Further vocational education in the context of the implementation of the sustainable development strategy

*Elena Bezikonnaya**, Alexander Bogdashin, and Elena Portnyagina

Omsk State Pedagogical University, 14, Tukhachevsky Embankment, 644099 Omsk, Russia,

Abstract. The article is devoted to determining the place of further vocational education in the processes of implementing the strategy for sustainable development of the education sector. In the process of the educational reform, this area turned out to be the most vulnerable in the conditions of market mechanisms, while simultaneously tightening the requirements of the legislation. The stability of the system depends on the achievement of a consensus of factors of the external and internal environment, which combined the needs of the educational services market, the requirements of professional standards and the potential of educational organizations. Due to the independent status of the organizations providing advanced training and professional retraining services, sustainability is expressed in the availability of sufficient personnel, information, organizational and other resources for a timely response to the consumer requests. Therefore, the prospect of implementing a sustainable development strategy for these organizations lies in the formation and use of the internal and external potential of the educational organization.

1 Introduction

Sustainable development envisages reaching a consensus between the possibilities of human capital and the potential for receiving quality educational services in a market economy. The systemic nature of the contradiction lies in the presence of rigid institutional and legal mechanisms for regulating the educational services market in the Russian Federation, depriving the subjects providing services of full freedom of action. Reaching a consensus is a big question, as sustainable development becomes a consequence of the organic combination of the human environment and market laws. Intervention of the state as a full-fledged subject of educational policy leads to a violation of the balance of interests of key subjects, depriving the possibility of a full implementation of the sustainable development strategy within the country, region, municipality and individual organization. The consequence is the permanent desire of the subjects to achieve a relative stability by satisfying the interests of the consumers of educational services, while simultaneously observing the formal legal requirements of the state and its institutions. The listed

*Corresponding author: bezikonnaja@rambler.ru

circumstances determine the relevance of the problematics of this scientific article, dedicated to identifying trends in the development of additional vocational education in the context of the implementation of the sustainable development strategy.

The strategy assumes the inclusion of all educational organizations in the mechanisms of sustainable development on the basis of a grounded scientific paradigm. It is based on the concept of noospheric development by V.I. Vernadsky, ensuring the achievement of a consensus of nature, society and technical potential [1]. For the sphere of further vocational education, this is the formation of sustainability in meeting the needs of the subjects of the education system and consumers of their services in a competitive environment and an administrative, in essence, contractual system of procurement of goods, works and services. The novelty of the article lies in the correct application of the system analysis methodology to the assessment of the indicators of the sustainable development of the sphere of further vocational education in the conditions of the contract system and market mechanisms.

Research into the content and mechanisms of sustainability in education is being carried out by a significant number of scientists. In particular, it is possible to point out the works of N.B. Zavyalova, R. Kaplan [2], A.V. Fomenko [3], N.V. Shesterikov and others. The issues of ensuring the social sustainability in the context of the implementation of the concept of socially responsible business are in the focus of N.D. Guskova, E.A. Neretina, T.A. Salimova [4], S.A. Suntsova [5], Yu.S. TimofeevaYu.S. and S. B. Sitranova [6], etc.

The aim of the article is to assess the potential of further vocational education in the context of the implementation of the sustainable development strategy. The formulated goal allows you to define several tasks: 1. Reveal the manifestations of the sustainable development strategy in the field of further vocational education; 2. Analyze the indicators of sustainability in this area of education; 3. Determine the prospects for the development of further vocational education to achieve the sustainability indicators.

2 Methods and types of the Earth's remote sensing

In the process of solving the set tasks, it is envisaged to use a systematic methodological approach that provides an assessment of the sustainable development strategy as a vector of the dynamics of the system of further vocational education, which is influenced by two opposite factors of the external environment - the market of educational services and state educational policy. The systematic approach also makes it possible to assess the factors of the internal environment (programs, standards, local acts, personnel, etc.) that directly affect the choice of an organization's strategy in the educational services market.

Research methods are due to the content of the systematic approach. The main ones are: system analysis, which makes it possible to point out the indicators of the sustainable development of educational organizations under the influence of a dissipative external environment; structural and functional analysis ensures the structural unity of all resources of the organization, aimed at achieving a consensus of interests of all actors. The result of applying a systematic approach is the author's assessment of the potential of further vocational education in the implementation of the sustainable development strategy.

3 Results and Discussion

In a market economy, the sustainable development of an educational organization that implements programs of further vocational education is directly dependent on an increase in the level of competition, growth in needs and socio-political uncertainty. The implementation of the sustainable development strategy provides for the transformation of the organization's internal environment in the direction of adapting the programs to the

needs of the consumers of educational services. Individualization of requests actualizes the use of a variety of information technologies in order to involve students of various age, educational and social categories in the educational process.

Sustainable development in an economic context is a process of improving the key financial and economic indicators of an educational organization by increasing income, efficient use of the property complex and fulfilling all the obligations [7]. However, achieving a balance is possible only if there is a sustainable development of the education sector and the sufficiency of the legal framework for its regulation. The educational factor becomes decisive in achieving the sustainable development not only of a specific educational organization, but also of the region and the country as a whole. Achieving the sustainability is determined by the introduction of information educational technologies and innovations in the educational process, allowing to equalize the opportunities of its participants.

The balance of interests of all subjects of the educational process is also achieved through the implementation of special programs for the development of human capital. Graduates of such programs will ensure the implementation of a social order for the training of specialists of a similar profile for enterprises and organizations of the region. The competitiveness of a municipality, region, state as a whole is determined by the presence of a long-term image, the expression of which is resistance to permanent challenges of the environment.

One of the sustainable development tools for educational organizations is the concept of socially responsible business. The non-profit status of organizations does not deprive them of their place among institutions focused on making a profit through the provision of educational services. The financial and organizational sustainability of the latter directly depends on the achievement of social sustainability by balancing the interests and needs of the organization and its ability to respond to the needs of consumers of educational services. When calculating the indicators of the sustainable development of an educational organization that implements advanced training and professional retraining programs, it is possible to use those that allow us to calculate the amount of social responsibility [8]. First, the indicator of the wage arrears ratio, which ensures the sustainability of the organization's human resources. Often, it is non-profit organizations of further vocational education that are most vulnerable in the labor market, since they cannot offer stable remuneration to the employees, often limiting themselves to concluding not an employment contract, but a civil contract. Secondly, the ratio of the profit of the organization and social investment in the industry, region. Only an insignificant part of organizations with a stable reputation in the educational services market and a significant excess of balance sheet profit over investments in the social sphere can afford to adhere to the ideology of the social responsibility. Third, an indicator of the growth in the number of the consumers of the educational services in relation to the total market share. Fourth, the growth rate of the service consumer base, including the ratio of basic consumers to the acquired ones. The third and fourth indicators demonstrate the readiness (not readiness) of the educational organization to form a permanent client base, the sphere of professional activity of service consumers. Fifth, an indicator of the degree of customer satisfaction with the proposed training programs (the level of competitiveness of the programs being implemented). Sixth, provision of working conditions for the employees (managers, specialists).

Sustainable development of an educational organization in order to achieve a balance of the social indicators in the external and internal environment is possible only when all of the listed indicators are used. Taking into account the specifics of the educational organization, the human factor becomes the determining one, measured by such indicators as efficiency, loyalty, psychological comfort and corporate culture. Not taking into account

this resource excludes the achievement of stability in the market of consumers of services in the field of further vocational education.

The content of the programs implemented by educational organizations is designed to contribute to the development of new and improvement of existing professional knowledge, skills and abilities, taking into account the requirements of the professional standards. The demands of the educational services market for additional professional education programs require an improvement in the quality and individualization of the training route. The creation of the National System of Competencies and Qualifications is designed to unite the efforts of the consumers and providers of educational services in the process of creating the competitive innovative products [8]. The sphere of additional professional education in this system is given key importance, since the acquisition of a new qualification becomes possible through the professional retraining, which significantly increases the level of demand for these programs [9].

An assessment of the prospects for the development of the system of further vocational education becomes possible on the basis of the identified indicators of sustainability and taking into account the market mechanisms for the provision of educational services. First, the potential for sustainability of the education sector is associated with the availability of the sufficient internal (organizational, informational, financial, human) resources for a timely response to the consumer requests. Second, the ability of the external environment to offer the adequate market and government mechanisms for planning and implementing a strategy for organizing further vocational education. Third, the transition to professional standards means that the qualification requirements are designed to streamline the actions of the consumers of services, subordinating the content of implemented programs to their requirements. Fourth, the mechanisms of the contract system designed to ensure a high level of competition in the educational services market should exclude the use of administrative instruments for market regulation.

4 Conclusion

1. Organizations of additional professional education take a special place in the implementation of the concept of socially responsible business as a mechanism for sustainable development of the region and the state as a whole. The dynamism of the educational environment requires the subjects to mobilize all the resources to achieve a balance of interests between the providers and consumers of educational services.

2. Social sustainability in the educational services market is the result of the solidarization of the needs and interests of key market entities, subject to the implementation of a single educational policy in the field of professional standards and qualification requirements.

3. The cooperation of the interests and needs of the providers and consumers of educational services is directly determined by the ability of an educational organization to respond in a timely manner to consumer requests, taking into account the available resources. Consumers formulate the requirements taking into account professional standards, their own needs and tasks of a certain branch of the regional economy.

4. The potential of organizations of further vocational education for the implementation of the strategy of sustainability of the educational space is provided by focusing on the needs of the consumers of services, in the absence of educational standards, permanent updating of software, introduction of innovative teaching methods and information technologies.

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