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CONTINUING ADULT EDUCATION IN THE RUSSIAN FEDERATION AS A FACTOR OF IMPROVEMENT OF WELFARE AND QUALITY OF LIFE OF THE POPULATION

Abstract: *This study provides data on adult continuing education or lifelong learning in the Russian Federation, obtained through analyzing official statistics, as well as information and analytical outputs from international and Russian surveys. It contains data on education levels by age group, key employment indicators, and other data, indirectly reflecting the influence of education on welfare and life quality, and also data on the duration of lifelong learning and participation of adults in continuous education in the Russian Federation. Findings of the research are used in developing a concept of lifelong education in the Russian Federation.*

Keywords: *Quality, Lifelong Learning, continuing education, adult education, knowledge economy, innovations, employment, labor force, social and economic development*

1. Introduction

Today education quality is considered as a major driving factor of social and economic development around the world. The Russian Federation faces a need to define the own approach to formation of an education system in the context of general tendencies of development of the European educational environment and taking into account national features of education structure. Development of the Russian education system taking into account general lines recommended by the European Commission, European Centre for the Development of Vocational Training, Cedefop and European Training Foundation, ETF and also in the context of basic characteristics of knowledge economy is of particular importance. Good education is the

cornerstone of innovative development because this stimulates creative activity, provides development of cognitive skills, and also skills of interpersonal and international communication. Education quality provides development of abilities, values and attitudes which enables citizens to lead full and active life, to react to arising problems of life and to make reasonable decisions.

From the point of view of providing quality education an important role is played by continuing education, lifelong learning of adults. It is a fundamental principle of development of a person within the knowledge society who is open and capable to develop continuously, master abilities, skills and competences which enable active participation in social and economic processes throughout the whole life, irrespective of age and individual requirements.

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Relevance of the study of lifelong learning of adults is defined by need to develop a state policy for this sphere, to develop knowledge and skills which are necessary for the population of Russia in order to support the innovative development purposes. Objectives of innovative development in the modern world can be achieved by means of accumulation of new knowledge, and also by means of implicit knowledge transformation into achievements of science, techniques and technology, that is impossible without continuing training. Knowledge and professional competences of people must be continuously developed and assessed at their true worth in order to become an effective resource of innovative economy.

Requirements of labor market to quality of personnel training and also development of national system of independent assessment and recognition of professional qualifications actualized the analysis activity of the European Union models for quality management of continuing education with the purposes to elaborate uniform approaches to assure it in the Russian Federation. This activity was carried out by Pastukhov Academy in 2014. Comparison of data of the international and the Russian sources reflecting education statistics, welfare and quality of life of the population became the second important step of research of the sphere of the lifelong learning of adults in the Russian Federation. For this study data of Education at a Glance 2014, and OECD Indicators are also partially used (OECD, 2014).

In the modern society, continuing education acts as a tool for integration of elements of the existing national education system. Around the world the attention to processes occurring in the education environment reflects the attention of the state and society shown towards each certain person and ensuring quality of life of population of the country. At the same time the problem of national education system development is in a direct connection with a problem of social

- economic and innovative development, raising of labor productivity, and a new level of national competitiveness.

In different countries the concept of "continuing education" is expressed by a number of terms, among which are:

- непрерывное образование,
- lifelong education,
- lifelong learning,
- permanent education,
- further education, Weiterbildung,
- adult education, Erwachsenenbildung,
- recurrent education and etc.

Main principles of continuing education traditionally are:

- humanistic nature,
- democratism (equal access),
- generality (inclusion of the entire population in various structures and levels of education),
- integration (of formal and non-formal education structures of traditional and new types),
- flexibility (of curriculum and training programs, diversity of ways to organize training (education) process, variability of teaching strategies),
- relevance (relation with life of a person, his/her professional and social activity).

In the Russian Federation, continuing adult education represents consecutive development of the concept of continuing education in the context of actual problems of social and economic development of the country, for the professional and personal growth of each person, increase of responsibility for the own destiny, self-determination and successful career.

Lagging of current rates of development of system of the Russian education behind rates of economic growth attests to need for taking urgent measures at the state level. Russia ranks last in labor productivity among developed economies. Formation of skilled

workers society which is required by the current innovative economy is the main objective facing the Ministry of Education and Science of the Russian Federation. For this purpose a strategy of professional education development is launched, the concept of continuing adult education in the Russian Federation for the period up to 2015, which basic provisions are designed to create a complex idea of a way to develop the Russian education system for public authorities and for society in general, is also elaborated.

2. Characteristic of the system education based on the Education Index

One of characteristics of national system of continuing education and providing access to education as factor of development of the human capital of the country is Education Index – a combined indicator of the United Nations Development Programme. Education Index is used for evaluation of Human Development Index (HDI) within a special series of the UNO reports on human development.

Education Index is standardized in the form of numerical values from 0 (minimum) to 1

(maximum) and reflects advances of the country from the point of view of the education level of the population. Education Index defines the access to education measured by the average expected duration of training of school-age children and average duration of training of adults. Education Index is evaluated against two main indicators:

- Adult Literacy Index (two-thirds weight).
- Combined Gross Enrollment Index (one-third weight)

Data on adult literacy and data on number of the citizens who are getting education are fixed on the basis of information provided by the relevant government agencies of the countries. The Russian Adult Literacy Index is considered equal 9%.

The rank of the Russian Federation's HDI for 2013 was 57 out of 187 countries in Human Development Index, HDI value is 0,778 — in the high human development category (lower than 0,8 that corresponds to "high Human Development Index" value) (Human Development Index, n.d.). Education Index scores of certain countries (selectively) and data on the expenses for education are given in the Table 1.

Table 1. Education Index ranking of certain countries, 2012 (published in December, 2014) and the expenses for education, % GDP

Country	Education Index	Ranking	Expenses for education, % GDP, 2012
Australia	0,927	1	5,1
New Zealand	0,917	2	7,2
Norway	0,910	3	7,3
the Netherlands	0,849	4	5,9
the USA	0,890	5	5,4
Ireland	0,887	6	5,7
Germany	0,884	7	4,6
Lithuania	0,877	8	5,6
Great Britain	0,860	13	5,6
Sweden	0,830	19	7,3
Spain	0,794	32	5,0
Italy	0,790	33	4,7
Russia	0,78	36	4,1

Education Index value doesn't reflect the real level of education quality. Also the Education Index doesn't show accessibility of education owing to national distinctions in age requirements and in duration of training. At the same time, according to the Center for Humanitarian Study, it follows from comparison of Education Index and population life expectancy that Education Index increase of 0,1 score means life expectancy increase of 4 years.

In accordance with objectives of sustainable development declared by the global community, ensuring equally accessible quality education and learning opportunities throughout life is impossible to implement without adequate funding from the state. The Declaration on the Future of Education adopted by the World Education Forum 2015 stated the recommended level of state expenditure on education as 4-6% GDP (World Education Forum, 2015, 2015).

The state expenditure on education expressed in % GDP indirectly characterize the place reserved for development of a national education system among other state priorities. It is indicative that the level of expenditure on education in the Russian Federation in 2012 (4.1% GDP) is, for example, comparable to expenditure on education in Germany (4.6% GDP). Thus Education Index of Russia is significantly lower. Considering that literacy of adult population of the Russian Federation is 99%, so essential distinction of Education Index can attest only to the small duration of training of adult population in comparison with Germany or other countries.

Thus, during renewal of economic growth over the last decade the existing education system of the Russian Federation significantly lags behind requirements of modern knowledge economy. This lagging is characterized further by quantitative indicators.

3. Education level and employment rate

Despite small duration of adult education (depending on the level of education, an adult person in Russia spends from 2.5 to 6.4 years as average to get tertiary education), the education level of the adult population was steadily rising in the period from 2002 to 2010; the share of people with higher (including postgraduate) education increased with 10% (Russian Census, 2002).

The education level of the adults with a breakdown by age group is described on the basis of the Russian Census 2010 in % of the number of respondents which have indicated their education levels, in each age group. The breakdown of Russian adult population (aged 15+) according to education levels is shown in Figure 1.

These data clearly characterize differences in the education system structure of the Russian Federation and countries of the EU and the USA: more than 50% of population in Russia have or are getting tertiary education, in the USA – 41%, in Germany – 36%, in Poland – 21%.

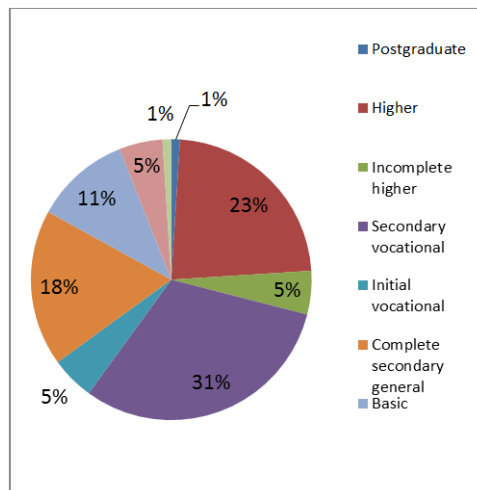


Figure 1. Russian population aged over 15 years by education level, 2010 (in %)

It is noteworthy that the shares of people aged 25-29 (conventionally called the "young generation") with secondary vocational education and those with higher education differ from such shares among their "parents" aged 45-49 (Figure 2, Figure 3), while other shares remained unchanged for the same age groups.

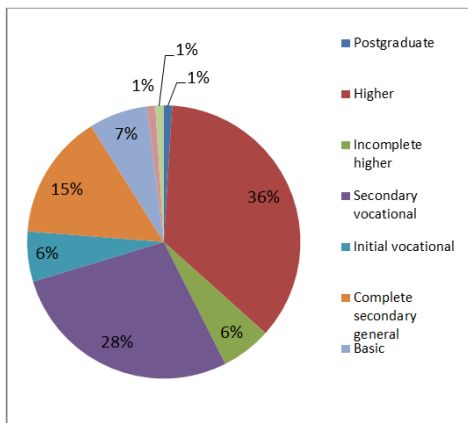


Figure 2. Population aged 25-29 (“young generation”) by education level, 2010 (in %)

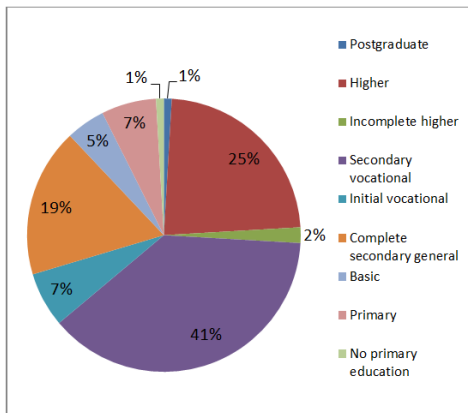


Figure 3. Population aged 45-49 (“parents”) by education level, 2010 (in %)

Employment rates by age group and by education level (Figure 4, Figure 5) are applied as indirect characteristics of influence of education on quality of life. The analysis was based on data from the Russian Statistical Yearbook 2014 (Federal State

Statistic Service, 2014) and results of a comprehensive monitoring of living conditions in 2014 (Federal State Statistic Service).

In 2013, the average age of employed people was 40.3 years (versus 40.0 years in 2010).

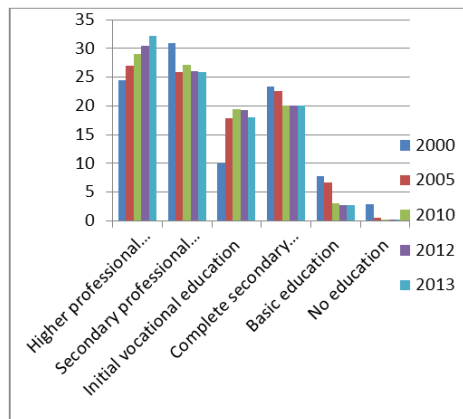


Figure 4. Dynamics of employed population by education level, 2000-2013 (in %)

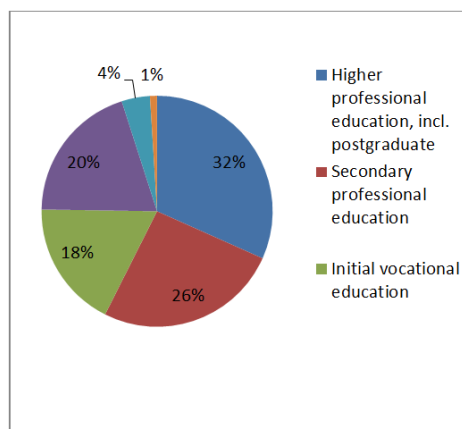


Figure 5. Number of persons employed in the Russian economy by education level, 2013 (in %)

Structure and dynamics of number of the employed by level of education reflects the increase in the number of employees who have higher professional education, which corresponds to the General trend towards increase in the share of population with higher education.

According to preliminary data of the integrated monitoring of living conditions of the population in 2014, satisfaction with various aspects of the work people employed in the economy increases along with increasing level of education (Figure 6) (Federal State Statistic Service).

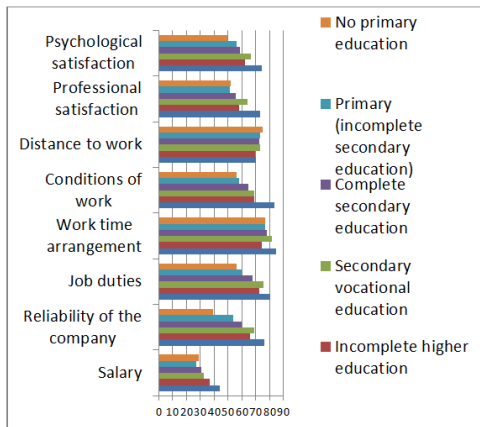


Figure 6. Persons satisfied by different aspects of their primary place of employment by education level, 2014 (in %)

Similar tendencies reflect also results of the analysis for other countries. According to Education at a Glance 2014, increase of education level generates prerequisites for success in labor market, work stability (decrease of activity of the population in labor market) and satisfactions with various aspects of work in the EU countries. The exception is made by Sweden where activity of the population in labor market depends weakly on education level that can be partly explained with high social security of the population, irrespective of the education level.

In 2013 the average age of unemployed persons was 35.6 years (in 2010 – 35.3 years). Weight of the unemployed persons in 2013 was 5.5% of the economically active population of the Russian Federation (in 2010 – 10,6%), for comparison in the USA – 7.4%, in France – 9.9%, and in Germany – 5.3%. Dynamics of number of unemployed persons by age groups reflects increase of

number of the unemployed persons among the youth, and also among people of retirement age that is typical for majority of the countries.

Since 2000, the total number of the unemployed persons in Russia decreased by 47%, thus the number of the unemployed persons who have no work experience increased by 25% that attests to that those who are unemployed after the training graduation or don't have work experience shall acquire additional skills or get a qualification. At the same time the rate of unemployed persons who have higher education in 2013 increased by 2.4% in comparison with 2010 (2013 – 17.4%, 2010 – 15%).

The structure and dynamics of number of the unemployed persons by education level attests to the greatest rate of the unemployed persons among those who don't have any professional education. At the same time distinctions in unemployment rate among persons having tertiary education in 2013 are insignificant and make less than 5% (in 2010 – more than 10%). It attests to that there are no incentives to increase professional education level by adult population of Russia, despite the higher employment rates among persons with the higher education. In this situation, prospects of increase of employment rate and quality of life among persons having tertiary education consist in skills level increase (continuing professional education).

Comparison of these data with data from Education at a Glance 2014 reflects the following tendency: in Russia dependence of the employment rate and a salary level on education level is decreased. Incentives to education level increase thereby are lower, than in the OECD countries that partly explains weak educational activity of adult population of Russia.

In 2013, 50% of the Russian citizens who are looking for job have spent more than half a year for job searches, from them 31% have spent more than 12 months, on average – 7.6

months. Protracted job search opens prospects of getting further education (continuing education) by temporarily unemployed persons in order to enhance compliance to requirements of the labor market and specific employers.

Job search duration in Russia also depends weakly on education level or age, the exception is made by young people aged less than 25 years who find work quicker probably owing to lower requirements of youth to the level of a salary or working conditions. Thus high rates of unemployment among persons younger than 30 years of age testify to need to continue education and to increase level of professional qualification by persons of this age category.

Dependence of life quality on education level is characterized as well by the following indicators: nearly 25% of persons employed in economy have no professional education (see Figure 5). Thus, according to the Russian Federal State Statistics Service (Rosstat), in 2013 28% of persons employed in economy had job with the low pay rate (below 2/3 of median hourly earnings). The share of the working poor from 2001 to 2013 significantly was decreased: from 23% to 7.8% of total of the employed. 21% of the population receive labor pension.

4. Requirements of the Russian economy to skills of workers

The contemporary education system has to provide the national economy with qualified personnel which skills conform to requirements of employers. Labor skills shortage impedes competitiveness of the national economy as well as creates difficulties for development of the concrete enterprises. Especially it affects innovative sector of the industry where not only the appropriate qualification, but also ability to further training and development are required.

In 2011 the World Bank together with the Higher School of Economics has conducted the research "Relation of Professional Education Services Supply and Demand and a Gap between Skills Supply and Demand" (The World Bank 2015). The research has been conducted both within innovative, and "traditional" companies, so there was a possibility to identify and compare distinctions in requirements to worker's skills. The studied skills of workers are divided into three groups: cognitive, behavioral and social (non-cognitive), and technical. The analysis of results revealed that behavioral and social skills are key for workers along with technical skills. As for heads and experts, the higher-order cognitive skills such as ability to make non-standard decisions, openness to new knowledge, leadership skills are of the great importance. Ability to ability to work with computer is mandatory for heads and experts of the most of companies, and basic level of e-literacy isn't enough. Workers use computers much less often; this statement is true for the hi-tech innovative companies as well.

The most of companies participated in the research, have noted worker skills shortage, and this applies to technical skills of workers, as well as to skills of heads: about 80% of innovative companies have noted worker skills shortage, the percentage within traditional companies is about 70%.

Thus the innovative companies have noted shortage of leadership skills of heads, insufficient knowledge of a foreign language, and lack of ability to work with people. The biggest distinction between the traditional and innovative companies consists in increased requirements to cognitive skills: ability to make non-standard decisions, leadership skills, foreign language skills, ability to training and openness to new ideas (knowledge). Specialists have lack of professional skills; they are insufficiently independent when solving tasks, incapable to plan their activity, as well as to work in team.

Comparison of the World Bank data on a gap between supply and demand of professional and other skills of the Russian organizations employees with data on unemployment (Figure 7) reflects considerable discrepancy of the declared qualification to requirements of employers. In 2013, 57% of total number of unemployed persons have fall to the share of skilled workers, high- and semi-skilled managers and specialists, despite the fact, as shown above, the most of employers notes shortage of professional and other skills.

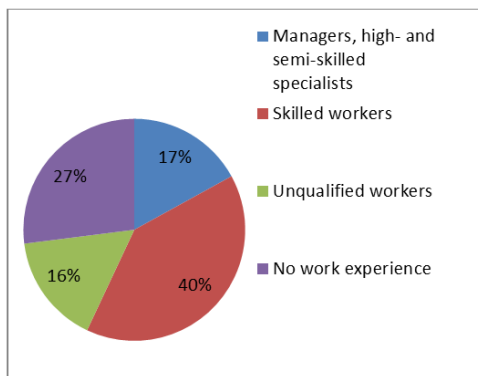


Figure 7. Structure of number of unemployed persons by level of qualification, 2013

The revealed discrepancy to the existing qualifications of personnel to requirements of employers makes further training of adults even more actual, including both development of professional qualification, and acquisition of failing cognitive and non-cognitive skills which are required for successful work performance and building a career. On-the-job training of personnel (informal training) is aimed more at development of specific professional (technical) skills. Less attention is paid to development of social and behavioral skills. At the same time, formal education also poorly promotes development of such skills necessary for the innovative economy, as ability to make decisions and ability to study. Ability and wish of the adult working population to continue education,

educational activity among other types of activity, the positive relation to training continuation, development of professional qualification, and lifelong updating of skills are very significant for the innovative growth and development.

According to experts of the World Bank, the main contradiction of the Russian education system to requirements of knowledge economy which entailed the revealed discrepancy of supply and demand for skills is formation of the order for training of skilled personnel mainly from the state. Involvement of employers and other stakeholders in a process of determination of the education content as well as in professional standards development is still limited. The private sector and industrial enterprises rarely cooperate with educational organizations in the sphere of training of qualified personnel. Employers rarely have impact on processes of formation or assessment of competences which are necessary for specific types of work. This situation contradicts practice of most OECD countries where branch associations and professional associations (including Chambers of Commerce and Industry) take active part in assessment of knowledge and practical skills of graduates of professional educational organizations.

Similar conclusions regarding low involvement of employers in formation and assessment of professional competences can also be made by results of Monitoring of the Russian Education Economy: in the sphere of continuing vocational education only 25% of continuing professional programs are developed with participation of employers. (Borodina, 2014)

5. The participation of adult population in training activity in Russia

Participation of adult population of the Russian Federation in formal training activity has been analyzed on the basis of

preliminary data of complex monitoring of living conditions of the population in 2014 (Federal State Statistic Service, n.d.). By results of the survey, 84.9% of respondents older than 24 years are not enrolled in any educational organization. Among disabled people this percentage is 93.9%.

3.2% of persons employed in economy and 34.8% of unemployed persons, 97% of which are full-time education students, are enrolled in educational organizations. In 2011 the percentage of persons aged 25-64 years who participate in any types of continuing education, except for persons enrolled in educational institutions, was 3.6% of the population. The insignificant percentage of the adult population participating in formal continuing education attests to the growing role of non-formal education and self-education in conditions technologically advanced and information rich environment.

In 2014, 76.9% of total number of persons of working-age had professional education, 23.1% had no professional education. The similar ratio for disabled people over 15 years is 60.1 % and 39.9%.

More than 50% of total number of persons aged 15 to 55 (women) / 15 to 60 (men), enrolled in educational organizations and not enrolled young people under 24 years of age employed in economy, don't intend to continue training (Figure 8). 48.5% of total number of unemployed persons of the same age dont intends to continue training.

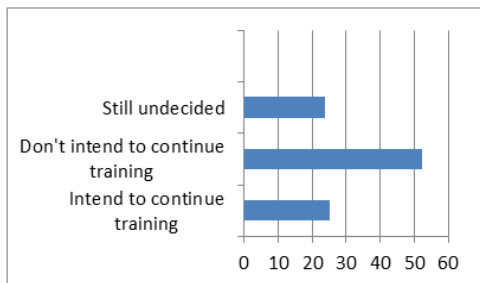


Figure 8. Attitude of persons aged 15-55 (men) and 15-60 (women) employed in economy toward continuing education, 2014 (in %)

85.8% of persons employed in economy have a qualification (specialty) confirmed with a diploma (a certificate, and etc.). Thus in 2014 more than 35% of persons aged 15 years and over who are employed in economy and have a qualification (specialty) confirmed with a diploma (a certificate) including the specialties confirmed with a diploma (a certificate) and which don't lead to change of education level, have been performing the work which isn't corresponding to the qualification (Figure 9).

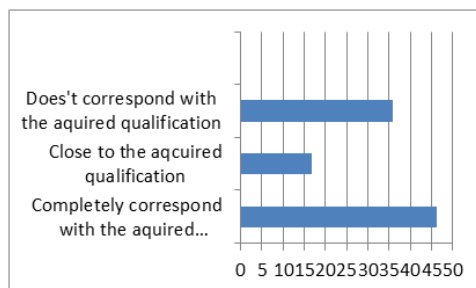


Figure 9. Correspondence between performed job and qualification acquired, 2014 (in %)

In 2014, 37.3% of total number of persons who had a primary job which wasn't corresponding with the acquired qualification, have received special vocational training (retraining, training) (in 2011 – 38.7%), and 62.7 % haven't received such training (in 2011 – 60.8%). The reduction in the proportion of persons who had a primary job which wasn't corresponding with the acquired qualification, and who didn't receive special vocational training within a formal vocational education or retraining attests to the growing role of self-education for professional activity.

Persons of working-age having professional education (including specialties which are confirmed with a diploma (a certificate) and don't lead to change of the existing education level) spent on average 13.9 years vocational training or acquiring a qualification, the persons who have only

qualification (without professional education) spent 10,7 years. Persons having professional education has spent from 11.6 to 17.25 years to get it (Figure 10). Thus persons of younger age (25-29 years) has spent on getting professional education on average 1 year more, than the generation of "parents". This is directly connected with increase of duration of teaching in the primary school for 1 year. Lack of interrelation between increase in age and duration of getting a formal education throughout life attests to the actual termination of formal educational activity of the population upon completion of the level education. Informal educational activity and self-education are not reflected in the official Russian statistics data, and this fact also characterizes insufficient attention of the government to problems of education continuation by adult population.

These data are directly opposite to main tendencies of development of education systems of the European countries reflecting high participation of adult population in training. So the age of an average student who learns in Norway remotely is 35-45 years, and duration of time spent during life for training increases with the increase of years.

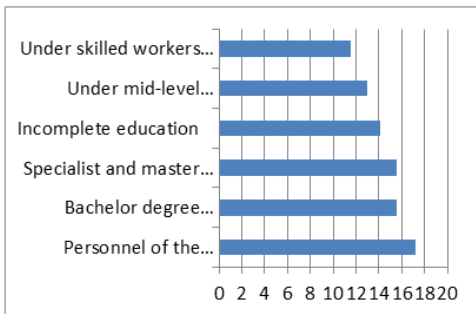


Figure 10. Average duration of training of persons who have vocational education, 2014 (in years)

In 2014, 3.9% of number of persons over 15 years, except for students of the general education organizations, attended courses or participated in other types of continuing

education (training), 96.1% didn't participate in any types of continuing education. 84% of the latter don't feel the need for continuing education (training) (Figure 11).

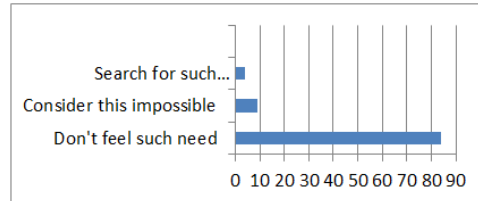


Figure 11. Persons which don't attend any courses and are not involved in any other forms of continuing education (training), % of total number of respondents

Thus, in 2014 as of the official statistical observation results show, the need for continuing education of persons over 20 years of age, except for students of general education organizations, consistently decreases the increase of years (Figure 12).

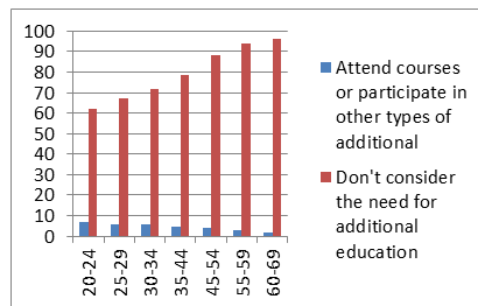


Figure 12. Rate of participation of persons aged over 20 years in continuing education (training), 2014 (in %)

The revealed tendency to a certain decrease in interest in training among senior citizens in Russia in general contradicts current global trends of social and economic development. Persons of "the third age", pensioners, who are retired from the workforce and aren't involved in educational processes owing to loss of interest in acquisition of new professional skills or in development of professional qualification deserve special attention of the state and

society. Development of leisure education for this group of the population, and also continuing education in those fields of activity in which the social adaptation or new competences corresponding to development of the environment (new level of information, communication, financial, and ecological literacy, and so forth) are necessary for persons of “the third age” is one of the tasks of an education system and a system of social support of disabled population.

In the Russian Federation the universities of the third age or other structures involving elderly generation in educational activity are not adopted widely. At the same time the global practice attests to efficiency of learning of persons of "the third age" from the point of view of maintenance of an active civic stand, further development, health preservation and improvement. The paid leisure education is inaccessible to most of senior citizens; in Russia there are no social programs introducing continuing education in everyday life of pensioners. Most of public organizations involving pensioners in vigorous activity are religious. Political organizations considering the senior generation as the target contingent don't exist to organize training of senior citizens which would correspond to their successful socialization and maintenance of a healthy lifestyle. The problem to enhance educational activity of persons of "the third age" is thereby critical in Russia.

According to the Monitoring of Education Economy, the main objective of participation of adult population in continuing education (including informal) is improvement of professional knowledge and skills. This purpose of participation in continuous education was reported by 50.5% of all respondents who answered the question about the purpose of continuing education/training (Figure 13).

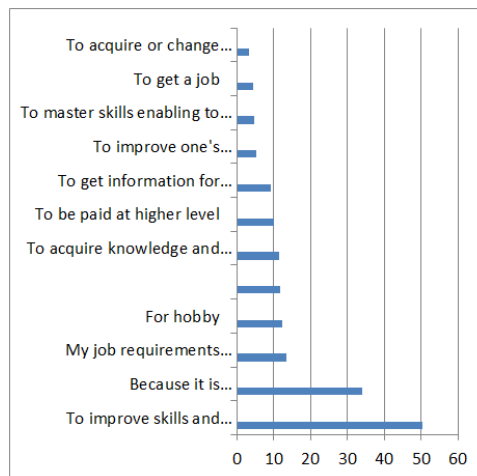


Figure 13. Purposes of participation in continuing education, 2014 (in % of total number of respondents)

In 2014, 14.1% of the respondents were receiving continuous education (versus 8% in 2006), including non-formal education: private lessons with teachers or coaches (0.6%), on-the-job training through mentorship (1.3%) and other training delivery arrangements. 24.6% of the respondents reported that they undertook self-education (versus 17.4% in 2006).

Thus the most demanded types of educational activity include: self-education with use of printed materials (professional books, journals, and etc.) (12.3%), self-education on the base of materials retrieved from the Internet (7.4%), and also advanced training courses (7.2%).

Increase of educational activity of adult population in current conditions is connected with ensuring availability of formal, informal education and self-education with use of remote educational technologies, e-learning technologies enabling to combine work and training, to get training directly at home or with the use of personal mobile devices.

Possibilities of participation of the Russian adult population in training with the use of modern technical devices, including self-education, are indirectly characterized by the

proliferation range of personal computers and appropriate communication technologies for households.

In 2013 in Russia 67% of households had computers, 60% could access the Internet. In the European countries the similar indicators are from 70 to 95%. In Russia 57% of respondents aged 18 - 74 years use the Internet every day or several times a week, in the European countries - up to 95%. In Russia 58% of respondents use the Internet at home, however 28% of respondents don't use the computer at all. Only 51% of respondents have the broadband Internet access, in the European countries this percentage is on average 80%. 19% of the Russian population demonstrates high level of computer skills, in the European countries – from 27 to 45%.

According to Monitoring of Information Society Development in the Russian Federation, 74% of persons aged over 15 years use computer. The rate of the use of computer by persons of various age groups of total number of respondents of this age group is shown in % in Figure 14.

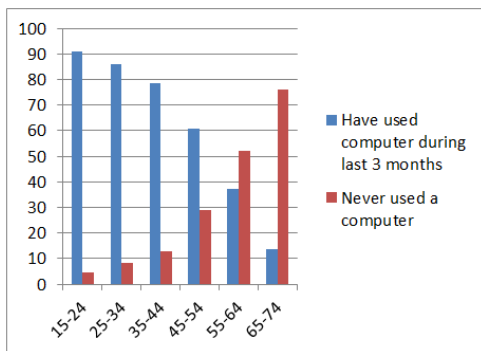


Figure 14. Percentage of use of personal computers, 2014 (in % of total number of respondents of the age group)

6. Conclusion

Results of the research revealed that education level of the Russian adult population increases consistently that is a consequence of the government policy aimed

at providing availability of the higher education to a wide sections of the population. The higher education offered additional opportunities of employment in recent years: unemployment rate among persons with the higher education in general is lower, than among persons with lower education level. The higher rate of satisfaction with various aspects of work, including earnings, company reliability, working hours, and etc. are noted among persons with education of higher level. In general, this situation is typical also for the OECD countries.

At the same time we observe a tendency to decrease in unemployment rate of persons with secondary professional or higher education from 10% in 2010 to 5% in 2013. Thus in 2013 nearly 25% of total number of persons employed in economy had no professional education. In general it reflects the low requirements of employers to the level of professional qualification of workers which aren't corresponding to actual challenges of labor productivity increase and innovative development of the country.

At the same time the Russian employers note a shortage of individual cognitive and non-cognitive skills of workers which are required to successful performance of work. It refers both to professional (technical) skills, and to cognitive skills of a high level, including such as ability to learn. The Russian education system faces an important problem of modernization of the content of training for better compliance of results of training with requirements of the innovative development. In conditions when a considerable part of the adult population has higher education, this problem is solved by development of continuing adult education both formal and informal, and also by providing ample opportunities of self-education.

In 2014, only 13.8% of employees of the Russian organizations participated in continuing professional education activity despite the existing shortage of skills

conforming to requirements of innovative economy. It attests to low interest and a contribution of employers to development of professional and other skills and competences of workers, despite the existing shortage.

The low motivation of population to continue education is a consequence of low interest of employers in improvement of HR quality: 84.9% of adult population over 24 years doesn't participate in formal education. Only 3.2% of persons employed in economy are enrolled in educational organizations. More than 50% of total number of persons getting professional education and employed in economy, doesn't intend to continue training. There is no interrelation between increase of age and average time which is spent for acquiring qualification during life.

At the same time in 2014 less than 50% of persons employed in economy had the job which is completely corresponding with the acquired qualification (profession), 35% had the primary job which isn't corresponding with the acquired qualification (profession) confirmed with a diploma or a certificate. In 2014, only 37.3% of the latter received thus special vocational training (retraining). It attests to existence of objective need for continuation of professional education /

training by adult population both among the working population and among employers, and also to the growing role of informal and non-formal education (self-education) for realization of this requirement. The main objective of participation of adult population in continuing education remains an improvement of knowledge and skills for professional activity (50.5% of respondents). The increase in a percentage of the adult population participating in educational activity is possible in case of expansion of a range of educational programs which are realized by means of distant educational technologies, e-learning with continuous growth of indicators of usage of personal computers and the Internet by households and the population in general, and also increase of computer literacy.

Overcoming of structural and substantial contradictions of development of continuing adult education in the context of the general problems of social and economic, and innovative development and also improvement of the life quality of the population has to be provided as a result of development and implementation of the concept of continuing adult education in the Russian Federation to 2025.

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