

сформированности отдельных компонентов в частности, позволили сделать вывод об уровне сформированности информационной компетентности в целом.

Таблица 5. – Распределение студентов по уровням сформированности информационной компетентности в констатирующем эксперименте

Уровни информационной компетентности	Респонденты	
	%	Чел.
Высокий	22,85	14
Средний	30,85	20
Низкий	46,30	29

Проведенное нами исследование показало, что студенты, которые участвовали в констатирующем этапе эксперимента, обладают различными уровнями информационной компетентности. Большинство обладают низким и средним уровнями информационной компетентности, что говорит, прежде всего, о том, что студенты не обладают в должной мере знаниями, умениями и навыками в области информационных технологий. И только небольшая часть студентов продемонстрировала наличие высокого уровня информационной компетентности, что указывает на необходимость применения разработанной модели ориентированной на формирование информационной компетентности.

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General survey of the development in qualification systems in the Asia-Pacific region

Abstract: the article gives the general overview of the trends in National qualification systems in the world. Particular attention has been paid to the Asia-Pacific region where qualifications systems and frameworks were used to guarantee lifelong learning, as being of great importance for human resource management.

Key words: national qualification system, non-formal education, human resources, workplace.

The interaction of globalization, technological development and changes in the organization of work have resulted in the demand of higher and different skills. Today's

world of work calls for individuals who are able to flexibly acquire, adapt, apply and transfer their knowledge to different contexts and under varying technological conditions, and to respond to the changes independently and creatively. Core work skills have become increasingly important in determining an individual's ability to engage in lifelong learning, secure a job, retain employment and move flexibly in the labor market. So, these competences go beyond the scope of formal education.

Currently, in many countries the increasing attention is given to learning outside formal education and training institutions. The European Commission is, for instance, leading an effort to develop common European principles for the validation of non-formal and informal learning, which embrace a diversity of practices but attempt to achieve greater comparability between different systems and approaches. The importance of recognizing prior learning (RPL) was also emphasized at the International Labor Conference at ILO in June 2003. The ILO is currently developing a new international labor standard concerning human resources development and training. Considerable attention was given to the role of recognizing prior learning, in particular skills learned in the workplace, as a means of promoting lifelong learning and employability [6, 38–45].

Recognition of prior learning (RPL) is regarded as an important means of facilitating participation in formal education and training. RPL provides individuals with an opportunity to validate their skills and competencies irrespective of how and where they learned them, for example, through formal and non-formal education and training, work experience and on-the job learning. Learning takes place not only in formal educational or training institutions but also in the workplace and in non-formal activities. However, not all learning is formally recognized [6, 38–45].

Individuals who acquired skills on the job or through other activities are often disadvantaged in gaining access to formal education and training opportunities, or in securing employment which reflects adequately their skills and previous experience. Workers with few, or no formal qualifications are least likely to secure decent employment. By helping these workers to get their skills formally recognized, RPL creates a level playing field and helps them access further learning opportunities and improve career prospects. For enterprises, a better recognition of workers' skills is a way to overcome skills shortages and match skills demand with supply. This contributes to enterprises' investment in and planning of human resources [6, 38–45].

RPL is particularly appealing to developing countries where many people cannot access formal schooling, but have acquired skills and knowledge on-the-job or through other non-formal learning. Policy makers regard RPL as an important instrument for encouraging and facilitating people to return to study or work, thus contributing to the broader policy initiative of social inclusion. In summary, RPL is important because it: facilitates individuals job entry and expands career development opportunities, thus

enhancing employability and labour mobility and improving prospects for gaining decent employment; motivates and guides individuals to return to the formal education and training system by accrediting their work experience or other prior/non-formal learning (by doing so, individuals do not have to repeat training for skills which they already have); assists enterprises in identifying and tapping individual's skills, which have been unrecognized and, thus, under-utilized; helps enterprises with the planning of human resource development investments and activities; and, helps employment services in the placement (or further training) of job-seekers by better identifying and recognizing their skills and competences. As increased competition and uncertainty in employment characterize the current world of work, the potential for RPL to address the current human resource development challenges such as lifelong learning, employability and competitiveness is appealing and this has contributed to strong support at the policy level [6, 38–45].

From the point of view of the European countries, RVA is more and more turning into an important part of lifelong learning, of qualifications systems and frameworks, and of great importance for human resource management. RVA is gaining relevance not only with regard to education and training policies, but most importantly in relation to themes like poverty-reduction, job-creation and employment and social inclusion. In developing countries, recognition mechanisms and frameworks are being established in the context of the certification related to skills development frameworks. These systems are developed with an eye to a future in which learning outcome-based national qualifications are expected to support the much needed reforms in education and training and facilitate nationally standardized and transparent, internationally comparable qualifications. RVA can be the proper tool in this process in helping people to link any kind of relevant learning experience to a certain qualification that in its turn can help these same people to get a job, to change from one work to another, to integrate specific groups into society, and many other reasons [5, 1–2].

In the Asia-Pacific region, New Zealand, Australia and Singapore have advanced the most in terms of experiences, reviews and institutional development for RPL implementation. RPL in these countries has been an integral part of the development of their National Qualification Frameworks. In fact, in New Zealand, the development of the concept and underlying principles of RPL can be traced back to the 1980s. The National Skills Recognition System in Singapore provides a framework for certifying skill acquisition. The framework allows those who lack academic and vocational qualifications to have their skills assessed through a network of approved assessment centers. The certification is implemented within the framework of lifelong learning. Those who wish to pursue formal academic qualifications can seek the transfer of credits to institutions locally and abroad [6, 38–45].

The Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) in the Philippines is a comprehensive educational assessment program at the tertiary level. The program allows skills, knowledge, attitudes and values gained by individuals from relevant work experiences, high-level formal training, and informal experiences, to be recognized, accredited and given equivalencies parallel to those obtained through formal education (since 1996). Also its TOQCS (Technical Occupation Qualification and Certification System) recognizes prior learning whether acquired in a learning institution or enterprise. RPL provides a framework that makes it possible for individuals to enter and exit easily the education system by having the knowledge and skills they have acquired at school and in the workplace recognized. This means that for workers who want to pursue further schooling relevant to their work, their job experiences can have equivalent units earned in the formal educational system (TESDA, 2003). An example can be found also in Malaysia, where experienced and skilled workers, who can provide evidence of their previously acquired competencies, based on the requirements of relevant National Occupational Skill Standards (NOSS), are eligible for applying for Malaysian Skills Certifications (SKM) [6, 38–45].

On the other hand, some industry-based RPL experiences in the country suggest that provision of RPL tailored to a specific enterprise, or industrial sector, can bring positive results. RPL provides those workers who acquired skills in the workplace or other non-formal learning settings with opportunities for re-entry to formal education and training (without repeating training for skills that they already possess) and to improve career/employment prospects. However, in order to achieve such an objective, the initiative needs to be supported with appropriate incentive and supporting mechanisms (in terms of finance, institutional and technical support) where social dialogue and partnership between the government, employers and workers can play a critical role [6, 38–45].

We consider important practice in South Korea, where a credit bank system is the measure to maximize competitiveness by making education available throughout the life of individuals and society, expanding time and space restrictions in education. The Credit bank system seeks to improve upon the limitations of formal education by recognizing the various field experiences and training accumulated by an individual outside the school environment. It also provides motivation for life-long learning to people who have previously had no access to higher education. It was against this background that the Credit recognition act was enacted allowing national technical qualification acquisition to be equated with credits from a formal education institution [1, 169].

The Korean Academic Credit Bank System is relevant for a person who wishes to acquire bachelor's/associate degree by recognizing informal learning outcomes as credits. In addition, through the Accounts for Lifelong Learning every citizen is eligible to plan RVA for Human Resources Development in communities and in companies.

The Korean Qualifications Framework will make it possible to design further pathways (vocational to academic; community college to university college, transfer non-formal learning outcomes to qualifications etc.) [5, 6].

National technical qualification system has close relationships with Credit Bank operating by auditing Ministry of Education and Human resource Development. Credit Bank System seeks to improve upon the limitations of formal education by recognizing the various field experience and training accumulated by an individual outside the school environment. It also provides motivation for life-long learning to people who have previously had no access to higher education. It was against this backdrop that the Credit Recognition Act enacted, allowing national technical qualification acquisition to be equated with credits from a formal education institution.

Summing up, not only in Europe, but also in a growing number of developing and emerging economies, RVA validation and accreditation of non-formal and informal learning and National Qualification Frameworks are high on the political agenda and becoming a practical reality. From the point of view of the European countries, RVA is more and more turning into an important part of lifelong learning, of qualifications systems and frameworks, and of great importance for human resource management. RVA is gaining relevance not only with regard to education and training policies, but most importantly in relation to themes like poverty-reduction, job-creation and employment and social inclusion.

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