

Appendix 1

Country Name: Russian Federation

Country team (names, positions, email addresses, telephone numbers):

Prof. Feodor Prokopov, Vice-President of the Union of Industrialists and

Entrepreneurs prokopov@rspp.net CC: PlyukhovaAA@rspp.ru

tel: +7 495 663 04 04 ext.11-13

Dr. Anna Muraveva, senior expert, Centre for VET Studies, observatoru@cvets.ru,
+7 495 915 72 54

| Section 1 | A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words) |
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| | <p>Geography – territory 17,025,260 square km, located partly in Europe and Asia</p> <p>Demography – population around 142 million people. Negative demographic tendencies - aging of the population.</p> <p>Labour market – economically active population in May 2011 amounted to 75.9 million people, or over 53% of the overall population of the country (here and below - data of the Russian Statistics Department).</p> <p>As of May 2011, the overall unemployment (ILO methodology) amounted to 4.9 million people (6.4% of the economically active population), of whom 1.5 mln were registered with the Employment Services and 1.3 mln people received unemployment benefits.</p> <p>The level of unemployment for 2011-2013 is anticipated by the Ministry of Health and Social Development as 7,4%, 7,1%, 6,7% respectively, and by 2014-2015 unemployment may stabilize at the level of 6,%. (“Draft LM activities in RF for 2011-2015”).</p> <p>As of November 2010, according to the RF Government data, 14 (of 86 RF regions) were regions with a tense LM situation.</p> <p>According to www.hh.ru web-site of the Employment Service, in November 2010 the number of open vacancies exceeded the pre-crisis level (the growth rate amounting to 93 per cent).</p> <p>To combat unemployment and stabilize the LM situation, a key emphasis is on encouraging self-employment.</p> <p>Education – VET schools (EQF level 3 qualifications), VET colleges (qualifications compatible to levels 4 and 5). Higher education – bachelors and masters, doctors of science/arts.</p> <p>Also, a ramified system of continuing education and training, including re-training, in-service training opportunities for the unemployed, including schemes for young unemployed VET graduates, women, the disabled, ex-military.</p> <p>Main national career guidance services</p> <p>Career guidance services at Employment Service Agencies, comprising regional and municipal ones, with staff comprising psychologists and methodologists. Also, there are electronic portals (national and regional, public and private, with indication of job vacancies, job descriptions, training opportunities, orientation tests) that are growing in number.</p> |

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| Section 2 | Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section). | |
| Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies | | |
| Strength 1 | Weakness 1 | |
| Increased budget allocations to support self-employment options of the population, to provide training programmes in entrepreneurship and to support labour mobility, accompanied by expanding information support to allow people make informed choices about their career and work. | Not enough opportunities yet to meet growing demand. Available financial support for mobility too meagre to encourage people to move. | |
| Strength 2 | Weakness 2 | |
| Awareness and recognition of a new approach to qualifications based on learning outcomes that has triggered off activities in the field of developing the national qualifications framework, and sector frameworks. The above has given rise to efforts to re-think certificates and diplomas and their system and hierarchy, and also to develop models of recognition and validation of non-formal learning. All of which represents fragments of the lifelong learning model emerging in the country, including guidance and orientation schemes for people of different age groups, including the older age groups, to retain them on the labour market.. | No complete NQF approved on the national level that would be recognised by employers and by the education and training sector yet, as well as of institutional mechanisms to regulate qualifications. The notion of non-formal learning has not been officially recognised, it has not been included in the draft of the new law on education that is currently prepared for submission to the parliament. The acting orientation and guidance system is not adapted to the specificity of the qualifications levels. | |

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

| Strength 1 | Weakness 1 |
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| <p>Growing recognition of a need of a comprehensive system of human resources development on the national level, mostly by employers. Emerging systemic approach to continuing vocational education and training on the national level – currently the CVT development concept for RF is being written up that includes the sections on guidance and orientation..</p> | <p>No national human resources development strategy adopted in the country. There is persistent confusion of lifelong learning and continuing training and a lack of understanding by both policy-makers and practitioners of the key principles and provisions of the lifelong learning strategy. Lack of recognition of the priority place and added value of the concept of learning and the different and diverse forms and formats learning can take..</p> |
| Strength 2 | Weakness 2 |
| <p>For the first time in the past two decades there has been formulated a clearly shaped labour market policy statement with a focus on active labour market policies with separate measures envisaged to address orientation and guidance. Development of a comprehensive national web-portal “occupations.ru” is contemplated for the immediate future. The federal budget allocations for active LM policy in 2011 comprised 28 billion roubles. One of key areas of intervention is to enhance efficiency of the external labour migration policy, and to provide incentives for the internal labour mobility, for which strong orientation and guidance system is required. (Prime Minister V. Putin, speech at the ceremony of official signing the Tripartite Agreement for 2011 -2013).</p> | <p>Lack of a comprehensive national lifelong guidance policy, one of the reasons for which is a lack of a system of data collection and appropriate tools for that,</p> |

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

| Strength 1 | Weakness 1 |
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| <p>A number of attempts have been taken to train lifelong guidance practitioners. First attempts to introduce training programmes for guidance participants were made in mid-nineties, including the World Bank project and the domestic short-term training courses development for trainers.</p> | <p>Lack of a holistic system of training lifelong guidance practitioners. Currently the staff may have a diversity of backgrounds, either trained ad hoc, or with a psychological background. The available short-term (one-week) training courses are definitely not enough to provide appropriate skills and competences.</p> |
| Strength 2 | Weakness 2 |
| <p>Growing awareness of a need to create a systemic approach to training lifelong guidance practitioners.</p> | <p>Lack of a coherent set of competences (occupational standards) required from lifelong guidance practitioners</p> |

Theme 4: Evidence-based practice; evidence-based policies

| Strength 1 | Weakness 1 |
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| <p>Federal project “Career guidance and orientation”, lead by the Federal youth committee. . Emerging e-portals, both national and regional, as well as of private orientation services. The portals carry references to web-sites of universities and colleges. They also carry descriptions of occupations of training and sometimes possible jobs in the contained occupation areas. The sites may also contain orientation express-tests to help young people with the choice of future occupation..</p> | <p>There is a lack of connection between the emerging e-portals and resources. Many e-portals focus on higher education only, completely ignoring the two VET sectors (initial and secondary VET). Or they can carry data on secondary VET and higher education opportunities, though at the moment the country needs qualified workers more than any other category of the workforce..</p> |
| Strength 2 | Weakness 2 |
| <p>Emerging market of diversified providers of LLL guidance, including private ones.</p> | <p>Lack of quality assurance criteria to assess activities of such services.</p> |

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| Section 3 | Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important) |
| Political, economic and social changes and the changing role of career guidance and career guidance policies | <p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p> |
| Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities | <p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p> |
| The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners | <p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p> |
| Evidence-based practice; evidence-based policies | <p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p> |

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| Section 4 | Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked. |
| <p>High-level key public policy/practice initiative 1 Enhancement of active LM policy comprising:</p> <ul style="list-style-type: none"> • a system of information about job vacancies • organization of vocational orientation, career guidance, vocational re-training and social adaptation of the unemployed population • prevention and alleviation of consequences of mass lay-offs by: <ul style="list-style-type: none"> - selection of job options for candidates - creation of conditions for territorial mobility - support to people from disadvantaged groups (the disabled, aging population, young people) by means of distance, open and e-learning opportunities. | |

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| Linked most closely to Theme 1 |
| <p>High-level key public policy/practice initiative 2</p> <p>To ensure employability of young graduates from VET schools, practical training work places are provided for them at enterprises under supervision of trained instructors.</p> |
| Linked most closely to Theme 2 |
| <p>High-level key public policy/practice initiative 3</p> <p>Project “Vocational Orientation” supported by the Federal Youth Agency. One of the key objectives is to encourage involvement of employers in all orientation and guidance activities.</p> |
| Linked most closely to Theme 1 |

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| Section 5 | Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words). |
| Development of qualifications standards for LLL guidance practitioners. Integration of available job e-portals into a comprehensive system built around national qualifications requirements, available and anticipated vacancies, training and recognition opportunities. | |