moscow Education Department bodies Educational institutions (directors)	Moscow Education Quality Centre Moscow Institute of Education Development
If consultation, with whom?	Moscow City Government departments Employer associations	Employer associations Parents (Public Councils, Trustee Boards, etc.) Industry-based and regional teaching and methodology associations	Moscow Education Quality Centre Moscow Institute of Education Development

(1) Consultation may be due to an obligation to become involved or for accountability purposes.

## 5.2 Efficiency and effectiveness in meeting economic and labour market needs

On the whole, the efficiency of the Moscow CVET system is confirmed by a fairly high rate of graduate job placement and a low youth unemployment rate. The dynamics of skilled worker availability in Moscow enterprises in 2010-15 is shown in **TABLE 5.1**.

**TABLE 5.1 SKILLED WORKER AVAILABILITY IN MOSCOW ENTERPRISES, 2010-15**

	Staff renewal needs (% of total headcount)	% placed graduates	% placed graduates satisfying qualification requirements
2010	not less than 30	up to 10	up to 30
2011	not less than 35	not less than 30	up to 40
2013	not less than 45	not less than 60	up to 70
2015 (est.)	not less than 50	not less than 80	100

As mentioned earlier, however, a demand-supply mismatch persists in terms of skills, specialities and qualifications in the Moscow labour market, the outcome of students and their parents opting for professions and specialities related to management, economics, law, etc. to the detriment of the industrial production skills actually in demand.

Transition to new budget-funded technologies for educational entities will make it possible to overcome this mismatch and change the role of employers and employer associations. It will encourage several methods of engagement with Moscow VET providers as follows:

1. creation of boards to organise activities (advisory, occupational, trustee, etc.) in collaboration with VET providers;
2. professional screening and job placement for college graduates;
3. joint research into the labour market and education sectors;

4. professional development, continuing professional development, retraining and requalification and distance learning opportunities for VET teachers and trainers;
5. developing and agreeing proposals regarding regulations and rules governing IVET and CVET provider activities.

### 5.3 Efficiency and effectiveness in meeting social and inclusion needs

In addressing VET education accessibility, Moscow social policy focuses primarily on socially disadvantaged groups (people with disabilities, orphans, children without parental support, children from low-income families and migrants).

General guidelines, as set out in the Russian Federation Strategy for Public Youth Policy and Development to 2016, are being implemented by Moscow City Government by ensuring accessibility of learning environment — based on inclusive learning programmes — and by providing material support to children without parental support (free meals, study grants, etc.).

### 5.4 Internal efficiency and effectiveness of the VET system

The quality of worker training is being addressed via a restructuring of the regional education system in general and an upgrading of VET programmes in particular.

Competence-based education programmes are being improved, the material and equipment base is being enhanced, systemic efforts are being made to develop competences of VET teachers and trainers and interaction with enterprises is being optimised.

#### MATRIX 3 DISTRIBUTION OF RESPONSIBILITIES FOR QUALITY STANDARDS

Quality standard	Setting objectives	Ensuring compliance	Monitoring/evaluating
Learning environment		Those responsible for setting objectives	Those accountable for compliance
Learning outcomes	Moscow Institute of Education Development	Educational institutions	Moscow Education Quality Centre Moscow Institute of Education Development Independent Quality Assessment System
Teaching Provider accreditation <sup>1</sup>	Russian Federation Education Ministry Moscow Education Department and its bodies	State Accreditation Service	State Accreditation Service Independent Quality Assessment System

(1) Accreditation can also refer to individual programmes.



#### MATRIX 4 DECISION MAKING IN SETTING QUALITY STANDARDS

Quality standard	Unilateral	Mandatory consultation	If consultation, with whom?
Learning environment	Moscow Education Department and its bodies	Educational institutions	Moscow Education Quality Centre Moscow Institute of Education Development Independent Quality Assessment System
Learning outcomes	Moscow Education Department and its bodies	Educational institutions	Moscow Education Quality Centre Moscow Institute of Education Development Independent Quality Assessment System
Teaching Provider accreditation <sup>1</sup>	Russian Federation Education Ministry Moscow Education Department and its bodies	State Accreditation Service	State Accreditation Service

(1) Accreditation can also refer to individual programmes.

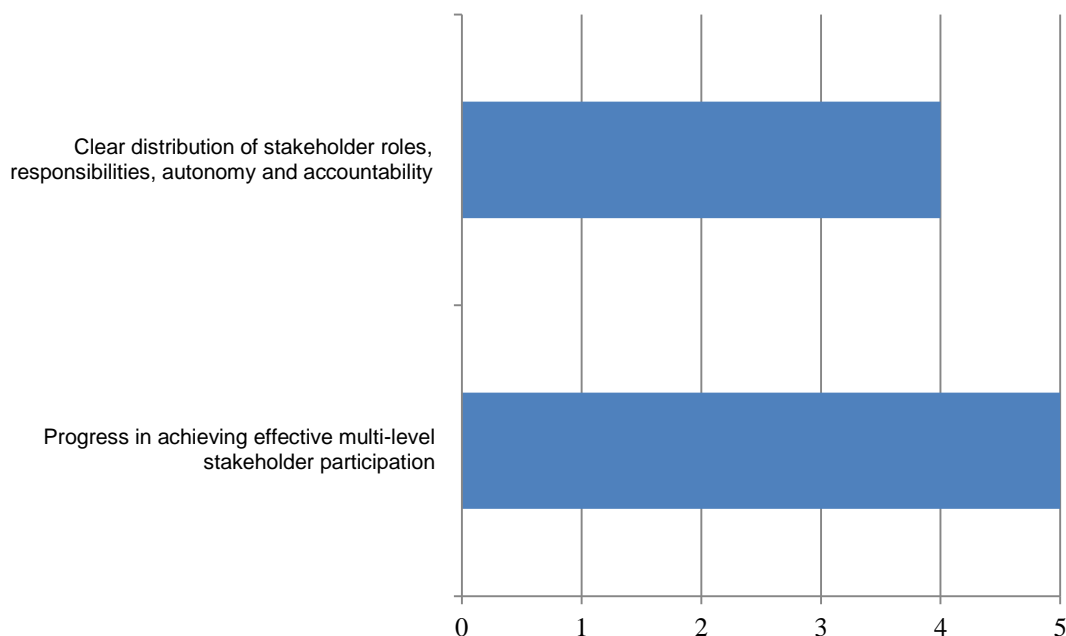
#### MATRIX 5 RESPONSIBILITY FOR CURRICULUM CONTENT AND TEACHING STANDARDS

Curriculum	Design	Mandatory consultation	If consultation, with whom?
Content	<p>Pursuant to current legislation, Federal State Education Standards are determined and approved at the national level by the Russian Federation Education and Science Ministry. They consist of an invariable part which is obligatory in all of Russia, and a variable part which is region- and industry-specific. Based on the standards applying to CVET, general education curricula are uniform across Russia, but certain curricula may be developed at the regional level.</p> <p>A bank of curricula is now being developed. Each curriculum undergoes an expert review procedure. Teaching and methodology associations are in the process of being created for different spheres of training and will be uniform for all the corresponding educational institutions in Russia.</p> <p>Curricula may be developed by the Russian Federation Education and Science Ministry and by the Moscow Education Department, primarily by educational institutions.</p>	Consultations are held with regional authorities and representatives of the world of work concerning development of the variable part of the Federal State Education Standards	With different NGOs, associations, professional unions, etc.
Teaching	According to the legislation, educational institutions are independent in choosing forms and methods of teaching. Recommendations are developed at the national (Russian Federation Education and Science Ministry) and regional (Moscow Education Department) levels.	Obligatory consultations are meant to ensure professional assistance by methodology teams of educational institutions and of Moscow Education Department.	If necessary, especially concerning practical training, consultations with representatives of the world of work and NGOs, unions, professional associations, etc.

## 5.5 Assessment of progress since 2010

Expert scoring of progress in ensuring multilevel participation in VET system governance and policy development is shown in **FIGURE 5.1**.

**FIGURE 5.1 PROGRESS IN ENSURING MULTILEVEL PARTICIPATION IN VET GOVERNANCE AND POLICY DEVELOPMENT**

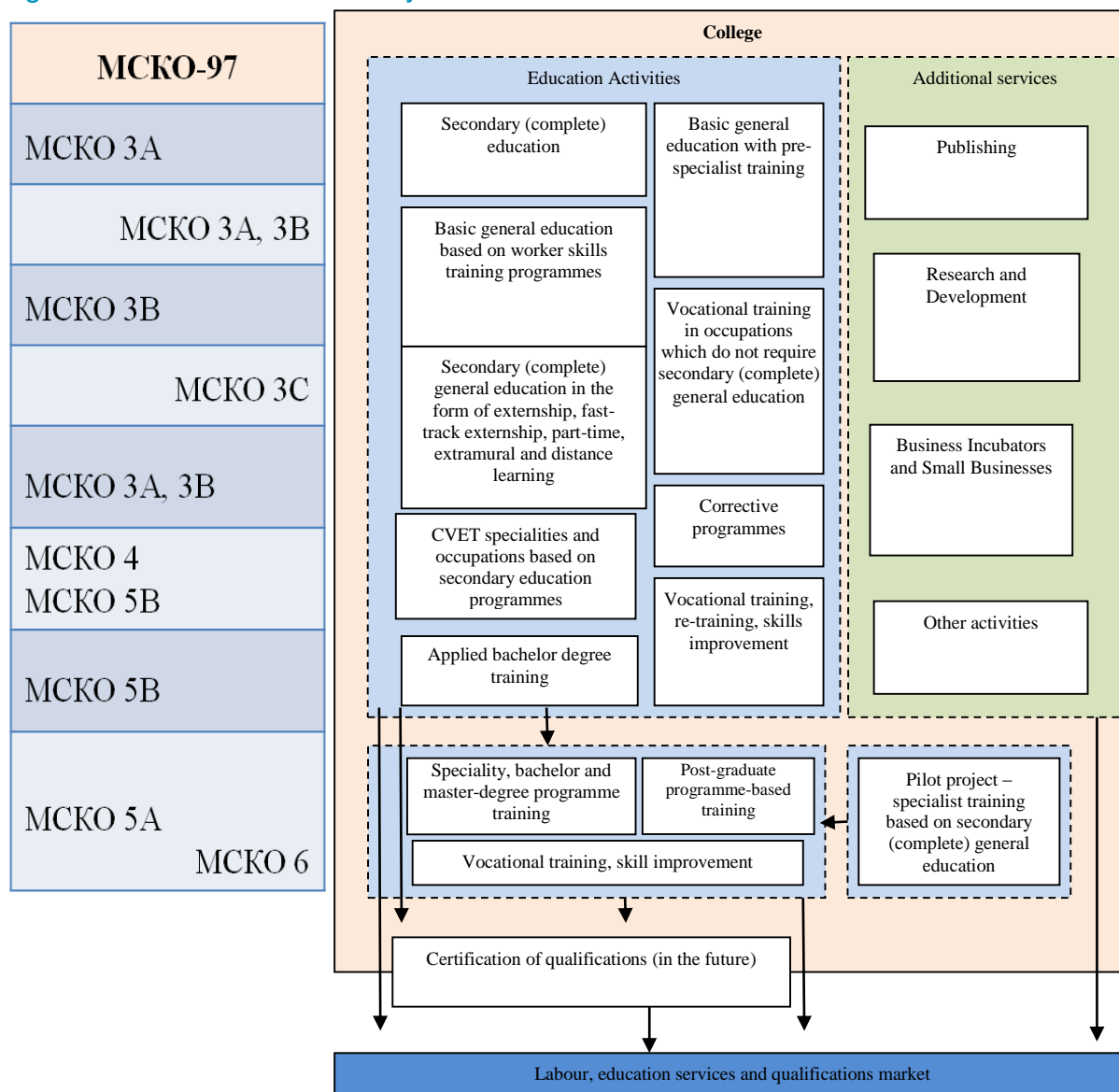


Considering the above, new priorities to improve the efficiency of multilevel participation in the VET system are to develop networking, improve and expand forms of public-private partnerships and engage stakeholders from executive authorities (including from industry) with employer associations in creating policy and strategy for education cluster development driven by regional economic needs.

Mention should also be made of the importance of holding open public competitions among Moscow VET institutions for enrolment in government-accredited occupational and speciality VET programmes paid for from the government budget, as this will enable the more efficient educational institutions to train skilled workers in accordance with the city's needs.

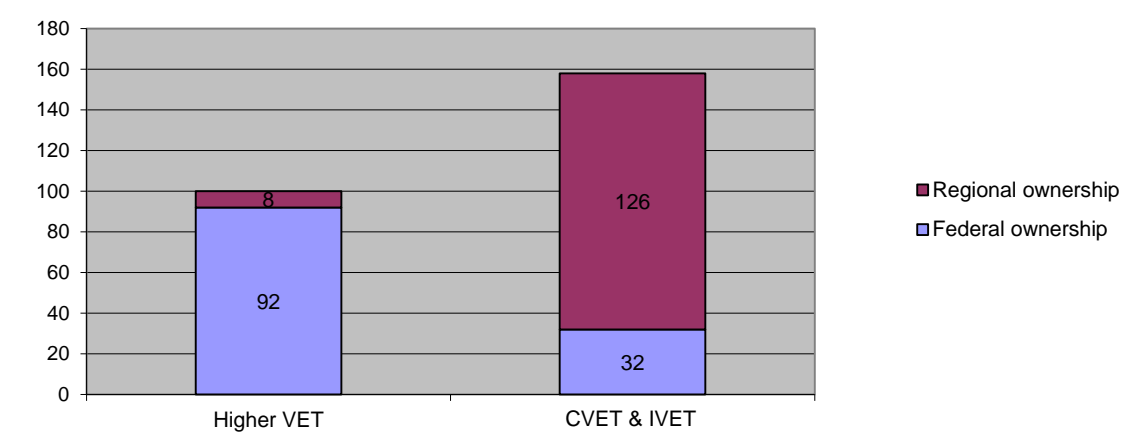
# ANNEX

Figure A.1 The Moscow VET system



MCKO = ISCED

Figure A.2 VET entities in Moscow



## ABBREVIATIONS AND ACRONYMS

<b>CVET</b>	Continuing vocational education and training
<b>ETF</b>	European Training Foundation
<b>ICT</b>	Information and communication technology
<b>ISCED</b>	International Standard Classification of Education
<b>IVET</b>	Initial vocational education and training
<b>NGOs</b>	Non-governmental organisations
<b>RUB</b>	Russian ruble
<b>VET</b>	Vocational education and training

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Moscow City Government Resolution 724-PP of 19 October 2004 on participation of Moscow executive authorities, trade union associations and employer associations in the development of initial and continuing vocational education institutions based on the needs of the city economy for skilled workers.

Moscow Education Department Order 111 of 9 March 2013 on organising innovation activities in the Moscow education system in 2013.

## Programmes

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Moscow Territorial Division of the Federal State Statistics Service, <http://moscow.gks.ru/>

Moscow Labour and Employment Department, <http://trud.mos.ru/>

Moscow Economic Policy and Development Department, <http://depr.mos.ru/>

Moscow Division of the Federal Migration Service, [www.fmsmoscow.ru/](http://www.fmsmoscow.ru/)

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