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Demographic Education in Modern Russia: Mismatch between the Needs and Opportunities



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Abstract. Negative trends in major demographic processes, aggravated by the impact of the COVID-19 pandemic, require not only an active demographic policy, but also thoughtful and well-grounded management decisions. This raises the requirements for the qualifications of employees in the field of science, education and management personnel in terms of their understanding of complex and multifactor demographic processes. Consequently, the need for training and retraining of demographers is also increasing. The purpose of the work is to assess the current state of demographic education in Russia and the possibilities of its development. The article presents an overview of foreign and national educational and scientific practice in the field of demographic education. We find that the “Demography” field is included in the enlarged group “3. Social sciences, business and law”; therefore, most educational institutions implement educational programs in the “Sociology” field; more often these are master’s degree programs. Scientific institutions focus on collaborating with educational institutions and pursue an educational and scientific trajectory (for example, the USA); they can also work autonomously by responding to the needs of the state and society (France, Germany). We also review Russian practice of implementing the educational process under the program “Demography”. We find out that only three universities conduct educational activities under this program. However, the scientific and educational potential for training demographers, taking into account “non-core” universities and academic research organizations, is available in the capital and in the regions. Nevertheless, the presence of laboratories specializing in demographic research proves the relevance of demographic knowledge in various regions of Russia. The analysis of departments’ teaching staff confirms their high educational and scientific potential. An overview of the work of scientific institutions and departments at universities indicates that vigorous scientific and research activity in the “Demography” field is being conducted in Russia. The analysis shows that in modern Russia, the issues of standardization of this area of work and education have not yet been fully worked out. We substantiate a system of successive stages for development of an educational standard in the “Demography” field and approval of the “Demographer” professional standard.

Key words: demographer, labor market, education, system approach, professional standard, educational standard, multilevel education system, domestic experience, foreign experience.

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Introduction

It is impossible to imagine the existence of any state without the population living on its territory. The current geopolitical and socio-economic situation, geographical features and environmental parameters, wars and revolutions, as well as cultural, religious conditions and circumstances – all this determines the demographic situation.

Knowing the patterns of changes in the number and structure of the population and understanding

demographic situation parameters are essential conditions for strategic planning and ensuring national security.

In Russia, considerable attention is paid to the issues of preservation of the people at the level of federal legislation. Presidential Decree 606 “On measures to implement the demographic policy of the Russian Federation”, dated May 17, 2012, which defines the main priorities and directions

of the country's demographic policy for the medium term may be named as one of the main documents in this area in the history of the new Russia¹. The decree outlines very ambitious targets, including "increasing the total fertility rate to 1.753 by 2018" and "raising life expectancy in the Russian Federation to 74 years by 2018". Taking into account the demographic situation that had developed in Russia by the beginning of the 21st century, it was impossible to ensure the full achievement of the listed targets *and to maintain the result*.

The decree on Russia's national development goals up to 2030 signed by the RF President on July 21, 2020 contains the national goal of "preserving the population; people's health and well-being". Its targets are very ambitious, for example: "... raising life expectancy to 78 years; bringing down poverty rate twofold compared to 2017; raising the proportion of citizens systematically engaged in physical culture and sports to 70%"². One of the main goals in this document is designated as "ensuring sustainable population growth in the Russian Federation", including natural and migration movement parameters.

Presidential Decree 400, dated July 2, 2021 "On the National Security Strategy of the Russian Federation" contains the section "Preservation of the people of Russia and development of human potential". The document refers to the state policy in the field of preservation of the people of Russia through "sustainable natural population growth and improvement of the quality of life". Among the tasks that make it possible to achieve the goal, the following are presented: "increasing the birth

rate, forming motivation for having many children; increasing life expectancy, reducing population mortality and the level of disability, prevention of occupational diseases"³.

In two strategic documents devoted to the development and preservation of Russia, adopted a year apart, close attention is paid to the issues of preservation of the people. At the same time, there is a certain discrepancy: the national development goals are about sustainable population growth, and the National Security Strategy is about sustainable natural population growth. It seems that the former is more likely to be achieved in the near future, while the latter, which involves increasing the birth rate and reducing mortality, requires a lot of effort and time.

Demographic development indicators as indicators of government performance are also included in many documents: Federal Law 172-FZ, dated June 28, 2014 "On strategic planning in the Russian Federation"⁴, the forecast of socio-economic development of the Russian Federation for the period up to 2036, prepared by the Ministry of Economic Development of Russia in 2018⁵, the forecast of socio-economic development of the Russian Federation for 2022 and for the planning period of 2023 and 2024, prepared by the Ministry of Economic Development of Russia in 2021⁶, Order 191n of the Ministry of Labor, dated March 31, 2021

³ On the National Security Strategy of the Russian Federation: Presidential Decree 400, dated July 2, 2021. Available at: https://www.consultant.ru/document/cons_doc_LAW_389271/ (accessed: December 24, 2021).

⁴ On strategic planning in the Russian Federation: Federal Law 172-FZ, dated June 28, 2014. Available at: <https://docs.cntd.ru/document/420204138#7DE0K6> (accessed: December 24, 2021).

⁵ Forecast of socio-economic development of the Russian Federation for the period up to 2036. Available at: <https://cheladmin.ru/sites/default/files/n/page/25381/upload/dolgosrochnyyprognozrf.pdf> (accessed: December 24, 2021).

⁶ Forecast of socio-economic development of the Russian Federation for 2022 and for the planning period of 2023 and 2024. Available at: <https://www.garant.ru/products/ipo/prime/doc/402874898/> (accessed: December 24, 2021).

¹ On measures to implement the demographic policy of the Russian Federation: Presidential Decree 606, dated May 17, 2012. Available at: <http://publication.pravo.gov.ru/Document/View/0001201205070019> (accessed: December 24, 2021).

² Decree on Russia's national development goals up to 2030, dated July 21, 2020. Available at: <http://www.kremlin.ru/events/president/news/63728> (accessed: December 24, 2021).

“On approving a methodology for determining the demand of constituent entities of the Russian Federation, economic sectors and major employers for skilled personnel for the medium and long term”⁷.

National projects aimed at the preservation of the people deserve special attention. Since 2007, they have been the key instruments of demographic policy, defining its goals, resources and methods.

A brief overview of strategic documents at the national level allows us to draw three important conclusions: first, at the national level, the preservation of the population is recognized as the major national security factor; second, Russia pays due attention to the formation of legislative frameworks in the field of demographic policy, but the targets of strategic documents are not always coordinated. Third, when forming demographic policy and adopting strategic documents for development of the country, it is extremely important to take into account the specifics and patterns of demographic development, to know and understand the needs of territories in order to achieve a demographic optimum and form a favorable demographic situation (an increase in the birth rate, a decrease in mortality, attracting workforce, etc.). This knowledge makes it possible to build an adequate and viable strategy, include viable and relevant parameters in it and obtain results, including those aimed at preserving the people.

However, a natural question arises: where does our country train specialists who are able to build a competent demographic strategy, analyze current demographic parameters, understand the essence of the personnel needs of regional labor markets

and the degree of differentiation of territories along the course of demographic processes, and who know how to build predictive models and are able to interpret them? Are there enough such specialists in Russia?

Our article is devoted to the problem of training demographers in a difficult demographic situation. The main purpose of the work is to assess the state of demographic education in Russia and the possibilities of its development. To achieve the goal, we will analyze educational and scientific activity in the world and Russia within the “Demography” field, assess the personnel potential, outline the stages of development and implementation of the educational standard in the “Demography” field initiated by the expected approval of the professional standard “Demographer”.

Literature review

Personnel training in the field of demographic development in higher education institutions has not been given due attention in the scientific literature. A significant number of works deal with the development of the education system in an actively globalizing world community and the coming information age. Researchers draw attention to the need to take into account changes in the content of socialization and forms of communication when building the educational process and point out the importance of increasing communicative competence in the formation of human potential. At the same time, prospects are assessed and futurological forecasts of the development of the education system in the conditions of the information technology era are presented (Egorychev, Rostov, 2021; Yarnykh et al., 2021). It is proved that in the modern conditions of the innovative economy there is a need for a new system of continuing education, which does not so much disseminate and replicate knowledge, as opens access to it to a variety of social groups. As a result, education becomes a tool of social transformation (Golenkova, Goliusova, 2016).

⁷ On approving a methodology for determining the demand of constituent entities of the Russian Federation, economic sectors and major employers for skilled personnel for the medium and long term: Order 191n of the Ministry of Labor, dated March 31, 2021. Available at: <https://docs.cntd.ru/document/603934331#6500IL> (accessed: December 24, 2021).

Foreign studies consider new trends in the development of the education system, the demographic situation and their interrelation. Researchers substantiate why education should be considered as a value in all social and individual interactions, especially in a situation of economic change, globalization and demographic transition (Rajović, Bulatović, 2017; Marszowski et al., 2020), and emphasize that an integrated systems approach to addressing sustainability problems is possible with the help of network science tools (Tran et al., 2018; Weber et al., 2021). Attention is also paid to approaches in the management of educational institutions and the organization of the educational process in the field of higher education. Such studies are particularly relevant during the difficult period of the coronavirus pandemic (Fletcher et al., 2021; Ashour, 2021; Beal Krause, 2021).

Much attention in scientific works is paid to a systems approach to building the educational process in higher education institutions in connection with the needs of society and the transition to a competence-based approach (Golenkova et al., 2018). Researchers emphasize that in the modern world, the decisive role in the development of society belongs not only and not so much to knowledge, but people who possess it, are able to apply it in practice to specific tasks, and the number and quality of skilled specialists (Konstantinovskiy, Popova, 2016). It is important that educational programs should take into account global and regional problems, requirements of the labor market, specifics and capabilities of the educational institution, and individual characteristics of a future specialist (Romanova et al., 2016). Modern research shows that consumers of educational services are sensitive to global trends in the modernization of production; the demand for workforce is increasing for professions that have a low risk of automation and require high-skilled workers; this once again proves the high demand for quality education (Ramos et al., 2021). This is what determines the

need for objective procedures for independent assessment of qualifications that meet the needs of all stakeholders (Kicherova et al., 2021).

In various countries, approaches to the content of curricula and organization of the educational process in higher education have been formed or are at the stage of formation based on priorities and goals: state investment policy (Wang et al., 2021), foreign direct investment (Alshubiri, 2021), systems approach (Serrano-Aguilera et al., 2021) taking into account the Sustainable Development Goals (SDGs) (Serrano-Aguilera et al., 2021), inclusivity (Zabeli, Kačaniku, 2021; Buitrago et al., 2021), competence-based approach (Brauer, 2021).

At the same time, the problem of insufficient comprehensive training of specialists in the field of demographic development, as we have already mentioned, is covered extremely poorly in scientific literature. However, the scientific community admits the existence of issues such as the lack of professionals in the field of fundamental and applied demographic research, as well as managers who understand the laws and patterns of demographic processes.

Addressing this problem, Mikhail Denisenko, while still deputy director of the Institute of Demography of the Higher School of Economics, noted in his interview: "... there should be not two demographic centers in a country like Russia, but at least five or six ... with about 200 demographic professionals. And now their number is several times less than necessary. Given the age composition of scientists, it may turn out that in 5–10 years demographers will have to be added to the Red List of Threatened Species..."⁸.

The demand for demographic education is also indicated by the results of the interactive survey "Who needs and who does not need demography?" published in # 317-318 of the *Demoskop Weekly*.

⁸ Denisenko M. Profession: Demographer. Available at: <https://ecsocman.hse.ru/>

The survey was conducted in an interactive mode by representatives of the student pool of the publication. The authors note that many participants of the survey talk about the desire and importance of studying the subject “Demography” more deeply and complain about its absence on the lists of subjects studied at universities⁹.

At the same time, a significant part of school graduates and applicants have difficulties in understanding the practical application of demographic education, and not only in Russia. For example, on the website of Charles University in the Czech Republic, in order to attract students, it is written: “...Demography affects events that concern everyone”. It is important for future students to know that demographers can successfully solve marketing tasks (for example, segmentation and forecast of market development) in the insurance sector and in pension funds, as well as in analytical and personnel services at large enterprises. Knowledge about trends in the development of population in the country, regions and large and small cities is in demand in politics, business, and in the work of scientific and non-governmental organizations.

Summarizing the thoughts and hypotheses presented in scientific works, taking into account the target indicators and indicators presented in strategic documents, we emphasize the following. First, the modern labor market is characterized by rapid obsolescence of knowledge, the need for its expansion and updating. Second, it is important to create a unified system of lifelong learning for personnel in various industries, based on a systems approach. Third, in Russia, there is a need to train qualified specialists who are able to adequately and reasonably assess current demographic parameters, build an up-to-date demographic policy, and develop methods and approaches to its implementation.

⁹ Who needs demography? Available at: <http://www.demoscope.ru/weekly/2008/0323/student01.php>

Materials and methods

The methodology of our research is based on a systems approach (Mikeshina, 2005), in which the educational system is considered as a set of interrelated subsystems. A systems approach, as the most constructive one, allows us to comprehensively consider the process of formation of demographic education in Russia from the standpoint of the order and sequence of its development stages (Il'yasov et al., 2017).

To understand the current state of demographic education, we used a retrospective analysis, collection and synthesis of information about curricula and disciplines presented on the websites of Russian and foreign universities.

The development and subsequent approval of the professional standard “Demographer” was the initial stage in satisfying the existing demand for demographers. Based on the canons of the systems approach, the article presents the order and content of the subsequent stages necessary for the formation of an educational standard in the “Demography” field.

First of all, it is necessary to identify and formulate a problematic situation, to analyze it. The need for competent demographers is substantiated in the introductory part of our article; it is due to the presence of inconsistencies in the state demographic policy and strategic documents of the country, the setting of impossible tasks, the absence/non-inclusion of primary indicators of demographic development of territories. The analysis of the current situation regarding higher education in Russia and abroad will be carried out below (in the “Results” section).

At the next stage, it is necessary to determine the circle of interested participants. Their involvement will help solve the problem under consideration, and will also take into account the interests of each of the parties represented.

At the third stage, the goals and interests of all project participants are formulated and determined.

Such an approach will allow designing the best model in a problem-containing system (Karamzina, Sil'nova, 2021).

The fourth stage includes the formation of evaluation criteria and the content of the educational standard being developed in the “Demography” field.

At the fifth stage, the educational standard being developed in the “Demography” field undergoes coordination and approval by the relevant authorities.

The final, sixth, stage includes the implementation of the adopted decision, namely, enrollment of students in educational programs in the “Demography” field.

The adoption of the professional standard “Demographer” substantiated by the need for specialists in this industry, presents the educational and scientific community with the possibility of opening and implementing basic educational programs in the “Demography” field. To address this issue, it is necessary to conduct a systems analysis in two aspects:

- first, to study global experience in the implementation of educational and research programs in the “Demography” field; to this end, we reviewed the activities of 60 educational organizations of foreign countries implementing training and research in the field of demography; 14 educational programs available in the public domain were analyzed in detail;

- second, to evaluate the implementation of educational programs in the “Demography” field in Russia and the range of demographic disciplines taught at the departments of Russian universities, as well as the personnel potential of the teaching staff.

The first aspect will determine the degree of relevance of this area of training in the world, taking into account the needs of demographic policy of foreign countries (Syupova, 2018), the second aspect will help assess the degree of readiness of the educational system of Russia for the training of demographers.

Research findings

World experience in the implementation of educational and research programs in the “Demography” field. In the International Standard Classification of Education developed and adopted by the UNESCO Institute for Statistics (2011), the “Demography” field is included in broad group 3 “Social sciences, business and law”, field of education 31 “Social and behavioral science” along with economics, political science, sociology, psychology, etc.¹⁰

We should mention that the formation of demography as a science took place in the 17th century in Great Britain. Since then, demography as a branch of scientific, educational and practical activity has undergone significant changes and transformations. It flourished at the junction of the 19th – 20th century, when, as a result of a scientific and technological breakthrough, on the one hand, the standard of living improved, which led to a decrease in mortality and an increase in fertility; on the other hand, many wars and revolutions reduced the population in various territories. Despite some similarity in the course of demographic processes in this time period, each country had its own features, which also contributed to the growth of attention to demographic analysis. Among the leading foreign demographic institutions today, the following can be noted.

*France. French Institute for Demographic Studies (INED)*¹¹. A public research organization specialized in population studies. It is a partner of the academic and research communities at the national and international levels. Founded in 1945, it became a state scientific and technical institution (EPST) in 1986. The main objectives of the Institute are to study the population of France and foreign countries, to widely disseminate the knowledge

¹⁰ International Standard Classification of Education ISCED 2011. Available at: <http://uis.unesco.org/sites/default/files/documents/isced-2011-ru.pdf> (accessed: December 24, 2021).

¹¹ Available at: <https://www.ined.fr/fr/> (accessed: December 26, 2021).

gained, and to support education in the field of demographic research and through research.

*Germany. Max Planck Institute for Demographic Research (MPIDR)*¹². Studies the structure and dynamics of the population. Founded in 1948. The Institute's staff investigate issues of political importance, such as demographic changes, aging, fertility and labor redistribution (including age characteristics), as well as digitally processing historical demographic data and searching for new data sources, including for assessing migration flows.

*USA. Association of Population Centers (APC)*¹³. Founded in 1991. It is an independent group of universities and research groups whose mission is to promote joint demographic research and data exchange, to conduct fundamental demographic research for decision makers in the field of public policy, to provide opportunities for education and training in the field of demographic research, to promote the expansion of funding opportunities for population research and support the principles of objective and thorough evaluation of grant

applications and scientific reliability of results. In 2021, the APC consisted of 27 research centers and laboratories of leading US universities from 10 US states.

While studying the information about the activities of the world educational community, we reviewed more than 60 universities. The information and analytical base is limited by the completeness of the data presented on the websites of higher educational institutions. The most complete information was obtained on 14 educational programs, most of them are master's degree programs¹⁴ (almost 2/3 of the total number), the smallest part is represented by bachelor's degree programs¹⁵.

Having analyzed the activities of educational institutions we see that the training of demographers in the world is most common at the master's degree level, most often within the framework of the "Sociology" field. This distribution is predetermined by the fact that, according to ISCED, the "Demography" field belongs to the enlarged group 3 "Social sciences, business and law".

¹² Available at: <https://www.demogr.mpg.de/en> (accessed: December 26, 2021).

¹³ Available at: <https://www.popcenters.org/> (accessed: December 26, 2021).

¹⁴ University of Oxford, MPhil in Sociology and Demography program. Available at: <https://www.ox.ac.uk/admissions/graduate/courses/mphil-sociology-demography> (accessed: December 26, 2021); London School of Hygiene and Tropical Medicine, MSc Demography & Health program. Available at: <https://www.lshtm.ac.uk/study/courses/masters-degrees/demography-health> (accessed: December 26, 2021); University of Groningen, MSc in Population Studies program. Available at: <https://www.rug.nl/masters/population-studies/> (accessed: December 26, 2021); University of Groningen, DDM Social Demography program. Available at: <https://www.rug.nl/masters/ddm-social-demography> (accessed: December 26, 2021); University of Groningen, DDM Demography and Social Inequality program. Available at: <https://www.rug.nl/masters/ddm-demography-and-social-inequality/> (accessed: December 26, 2021); Tilburg University, Sociology and Population Studies (Double degree) program. Available at: <https://www.tilburguniversity.edu/education/masters-programmes/sociology-and-population-studies> (accessed: December 26, 2021); University of Waikato, Human Development program (Bachelor of Arts, Bachelor of Social Studies). Available at: <https://www.waikato.ac.nz/study/subjects/human-development> (accessed: December 26, 2021).

University of Waikato, Population Studies program (Bachelor of Arts, Bachelor of Social Studies). Available at: <https://www.waikato.ac.nz/study/subjects/population-studies> (accessed: December 26, 2021); University of Waikato, Population Studies and Demography program (Master of Social Sciences, Master of Philosophy, Doctor of Philosophy). Available at: <https://www.waikato.ac.nz/study/subjects/demography> (accessed: December 26, 2021); University of Texas at San Antonio, Applied Demography (PhD) program. Available at: <https://graduateschool.utsa.edu/programs/applied-demography-ph.d/> (accessed: December 26, 2021).

¹⁵ University of Waikato, Human Development program (Bachelor of Arts, Bachelor of Social Studies). Available at: <https://www.waikato.ac.nz/study/subjects/human-development> (accessed: December 26, 2021); University of Waikato, Population Studies program (Bachelor of Arts, Bachelor of Social Studies). Available at: <https://www.waikato.ac.nz/study/subjects/population-studies> (accessed: December 26, 2021); Portland State University, Applied Social Demography graduate certificate program. Available at: <https://www.pdx.edu/academics/programs/graduate/applied-social-demography> (accessed: December 26, 2021).

Thus, specialists in the field of demography and population are trained in various educational institutions (in terms of territories, rating, etc.); in the country context, demographic policy affects the main demographic processes – fertility and mortality, takes into account the increasing role of migration, is aimed at regulating population size and structure, but also takes into account the specifics of the country, its socio-economic and cultural features, different ways to achieve demographic optimum. In order to support educational institutions (USA) or independently from them (France, Germany), academic research institutes study the current demographic parameters of a particular country and countries of the world as a whole, conduct scientific and popularization activities and other research.

The study and evaluation of the implementation of educational programs in the “Demography” field in Russia show that, although there is a need for specialists in the field of demography in the country, training is conducted in only three universities and only in master’s degree programs.

Analyzing the current situation, one should not forget about the development of demography as a science in Russian history. M.V. Lomonosov was one of the first to draw attention to the problems of preserving and multiplying the people¹⁶. The heyday of demography occurred during the USSR and is associated with such names as V.A. Borisov, D.I. Valentey, A.Ya. Kvasha, O.A. Kvitkin, S.A. Novoselsky, V.V. Paevsky, S.G. Strumilin, B.Ts. Uralnis and other scientists who made a significant contribution to the development and formation of national demographic thought.

Previously, demographic education was implemented at Lomonosov Moscow State University and Moscow Economic and Statistical Institute.

¹⁶ Lomonosov M.V. *O sokhranении russkogo naroda* [About the Preservation of the Russian People]. Available at: https://rusinst.su/docs/books/M.V.Lomonosov-O_sokhranenii_russkogo_naroda.pdf

Since 2009, demographers have been trained at the Higher School of Economics in the master’s program “Demography” in the “Sociology” field, a little later the second program was opened for the “Economics” field¹⁷. Since 2015, the HSE has opened an English-language master’s degree program “Population and development” in the “State and municipal administration” field¹⁸. Both master’s degree programs belong to Vishnevsky Institute of Demography and are implemented at the department of demography.

Since 2018, the Graduate School of Modern Social Sciences of Lomonosov Moscow State University at the department of demography has opened and successfully implemented the master’s degree program “Social demography” at the sociology section¹⁹. Since 2019, the master’s degree program “Management of demographic processes” has been opened at the management section²⁰.

The Department of Demographic and Migration Policy at MGIMO, which is affiliated to the Faculty of Management and Politics, implements the master’s degree program “Human resource management” focused on training specialists in the field of human resource management with an emphasis on methods of demographic and migration research, as well as analysis of the best international practices in the field of human development²¹.

Thus, in 2021, specialists in the “Demography” field were trained only in three universities that are in the top of various domestic and foreign ratings and have certain freedoms and opportunities to choose the trajectory of work and development.

¹⁷ HSE, Master’s program in Demography, Sociology field. Available at: <https://www.hse.ru/ma/demography/> (accessed: December 26, 2021).

¹⁸ HSE, Master’s program in Population and Development, State and Municipal Administration field. Available at: <https://www.hse.ru/ma/pd/> (accessed: December 26, 2021).

¹⁹ Lomonosov Moscow State University, Master’s program “Social demography”. Available at: <https://www.demography-msu.ru/> (accessed: December 26, 2021).

²⁰ Ibidem.

²¹ MGIMO, Master’s degree program “Human resource management”. Available at: <https://sgp.mgimo.ru/master/hr> (accessed: December 26, 2021).

To assess the possibility of opening and implementing educational programs in the “Demography” field, we consider the departments where disciplines of this orientation are taught in a number of leading Russian universities (*Tab. 1*).

The greatest number of lecturers work at the department of demography at Vishnevsky Institute of Demography, Higher School of Economics – 40% of the total number of teaching staff. We should note that there are no doctors of sciences at the HSE department, most of them are candidates of sciences (economics, sociology, geography, etc.) and four employees without an academic degree (two of whom have more than 10 years of experience, two – less than 5 years).

According to the number of employees (with an equal number of teaching staff), the Institute is followed by the department of population at the

faculty of economics of Lomonosov Moscow State University and the department of demographic and migration policy at the faculty of management and policy of MGIMO – each of them has nine employees. Their number of academic degree holders is somewhat similar, but there is a slight difference: the department of population has more doctors of sciences (more by one person), and the department of demographic and migration policy has more candidates of sciences (more by one person as well). There is one employee without an academic degree at each department.

This is followed by the department of demography of the Higher School of Modern Social Sciences of Lomonosov Moscow State University. Of the eight employees, three are doctors of sciences, four are candidates and one is without a degree (deputy head for academic affairs).

Table 1. Personnel potential of the departments of demography and population in Russian universities

University, department	Teaching staff, people	Doctors of sciences		Candidates of sciences		Without an academic degree	
		People	% of the whole teaching staff	People	% of the whole teaching staff	People	% of the whole teaching staff
HSE, Vishnevsky Institute of Demography, department of demography ¹⁾	20	0	0.0	16	80.0	4	20.0
Lomonosov Moscow State University, faculty of economics, department of population ²⁾	9	3	33.3	5	55.6	1	11.1
MGIMO, faculty of management and politics, department of demographic and migration policy ³⁾	9	2	22.2	6	66.7	1	11.1
Lomonosov Moscow State University, Higher School of Modern Social Sciences, department of demography ⁴⁾	8	3	37.5	4	50.0	1	12.5
Lomonosov Moscow State University, faculty of sociology, department of family sociology and demography ⁵⁾	4	2	50.0	2	50.0	0	0.0
TOTAL	50	10	20.0	33	66.0	7	14.0

¹⁾ HSE, Vishnevsky Institute of Demography, department of demography. Available at: <https://www.hse.ru/demo/kdemo/> (accessed: December 26, 2021).
²⁾ Lomonosov Moscow State University, faculty of economics, department of population. Available at: <https://demography.econ.msu.ru/> (accessed: December 26, 2021).
³⁾ MGIMO, faculty of management and politics, department of demographic and migration policy. Available at: <https://mgimo.ru/study/faculty/sgp/kdmp/> (accessed: December 26, 2021).
⁴⁾ Lomonosov Moscow State University, Higher School of Modern Social Sciences, department of demography. Available at: <https://www.demography-msu.ru/> (accessed: December 26, 2021).
⁵⁾ Lomonosov Moscow State University, faculty of sociology, department of family sociology and demography. Available at: <https://www.socio.msu.ru/index.php/> (accessed: December 26, 2021).

The most compact is the department of family sociology and demography at the faculty of sociology, Lomonosov Moscow State University. Of the four employees, two are doctors of sciences and two are candidates of sciences.

In addition to the data on the number of employees with an academic degree and the level of academic degrees among the staff of demographic departments, we considered the age composition of employees, and their scientific and pedagogical experience.

Information about the scientific and pedagogical experience of the teaching staff is not presented on the websites of the department of population at the faculty of economics of Lomonosov Moscow State University and the department of demographic and migration policy at the faculty of management and policy of MGIMO, therefore they are excluded from further analysis.

The scientific and pedagogical experience of the teaching staff of the departments is divided into four groups based on the following criteria:

- 1–5 years of experience: young specialists, assistants or lecturers of departments who are studying or have recently completed postgraduate studies and are admitted to teaching; this is the potential and the future of the departments, provided that they receive proper training and mentoring;

- 5–10 years of experience: young candidates of sciences or young lecturers preparing to defend their thesis; specialists who have studied a wide range of scientific and practical material, gaining

experience in both pedagogical and scientific activities;

- 10–20 years of experience: the driving force of departments, as a rule, candidates of sciences or “young” doctors of sciences, they have significant experience in teaching and research activities;

- 20 years of experience or more: department “elders” with extensive professional and life experience, they establish scientific schools and directions, and are mentors to the younger generation.

The information is based on open data available at the websites of the departments (*Tab. 2*).

Based on the criteria of scientific and pedagogical experience presented in Table 2 and the quantity and quality of academic degrees, the department of family sociology and demography at the faculty of sociology of Lomonosov Moscow State University can be called a mentor department.

Two thirds of the staff of the department have more than 20 years of experience, one lecturer – 10–20 years of experience. The situation is similar at the department of demography of the Higher School of Modern Social Sciences of Lomonosov Moscow State University – 75%, or 6 out of 8 employees have more than 20 years of experience, one employee 5–10 years, one employee – 10–20 years.

The department of demography at Vishnevsky Institute of Demography of the Higher School of Economics has a succession of generations, while lacking doctors of sciences: there are at least two or three lecturers in each of the allocated work experience intervals.

Table 2. Scientific and pedagogical experience of the teaching staff at Russian universities

University, department	Teaching staff, people	Scientific and pedagogical experience, years			
		1–5	5–10	10–20	20 and more
HSE, Vishnevsky Institute of Demography, department of demography	20	3	2	7	8
Lomonosov Moscow State University, Higher School of Modern Social Sciences, department of demography	8	0	1	1	6
Lomonosov Moscow State University, faculty of sociology, department of family sociology and demography	4	0	0	1	3
TOTAL	32	3	3	9	17

The analysis of the disciplines taught at the departments gives an understanding of the current areas of work, as well as, together with information about the teaching staff of the departments of demography, an opportunity to assess the potential of the departments from the position of opening new educational programs in the “Demography” field. The data on the disciplines taught and broken down by level of training are presented in *Table 3*.

The largest number of disciplines is observed at the department of demographic and migration policy of the MGIMO faculty of management and politics (35), of which most are at the bachelor’s degree level (19 disciplines, or 54.3%). The department of demography at the Higher School of Modern Social Sciences of Lomonosov Moscow State University is the next in terms of the number of demographic disciplines; it implements most of the disciplines at the master’s degree level (27, 81.8%). The department of demography at Vishnevsky Institute of Demography, Higher School of Economics implements 29 disciplines, most of which are at the master’s degree level 18, or 62.1%). Such a distribution in the three universities is quite natural and, first of all, reflects the

educational programs implemented at the core educational department.

The department of family sociology and demography at the faculty of sociology and the department of population at the faculty of economics of Lomonosov Moscow State University, whose employees provide for the needs of their own faculty and teach inter-faculty disciplines, are represented by a wide number of disciplines (17 and 15, respectively).

In addition to educational activities, scientific and popularization work is carried out at each of the departments under consideration, or there are branch laboratories and centers there. The most significant areas include research-to-practice conferences, research projects supported by various foundations (RFBR, RSF, Ministry of Science and Higher Education of Russia, etc.), public lectures, science festivals, international cooperation, joint activities with the academic community and employers.

In addition to the numerical characteristics of the departments, it is necessary to understand who is in charge of them, which scientific schools and directions are developing at each department, because these parameters form the future of any scientific direction.

Table 3. Disciplines broken down by level of training at the departments of demography and population in Russian universities

University, department	Number of disciplines, units	Bachelor’s degree level		Master’s degree level	
		Units	% of the number of all disciplines	Units	% of the number of all disciplines
HSE, Vishnevsky Institute of Demography, department of demography	29	11	37.9	18	62.1
Lomonosov Moscow State University, faculty of economics, department of population	15	4	26.7	11	73.3
MGIMO, faculty of management and politics, department of demographic and migration policy	35	19	54.3	16	45.7
Lomonosov Moscow State University, Higher School of Modern Social Sciences, department of demography	33	6	18.2	27	81.8
Lomonosov Moscow State University, faculty of sociology, department of family sociology and demography	17	10	58.8	7	41.2
TOTAL	129	50	38.8	79	61.2

The research laboratory for population economics and demography²², which includes three sectors (sector of population reproduction and demographic policy; sector of regional demography, settlement and migration; sector of historical and demographic and bibliographic research), has been successfully functioning at the faculty of economics of Lomonosov Moscow State University since the 1960s. The laboratory has 16 employees who are both full-time employees and internal part-timers.

Vishnevsky Institute of Demography of the Higher School of Economics is a scientific and educational institution. Its goals are to conduct fundamental scientific research, improve its methodology and train scientific personnel. In addition to the department of demography, Vishnevsky Institute of Demography includes the following departments: scientific and educational laboratory for socio-demographic policy; editorial office of the mass media – electronic journal *Demograficheskoe obozrenie*; demographic research center²³. In 2017, an international laboratory for population and health research was established, which develops new and improves existing methods for studying public health, conducting scientific research on this basis in the field of population health and mortality²⁴.

The department of demographic and migration policy headed by a leading demographer, RAS Corresponding Member S.V. Ryazantsev, makes a huge contribution to strengthening the positive image of MGIMO in the media through the speeches of its employees on the problems of

demographic and migration policy. In addition to the educational process and scientific activities, the department deals with practical issues of improving Russia's demographic and migration policy through broad implementation of scientific research findings in the activities of Russian agencies and international organizations. Scientists of the department provide consulting services to Russian government agencies and international organizations.

A laboratory for demography and migration studies has been opened on the basis of the Institute of Social Analysis and Forecasting of RANEPА²⁵. Its research focuses on analyzing current trends in the reproduction of the Russian population, effects of social and demographic policy and working out recommendations for their improvement.

On the basis of the Ural Federal University in 2014, the scientific laboratory “International center for demographic research”²⁶ was opened, the main purpose of which is to develop new promising areas at the university with the involvement of foreign scientists, organize and implement historical and demographic research.

Amnosov North-Eastern Federal University has a laboratory for population economics and demography²⁷. The laboratory focuses on studying population reproduction processes, demographic potential, family and household, population migration, economic and demographic factors in the regional labor market balance, the development of regional demographic forecasts.

²² Lomonosov Moscow State University, research laboratory for population economics and demography. Available at: <https://www.econ.msu.ru/departments/cps/> (accessed: December 26, 2021).

²³ HSE, Vishnevsky Institute of Demography. Available at: <https://www.hse.ru/demography/> (accessed: December 26, 2021).

²⁴ HSE, international laboratory for population and health research. Available at: <https://demogr.hse.ru/> (accessed: December 26, 2021).

²⁵ RANEPА, laboratory for demography and migration studies. Available at: <https://www.ranepa.ru/social/ob-institute/laboratoriya-issledovaniy-demografii-i-migratsii/> (accessed: December 26, 2021).

²⁶ Ural Federal University, scientific laboratory “International center for demographic research”. Available at: <https://idun.urfu.ru/ru/sotrudniki/> (accessed: December 26, 2021).

²⁷ Amnosov North-Eastern Federal University, laboratory for population economics and demography. Available at: <https://www.s-vfu.ru/universitet/rukovodstvo-i-struktura/instituty/niires/demography/> (accessed: December 26, 2021).

In addition to the review, we should note that in a number of Russian universities, certain demographic disciplines are also taught, scientific work involving students is carried out, research is carried out, teaching staff of departments make reports and publish articles on topical issues of preservation of the people. Among the most active regions are the Republic of Bashkortostan, the Vologda, Volgograd, Ivanovo, Nizhny Novgorod, Novosibirsk, Sverdlovsk oblasts, Stavropol Krai, the Republic of Tatarstan, etc. In a number of regions there are academic organizations that conduct educational activities in addition to research. Thus, Vologda Research Center of the Russian Academy of Sciences, within the framework of master's and bachelor's degree programs in the field of economics, implements the course "Economic demography" taught by the staff of the department for standard of living and lifestyle studies. The "Demographic crash course" is also included in advanced training courses for teachers and government representatives.

Speaking about the work carried out at the national level in the "Demography" field, it is necessary to point out the Institute for Demographic Research, Federal Center of Theoretical and Applied Sociology, Russian Academy of Sciences (IDR FCTAS RAS), which occupies a special place²⁸. It was founded on the basis of the Center for Social Demography at the Institute of Socio-Political Research – Branch of the Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences by Order 55 of June 1, 2020. A renowned scientist, demographer, RAS Corresponding Member S.V. Ryazantsev is head of IDR FCTAS RAS; he has his own scientific school in the field of demographic and migration development. The main areas of work of IDR FCTAS RAS are as follows: development and

²⁸ Institute for Demographic Research, Federal Center of Theoretical and Applied Sociology, Russian Academy of Sciences (IDR FCTAS RAS). Available at: <https://idrras.ru> (accessed: December 26, 2021).

systematization of the theoretical and practical provisions of the national demographic school, improving the quality of scientific research and the validity of the results of its activities; implementation of the results of demographic research in the practical activities of federal and regional authorities of the Russian Federation; popularization of the results of demographic research in the media and increasing the public importance of demographic science in Russia; development and improvement of the demographic education system in the Russian Federation, organization of advanced training courses and scientific and practical seminars on key problems of demographic development of the country. The educational and scientific organizations of Russia and foreign partner countries of the Institute include nine domestic educational institutions and ten foreign educational and scientific organizations²⁹.

After reviewing the educational institutions of Russia implementing educational programs in the "Demography" field (in various areas of training), we can conclude that the scientific and educational potential for training demographers is available not only in the universities of capital cities, but also in the regions. However, we cannot but note a significant "lag" in RF constituent entities – the absence of specialized departments. Nevertheless, the presence of laboratories specializing in demographic research proves the relevance of knowledge in this field in various regions of Russia.

Upon the initiative of IDR FCTAS RAS, in 2021 a professional standard (PS) "Demographer"³⁰

²⁹ Institute for Demographic Research, Federal Center of Theoretical and Applied Sociology, Russian Academy of Sciences (IDR FCTAS RAS). Available at: <https://idrras.ru/presentation/> (accessed: December 26, 2021).

³⁰ On the approval of the professional standard "Demographer": draft Order of the Ministry of Labor of Russia (as of November 24, 2021); prepared by the Ministry of Labor of Russia, project ID 01/02/11-21/00122735. Available at: <https://www.consultant.ru/cons/cgi/online.cgi?req=doc&base=PNPA&n=78220#EvcynsSpXzyfQKAJ> (accessed: December 26, 2021).

was developed and is at the stage of approval; the standard presents the type of professional activity according to ISCO-08: “Development of measures aimed at regulating quantitative and qualitative parameters of demographic development for managerial decision-making” (code 3. Social services) (Rostovskaya, Zolotareva, 2021). The professional standard acts as a vector defining an enlarged group of specialties (EGS), within which the educational standard will be developed³¹.

Based on the needs of the labor market and society for qualified specialists in the field of demography, IDR FCTAS RAS has set a goal for 2022 to develop Generation 3++ Federal State Educational Standards (FGOS VO 3++) at the bachelor’s degree and master’s degree levels within the framework of EGS 39.00.00 “Sociology and social work”. To achieve this goal, it is planned to solve the following tasks:

- form a working group including leading Russian demographers, representatives of the academic community and educational institutions, potential employers, representatives of executive and legislative authorities;
- prepare and approve the schedule of work on the development of FGOS VO 3++ in the “Demography” field within the framework of EGS 39.00.00 “Sociology and social work” at the bachelor’s and master’s degree levels of training;
- develop primary projects of FGOS VO 3++ in the “Demography” field within the framework of EGS 39.00.00 “Sociology and social work” at the bachelor’s and master’s degree levels of training;
- conduct professional and public discussion of primary projects of FGOS VO 3++ in the “Demography” field within the framework of EGS 39.00.00 “Sociology and social work” at the bachelor’s and master’s degree levels of training;

³¹ Rules for the development, approval of Federal State Educational Standards and amendments to them: Resolution 434, dated April 12, 2019. Available at: <https://docs.cntd.ru/document/554229840> (accessed: December 26, 2021).

- revise the projects of FGOS VO 3++ based on the results of professional and public discussion;
- submit the developed draft standards to the relevant authorized bodies for consideration and approval.

The main goal of the professional standard “Demographer” is “to solve problems aimed at analyzing and forecasting the demographic situation at the micro- and macro level, taking into account the demographic factor in social and economic development; to develop socio-demographic policy of the state, region, industry, organization, aimed at regulating quantitative and qualitative parameters of the population (socio-demographic groups, households, workers, labor collectives); to study demographic dynamics factors and solutions to applied demographic problems (for macroeconomic regulation, insurance, logistics, marketing, placement of services and productive forces, political research)” (Rostovskaya, Zolotareva, 2021). This formulation fully and broadly reveals the types of professional activities of a demographer in various sectors and activities at the federal, regional or municipal level.

The generalized labor functions contained in the PS “Demographer” are aimed at three levels of training: bachelor – master – postgraduate, with the possibility of implementing additional professional education programs at each level. This approach makes it possible to implement a system of lifelong learning in the field of demography.

While working on FGOS VO 3++ in the “Demography” field within the framework of EGS 39.00.00 “Sociology and social work” and at the bachelor’s degree and master’s degree levels of training, the following aspects will be determined: areas of professional activity and (or) the spheres of professional activity of the graduate; types of professional activity tasks that graduates are ready to solve; universal and general professional competencies formed by the graduate in the learning process; requirements for the conditions to

implement educational programs, including systems requirements, requirements for logistical and educational support, requirements for personnel and financial conditions for the implementation of programs.

Discussion and conclusion

Having reviewed the current Russian regulatory and legal documents, including in the field of demographic policy, national development goals and national security strategies, we see that due attention is paid to the formation of legislation on population issues and the preservation of the people. The only alarming fact is that the tasks set are not always up-to-date or feasible, and the indicators used do not always reflect the actual key parameters of the demographic optimum.

The solution to this problem in 2021 was the development and approval of the professional standard “Demographer” (Rostovskaya, Zolotareva, 2021), which will form a new model of human resources potential in the field of demography, identify opportunities for training highly skilled demographers, and within the framework of management activities will make it possible to meet the need for demographic expertise and consulting. The draft standard is in the public domain³².

Having reviewed Russian and foreign scientific works devoted to education, human and personnel development, and the situation regarding specialists in the labor market, we see that a modern in-demand specialist in the labor market is someone who, in addition to quality education, has an updated, multi-level and relevant knowledge base that meets the needs of society, sectors and types of activity. For demographers, these requirements are also relevant and applicable.

In order to assess the potential of the Russian educational community and the situation in the world as a whole, we have analyzed the activities of educational and scientific organizations in the “Demography” field. As a result, we revealed that globally, educational institutions and research institutions work autonomously and in collaboration.

In Russia, only three universities conduct educational activities in the framework of the programs related to demography (since there is no separate educational direction today, such programs are included in other directions). There are five departments of demography and population in three universities. Metropolitan and regional educational institutions have relevant educational potential: there are laboratories or research centers conducting research on topical issues of demography there; also there are universities whose lecturers teach certain demographic disciplines, conduct research, publish articles and deliver reports.

In order to create and approve educational standards in the “Demography” field within the framework of EGS 39.00.00 “Sociology and social work” at the bachelor’s and master’s degree levels of training, a number of works were carried out by FCTAS RAS on an initiative basis. Among them: development of a schedule of activities for 2022; creation of a working group; definition of the area and scope of professional activity of the graduate; definition of the types of tasks of professional activity that graduates are ready to solve. At each stage, the principle of a systems approach in the training of a demographer specialist will be preserved, based on the criteria and parameters laid down in the professional standard “Demographer”.

³² On the approval of the professional standard “Demographer”: draft Order of the Ministry of Labor of Russia (as of November 24, 2021); prepared by the Ministry of Labor of Russia, project ID 01/02/11-21/00122735. Available at: <https://www.consultant.ru/cons/cgi/online.cgi?req=doc&base=PNPA&n=78220#EvcynsSpXzyfQKAJ> (accessed: December 24, 2021).

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