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DEVELOPMENT OF VET QUALITY IN RUSSIA IN THE CONTEXT OF THE EUROPEAN MODEL OF EDUCATION QUALITY CQAF

Abstract: In this article are presented the results of research of development of VET quality in Russia and possibilities of adaptation of the new European standard on VET quality Common Quality Assurance Framework (CQAF) in Russia.
The results of two questioning of teachers and heads of establishments of the higher professional education and VET are analyzed. The comparative conclusions by results of questioning of VET-experts in Russia, Sweden, Netherlands, Austria, Italy and Turkey are presented. The results of questioning are confirmed by conclusions from the interview (focus groups) among leaders and teachers of the Russian educational institutions and a national seminar on discussion of the Guidelines developed by the European experts for leaders of educational institutions on the development of VET quality. The practical value of the Guidelines and model of quality CQAF for the Russian educational institutions are defined.
Keywords: VET, quality of education, Common Quality Assurance Framework, CQAF

1. Introduction

Dynamics of modern society contributes the development of continuous education, increase of requirements to the qualification of employees, entails not only the increase in demand for professional education and training, but also increase of requirements to its quality.

One of the main forms of vocational education and training in Russia is advanced professional education, therefore the quality models of VET we analyze by the example of advanced professional education. Until

2011, the external assessment of VET quality in Russia was carried out by the criteria of the state accreditation and included a self-assessment once every five years. Accredited organizations gave out the state-issued certificates recognized by all stakeholders. From September 1, 2013 the new law "On Education in the Russian Federation" abolished the state accreditation of VET and created the basis for independent quality assessment by consumers, employer associations and unions or specific non-state agencies.

At the same time VET institutes in Russia began to use the international management standards for quality assurance. These standards included annual self-assessment and external audit. Many VET providers

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apply the international standards ISO 9000 for management in the organizations, model standards of business perfection of EFQM, model of award for quality in the field of education (Aniskina *et al.*, 2014).

A method of independent quality assessment depends on VET tasks. The external quality assurance of VET is professional-and-public accreditation and expertise of advanced professional programs, institutional expertise, accreditation or audit of organization. Nowadays it is used seldom but there is a tendency for wide spreading of management systems audit and certification of VET institutes.

Today VET is characterized by diversification of the directions, forms of the organization, expansion of freedoms, a variety of terms and programs of training, their multilevelness, flexibility and customer focus, development of different forms of an independent assessment of quality, which, undoubtedly, contributes the increase of its quality, however the main pledge of quality assurance of VET is the teaching structure and the experts providing educational process. Irrespective of the fact which model of quality the educational institution uses, it won't promote the improvement of quality of training and the organization in general if employees aren't rather informed, motivated and involved in planning, realization, evaluation and review of the process of quality management.

The motivation and involvement of the staff play an important role in quality assurance, however at the moment to these parameters in Russian VET institutions is not given enough attention, resulting in a gap existing between the policies of management of education quality and effectiveness of the quality assurance system, the influence of this system on learning outcomes. There is no procedure of nostrification of documents for VET in the Federal Law of 29.12.12 № 273 "On Educational of the Russian Federation", so it is important to harmonize quality recognition systems created in Russia with current international standards for the integration with the world trading area (Rashidi and Terekhova, 2014).

The European Union for a number of years has been facilitating the cooperation in the field of quality assurance of education with a particular focus on exchange of models and methods, for development of the common criteria and principles of quality in professional education and training. This is the aim of the model CQAF (Common Quality Assurance Framework), which is the result of a series of European projects aimed at guaranteeing the quality of professional education (Winkel, 2012).

The experience of the European organizations and last year's researches found the need for development of the recommendations helping leaders of the VET-organizations to motivate and involve teachers in active participation in quality initiatives. The development of this manual became one of the main objectives of the research project "Expanding the quality 'spirit' of VET (Q & VET)", started in 2012 and financed by the European fund of Leonardo da Vinci (Expanding the quality 'spirit', 2015). In the project take part the educational organizations from Sweden, the Netherlands, Austria, Italy, Turkey, Belarus and Russia. The Russian side is presented in the project by three participants –State Academy of Industrial Management of N.P. Pastukhov (Yaroslavl), Institute of Economics, Management and Law (Kazan) and National Research Tomsk State University (Tomsk).

The project aims to explore the ways to overcome the gap between the policy of management of education quality and effectiveness of education quality assurance system, the influence of this system on learning outcomes. In this paper are reflected the results of research of quality assurance system in the Russian VET in the framework of this project.

2. Materials and methods

The research is based on the methodology of quality which is the cornerstone of the CQAF model (Common Quality Assurance Framework) which is the practical tool and includes a set of the documents which aren't contradicting ISO 9001-2008. The model emphasizes such important aspects as compliance to requirements of labor market, degree and quality of participation of interested parties, flexibility of educational institutions and pedagogical approaches.

For the purpose of definition of possibility of application of the European model of quality CQAF to the Russian VET system we conducted the research directed on identification of national tendencies in questions of providing and realization of quality assurances in VET sphere. For this purpose in 2013-2015 were conducted two questioning, interviews within the focus groups and a feedback-seminar.

In the first questioning from the Russian side took part 231 persons among which were 138 teachers and 93 heads of establishments or divisions of VET. During the second questioning the answers of 48 people from 23 organizations were received. Data were analyzed by means of a SPSS package, for identification of tendencies the focus of research was directed on the analysis of contingency tables. Open questions of the questionnaire were processed by means of the content analysis.

Interview as a part of focus groups was conducted to a form of internal participation of teachers of different regions of Russia at three discussion platforms and a telephone interview or to Skype. Discussion was organized in October, November, 2013 by three Russian participants of the Q&VET project: National research Tomsk state university, Pastukhov State Academy of Industrial Management (Yaroslavl) and Institute of economics, management and law (Kazan). There were five focus groups with teachers and managers (Tomsk – two groups, Yaroslavl – two groups, Kazan were carried out – one group) within the project in Russia, in what employees from 43 educational organizations (higher education institutions, the VET organizations, colleges, training centers of the enterprises) and 20 cities of Russia, total – 75 people took part.

The workshop on discussion of the draft guidelines for managers was held by March 25, 2015 on a platform of Tomsk State University. 29 persons (managers, teachers and leaders from 17 universities, VET-providers, professional colleges, working in the sphere of VET) from 8 regions of Russia were participated in the session.

The average portrait of the participant of research is: a teacher or the manager/head of the large educational organization functioning in the sphere of VET. Participants of poll represent engineering (technical) education, humanitarian education and health care. All these educational organizations have licenses to education and the average number of students from 1001 to 5000 persons per year.

3. Main body of the paper

3.1. European standard on quality of continuous professional education – Common Quality Assurance Framework

The CQAF model is the new European standard on quality of continuous professional education which introduction doesn't demand special expenses. The model is based on the voluntary beginning and active participation of students as well as teachers. The main issue, which solves this standard, is a question of, whether the organization has the effective policy aimed at result which, in its turn, has to be connected with the purpose of the organization. Herewith, both the policy, and result, and activities for development and expansion of quality have to be clear to each participant of the organization.

Such simple scheme is very important for us

because in many higher education institutions and probably VET institutions the quality system exists independently, irrespective of educational process and activity of teachers. Many Russian educational institutions formally accepted the quality management system and received the international qualities certificates, but often the quality management system remains just on the paper and is perceived negatively by many employees of collectives owing to its misunderstanding (Mozhaeva, 2014).

Unlike some other models of quality, the CQAF model is aimed not at the organization of process of difficult accreditation in quality management system, not on huge financial expenses that causes negative reaction too, but on a self-assessment, on participation of collective in this assessment. The model of quality assurances of continuous professional education is focused on simplification of planning of assessment and the analysis of system in general, on carrying out the monitoring and selection of certain measuring tools, reference indicators for carrying out the monitoring. Herewith, the model is aimed at a choice of such criteria of a self-assessment which will work in all countries, in different education systems.

The CQAF model concentrates on the end result, at its center stands a learner. It isn't alternative to the ISO standards or other models of quality, it is not a new model and not the replacement of the system of reports to the state. The model is focused on the process and on the quality of result. It does not cost anything for the organization which uses it – it is the work of the organization for itself, it structures the work of the organization aimed at improving. The quality of work of provider of educational services is the cornerstone of the model. But at the same time the model can be considered and as the tool for obtaining, for example, the certificate of ISO (Winkel, 2012).

The European standard on quality of continuous professional education (CQAF model) includes:

- planning, implementation, evaluation and review of system at appropriate levels in the states-participants of the process of continuous education;
- technique of evaluation and review of the system with the accent on the order of implementation of a self-assessment in combination with an external assessment;
- system of monitoring which is defined accordingly at national or regional level, in combination with voluntary expert supervision at the European level;
- measuring tools: a set of reference indicators for carrying out the monitoring and assessment by the states-participants of their own systems at the national or regional levels.

For quality assurance of continuous professional education and training in CQAF system it is allocated the three main sections which contribute the achievement of desirable result of training process:

- topics related to the definition of content and used teaching methodology;
- the vital organizational subjects which are necessary for implementation of education and professional training;
- the important subjects connected with the questions concerning the leaners.

The quality assurance system CQAF attaches special significance to employers and to the involvement of employers in making decisions about the content of the curriculum. They often do not need the formal accreditation of educational institutions, they pay great attention to the image of the VET organization and trust to the checked partners.

3.2. The first stage – Questioning

The first step to achieve the goal of the project was to collect primary data from the teachers and heads of VET-institutions and universities. In February-March, 2013 in each of six participating in the project countries was carried out the online questioning of staff of universities, VET-institutes, corporate structures of VET.

The questioning contained the questions concerning the purposes and sources of an origin of quality initiatives, preparation and management of the last quality initiative in the organization where the respondent works, its realization and results, and also communications in the process of its implementation. The questioning was organized in the Netigate system, providing the professional conduct of online surveys and creation of dynamic charts (Online questioning, 2014).

From the Russian side in questioning took part 231 persons among which there were 138 teachers and 93 heads of VET establishments or VET units. We will consider the results of the survey of Russian participants (The results, 2014).

Teachers working in the organization for more than 5 years, tend to believe that the latest initiative in the field of quality was undertaken primarily as a result of external calls (82% of teachers and 88% of administrators). The external calls, allocated by respondents, and own independent (internal) motives of the organization are presented in Figures 1 and 2.

62% of teachers and 70% of managers believe that the latest initiative in the field of quality has been successful. 56% of teachers and 75% of managers believe that the expected result was clearly defined at the beginning of the initiative, was defined the correlation between the result of the initiative and initial process.

76% of teachers and 87% of managers consider that the received result was used for an activity assessment. Thus managers more

highly appreciate level of preparation of the initiative, its productivity and management of the initiative. Teachers treated more critical to the assessment of expected results of the initiative.

84% of teachers and 88% of managers consider that the received result made a contribution to realization of primary activity.

Only 14% of teachers and 15% of managers accurately understand the reasons of introduction of this initiative. Thus the majority (83-84%) teachers and administrators don't understand what have to be the expected results of the initiative. The number of teachers (91%) and managers (85%), who don't understand the expected results of the initiative, among those, who connects the initiative with external motivation, is even higher. The teachers, who consider that the last initiative in the field of quality was undertaken generally because of external calls, gave more critical evaluation of quality of preparation of the initiative, its results and influence on a main objective of the organization.

76% of teachers and 88% of managers consider that the initiative has demanded more than the scheduled time.

The majority of Russian teachers (70%) and managers (69%) believe that the initiative had a positive impact on the achievement of the main goal. The experts, who believe that the recent initiative in the field of quality was undertaken primarily as a result of external calls, made even more high appreciation for the latest initiative. Among them 78% of teachers and 82% of managers believe that the initiative had a positive impact on the achievement of the main objective.

Most of the teachers and managers are confident that the initiative will benefit their organization, if the conditions for its quality implementation will be created.

Regarding to the other issues of the questionnaire, significant differences in respondents' answers were not found.

Similar researches were conducted by all participants of the project «Expanding the quality 'spirit' of VET (Q &VET)» (Expanding the quality 'spirit', 2015). It is possible to draw the general conclusions by their results.
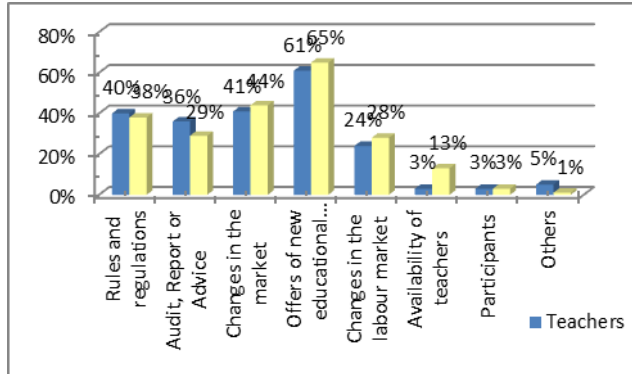

Figure 1. External calls as a result of which the last quality initiative in the educational institution was undertaken
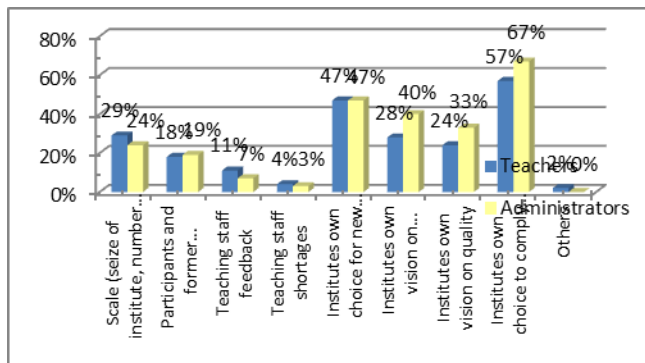

Figure 2. Internal motives as a result of which the last quality initiative in the educational institution was undertaken

In Russia and the Netherlands the majority of respondents consider that initiatives in the field of quality were initiated owing to external incentives. Austria and Sweden show opposite result, showing prevalence of internal motivators of quality initiatives in educational institutions. The answers of the Italian specialists give almost equal balance between external and internal motives, and the most often met external factors by Italians are called new methods of training, updating of the equipment and materials. In Austria and the Netherlands as motivators of quality initiatives respondents often refer to the rules and norms, for example, coming from the European Union, to domestic policy of the state and rules, concerning education and/or its financing caused by the merge of the organization in relation to its size or corresponding to the concrete changes or requirements of the legislation.

The majority of respondents, except the Swedish experts, consider that relationship between the result of an initiative and initial process was defined at the beginning of initiative realization, however the insignificant part of respondents (more teachers, than managers) denies it. Also the majority of respondents specify that, in their opinion, the teaching staff did not have clear

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understanding of the reasons and results of the last initiatives in the field of quality in their organization.

There is a tendency, when, compared with teachers, managers give more high assessment to quality initiatives, more often indicate that the performance indicators were formulated before the start of the initiative. However, the majority of respondents-teachers say that the performance indicators were not defined in advance, as well as clear description of the expected results was not provided too.

Managers and teachers disperse in an assessment of productivity and quality of management of quality initiatives. If managers in general are convinced that the last initiative in the field of quality was well managed and was rather well prepared, respondents-teachers are less optimistic in their assessment of preparation and management of the last initiative in the field of quality (the Dutch teachers give the most critical estimates of management of quality initiatives). Managers, in comparison with teachers, more often agree with such positive statements as: "collecting of indicators was carried out, as well as was planned", "the results are used for an assessment", "the results contributed realization". At the same time teachers estimate the results of the last initiative in the field of quality less positively (in comparison with managers) and often don't see sense in them (Mozhaeva and Mozhaeva, 2013).

The first stage of this project (collection of primary data and elaboration of approaches to self-evaluation, the perception of the quality by the teachers and managers in VET) has shown that the quality issues exist separately from work of teachers. More than 80% of teachers among the questioned (the researches were conducted in 64 educational institutions), and about 88% of heads of the organizations and VET divisions in higher education institutions consider that quality initiatives today come to educational institutions of the VET sphere from the outside. They aren't motivated with internal tasks and internal needs for quality development.

3.3. The second stage – Interview in focus groups

The conclusions, based on results of questioning of teachers and managers of educational institutions in the field of VET in seven member countries of the "Expanding the quality spirit of VET (Q & VET)" project, were used for development of hypotheses which then were discussed in group interviews. The interview participants were managers and teachers of educational institutions win the framework of the focus groups on the topic "Stimulating and interfering factors of motivation of teachers to actively participate in initiatives on quality assurance."

The following hypotheses are formulated for discussion in focus groups on the basis of results of an online questionnaire:

- An open and safe culture of our organization is a requisite for an effective management and for learning and development of all staff;
- Managers have become disconnected from the educational process. For that reason their quality initiatives have a risk of losing impact or even frustrating learning outcomes of participants;
- Teachers are sceptical on quality initiatives since these initiatives in general do not have clear goals and are not facilitated well enough;
- Teachers do not like to reflect on their own quality of work or are not willing to accept feedback genuinely;
- Quality initiatives tend to get followed immediately by new ones, creating lots of restlessness within the organization as well as lack of time for good implementation;

- Teachers do not have a clear and similar understanding on reason and results of QA initiatives.

Discussion of all hypotheses caused an interest among participants, disputes and discussions, however as a whole opinion of participants coincides by many positions, obvious contradictions in positions of participants was not revealed. Discussion of all hypotheses was reduced to discussions about how to make interest in implementation of quality policy of all participants of educational process.

The main recommendations, generated during the discussion, can be systematized in the context of quality management principles: orientation to the consumer and other interested parties; leadership of the management; involvement of the staff; process approach; system approach; continuous improvements; management on the basis of the facts. The principle of mutually advantageous partnership wasn't discussed by participants of focus groups.

According to the Russian participants of focus groups the result, ways of improvement of quality and its understanding are influenced very strongly by the sizes of the organization and a form of its existence. Participants noted an existing contradiction between "conservative" and "innovative" norms, the installations existing at big universities and in focused on market VET-institutes. VET-institutes are more sympathetic on QMS implementation as a whole and initiatives in the field of quality in particular, it is not necessary to speak about "fight" against innovations in their environment.

Teachers are skeptical about many initiatives of quality as do not see the direct relation to the activity in them, do not see results of implementation of QMS, and do not understand the quality purpose. They often critically treat an assessment of quality of their work, they consider estimates biased because indicators of ratings are not always balanced.

There is not always an accurate statement of the purposes in quality area in the organizations, the accurate formulation of expected results is a problem. There are no accurate requirements for planning of working hours, for work organization as that. There is a big difference between representations of administration and teachers about quality, distinctions between work at administration and at teachers take place.

It should be taken into account that some solutions proposed by participants, in our opinion, can not be completely realized in practice because participants tried to describe certain "ideal" in the field of ensuring quality of educational initiatives.

It was noted also that in Russia there are some differences in perception of initiatives of quality between VET-structures in higher education institutions and independent training centers and VET-organizations competing in the free market. The involvement of managers, teachers and all participants of educational process of independent educational institutions into realization of policy of quality is higher, than in higher education institutions at the expense of closer binding of financing to result.

Carrying out focus groups showed that the competitive environment was created in the Russian market of VET. It positively influences growth of rates of distribution of "spirit of quality" in Russia.

At definition of the purposes of quality of VET by the main criterion satisfaction of requirements of the consumer serves. The VET organizations receive feedback from consumers on quality of VET-programs and quality of work of the teacher. The estimates received by teachers, influence their salary. It increases motivation on development of initiatives of quality.

The organizations purposefully work over improvement of the image which consider as an important factor of competitiveness in lack of the state accreditation. Recognition

by the market of quality of the VET organization increases amounts of works and, respectively, a salary of teachers.

Managers and teachers show high interest in formation of the general for the different countries of models of quality (in particular, the CQAF models) as it will allow to create system of mutual recognition of documents on supplementary professional education in the future. This aspect is important for development of cross-border labor migration of experts.

Thus, carrying out focus groups in a number of the Russian regions confirmed results of initial questioning.

3.4. The third stage – Questioning again

During the study at the third stage there were determined national trends in support and realization of quality ensuring in vocational education and training.

One of the questionnaire blocks offered determination of main objectives of the VET organizations in the sphere of quality ensuring. At the present time the most institutions (68 %) implement quality support standards. During the study there was determined a low level of VET-organizations knowledge of national documents regulating quality of this sphere – only a half of the organizations knows about existence of these documents (Figure 3).
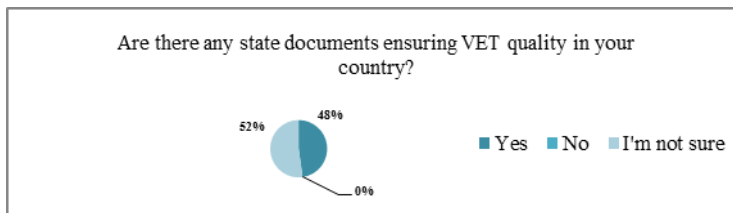

Figure 3. Knowledge of national documents ensuring VET quality in Russia

As for objects of regulation and control of quality politics, there was called a wide range of various institutes at the national, regional and organizational level.

As for EQAVET implementation in the sphere of lifelong professional education,

only 4% (one institution) is experienced in realization of this standard, 83% of organizations heard about the European quality assurance in vocational education and training standards (Figure 4).
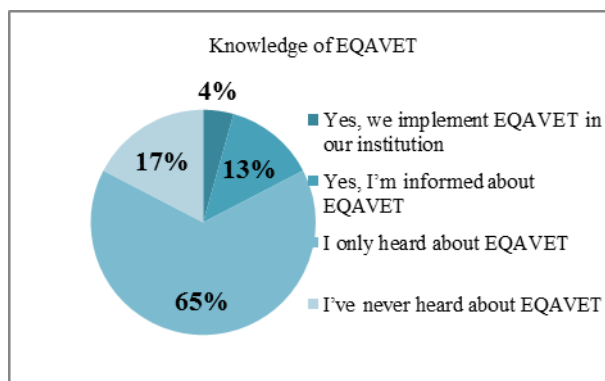

Figure 4. Knowledge of EQAVET

By questionnaires processing we saw a higher level of knowledge of work on ensuring quality at the European level in comparison with knowledge of the national documents: 74% of institutions are informed about works at the European level (Figure 5), 83% are informed about EQAVET (Figure 4), less than half of institutions (48%) knows about the national documents ensuring VET quality in Russia (Figure 3).
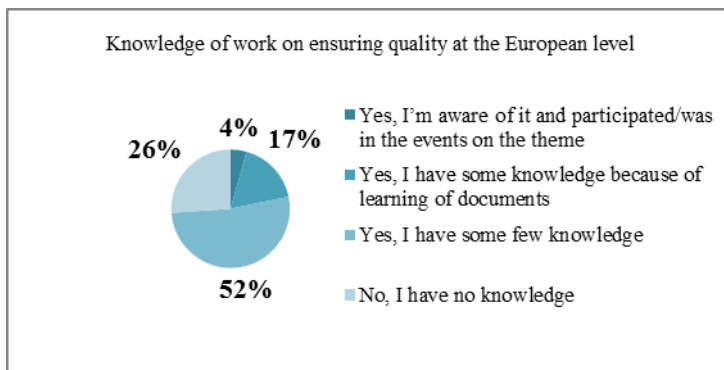

Figure 5. Knowledge of work on ensuring quality at the European level

In the next block there were raised the questions of implementation in organizations of the Quality Cycle including planning, implementation, evaluation and review.

In 60% of organizations (14 organizations) a special department engages in quality ensuring that confirms recognition of importance of this in educational institutions.

The Quality Cycle is an essential procedure for national educational institutions. It is implemented in 19 investigated organizations (86%). Please note that 3 organizations (14%) did not give a negative answer, they gave no information on this aspect.

At the stage of planning and design of implementation of VET the mechanisms of the most use are discussion and adoption of programs by the Chair/University Council (25%), market analysis (22%) as well as the documentary procedure ISM 7.5.0.09. 2013 "Design and implementation of VET-programs" (18%). In general the applied procedures consider external factors (e.g. actual market needs), the participants rely on developed documentary procedures that confirms their efficiency.

At the stage of courses realization we saw attitude for constant control of changes through the monitorings (40%) and accounting of education programs and documented procedures (16%) the use of that speaks of their efficiency and profitableness in ensuring quality of learning process.

By assessment of training results the most used mechanism is monitoring (73%) which concerns final achievements of course graduates and their employment, and assessment of training results by customers.

Providing of quality assurance of educational process was investigated through existence in the VET organizations of the approved methods of new course development. The large majority of the organizations (91%) use these methods. It confirms the real interest of educational institutions in ensuring VET quality as the approved methods are directed on maintenance of this quality.

On the question "What methods of new courses development are used in your educational institution" representatives of 83% of the organizations answer that there are the commission or council which considers and approves new courses. The

next method is participation of employers and other stakeholders in development of new courses (57%). The least used methods are assessment of current expert knowledge of course instructors (9%) and involvement of students (13%) (Figure 6).
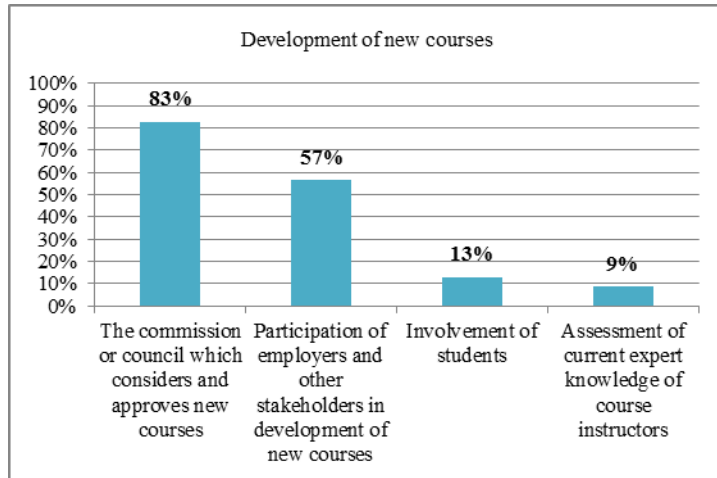

Figure 6. What methods of new courses development are used in your educational institution (respondents may give more than one answer)

It is concluded that national educational institutions are not isolated on their right to independent development of courses, they contact with external participants and ensure education quality by means of involvement of employers and consideration for their interests.

The following question was about formation of quality culture and work methods in the field of quality culture development in the organizations. Only 3 (13%) of the organizations is considered that quality culture in their institution is completely created. These data confirm existence of definitive requirements imposed for quality culture in VET organizations (they realize that they did not completely execute them to speak about the created quality culture).

In most cases (61%) educational institutions pay essential attention to ensuring of quality assurance in learning process and see after guarantee of quality ensuring. So, the large majority of the organizations (95%) assists instructors in ensuring of professional level of requirements in VET. From actions taken in this area we saw a variety of the methods used by the educational organization for ensuring of professional level of requirements to VET instructors, the official system of training is most often applied (78%) and for professional development the budget is allocated (65%) (table 1).

Table 1. Experience in the sphere of assistance in professional level of requirements to VET instructors in the institutions (%, respondents may give more than one answer)

The official system of VET staff training	**78**
The budget for professional development of VET staff	**65**
The participation in EU mobility programs for VET instructors, e.g. in Leonardo programs	**35**
Documentary confirmations of lifelong professional development of VET instructors, it is annually published material	**35**

The questionnaires showed that in most cases (70%) there are systems in the organizations helping to understand educational needs in labor market. Regular monitoring is the most popular system for understanding of educational needs of labor market (it is used in 57% of the organizations).

The structure of the questionnaire included the block of "Success stories and gained experience". There were considered the following questions: about useful tools for improvement of quality ensuring system; about the processes of quality ensuring system significantly helping educational institution to improve quality of training; the lessons of quality ensuring learned by respondents.

For example, experience exchange with other VET institutions is most highly estimated by VET participants – it was called as a useful tool by 91% of the organizations (Figure 7). It is an indicator by assessment of the relations between VET organizations: at the national level VET organizations are united and behave to each other more as to partners than as to competitors.
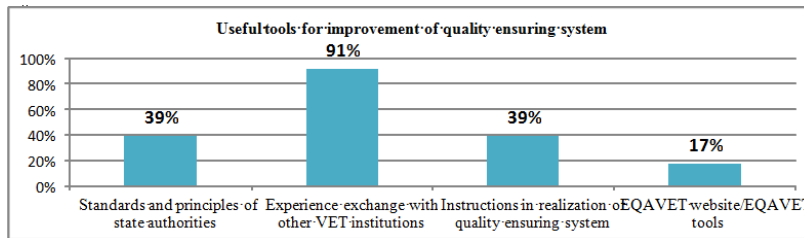

Figure 7. Useful tools for improvement of quality ensuring system (*respondents may give more than one answer)

Real experience of interaction with other VET institutions, using of the developed instructions and standards published by the governments are more preferable than use of the EQAVET website and the EQAVET tools (only 17% of the organizations pointed it as a useful tool for improvement of ensuring quality system). Participants advise the VET organizations to pay special attention to monitoring and study of regulations, standards according to market needs (each item gets 24%) as well as to increase motivation and qualification of VET participants and to involve the organization in external projects in this sphere, to cooperate with other organizations working in the sphere of VET (each item gets 16%). Thus, use of these tools effectively reflects the condition of VET quality in Russia.

According to study participants, the objective assessment and trust to VET institution activity is provided: carrying of monitoring of productivity and efficiency

(29%), attention to the courses maintenance and a role of introduction of the standards ISO 9001-2008 and accordance with them (26%), need of professional development and motivation of VET participants, including teaching staff (13%).

As a result of the third stage of the study we emphasize following national trends in Russia:

- In the Russian VET institutions there are implemented ensuring quality standards;
- In the most organizations there is a special department engages in quality ensuring that confirms recognition of importance of this question;
- There is interest of VET institutions in ensuring quality of VET;
- There is a wide range of mechanisms in quality ensuring by VET institutions;

- The Quality Cycle is an essential procedure for national educational institutions;
- Interaction with other VET institutions is essential at the national level.

3.5. The fourth stage - Feedback workshop

The fourth research phase is connected with holding a seminar "face to face" on discussion of Guidelines for heads of establishments and VET divisions, developed by the European project partners. The main content of a seminar concentrated on the discussion of the Guidelines, the analysis of the best the practices connected with quality initiatives in VET, and discussion of ways of distribution of the Guidelines.

The participants discussed outlined in the Guidelines practices, associated with the spread of quality initiatives in various educational institutions of Russia, Sweden and Italy. The participants have demonstrated a common understanding of best practices and have highlighted the need to interest of the leaders and teachers in enhancing the quality of teaching, increase of their motivation and commitment to quality processes.

The particular interest in participants of session was caused by the model CQAF of VET providers, offered by colleagues from Sweden and Netherlands. This model, unlike many other quality models existing today, was clear to participants of discussion, because it is based on a self-assessment of initiatives of quality improvement, doesn't demand big resources and assumes continuous improvement of processes and formation of culture of quality.

The discussion of the Guidelines focused on the analysis of the stages of a full cycle of quality PDCA (Planning - Implementation - Evaluation - Review). Participants discussed how to achieve maximum effectiveness in the implementation of the four basic stages of quality.

At discussion of the first step of the cycle PDCA (planning) participants focused attention on that only constancy of the purpose provides steady and consecutive vision of development of the organization. The purpose of Planning of the Qualitative Initiative is bigger involvement of teachers, improvement of culture of Quality. Participants of discussion suggested to focus attention of leaders on an integrated approach to planning of quality initiatives, as the implementation of the program of quality influence the success of each component of process of planning.

The Russian participants noted the importance of planning of time for direct communication of participants of process for discussion of the expected results, terms and details of performance of an initiative. In the Russian educational organizations is often observed the formal process of development of quality of education to discuss which is not given time.

Considering the implementation stage, participants of discussion noted that teachers now don't have the understanding of the purpose of quality initiatives which have to be admitted to the organizations and involvement of teachers into this process. They noted the importance of preliminary definition of efforts in the areas having crucial importance for success; development of work in team and development of the team, of each its member.

Considering the evaluation stage, participants paid special attention to the formation of trust and respect in the team, which are necessary for successful evaluation. They noted that it is necessary to create an environment in which continuous improvement is lifestyle.

In the Russian educational institutions the assessment is often understood as control, but not as measurement of efficiency and productivity of activity. It does especially important this section of Guidelines where

are described the basic principles of creation of the confidential relations in the team, creation of the environment aimed on continuous improvement.

The Russian participants of discussion noted the importance of understanding by the leader of a role of an assessment in the development of quality initiatives and culture of quality as a general atmosphere of the organization.

Discussing the fourth step of a cycle of quality – review, participants noted that for work of education institution on high quality according to the full cycle PDCA, and also over culture of quality, the general principles of continuous improvement of all processes are important (Putnik and Ávila, 2015):

- the focus on the student and his involvement;
- the focus on the process, aimed on the consideration of ways of doing work, and not just on results;
- the continuous improvement, providing development;
- investments into knowledge;
- work in team, participation of all employees;
- preservation of human resources.

4. Summary

The conducted research showed that in a number of the Russian educational organizations the cycle of quality is accepted as the main method for work with quality. However, the cycle of quality often isn't used in full, although the organization has processes in each of its phases. It is connected with that people, as a rule, often work in the field of quality, believing that it is part of their daily activity, but don't perceive culture of quality as the organized and operated process extended to all organization and all employees.

The Guidelines for heads of VET institutions developed within the European project "Expanding the quality 'spirit' of VET (Q & VET)" will help the Russian managers to explain to employees the sense of quality initiatives from positions of a development of education, teaching and training, to show to teachers the need of a self-assessment and reflection concerning their own methods of teaching. They give the opportunity to stimulate the cooperation between teachers, to strengthen aspiration of teachers to be more modern, innovative and flexible, to expand powers and responsibility of teachers, to form a team of the experts involved in realization of quality initiatives.

Thus, these recommendations are a statement of the guidelines which will support the management of VET institutions in development of joint approach to realization of quality initiatives, irrespective of the chosen quality model. The theoretical guidelines are added with practical advices and the best practices of project member countries and other European countries that significantly enrich the work on development of VET quality in the Russian educational establishments.

The next step in the development of quality of VET in Russia should be a spreading of the European model of quality, in particular CQAF, taking into account national peculiarities of VET.

It is connected with the development on the basis of the European frame of professional qualifications of the concept and techniques of formation of cross-border system of certification of professional qualifications. The results of the conducted research allow to speak about the opportunity and need of adaptation of the European model of quality CQAF, which isn't demanding big expenses, but assuming the formation of high motivation to quality of training in VET system, for Russian reality.

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