



MINISTRY OF SCIENCE
AND HIGHER EDUCATION
OF THE RUSSIAN FEDERATION



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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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This pocket data book contains the main indicators describing the trends in the development of basic general, secondary vocational, higher education, vocational training, and additional education in the Russian Federation. The publication also contains key indicators for the development of education in OECD countries. The data book includes information of the Federal State Statistics Service, Russian Ministry of Education, Russian Ministry of Science and Higher Education, Federal Treasury, Organisation for Economic Co-Operation and Development (OECD), as well as results of own methodological and analytical studies of the HSE Institute for Statistical Studies and Economics of Knowledge.

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Symbols used in tables are:

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

In some tables, the sum of the breakdown
may not add to the total because of rounding.



INFOGRAPHICS: 2019

GENERAL EDUCATION

Preschool education, baby and child care programmes



Children

7,606.7 thousand persons

104 children per 100 places

157.7 thousand persons (2%)
enrolled into short-term groups



Educators*

539.9 thousand persons



Of whom:

99.6% women

12% under 30

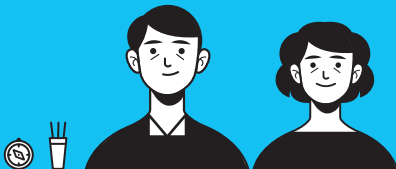
15% 55 and over

Public expenditure on preschool education

964.8 billion roubles

124 thousand roubles
per child (+14% in comparison to 2017**)

Primary general, basic general,
and secondary general education



Enrolment

**16,565.6 thousand
persons**



Graduates

1,411.4 thousand persons (68%)
received a basic general education certificate

659.1 thousand persons (32%)
received a secondary general education certificate

Teaching personnel*

**1,083.3 thousand
persons**



Of whom:

88% women

23% under 35

26% 55 and over

Public expenditure on general education

1,643.3 billion roubles

97 thousand roubles

per student (+2% in comparison to 2017**)

* Excluding external multiple jobholders and independent contractors.

** At constant prices.

SECONDARY VOCATIONAL EDUCATION

Programmes for skilled workers,
junior technicians and employees

Programmes for mid-career
professionals

Enrolment

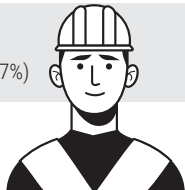
543.4 thousand persons (17%)

2,576.2 thousand persons (83%)

Graduates

165.5 thousand persons (23%)

539.8 thousand persons (77%)



Have received professions in the field of:

Engineering and industrial technology sciences

75% of which in the sphere
of computer engineering – **4%**

43% of which in the sphere
of computer engineering
and information security – **6%**

Social sciences

12% of which in the sphere
of services and tourism – **8%**

27% of which in the sphere of economics,
management, and law – **22%**

Teachers and industrial training instructors*

Teachers

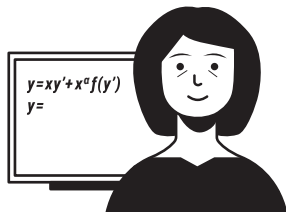
140.7 thousand persons

Of whom:

77% women

22% under 35

21% 60 and over



Industrial training instructors

23.1 thousand persons

Of whom:

48% women

21% under 35

20% 60 and over



Public expenditure on secondary vocational education

268.0 billion roubles

128 thousand roubles

per student (+7% in comparison to 2017**)

* Excluding external multiple jobholders and independent contractors.

** At constant prices.

HIGHER EDUCATION

Bachelor's, specialist's, and master's degree programmes

Enrolment

4,068.3 thousand persons

Graduates

908.6 thousand persons

Of which in the field of:

Engineering and industrial technology sciences

28% of which in the sphere of computer engineering and information security – **4%**

Social sciences

44% of which in the sphere of economics, management, and law – **37%**



Teaching personnel*

227.0 thousand persons



Of whom:

74% have a scientific degree

58% women

5% under 30

29% 60 and over

Postgraduate
programmes
for academic personnel

84.3 thousand persons

15.5 thousand persons

Of whom

1.6 thousand persons (11%)
with defended dissertations

Residency
programmes

Enrolment
50.0 thousand persons

Graduates
19.3 thousand persons



Apprenticeship
programmes

0.8 thousand persons

0.3 thousand persons



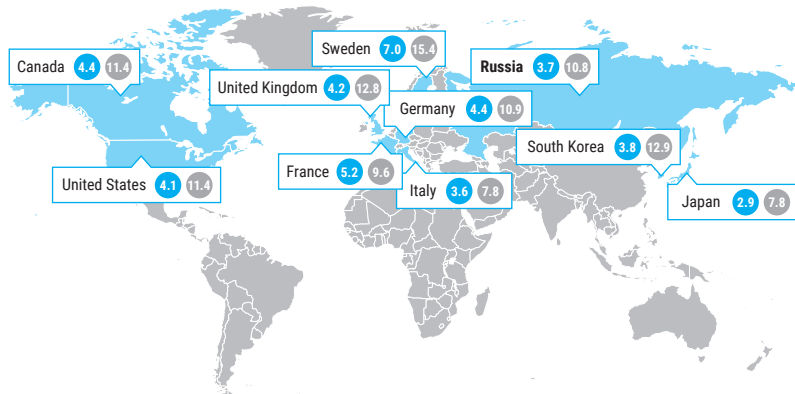
Public expenditure on higher education

585.2 billion roubles **351** thousand roubles
per student (-0.8% in comparison to 2017**)

* Excluding external multiple jobholders and independent contractors.

** At constant prices.

Public expenditure on education by country*



● — Public expenditure on education as a percentage of GDP

● — Public expenditure on education as a percentage of the total public expenditure

* The data for foreign countries refer to 2016.

The top section of the slide features a light blue background with various white line-art icons related to education and science. These include pencils, test tubes, a ruler, a book, a beaker, a flask, and a molecular structure. A large, bold blue number '1' is centered in this section.

1

EDUCATIONAL ATTAINMENT OF THE POPULATION

1.1. Educational attainment of the adult population: 2015*

(per 1,000 inhabitants in each age group who indicated their educational attainment)

	Population aged 25–64	Male	Female
Education attained:			
higher	304	264	339
incomplete higher	21	23	19
secondary vocational:			
programmes for mid-career professionals	347	331	361
programmes for skilled workers, junior technicians and employees	102	125	82
secondary general	168	187	152
basic general	52	63	43
primary general	4	5	3
No primary general education	2	2	2

* According to the 2015 microcensus of Russia's population.

1.2. Adult population with basic general education or lower (ISCED level 0, 1, and 2) by country: 2018

(as a percentage of all population in each age group)

	Population aged 25–64	Population aged 25–34
Russia*	5.8	5.5
Canada	8.4	6.1
France	20.6	13
Germany	13.3	13
Italy	38.3	24.1
Japan	...	...
South Korea	11.8	2.2
Sweden	14.4	17.3
United Kingdom	20.7	15.1
United States	9.2	7.6

* According to the 2015 microcensus of Russia's population.

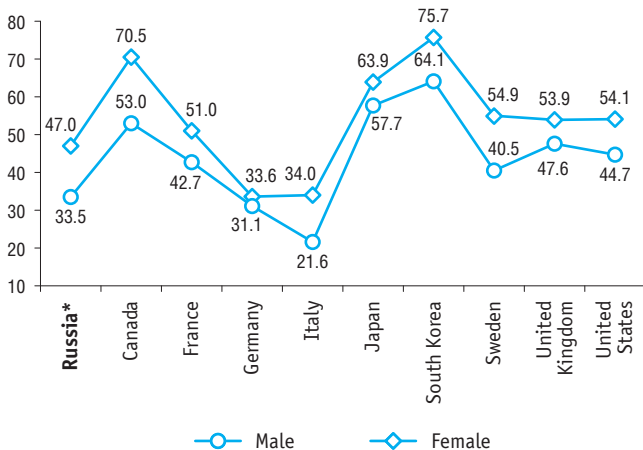
1.3. Adult population with higher education (ISCED level 6, 7, and 8) by country: 2018

(as a percentage of all population in each age group)

	Population aged 25–64	Population aged 25–34
Russia*	30.2	40.3
Canada	31.8	61.8
France	22.5	46.9
Germany	28.5	32.3
Italy	19.3	27.7
Japan	30.7	60.7
South Korea	35.3	69.6
Sweden	33.5	47.5
United Kingdom	36.1	50.8
United States	36.7	49.4

* According to the 2015 microcensus of Russia's population.

1.4. Individuals aged 25–34 with higher education (ISCED level 6, 7, and 8) as a percentage of the total population in each age group by gender and country: 2018



* According to the 2015 microcensus of Russia's population.

1.5. Participation of the population in education by country: 2017

(percentage)

	Participation of the population aged, years					
	6–14	15–19	20–24	25–29	30–39	40 and over
Russia* (2018)	99.1	88.7	37.8	6.7	2.1	1.7
Russia* (2017)	99.2	88.0	37.4	6.5	2.1	1.7
Canada	100	77.6	33.4	10.2	4.0	0.7
France	99.7	86.4	37.2	7.2	1.7	0.4
Germany	98.7	86.8	48.4	21.0	5.0	0.4
Italy	97.6	84.8	36.3	12.3	2.8	0.6
Japan	100	...	...	...	...	...
South Korea	97.4	87.4	49.5	8.7	1.7	0.6
Sweden	100	91.4	44.4	27.2	15.7	4.6
United Kingdom	98.4	84.6	31.5	10.1	6.0	2.4
United States	100	82.9	36.0	13.6	6.6	2.0

* Estimates of the HSE Institute for Statistical Studies and Economics of Knowledge.

A blue header bar featuring various white line-art icons of scientific and educational items: pencils, test tubes, a ruler, a book, a flask, and a molecular structure.

2

FUNDING

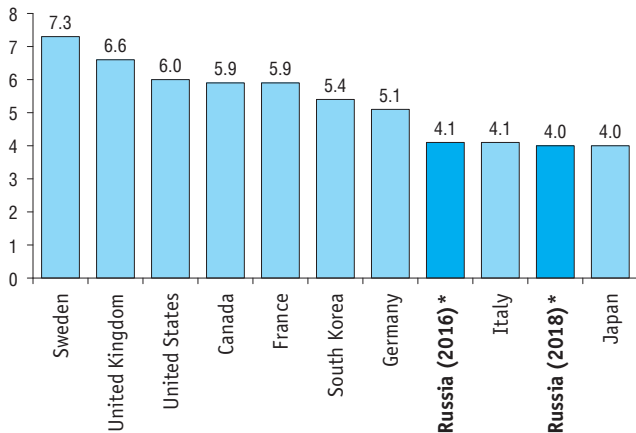
2.1. Expenditure on education in the Russian Federation*

(billion roubles)

	2006	2010	2016	2017	2018	2019
Total:						
at current prices	1376.4	2259.1	3550.3	3757.9	4214.6	...
at constant 2018 prices	3970.5	4168.2	4155.6	4175.2	4214.6	...
Public expenditure:						
at current prices	1036.4	1893.9	3103.1	3264.2	3668.6	4050.7
at constant 2018 prices	2989.8	3494.3	3632.1	3626.7	3668.6	3903.0

* As there are no official statistical data on expenditure from extra-budgetary sources, preschool education is not included for 2016 and beyond.

2.2. Expenditure on education as a percentage of GDP by country: 2016*



* The data for Canada, South Korea, United States, Japan include expenditure from primary general education to higher education (ISCED level 1–8).

2.3. Public expenditure on education by level of budget system

	2000	2005	2010	2017	2018	2019
Federal budget:						
billion roubles	38.1	162.1	442.8	615.0	722.6	826.5
as a percentage of the federal budget expenditure	3.7	4.6	4.4	3.7	4.3	4.5
Consolidated budgets of Russian regions:						
billion roubles	176.6	628.6	1450.9	2690.1	3015.6	3356.3
as a percentage of the expenditures of consolidated budgets of Russian regions	17.1	21.4	21.9	24.9	25.4	24.7

2.4. Public expenditure on education by subsection of budget expenditure classification

(billion roubles)

	2000	2005	2010	2017	2018	2019
Consolidated budget of the Russian Federation and state extra-budgetary funds	214.7	801.8	1893.9	3264.2	3668.6	4050.7
Preschool education	32.0	113.0	321.3	722.5	841.4	964.8
General education	107.9	356.0	827.4	1329.5	1471.7	1643.3
Additional education of children*	...	...	...	237.7	251.0	266.8
Secondary vocational education	23.6	82.8	163.8	212.0	251.6	268.0
Vocational training, retraining and development programmes**	1.4	6.7	13.2	23.9	33.0	43.3
Higher education***	24.4	125.9	377.8	511.0	554.2	585.2
Youth policies****	...	24.8	49.5	68.5	72.8	81.2
Applied research in education	...	1.8	15.7	12.9	14.6	14.7
Other issues in the field of education*****	25.4	90.8	125.1	146.3	178.4	183.4

* Until 2017, the expenses were included in the 'General education' subsection of the budget expenditure classification.

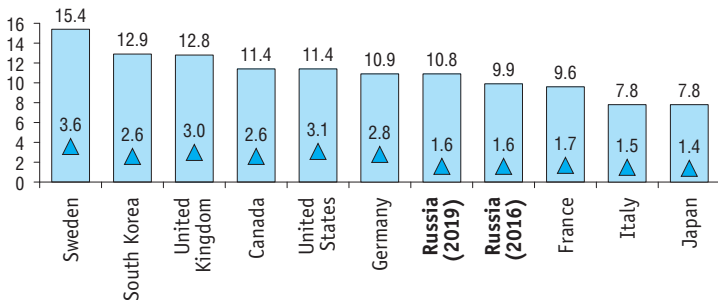
** In 2000, 2005 – 'Retraining and upgrading of professional skills' subsection of the budget expenditure classification.

*** In 2000, 2005 – 'Higher education' subsection; 2010 – 'Higher and postgraduate education' subsection.

**** In 2005, 2010 – 'Youth policies and children's rehabilitation and recovery' subsection.

***** In 2000 – 'Other expenditure on education' subsection.

2.5. Public expenditure on education as a percentage of the total public expenditure by country: 2016



Public expenditure on education:

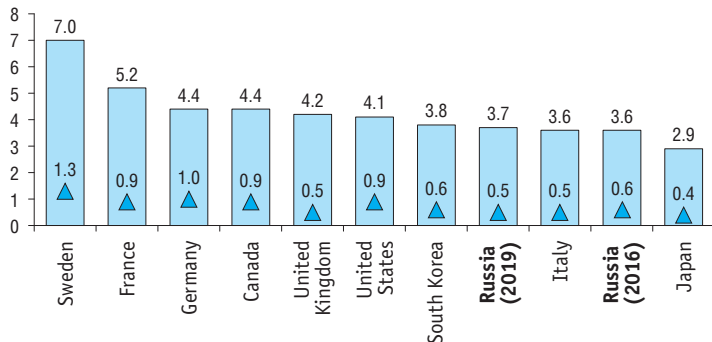
total*

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

* The data for Canada, South Korea, United States, Japan include expenditure from primary general education to higher education (ISCED level 1–8).

** The data for United States include expenditure for ISCED level 5; data for Japan partially include expenditure for ISCED level 4.

2.6. Public expenditure on education as a percentage of GDP by country: 2016



Public expenditure on education:

total*

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

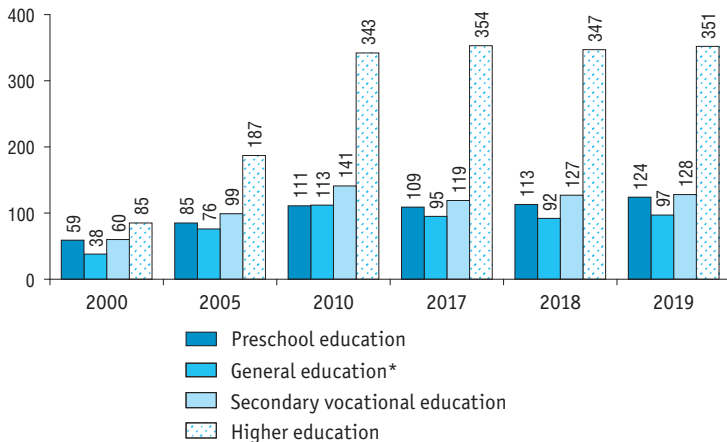
* The data for Canada, South Korea, United States, Japan include expenditure from primary general education to higher education (ISCED level 1–8).

** The data for United States include expenditure for ISCED level 5; data for Japan partially include expenditure for ISCED level 4.

2.7. Public expenditure on education per student by subsection of budget expenditure classification

(at constant 2018 prices)

Thousand roubles



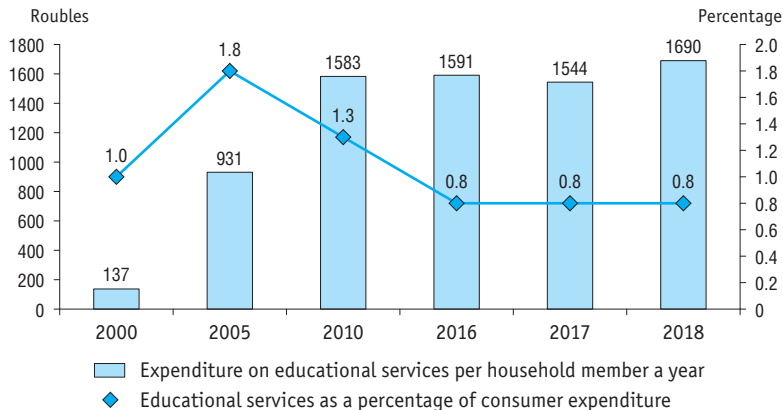
* Until 2017, the expenses on additional education of children were included in the 'General education' subsection.

2.8. Paid services in the education system*

	2000	2005	2010	2016	2017	2018
Paid services:						
million roubles	41530	152670	326100	567312	613294	655472
as a percentage:						
of the previous year, <i>in comparable prices</i>	121.7	107.7	99.1	98.0	102.3	100.1
of all paid services rendered to the population	6.9	6.7	6.6	6.6	6.7	6.8
Paid services per capita, <i>roubles</i>	285	1064	2283	3868	4177	4464

* Including estimates of unobserved activities.

2.9. Household expenditure on educational services*



* According to household budget surveys.

2.10. Average consumer prices for educational services

(at the end of the year; roubles)

	2000	2005	2010	2017	2018	2019
Attending day care centres, <i>per day</i>	9.19	26.53	54.86	97.94	101.56	105.12
Additional studies for preschool children, <i>per academic hour</i>	...	...	...	187.16	195.89	213.48
Tuition at private general education institutions, <i>per month*</i>	1703.76	4168.46	9420.77	17425.56	20134.79	20612.15
Additional studies at state and municipal intramural full-time general education institutions, <i>per academic hour</i>	...	...	79.08	137.08	140.91	157.95
Tuition at secondary vocational education institutions, <i>per semester</i>	4232.07	8672.05	13981.85	29992.16	31476.27	34143.28

(continued)

	2000	2005	2010	2017	2018	2019
Tuition at state and municipal higher education institutions, <i>per semester</i>	7033.69	16026.90	25520.38	57702.90	68260.10	74698.98
Tuition at private higher education institutions, <i>per semester</i>	8310.66	15153.15	22983.61	47292.17	51334.99	57867.67
Foreign languages courses, <i>per academic hour</i>	31.09	72.24	148.21	277.15	281.33	312.05
Professional training courses, <i>per academic hour</i>	21.87	49.60	82.21	133.23	138.15	131.06
Basic category B driving course, <i>per course</i>	...	...	17725.13	25388.78	26077.91	26721.79

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

2.11. Enrolment, entrants, and graduates within programmes for skilled workers, junior technicians and employees by source of funds (thousand persons)

	2016	2017	2018	2019
Enrolment*, at the beginning of the academic year	547.6	543.2	542.1	543.4
Of whom enrolled:				
at the expense of budgetary funds	538.4	531.4	527.2	523.3
at state and municipal institutions	538.3	531.3	526.8	522.7
at private institutions	0.1	0.1	0.3	0.6
under commercial contracts of paid educational services provision	9.2	11.8	14.9	20.1
at state and municipal institutions	9.0	11.1	14.0	18.9
at private institutions	0.2	0.7	0.9	1.2

* At the beginning of 2016/17, 2017/18, 2018/19, 2019/20 academic years, respectively.

(continued)

	2016	2017	2018	2019
Entrants	208.0	205.5	207.1	209.7
Of whom enrolled:				
at the expense of budgetary funds	202.4	199.0	198.0	197.6
at state and municipal institutions	202.3	198.9	197.7	197.1
at private institutions	0.1	0.1	0.2	0.5
under commercial contracts of paid educational services provision	5.6	6.5	9.2	12.1
at state and municipal institutions	5.5	6.0	8.4	11.1
at private institutions	0.1	0.5	0.8	1.0
Graduates within programmes for skilled workers, junior technicians and employees	184.4	181.1	168.6	165.5
Of whom enrolled:				
at the expense of budgetary funds	182.2	177.8	164.1	160.4
at state and municipal institutions	182.1	177.7	164.0	160.3
at private institutions	0.1	0.1	0.1	0.1
under commercial contracts of paid educational services provision	2.1	3.3	4.5	5.1
at state and municipal institutions	2.0	2.9	3.9	4.5
at private institutions	0.1	0.5	0.6	0.6

2.12. Enrolment, entrants, and graduates within programmes for mid-carrer professionals by source of funds

(thousand persons)

	2000	2005	2010	2017	2018	2019
Enrolment* , at the beginning of the academic year	2360.8	2590.7	2125.7	2387.7	2464.3	2576.2
Of whom enrolled:						
at the expense of budgetary funds	1590.1	1603.9	1485.9	1615.6	1629.0	1654.9
at state and municipal institutions	1590.1	1603.9	1485.7	1613.7	1625.7	1650.6
at private institutions	...	...	0.2	1.9	3.3	4.3
under commercial contracts of paid educational services provision	770.7	986.8	639.8	772.1	835.3	921.3
at state and municipal institutions	718.5	869.1	541.2	596.4	639.0	693.0
at private institutions	52.2	117.7	98.6	175.6	196.4	228.3

* Here and in table 2.13 – at the beginning of 2000/01, 2005/06, 2010/11, 2017/18, 2018/19, 2019/20 academic years, respectively.

(continued)

	2000	2005	2010	2017	2018	2019
Entrants	867.2	854.1	705.3	744.0	783.0	832.4
Of whom enrolled:						
at the expense of budgetary funds	516.5	500.5	489.8	472.6	476.4	484.7
at state and municipal institutions	516.5	500.5	489.7	471.7	474.7	483.1
at private institutions	...	...	0.0	0.8	1.7	1.6
under commercial contracts of paid educational services provision	350.7	353.6	215.5	271.4	306.6	347.8
at state and municipal institutions	325.9	310.4	182.1	203.7	228.4	253.6
at private institutions	24.8	43.2	33.5	67.8	78.2	94.1

(continued)

	2000	2005	2010	2017	2018	2019
Graduates within programmes for mid-career professionals	579.3	684.4	572.1	506.9	531.5	539.8
Of whom enrolled:						
at the expense of budgetary funds	414.2	399.3	356.8	345.5	354.6	354.5
at state and municipal institutions	414.2	399.3	356.8	345.0	354.2	354.1
at private institutions	...	...	0.0	0.5	0.4	0.5
under commercial contracts of paid educational services provision	165.1	285.1	215.3	161.4	176.9	185.3
at state and municipal institutions	153.5	252.1	178.9	117.5	130.5	137.9
at private institutions	11.6	33.0	36.4	43.9	46.4	47.4

2.13. Enrolment, entrants, and graduates within bachelor's, specialist's, and master's degree programmes by source of funds

(thousand persons)

	2000	2005	2010	2017	2018	2019
Enrolment, at the beginning of the academic year	4741.4	7064.6	7049.8	4245.9	4161.7	4068.3
Of whom enrolled:						
at the expense of budgetary funds	2802.0	3002.7	2619.8	1904.6	1911.7	1890.1
at state and municipal institutions	2802.0	3002.7	2619.3	1898.5	1905.0	1883.3
at private institutions	...	...	0.5	6.1	6.7	6.8
under commercial contracts of paid educational services provision	1939.4	4061.9	4430.0	2341.3	2249.9	2178.2
at state and municipal institutions	1468.8	2982.6	3229.5	1924.6	1877.5	1853.0
at private institutions	470.6	1079.3	1200.6	416.7	372.4	325.2

(continued)

	2000	2005	2010	2017	2018	2019
Entrants	1292.5	1640.5	1399.5	1142.0	1147.9	1129.4
Of whom enrolled:						
at the expense of budgetary funds	586.8	613.7	519.2	515.5	528.0	508.2
at state and municipal institutions	586.8	613.7	519.0	513.9	525.8	506.0
at private institutions	...	...	0.2	1.6	2.2	2.2
under commercial contracts of paid educational services provision	705.7	1026.8	880.1	626.5	620.0	621.2
at state and municipal institutions	553.5	758.8	676.4	520.3	515.8	521.0
at private institutions	152.2	268.0	203.8	106.1	104.1	100.2

(continued)

	2000	2005	2010	2017	2018	2019
Graduates within bachelor's, specialist's, and master's degrees programmes	635.1	1151.7	1467.9	969.5	933.2	908.6
Of whom enrolled:						
at the expense of budgetary funds	451.8	517.2	546.7	407.1	406.5	413.3
at state and municipal institutions	451.8	517.2	546.6	405.1	404.8	411.7
at private institutions	...	...	0.1	2.1	1.7	1.6
under commercial contracts of paid educational services provision	183.3	634.5	921.2	562.4	526.7	495.3
at state and municipal institutions	127.1	461.2	631.2	418.2	406.9	388.8
at private institutions	56.2	173.3	290.1	144.2	119.8	106.6

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3

INSTITUTIONS ENGAGED IN EDUCATIONAL ACTIVITY

3.1. Educational institutions implementing preschool education, baby and child care programmes

(at the end of the year)

	2014	2015	2017	2018	2019
Total	44245	42764	48644	47819	47353
Of which preschool education institutions	41322	39533	37346	36581	35774

3.2. Educational institutions implementing primary general, basic general, and secondary general education programmes*

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2017/18	2018/19	2019/20
Total	68804	63174	50793	41958	41349	40823
State and municipal institutions	68169	62448	50128	41103	40498	39966
Urban area	22694	21743	19505	17111	17004	16907
Rural area	45475	40705	30623	23992	23494	23059
Private institutions	635	726	665	855	851	857
Urban area	...	...	620	763	763	770
Rural area	...	...	45	92	88	87

* Including those under capital repair.

3.3. Educational institutions implementing secondary vocational education programmes

(at the beginning of the academic year)

	2017/18	2018/19	2019/20
Vocational education institutions – total	3316	3311	3330
State and municipal institutions	2999	2961	2922
Private institutions	317	350	378
Separate subdivisions (branches) of vocational education institutions – total	599	609	630
State and municipal institutions	526	536	561
Private institutions	73	73	69
Higher education institutions – total	366	348	342
State and municipal institutions	288	289	292
Private institutions	78	59	50
Separate subdivisions (branches) of higher education institutions – total	473	443	420
State and municipal institutions	405	383	363
Private institutions	68	60	57

3.4. Higher education institutions*

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2017/18	2018/19	2019/20
Total	965	1068	1115	766	741	724
State and municipal institutions	607	655	653	500	496	495
Private institutions	358	413	462	266	245	229

* Since 2017/18 academic year – including research institutes implementing master's degree programmes.

3.5. Institutions offering postgraduate programmes for academic personnel

(at the end of the year)

	2000	2005	2010	2017	2018	2019
Total	1362	1473	1568	1284	1223	1187
Research institutes	797	833	809	670	618	599
Higher education institutions	565	640	748	599	585	567
Additional vocational (professional) education institutions	...	...	11	15	14	17

3.6. Institutions offering residency programmes and apprenticeship programmes: 2019

(at the end of the year)

	Residency programmes	Apprenticeship programmes
Total	178	36
Of which:		
Research institutes	91	–
Higher education institutions	79	36
Additional vocational (professional) education institutions	6	–

3.7. Educational institutions implementing vocational training programmes

(at the end of the year)

	2016	2017	2018	2019
Professional (vocational) institutions	2682	2865	2768	2885
Separate subdivisions (branches) of professional (vocational) institutions	141	50	164	202
General education institutions	206	178	159	180
Separate subdivisions (branches) of general education institutions	7	2	4	1
Higher education institutions	145	159	173	188
Separate subdivisions (branches) of higher education institutions	82	80	121	105
Additional education institutions	142	109	143	123
Separate subdivisions (branches) of additional education institutions	4	1	–	–
Additional professional (vocational) education institutions	797	731	925	922
Separate subdivisions (branches) of additional professional (vocational) education institutions	25	21	32	42
Other organisations*	590	603	535	539

* Including separate subdivisions (branches).

3.8. Additional education institutions implementing additional general education programmes for children*

	2000	2005	2010	2017	2018	2019
Total	8699	8876	8531	13409	12803	11726
Urban area	6808	6691	6379	9743	9160	8356
Rural area	1891	2185	2152	3666	3643	3370

* The data include information on additional education institutions providing reports to the Russian Ministry of Education.

3.9. Educational institutions implementing additional professional (vocational) programmes (at the end of the year)

	2016	2017	2018	2019
Additional professional (vocational) education institutions	2278	2194	1981	2117
Professional (vocational) institutions	2254	2052	2044	2051
Higher education institutions	1162	1129	1121	1110
Research institutes	98	118	137	134
Other organisations	660	606	552	623

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4

ENROLMENT

4.1. Enrolment by educational attainment and country: 2017

(million persons)

	Total	Educational attainment			
		Preschool (ISCED level 0)	Primary general (ISCED level 1)	Basic general, secondary general, and secondary vocational – programmes for skilled workers, junior technicians and employees (ISCED level 2, 3, and 4)	Secondary vocational – programmes for mid-career professionals, and higher (ISCED level 5, 6, 7, and 8)
Russia (2019)	31.5	7.6	7.3	9.8	6.8
Russia (2017)	30.5	7.5	6.9	9.3	6.7
Canada	7.2	...	2.4	...	1.6
France	15.5	2.6	4.3	6.1	2.5
Germany	17.0	3.2	3.0	7.8	3.1
Italy	10.9	1.5	2.9	4.6	1.8
Japan	20.4	2.9	6.5	7.1	3.9
South Korea	10.9	2.0	2.7	3.1	3.1
Sweden	2.9	0.6	0.9	0.9	0.4
United Kingdom	15.8	2.2	4.8	6.4	2.4
United States	70.1	...	25.1	26.0	19.0

4.2. Enrolment at educational institutions implementing preschool education, baby and child care programmes*

(at the end of the year)

	2000	2005	2010	2017	2018	2019
Enrolment, <i>thousand persons</i>	4263.0	4530.4	5388.0	7477.9	7582.4	7606.7
Urban area	3408.5	3611.0	4280.6	5976.5	6083.6	6128.5
Rural area	854.5	919.4	1107.3	1501.5	1498.9	1478.2
Of the total enrolment – girls	2013.0	2144.1	2607.0	3597.3	3665.1	3673.7
Enrolment per 100 study places, <i>headcount</i>	81	95	107	105	105	104
Urban area	88	102	113	109	109	108
Rural area	62	75	90	93	93	91
Short-term groups enrolment, <i>thousand persons</i>	–	70.7	126.2	175.1	169.0	157.7

* Including children who attend only baby and child care programmes; in 2000, 2005, and 2010 – preschool education institutions.

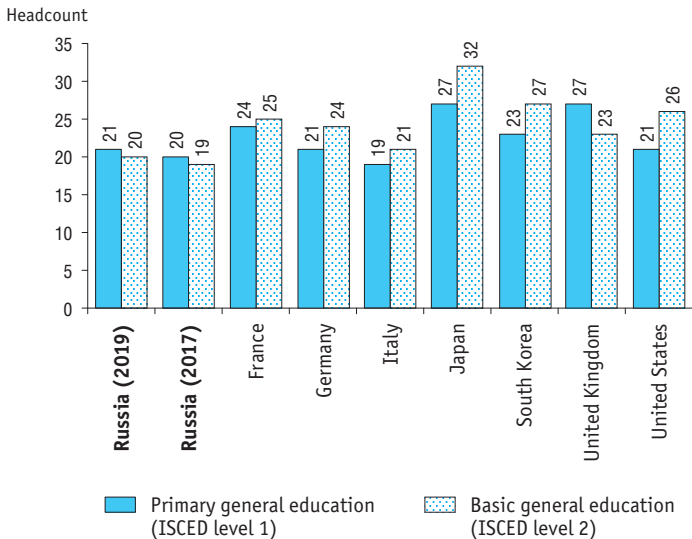
4.3. Primary general, basic general, and secondary general education enrolment

(thousand persons)

	2000/01	2005/06	2010/11	2017/18	2018/19	2019/20
Enrolment, at the beginning of the academic year	20553.5	15630.9	13642.4	15705.9	16137.3	16565.6
State and municipal institutions	20492.9	15558.5	13568.9	15587.6	16013.6	16435.1
Urban area	14389.1	10844.7	9761.3	11738.6	12120.5	12506.1
Rural area	6103.8	4713.7	3807.6	3848.9	3893.0	3929.0
Private institutions	60.6	72.3	73.5	118.4	123.7	130.4
Urban area	...	...	68.8	106.9	112.1	118.5
Rural area	...	...	4.7	11.5	11.6	12.0
Graduates who received*						
a basic general education certificate	2199.5	1944.1	1354.1	1283.0	1364.6	1411.4
a secondary general education certificate	1457.8	1466.0	789.3	621.2	647.5	659.1

* In 2000, 2005, 2010, 2016, 2017, and 2018, respectively.

4.4. Average class size by country: 2017



4.5. Programmes for skilled workers, junior technicians and employees (thousand persons)

	2000	2005	2010	2017	2018	2019
Enrolment, at the end of the year	1614.9	1445.5	938.4	543.2*	542.1*	543.4*
of whom female	639.2	537.1	339.7	166.8	163.6	159.3
Entrants	764.5	614.7	504.1	205.5	207.1	209.7
Graduates	687.2	625.2	482.2	181.1	168.6	165.5

* At the beginning of the 2017/18, 2018/19, and 2019/20 academic years.

4.6. Graduates of programmes for skilled workers, junior technicians and employees by field of education and occupation (thousand persons)

	2016	2017	2018	2019
Total	184.4	181.1	168.6	165.5
Engineering and industrial technology sciences	139.7	138.3	129.2	124.8
Of which:				
civil engineering and technology	15.4	16.4	15.7	15.2
computer engineering	7.9	6.6	6.8	6.5
power engineering and thermal power engineering	6.6	6.7	6.6	6.7
mechanical engineering	24.6	24.8	24.9	24.7
industrial ecology and biotechnology	33.6	32.8	27.9	25.8
surface transport engineering and technology	36.6	36.3	33.2	32.2
Healthcare and medical sciences	1.5	1.3	1.4	1.2
Agriculture and agricultural sciences	19.7	18.6	17.6	15.9
Social sciences	19.1	19.2	16.7	19.7
Of which:				
economics and management	8.3	7.7	6.2	5.5
law	9.5	10.2	9.7	13.4
Humanities	1.7	1.2	1.2	1.3
Culture and arts	2.6	2.6	2.5	2.5

4.7. Programmes for mid-career professionals

(thousand persons)

	2000/01	2005/06	2010/11	2017/18	2018/19	2019/20
Enrolment, at the beginning of the academic year	2360.8	2590.7	2125.7	2387.7	2464.3	2576.2
Intramural full-time	1721.5	1960.3	1578.2	1935.2	2016.3	2134.4
Intramural part-time	93.4	70.7	54.3	53.4	56.2	57.0
Extramural*	545.9	559.7	493.2	399.0	391.8	384.9
Of the total enrolment:						
female	1293.6	1327.0	1071.8	1181.0	1221.3	1278.2
enrolment at institutions:						
state and municipal	2308.6	2473.0	2026.8	2210.1	2265.4	2343.6
private	52.2	117.7	98.9	177.6	198.9	232.7
Entrants**	867.2	854.1	705.3	744.0	783.0	832.4
Graduates**	579.3	684.4	572.1	506.9	531.5	539.8

* At the beginning of the 2010/11 academic year and earlier – including external degree programmes.

** In 2000, 2005, 2010, 2017, 2018, and 2019, respectively.

4.8. Graduates of programmes for mid-career professionals by field of education and occupation

(thousand persons)

	2016	2017	2018	2019
Total	469.1	506.9	531.5	539.8
Mathematics and natural sciences	0.3	0.2	0.2	0.2
Engineering and industrial technology sciences	200.0	211.0	223.2	230.9
Of which:				
civil engineering and technology	26.4	28.0	29.4	30.5
computer engineering	27.7	28.1	29.5	30.3
information security	1.6	1.8	1.7	2.0
surface transport engineering and technology	41.9	43.8	45.7	45.7
Healthcare and medical sciences	54.7	61.3	65.2	68.8
Agriculture and agricultural sciences	18.3	19.8	21.6	22.5
Social sciences	135.7	146.0	148.2	143.5
Of which:				
economics and management	73.7	77.2	75.8	70.4
law	36.3	42.7	46.7	48.1
Education and educational research	29.2	35.0	37.6	37.0
Humanities	10.6	11.8	13.2	13.9
Culture and arts	20.4	21.8	22.3	22.9

4.9. Enrolment and entrants in bachelor's, specialist's, and master's degree programmes (thousand persons)

	2000/01	2005/06	2010/11	2017/18	2018/19	2019/20
Enrolment, at the beginning of the academic year	4741.4	7064.6	7049.8	4245.9	4161.7	4068.3
Intramural full-time	2625.1	3508.0	3073.7	2380.5	2369.8	2386.6
Intramural part-time	302.2	371.2	304.7	135.0	155.6	181.5
Extramural*	1814.1	3185.4	3671.3	1730.4	1636.3	1500.3
Of the total enrolment:						
female	2686.3	4113.8	4030.1	2279.6	2225.6	2155.3
enrolment at institutions:						
state and municipal	4270.8	5985.3	5848.7	3823.1	3782.5	3736.3
private	470.6	1079.3	1201.1	422.8	379.1	332.0
Entrants**	1292.5	1640.5	1399.5	1142.0	1147.9	1129.4

* At the beginning of the 2010/11 academic year and earlier – including external degree programmes.

** In 2000, 2005, 2010, 2017, 2018, and 2019, respectively.

At the beginning of the 2019/20 academic year, enrolment in bachelor's degree programmes – 2,796.2 thousand persons, specialist's degree programmes – 746.6 thousand persons, master degree programmes – 525.5 thousand persons (68.7%, 18.4%, and 12.9% of the total enrolment, respectively).

4.10. Graduates in bachelor's, specialist's, and master's degree programmes

(thousand persons)

	2000	2005	2010	2017	2018	2019
Total	635.1	1151.7	1467.9	969.5	933.2	908.6
Graduates who received:						
an incomplete higher education certificate	2.4	4.3	8.0	–	–	–
bachelor's degree diploma	70.9	84.5	126.6	732.6	660.9	621.9
specialist's degree diploma	553.3	1051.8	1306.9	99.1	101.8	104.6
master's degree diploma	8.4	11.1	26.3	137.8	170.4	182.1

**4.11. Graduates in bachelor's, specialist's,
and master's degree programmes by field of education and occupation**
(thousand persons)

	2018	2019
Total	933.2	908.6
Mathematics and natural sciences	35.9	35.1
Engineering and industrial technology sciences	245.4	250.4
Of which:		
civil engineering and technology	31.5	31.9
computer engineering	31.2	31.0
information security	4.4	4.5
surface transport engineering and technology	26.8	26.1
Healthcare and medical sciences	41.4	42.5
Agriculture and agricultural sciences	31.7	32.3
Social sciences*	431.3	396.7
Of which:		
economics and management	254.4	222.4
law	120.2	117.8

(continued)

	2018	2019
Education and educational research	89.0	92.2
Humanities	35.7	37.0
Culture and arts	22.4	22.2

* Including 'Oriental and African Studies' occupations under bachelor's and master's degree programmes.

4.12. Highly-qualified personnel training programmes – postgraduate programmes for academic personnel (thousand persons)

	2000	2005	2010	2017	2018	2019*
Enrolment, <i>at the end of the year</i>	117.7	142.9	157.4	93.5	90.8	84.3
Of whom female	51.8	61.8	72.8	44.0	41.0	37.4
Entrants	43.1	46.9	54.6	26.1	27.0	24.9
Graduates	24.8	33.6	33.8	18.1	17.7	15.5
Of whom with defended dissertations	7.5	10.7	9.6	2.3	2.2	1.6

* Since 2019, postgraduate enrolment includes foreign citizens and individuals without citizenship enrolled on general terms.

At the end of 2019, enrolment in postgraduate programmes for academic personnel – 72.5 thousand persons (86.0% of the total enrolment); at the end of 2018 – 79.6 thousand persons (87.6% of the total enrolment).

4.13. Highly-qualified personnel training programmes – residency programmes: 2019

(thousand persons)

	Total	Of whom female
Enrolment, <i>at the end of the year</i>	50.0	34.2
Entrants	26.8	18.4
Graduates	19.3	12.7

4.14. Highly-qualified personnel training programmes – apprenticeship programmes: 2019

(thousand persons)

	Total	Of whom female
Enrolment, <i>at the end of the year</i>	0.8	0.5
Entrants	0.4	0.2
Graduates	0.3	0.2

4.15. Enrolment of international students – programmes for mid-career professionals and higher education programmes (ISCED level 5, 6, 7, and 8) by country: 2017

	International students		Enrolment of Russian students, <i>thousand persons*</i>
	Thousand persons	As a percentage of the total enrolment	
Russia (2019)	336.5	4.9	—
Russia (2017)	294.3	4.4	—
Canada	210.0	12.9	1.5
France	258.4	10.2	3.7
Germany	258.9	8.4	9.6
Italy	97.6	5.3	2.3
Japan	164.3	4.3	0.5
South Korea	70.8	2.3	0.4
Sweden	28.7	6.7	0.3
United Kingdom	435.7	17.9	3.9
United States	984.9	5.2	5.1

* According to the data of the recipient countries.

4.16. Individuals who completed their studies within vocational training programmes

	2017		2018		2019	
	Thousand persons	Percentage	Thousand persons	Percentage	Thousand persons	Percentage
Total	1706.0	100	1793.4	100	1777.9	100
Of whom within programmes:						
Vocational training programmes for skilled workers, junior technicians and employees	1046.9	61.4	1114.6	62.2	1165.9	65.6
Retraining programmes for skilled workers, junior technicians and employees	248.6	14.6	249.6	13.9	257.0	14.5
Vocational development programmes aimed at upgrading professional skills of skilled workers, junior technicians and employees	410.6	24.1	429.2	23.9	355.0	20.0

4.17. Enrolment at additional education institutions implementing additional general education programmes for children*

(thousand persons)

	2000	2005	2010	2017	2018	2019
Total	7905.8	8443.7	8083.3	10825.4	10449.8	10110.4
Urban area	6447.1	6733.7	6364.7	8666.1	8305.4	8037.2
Rural area	1458.7	1710.0	1718.6	2159.3	2144.4	2073.2

* The data include information on additional education institutions providing reports to the Russian Ministry of Education.

4.18. Enrolment at educational institutions implementing additional general education programmes for children by field of education*

(thousand persons)

	2017	2018	2019
Fields of education:			
technical	1907.0	2120.2	2401.4
scientific	2520.7	2692.7	2773.5
tourism and regional natural history	1027.7	1135.5	1120.6
social and pedagogical	5579.2	6018.0	6362.9
In arts:			
within general education programmes	7350.4	7456.0	7313.3
within lower vocational education programmes	853.4	977.7	1006.2
In physical training and sport sciences:			
within general education programmes	4721.9	5100.9	4993.5
within lower vocational education programmes	1177.7	988.2	742.9

* Source: Rosstat.

4.19. Individuals who completed their studies within additional professional (vocational) programmes

	2017		2018		2019	
	Thousand persons	Percentage	Thousand persons	Percentage	Thousand persons	Percentage
Total	5964.1	100	6024.8	100	6338.4	100
Of whom within programmes:						
vocational development programmes	5331.9	89.4	5340.6	88.6	5603.7	88.4
retraining programmes	632.2	10.6	684.2	11.4	734.8	11.6

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5

PERSONNEL

5.1. Number of students per teacher (educator) by country: 2017*

	Primary general education (ISCED level 1)	Basic, secondary general and secondary vocational education – programmes for skilled workers, junior technicians and employees (ISCED level 2 and 3)	Secondary vocational education – programmes for mid-career professionals, and higher education (ISCED level 5, 6, 7, and 8)
	1	2	3
Russia (2019)	n(2)**	18	13
Russia (2017)	n(2)**	17	14
Canada	16	...	...
France	20	13	...
Germany	15	13	12
Italy	12	11	20
Japan	16	12***	...
South Korea	16	14	...

(continued)

	Primary general education (ISCED level 1)	Basic, secondary general and secondary vocational education – programmes for skilled workers, junior technicians and employees (ISCED level 2 and 3)	Secondary vocational education – programmes for mid-career professionals, and higher education (ISCED level 5, 6, 7, and 8)
	1	2	3
Sweden	13	13	10
United Kingdom	17	16	16
United States	15	15	14***

* Data for Russia refers to the teaching personnel of educational institutions implementing primary general, basic general, and secondary general education (ISCED level 1, 2, and 3); the teachers and industrial training instructors of educational institutions implementing secondary vocational education programmes – programmes for mid-career professionals; and the faculty staff of educational institutions implementing bachelor's, specialist's, and master's degree programmes (ISCED level 5, 6, and 7).

** Data is included into another column, which number is indicated in brackets after 'n'.

*** Including ISCED level 4 programmes.

5.2. Female teachers (educators) as a percentage of the total number of teachers (educators) by country: 2017*

	Primary general education (ISCED level 1)	Basic general education (ISCED level 2)	Secondary general education (ISCED level 3)**	Secondary vocational education – programmes for mid-career professionals, and higher education (ISCED level 5, 6, 7, and 8)
	(1)	(2)	(3)	(4)
Russia (2019)	99.3	n(3)***	83.7	63.6
Russia (2017)	99.4	n(3)***	83.8	63.2
Canada	74.9****	n(1)***	74.9	49.2
France	83.5	60.5	60.0	44.0
Germany	87.3	66.7	56.6	39.3
Italy	95.6	76.7	70.8	37.1
Japan	64.4	43.0	30.8*****	28.4*****
South Korea	77.8	70.3	53.3	35.1

(continued)

	Primary general education (ISCED level 1)	Basic general education (ISCED level 2)	Secondary general education (ISCED level 3)**	Secondary vocational education – programmes for mid-career professionals, and higher education (ISCED level 5, 6, 7, and 8)
	(1)	(2)	(3)	(4)
Sweden	76.4	76.3	53.9	44.8
United Kingdom	85.2	61.8	60.8	45.2
United States	87.1	67.1	57.9	49.6*****

* Data for Russia refers to the teaching personnel of educational institutions primary general, basic general, and secondary general education programmes (ISCED level 1, 2, and 3); the teachers and industrial training instructors of educational institutions implementing secondary vocational education programmes – programmes for mid-career professionals; and the faculty staff of educational institutions implementing bachelor's, specialist's, and master's degree programmes (ISCED level 5, 6, and 7).

** Data for the OECD countries – ISCED level 3 general programmes; for Canada, United States, and Japan – all programmes (general and vocational).

*** Data is included into another column, which number is indicated in brackets after 'n'.

**** Including ISCED level 0 programmes.

***** Including ISCED level 4 programmes.

5.3. Educators at educational institutions implementing preschool education, baby and child care programmes*

(including senior educators; excluding external multiple jobholders and independent contractors; at the end of the year)

	2005**	2010	2017	2018	2019
Educators, <i>thousand persons</i>	446.7	485.2	533.8	537.1	539.9
Of whom:					
having attained education:					
higher	116.4	173.2	264.7	273.1	279.6
secondary vocational pedagogical under programmes for mid-career professionals	278.4	261.2	264.3	260.2	257.1
female	...	483.2	532.1	535.2	537.8
individuals under 30***	...	96.5	72.2	68.4	65.6
individuals aged 55 and over***	...	58.7	79.5	81.0	82.4
Number of children per educator, <i>headcount</i>	10	11	14	14	14

* Data for 2005 and 2010 refer to preschool education institutions and structural subdivisions of general education institutions implementing preschool education programmes.

** Including external multiple jobholders.

*** Full years as of January 1.

5.4. Teachers at educational institutions implementing primary general, basic general, and secondary general education programmes

(excluding external multiple jobholders; at the beginning of the year; thousand persons)

	2011/12	2016/17	2017/18	2018/19	2019/20
Teachers	1060.4	1074.1	1079.9	1082.8	1083.3
Of whom implementing primary general education programmes	278.9	305.1	311.3	315.7	318.8
Of the total number of teachers:					
having attained education:					
higher	888.1	930.0	938.2	941.7	942.6
of which pedagogical	841.9	891.7	904.4	910.9	912.2
secondary vocational – programmes for mid-career professionals	160.7	131.6	132.5	133.3	133.0
of which pedagogical	140.8	119.9	122.0	123.8	124.3

(continued)

	2011/12	2016/17	2017/18	2018/19	2019/20
female	930.6	912.6	953.3	955.6	956.8
individuals under 30***	...	238.7	244.3	246.1	247.5
individuals aged 55 and over***	210.0**	252.2	261.6	271.1	278.2

* Full years as of January 1.

** Individuals of retirement age.

At the beginning of the 2019/20 academic year, the number of students per teacher – 18 (at the beginning of the 2018/19 academic year – 17).

5.5. Teachers at educational institutions implementing secondary vocational education programmes

(at the beginning of the academic year; thousand persons)

	2016/17	2017/18	2018/19	2019/20
Teachers (excluding external multiple jobholders and independent contractors)	134.6	137.0	139.0	140.7
Of whom:				
implementing educational programmes:				
for skilled workers, junior technicians and employees	21.0	21.0	22.0	21.8
for mid-career professionals	97.7	102.4	104.5	106.0
having attained higher education	130.1	132.5	134.0	135.2
female	105.2	106.6	107.9	108.7
individuals under 35*	30.7	30.9	30.9	31.2
individuals aged 60 and over*	27.9	28.9	29.5	30.2
External multiple jobholders	29.1	31.0	30.1	30.4
Of whom implementing educational programmes:				
for skilled workers, junior technicians and employees	2.0	1.9	1.8	1.9
for mid-career professionals	21.0	23.7	23.5	24.2

* Full years as of January 1.

5.6. Industrial training instructors at educational institutions implementing secondary vocational education programmes

(at the beginning of the academic year; thousand persons)

	2016/17	2017/18	2018/19	2019/20
Industrial training instructors (excluding external multiple jobholders and independent contractors)	25.6	25.0	24.0	23.1
Of whom:				
implementing educational programmes:				
for skilled workers, junior technicians and employees	18.2	17.4	16.9	15.9
for mid-career professionals	5.0	4.9	5.0	5.0
having attained higher education	12.1	12.2	11.9	11.6
female	13.1	12.7	11.8	11.1
individuals under 35*	5.3	5.1	5.0	4.8
individuals aged 60 and over*	4.8	4.3	4.4	4.6

(continued)

	2016/17	2017/18	2018/19	2019/20
External multiple jobholders	0.4	0.4	0.4	0.5
Of whom implementing educational programmes:				
for skilled workers, junior technicians and employees	0.2	0.2	0.2	0.2
for mid-career professionals	0.1	0.2	0.1	0.2

* Full years as of January 1.

At the beginning of the 2019/20 academic year, the number of students enrolled in programmes for skilled workers, junior technicians and employees per teacher and industrial training instructor – 13; enrolled in programmes for mid-career professionals – 16.

5.7. Faculty staff of educational organisations implementing bachelor's, specialist's, and master's degree programmes

(at the beginning of the academic year)

	2017/18	2018/19	2019/20
Faculty staff (excluding external multiple jobholders), <i>thousand persons</i>	245.1	236.1	229.3
Of whom:			
implementing bachelor's, specialist's, and master's degree programmes:	243.0	234.1	227.0
with a scientific degree:			
Doctor of Sciences	37.8	36.6	35.8
Candidate of Sciences	140.5	135.6	131.8
PhD	0.6	0.7	0.9
with academic status:			
Professor	25.9	24.6	23.7
Assistant Professor	90.3	88.0	86.8
female	139.9	134.8	131.4
individuals under 30*	14.8	13.1	11.7
individuals aged 60 and over*	69.5	67.8	66.4

(continued)

	2017/18	2018/19	2019/20
External multiple jobholders, <i>thousand persons</i>	58.1	58.0	58.6
Of whom implementing bachelor's, specialist's, and master's degree programmes	56.7	56.7	57.2
Number of students per member of faculty staff, <i>headcount</i>	11	12	12

* Full years as of January 1.

5.8. Teachers and industrial training instructors at educational institutions implementing vocational training programmes

(at the end of the year; thousand persons)

	Teachers			Industrial training instructors		
	2017	2018	2019	2017	2018	2019
Total	18.4	15.5	15.2	15.6	12.4	12.2
Of whom:						
having attained education:						
higher	16.7	14.0	13.7	6.4	5.2	5.4
secondary vocational – programmes for mid-career professionals	0.9	0.8	0.8	5.4	4.4	4.1
secondary vocational – programmes for skilled workers, junior technicians and employees	0.1	0.1	0.1	1.8	1.2	1.1

(continued)

	Teachers			Industrial training instructors		
	2017	2018	2019	2017	2018	2019
female	9.5	7.3	7.0	3.5	2.5	2.5
individuals under 30*	1.8	1.3	1.2	1.3	0.9	0.9
individuals aged 60 and over*	3.2	2.7	2.9	2.3	2.1	2.2
External multiple jobholders	5.5	4.6	4.4	1.9	1.2	1.0

* Full years as of January 1.

5.9. Teaching personnel at additional education institutions implementing additional general education programmes for children*

(at the end of the year; thousand persons)

	2016	2017	2018	2019
Teaching personnel (excluding external multiple jobholders)	302.5	280.7	267.7	252.6
Of whom having attained education:				
higher	214.3	199.3	189.8	179.6
of whom pedagogical	172.6	164.4	157.3	150.2
secondary vocational – programmes for mid-career professionals	78.4	74.1	72.3	68.5
of whom pedagogical	58.9	58.0	57.6	55.1
secondary vocational – programmes for skilled workers, junior technicians and employees	2.5	1.9	1.5	1.2
female	201.2	192.5	189.1	182.8
individuals under 35**	90.9	82.2	77.2	71.4
External multiple jobholders	97.0	88.7	82.7	81.0

* The data include information on additional education institutions providing reports to the Russian Ministry of Education.

** Full years as of January 1.

5.10. Teaching personnel at educational institutions implementing additional general education programmes for children*

(at the end of the year; thousand persons)

	2017	2018	2019
Teaching personnel (excluding external multiple jobholders)	874.9	799.0	765.2
Of whom having attained education:			
higher	680.2	617.6	592.6
of whom pedagogical	620.6	563.3	541.4
secondary vocational – programmes for mid-career professionals	183.5	171.5	162.5
of whom pedagogical	157.1	148.2	142.1
female	722.5	656.6	630.0
individuals under 30*	127.4	114.4	107.6
individuals aged 60 and over*	104.5	101.7	101.2
External multiple jobholders	128.2	122.0	119.8

* Source: Rosstat.

** Full years as of January 1.

5.11. Faculty staff of institutions implementing additional professional (vocational) education programmes

(at the end of the year; thousand persons)

	2016	2017	2018	2019
Faculty staff (excluding external multiple jobholders)	51.5	47.9	30.3	30.6
Of whom:				
with a scientific degree:				
Doctor of Sciences	7.2	6.5	3.8	4.6
Candidate of Sciences	23.6	21.0	12.0	12.2
PhD	0.1	0.1	0.0	0.0
with academic status:				
Professor	5.0	4.3	2.6	3.0
Assistant Professor	14.7	13.0	7.5	7.5
female	29.7	26.9	17.5	18.5
individuals under 30*	4.0	3.3	1.6	1.6
individuals aged 60 and over*	13.3	12.0	7.2	8.3
External multiple jobholders	25.6	21.0	14.9	14.9

* Full years as of January 1.

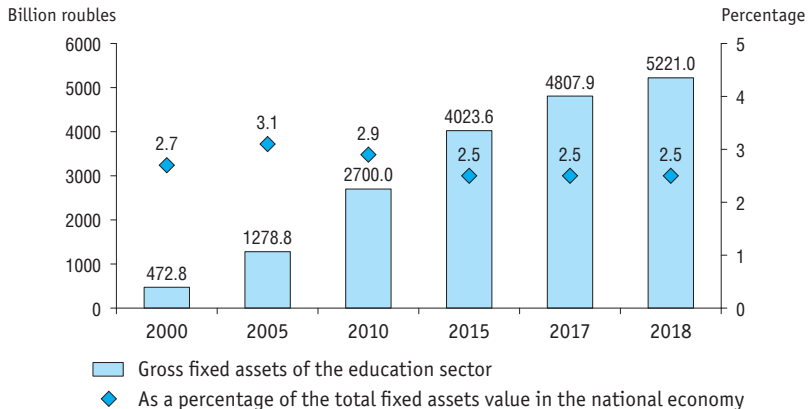
A decorative header with a light blue background featuring various white line-art icons of scientific equipment: test tubes, a graduated cylinder, a beaker, a flask, a book, a ruler, a pencil, and a molecular structure. A large, bold blue number '6' is centered in the middle of the header.

6

FIXED ASSETS

6.1. Fixed assets of the education sector*

(at the end of the year)



* Data for 2000 are presented according to Russian Classification of Economy Branches; for 2005–2016 – according to OKVED, an ISIC/NACE-compatible Russian Classification of Economic Activities; for 2017 and 2018 – according to OKVED2, an ISIC/NACE-compatible Russian Classification of Economic Activities (rev. 2).

6.2. Newly constructed premises of educational institutions

	2000	2005	2010	2017	2018	2019
Preschool education institutions, <i>thousand spaces</i>	6.8	5.0	22.9	40.8	49.9	105.4
General education institutions, <i>thousand study spaces</i>	133.8	73.0	67.8	108.4	102.1	152.5
Vocational education institutions, <i>thousand square metres of the total floor area of education and laboratory spaces (buildings) *</i>	32.3	4.0	13.3
Vocational education institutions implementing secondary vocational education programmes – programmes for skilled workers, junior technicians and employees, <i>thousand study spaces</i>	0.6	0.3	1.2	–	–	–
Vocational education institutions implementing secondary vocational education programmes – programmes for mid-career professionals, <i>thousand square metres of the total floor area of education and laboratory spaces (buildings)</i>	18.2	11.5	60.4	–	–	–

(continued)

	2000	2005	2010	2017	2018	2019
Higher education institutions, <i>thousand square metres of the total floor area of education and laboratory spaces (buildings)</i>	105.6	161.3	219.7	109.1	147.6	101.3

* Including the data on newly constructed premises of vocational education institutions implementing secondary vocational education programmes – programmes for skilled workers, junior technicians and employees, programmes for mid-career professionals.

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

(at the end of the year)

	2013	2014	2017*	2018*	2019*
Buildings that:					
require capital repair, <i>thousands</i>	5.6	4.2	3.3	3.1	2.9
as a percentage of the total number of buildings	10.6	8.2	6.9	6.6	6.2
are in emergency state (in disrepair), <i>thousand</i>	0.5	0.3	0.1	0.1	0.1
as a percentage of the total number of buildings	0.9	0.5	0.3	0.3	0.3
Preschool education institutions, which facilities have all kinds of amenities, <i>thousands</i>	40.8	40.1	34.3	33.7	33.2
as a percentage of the total number of institutions	90.3	91.1	92.1	92.2	93.1

* Including separate subdivisions (branches).

6.4. Technical state, amenities, and accessibility of buildings of primary general, basic general, and secondary general education institutions*

(at the end of the year)

	2017			2018		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Buildings that:						
require capital repair, <i>thousands</i>	8.1	8.0	0.1	7.9	7.9	0.0
as a percentage of the total number of buildings	11.7	11.8	4.0	11.6	11.8	2.8
are in emergency state (in disrepair), <i>thousands</i>	0.6	0.6	0.0	0.6	0.6	0.0
as a percentage of the total number of buildings	0.8	0.8	0.2	0.8	0.8	0.3

(continued)

	2017			2018		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
are equipped with:						
water supply and plumbing, <i>thousands</i>	61.3	60.2	1.2	61.8	60.6	1.2
as a percentage of the total number of buildings	88.7	88.5	97.6	90.6	90.4	98.6
sewerage, <i>thousands</i>	60.6	59.4	1.2	61.1	59.9	1.2
as a percentage of the total number of buildings	87.6	87.5	97.5	89.6	89.4	98.3
central heating, <i>thousands</i>	62.7	61.6	1.1	62.8	61.7	1.1
as a percentage of the total number of buildings	90.6	90.6	91.1	92.1	92.1	92.9

(continued)

	2017			2018		
	Total	State and municipal institu- tions	Private institu- tions	Total	State and municipal institu- tions	Private institu- tions
are fully accessible to the disabled, <i>thousands</i>	28.5	28.1	0.4	30.3	29.8	0.5
as a percentage of the total number of buildings	41.2	41.3	36.1	44.4	44.5	40.7

* Including separate subdivisions (branches).

6.5. Educational process facilities at educational institutions implementing primary general, basic general, and secondary general education programmes*

(at the end of the year; as a percentage of the total number of institutions)

	2016	2017	2018
Institutions having the following facilities:			
assembly hall	56.9	58.2	59.0
gym	88.3	89.0	89.6
canteen or a dining room	96.8	97.2	97.5
library	93.9	94.6	95.0
equipped classrooms for:			
basics of computer engineering	90.6	91.0	91.4
physics	72.3	73.7	74.8
chemistry	71.3	72.8	73.4
biology	73.0	73.5	74.1
geography	66.6	67.5	68.0
foreign language	55.3	57.6	59.1
life and safety	51.8	52.8	54.1
extracurricular activities	36.8	37.8	38.7

(continued)

	2016	2017	2018
workshops for handicraft lessons	69.5	69.4	69.4
housekeeping classroom	55.7	56.7	57.3

* Including separate subdivisions (branches).

6.6. Availability of student dormitories

(at the end of the year)

	2015	2016	2017	2018
Number of students enrolled in programmes for skilled workers, junior technicians and employees, who need a place in a dormitory, <i>thousand persons</i>	103.6	116.5	102.2	98.0
Of whom living in dormitories, <i>percentage</i>	92.8	94.1	94.1	94.0
Number of students enrolled in programmes for mid-career professionals, who need a place in a dormitory, <i>thousand persons</i>	311.4	332.8	349.3	353.7
Of whom living in dormitories, <i>percentage</i>	90.8	91.9	90.9	91.7
Number of students enrolled in bachelor's, specialist's, and master's degree programmes, who need a place in a dormitory, <i>thousand persons</i>	897.4	872.1	874.4	876.9
Of whom living in dormitories, <i>percentage</i>	86.7	89.6	89.1	88.5

6.7. Availability of personal computers used for educational purposes per 100 students enrolled at educational institutions

(at the end of the year)

	2017			2018		
	Personal computers used for educational purposes			Personal computers used for educational purposes		
	total	within local area networks	with Internet access	total	within local area networks	with Internet access
Educational institutions implementing primary general, basic general, and secondary general education programmes	13.9	7.6	10.1	14.3	7.9	10.6
Educational institutions implementing secondary vocational education programmes	15.7	12.1	12.7	16.1	12.3	13.1
Higher education institutions	23.4	21.0	21.1	23.0	20.5	21.1

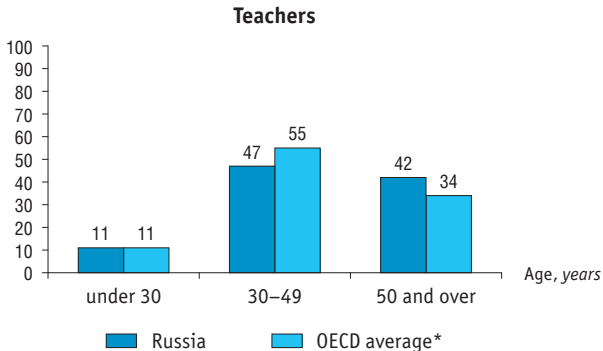
The top section of the slide features a light blue background with various white line-art icons representing educational tools: pencils, test tubes, a ruler, a book, a beaker, and a molecular structure. A large, bold blue number '7' is centered in this section.

7

KEY RESULTS OF OECD TEACHING AND LEARNING INTERNATIONAL SURVEY TALIS-2018

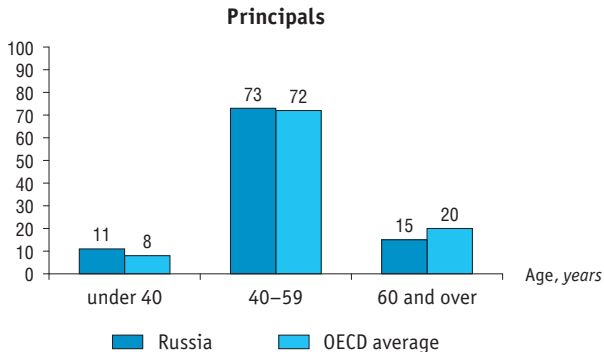
7.1. Teachers and principals by age

(as a percentage of all respondents)



* Here and below in this section – average indicator for OECD countries that have participated in the TALIS-2018 Survey.

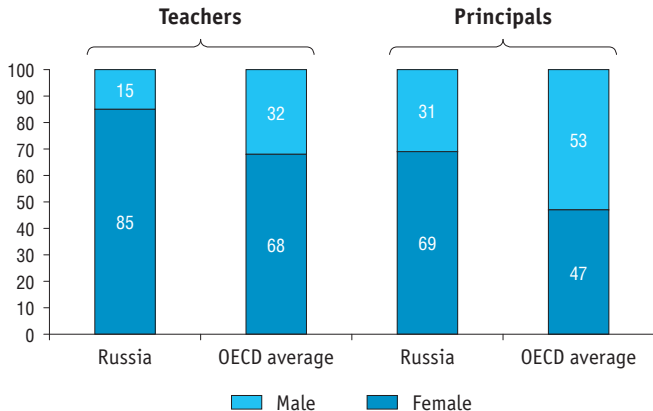
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The data for Russia: average teachers' age – 46, principals' age – 50; for OECD countries – 44 and 52, respectively.

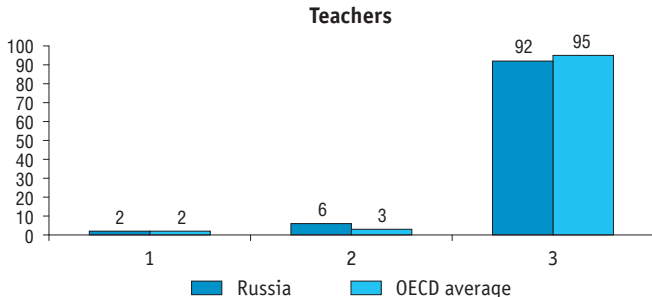
7.2. Gender balance among teachers and principals

(as a percentage of all respondents)



7.3. Educational attainment of teachers and principals

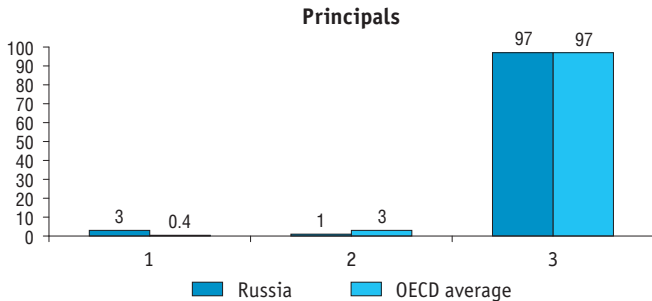
(as a percentage of all respondents)



Education attained:

- 1 – below secondary vocational – programmes for mid-career professionals
- 2 – secondary vocational – programmes for skilled workers, junior technicians and employees
- 3 – higher

(continued)

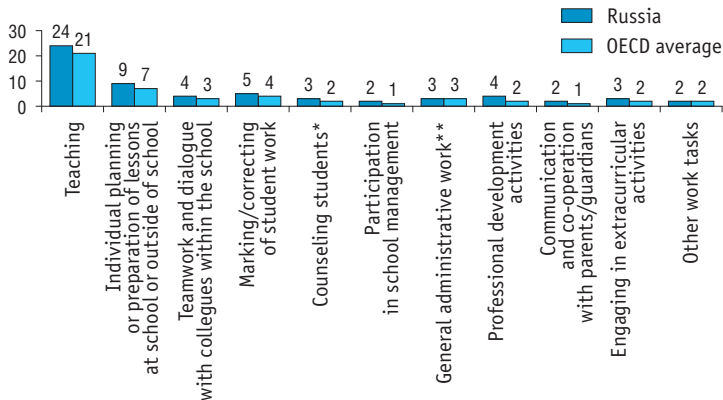


Education attained:

- 1 – below secondary vocational – programmes for mid-career professionals
- 2 – secondary vocational – programmes for skilled workers, junior technicians and employees
- 3 – higher

7.4. Teachers' workload by type of activity

(number of working hours spent on different types of activity during the week;
in 60-minute hours)

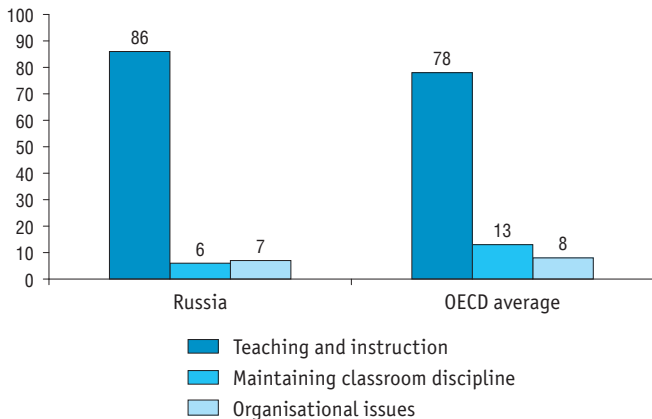


* Including student supervision, mentoring, virtual consulting, career guidance, and behaviour guidance.

** Including communication, paperwork, and other clerical duties.

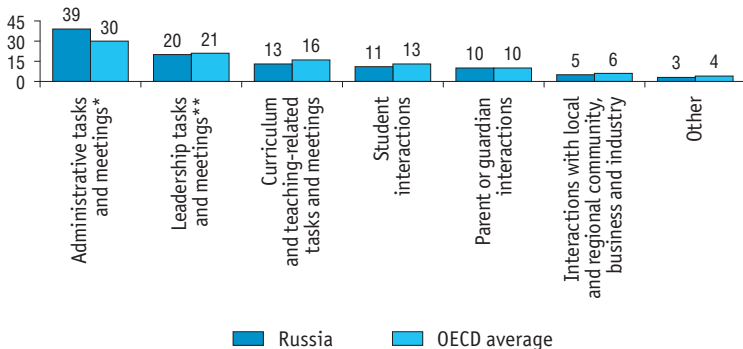
7.5. Time spent by teachers in a typical classroom

(as a percentage of time spent in a typical lesson)



7.6. Principales' tasks performed during the school year

(as a percentage of time spent on performing the tasks)



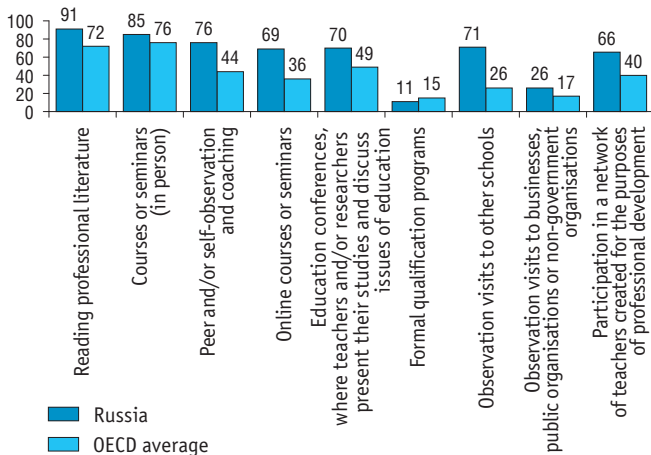
* These tasks include regulations, reports, school budget, preparing timetables and class composition, and responding to requests from district, regional, state or national education officials.

** These tasks include strategic planning, developing school improvement plans, and human resource and personnel issues (such as hiring staff).

*** Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development.

7.7. Teachers' participation in professional development activities

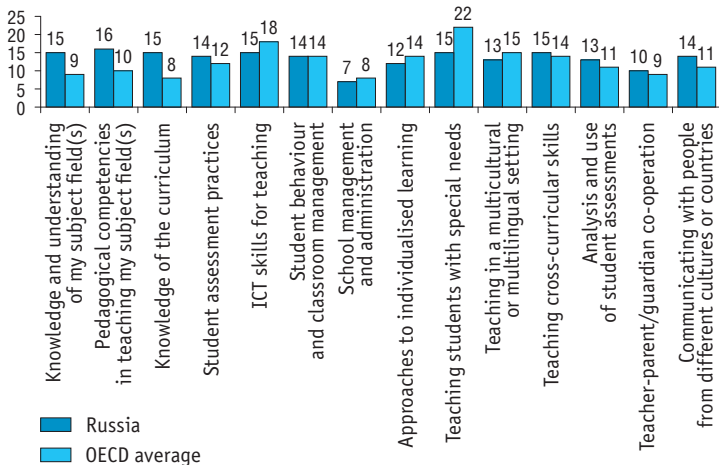
(over the last 12 months; as a percentage of all respondents who participated in professional development)



In Russia – over the last 12 months, participation in an average of 6 different professional development activities was reported by teachers, in OECD countries – 4.

7.8. Teachers who reported a strong need for professional development by area

(as a percentage of all respondents)

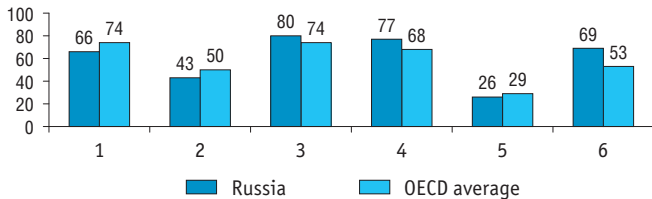


7.9. Participation of teachers in a mentoring programme by years of teaching experience

(as a percentage of all respondents)



7.10. Teaching practices of teachers who frequently or always use them in their class (as a percentage of all respondents)

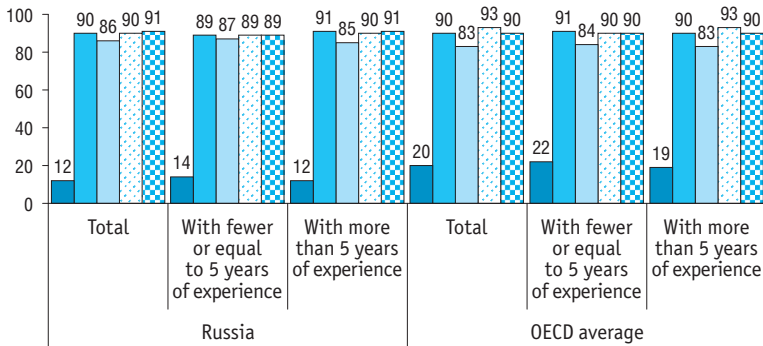


Teaching practices:

- 1 – present a summary of recently learned content
- 2 – have students work in small groups to come up with a joint solution to a problem or task
- 3 – refer to a problem from everyday life or work to demonstrate why new knowledge is useful
- 4 – let students practise similar tasks until I know that every student has understood the subject matter
- 5 – give students projects that require at least one week to complete
- 6 – let students use ICT for projects or classwork

7.11. Teacher's job satisfaction with their work environment

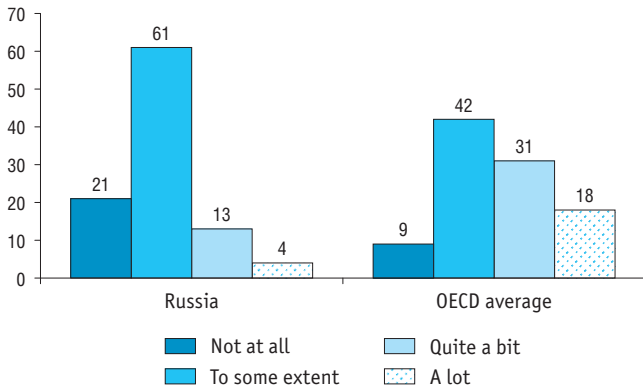
(as a percentage of all respondents)



- I would like to change to another school if that were possible
- I enjoy working in this school
- I would recommend this school as a good place to work
- I am satisfied with my performance in this school
- All in all, I am satisfied with my job

7.12. Teachers' experience of stress in their work

(as a percentage of respondents who answered the question:
'To what extent do you experience stress at work?')



Technical Notes

Information about **Russia's budget appropriations on education (public expenditure on education)** is based on annual reports about implementation of the consolidated budget of the Russian Federation and state extra-budgetary funds according to Section 0700 'Education'.

Paid educational services rendered to the population are monetary equivalent of the following educational services rendered to the population: child care and instruction at preschool education institutions, fee-based learning activities at educational institutions of all forms of ownership, paid courses, extracurricular activities, workshops, study (hobby) groups, studios under educational institutions, private tutors, day care camps under educational institutions, and other educational services. This indicator is calculated using the data of federal statistical surveys and assessment reports on invisible segments of services market – according to the procedure approved by Decree no. 643 of the Federal State Statistic Service of September 29, 2017.

Average consumer prices (tariffs) for the Russian Federation are calculated as a population-weighted value of the price level by Russian region in the total population of Russia.

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 group from two or more classes instructed by one teacher at a small school) is equal to one class.

The data on activities of educational organisations implementing secondary vocational programmes is provided excluding vocational educational institutions of the Russian Federal Penitentiary Service, inclusive of programmes for skilled workers, junior technicians and employees – since 2000; programmes for mid-career professionals – since 2018.

The OECD Teaching and Learning International Survey (TALIS) is conducted to gather and compare data on the teachers' and principals' professional practices in different countries. It is performed under the auspices of the OECD; one TALIS cycle lasts five years. The first cycle was conducted in 2008, the second cycle, five years later – in 2013, the third cycle – in 2018.

Nine main themes were selected for inclusion in the TALIS-2018 survey: teachers' instructional practices, school leadership, teachers' professional practices, teacher education and initial preparation, teacher feedback and development, school climate, job satisfaction, teacher human resource issues and stakeholder relations, teacher self-efficacy, as well as innovation, and equity, and diversity.

Russia participate in TALIS since 2013.

In 2018, Russia participated in the study along with other 47 countries. The sample was made from principals and over 4,000 teachers from basic education institutions of Russian regions. (Not more than 20 teachers of 5th-9th grades in one basic education institution filled out the questionnaire form).

Data source: OECD, TALIS-2018 (<http://www.oecd.org/education/talis-2018-resultsvolume-i-1d0bc92a-en.htm>; <http://www.oecd.org/education/talis-2018-results-volume-ii-19cf08df-en.htm>).

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Statistical data for the rest of the world is based on the following sources: Education at a Glance 2019. OECD Indicators (www.oecd.org/education/education-at-a-glance-19991487.htm); OECD Online Education Database (Organisation for Economic Cooperation and Development; <http://stats.oecd.org/>).

When Russian system of education is compared against systems of education of other countries, it is done so in accordance with levels of education of International Standard Classification of Education (ISCED 2011), used for retrieval comparable data on key parameters of educational systems of various countries.

EDUCATION IN FIGURES

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