European Training Foundation

RUSSIAN FEDERATION

EDUCATION, TRAINING AND EMPLOYMENT DEVELOPMENTS 2021

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

The policy developments in 2021 are characterised by continuity, as they have been built on earlier major policy decisions, such as the Constitution of the Russian Federation (RF), Decrees and Orders of the RF President ('On national goals and strategic objectives of the RF development up to 2024' and 'On national developmental goals for the period up to 2030' – № 204, № 474), Executive orders of the RF Government, Law 'On Education in RF', the Concept of the Social and Economic Development of the RF, as well as target programmes, such as 'Promotion of Secondary VET and continuing training', federal projects of the National Education Development Programme, Strategy of Secondary VET Development, RF Law 'On Employment', National project 'Labour productivity and support of employment' (2018-2024), Federal Project 'On promoting employment' of the National Project 'Demography', and they also reflect the necessary changes induced by the COVID-19 pandemic and ensuing challenges.

The COVID pandemic sped up developments, especially in the field of digitalisation. The Education sector displayed both resilience and flexibility coupled with productive adaptability to the situation of closedown of offline education and training. The transition was made possible by the earlier achievements in the of digitalisation and availability of effective e-platforms that were used immediately after the announced closedown in March 2020. Support to teachers was organised immediately and curricula were transformed to the online format very quickly. However, the emergency revealed several weaknesses that have shaped the development agenda for the immediate and mid-term future, including improved technical aspects, such as access to broadband and stable Internet, the need to enhance skills of teachers and methodologists in designing and implementing online programmes, and ways of adapting assessment procedures to the online format.

As for the Secondary VET system, it has been more hit by the COVID-induced restrictions, as it is next to impossible to master certain practical skills online, even with the help of simulators and multimedia tools that are currently not fully available across the country

The employment situation also suffered from the closedown and transfer to the remote work format, and from unavoidable layoffs, especially in the service industries and tourism. Nevertheless, in 2021 the measures to support employment have been implemented in full and include also regional measures aimed at enhancing the active labour market policies. Currently, all employment service agencies across the country are digitalised and serve as a meeting place for employers and jobseekers.

The overall situation in VET and on the labour market has been affected by the need to channel

budgetary funds to combatting the pandemic. However, this did not seriously affect the fields of education, training, and employment.

The Secondary VET and Higher Education sectors are implementing diverse national projects aimed at enhancing quality and labour market relevance of the implemented curricula. The National Qualifications Councils and Sector Qualification Councils have a positive impact on VET and higher education quality due to their involvement in the assessment of curricula and approval of the Federal

VET and HE standards. Additionally, all VET and higher education curricula are built in compliance with the occupational standards that address relevant qualifications levels.

The procedures under the Law on Independent Assessment of Competences and Qualifications also help to ensure that qualifications comply with the occupational standards approved by the National Councils and Ministry of Labour.

1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

- **Political developments and health situation**

Political developments in 2021 have been guided by the following strategic documents: Federal Law of 28.06.2014 г. № 172-ФЗО On Strategic Planning, the Presidential Decree 'National Development Goals for the Russian Federation up to 2030' of July 2020; National projects including the following: Demography, Public Health, Education, Culture, Digital Economy, Labour and Employment, Urban Development and Utilies, Ecology, Transport, Industry and Exports, Science.

The national development goals of the Russian Federation for the period up to 2030 comprise: a) preservation of the population, health and well-being of people; b) opportunities for self-realisation and development of talents; c) comfortable and safe living environments; d) decent, effective work and successful entrepreneurship; and e) digital transformation.

The targets for the national goals by 2030 are to: a) ensure sustainable growth of the population; increase life expectancy to 78 years; reduce the poverty rate by half compared to the 2017; b) enhance the quality of general education and efficiency of HE; establish a system for developing the talents of children and youth; increase the share of the population engaged in volunteer activities up to 15%, etc.; c) improve the living conditions; quality of the urban environment, put in place a sustainable system for waste management; deplete by half hazardous emissions; d) ensure growth of the GDP, macroeconomic stability, sustainable growth of income of the population; real growth of investments in fixed assets (by a min. of 70% compared to 2020); raise the number of people employed in SMEs, individual entrepreneurs and self-employed to 25 million people; e) achieve "digital maturity" in the key sectors of the economy and social field; increase the percentage of the mass of socially relevant services provided in electronic form to 95%; increase the percentage of households with access to broadband for the internet, up to 97%; increase investments in domestic solutions in the field of information technology by four times compared to 2019.

Overall, 2020 was characterised by the dramatic situation of the pandemic. The measures taken comprised diverse quarantine measures, closedown of enterprises, self-isolation of citizens, as well as the suspension and limitation of regular medical care procedures, as all resources with few exceptions were redirected to combat the pandemic. The current public health expenditure is 4.1% of GDP in 2020 (3.8% of GDP estimate for 2021, and by 2023 - up to 3.6% of GDP) (data.worldbank.org).

Currently, the challenges in terms of healthcare centre around enhancing the quality of the medical, health and preventive care provided by the public health sector, taking advantage of the opportunities offered by digitalisation.

- **Demographics**

The total population as of 1 January 2021 is 146.7 million (m), and 25% comprises a rural population. In 2020, the population of Russia, for the first time in the last 15 years, decreased by more than 500 000 people (- 577 575 people), including COVID-19 causes. The national fertility rate in Russia for 2021 is: 9.8 births / 1 000 population (2021 estimate). The age structure is the folowing:15-19 years old – 6 690 000; 20-24 years old - 7 828 000; 25-29 years old – 11 879 000; 30-49 - 43 392 000; 50--

69 years old – 38 237 000; 70 years old and older – 13 230 000 (as for 1 January 2017). Of the total population: the working-age population shows a reduction of 83 224; the older than working age population shows a reduction of 36 685. These negative demographic trends are likely to translate into creating new demands on the lifelong learning system and national employment policy.

In 2020, the number of incoming migrants decreased by 520 000 people, or 12.9% compared to the previous year. In 2020, negative demographic trends were observed, with life expectancy at 71.5 years (compared to 73.34 years in 2019). The excess mortality rate was due to the COVID pandemic. In 2021, the mortality rate is 13.4 deaths/1 000 population. Infant mortality reached its historical minimum of 4.5 per 1 000 live births. Infant mortality in the 0 - 17 age group decreased by 16.6% to 40.5 per 100 000 of the child population (Rosstat).

The goals of the demographic policy are to: stabilise the population in terms of growth, enhance quality of life and life expectancy up to 75 years by 2025, improve health services for the people of the third age; improve opportunities for practising sports; provide more incentives and support measures to increase the birth rate. Target indicators for 2020: population growth up to 147.5 million people; increase life expectancy to 74 years; annual migration growth at the rate of a minimum 200 000 people.

- **Economic developments, informal economy, remittances**

Russia has significant natural resources (the world's 2nd producer of natural gas and the third-largest producer of petroleum). Agriculture contributes 3.4% of the national GDP and employs around 6% of the total working population. Industry accounts for 32.2% of Russia's GDP and employs 27% of the workforce. The most developed sectors are chemistry, metallurgy, mechanics, construction, and defence. The service sector employs 68% of the population and generates 54% of the GDP. The government has implemented an import substitution policy that could boost domestic production. Recently, the key focus was on the macro-fiscal stabilisation policy which has resulted in an enhanced fiscal position in terms of accumulation of fiscal and reserve buffers due to reduced dependence on oil price volatility and lower public debt, a banking sector clean-up together with enhanced regulation. These efforts strengthened Russia’s ability to respond to the economic shocks and provide a countercyclical fiscal stimulus (about 4.5% of GDP) and an accommodative monetary policy. The Russian economy has experienced two major shocks since 2014 due to the sharp decline in oil prices and the economic sanctions. Currently, the Russian economy has returned to modest growth since 2017, driven mainly by mineral resource extraction and private consumption. COVID-19 has reversed hard-won gains in poverty reduction, having longer-term scarring effects on productivity growth and potential output. Employment in Russia is still below pre-pandemic levels; however, the labour market began showing some signs of improvement by the end of 2020. Although the Covid-19 crisis continues to affect the economic indicators of Russian regions to varying extents, most regions were hit by negative growth in industrial production and retail trade in 2020. The debt situation in the regions has worsened: the crisis has resulted in a budget deficit in 57 regions (compared to 34 in 2019) (World Bank, Russia Economic Report, May 2021).

The COVID-19 crisis continues to affect Russia’s regional economic indicators to varying extents, based on their exposure to the pandemic, on pre-existing conditions, and on the regional activities. The COVID-19 effects led to negative growth in industrial production and retail trade in 2020 in most regions. Regions dependent on mineral extraction demonstrated negative industrial production growth in annual terms. Lower energy-export receipts, financial-market volatility and increased geopolitical

risks resulted in capital outflows and depreciation of the Rouble (RUB) in 2020, with some pressures alleviated in early 2021.

While unemployment rates declined, informal employment has increased its share within total employment. The proportion of workers who worked only in the informal sector rose from 17.9% in Q2 2020 to 18.9% in Q4 2020. At the beginning of the crisis, most of the job losses occurred in the informal sector. But in the second half of the year, most jobs were also created in the informal sector: Personal remittances received (as % of GDP) are very limited – 0.7% in 2020 (WB WDI). The percentage of employed in the informal sector (out of all employed) was 20% in 2020 (Rosstat) (for both indicators – stable trend).

2. EDUCATION AND TRAINING

2.1 Trends and challenges

- **Education expenditure, access, participation and early leaving**

For the period 2020-2022 education expenditure is planned to amount to over 3.8% of GDP (2017, national data). The number of VET institutions in Russia (2020) is 3 611. 12.5% of the total VET institutions are situated in rural areas. Total number of VET students amounts to 3.3 m students (92.6% students at state institutions, 7.4% at private ones; 17.4% in upskilling programmes, 82.6% in secondary vocational education programmes), annual enrolment amounts to about 1 m students. 85.7% are full-time students. The system comprises over 380 000 employees, including over 142 000 teachers and 23 000 practical training instructors (over 7 000 teachers- at private education institutions). About 80% of students do not complete the programme (early leaving).

The Secondary VET (SVET) system comprises two strands leading to different qualification level, both can be accessed after completing general secondary education. The first strand offers training in workers' occupations, and the second – in occupations of mid-level specialists. Access is free of charge and open to all. After completing SVET, graduates can go on to higher education.

The percentage in Secondary VET of young people aged 15-19 is 25% (OECD average: 37%), and 61% among 20-24 age (OECD average: 62%).

The number of higher institutions in Russia is 724 and the number of students is over 4 000 000 students (54% at the private finance base and 46% at the budgetary base). There is an annual enrolment of more than 1 100 000, graduation rate of 900 000 qualified specialists. While the number of students in VET continues to grow (an increase of 120 000 in 2019 compared to 2018), the number of university students demonstrates a steady decline (in 2019, a reduction of 93 000 compared to 2018). 13 000 people with disabilities were enrolled in VET institutions, and 12 000 were enrolled in tertiary education establishments.

- **PISA results**

In reading literacy, the main topic of PISA 2018, 15-year-olds in the Russian Federation score 479 points, compared to an average of 487 points in OECD countries. Girls perform better than boys with a statistically significant difference of 25 points (OECD average: 30 points higher for girls). On average, 15-year-olds score 488 points in mathematics, compared to an average of 489 points in OECD countries. Boys perform better than girls with a statistically significant difference of 5 points (OECD average: 5 points higher for boys). The average performance in science of 15-year-olds is 478 points, compared to an average of 489 points in OECD countries. Girls perform better than boys with a non-statistically significant difference of 1 point (OECD average: 2 points higher for girls).

Socio-economic status explains 13% of the variance in reading performance (OECD average: 12%) and the average difference between advantaged and disadvantaged students in reading is 96 points, compared to an average of 89 in OECD countries. However, 12% of disadvantaged students are academically resilient (OECD average: 11%). Education GPS - Russian Federation - Student performance (PISA 2018) (oecd.org)

- **Young people not in employment nor education (NEETs)**

In recent years, young people not in education, employment or training (NEET) has become an important indicator in studies on young people by both international organisations and in various countries. NEET indicates young people with a high risk of social exclusion. The number of studies in Russia on this subject is so far very limited. The main data source is the Russian Labour Force Survey. Low levels of education and a lack of work experience significantly increase the likelihood of being NEET and extend the duration of joblessness. Youth with lower secondary education are 2.5 times more likely to be NEET compared to those with tertiary education. Young people without any work experience are 2.5 times more likely to become NEET than those with work experience. The employment potential in Russia of economically inactive NEET is low. The data shows that only 8.2% of inactive NEET is potential labour force, this is because they sought employment not currently available or did not seek employment but wanted to work.

What makes youth become NEET? Evidence from Russia: Journal of Youth Studies: Vol 0, No 0 (tandfonline.com)

- **Education during the COVID-19 pandemic**

The nationwide official closure of educational organisations was announced on 9 March 2020. Gradually, education institutions switched to distance online learning, however not all institutions were ready for this transition for different reasons - resources, skills, availability of digital platforms, inflexibility of curricula and teaching and learning methodology, etc. More than 60% of teachers before the pandemic rarely or never gave lectures and classes online, 88.2% were sceptical about distance learning. The provision of electronic educational resources for vocational educational programmes is approximately 10% of the total need. Many organisational procedures have been revised, digitalised, and optimised for the online format, including final exams. The emergency transition to online and later – blended learning (when the pandemic receded) meant – apart from the psychological stress of the additional workload for teachers - that the level of international mobility has decreased. By the summer of 2020, the virtual mobility began to gain momentum and take shape at the institutional level, and new formats and mechanisms have been implemented. An important problem that was predicted from the very beginning of the restrictive measures was the risk of unemployment of graduates. Traditionally, no difficulties have arisen with the employment of graduates in the social field: in health care, education, and social work. There were no particular difficulties in mechanical engineering, industrial production, mining, construction, and transport. Fears were caused by training profiles in services, catering, hospitality, and culture. The issue of youth unemployment in the lower educated population is going to increase and they are still vulnerable. In 2019, before the pandemic hit, 14% of young adults with less than upper secondary education were unemployed compared to 4% of tertiary-educated 25-34 year-olds (OECD, 2020). Many students took the chance to do remote working and enter the labour market much earlier.

COVID-19 fostered the digitalisation of education and increase its flexibility, the modernisation of education processes, implementation of new approached, enhancement of staff's skills, and institutional innovations at broad sense. The principle of "learning anywhere, anytime" in the pandemic has become the key to mass education. Online technologies have expanded student access to best educational practices. Nevertheless, to provide practical training, especially in cases where it is associated with the development of manual skills, it turned out to be optimal to use mixed, rather than completely distance learning models for the implementation of professional educational programmes. "Digital volunteering", the formation of an ecosystem of internet services for the methodological

support of teachers, motivation of teachers and other measures to increase digital literacy are the top supportive mechanisms at institutional and national levels. The pandemic has inspired the development of digital university / VET institutions that take into account the requirements of the labour market when developing educational programmes and personalise training through the introduction of individual educational trajectories and new digital tools that are transforming the educational landscape.

With the shift to distance learning, many teachers have noticed an unexpected effect: while most of the students' performance has worsened, some, on the contrary, have had a breakthrough - the radical change in format has brought significant success in terms of learning outcomes.

The transition of the VET system to distance education was accompanied by both significant successes and major setbacks. Access to a personal computer, internet, and internet speed have become serious issues for students. The first challenge was inequality in the opportunities for online education (especially, in rural areas). The lack of skills in working in a digital environment has become an obstacle to the effective implementation of educational programmes, which will further affect the learning outcomes of students. Training specialists, whose main activity is related to “manual” labour, requires new and modern solutions. VR/AR technologies, and other practical distance learning opportunities have begun to be implemented, but issues around the teaching tools, financing and motivation of enterprises to enhance the cooperation still arise. Unfortunately, in some way the pandemic has further exposed the existing lack of equality among educational institutions and their ability to provide education in a distance mode and teaching and learning opportunities to meet the labour market needs.

The number of online courses has increased significantly. Most of the courses are provided free of charge and upon completion a certificate is issued, which is accepted by employers. The pandemic has highlighted the flexibility and responsiveness to changing conditions and to adapt to the external situation, cooperate in time, create educational alliances and respond to challenges from employers.

The pandemic has fuelled student interest in real-world work experiences and implementation of virtual internship formats. Now the importance of enhancing partnerships with industrial partners is one of the priorities in Russia in the digital world to implement labour market innovations in the educational process, provide intellectual exchange, test new teaching methods, and involve new target groups in the system. Because of the pandemic, VET institutions are moving from a consumption and task-fulfilment model to a model of production and creation of new knowledge. VET institutions are forced to look at new ways to engage students and create a fully-fledged virtual campus by encouraging students to create virtual communities, and group tutoring services. In general, VET institutions are creating a whole new digital educational trajectory for students, with predictive technologies, and upgraded facility bases that will allow the designing of educational programmes to change working conditions.

2.2 VET policy and institutional setting

- **Strategic and legal framework for VET and adult learning**

Ongoing activities in VET and continuing training are governed by the RF Constitution, Decrees and Orders of the RF President (“On national goals and strategic objective of the RF development up to 2024” and “On national developmental goals for the period up to 2030” – № 204, № 474), executive orders of the RF Government, Law “On Education in RF”, the Concept of the Social and Economic

Development of the RF, as well as by target programmes, such as “Promotion of Secondary VET and continuing training”, and federal projects of the National Education Development Programme.

The sections of the new edition of the National Education Development Programme for 2018-2025 envisage: Quality of education (with targets for VET encompassing enhanced employability of graduates up to 69%), Access to Education, On-line learning. Law No. 283-FZ of 2016, has enabled the independent assessment of qualifications.

- **VET governance and financing arrangements**

The overall governance of the secondary VET system is vested with the Ministry of Education as stipulated in the Presidential Decree of 15 May 2018, # 215 (Decree of the President of the Russian Federation of 15 May 2018, No. 215 "On the structure of federal executive bodies"). The overall responsibilities of the Ministry relate to governance and policy-making in the field of SVET, continuing and adult education (e.g. provision of the legislative framework for general education and VET, including evaluation and reviewing of Secondary VET policies; research and development; data and statistics collection; approval of the federal VET standards; development of federal target programmes; approval of the list of occupations of training and of the regulations for admission to Secondary VET institutions). In 2021 the budget of the National Education Development Programme amounted to RUB 383.8 billion, with 291.3 billion allocated to the Ministry of Education. The Ministry is responsible for the sub-programme “Implementation of secondary VET programmes” and for the sub-programme “Development of secondary VET and continuing training”. Expenses for the latter are as follows: in 2021 – RUB 34.6 billion, in 2022 – RUB 35.1 billion, in 2023 -RUB 34.8 billion. The responsibility for organising the delivery of VET has been devolved to the regional level.

- **Quality and quality assurance**

Quality assurance is stipulated by provisions of the Federal Law 273-ФЗ and ministerial regulations and executive orders. Quality of education is understood as an integral characteristic of instruction and training of learners that indicates the level of their conformity with the state education standards and /or the needs of the legal and physical entities in whose interests the educational activities are implemented, including the level of attainment of the planned outcomes of the study programme.

For Secondary VET, quality assurance embraces the State Secondary VET Standards (of late, to be developed for integrated groups of occupations, occupational areas); state accreditation procedures (by the Russian Education Supervision Organization), independent (public-professional) accreditation of SVET core curricula and training programmes, and of CT programmes by professional organisations, employers and employer organisations including sector qualification councils; public accreditation of SVET institutions to establish conformity to the RF, foreign and international organisations’ requirements. The results of the Public-Professional Accreditation underpin the ratings of accredited curricula and the education institutions delivering them. All results are registered with the Federal Monitoring System operated by the RF Ministry of Science and Higher Education.

To ensure the quality of VET curricula, federal VET standards are reviewed by sector qualifications councils affiliated to the National Qualifications Council under the RF President. To support quality assurance measures, methodological guidelines and recommendations are provided by the Centre for Content and Quality of Secondary VET.

- **Work-based learning arrangements**

Work Base Learning (WBL) arrangements in SVET take the form of compulsory practical training periods integrated in every SVET curricula. The duration may vary depending on the type of the programme (training workers, or mid-level specialists) and the occupation of training. Moreover, WBL is common practice at enterprises, and in certain aspects resembles apprenticeships and often addresses the continuing development of the staff of enterprises.

- **Digital education and skills**

Digitalisation tops the Russian Federation development agenda. The Programme “Digital Economy” targets a number of areas, including “Personnel for digital economy”. The Programme provides for a 10-time increase in the number of IT specialists, and the fostering of digital skills in general and vocational education, and in higher education programmes.

Another macrolevel policy document is the Strategy of developing information society (2017). In the implementation of the policy measures, the Ministry of Education and the Digital Ministry are currently implementing a pilot project on digital learning environment in secondary education that - if successful – will be disseminated across the education system at large. This pilot is part of the State Programme “Development of Education”. Under the Federal Project “Information infrastructure” of the above “Education Development Programme”, all education establishments delivering general and vocational education programmes will be supplied with a high-speed internet connection.

The challenges of digitalisation that have to be addressed embrace: access to quality internet connections, the quality of online teaching and learning tools; the quality of teacher skills for digital instruction, and ways to foster digital skills in students that would be supported by a sound value framework. The pandemic has sped up the digitalisation process in education, including SVET. The Ministry of Education and the Agency for Strategic Initiatives have launched the Unified Education Navigator platform that provides access to online courses and supplementary programmes for school children.

Among the additional courses approved by experts are robotics, space engineering, programming, artificial intelligence, and neurotechnology, etc. These courses can also be given at SVET level. For teachers, the Ministry of Education has developed guidelines for implementing programmes for primary general, basic general, secondary general, secondary vocational education on using e-learning and distance learning technologies.

- **Donor support for education and VET for young people and adults**

Donor support comes largely from big companies that establish training centres, labs or provide own premises for training students.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

- **Labour market and employment challenges in general**

Labour market challenges are related to the growth of the gig-economy, availability of jobs, to skills shortages and skills gaps, and to an unclear vision of the future labour market demand. According to some forecasts and experts, the labour market will lose a significant number of occupations (e.g., accountants, taxi drivers, workers of manual labour, etc.) that will be replaced by AI and robots. Another predicted trend is a demand for a multi-skilled workforce with multidisciplinary skills. What is more or less obvious at the moment, is that the platform economy is gaining ground, and people have to have opportunities to meet its requirements in terms of skills. Additionally, regulation of the platform jobs in terms of the rights of employees is needed. The data shows that 87% of the work force wants to change jobs. 45% to change their employer, 18% wants to change the occupation and sector, and 20%- only the sector. During the pandemic remote work was legitimised and a large number of people began to work from home demonstrating efficiency and productivity. Many prefer to continue this practice after COVID restrictions have been lifted. The new formats of organising work activities have resulted in the tendency for employers to conclude fixed-term employment contracts. The active labour market policy is aimed at increasing the flexibility of the labour market and stimulating legal labour activities and labour productivity. The development of the labour market infrastructure comprises ensuring the growth of employment and the efficiency of labour use, including by increasing the territorial and occupational mobility of the labour resources.

- **Employment**

In 2020, the amount of labour force aged 15+ was 62% (ILOSTAT, see Annex). The employment rate (percentage of the employed population in the total population of the corresponding age) for the group aged 15 + was 58.4% (as against 59.4% in 2019) (ILOSTAT, see Annex). More than a third of the rural population and only 2% of the urban population work in agriculture. One fourth of the urban population works in the manufacturing industry. More than 22% of the urban population of the Russian Federation and about 14% of rural residents work in the field of trade and consumer services, and a high percentage of self-employment and informal employment are regarded as vulnerable.

At the micro-level, the largest increase in the structure of employment in the third quarter of 2020 compared to 2019 occurred in the field of business and administration (+427 000 people). Employment increased among skilled and unskilled workers in agriculture (+225 000 people), IT specialists (+45 000 people), technicians in science and technology (+41 000 people), and operators of industrial installations and stationary equipment (+30 000 people). The largest outflow occurred in the categories of secondary specialised personnel in economic and administrative activities (-388 000 people), managers (-369 000 people), sellers (-214 000 people), unskilled workers in garbage collection, etc. unskilled workers (-144 000 people), workers in metalworking and machine-building production (-136 000 people), education specialists (-133 000 people) and workers in the field of individual services (-131 000 people).

- **Unemployment**

The number of the cyclically unemployed population decreased from the maximum level of 10.4 million people in 1999 to 3.5 million people in early 2020. The overall unemployment rate during the pandemic period was lower than during the global crises of 1998 and 2008-2009. The total percentage of unemployed among the labour force in 2020 was 5.7% (ILOSTAT, see Annex). The number of unemployed in Russia in 2020 is 4.321 million people, which is 24.7% higher than in 2019 (Rosstat).

The average age of registered unemployed people aged 15+ in December 2020 was 37 years. Youth under 25 years of age makes up 16.5% of the unemployed, persons aged 50+ comprise 18.5%. The real number of unemployed much depends on the success of the measures taken by the Government of the RF in terms of supporting the economy and the population, and maintaining and developing jobs. Many transformations that have taken place in the labour market during the reporting period relate to digitalisation, increased flexibility of labour relations, and expansion of remote forms of work.

Russia has set the goal of restoring employment to pre-pandemic levels by the end of 2021.To this end it is necessary to provide jobs to at least another million people. The Ministry of Labour has developed for each region two documents, namely a "passport of employment", and a "portrait of the unemployed". Almost RUB 21 billion have been allocated for measures to restore employment. Additional tools to reduce tension in the labour market comprise federal programmes to promote employment. These initiatives include internships, employing applicants in difficult life situations, and so on. At the federal level, retraining has already been envisaged within the framework of the national project ‘Demography’.

The greatest difficulties in finding a job are experienced by citizens without either higher or vocational education, that is (end 2020) 60% of the jobless citizens. Additional retraining measures have been introduced for 54 000 people. There is also a hiring subsidy scheme, which provides an employer with a subsidy for the amount of the minimum wage for the employment of citizens who were registered with the employment centres before January 2021. The priority task of the employment centres is to help the most vulnerable categories of citizens in the labour market: women with small children, citizens with disabilities, and young graduates. It is expected that the scheme will help to employ over 220 000 people (Ministry of Labour and Social Protection).

- **Statistical data collection and labour market information**

The number of workers aged 15+ in December 2020 amounted to 75.2 million people, of whom 70.8 million were employed in economic activities and 4.4 million were unemployed (ILO criteria). The unemployment rate (the ratio of the number of unemployed to the number of labour force) in December 2020 was 5.7% (ILOSTAT, see Annex). The employment rate (the ratio of the employed population to the total population aged 15+) in 2020 was 58.4% (ILOSTAT, see Annex). Among the unemployed aged 15+, the percentage of women in 2020 was 48.1%, of urban residents 69.9%, youth from 15 to 25 years old 16.5%, and people with no work experience 19.4%. The unemployment rate among rural residents (7.8%) exceeds the unemployment rate among urban residents (5.3%). The unemployment rate for men (6.0%) exceeds the unemployment rate for women (5.8%).

The age structure in employment: 15-19 years represents 0.6% of the total employment; 20-24 years represent 5.6%; 25-29 years 13.1%; 30-34 years 15.2%; 35-39 years 13.9%; 40-44 years 12.9%; 45-49 years11.7%; 50-54 years 11.0%; 55-59 years 9.8%; 60-64 years 4.3%; 65-69 years 1.5%; and 70 years and older 0.4%. The structure of the employed by level of education in 2019: higher education 34.2%; on the training programme for mid-level specialists 25.6%; according to the training programme for skilled workers, office workers represent 19.4%; general average workers represent 16.9%.

Labour force participation of graduates (graduated from educational institutions in 2018) in 2019 (thousand people): higher education 548 (employment rate 74.4%); secondary vocational training programme for mid-level specialists 290 (employment rate 69.9%); secondary vocational training programme for skilled workers, office workers 128 (employment rate 65.8%).

Employment structure by field of activity (%) in 2019: agriculture, forestry, hunting, fishing and fish farming 5.8%; mining operations 2.3%; manufacturing industries 14.3%; provision of electricity, gas and steam 2.6%; water supply, organisation of waste collection and disposal, activities to eliminate pollution 0.7%; construction 6.9%; trade, repair of motor vehicles and motorcycles 15.6%; transportation and storage 8.8%; activity of hotels and catering establishments 2.6%; activities in the

field of information and communication 1.8 5; financial and insurance activities 2.3%; activity on operations with real estate 1.7%; professional, scientific and technical activities 5.8%; public administration and military security; social security 7%; education 9.5%; activities in the field of health care and social services 7.9%; activities in the field of culture, sports, organisation of leisure and entertainment 2%; provision of other types of services 2.4% (Rosstat). The employment by sector (in % of total employment) is the following: agriculture 5.8%, industry 26,8%, and services 67,4%.

- **Poverty**

Russia declared a national goal of halving poverty to 6.6% of the households/population by 2030, of spending over 3% of GDP or USD 30 billion on social assistance programmes. The poverty rate in Russia at the end of 2020 was 12.1%, which is equivalent to 17.8 million people (Rosstat). In 2019, this indicator was 12.3%, an equivalent to 18.1 million citizens, which is the lowest poverty rate since 2014. In the fourth quarter of 2020, 13.5 million people, or 9.2% of the population, had incomes below the subsistence level. Compared to the third quarter, the number of the poor decreased by 3.6 percentage points, or 5.3 million people. This was facilitated by the growth of average per capita money income (from RUB 34 698 to RUB 42 543), average monthly nominal accrued wages (from RUB 49 021 to RUB 56 044) and old-age pension (from RUB 15 966 to RUB 16 790). Social programmes targeted at various groups of the population have become the main factor in supporting the poor. The total amount of social payments for the quarter is estimated at RUB 3.4 trillion. The increased incomes have helped to significantly reduce the number of poor citizens. The size of the living wage in the fourth quarter of the year fell to RUB 11 329. In the fourth quarter of 2020, 9.2% of the population, or 13.5 million people, were officially below the poverty line in Russia. This is comparable to the situation last year. At the same time, earlier, in January-September, Rosstat recorded the poverty level of 13.3%. The GINI index is 0.406 in 2020 (0.411 in 2019). Lower middle-income poverty rate (USD 3.2) is 0.4, upper middle-income poverty rate (USD 5.5) is 3.7

3.2 Employment policy and institutional setting

The legal framework comprises the RF Law on Employment of 19.04.1991 # 1032-1 (latest edition) and State Policy of the Russian Federation is set out in the document “Promotion of employment of the population” (2013-2024) that includes the following sub-programmes:

- ✓ Active employment policy
- ✓ Development of labour market institutions
- ✓ Safe work.

Expected outputs as indicated in the above document are conditions created for a flexible and effective labour market; narrowed gap between levels of general and registered unemployment; reduction by 2024 of the share of workers employed in hazardous working conditions from 39% to 37.9% of the overall number of workers; respect for citizens’ labour rights; and social stability in society maintained.

Executive order of the Council of the Federation of June 2020 “On the implementation of measures of social protection of the population and promotion of employment in the situation of the coronavirus in the country” (http://council.gov.ru/activity/documents/117361/) indicating:

- sectors of the national economy that were most seriously affected by Covid-19
- measures to reduce the labour market tension and to prevent mass lay-offs
- measures to support SMEs (including the targeted credit programmes for enterprises worst hit by the pandemic and for socially oriented non-for-profit organisations, 6-month tax breaks for SMEs)
- proportionate increase in the benefits for families with children up to 18 years of age and simplified registration procedure for jobseekers.

- **Initiatives to boost employment**

Regional active LM policies that include such measures as: provision of jobs for jobseekers; psychological support for the unemployed; job fairs; vocational orientation measures; provision of training courses for jobseeker; organisation of paid public works; and temporary employment for persons of 14-18 age group and for long-term unemployed persons

- Provision of continuing training opportunities for diverse target groups under the Federal Project 'On promoting employment' of the National Project 'Demography'. In 2019, training was provided for persons of 50+ and persons of the pre-pension age (Federal Project 'Older generation'). In 2020, the project was extended to include women on maternity leave with babies under the age of 3, as well as women with pre-school age children (Federal Project "Promotion of women employment – creating conditions for the pre-school education of children under the age of 3").
- Opportunities to find jobs via the portal "Work in Russia" (работа в России - https://trudvsem.ru/) that is made up of the following sections: Vacancies; CVs; jobs for people with special needs; WBL and practical training opportunities; highly qualified personnel; and a link to the State Employment Service that has links to regional departments of the SES.
- To combat the consequences of the pandemic, in 2021 under the Federal Project 'Promotion of employment' of the National Project 'Demography', measures were undertaken to provide vocational training and continuing training to certain target groups of jobseekers via the employment service agencies. These target groups include unemployed persons, persons at risk of being fired or made redundant; persons who have put on an unpaid leave; persons transferred to part-time work; people aged 50+; people in the pre-pension age group; women on maternity leave, as well as women with children of pe-school age, who intend to resume work. The training is provided via federal operators, such as the non-for-profit organisation Agency for professional excellence (WorldSkills Russia), Tomsk State University, Russian Academy of National Economy and Civil Service affiliated to the RF President. It is expected to train 115 000 people annually.

- **Initiatives to increase the capacity of the public employment services**

The national project "Labour productivity and support of employment" (2018-2024)" – envisages in Section 3 the establishment of a system of professional development of managerial personnel at enterprises and at employment service agencies

Subsidies to the RF regions to support implementation of the regional projects aimed at implementing the National project "Labour productivity and promotion of employment".

Public employment service agencies in the regions and in major cities have launched interactive portals that contain information for jobseekers and employers, including information about training opportunities and events aimed at promoting employment, as well as available job vacancies.

- **Donor support to the employment policy field**

Under Article 22(3), non-budgetary funds can be used to support employment service agencies.

For further information, please contact Franca Crestani, European Training Foundation, email: franca.crestani@etf.europa.eu

STATISTICAL ANNEX, REFERENCES, ACRONYMS- RUSSIAN FEDERATION

This Annex includes annual data from 2010, 2015, 2019 and 2020, or the last available year.

	Indicator		2010	2015	2019	2020
1	Total population ('000) (1)		142,849.5	144,096.9	144,406.3	144,104.1
2	Relative size of youth population (age group 15–24 and age in the denominator 15–64, %) (1) (2)		20.7	15.4	14.1	14.2
3	GDP growth rate (%)		4.5	-2.0	2.0	-3.0
4	GDP by sector (%)	Agriculture added value	3.3	3.9	3.5	3.7
		Industry added value	30.0	29.8	32.3	30.0
		Services added value	53.1	56.1	54.0	56.3
5	Public expenditure on education (as % of GDP)		M.D.	3.8	4.7 (2017)	M.D.
6	Public expenditure on education (as % of total public expenditure)		M.D.	10.9	13.5 (2017)	M.D.
7	Adult literacy (%)		99.7	M.D.	99.7[e] (2018)	M.D.
8	Educational attainment of adult population (aged 25–64 or 15+) (%)(3)	Low	4.8(4)	4.0	4.2(5)	M.D.
		Medium	46.3(4)	44.7	44.8(5)	M.D.
		High	48.9(4)	51.3	51.1(5)	M.D.
9	Early leavers from education and training (aged 18–24) (%)	Total	M.D.	24.3	M.D.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.	M.D.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)		89.8 (2011)	109.9	110.6 (2018)	M.D.
11	Share of VET students in upper secondary education (ISCED level 3) (%)		51.8 (2011)	53.5	50.7 (2018)	M.D.
12	Tertiary education attainment (aged 30–34) (%)		M.D.	65.4	M.D.	M.D.
13	Participation in training/lifelong learning (age group 25–64) by sex (%)	Total	M.D.	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.	M.D.
14	Low achievement in reading, mathematics and science – PISA (%)	Reading	22.3 (2012)	16.2	N.A.	N.A.
		Mathematics	24.0 (2012)	18.9	N.A.	N.A.
		Science	18.8 (2012)	18.2	N.A.	N.A.
15	Activity rate (aged 15+) (%)	Total	67.7 (4) C	69.1 C	62.2(5) C	61.9
		Male	73.8 (4)C	75.5 C	70.5(5) C	70.1
		Female	62.3 (4)C	63.4 C	55.3(5) C	55.1
16		Total	32.3(4)	30.9	37.8(5)	38.1

	Inactivity rate (aged 15+) (%) C	Male	26.2(4)	24.5	29.5(5)	30.0
		Female	37.7(4)	36.6	44.7(5)	44.9
17	Employment rate (aged 15+) (%) C	Total	62.7(4)	65.3	59.4(5)	58.4
		Male	68.0(4)	71.1	67.3(5)	66.1
		Female	58.0(4)	60.1	52.9(5)	52.1
18	Employment rate by educational attainment (% aged 15+) C	Low	23.0(4)	25.2	19.4(5)	19.0
		Medium	72.8(4)	72.5	65.7(5)	64.4
		High	63.9(4)	67.0	64.1(5)	63.0
19	Employment by sector (%) C	Agriculture	7.7 (4)	6.7	5.8(5) e	M.D.
		Industry	27.8(4)	27.3	26.8(5) e	M.D.
		Services	64.5(4)	66.0	67.4(5) e	M.D.
20	Incidence of self-employment (%) C		6.8(4)	7.2	8.2(5) e	M.D.
21	Incidence of vulnerable employment (%)C		5.5(4)	5.9	6.6(5) e	M.D.
22	Unemployment rate (aged 15+)(%) C	Total	7.4(4)	5.6	4.6 (5) e	5.7 e
		Male	7.9(4)	5.8	4.8(5) e	M.D.
		Female	6.8(4)	5.3	4.4(5) e	M.D.
23	Unemployment rate by educational attainment (aged 15+) (%) C	Low	16.6 (4)	13.8	10.8(5)	12.5
		Medium	6.6 (4)	5.1	4.0(5)	5.0
		High	7.2 (4)	5.3	4.4(5)	5.6u
24	Long-term unemployment rate (aged 15+) (%) C		2.2	1.5	1.4 (2018)	M.D.
25	Youth unemployment rate (aged 15–24) (%) C	Total	17.1(4)	16.1	15.5(5)	M.D.
		Male	16.8(4)	15.4	15.1(5)	M.D.
		Female	17.4(4)	17.0	15.9(5)	M.D.
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	Total	14.2(4) C	12.0 C	14.3(5) e	M.D.
		Male	10.3(4) C	9.6 C	12.8(5) e	M.D.
		Female	18.2(4) C	14.5 C	15.9(5) e	M.D.

Latest update: September 2021

Sources:
Indicators 8, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26 – ILOSTAT
Indicators 9, 12, 24 - Russian Federation Federal State Statistics Service
Indicators 5, 6, 7, 10, 11 – UNESCO, Institute for Statistics
Indicators 1, 2, 3, 4 – The World Bank, World Development Indicators database
Indicators 14 – OECD

Notes:
(1) The values shown are mid-year estimates
(2) ETF calculations
(3) Data refer to the active population
(4) Break in series: Methodology revised
(5) Information includes statistical data for the Autonomous Republic of Crimea and the city of Sevastopol, Ukraine, temporarily occupied by the Russian Federation
(6) 2010–2015: ETF calculations on Ukrstat data
(7) Participation in education in the week prior to the survey is considered.

Legend:

N.A. = Not Applicable
M.D. = Missing Data
c = calculated data
e = estimated data

ANNEX: DEFINITIONS OF INDICATORS

	Description	Definition
1	Total population (’000)	The total population is estimated as the number of people having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15–24) (%)	This is the ratio of the youth population (aged 15–24) to the working-age population, usually aged 15–64 (74)/15+.
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 U.S. dollars (USD). GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	GDP by sector (%)	The share of value added from Agriculture, Industry and Services. Agriculture corresponds to ISIC divisions 1–5 and includes forestry, hunting, and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4.
5	Public expenditure on education (as % of GDP)	Public expenditure on education expressed as a percentage of GDP. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
6	Public expenditure on education (as % of total public expenditure)	Public expenditure on education expressed as a percentage of total public expenditure. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
7	Adult literacy (%)	Adult literacy is the percentage of the population aged 15 years and over who can both read and write a short simple statement on his/her everyday life, and understand it. Generally, ‘literacy’ also encompasses ‘numeracy’ – the ability to make simple arithmetic calculations.
8	Educational attainment of adult population (25–64 or aged 15+) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured in terms of the highest educational programme successfully completed, which is typically certified by a

		recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (age group 18–24) (%)	Early leavers from education and training are defined as the percentage of the population aged 18–24 with at most lower secondary education who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0–2 and 3C short (i.e. programmes lasting under two years) for data up to 2013 and to ISCED 2011 levels 0–2 for data from 2014 onwards.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case, upper secondary), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Tertiary education attainment (aged 30–34) (%)	Tertiary attainment is calculated as the percentage of the population aged 30–34 who have successfully completed tertiary studies (e.g. university, higher technical institution). Educational attainment refers to ISCED 1997 levels 5–6 up to 2013 and ISCED 2011 levels 5–8 from 2014 onwards.
13	Participation in training/lifelong learning (age group 25–64) (%)	Participants in lifelong learning refers to persons aged 25–64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator is the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
14	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15-year-olds who are failing to reach level 2 on the PISA scale for reading, mathematics and science.
15	Activity rate (aged 15+) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed people. The inactive population consists of all people who are classified as neither employed nor unemployed.
16	Inactivity rate (aged 15+) (%)	The inactivity/out of the labour force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all people who are classified as neither employed nor unemployed.
17	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed people by the population of the same age group. Employed people are all people who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.
18	Employment rate by educational attainment (% aged 15+)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated. Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED levels 0–2), Medium (ISCED levels 3–4) and High (ISCED 1997 levels 5–6, and ISCED 2011 levels 5–8).
19	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data are presented by broad branches of economic activity (i.e.

		Agriculture/Industry/Services) based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.
20	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. employers + own-account workers + contributing family workers) as a proportion of the total employed.
21	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the own-account workers and contributing family workers as a proportion of the total employed.
22	Unemployment rate (aged 15+) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).
23	Unemployment rate by educational attainment (aged 15+) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months)). Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED levels 0–2), Medium (ISCED levels 3–4) and High (ISCED 1997 levels 5–6, and ISCED 2011 levels 5–8)
24	Long-term unemployment rate (aged 15+) (%)	The long-term unemployment rate is the share of people in the total active population who have been unemployed for 12 months or more, expressed as a percentage. The duration of unemployment is defined as the duration of a search for a job or as the period of time since the last job was held (if this period is shorter than the duration of the search for a job).
25	Youth unemployment rate (aged 15–24) (%)	The youth unemployment ratio is calculated by dividing the number of unemployed people aged 15–24 by the total population of the same age group.
26	Proportion of people aged 15–24 not in employment, education or training (NEET) (%)	The indicator provides information on young people aged 15–24 who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data are expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.

REFERENCES

- The strategy of spatial development of the Russian Federation for the period up to 2025 (approved by the order of the Government of the Russian Federation No. 207-r of 13.02.2019)
- The strategy of economic security of the Russian Federation for the period up to 2030 (approved by the Decree of the President of the Russian Federation on May 13, 2017 No. 208)
- Fundamentals of the state policy of regional development of the Russian Federation for the period up to 2025 (approved by the Decree of the President of the Russian Federation on January 16, 2017 No. 13)
- The main activities of the Government of the Russian Federation for the period up to 2024 (approved by the Chairman of the Government of the Russian Federation on 09/29/2018)
- Strategy of scientific and technological development of the Russian Federation (approved by the Decree of the President of the Russian Federation on 01.12.2016 No. 642)
- Healthcare development strategy in the Russian Federation for the period up to 2025 http://kremlin.ru/acts/news/60708
- 2016 Law No. 283-FZ 'On the Independent Assessment of Qualifications
- 2012 Federal Law No. 273 "On Education in the Russian Federation.
- State programme: "Education Development for 2018-2025".
- The Ministry of Education of the Russian Federation - https://edu.gov.ru/en/
- Ministry of Science and Higher Education of the Russian Federation - https://minobrnauki.gov.ru/
- National Council for Occupational Qualifications - https://nspkrf.ru/
- Russia Economic Report. Russia's Economic Recovery Gathers Pace. Special Focus on Cost-Effective Safety Nets. World Bank Group. № 45. May 2021iv, 74 p. URL: https://openknowledge.worldbank.org/bitstream/handle/10986/35653/Russia-Economic-Report-Russia-s-Economic-Recovery-Gathers-Pace-Special-Focus-on-Cost-Effective-Safety-Nets.pdf?sequence=7
- Ministry of Economic Development of the Russian Federation. Forecast of the socio-economic development of the Russian Federation for 2021 and for the planning period of 2022 and 2023. 94 p. URL: https://www.economy.gov.ru/material/file/956cde638e96c25da7d978fe3424ad87/Prognoz.pdf
- Bank of Russia. ECONOMY, No. 11 (59). Information and analytical commentary. 28 December 2020, 11 p. URL: https://cbr.ru/Collection/Collection/File/31807/EC_2020-11_e.pdf
- REPORT. Government of the Russian Federation. Federal Assembly of the Russian Federation on the implementation of state policy in the field of education: Moscow, 2020, 185 p. URL: http://static.government.ru/media/files/TqYc5WPreBUOgYaya15z5siRjBU6sdV0.pdf
- National Statistics of Russian education: https://rosstat.gov.ru/folder/13398#
- Federal State Statistics Service: https://rosstat.gov.ru/ (data before 2006): http://stat.edu.ru/
- Statistics on Higher Education (Ministry of Science and Higher Education): https://minobrnauki.gov.ru/action/stat/highed/
- Statistics on VET (Ministry of Education): https://edu.gov.ru/activity/statistics/prof_edu
- Report of the Russian Federation VET system monitoring, 2020.URL: https://monitoring.miccedu.ru/iam/2020/_spo/bulletin_SPO_RF_2020.pdf
- Education in numbers: 2020: a short statistical collection / L. M. Gokhberg, O. K. Ozerova, E. V. Sautina, N. B. Shugal; Nat. Research University Higher School of Economics. - M .: NRU HSE, 2020. doi 10.17323/978-5-7598-2306-3
- URL: https://www.hse.ru/mirror/pubs/share/404878648.pdf
- Education indicators: 2020: statistical collection / N.V. Bondarenko, D.R. Borodin, L.M. Gokhberg and others; Nat. research University "High School of Economics". - M.: NRU HSE, 2020 .-- 496 p.
- URL: https://issek.hse.ru/mirror/pubs/share/352549981.pdf
- OECD (2020), Education at a Glance 2020: OECD Indicators, OECD Publishing, Paris, https://doi.org/10.1787/69096873-en.

- Labor force, employment and unemployment in Russia (based on the results of sample labor force surveys). 2020 Statistical collection / Rosstat. M., 2020.145 p. URL: https://rosstat.gov.ru/storage/mediabank/2EfrJGVJ/Rab_sila_2020.pdf

LIST OF ACRONYMS

ALMP	Active labour market policy
ETF	European Training Foundation
EU	European Union
EURES	European Employment Services Network
GDP	Gross domestic product
HE	Higher Education
ILO	International Labour Organization
ISCED	International Standard Classification of Education
LFS	Labour force survey
LMIS	Labour market information system
NEDP	National Education Development Programme
NEET	Not in employment, education and training
NQA	National Qualifications Authority
NQC	National Qualification Council
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
ROSSTAT	Federal State Statistics Service of the Russian Federation
RF	Russian Federation
SVET	Secondary vocational education and training
UNDP	United Nations Development Programme
VET	Vocational education and training
VTC	Vocational training centre
WB	World Bank
WBL	Work-based learning

FOR FURTHER INFORMATION ABOUT
OUR ACTIVITIES PLEASE CONTACT:
COMMUNICATION DEPARTMENT
EUROPEAN TRAINING FOUNDATION
VIALE SETTIMIO SEVERO 65
I - 10133 TORINO
E: INFO@ETF.EUROPA.EU
T: +39 011 6302222
F: +39 011 6302200
WWW.ETF.EUROPA.EU