



Ministry of Education and Science  
of the Russian Federation



Federal State  
Statistics Service



HIGHER SCHOOL OF ECONOMICS  
NATIONAL RESEARCH UNIVERSITY

# EDUCATION IN FIGURES

Pocket Data Book



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of the Russian Federation



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HIGHER SCHOOL OF ECONOMICS  
NATIONAL RESEARCH UNIVERSITY

# Education in Figures

Pocket Data Book

Moscow 2016

УДК 37(470+571)(083.41)  
ББК 74(2Рос)я2  
Е25

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**Education in Figures** : Pocket Data Book / Leonid Gokhberg, Irina Zabaturina,  
E25 Galina Kovaleva at al.; National Research University Higher School of Economics. –  
Moscow: HSE, 2016. – 80 p. – 200 copies. – ISBN 978-5-7598-1382-8 (pbk).

The pocket data book contains main indicators characterizing trends in the development of general as well as lower and secondary vocational and higher education in the Russian Federation. It also covers key education indicators for OECD countries. The data book includes information of the Federal State Statistics Service, the Ministry of Education and Science of the Russian Federation, the Federal Treasury, the Organisation for Economic Cooperation and Development (OECD), as well as results of own methodological and analytical studies of the Institute for Statistical Studies and Economics of Knowledge, National Research University Higher School of Economics. In some cases, data for 2014 are preliminary.

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*The book was prepared within the framework of the Basic Research Programme at the National Research University Higher School of Economics (HSE) and supported within the framework of the subsidy granted to the HSE by the Government of the Russian Federation for the implementation of the Global Competitiveness Programme.*

ISBN 978-5-7598-1382-8

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Symbols used in tables are:

- ... data not available  
and not included in the totals,
- data not applicable.

In some tables, details may not add to the totals  
because of rounding.

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**1**

# **Educational Attainment of the Population**

### 1.1. Educational attainment of the population aged 15 and over\*

(per 1000 inhabitants in the respective age group who indicated their educational attainment)

	Total population		Male		Female	
	2002	2010	2002	2010	2002	2010
Education attained:						
higher	162	234	157	217	165	248
incomplete higher	31	46	31	46	31	46
secondary vocational	275	312	253	301	292	321
lower vocational	128	56	159	70	102	44
secondary general	177	182	189	201	168	167
basic general	139	110	143	118	136	103
primary general	78	54	62	41	91	64
No primary education	10	6	5	5	14	7

\* According to the 2002 and 2010 All-Russian National Censuses data.

## 1.2. Adult population having attained at least secondary general and lower vocational education (ISCED 3): 2014\*

(as a percentage of the total population in the respective age group)

	All population aged 25–64	Population by age group, years			
		25–34	35–44	45–54	55–64
<b>Russia</b>	88.7	88.7	90.5	90.7	84.4
Canada	90.0	92.6	92.8	89.2	85.4
France	74.8	85.3	81.1	72.3	61.0
Germany	86.9	87.3	87.0	87.4	85.8
Italy	59.3	73.8	64.7	54.0	46.1
Japan	...	...	...	...	...
Republic of Korea	85.0	98.3	97.4	84.1	54.4
Sweden	81.6	81.8	86.2	83.8	73.7
United Kingdom**	79.2	86.2	81.6	76.5	71.3
United States	89.6	90.0	89.0	89.4	89.9

\* Data for the OECD countries refer to 2014 or the nearest years; data for Russia is based on the 2010 All-Russian National Census.

\*\* Including people with ISCED 2 level of education attained at programmes that can be classified as intermediate between ISCED 2 and ISCED 3 (17.5%).

### 1.3. Adult population having attained higher education (ISCED 6, 7 and 8): 2014\*

(as a percentage of the total population in the respective age group)

	All population aged 25–64	Population by age group, years			
		25–34	35–44	45–54	55–64
<b>Russia</b>	27.3	34.8	27.9	23.5	21.7
Canada	28.5	33.3	33.6	25.3	22.2
France	18.1	26.5	21.7	13.2	11.4
Germany	26.4	28.0	27.9	25.4	24.7
Italy	16.9	24.2	19.4	12.9	12.3
Japan	27.6	36.8	28.5	25.5	20.8
Republic of Korea	31.3	44.5	38.6	25.5	14.0
Sweden	28.9	35.7	37.2	22.9	19.3
United Kingdom	31.0	41.4	31.0	26.6	23.9
United States	33.5	35.3	35.9	32.1	30.5

\* Data for the OECD countries refer to 2014 or the nearest years; data for Russia is based on the 2010 All-Russian National Census.

## 1.4. Enrolment of the population aged 5–29 by country: 2014\*

(per cent)

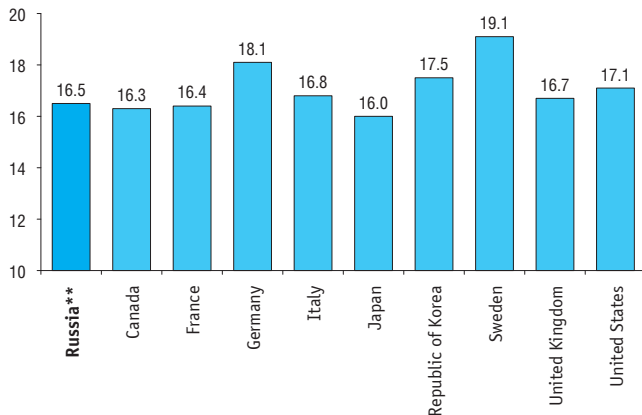
	Enrolment of the population aged, years		
	5–14	15–19	20–29
<b>Russia**</b>	96.5	87.3	18.4
Canada***	99.9	73.1	22.0
France	99.1	84.9	21.0
Germany	98.7	89.2	33.5
Italy	100	77.7	25.2
Japan	100	...	...
Republic of Korea	...	87.1	31.4
Sweden	98.5	85.9	34.9
United Kingdom	98.2	81.4	21.0
United States	96.9	80.8	26.0

\* Data for the OECD countries refer to 2013 or the nearest years. Discrepancy between data on the number of population and students may give both an underrated and an overrated result (e.g. if the majority of a country's population is studying in other countries, if there is discrepancy of temporal characteristics of indicators used in calculations, etc.). If an indicator of a country exceeds 100%, the number 100 is given.

\*\* Estimates of the Institute for Statistical Studies and Economics of Knowledge, National Research University Higher School of Economics.

\*\*\* Excluding ISCED 4 programmes.

### 1.5. Education expectancy by the age of 40 of children aged 5 years by country: 2014\*



\* Data for the OECD countries refer to 2013 or the nearest years.

\*\* Estimates of the Institute for Statistical Studies and Economics of Knowledge, National Research University Higher School of Economics.



## **2** Funding



## 2.1. Public expenditure on education

(billion roubles)

	2000	2005	2010	2013	2014
<b>Consolidated budget of the Russian Federation and budgets of state non-budgetary funds:</b>					
at current prices	214.7	801.8	1893.9	2888.8	3037.3
at constant 2000 prices	214.7	364.5	477.8	557.7	546.9

## 2.2. Public expenditure on education by level of the budget system

(billion roubles)

	2000	2005	2010	2013	2014	2015*	2016**
<b>Federal budget:</b>							
billion roubles	38.1	162.1	442.8	672.3	638.3	616.7	564.3
as a percentage of the federal budget expenditure	3.7	4.6	4.4	5.0	4.3	3.9	...
<b>Consolidated budgets of Russian regions:</b>							
billion roubles	176.6	628.6	1450.9	2333.8	2474.3	2563.0	...
as a percentage of the expenditures of consolidated budgets of Russian regions	17.4	21.4	21.9	26.5	26.5	25.1	...

\* Annual data are enacted by the consolidated budget breakdown as amended (the report on the implementation of the consolidated budget of the Russian Federation and state non-budgetary funds as of 01.12.2015).

\*\* According to the Federal Law of 14.12.2015 № 359-FZ "On the federal budget for 2016".

## 2.3. Public expenditure on education by section of the budget expenditure classification

(billion roubles)

	2000	2005	2010	2013	2014
<b>Consolidated budget of the Russian Federation and state non-budgetary funds</b>	<b>214.7</b>	<b>801.8</b>	<b>1893.9</b>	<b>2888.8</b>	<b>3037.3</b>
Preschool education	32.0	113.0	321.3	598.1	658.1
General education	107.9	356.0	827.4	1329.2	1414.7
Lower vocational education*	13.4	39.4	61.7	52.5	–
Secondary vocational education	10.2	43.3	102.1	144.9	201.8
Higher and postgraduate education**	24.4	125.9	377.8	512.5	519.7
Professional training, retraining and upgrading of professional skills***	1.4	6.7	13.2	17.5	21.1
Youth policies and children's rehabilitation and recovery	...	24.8	49.5	62.5	62.0
Applied research in education	...	1.8	15.7	8.8	15.5
Other issues in the field of education****	25.4	90.8	125.1	162.8	144.3

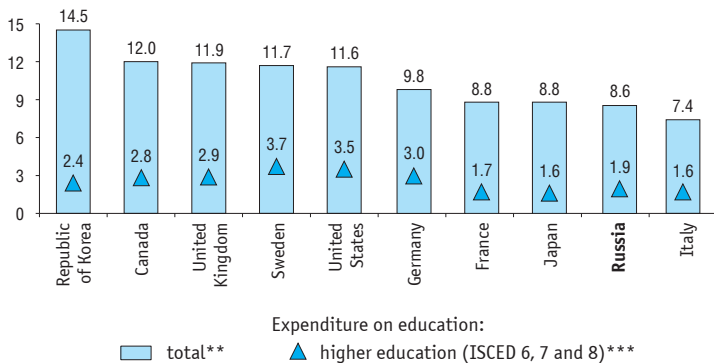
\* In 2014, the expenses were included in the section "Secondary vocational education" of the budget expenditure classification.

\*\* In 2000, 2005 – section "Higher education" of the budget expenditure classification.

\*\*\* In 2000, 2005 – section "Retraining and upgrading of professional skills" of the budget expenditure classification.

\*\*\*\* In 2000 – section "Other expenditure on education" of the budget expenditure classification.

## 2.4. Public expenditure on education as a percentage of total public expenditure by country: 2014\*

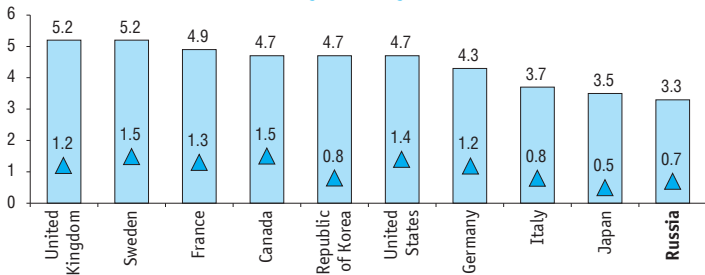


\* Data for the OECD countries (referring to 2012 or the nearest years) include state subsidies for households within the educational institutions' funds and direct expenditure on educational institutions financed from abroad; data for Russia include expenditure from the consolidated budget and state non-budgetary funds.

\*\* Excluding expenditure on preschool education (ISCED 0) and including expenditure not allocated to the programmes.

\*\*\* Data for the United States include expenditure on ISCED 4 and ISCED 5; data for Japan partly include expenditure on ISCED 4.

## 2.5. Public expenditure on education as a percentage of GDP by country: 2014\*



Expenditure on education:

total\*\*

higher education (ISCED 6, 7 and 8)\*\*\*

\* Data for the OECD countries (referring to 2012 or the nearest years) include state subsidies for households within the educational institutions' funds and direct expenditure on educational institutions financed from abroad; data for Russia include expenditure from the consolidated budget and state non-budgetary funds.

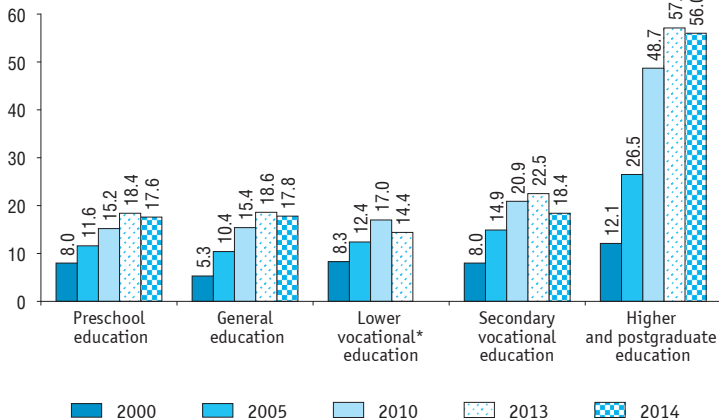
\*\* Excluding expenditure on preschool education (ISCED 0) and including expenditure not allocated to the programmes.

\*\*\* Data for the OECD countries include expenditure on ISCED 5 (except for Italy); data for the United States and Japan partly include expenditure on ISCED 4.

## 2.6. Public expenditure on education per student by section of the budget expenditure classification

(at 2000 prices)

Thousand roubles



\* In 2014 – section “Secondary vocational education” of the budget expenditure classification.

## 2.7. Paid services in the education system\*

	2000	2005	2010	2013	2014
Paid services:					
million roubles	41530	152670	326100	449233	486543
as a percentage:					
of the previous year, <i>in comparable prices</i>	121.7	107.7	99.1	98.9	98.0
of all paid services rendered to the population	6.9	6.7	6.6	6.5	6.5
Paid services per capita, <i>roubles</i>	285	1064	2283	3130	3330

\* Taking estimates of the shadow activities into account.

## 2.8. Household expenditure on paid educational services\*

	2000	2005	2010	2013	2014
Expenditure on paid educational services per one household member a year, <i>roubles</i>	137	931	1583	1604	1766
By level of education, <i>per cent</i> :					
preschool and primary general	2.4	11.8	5.7	10.6	10.8
secondary general**	34.2	8.6	11.7	20.5	19.2
secondary vocational	–	10.4	6.9	6.4	6.9
higher – bachelor's, specialist and master's degree programmes	52.2	64.9	69.4	52.8	52.4
not determined by level	11.2	4.3	6.3	9.8	10.7
As a percentage:					
of consumer expenditure	1.0	1.8	1.3	1.0	1.0
of expenditure on paid personal services	7.2	7.8	4.9	3.7	3.8

\* Based on the data of sample surveys of household budgets.

\*\* In 2000 – including expenditure on vocational education.

## 2.9. Average consumer prices for educational services

(at the end of the year; roubles)

	2000	2005	2010	2013	2014
Visiting a day nursery-kindergarten, <i>per day</i>	9.19	26.53	54.86	67.30	76.55
Studying at private general education institutions, <i>per month</i> *	1703.76	4168.46	9420.77	12008.43	14037.35
Additional studies at state and municipal full-time general education institutions, <i>per academic hour</i>	...	...	79.08	94.54	113.05
Studying at lower and secondary vocational education institutions, <i>per semester</i>	4232.07	8672.05	13981.85	19943.13	23731.83
Studying at state and municipal higher education institutions, <i>per semester</i>	7033.69	16026.90	25520.38	38813.35	42331.74



(continued)

	2000	2005	2010	2012	2013
Studying at private higher education institutions, <i>per semester</i>	8310.66	15153.15	22983.61	28840.34	33030.85
Studying at foreign languages courses, <i>per academic hour</i>	31.09	72.24	148.21	221.36	236.85
Studying at professional training courses, <i>per academic hour</i>	21.87	49.60	82.21	97.26	107.07
Taking an introductory driving course, <i>per course</i>	...	...	17725.13	19457.99	27234.47

\* In 2000, 2005 – studying at secondary general education institutions.



# 3

## Institutions Engaged in Educational Activities

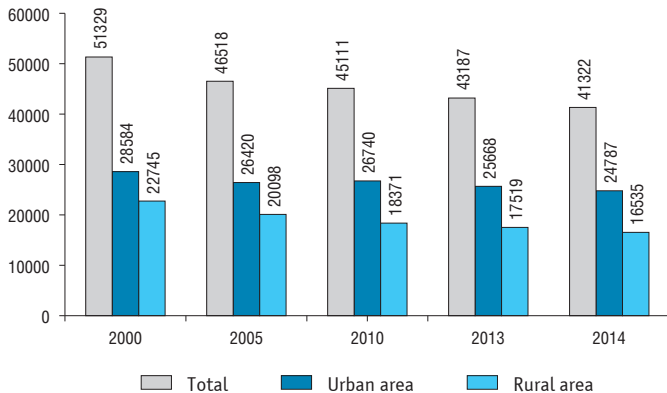
### 3.1. Institutions engaged in educational activities within educational programmes of preschool education, baby and child care: 2014\*

(at the end of the year)

	Total	Urban area	Rural area
Preschool education institutions	41322	24787	16535
Separate structural subdivisions (branches) of preschool education institutions	1100	459	641
Separate structural subdivisions (branches) of general education institutions	1808	384	1424
Separate structural subdivisions (branches) of higher education institutions	15	14	1
Institutions with subdivisions (branches) engaged in educational activities within educational programmes of preschool education, baby and child care:			
general education institutions	9440	2201	7239
higher education institutions	10	10	–
educational institutions for additional professional education	87	64	23
others institutions	120	81	39

\* Including those under capital repair.

### 3.2. Number of preschool education institutions (at the end of the year)



### 3.3. General education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2013/14	2014/15
<b>Total</b>	<b>68804</b>	<b>63174</b>	<b>50793</b>	<b>45419</b>	<b>44848</b>
General education institutions (excluding part-time (shift) general education institutions)	67063	61497	49469	44436	43979
State and municipal institutions*	66428	60771	48804	43716	43228
Urban area	21271	20404	18478	17554	17285
Rural area	45157	40367	30326	26162	25943
Private institutions	635	726	665	720	751
Urban area	...	...	620	668	692
Rural area	...	...	45	52	59
Part-time (shift) general education institutions	1741	1677	1324	983	869
Urban area	1423	1339	1027	764	673
Rural area	318	338	297	219	196

\* Including those under capital repair.

### 3.4. Lower and secondary vocational education institutions

	2000	2005	2010	2013	2014
Lower vocational education institutions, <i>at the end of the year</i>	3893	3392	2356	1319	1033
Secondary vocational education institutions, <i>at the beginning of the academic year</i>	2703	2905	2850	2709	2909
State and municipal institutions	2589	2688	2586	2494	2665
Private institutions	114	217	264	215	244

### 3.5. Higher education institutions

*(at the beginning of the academic year)*

	2000/01	2005/06	2013/14	2014/15
<b>Total</b>	<b>965</b>	<b>1068</b>	<b>969</b>	<b>950</b>
State and municipal institutions	607	655	578	548
Private institutions	358	413	391	402

### 3.6. Institutions implementing training of the academic and teaching staff in postgraduate courses

*(at the end of the year)*

	2000	2005	2010	2013	2014
<b>Total</b>	<b>1362</b>	<b>1473</b>	<b>1568</b>	<b>1557</b>	<b>1519</b>
Research institutes	797	833	809	818	805
Higher education institutions	565	640	748	724	698
Educational institutions for additional professional education	...	...	11	15	16

An abstract graphic composed of numerous thin, light blue lines radiating from a central point on the left side of the page. Some lines are thicker and more prominent, creating a sense of depth and movement. Small blue dots are scattered along the lines, particularly in the upper left quadrant. The overall effect is that of a network or a starburst pattern.

# 4 Enrolment



## 4.1. Enrolment by level of education and by country: 2014\*

(million persons)

	Total	Education			
		Preschool (ISCED 0)	Primary general (ISCED 1)	Basic and secondary general, lower vocational (ISCED 2, 3 and 4)	Secondary vocational and higher (ISCED 5, 6, 7 and 8)
<b>Russia</b>	29.4	6.8	6.2	8.9	7.4
Canada	6.4	...	2.2	2.7	1.5
France	15.0	2.6	4.2	5.9	2.3
Germany	16.7	2.9	2.9	8.1	2.8
Italy	9.3	...	2.9	4.6	1.9
Japan	20.9	2.9	6.8	7.3	3.9
Republic of Korea	12.0	2.1	2.8	3.7	3.3
Sweden	2.6	0.6	0.7	0.9	0.4
United Kingdom	15.0	1.5	4.6	6.5	2.4
United States	69.7	...	24.4	25.3	20.0

\* Data for the OECD countries refer to 2013.

## 4.2. Enrolment in institutions engaged in educational activities within educational programmes of preschool education, baby and child care\* (at the end of the year)

	2000	2005	2010	2013	2014
Enrolment, <i>thousand persons</i>	4263.0	4530.4	5388.0	6347.3	6813.6
Urban area	3408.5	3611.0	4280.6	5037.1	5415.6
Rural area	854.5	919.4	1107.3	1310.2	1398.0
Of the total enrolment – girls	2013.0	2144.1	2607.0	3063.9	3289.3
Enrolment in institutions engaged in educational activities within educational programmes of preschool education, baby and child care per 100 places, <i>headcount</i>	81	95	107	105	106
Urban area	88	102	113	108	109
Rural area	62	75	90	93	94
Number of children attending short-term groups, <i>thousand persons</i>	–	70.7	126.2	147.4	160.6

\* Including babies and children who receive care only.

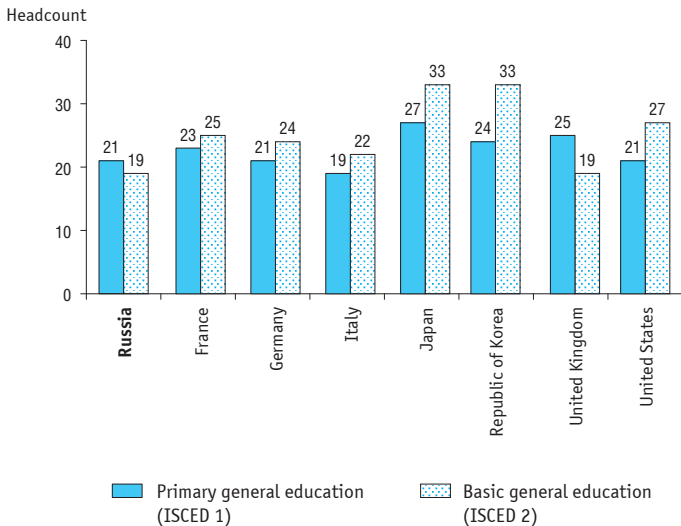
As of the end of 2014, 2849.9 thousand children needed places at preschool education institutions (as of the end of 2000 – 238.2 thousand children).

### 4.3. General education enrolment (thousand persons)

	2000/01	2005/06	2010/11	2013/14	2014/15
<b>General education enrolment, at the beginning of the academic year</b>	<b>20553.5</b>	<b>15630.9</b>	<b>13642.4</b>	<b>13877.4</b>	<b>14398.9</b>
General education institutions (excluding part-time (shift) general education institutions)	20073.8	15185.1	13317.7	13643.2	14191.6
State and municipal institutions	20013.3	15112.8	13244.2	13548.3	14091.6
Urban area	13998.0	10496.8	9501.9	9980.0	10406.1
Rural area	6015.2	4615.9	3742.3	3568.3	3685.5
Private institutions	60.6	72.3	73.5	94.9	99.9
Part-time (shift) general education institutions	479.6	445.8	324.7	234.3	207.3
<b>General education graduates having received certificate*:</b>					
of basic general education	2199.5	1944.1	1354.1	1220.3	1223.2
of secondary general education	1457.8	1466.0	789.3	735.2	701.4

\* At the end of the years 2000, 2005, 2010, 2013 and 2014 respectively.

#### 4.4. Average class size by country: 2014\*



\* Data for the OECD countries refer to 2013.

## 4.5. Lower vocational education enrolment and entrants

(thousand persons)

	2000	2005	2010*	2013*	2014*
<b>Enrolment, at the end of the year</b>	<b>1679.3</b>	<b>1509.4</b>	<b>1006.6</b>	<b>774.2</b>	<b>727.3</b>
Of whom female	642.0	541.2	345.0	249.7	224.3
<b>Entrants</b>	<b>844.9</b>	<b>687.8</b>	<b>609.4</b>	<b>451.3</b>	<b>415.6</b>

\* Including students studying according to commercial contracts, except for those studying short-term (less than 500 hours).

## 4.6. Lower vocational education graduates by occupation

(thousand persons)

	2001	2005	2010*	2013*	2014*
<b>Total</b>	<b>758.6</b>	<b>702.5</b>	<b>580.5</b>	<b>436.0</b>	<b>403.0</b>
Occupation by economic activity:					
industry	230.9	214.0	174.8	138.3	127.3
agriculture	96.5	77.4	47.1	37.2	31.8
construction	88.1	83.5	74.9	61.3	60.4
transport	95.3	81.3	86.0	57.2	47.8
communications	4.1	3.9	3.1	2.0	2.1
public catering, trade and manufacture of food products	109.2	109.6	80.8	67.2	66.6
services	14.8	17.3	22.0	15.2	14.4
common occupations for all types of economic activity	61.2	62.1	56.5	39.8	36.9
other	58.6	53.4	35.5	17.8	15.8

\* Including students studying according to commercial contracts, except for those studying short-term (less than 500 hours).

## 4.7. Secondary vocational education enrolment, entrants and graduates (thousand persons)

	2000/01	2005/06	2010/11	2013/14	2014/15
<b>Enrolment, at the beginning of the academic year</b>	<b>2360.8</b>	<b>2590.7</b>	<b>2125.7</b>	<b>1984.3</b>	<b>2103.1</b>
Full-time	1721.5	1960.3	1578.2	1557.5	1674.7
Part-time	93.4	70.7	54.3	45.9	45.8
Distant	545.9	559.7	493.2	380.9	382.6
Of the total enrolment:					
female	1293.6	1327.0	1071.8	966.4	1041.2
students studying at institutions:					
state and municipal	2308.6	2473.0	2026.8	1858.4	1963.3
private	52.2	117.7	98.9	126.0	139.8
<b>Entrants**</b>	<b>867.2</b>	<b>854.1</b>	<b>705.3</b>	<b>637.7</b>	<b>672.8</b>
<b>Secondary vocational education graduates**</b>	<b>579.3</b>	<b>684.4</b>	<b>572.1</b>	<b>439.0</b>	<b>451.0</b>

\* At the beginning of the 2010/2011 academic year and earlier – including external studies.

\*\* At the end of the years 2000, 2005, 2010, 2013 and 2014 respectively.

#### 4.8. Secondary vocational education graduates by field of study (thousand persons)

	2014
<b>Total</b>	<b>451.0</b>
Mathematics and natural sciences	0.3
Engineering, technology and technical sciences	198.0
Healthcare and medicine	50.8
Agriculture and agricultural sciences	19.8
Social sciences	128.0
Education and pedagogics	25.7
Humanities	8.8
Arts and culture	19.6



## 4.9. Higher education enrolment and entrants – bachelor's, specialist and master's degree programmes

(thousand persons)

	2000/01	2005/06	2010/11	2013/14	2014/15
<b>Enrolment, at the beginning of the academic year</b>	<b>4741.4</b>	<b>7064.6</b>	<b>7049.8</b>	<b>5646.7</b>	<b>5209.0</b>
Full-time	2625.1	3508.0	3073.7	2618.8	2575.0
Part-time	302.2	371.2	304.7	189.2	158.5
Distant*	1814.1	3185.4	3671.3	2838.6	2475.5
Of the total enrolment:					
female	2686.3	4113.8	4030.1	3054.5	2812.7
students studying at institutions:					
state and municipal	4270.8	5985.3	5848.7	4762.0	4405.5
private	470.6	1079.3	1201.1	884.7	803.5
<b>Entrants**</b>	<b>1292.5</b>	<b>1640.5</b>	<b>1399.5</b>	<b>1246.5</b>	<b>1191.7</b>

\* At the beginning of the 2013/2014 academic year and earlier – including external studies.

\*\* At the end of the years 2000, 2005, 2010, 2013 and 2014 respectively.

#### 4.10. Higher education entrants (bachelor's, specialist and master's degree programmes) by field of study

*(thousand persons)*

	2014
<b>Total</b>	<b>1191.7</b>
Mathematics and natural sciences	46.0
Engineering, technology and technical sciences	326.9
Healthcare and medicine	53.1
Agriculture and agricultural sciences	45.5
Social sciences	534.4
Education and pedagogics	113.0
Humanities	44.1
Arts and culture	28.8

#### 4.11. Bachelor's, specialist and master's degree programmes graduates

(thousand persons)

	2000	2005	2010	2013	2014
<b>Total</b>	<b>635.1</b>	<b>1151.7</b>	<b>1467.9</b>	<b>1291.0</b>	<b>1226.2</b>
Incomplete higher professional education	2.4	4.3	8.0	–	–
Bachelor's degree	70.9	84.5	126.6	120.2	214.5
Specialist degree	553.3	1051.8	1306.9	1114.3	936.3
Master's degree	8.4	11.1	26.3	56.5	75.4

#### 4.12. Training of the academic and teaching staff in postgraduate courses

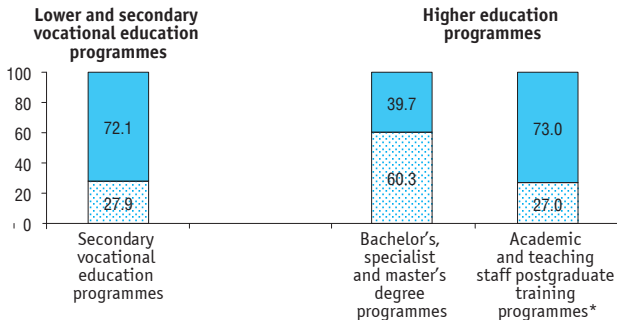
(thousand persons)

	2000	2005	2010	2013	2014
Postgraduate courses' enrolment, <i>at the end of the year</i>	117.7	142.9	157.4	132.0	119.9
Of whom female	51.8	61.8	72.8	61.6	56.7
Postgraduate courses' entrants	43.1	46.9	54.6	39.0	33.0
Postgraduate courses' graduates	24.8	33.6	33.8	34.7	28.3
Of which with defended dissertation	7.5	10.7	9.6	9.0	5.2



As of the end of 2014, 107.1 thousand students of postgraduate courses (89.3% of their total) studied at higher education institutions.

### 4.13. Percentage distribution of lower, secondary vocational and higher education enrolment by source of funds: 2014/15

(at the beginning of the academic year, per cent)



Studying at the cost of:

-  budgetary allocations
-  own funds of individuals or corporates according to commercial contacts

\* At the end of 2014.

#### 4.14. Foreign students enrolment by country: secondary vocational, higher education (ISCED 5, 6, 7 and 8): 2014\*

	Foreign students enrolment		Enrolment from Russia, <i>thousand persons**</i>
	Thousand persons	As a percentage of the total enrolment	
<b>Russia</b>	267.0	3.6	–
Canada	135.2	9.0	0.5
France	228.6	9.8	3.6
Germany	196.6	7.1	9.5
Italy	82.5	4.4	2.1
Japan	135.8	3.5	0.3
Republic of Korea	55.5	1.7	0.3
Sweden	25.4	5.8	0.4
United Kingdom	416.7	17.5	3.6
United States	784.4	3.9	4.7

\* Data for the OECD countries refer to 2013 or the nearest years.

\*\* According to the data provided by recipient countries.



**5**

**Personnel**

### 5.1. Number of students per one teacher by country: 2014\* (headcount)

	Primary general education (ISCED 1)	Basic, secondary general and lower vocational education (ISCED 2 and 3)	Secondary vocational, higher education (ISCED 5, 6, 7 and 8)
	(1)	(2)	(3)
<b>Russia</b>	n(2)**	13	11
Canada	14***	14****	...
France	19	13	17*****
Germany	16	13	12
Italy	12	12	19
Japan	17	13*****	...
Republic of Korea	17	16	...

(continued)

	Primary general education (ISCED 1)	Basic, secondary general and lower vocational education (ISCED 2 and 3)	Secondary vocational, higher education (ISCED 5, 6, 7 and 8)
	(1)	(2)	(3)
Sweden	13	12	11
United Kingdom	21	18	18
United States	15	15	15*****

\* Data for the OECD countries (2013 or the nearest years) are presented in full-time equivalents. Data for Russia refer to the teaching staff of general education institutions (excluding part-time (shift) general education institutions) (ISCED 1, 2 and 3), teaching staff of secondary vocational education institutions, and teaching staff of higher education institutions (ISCED 5, 6 and 7).

\*\* Data are included into the other column the number of which is indicated in brackets after "n".

\*\*\* Including ISCED 0 and 2 programmes.

\*\*\*\* Excluding ISCED 2 programmes.

\*\*\*\*\* Including ISCED 4 programmes.



## 5.2. Female proportion in the teaching staff total by country: 2014\*

(per cent)

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary general education (ISCED 3)**	Secondary vocational, higher education (ISCED 5, 6, 7 and 8)
	(1)	(2)	(3)	(4)
<b>Russia</b>	98.9	n(3)***	83.5	62.7
Canada	73.3****	n(1)	73.3	49.4
France	83.0	64.5	55.6	37.2*****
Germany	86.2	65.6	54.3	37.7
Italy	95.9	78.1	73.6	36.9
Japan	65.0	41.7	28.4*****	25.2*****
Republic of Korea	78.6	69.2	50.3	34.6

(continued)

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary general education (ISCED 3)**	Secondary vocational, higher education (ISCED 5, 6, 7 and 8)
	(1)	(2)	(3)	(4)
Sweden	77.0	76.9	51.5	43.8
United Kingdom	87.0	63.0	63.2	44.1
United States	87.2	66.8	57.0	48.6*****

\* Data for the OECD countries refer to 2013 or the nearest years. Data for Russia refer to the teaching staff of general education institutions (excluding part-time (shift) general education institutions) (ISCED 1, 2 and 3), teaching staff of secondary vocational education institutions, and teaching staff of higher education institutions (ISCED 5, 6 and 7).

\*\* For OECD countries – ISCED 3 and 4 general programmes; for Canada, United States and Japan – all programmes (general and vocational).

\*\*\* Data are included into the other column the number of which is indicated in brackets after “n”.

\*\*\*\* Including ISCED 0 programmes.

\*\*\*\*\* Including ISCED 4 programmes.

### 5.3. Educators at institutions engaged in educational activities within educational programmes of preschool education, baby and child care\*

*(including senior educators; excluding persons employed on a plural basis and those working under civil law contracts; at the end of the year)*

	2000**	2005**	2010	2013	2014
Educators, <i>thousand persons</i>	439.1	446.7	485.2	526.8	510.9
Of whom having professional education:					
higher	93.0	116.4	173.2	223.7	225.1
secondary vocational pedagogical	304.7	278.4	261.2	265.1	252.7
Number of children per one educator, <i>headcount</i>	10	10	11	12	13

\* Data for 2013 and earlier refer to preschool education institutions and structural subdivisions of general education institutions implementing preschool education programmes.

\*\* Taking persons employed on a plural basis into account.

*As of the end of 2014, 99.8% of educators and senior educators were women, 16.9% were persons aged under 30, 13.9% – aged 55 and over. The total figure including persons employed on a plural basis was 513.8 thousand educators and senior educators (2014).*

## 5.4. Teaching staff at state and municipal general education institutions (excluding part-time (shift) general education institutions)\*

(excluding persons employed on a plural basis; as of September 20)

	2000**	2005**	2010	2013	2014
Teaching staff, <i>thousand persons</i>	1363.7	1196.9	1053.0	1031.7	1052.2
Of whom teaching staff in grades 1–4	325.7	296.3	273.2	282.9	290.7
Of the teaching staff total:					
having professional education:					
higher	1033.4	942.5	873.1	873.7	898.4
secondary vocational pedagogical	247.9	188.5	146.7	131.3	129.0
female	1174.4	1035.4	925.1	905.2	923.5
persons of retirement age	144.1	180.7	189.8	226.5	240.7
Number of students per one teacher, <i>headcount</i>	14	12	13	13	13

\* Including employees of the branches. Data for the years 2000, 2005 and 2010 refer to general education institutions coordinated by the Ministry of Education and Science of the Russian Federation.

\*\* Excluding general education institutions for students with limited health capacities; specialized (correctional) educational institutions for students with deviant (socially dangerous) behavior; sanatorium educational institutions for students who need long-term medical care; educational institutions for students who need psycho-pedagogical and medico-social assistance.

## 5.5. Teaching staff at private general education institutions (excluding part-time (shift) general education institutions)\*

(as of September 20)

	2000**	2005**	2010**	2013	2014
Teaching staff (excluding personnel employed on a plural basis), <i>thousand persons</i>	9.6	12.1	11.9	14.5	15.2
Personnel employed on a plural basis, <i>thousand persons</i>	4.6	4.4	3.4	3.0	3.0
Number of students per one teacher (excluding personnel employed on a plural basis), <i>headcount</i>	6	6	6	7	7

\* Including employees of branches.

\*\* At the beginning of the 2000/2001, 2005/2006, 2010/2011 academic years respectively.

*As of September 20, 2014, 92.7% of the teaching staff (excluding personnel employed on a plural basis) at private general education institutions (excluding part-time (shift) general education institutions) had higher education, 5.6% had secondary vocational pedagogical education, 86.5% were women, 5.5% were persons aged under 25, 21.9% were persons of retirement age.*

## 5.6. Teaching staff at part-time (shift) general education institutions (at the end of the year)

	2000/01	2005/06	2010/11	2013/14	2014/15
Teaching staff (excluding personnel employed on a plural basis), <i>thousand persons</i>	20.2	20.2	14.2	10.0	8.8
Personnel employed on a plural basis, <i>thousand persons</i>	34.7	38.0	10.1	4.5	3.7
Number of students per one teacher (excluding personnel employed on a plural basis)*, <i>headcount</i>	13	11	11	11	11

\* The number of students (Ns) used in the calculations here and below is determined by the formula:  $N_s = N_f + 0.25 * N_p + 0.10 * N_d$ , where  $N_f$  is the number of full-time students,  $N_p$  is the number of part-time students, and  $N_d$  is the number of distance learning students.

*As of the beginning of the 2014/15 academic year, 96.0% of the total teaching staff (excluding personnel employed on a plural basis) at part-time (shift) state and municipal general education institutions had higher education, 81.6% were women, 2.5% were persons aged under 25, 42.0% were persons of retirement age.*

## 5.7. Teachers and industrial training instructors at lower vocational education institutions\*

(excluding personnel employed on a plural basis; at the end of the year;  
thousand persons)

	2000*	2005*	2010	2013	2014
<b>Teachers</b>	<b>57.5</b>	<b>53.9</b>	<b>29.3</b>	<b>13.4</b>	<b>10.1</b>
Of whom:					
having higher education	50.7	47.4	25.8	12.0	9.1
female	38.4	38.3	20.1	9.2	7.0
<b>Industrial training instructors</b>	<b>72.5</b>	<b>65.1</b>	<b>35.6</b>	<b>15.4</b>	<b>11.4</b>
Of whom:					
having higher education	18.4	19.9	13.0	6.5	4.9
female	41.0	39.3	19.3	7.4	5.2

\* For educational institutions implementing lower vocational education programmes only.

\*\* Data source: Ministry of Education and Science of the Russian Federation.

*As of the end of 2014, 10.3% of teachers and industrial training instructors were persons aged under 30, 30.4% were persons of retirement age; 23.4% had the higher qualification category. On the average, there were 13 students (including those studying according to commercial contracts) per one teacher (including industrial training instructors).*

## 5.8. Teaching staff at state and municipal secondary vocational education institutions\*

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2013/14	2014/15
Teaching staff (excluding personnel employed on a plural basis), <i>thousand persons</i>	129.5**	140.4**	115.7	106.8	114.9
Of whom:					
having higher education	120.2**	131.4**	111.6	103.1	110.8
having scientific degree	2.0	2.6	2.6	3.6	4.0
having academic status	0.5	0.6	0.5	1.1	1.1
female	96.9**	107.4**	92.4	83.0	88.9
persons aged under 30***	18.9**	23.3**	15.1	13.1	14.4
persons aged 60 and over***	15.8**	18.6**	22.5	21.9	23.8
Personnel employed on a plural basis, <i>thousand persons</i>	29.7	36.0	32.7	24.2	24.8
Number of students per one teacher (excluding personnel employed on a plural basis), <i>headcount</i>	14**	14**	14	14	14

\* Including teaching staff at branches and divisions of educational institutions of higher education implementing secondary vocational education programmes.

\*\* Including heads of institutions engaged in teaching activities.

\*\*\* Full years as of January 1.



## 5.9. Teaching staff at private secondary vocational education institutions\*

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2013/14	2014/15
Teaching staff (excluding personnel employed on a plural basis), <i>thousand persons</i>	2.5	5.8	4.3	5.9	6.2
Of whom:					
having scientific degree	...	...	0.7	1.5	1.4
having academic status	...	...	0.4	0.7	0.6
Personnel employed on a plural basis, <i>thousand persons</i>	2.8	4.5	4.1	3.0	3.0
Number of students per one teacher (excluding personnel employed on a plural basis), <i>headcount</i>	11	13	15	16	18

\* Including teaching staff at branches and divisions of educational institutions of higher education implementing secondary vocational education programmes.

As of the beginning of the 2014/15 academic year, 74.4% of the teaching staff at private educational institutions implementing secondary vocational education programmes (excluding personnel employed on a plural basis) were women, 15.5% were persons aged under 30, 12.7% were persons aged 60 and over (full years as of January 1).

## 5.10. Teaching staff at state and municipal higher education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2013/14	2014/15
Teaching staff (excluding personnel employed on a plural basis), <i>thousand persons</i> *	265.2	322.1	324.8	288.2	271.5
Of whom:					
having scientific degree:					
doctor of science	28.0	37.3	40.2	39.7	39.4
candidate of science	125.4	155.3	169.2	157.8	152.8
having academic status:					
professor	27.0	33.3	32.6	29.9	29.2
assistant professor	89.8	102.2	106.7	100.0	97.4
female	130.3	171.7	182.4	163.6	154.6
persons aged under 30**	35.5	51.9	38.9	27.4	24.0
persons aged 60 and over**	54.3	68.5	82.9	78.0	75.0
Personnel employed on a plural basis, <i>thousand persons</i>	50.6	89.9	89.1	70.6	61.4
Number of students per one teacher (excluding personnel employed on a plural basis)*, <i>headcount</i>	10	11	10	10	10

\* As of the beginning of the 2000/01, 2005/06 academic years – including rectors, vice-rectors, directors of branches.

\*\* Full years as of January 1.

### 5.11. Teaching staff at private higher education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2013/14	2014/15
Teaching staff (excluding personnel employed on a plural basis), <i>thousand persons</i>	14.4	36.7	32.0	31.1	28.2
Of whom:					
having scientific degree:					
doctor of science	1.7	5.9	3.8	5.3	4.7
candidate of science	5.9	16.8	16.3	16.8	16.3
having academic status:					
professor	1.8	5.2	3.2	4.6	3.9
assistant professor	4.4	10.5	9.0	9.3	9.3
female	8.2	19.8	18.4	17.3	15.7
Personnel employed on a plural basis, <i>thousand persons</i>	27.8	28.5	18.4	15.7	14.2
Number of students per one teacher (excluding personnel employed on a plural basis), <i>headcount</i>	15	11	10	7	7

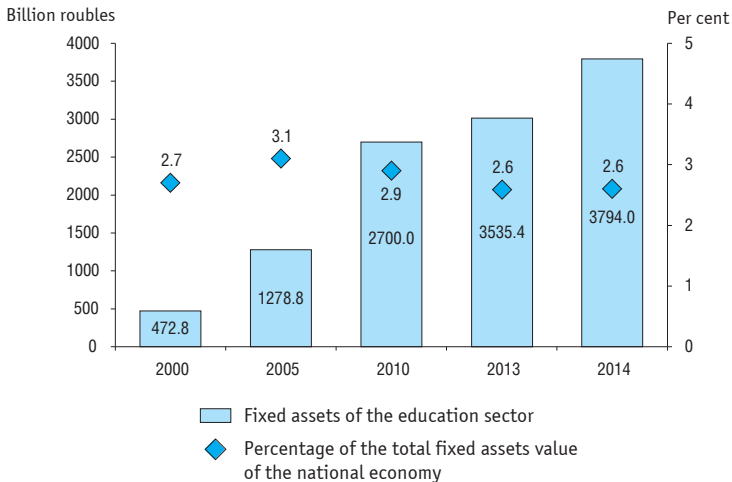
As of the beginning of the 2014/15 academic year, 5.5% of the teaching staff at private higher education institutions (excluding personnel employed on a plural basis) were persons aged under 30, 24.6% – aged 60 and over (full years as of January 1).



# 6

## Fixed Assets

## 6.1. Fixed assets of the education sector\* (at the end of the year)



\* Data for 2000 are presented according to the Russian Classification of Economy Branches; since 2005 – according to the ISIC/NACE-compatible Russian Classification of Economic Activities.

## 6.2. Newly constructed premises of educational institutions

	2000	2005	2010	2013	2014
Preschool education institutions, <i>thousand places</i>	6.8	5.0	22.9	90.3	128.9
General education institutions, <i>thousand pupil places</i>	133.8	73.0	67.8	70.0	55.7
Of which boarding schools for orphans and children left without parental care, <i>pupil places</i>	20	426	510	–	74
Lower vocational education institutions, <i>thousand pupil places</i>	0.6	0.3	1.2	0.3	1.4
Secondary vocational education institutions, <i>thousand sq. m of the total floor of training and laboratory premises</i>	18.2	11.5	60.4	7.2	16.1
Higher education institutions, <i>thousand sq. m of the total floor of training and laboratory premises</i>	105.6	161.3	219.7	210.1	84.5

### 6.3. Technical state and amenities of preschool education institutions

(at the end of the year)

	2001	2004	2010*	2013*	2014*
Preschool education institutions, the buildings of which:					
require capital repair, <i>thousand</i>	16.4	14.3	10.3	4.4	3.8
as a percentage of institutions total	33.3	30.6	22.4	9.8	8.6
are in the crash state, <i>thousand</i>	0.6	0.4	0.5	0.1	0.1
as a percentage of institutions total	1.3	1.0	1.1	0.1	0.3
have all kinds of amenities, <i>thousand</i>	40.0	38.1	40.4	40.8	40.1
as a percentage of institutions total	81.2	81.7	87.5	90.3	91.1

\* Including branch offices.

## 6.4. Technical state and amenities of state and municipal general education institutions (excluding part-time (shift) general education institutions) (at the beginning of the academic year)

	2001/02*	2005/06*	2010/11**	2013/14**	2014/15**
General education institutions, the buildings of which:					
require capital repair, <i>thousand</i>	23.7	20.6	10.0	6.2	6.3
as a percentage of institutions total	37.0	35.2	19.0	12.8	13.1
are in the crash state, <i>thousand</i>	3.3	1.8	0.8	0.5	0.5
as a percentage of institutions total	5.1	3.1	1.6	1.0	1.1
have all kinds of amenities, <i>thousand</i>	33.2	34.0	38.8	39.4	39.9
as a percentage of institutions total	51.8	58.0	73.4	80.9	82.8

\* Excluding general education institutions for students with limited health capacities; specialized (correctional) educational institutions for students with deviant (socially dangerous) behavior; sanatorium educational institutions for students who need long-term medical care; educational institutions for students who need psycho-pedagogical and medico-social assistance.

\*\* Including branch offices.

*As of the beginning of the 2014/15 academic year, 36 institutions (4.8%) among private general education institutions required capital repair of their buildings, one institution's (0.1%) building was in the crash state.*



### 6.5. Educational facilities of state and municipal general education institutions (excluding part-time (shift) general education institutions) \*

(at the beginning of the academic year; as a percentage of institutions total)

	2010/11	2013/14	2014/15
General education institutions having:			
sports hall	80.5	83.6	84.7
dining hall and (or) canteen	92.0	94.3	95.1
library	93.9	95.1	95.3
classroom(s) for learning foundations of computer science and computer engineering	81.4	85.7	86.4
fire alarm system	89.3	97.4	96.6
security	53.3	59.8	59.8
CCTV (closed circuit television)	15.8	35.4	43.1

\* Including branch offices.

*As of the beginning of the 2014/15 academic year, almost three quarters (71.3%) of private general education institutions had a sports hall (as of the beginning of the 2011/12 academic year – 62.6%), 91.5% (83.5%) had a dining hall and (or) canteen, 90.2% (89.1%) had a library, 96.3% (91.9%) had a fire alarm system, 73.6% (72.1%) employed security guards, 65.6% (46.7%) had CCTV (closed circuit television).*

## 6.6. Availability of student dormitories at state and municipal secondary vocational and higher education institutions

(at the end of the year)

	2000*	2005*	2010	2013	2014
Number of secondary vocational education students who need a place in a dormitory, <i>thousand persons</i>	385.7	418.8	367.0	353.4	322.0
Of whom are living in dormitories, <i>per cent</i>	83.3	83.8	87.7	88.9	89.6
Number of higher education students who need a place in a dormitory, <i>thousand persons</i>	716.3	874.6	923.3	1008.1	1037.0
Of whom are living in dormitories, <i>per cent</i>	84.9	83.8	86.8	83.3	83.5

\* As of the beginning of the 2000/01 and 2005/06 academic years respectively.

## 6.7. Number of personal computers used for teaching per 100 students of educational institutions: 2014

(at the end of the year)

	Personal computers used for teaching		
	total	within local area networks	with the Internet access
General education institutions (excluding part-time (shift) general education institutions)*	13.1	8.3	9.2
Lower vocational education institutions**	10.4	5.9	5.8
Secondary vocational education institutions**	16.7	13.1	12.8
Higher education institutions**	22.2	20.1	19.9

\* As of the beginning of the 2014/15 academic year.

\*\* The number of students (Ns) used in the calculation is determined by the formula:  
 $N_s = N_f + 0.25 \cdot N_p + 0.10 \cdot N_d$ , where  $N_f$  is the number of full-time students,  $N_p$  is the number of part-time students, and  $N_d$  is the number of distance learning students.

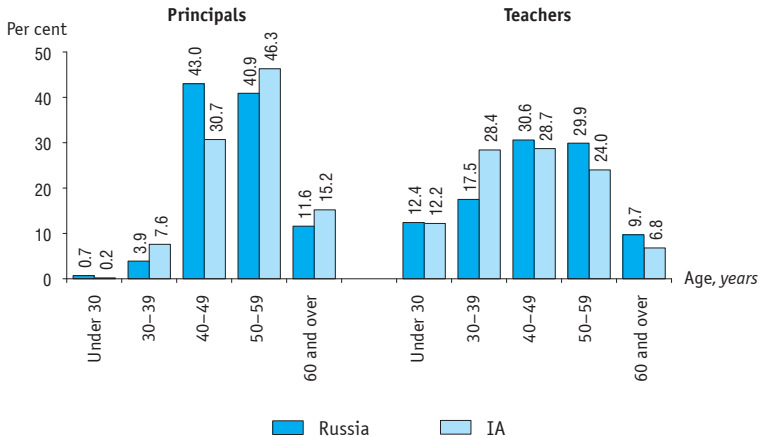


# 7

## **Main Results of the OECD Teaching and Learning International Survey (TALIS) – 2013**

## 7.1. Age distribution of teachers and principals\*

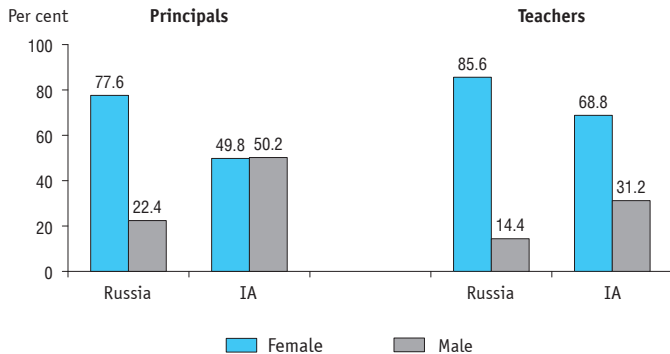
(as a percentage of the total number of respondents)



\* Here and below in this section, the source of data for the international average (IA) is OECD (2014) TALIS 2013 Results: An International Perspective on Teaching and Learning, OECD Publishing. <http://dx.doi.org/10.1787/9789264196261-en>.

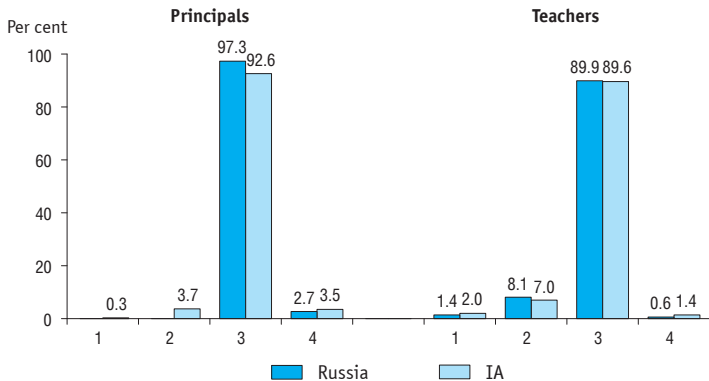
## 7.2. Gender distribution of teachers and principals

*(share of female and male respondents; per cent)*



### 7.3. Teachers' and principals' educational attainment

(share of respondents with the level of education attained; per cent)



1 – Secondary general or lower vocational education

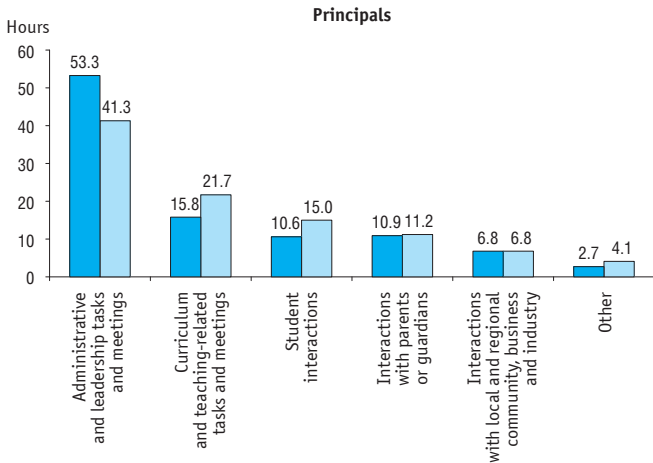
2 – Secondary vocational or incomplete higher education

3 – Higher education

4 – Candidate of science or Doctor of science degree

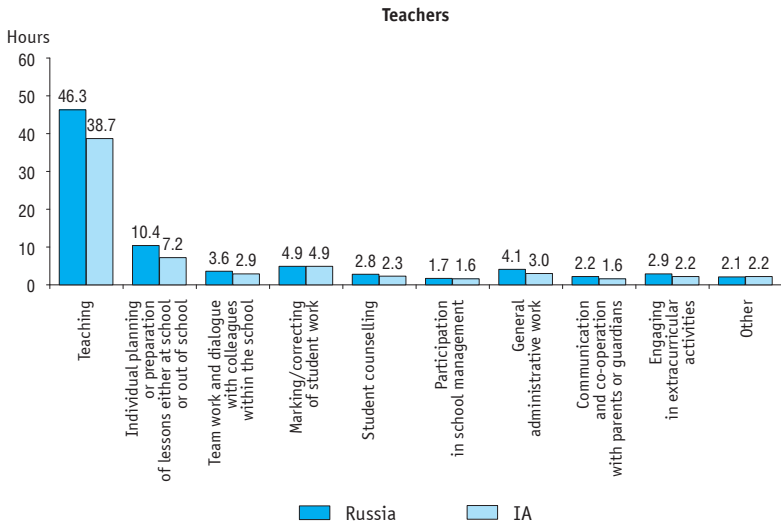
## 7.4. Teachers' and principals' working time

(average number of 60-minute hours teachers and principals report having spent on the following activities during the most recent complete calendar week)



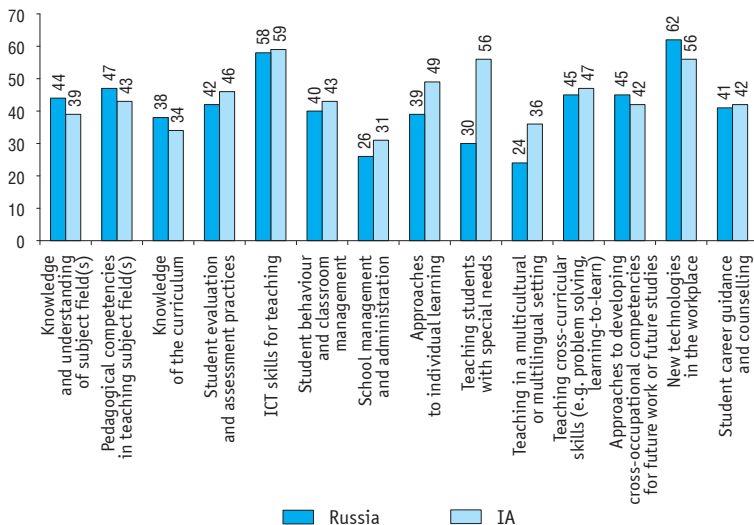


(continued)



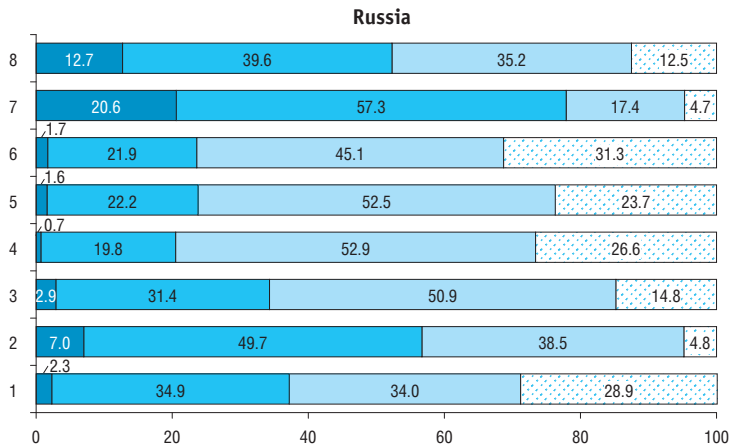
## 7.5. Teachers' demands for professional development

(share of respondents who chose the following answer; per cent)



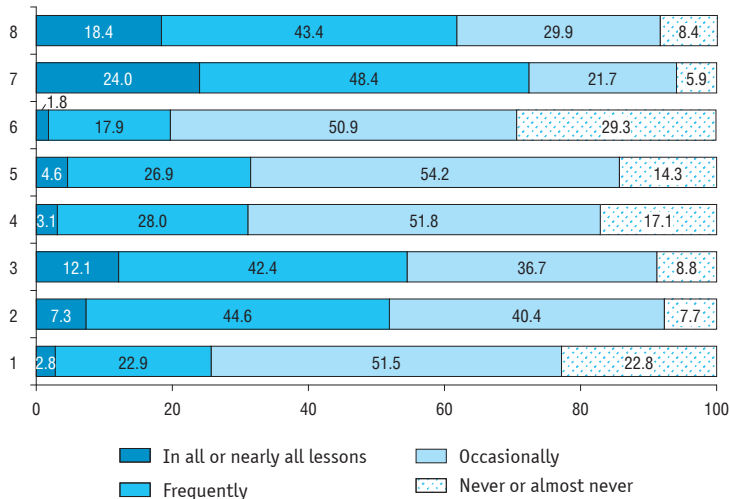
## 7.6. Teaching practices

(share of teachers who reported using the following teaching practices)



(continued)

IA



**(continued)**

- 1 – Present a summary of recently learned content
- 2 – Students work in small groups to come up with a joint solution to a problem or task
- 3 – Give different work to the students who have difficulties learning and/or to those who can advance faster
- 4 – Refer to a problem from everyday life or work to demonstrate why new knowledge is useful
- 5 – Let students practice similar tasks until teacher knows that every student has understood the subject matter
- 6 – Check students' exercise books or homework
- 7 – Students work on projects that require at least one week to complete
- 8 – Students use ICT for projects or class work

## Technical notes

**Education expectancy by the age of 40 of children aged 5 years** is the number of years that a person aged 5 can spend on education at all levels of education with the current level of enrolment and taking into account his or her potential educational trajectory. It is calculated by summing the coefficient of enrolment of eligible children at each year of age, aged from 5 to 39 inclusive.

**General education institution** is an educational institution that carries out, as its main objective, educational activities within educational programmes of primary general, basic general and (or) secondary general education.

**Average class size** is determined as the ratio of the number of students in a certain group of classes to the number of classes in this group; a complete set of classes (a student body from two or more classes taught by one teacher at a small school) is equal to one class.

The information about **public expenditure on education** is based on annual reports about implementation of the consolidated budget of the Russian Federation and state non-budgetary funds by section 0700 "Education".

**The amount of paid services rendered to the population in the education system** is the monetary equivalent of the following services rendered to the public: children education and care at preschool education institutions, training on a fee basis at educational institutions of all forms of ownership, at paid courses, in sections, study (hobby) groups, studios at educational institutions, services of private tutors, day care services at educational institutions and other services classified according to the National Classification of Services to the Population as subset 11 "Services

in the education system". This index is formed on the basis of the forms of the federal statistical observation and evaluation of non-observed activities in the market (up to 2012 inclusive – using the procedure approved by the decree № 15 of the State Statistics Committee of Russia on February 25, 2000, since 2013 – using the methodology approved by the order № 234 of the Federal State Statistics Service on June 26, 2013).

**Average prices for the Russian Federation** are calculated as weighted average quantities on the basis of price levels in separate regions of the Russian Federation.

**The OECD Teaching and Learning International Survey (TALIS)** is conducted by the OECD to collect and compare information about teachers and principals in different countries every five years. Research covers more than 30 countries, not all of which are OECD member states.

In 2013, Russia joined the programme (the main part of the study was carried out in 2014).

TALIS 2013 survey covered 4 000 teachers working at basic and secondary general education levels, and 198 principals in 200 schools in 14 regions of the Russian Federation. TALIS creates a system of indicators to gather information characterising the professional field:

- **structural characteristics of the personnel:** the gender and age distribution of teachers and principals; educational attainment of teachers and principals; weekly load and distribution of working time;
- **teachers' professional attitudes:** demands for professional development and special aspects of teaching;

**– teachers’ and principals’ views and opinions:** job satisfaction and self-efficacy. The scale “Job satisfaction” is based on the corresponding TALIS questionnaire units for all countries participating in the study. The scale has an average value of 10 and a standard deviation of 2.

\* \* \*

Statistical data on OECD countries are based on sources: Education at a Glance 2015. OECD Indicators ([www.oecd-ilibrary.org/education/education-at-a-glance-2015\\_eag-2015-en](http://www.oecd-ilibrary.org/education/education-at-a-glance-2015_eag-2015-en)); OECD Online Education Database (Organisation for Economic Co-operation and Development; <http://stats.oecd.org/>).

In cross-country comparisons, the Russian education system is presented in accordance with the levels of education of the International Standard Classification of Education (ISCED 2011) used to obtain comparable data on the key parameters of the education systems of different countries.

Results for 2014 in Russia in Sections 1–6 include data on the Crimean Federal District (with the exception of the rate of growth (reduction) of volume of paid services to the population in the education system given in Table 2.7, as well as data in Tables 2.8, 2.9, 6.1).



## Education in Figures

Pocket Data Book

Edited by *K. Nazaretyan*  
Design *P. Shelegheda*  
Desk-top publishing *V. Parshina*

Format 84×108  $\frac{1}{64}$ . Print. sheet 1.25. Pressrun 200 copies.

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