



MINISTRY OF SCIENCE
AND HIGHER EDUCATION
OF THE RUSSIAN FEDERATION



THE MINISTRY OF EDUCATION
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FEDERAL STATE
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HIGHER SCHOOL OF ECONOMICS
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DATA BOOK



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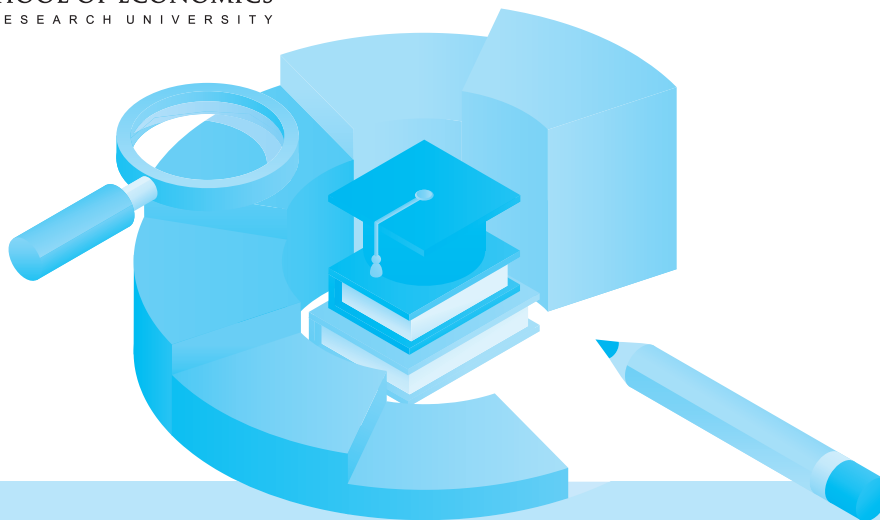
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DATA BOOK

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This data book was prepared by the Institute for Statistical Studies and Economics of Knowledge, National Research University Higher School of Economics (HSE ISSEK) and contains the most recent statistical data representing the level and dynamics of the main education indicators for the Russian Federation. The publication includes information on institutions implementing educational programmes of various levels. Some sections give assessment of the relationship between education and labour market, education funding, students demographics, teaching staff, learning environment, and education and training of individuals with limited health capacities. The data book also focuses on statistical indicators on education digitisation and international comparisons.

The data book contains information provided by the Federal State Statistics Service (Rosstat), Ministry of Science and Higher Education of the Russian Federation, Ministry of Education of the Russian Federation, Federal Treasury, Organisation for Economic Co-operation and Development (OECD), as well as results of methodological and analytical studies of HSE ISSEK.

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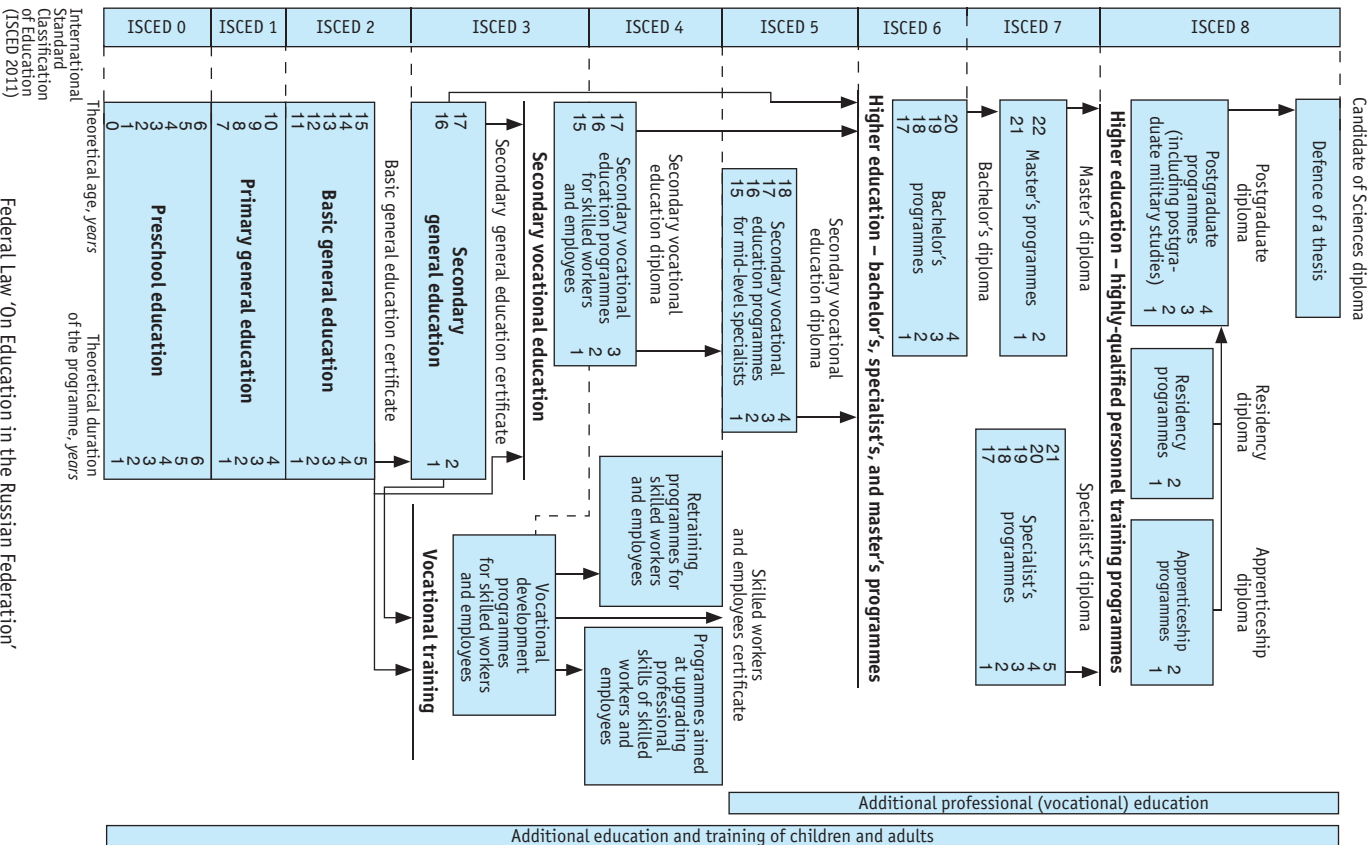
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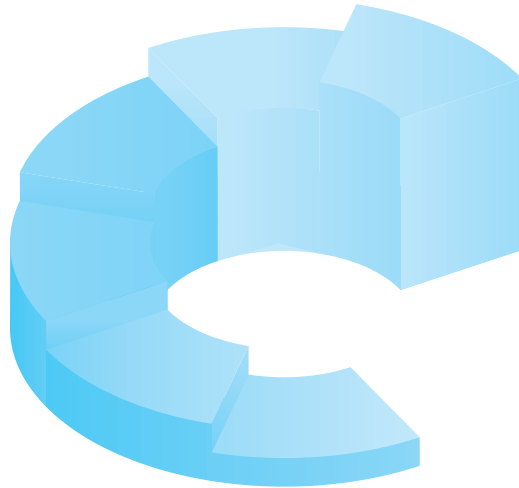
Symbols used in tables are:

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

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

EDUCATION SYSTEM IN THE RUSSIAN FEDERATION





INFOGRAPHICS: 2019

Enrolment, total – 31.5 million persons

Preschool education and child care programmes

Total
7,606.7 thousand persons

Urban areas
6,128.5 thousand persons

80.6%



Rural areas
1,478.2 thousand persons

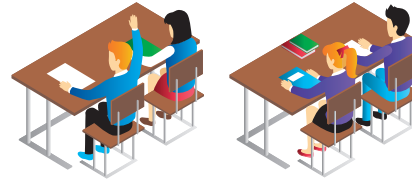
19.4%

Primary general, basic general, and secondary general education programmes

Total
16,565.6 thousand persons

Urban areas
12,624.6 thousand persons

76.2%



Rural areas
3,941.0 thousand persons

23.8%

Secondary vocational education programmes

Total
3,119.7 thousand persons

Programmes for skilled workers and employees

543.4 thousand persons

17.4%



Programmes for mid-level specialists

2,576.2 thousand persons

82.6%

Higher education programmes

Total

4,068.3 thousand persons

Bachelor's programmes

2,796.2 thousand persons

68.7%

Specialist's programmes

746.6 thousand persons

18.4%

Master's programmes

525.5 thousand persons

12.9%

Total

135.1 thousand persons

Postgraduate programmes

84.3 thousand persons

62.4%

Residency programmes

50.0 thousand persons

37.0%

Apprenticeship programmes

0.8 thousand persons

0.6%



Graduates, total – 3.7 million persons

Basic general and secondary general education programmes

Graduates who received a certificate of:

basic general education

1,411.4 thousand persons

68.2%



secondary general education

659.1 thousand persons

31.8%



Secondary vocational education programmes

Total

705.3 thousand persons

Programmes for skilled workers and employees

165.5 thousand persons

23.5%



Programmes for mid-level specialists

539.8 thousand persons

76.5%



Higher education programmes

Total

908.6 thousand persons



Bachelor's programmes

621.9 thousand persons

68.4%

Specialist's programmes

104.6 thousand persons

11.5%

Master's programmes

182.1 thousand persons

20.0%

Total
35.1 thousand persons

Postgraduate programmes

15.5 thousand persons

44.0%

Of whom with defended thesis

1.6 thousand persons 10.5%

Residency programmes

19.3 thousand persons

55.1%

Apprenticeship programmes

0.3 thousand persons

0.9%

2016–2018 graduates who had a job in 2019 related to the obtained profession

With higher education

69%



With secondary vocational education

Programmes for mid-level specialists

57%



Programmes for skilled workers and employees

50%



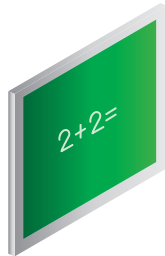
Personnel*

Preschool education programmes, including child care

Total	Educators**	under 35	55 and over	1 educator per
676.7 thousand persons	539.9 thousand persons	144.0 thousand persons 26.7%	82.4 thousand persons 15.3%	14 children

Primary general, basic general, and secondary general education programmes

Total	Teachers	under 35	55 and over	1 teacher per
1,339.5 thousand persons	1,083.3 thousand persons	247.5 thousand persons 22.8%	278.2 thousand persons 25.7%	18 students



* Excluding part-timers and independent contractors.

** Including senior educators.

Secondary vocational education programmes

Total

196.6 thousand persons



Programmes for skilled workers and employees

Teachers	under 35	55 and over	
21.8 thousand persons	5.0 thousand persons 22.8%	6.8 thousand persons 31.0%	1 teacher (industrial training instructor) per

Industrial training instructors	under 35	55 and over	13 students
---------------------------------	----------	-------------	--------------------

15.9 thousand persons	3.2 thousand persons 20.0%	5.8 thousand persons 36.2%
------------------------------	--------------------------------------	--------------------------------------

Programmes for mid-level specialists

Teachers	under 35	55 and over	
106.0 thousand persons	23.3 thousand persons 21.9%	36.1 thousand persons 34.0%	1 teacher (industrial training instructor) per

Industrial training instructors	under 35	55 and over	16 students
---------------------------------	----------	-------------	--------------------

5.0 thousand persons	1.1 thousand persons 22.7%	1.8 thousand persons 36.7%
-----------------------------	--------------------------------------	--------------------------------------

Higher education programmes (bachelor's, specialist's, and master's)

Teaching staff

227.0 thousand persons

Have a scientific degree	under 35	55 and over	1 teaching staff member per
167.6 thousand persons 73.8%	32.1 thousand persons 14.2%	89.2 thousand persons 39.3%	12 students

Information and communication technologies in education

Preschool education institutions

Which have **Personal computers**

98.7%

Urban areas

99.4%

Rural areas

97.5%

Personal computers with Internet access

95.3%

98.3%

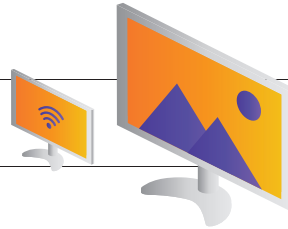
90.0%

Personal computers for children

30.9%

32.6%

27.6%



Educational institutions implementing primary general, basic general, and secondary general education programmes

Personal computers with Internet access

1810.5 thousand units **75.6%**

Personal computers used for educational purposes per 100 students:

14.6 units

State and municipal institutions



Private institutions

24.1 units



Educational institutions with top Internet access speed of 256–511 kbit/s and over

94.6%

Educational institutions with their own website

99.2%

Educational institutions that provide a standardised profile of institution's activities on their own website

99.2%

Educational institutions that use electronic school diaries and electronic gradebooks

87.2%

Educational institutions implementing secondary vocational education programmes

Personal computers with Internet access

324.2 thousand units **84.5%**

Personal computers used for educational purposes per 100 students:

Total

16.9 units



With Internet access

14.3 units



Educational institutions with top Internet access speed of 256–511 kbit/s to 100 Mbit/s

84.3%

Educational institutions with top Internet access speed of 100 Mbit/s and over

14.7%

Educational institutions with their own website

97.5%

Educational institutions that provide a standardised profile of institution's activities on their own website

97.5%

Higher education institutions

Personal computers with Internet access

634.1 thousand units **92.7%**

Personal computers used for educational purposes per 100 students:

Total

23.1 units



With Internet access

21.5 units



Educational institutions with top Internet access speed of 256–511 kbit/s to 100 Mbit/s

70.2%

Educational institutions with top Internet access speed of 100 Mbit/s and over

29.6%

Educational institutions with their own website

99.2%

Educational institutions that provide a standardised profile of institution's activities on their own website

99.1%

International students receiving higher education in Russia*

Total

298.0 thousand persons** **7.3%** of the total enrolment

Citizens of CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia

Total

207.9 thousand persons

69.8%

Kazakhstan	30.5%	Tajikistan	9.9%	Azerbaijan	4.3%	Armenia	1.3%
Turkmenistan	17.4%	Ukraine	7.7%	Kyrgyzstan	3.6%	Baltic States, Republic of Georgia, Abkhazia, and South Ossetia	2.1%
Uzbekistan	15.8%	Belarus	5.2%	Moldova	2.1%		

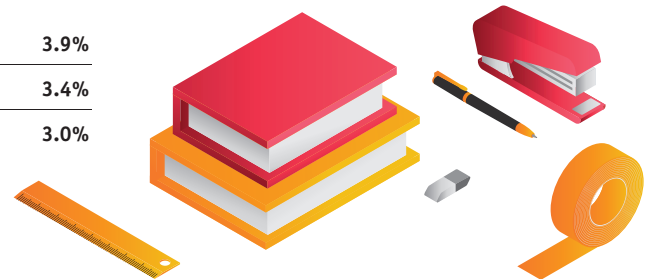
Citizens of foreign countries

Total

89.6 thousand persons

30.1%

China	26.9%	Iraq	3.9%
India	16.0%	Vietnam	3.4%
Egypt	4.9%	Marocco	3.0%

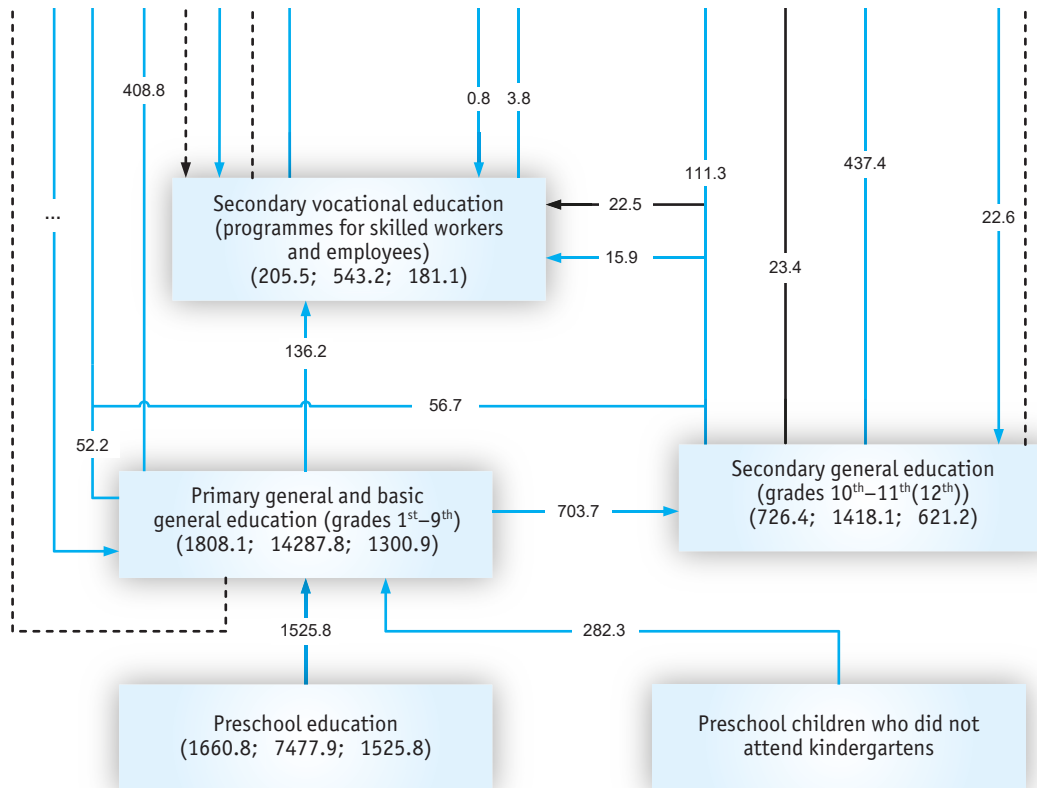


* Bachelor's, specialist's, and master's programmes.

** Including individuals without citizenship.



TRANSITION OF STUDENTS IN EDUCATION



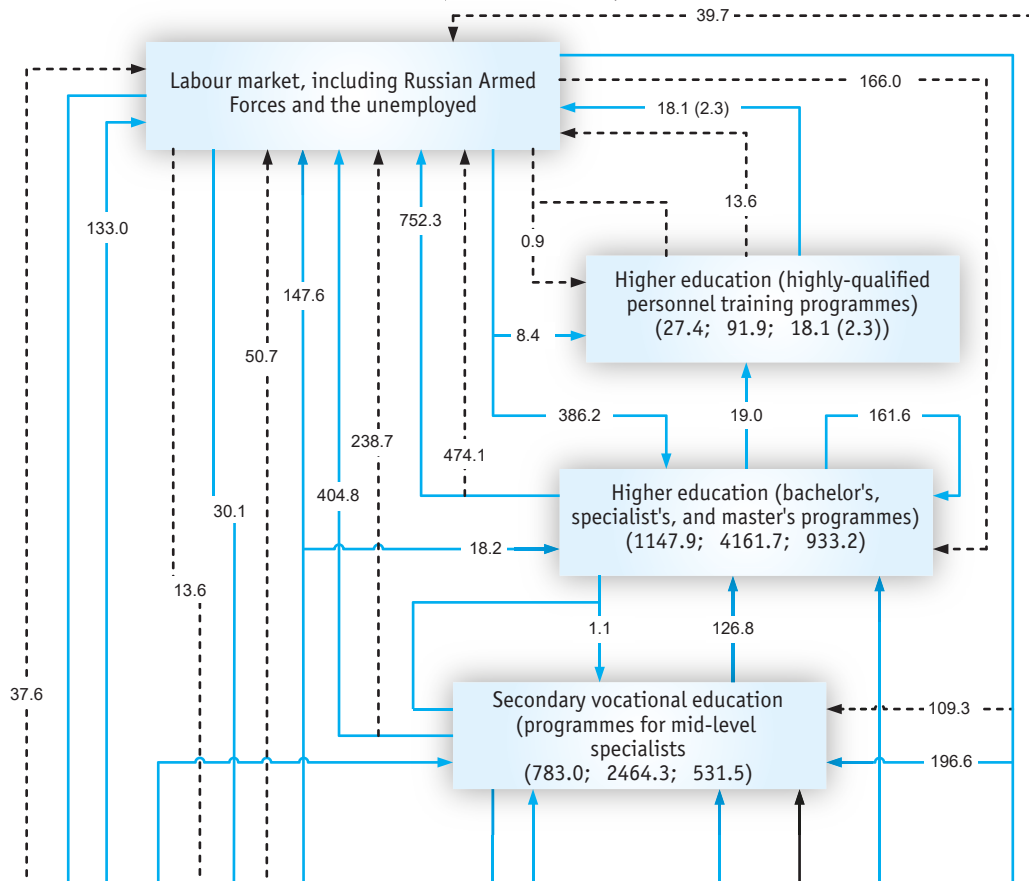
— Graduates of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level

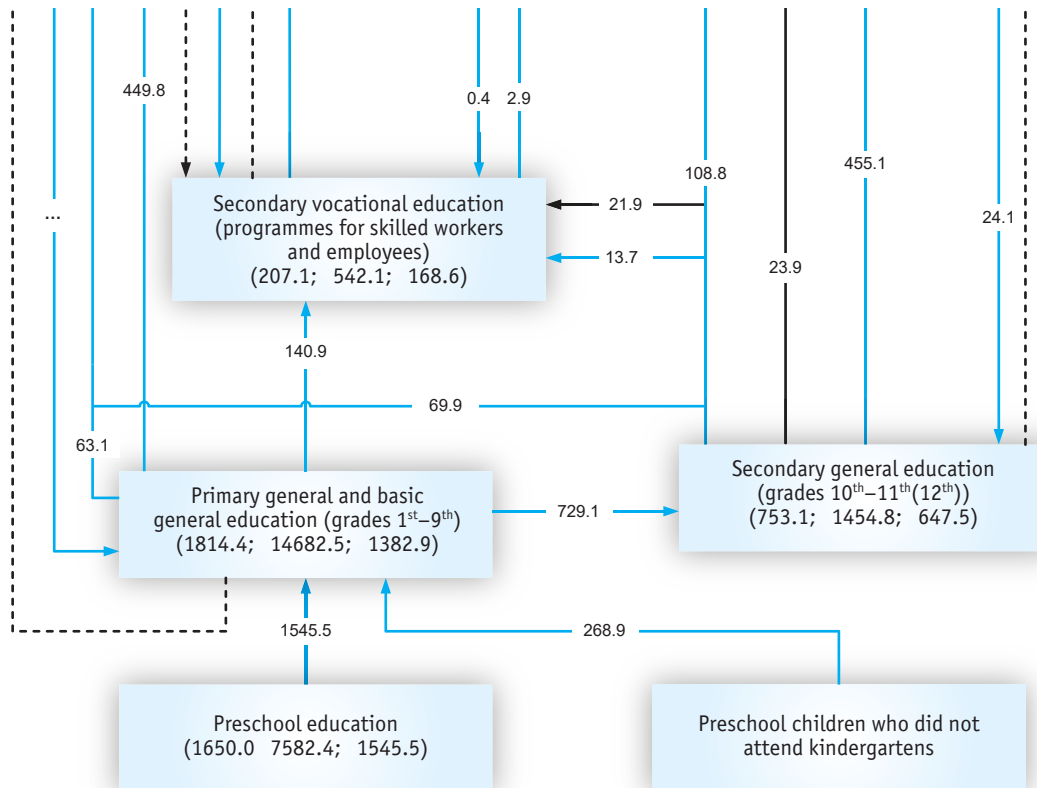
— Dropouts without a certificate/diploma of an educational level as inflow within programmes of a different educational level

- - - Dropouts without a certificate/diploma of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level (or those who left to join the labour market)

1.2. STUDENT TRANSITION MAP: 2018

(thousand persons)





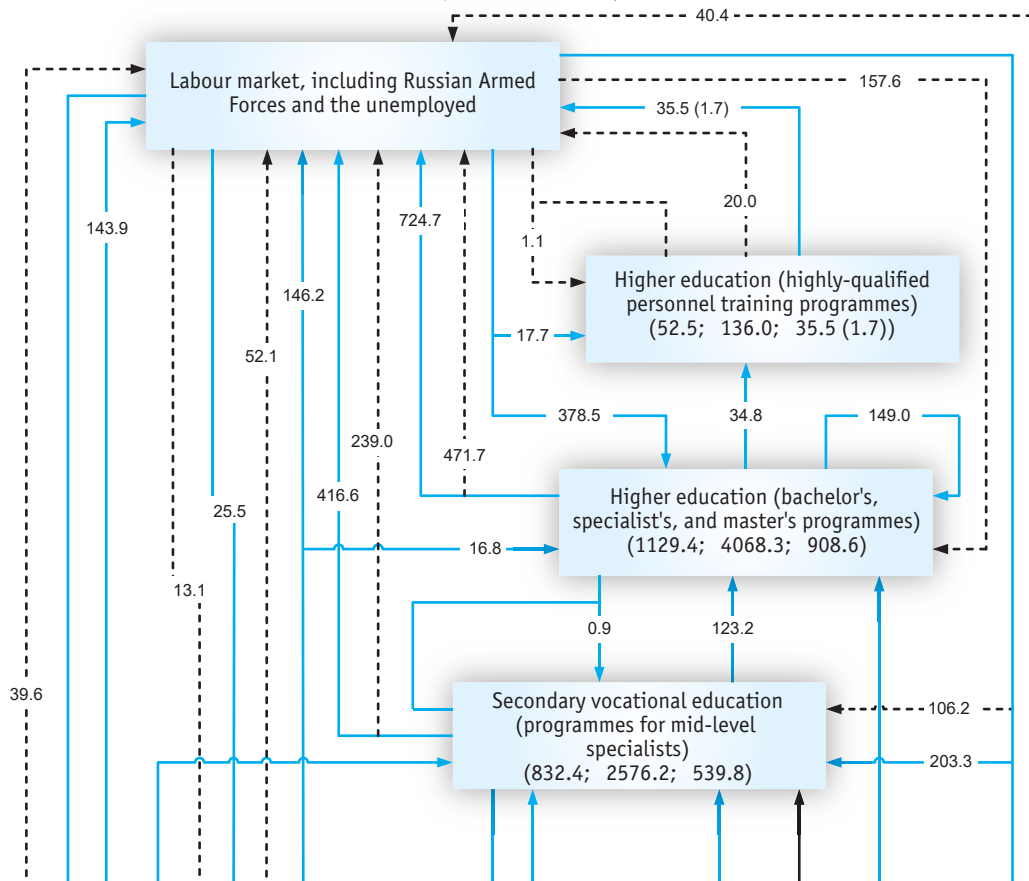
— Graduates of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level

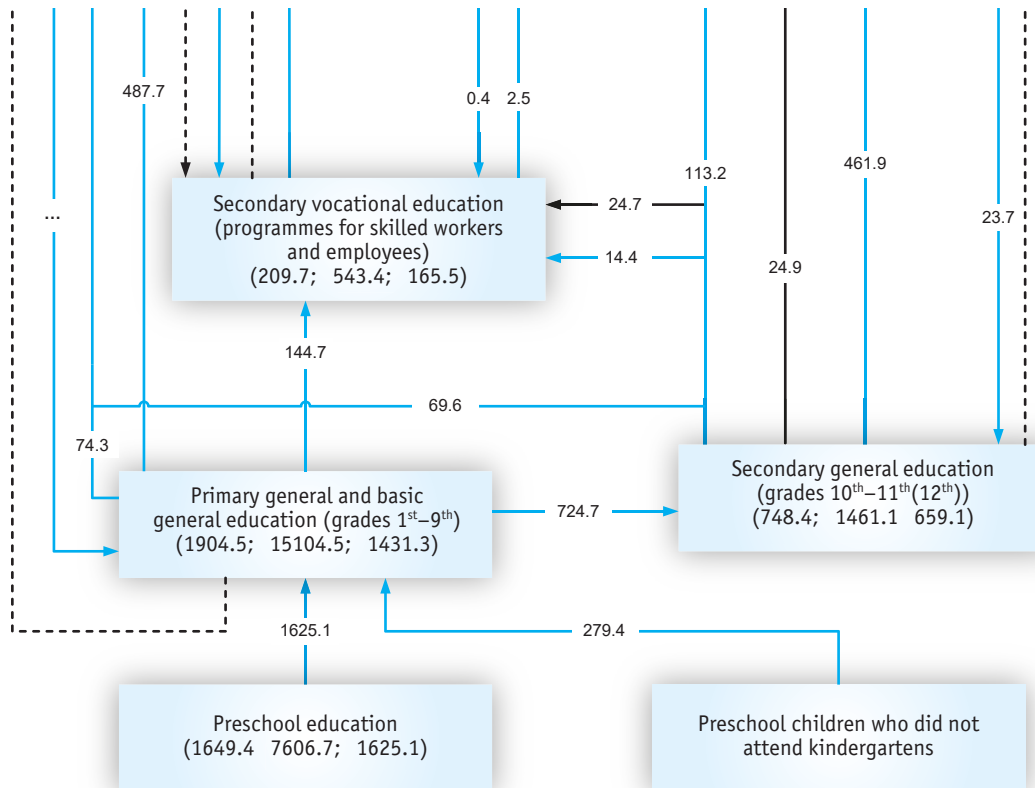
— Dropouts without a certificate/diploma of an educational level as inflow within programmes of a different educational level

- - - Dropouts without a certificate/diploma of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level (or those who left to join the labour market)

1.3. STUDENT TRANSITION MAP: 2019

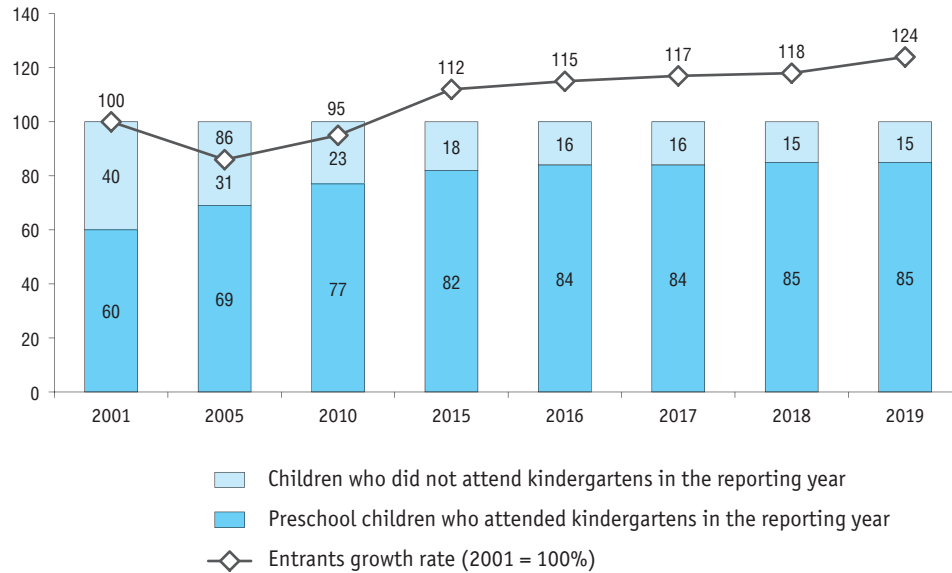
(thousand persons)



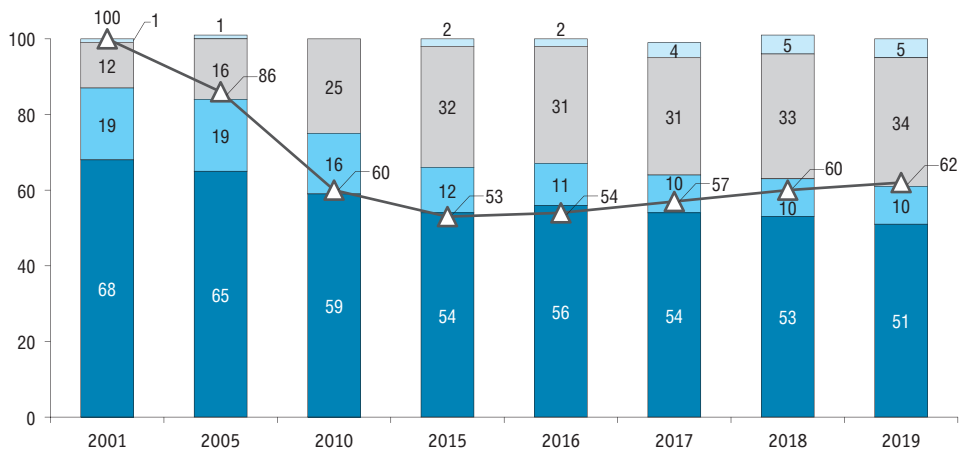


- Graduates of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level
- Dropouts without a certificate/diploma of an educational level as inflow within programmes of a different educational level
- - - - Dropouts without a certificate/diploma of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level (or those who left to join the labour market)

1.4. PERCENTAGE DISTRIBUTION OF ENTRANTS TO PRIMARY GENERAL AND BASIC GENERAL EDUCATION PROGRAMMES

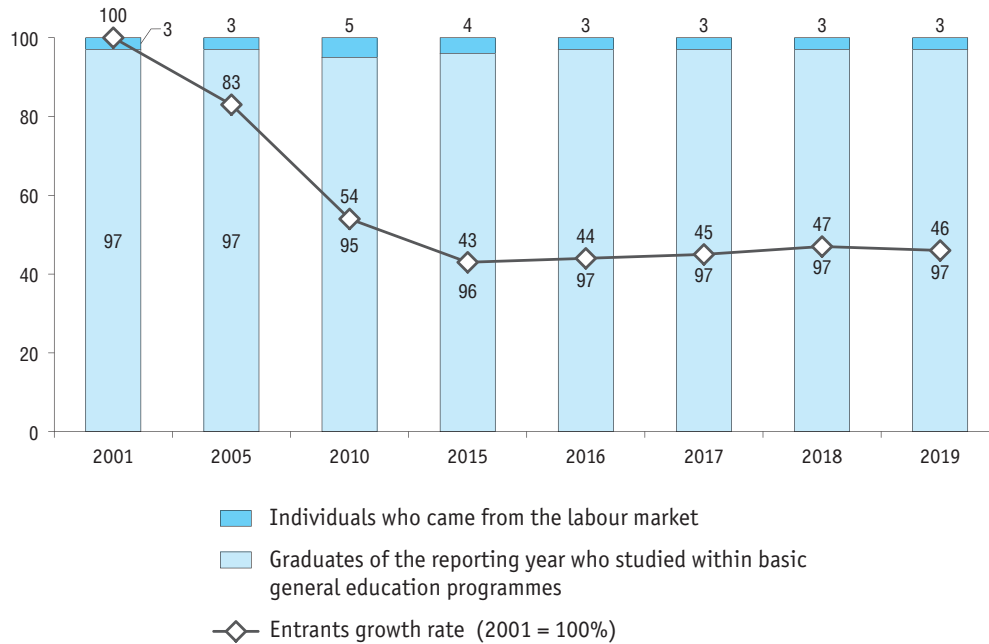


1.5. PERCENTAGE DISTRIBUTION OF GRADUATES OF BASIC GENERAL EDUCATION PROGRAMMES

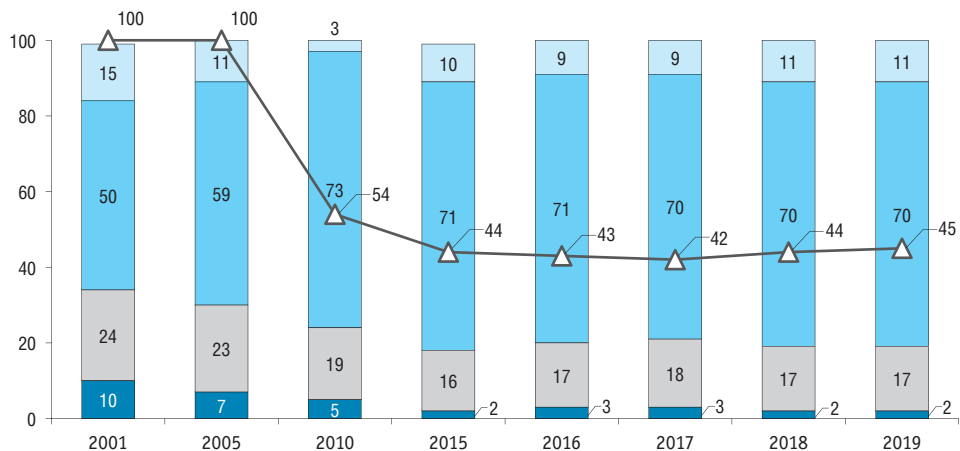


- Individuals who joined the labour market
- Individuals who continued their education within programmes for mid-level specialists
- Individuals who continued their education within programmes for skilled workers and employees
- Individuals who continued their education within secondary general education programmes
- Graduates growth rate (2001 = 100%)

1.6. PERCENTAGE DISTRIBUTION OF ENTRANTS TO SECONDARY GENERAL EDUCATION PROGRAMMES



1.7. PERCENTAGE DISTRIBUTION OF GRADUATES OF SECONDARY GENERAL EDUCATION PROGRAMMES



■ Individuals who joined the labour market

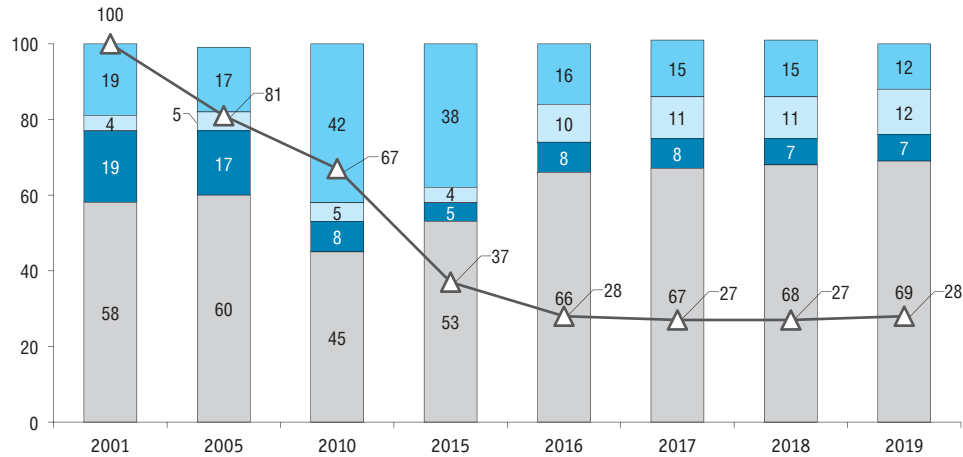
■ Individuals who continued their education within bachelor's and specialist's programmes

■ Individuals who continued their education within programmes for mid-level specialists

■ Individuals who continued their education within programmes for skilled workers and employees

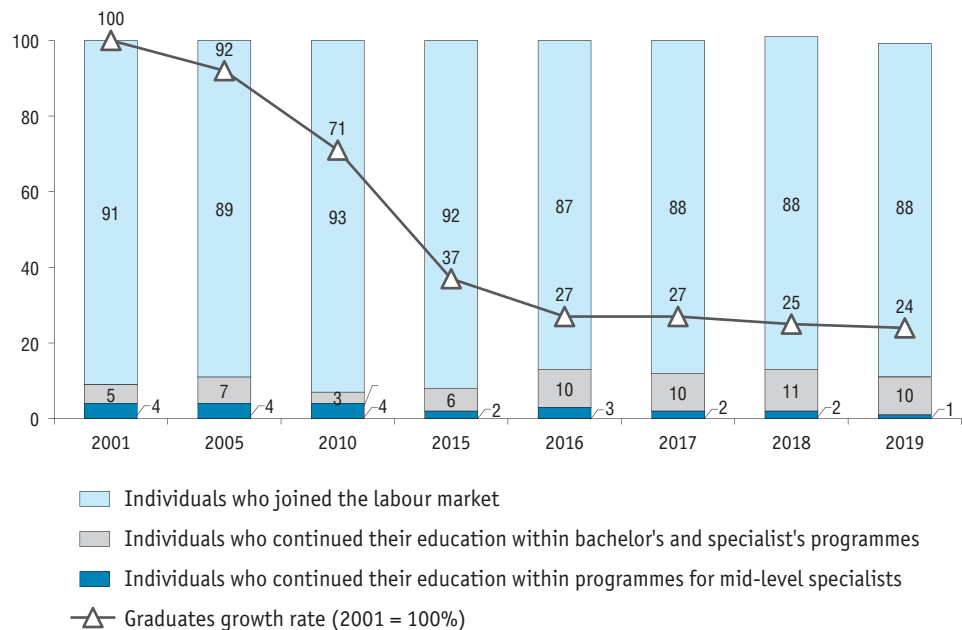
△ Graduates growth rate (2001 = 100%)

1.8. PERCENTAGE DISTRIBUTION OF ENTRANTS TO PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES

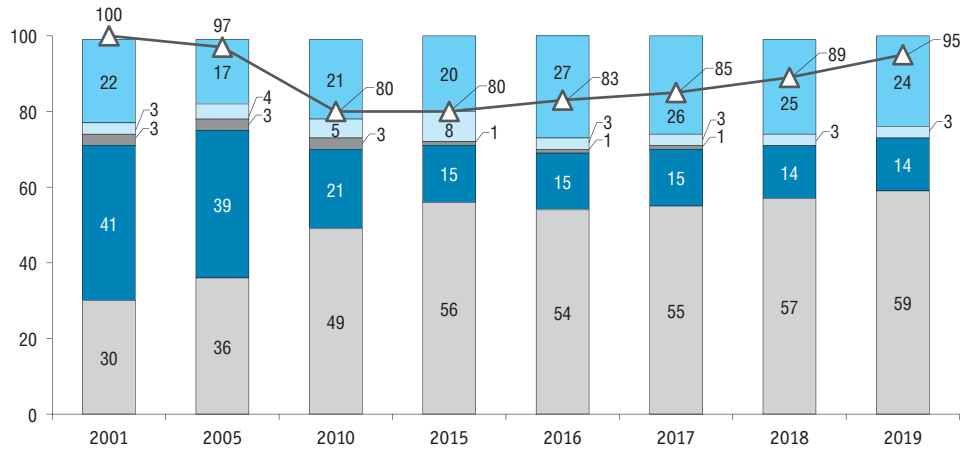


- Individuals with basic general or secondary general education who came from the labour market
- Individuals with basic general education who dropped out of secondary general education programmes in the reporting year
- Graduates of the reporting year within secondary general education programmes
- Graduates of the reporting year within basic general education programmes
- △— Entrants growth rate (2001 = 100%)

1.9. PERCENTAGE DISTRIBUTION OF GRADUATES OF PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES

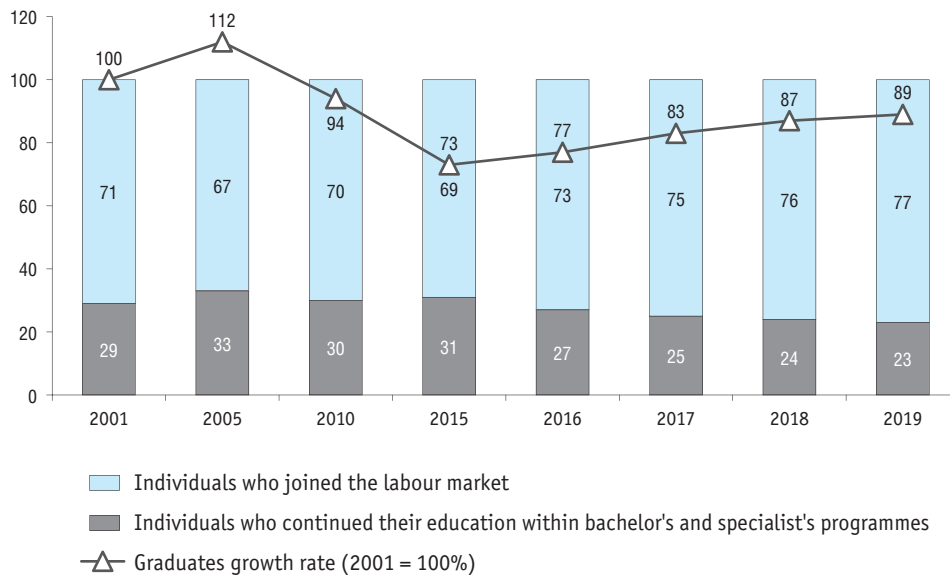


1.10. PERCENTAGE DISTRIBUTION OF ENTRANTS TO PROGRAMMES FOR MID-LEVEL SPECIALISTS

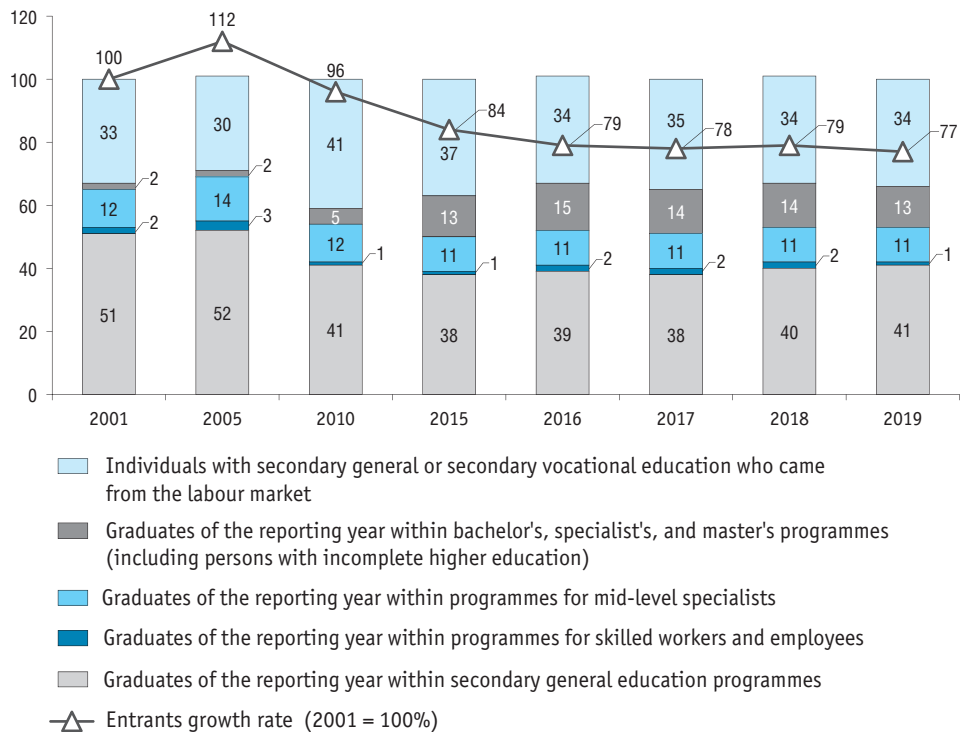


- Individuals with basic general or secondary general education who came from the labour market
- Individuals with basic general education who dropped out of secondary general education programmes in the reporting year
- Graduates of the reporting year within programmes for skilled workers and employees
- Graduates of the reporting year within secondary general education programmes
- Graduates of the reporting year within basic general education programmes
- ▲ Entrants growth rate (2001 = 100%)

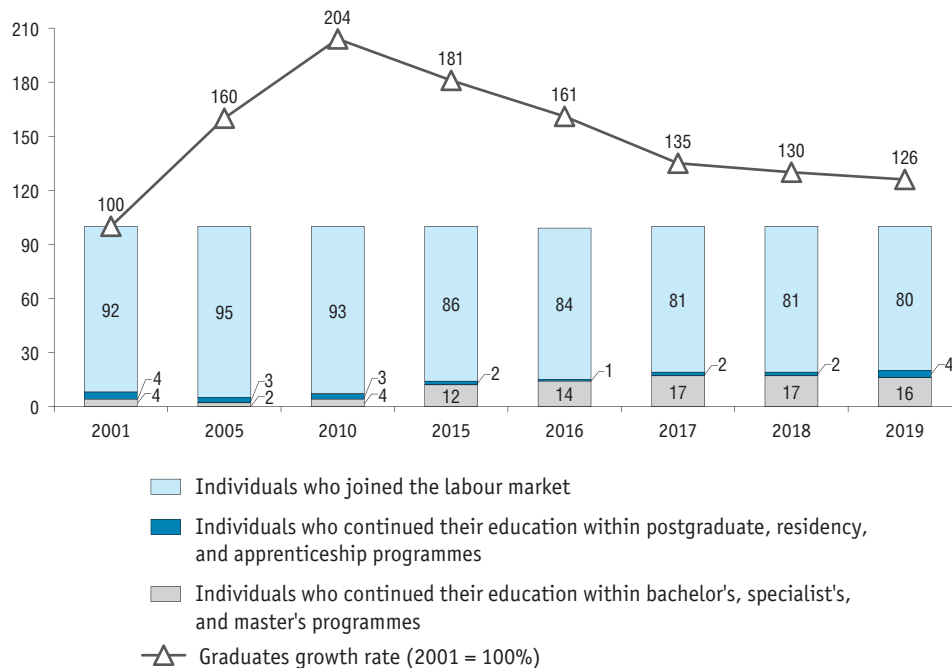
1.11. PERCENTAGE DISTRIBUTION OF GRADUATES OF PROGRAMMES FOR MID-LEVEL SPECIALISTS



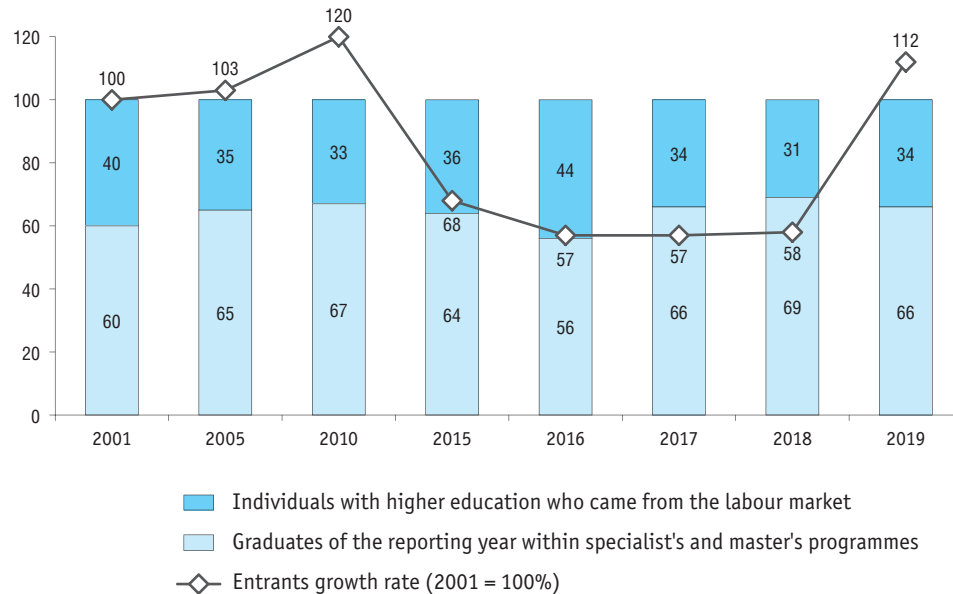
1.12. PERCENTAGE DISTRIBUTION OF ENTRANTS TO BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES



1.13. PERCENTAGE DISTRIBUTION OF GRADUATES OF BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES



1.14. PERCENTAGE DISTRIBUTION OF ENTRANTS TO POSTGRADUATE, RESIDENCY, APPRENTICESHIP, AND POSTDOCTORAL PROGRAMMES



TECHNICAL NOTES

The estimation of student flows reflecting the transition of students between programmes within the education system of the Russian Federation is based on the methods and procedures presented in the work of *Nikolay Schugal (2010) 'An Estimation Procedure of Student Flows in the Russian Education System'*: Working paper WP10/2010/04. Moscow: Publishing House of the State University – Higher School of Economics. (Series: Centre for Institutional Studies' Working Papers). The federal statistical data for the education sector serve as the source data for the estimation.

According to Federal Law no. 273-FL of December 29, 2012 'On Education in the Russian Federation' (as amended on June 17, 2019), the following main educational programmes are subject to estimation: preschool education programmes (PE); primary general, basic general and secondary general education programmes (GE); secondary vocational education programmes – programmes for skilled workers and employees (SVE-1); secondary vocational education programmes – programmes for mid-level specialists (SVE-2); higher education programmes – bachelor's, specialist's, and master's programmes (HE-1); and higher education programmes – highly-qualified personnel training programmes (HE-2), including postdoctoral programmes. The main vocational training programmes, as well as additional education programmes, are not included.

Student transition maps (figures 1.1–1.3) illustrate student flows: the transitions from a lower educational level to a higher one (within the reporting year), transitions of young adults from an educational institution to the labour market, transitions back

to the education system after some time. The composite term 'labour market' includes both employed and unemployed individuals, as well as those serving in the Russian Armed Forces. The flows, illustrating transitions between the labour market and educational programmes, were estimated using the balancing method.

Apart from the flows illustrating entrants and graduates by educational attainment, student transition maps also show the number of new entrants (inflow) and dropouts. The entrants indicator includes individuals who have successfully passed the entrance procedure and the graduates indicator – those who have successfully completed their studies and have received the corresponding document (certificate or diploma) confirming the degree or qualification. Individuals reinstated at the educational institution or transferred from another educational programme or another institution, etc., are included in the inflow; individuals who dropped their studies without receiving the corresponding document are included in the number of dropouts.

There are several categories of student flows on the maps. The first category shows the graduates of the reporting year within a programme of an educational level (or individuals who came from the labour market), as the entrants of one of the next educational levels. The second category shows dropouts of an educational level in the reporting year without a diploma or a certificate, as the inflow within programmes of a different educational level. Lastly, the third category includes dropouts of an educational level in the reporting year without a diploma or a certificate (or individuals who came from the labour market), as the inflow within programmes of

a different educational level (or individuals who dropped out to join the labour market).

On the transition maps for each educational level, you shall find statistical data on the number of entrants, enrolment, and graduates. The total sums of the flows denoting entrants and graduates within programmes of an educational level do not always precisely correspond to the data in parentheses on the entrants and graduates because of the statistical measurement margin of error, resulting from the fact that the data were taken from different statistical sources.

Percentage distribution charts of entrants and graduates (figures 1.4–1.14) show the demand proportions by educational level and the trends in percentage distributions illustrate the changes in educational tracks of students, and, therefore, indirectly allow to notice the changes in their preferences and priorities.

Below you shall find the main technical notes concerning the interpretation of statistical indicators from Chapter 1.

- **Preschool education:** the number of students (enrolment) within 1st grade programmes implemented at preschool education institutions is excluded from the calculation.
- **Primary general and basic general education:**
 - the indicators of the number of entrants and the total enrolment of students exclude the number of students (enrolment) in reception (preparatory) classes at general education institutions;
 - the indicators of the number of entrants and the total enrolment include students with mental deficiency (mental development disorders) within general education programmes;

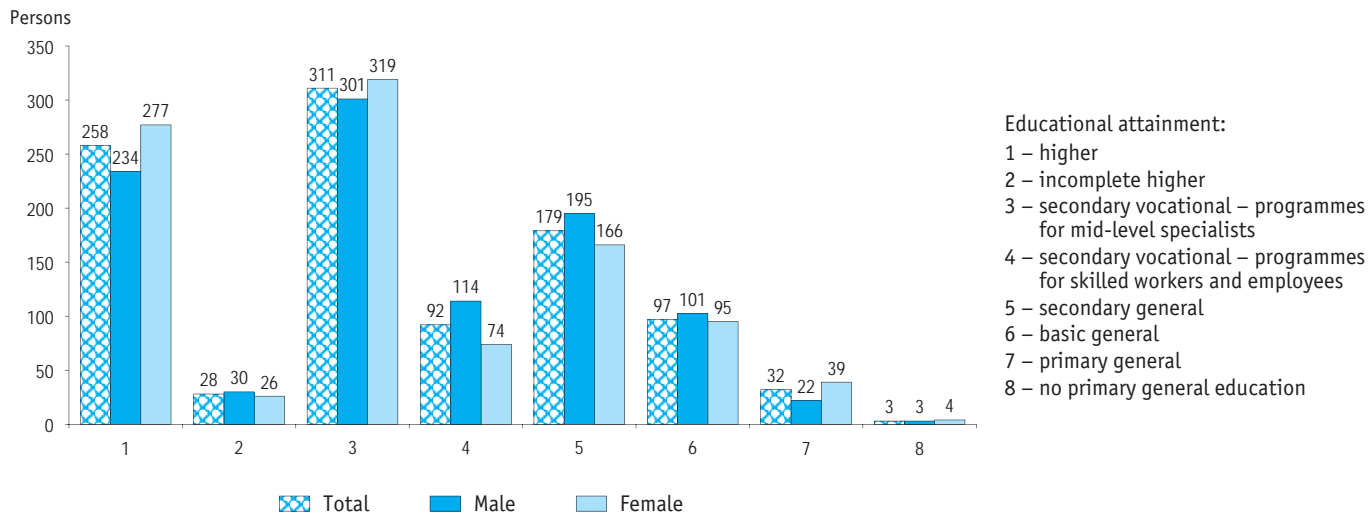
- the indicators of graduates also include the number of individuals who received a certificate of education (including individuals with limited health capacities who completed their studies in corresponding classes or institutions (for example, when reaching a certain age), but who could not receive basic or secondary general education due to their health conditions (mental deficiency, multiple special needs) and who are subject to graduation with a certificate of education).

- **Secondary vocational education – programmes for skilled workers and employees:** the data concerning education of students at vocational education institutions of the Russian Federal Penitentiary Service are excluded from the calculation; since 2010, the fee-paying students are included (the corresponding statistical monitoring was not previously conducted).
- **Higher education – bachelor’s, specialist’s and master’s programmes:** up to 2012, the number of graduates includes individuals who graduated with a diploma of incomplete higher education.
- **Higher education – highly-qualified personnel training programmes:**
 - since 2019, include the data on residency and apprenticeship programmes;
 - the postdoctoral programmes are also included;
 - there are two figures for the graduates’ indicators – the total number of graduates and the number of graduates who defended their thesis (in parentheses), excluding defences by applicants.



EDUCATIONAL POTENTIAL OF THE POPULATION

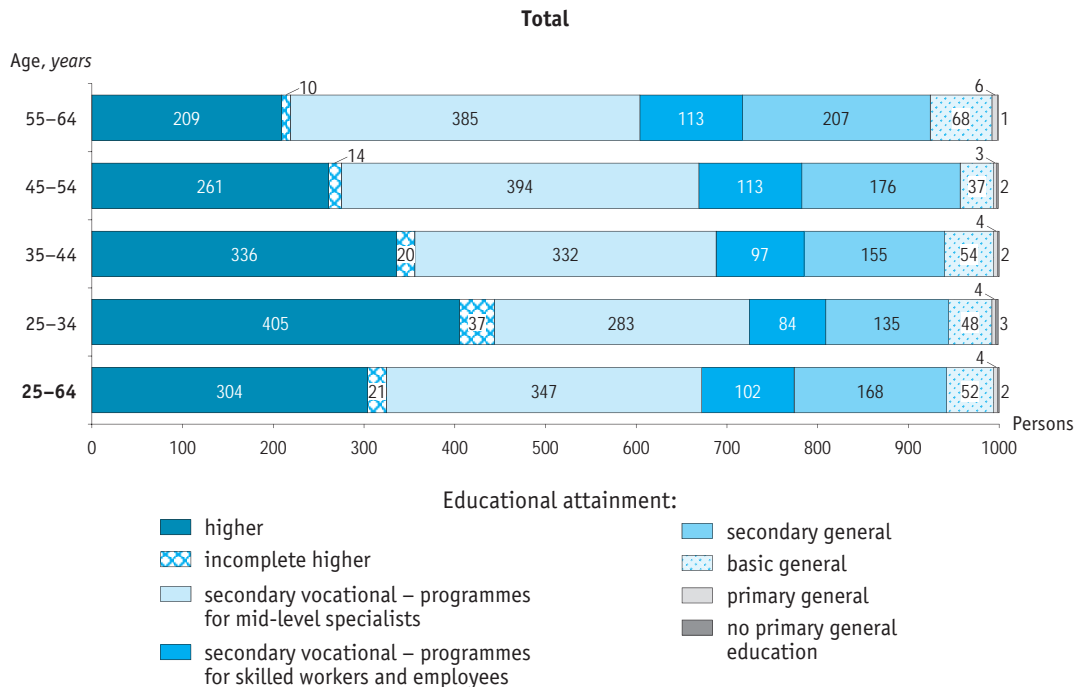
2.1. EDUCATIONAL ATTAINMENT OF POPULATION AGED 15 AND OVER BY GENDER: 2015*

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

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

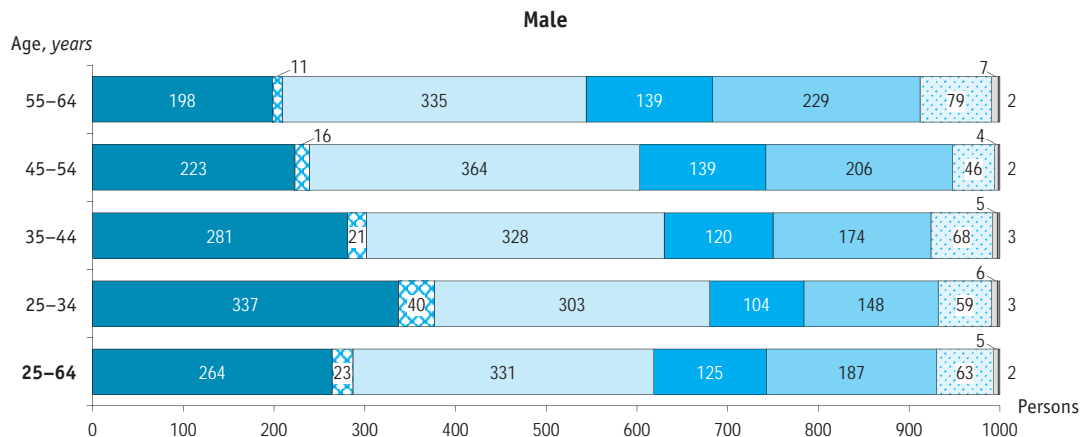
2.2. EDUCATIONAL ATTAINMENT OF POPULATION AGED 25–64 BY AGE AND GENDER: 2015*

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



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

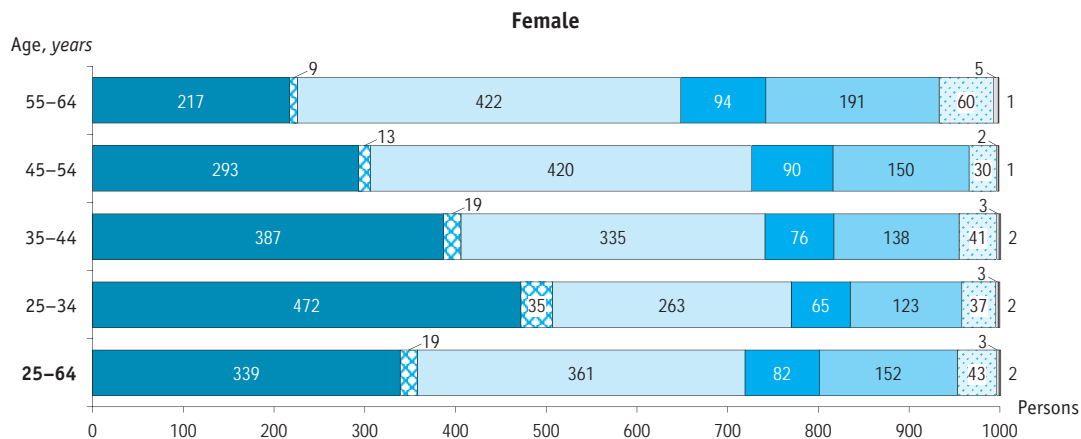
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Educational attainment:

- higher
- incomplete higher
- secondary vocational – programmes for mid-level specialists
- secondary vocational – programmes for skilled workers and employees
- secondary general
- basic general
- primary general
- no primary general education

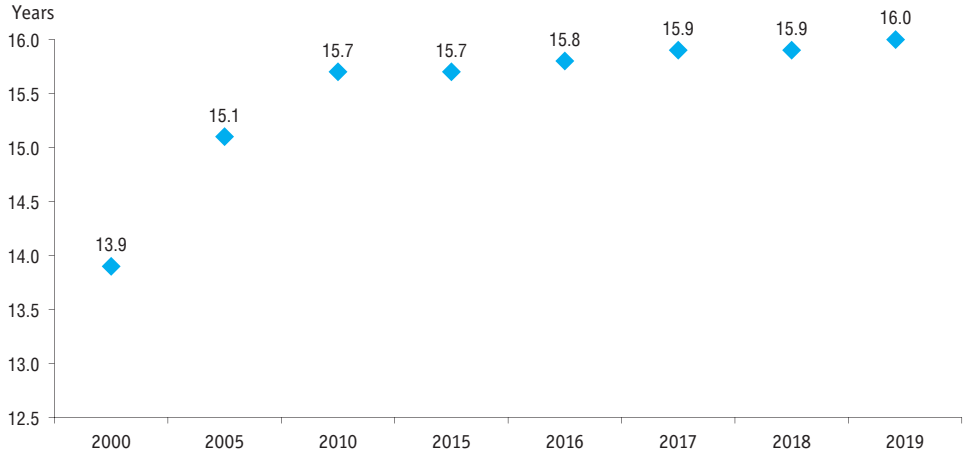
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Educational attainment:

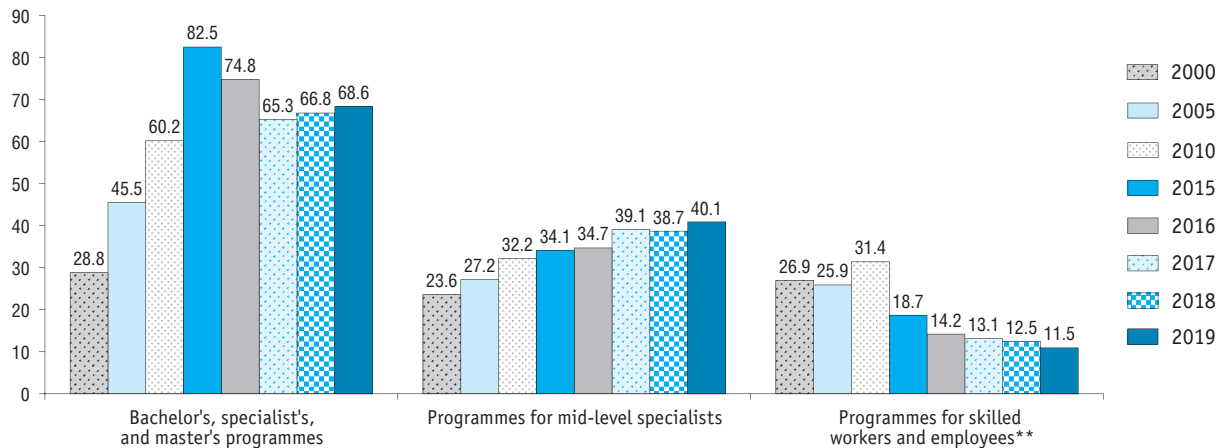
- higher
- incomplete higher
- secondary vocational – programmes for mid-level specialists
- secondary vocational – programmes for skilled workers and employees
- secondary general
- basic general
- primary general
- no primary general education

2.3. EDUCATION EXPECTANCY OF CHILDREN AGED 6



2.4. GRADUATION RATES AT PROFESSIONAL (VOCATIONAL) EDUCATION INSTITUTIONS

(graduates who participated in professional (vocational) education programmes as a percentage of the total population at the age theoretically corresponding to completion of education at a certain level*)

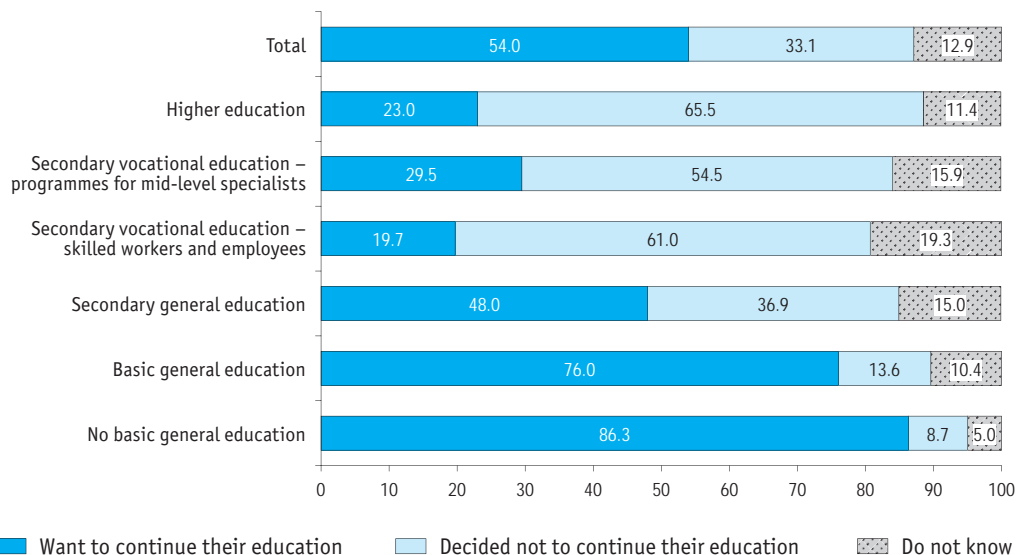


* 22 years – for graduates of bachelor's, specialist's, and master's programmes; 18 years – for graduates of programmes for mid-level specialists; and 17 years – for graduates of programmes for skilled workers and employees.

** Excluding graduates of vocational education institutions of the Russian Federal Penitentiary Service.

2.5. WILLINGNESS OF THE POPULATION TO CONTINUE THEIR EDUCATION BY EDUCATIONAL ATTAINMENT: 2018*

(as a percentage of respondents aged 15–55 (females)/15–60 (males) enrolled in educational institutions** and of young adults under 24 who opted out of education, by corresponding educational attainment)



* Here and below (tables 2.6, 2.8, figure 2.7), according to the Comprehensive monitoring of living conditions.

** Excluding respondents enrolled in highly-qualified personnel training programmes.

2.6. EDUCATIONAL STRATEGIES OF THE POPULATION: 2018

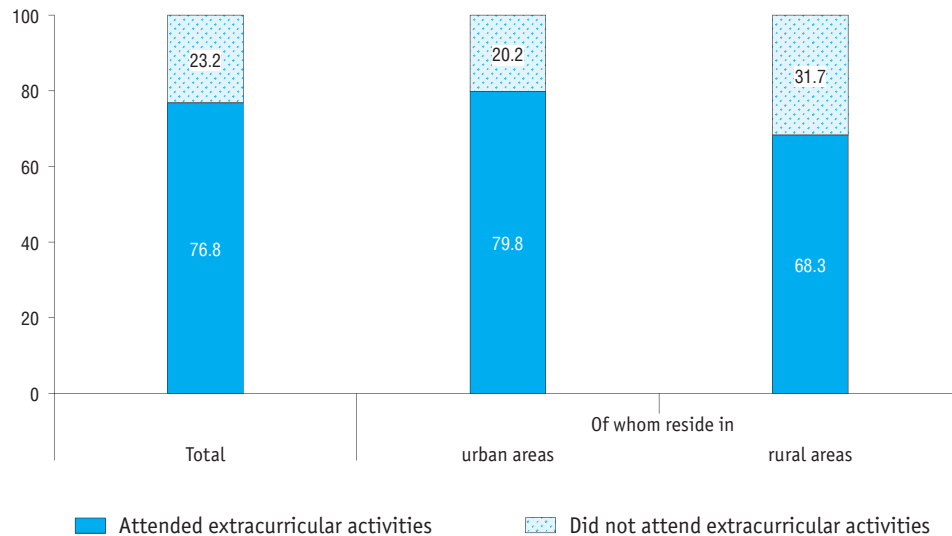
(as a percentage of respondents willing to continue their education in each group)

	Total	Of whom want to continue their education			
		in vocational education institutions implementing secondary vocational education programmes		in higher education institutions	in educational institutions implementing postgraduate, postdoctoral, residency, and apprenticeship programmes
		for skilled workers and employees	for mid-level specialists		
Individuals aged 15–55 (females)/15–60 (males) enrolled in educational institutions* and young adults under 24 who are not enrolled in any institution and want to continue their education – total	100	3.3	11.9	71.9	12.9
Of whom enrolled in:					
secondary vocational education institutions under programmes:					
for skilled workers and employees	100	14.9	24.7	60.4	0.0
for mid-level specialists	100	4.1	26.2	69.7	0.0
higher education institutions	100	0.8	0.5	75.3	23.4

* Excluding respondents enrolled in highly-qualified personnel training programmes.

2.7. PARTICIPATION OF POPULATION AGED 15 AND OVER ENROLLED IN GENERAL EDUCATION INSTITUTIONS IN EXTRACURRICULAR ACTIVITIES: 2018

(as a percentage of all respondents aged 15 and over enrolled in general education institutions)



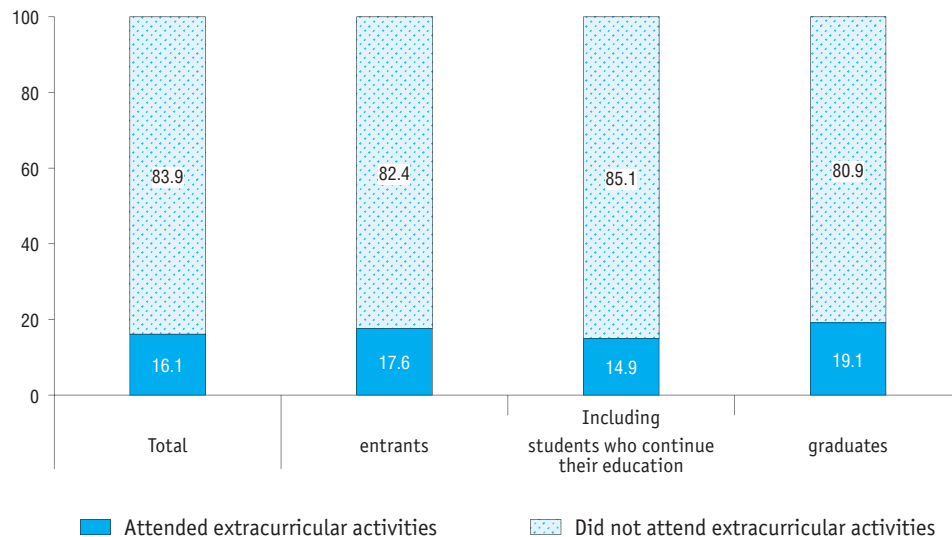
2.8. PARTICIPATION OF POPULATION AGED 15 AND OVER ENROLLED IN GENERAL EDUCATION INSTITUTIONS IN EXTRACURRICULAR ACTIVITIES BY TYPE OF ACTIVITY AND INSTITUTION: 2018

(as a percentage of all respondents who were enrolled in general education institutions and attended extracurricular activities)

	Total	Of whom reside in:	
		in urban areas	in rural areas
Sports school or sports club	34.9	34.9	34.6
Tutoring sessions to improve academic performance	32.9	35.7	24.9
Elective classes or special programme classes	29.3	29.1	29.9
Foreign language courses	10.8	13.0	4.7
Music school	5.1	5.8	3.1
Children's creativity centre, technical clubs, etc.	5.1	5.1	5.2
Computer science and programming classes, technology study and design	4.4	4.9	2.9
Additional education centre	2.7	3.1	1.4
On-the-job training centres	0.5	0.6	0.3

2.9. PARTICIPATION OF POPULATION UNDER 30 IN EXTRACURRICULAR ACTIVITIES DURING THE 2018/2019 ACADEMIC YEAR IN VOCATIONAL OR HIGHER EDUCATION INSTITUTIONS AND AFTER GRADUATION*

(as a percentage of respondents under 30 who have been enrolled in the 2018/2019 academic year in vocational or higher education institutions and after their graduation in each group)



* Here and below in table 2.10, according to the 2019 sample survey of the quality and availability of services in the fields of education, health and social services, and employment promotion.

2.10. PARTICIPATION OF POPULATION UNDER 30 IN EXTRACURRICULAR ACTIVITIES DURING THE 2018/2019 ACADEMIC YEAR IN VOCATIONAL OR HIGHER EDUCATION INSTITUTIONS AND AFTER GRADUATION BY TYPE OF ACTIVITIES*

(as a percentage of all respondents under 30 who attended extracurricular activities during the 2018/2019 academic year in vocational or higher education institutions and after their graduation)

	Total	Of whom		
		entrants	students who continue their education	graduates
In-depth study of subjects, obtaining additional skills in their field of education (future profession)	42.2	49.3	47.8	16.0
Sports and health activities (in addition to the professional (vocational) education programme)	32.0	38.7	32.6	22.1
Foreign language	19.1	3.8	26.4	14.6
In-depth study of subjects, obtaining additional skills in adjacent or other fields of education	11.0	7.4	9.0	21.8
Creative classes and other additional art classes (in addition to the professional (vocational) education programme)	17.5	13.8	14.4	31.8
Technology study and design, information and communication technologies, programming (in addition to the professional (vocational) education programme)	4.9	4.9	3.9	7.7
Pre-academic programmes for admission to a higher education institution, a vocational education institution	4.7	5.8	3.2	7.7
Local history, archival and expedition work (in addition to the professional (vocational) education programme)	3.4	0.8	5.1	1.2

TECHNICAL NOTES

The main source of data on educational attainment of the population is the census. A **census** is a process of collecting demographic, economic and social data characterising each inhabitant of a country or a territory at a certain period of time. A microcensus was conducted from October 1, 2015 till October 31, 2015 in all the Russian regions. It covered 2,154.2 thousand people (1.5% of the population as of January 1, 2016).

Education expectancy of children aged 6 is the number of years which a six-year-old individual may spend on going through all levels of education given the existing level of education coverage and his or her potential education track. It is calculated by adding education coverage rates of children of a respective age for each year of their lives, starting with the age of six.

Comprehensive monitoring of living conditions is conducted by the Rosstat in furtherance of the Decree of the Government of the Russian Federation no. 946 'On the Organisation of a National Statistical System for Observing Socio-Demographic Issues and Monitoring Mortality, Morbidity and Disability Rates and the Resulting Economic Losses' of November 27, 2010. The monitoring is carried out on the basis of a sampling method in all Russian

regions, covering 60 thousand households. Population data was gathered over a period from September 15, 2018 till September 29, 2018. The results of the monitoring apply to all private households and all the people living in them by way of using weighting factors calculated as inversely proportional to selection probabilities.

Sample survey of the quality and availability of services in the fields of education, health and social services, and employment promotion is carried out by Rosstat in furtherance of Decree of the Government of the Russian Federation no. 946 'On the Organisation of a National Statistical System for Observing Socio-Demographic Issues and Monitoring Mortality, Morbidity and Disability Rates and the Resulting Economic Losses' of November 27, 2010. The survey is based on a sample survey of representatives of various groups and population strata living in all Russian regions, and is conducted every two years, covering 48 thousand households.

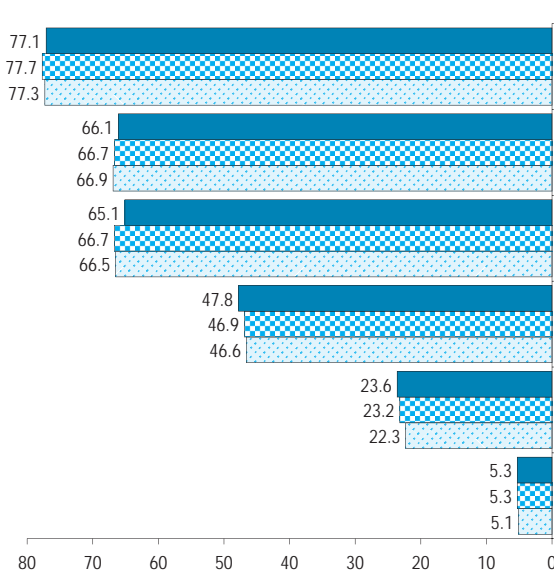
Population data were gathered over a period from July 15, 2019 till July 29, 2019. The results of the monitoring apply to all private households and all the people living in them, according to a specially developed methodology.



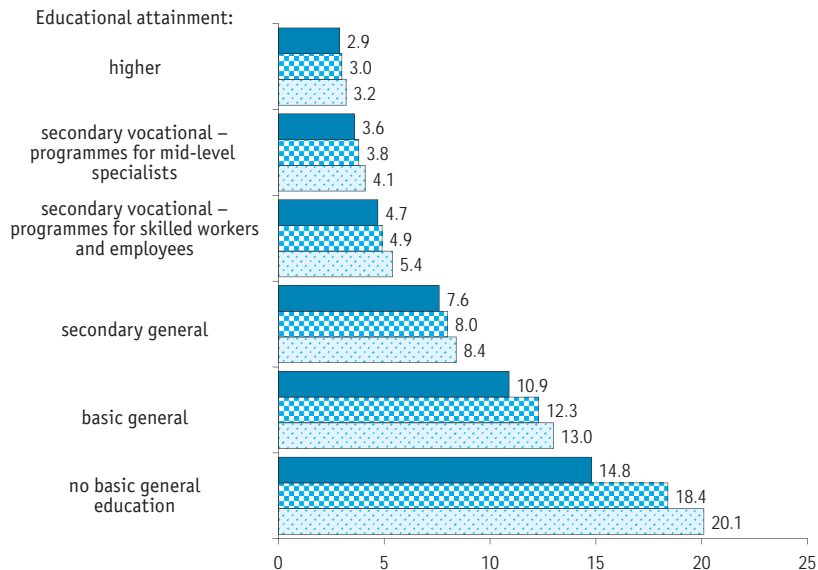
EDUCATION AND THE LABOUR MARKET

3.1. EMPLOYMENT AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT

Employment rate (employed population as a percentage of the total population with the corresponding educational attainment)



Unemployment rate (unemployed population as a percentage of the labour force with the corresponding educational attainment)



2017 2018 2019

3.2. EMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT

	Total			Male			Female		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total employment, thousand persons	72316	72532	71933	37188	37259	36912	35128	35272	35021
Of whom have educational attainment:									
higher	24761	24819	24632	11125	11148	10962	13635	13671	13669
secondary vocational – programmes for mid-level specialists	18542	18526	18423	8238	8121	8054	10304	10406	10368
secondary vocational – programmes for skilled workers and employees	13866	14112	13951	8838	9047	8986	5029	5065	4965
secondary general	12566	12459	12121	7340	7293	7122	5226	5166	4999
basic general	2417	2439	2635	1534	1537	1682	882	903	953
no basic general education	164	176	172	113	114	106	51	62	66
Employment rate (employed population as a percentage of the total population with the corresponding educational attainment)	59.5	59.8	59.4	67.5	67.8	67.3	52.8	53.2	52.9
Of whom have educational attainment:									
higher	77.3	77.7	77.1	82.8	83.1	82.4	73.4	73.9	73.3
secondary vocational – programmes for mid-level specialists	66.9	66.7	66.1	78.0	77.8	77.3	60.1	60.0	59.4
secondary vocational – programmes for skilled workers and employees	66.5	66.7	65.1	73.6	73.8	72.6	56.8	56.9	54.9
secondary general	46.6	46.9	47.8	56.5	57.1	57.8	37.4	37.4	38.3
basic general	22.3	23.2	23.6	31.2	31.9	32.7	15.0	15.8	15.8
no basic general education	5.1	5.3	5.3	9.6	9.2	8.1	2.5	3.0	3.4

3.3. EMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT AND AGE

(employed population as a percentage of the total population with the corresponding educational attainment in each age group)

	Total			Educational attainment																	
				higher			secondary vocational – programmes for mid-level specialists			secondary vocational – programmes for skilled workers and employees			secondary general			basic general			no basic general education		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total employment	59.5	59.8	59.4	77.3	77.7	77.1	66.9	66.7	66.1	66.5	66.7	65.1	46.6	46.9	47.8	22.3	23.2	23.6	5.1	5.3	5.3
Age, years:																					
under 20	5.7	5.6	5.1	37.8	19.9	33.4	49.1	48.8	60.7	58.7	59.3	51.9	9.4	9.2	8.7	2.6	2.8	3.0	1.5	1.0	1.3
20–24	48.7	47.8	49.4	72.6	71.2	72.6	76.7	75.9	76.8	78.4	78.1	77.3	24.8	24.2	26.1	45.4	43.9	43.7	18.0	16.2	24.0
25–29	83.9	84.3	83.6	87.9	88.2	86.7	87.3	87.6	87.1	86.3	87.1	86.5	74.1	74.9	75.3	66.5	63.7	64.1	24.4	23.3	22.0
30–34	86.0	86.8	86.1	89.9	90.5	89.7	88.9	89.8	89.0	88.1	88.1	87.7	78.3	80.1	79.4	65.7	68.1	67.3	27.7	31.3	26.6
35–39	88.3	88.9	88.5	93.0	93.0	92.3	91.3	92.3	91.5	89.1	89.9	89.2	82.0	82.3	82.4	69.8	69.5	71.2	28.0	33.1	32.3
40–44	89.9	90.2	89.6	95.0	95.0	94.3	93.2	93.2	93.0	89.7	90.5	90.3	83.2	83.6	83.0	70.7	71.8	70.6	30.0	37.4	32.6
45–49	89.4	89.8	89.3	94.9	95.5	94.8	91.9	91.9	91.5	88.7	89.5	88.5	82.2	82.8	82.7	68.3	69.8	70.5	35.2	31.2	33.5
50–54	84.5	85.3	85.2	91.8	92.4	92.3	86.3	87.2	87.0	83.5	84.6	84.2	76.9	78.1	78.6	64.7	63.9	65.3	35.4	34.3	29.8
55–59	62.4	64.2	64.8	74.0	76.4	77.2	62.7	63.7	64.8	61.5	63.8	63.9	54.4	56.4	56.5	44.6	45.9	46.6	24.9	23.3	22.8
60–69	22.5	23.3	24.0	33.6	33.7	35.2	22.6	23.4	24.1	20.6	22.3	22.2	17.5	18.5	19.2	12.9	13.3	13.9	8.1	8.6	8.2
70 and over	2.0	2.3	2.4	4.6	5.2	5.2	2.4	2.3	2.6	1.3	2.0	1.8	1.7	1.7	2.0	1.0	1.6	1.5	0.7	0.8	0.9

3.4. UNEMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT

	Total			Male			Female		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total unemployment, thousand persons	3969	3658	3465	2102	1916	1846	1867	1743	1619
Of whom have educational attainment:									
higher	819	758	740	356	334	339	463	424	401
secondary vocational – programmes for mid-level specialists	795	722	687	361	327	312	435	395	374
secondary vocational – programmes for skilled workers and employees	797	720	687	486	442	432	311	278	255
secondary general	1156	1076	998	648	577	540	508	499	458
basic general	361	342	322	223	209	203	138	133	120
no basic general education	41	40	30	29	27	19	13	13	10
Unemployment rate (unemployed population as a percentage of the labour force with the corresponding educational attainment)	5.2	4.8	4.6	5.4	4.9	4.8	5.0	4.7	4.4
Of whom have educational attainment:									
higher	3.2	3.0	2.9	3.1	2.9	3.0	3.3	3.0	2.9
secondary vocational – programmes for mid-level specialists	4.1	3.8	3.6	4.2	3.9	3.7	4.0	3.7	3.5
secondary vocational – programmes for skilled workers and employees	5.4	4.9	4.7	5.2	4.7	4.6	5.8	5.2	4.9
secondary general	8.4	8.0	7.6	8.1	7.3	7.1	8.9	8.8	8.4
basic general	13.0	12.3	10.9	12.7	12.0	10.7	13.5	12.9	11.2
no basic general education	20.1	18.4	14.8	20.3	19.2	15.5	19.8	17.0	13.5

3.5. UNEMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT AND AGE

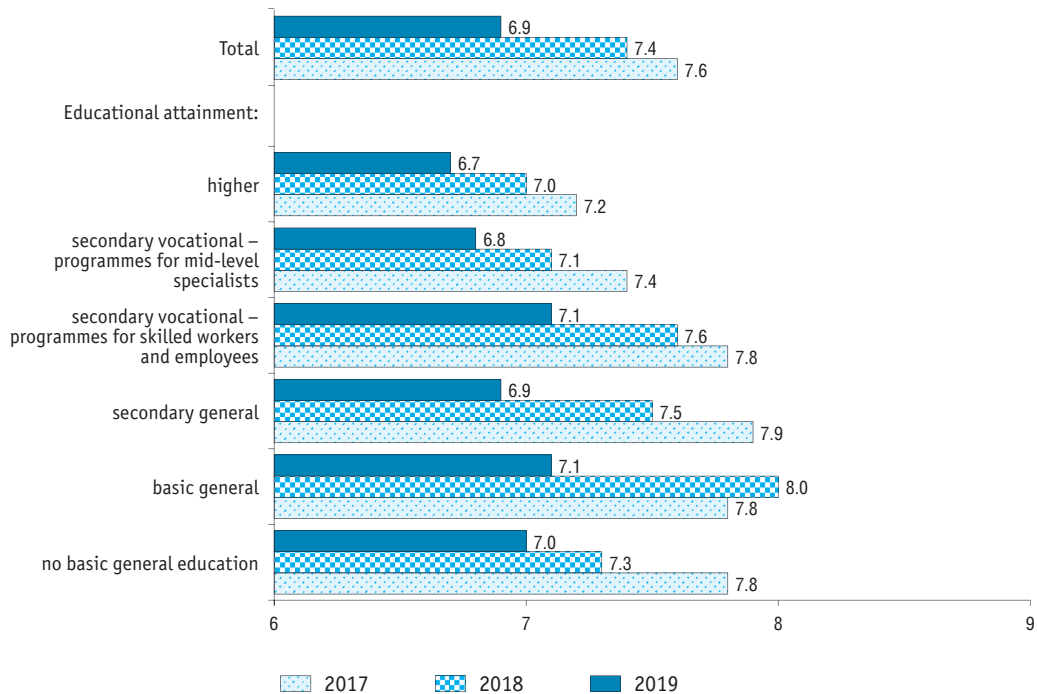
(unemployed population as a percentage of labour force with the corresponding educational attainment in each age group)

	Total			Educational attainment																	
				higher			secondary vocational – programmes for mid-level specialists			secondary vocational – programmes for skilled workers and employees			secondary general			basic general			no basic general education		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total unemployment	5.2	4.8	4.6	3.2	3.0	2.9	4.1	3.8	3.6	5.4	4.9	4.7	8.4	8.0	7.6	13.0	12.3	10.9	20.1	18.4	14.8
<i>Age, years:</i>																					
under 20	28.4	27.6	24.7	42.3	50.2	6.4	29.0	29.0	18.4	26.4	23.8	21.7	24.9	26.2	26.3	36.1	30.6	26.1	30.3	33.5	20.1
20–24	14.7	15.3	14.4	15.0	15.7	14.7	11.4	12.0	10.9	11.3	11.0	10.7	18.7	20.3	19.0	21.6	20.5	20.5	30.4	23.5	26.5
25–29	5.9	5.5	5.6	4.2	3.9	4.3	4.7	4.2	4.5	6.2	5.6	5.7	9.7	9.3	8.7	14.6	15.2	13.4	18.0	24.3	21.6
30–34	4.7	4.4	4.4	2.9	2.8	2.8	3.7	3.4	3.6	5.3	5.1	4.6	8.0	7.0	7.5	13.1	12.0	11.3	21.2	19.4	12.1
35–39	4.1	3.9	3.6	2.2	2.2	2.3	3.2	2.9	2.7	4.9	4.3	4.4	6.8	6.7	5.7	10.6	11.1	8.8	26.6	22.1	12.2
40–44	3.9	3.5	3.4	1.8	1.8	1.8	2.9	2.5	2.3	4.6	4.2	4.0	6.6	5.9	6.0	10.9	10.4	9.4	23.6	17.0	14.8
45–49	3.9	3.5	3.5	1.9	1.6	1.7	3.2	2.8	2.8	4.7	4.4	4.3	6.5	5.7	6.1	11.9	11.0	9.6	16.6	18.3	12.7
50–54	4.1	3.7	3.7	2.3	1.9	2.0	3.4	3.0	3.0	5.0	4.7	4.6	6.2	5.5	5.5	9.3	9.7	7.4	13.8	11.7	12.7
55–59	4.1	3.4	3.2	2.4	1.8	1.8	3.4	3.3	2.7	4.8	3.7	3.5	5.8	4.8	5.0	8.1	7.6	6.5	13.1	8.2	11.6
60–69	3.4	2.9	2.6	2.3	2.0	1.9	3.5	2.8	2.4	4.0	2.8	2.9	4.2	4.4	3.1	4.8	4.5	3.9	6.7	3.3	11.7
70 and over	2.0	1.6	2.4	1.3	1.1	1.3	2.4	1.6	2.2	5.7	1.4	4.1	2.2	2.4	2.1	1.1	1.8	4.7	0.5	1.8	1.9

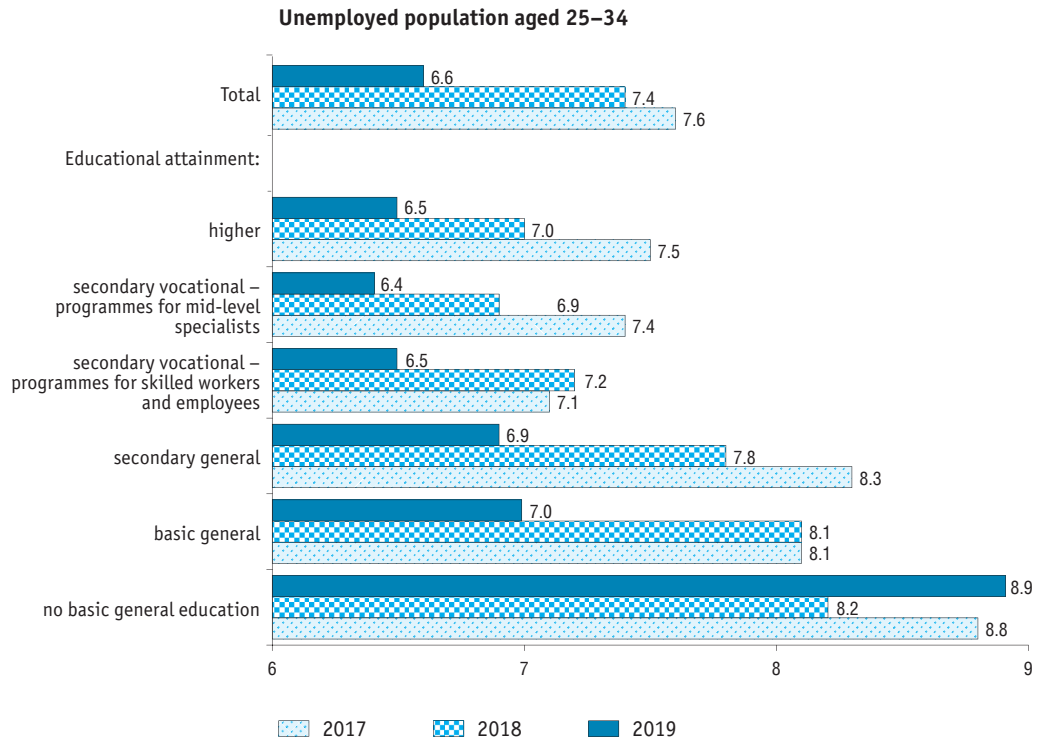
3.6. AVERAGE DURATION OF UNEMPLOYMENT BY EDUCATIONAL ATTAINMENT

(average job seeking period; months)

Unemployed population aged 15 and over



(continued)



3.7. LONG-TERM UNEMPLOYMENT BY EDUCATIONAL ATTAINMENT AND GENDER

(unemployed individuals who have been seeking a job for over 12 months as a percentage of the total unemployed population with the corresponding educational attainment)

	Total			Male			Female		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Unemployed population aged 15 and over									
Total	30.4	28.6	23.8	29.9	27.9	23.1	31.0	29.3	24.5
Of whom have educational attainment:									
higher	26.3	25.0	21.6	27.4	22.2	21.2	25.5	27.2	22.0
secondary vocational – programmes for mid-level specialists	28.0	26.3	22.9	25.8	25.1	20.6	29.7	27.2	24.8
secondary vocational – programmes for skilled workers and employees	32.4	30.9	25.5	31.1	30.9	24.9	34.3	30.8	26.5
secondary general	32.7	28.8	23.7	31.7	28.4	23.5	33.9	29.2	24.0
basic general	33.2	35.4	26.6	32.2	33.4	24.8	34.9	38.5	29.7
no basic general education	34.4	31.2	26.7	33.9	30.6	30.8	35.5	32.4	19.1
Unemployed population aged 25–34									
Total	30.3	27.9	21.5	29.1	26.0	19.9	31.5	29.9	23.2
Of whom have educational attainment:									
higher	28.0	24.4	20.2	29.1	19.7	20.1	27.3	27.9	20.2
secondary vocational – programmes for mid-level specialists	26.7	25.4	19.9	23.2	23.9	16.6	29.6	26.6	22.4
secondary vocational – programmes for skilled workers and employees	27.5	28.3	21.9	25.5	26.5	19.8	30.4	30.8	24.9
secondary general	35.4	29.6	22.3	33.6	28.1	20.2	37.6	31.3	24.6
basic general	33.9	36.6	25.2	31.4	34.5	22.1	37.7	40.2	30.7
no basic general education	40.0	35.9	39.6	39.9	33.5	41.3	40.4	41.6	34.8

3.8. LABOUR FORCE PARTICIPATION RATE OF GRADUATES WITH SECONDARY VOCATIONAL AND HIGHER EDUCATION WHO COMPLETED THEIR STUDIES IN 2016-2018: 2019

	Labour force, <i>thousand persons</i>	Of whom		Labour force participation, <i>percentage</i>	Employment rate, <i>percentage*</i>	Unemployment rate, <i>percentage**</i>
		employed	unemployed			
Total	3753	3406	347	87.7	79.6	9.2
Of whom have educational attainment:						
higher	2212	2045	167	89.1	82.4	7.6
secondary vocational – programmes for mid-level specialists	1025	910	114	86.1	76.5	11.1
secondary vocational – programmes for skilled workers and employees	516	450	66	85.1	74.3	12.7

* Employed population as a percentage of the total graduates with the corresponding level of educational attainment.

** Unemployed population as a percentage of the total number of graduates with the corresponding level of educational attainment who are included in the labour force.

3.9. CORRESPONDENCE BETWEEN THE MAIN JOB AND OBTAINED PROFESSION OF THE SECONDARY VOCATIONAL EDUCATION GRADUATES WHO STUDIED UNDER THE PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES AND COMPLETED THEIR STUDIES IN 2016–2018 BY FIELD OF EDUCATION: 2019

	Graduates, <i>thousand persons</i>	Of whom have a job		As a percentage of the total number of graduates	
		related to the obtained profession	not related to the obtained profession	related to the obtained profession	not related to the obtained profession
Total	450.4	225.8	224.6	50	50
Civil engineering	44.3	17.4	26.9	39	61
Computer science and engineering	8.6	3.3	5.3	38	62
Electronics and communications engineering	6.1	2.8	3.3	46	54
Electrical and thermal power engineering	13.5	6.8	6.7	50	50
Mechanical engineering	70.5	31.0	39.5	44	56
Chemical engineering	5.0	3.0	2.0	61	39
Industrial ecology and biotechnology	64.7	31.3	33.3	48	52
Applied geology, mining and quarrying, oil and gas engineering, geodesy	5.5	2.9	2.6	52	48
Surface transport engineering and technology	102.2	52.0	50.2	51	49
Shipbuilding and water-borne transportation engineering and technology	2.8	1.3	1.4	49	51
Light industry technological processes	9.9	4.5	5.4	45	55
Nursing	4.5	3.6	0.9	80	20
Agriculture, forestry and fisheries	30.4	12.7	17.8	42	58
Economics and management	24.1	16.4	7.7	68	32
Services sector and tourism	35.1	26.2	9.0	74	26
History and archaeology	6.9	2.4	4.5	35	65
Fine and applied arts	7.5	3.2	4.2	43	57
Others	8.6	4.8	3.8	56	44

3.10. CORRESPONDENCE BETWEEN THE MAIN JOB AND OBTAINED PROFESSION OF THE SECONDARY VOCATIONAL EDUCATION GRADUATES WHO STUDIED UNDER THE PROGRAMMES FOR MID-LEVEL SPECIALISTS AND COMPLETED THEIR STUDIES IN 2016–2018 BY FIELD OF EDUCATION: 2019

	Graduates, <i>thousand persons</i>	Of whom have a job		As a percentage of the total number of graduates	
		related to the obtained profession	not related to the obtained profession	related to the obtained profession	not related to the obtained profession
Total	910.5	521.1	389.3	57	43
Civil engineering	41.9	19.1	22.9	45	55
Computer science and engineering	54.4	24.9	29.4	46	54
Electronics and communications engineering	16.8	7.4	9.4	44	56
Photonics, instrumentation engineering, optical and biomedical engineering	8.7	4.3	4.4	49	51
Electrical and thermal power engineering	38.2	19.7	18.5	52	48
Mechanical engineering	34.4	14.8	19.6	43	57
Chemical engineering	9.2	4.7	4.5	51	49
Industrial ecology and biotechnology	37.0	18.7	18.3	51	49
Technosphere safety and environmental engineering	10.2	4.7	5.5	46	54
Applied geology, mining and quarrying, oil and gas engineering, geodesy	27.2	11.7	15.5	43	57
Materials engineering	22.2	9.6	12.6	43	57
Surface transport engineering and technology	81.3	39.2	42.2	48	52
Shipbuilding and water-borne transportation engineering and technology	6.6	3.5	3.1	53	47
Light industry technological processes	4.7	2.5	2.3	52	48
Clinical medicine	32.5	30.0	2.6	92	8
Health sciences and preventive medicine	3.9	3.4	0.5	88	12
Pharmacology and pharmacy	18.0	16.9	1.2	94	6

(continued)

	Graduates, <i>thousand persons</i>	Of whom have a job		As a percentage of the total number of graduates	
		related to the obtained profession	not related to the obtained profession	related to the obtained profession	not related to the obtained profession
Nursing	65.8	60.2	5.6	91	9
Agriculture, forestry and fisheries	31.1	9.7	21.3	31	69
Veterinary science and animal science	6.3	4.2	2.1	67	33
Economics and management	144.8	76.2	68.6	53	47
Sociology and social work	4.6	1.8	2.8	38	62
Law	42.4	18.8	23.5	44	56
Mass media, library and information science	4.7	2.5	2.2	53	47
Services sector and tourism	31.4	17.9	13.5	57	43
Education and pedagogical sciences	76.1	58.4	17.7	77	23
History and archaeology	5.4	2.7	2.7	50	50
Physical training and sport	10.6	5.9	4.6	56	44
Cultural studies and sociocultural projects	6.4	5.4	1.0	85	15
Performing arts and creative writing	4.3	3.7	0.6	86	14
Musical arts	6.5	5.6	0.8	87	13
Fine and applied arts	9.9	5.2	4.7	52	48
Others	13.0	7.8	5.2	60	40

3.11. CORRESPONDENCE BETWEEN THE MAIN JOB AND OBTAINED PROFESSION OF HIGHER EDUCATION GRADUATES WHO COMPLETED THEIR STUDIES IN 2016–2018 BY FIELD OF EDUCATION: 2019

	Graduates, <i>thousand persons</i>	Of whom have a job		As a percentage of the total number of graduates	
		related to the obtained profession	not related to the obtained profession	related to the obtained profession	not related to the obtained profession
Total	2044.8	1410.3	634.5	69	31
Engineering mathematics	23.6	15.8	7.8	67	33
Computer and information sciences	7.5	5.8	1.8	77	23
Physics and astronomy	9.5	6.6	2.9	69	31
Chemistry	8.2	7.2	1.0	88	12
Earth sciences	25.4	14.8	10.6	58	42
Biological sciences	9.3	6.3	2.9	68	32
Architecture	16.5	12.4	4.1	75	25
Civil engineering	54.3	31.1	23.1	57	43
Computer science and engineering	110.2	86.4	23.9	78	22
Information security	17.9	14.2	3.7	79	21
Electronics and communications engineering	22.0	15.0	7.0	68	32
Photonics, instrumentation engineering, optical and biomedical engineering	8.7	5.0	3.8	57	43
Electrical and thermal power engineering	52.8	38.0	14.8	72	28
Nuclear power engineering and technology	3.1	2.6	0.5	83	17
Mechanical engineering	65.0	37.8	27.2	58	42
Engineering physics and technology	2.2	1.6	0.5	75	25
Chemical engineering	11.3	7.7	3.5	69	31
Industrial ecology and biotechnology	15.5	8.1	7.4	53	47
Technosphere safety and environmental engineering	12.3	8.6	3.8	69	31
Applied geology, mining and quarrying, oil and gas engineering, geodesy	49.2	31.5	17.7	64	36
Materials engineering	6.4	3.5	2.9	55	45
Surface transport engineering and technology	36.3	22.3	13.9	62	38
Aircraft and aerospace engineering	9.1	6.8	2.3	75	25
Flight navigation and aircraft and aerospace equipment operation	5.3	4.0	1.3	75	25

(continued)

	Graduates, <i>thousand persons</i>	Of whom have a job		As a percentage of the total number of graduates	
		related to the obtained profession	not related to the obtained profession	related to the obtained profession	not related to the obtained profession
Shipbuilding and water-borne transportation engineering and technology	7.4	4.9	2.4	67	33
Engineering systems management	12.8	7.9	4.9	61	39
Light industry technological processes	4.7	2.8	1.8	61	39
Clinical medicine	81.0	78.6	2.4	97	3
Health sciences and preventive medicine	4.3	4.0	0.3	93	7
Pharmacology and pharmacy	11.4	10.9	0.5	96	4
Nursing	9.6	7.8	1.8	82	18
Agriculture, forestry and fisheries	35.0	13.8	21.3	39	61
Veterinary science and animal science	10.8	6.7	4.0	62	38
Psychology	36.6	23.7	12.9	65	35
Economics and management	580.7	363.9	216.8	63	37
Sociology and social work	21.0	9.9	11.1	47	53
Law	232.0	167.6	64.3	72	28
Political sciences and area studies	5.8	2.8	3.0	48	52
Mass media, library and information science	34.6	22.3	12.3	65	35
Services sector and tourism	41.2	24.3	17.0	59	41
Education and pedagogical sciences	182.9	146.8	36.1	80	20
Linguistics and literary studies	30.0	20.6	9.4	69	31
History and archaeology	9.4	6.5	2.9	69	31
Physical training and sport	30.8	25.8	5.0	84	16
Art (arts, history of arts, etc.)	1.9	1.2	0.7	65	35
Cultural studies and sociocultural projects	12.2	9.4	2.8	77	23
Performing arts and creative writing	10.0	8.5	1.5	85	15
Musical arts	7.9	6.7	1.2	84	16
Fine and applied arts	23.7	17.4	6.3	73	27
Defence administration	9.7	9.0	0.7	93	7
Others	15.9	13.5	2.4	85	15

3.12. GRADUATES OF BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES OF STATE AND MUNICIPAL HIGHER EDUCATION INSTITUTIONS (INTRAMURAL FULL-TIME MODE OF STUDIES) *

(thousand persons)

	2000	2005	2010	2015	2016	2017	2018	2019
Total	315.3	342.0	393.7	437.2	318.7	336.2	339.3	335.9
Of whom – female	172.2	186.2	216.9	240.2	176.5	185.2	185.6	181.0
Received a work placement	146.0	166.6	186.1	169.7	107.5	123.4	132.5	136.4
Did not receive a work placement	36.2	23.8	28.3	28.8	17.9	18.7	18.8	19.0
Of whom due to lack of job offers	21.5	11.7	8.8	9.7	6.2	4.4	4.7	3.9
Of whom female graduates who did not receive a work placement	22.1	14.2	17.0	16.9	10.2	10.6	11.5	11.5
Did not participate in work placement	133.1	151.5	179.2	238.6	193.3	194.1	187.9	180.5
Wanted to find a job independently	76.4	96.3	93.7	109.5	80.1	83.8	79.1	76.5
Of whom declined work placements due to unsatisfactory terms and conditions of the employer's contract	...	...	4.4	5.9	2.1	2.4	2.7	2.6
Continued their studies at the next level in intramural full-time mode	48.2	44.6	61.9	100.8	97.3	95.0	94.9	91.5
Were conscripted into the Russian Armed Forces	8.5	10.6	23.6	28.4	15.9	15.3	13.9	12.5

* Excluding graduates whose education was funded by individuals and/or legal entities under commercial contracts of paid educational services provision; since 2016 – including scientific institutions implementing master's programmes.

3.13. GRADUATES REGISTERED WITH PUBLIC EMPLOYMENT AGENCIES*

(at the end of the year; thousand persons)

	2000	2005	2010	2015	2016	2017	2018	2019
Total unemployment – total	1037.0	1830.1	1589.4	1001.1	894.6	775.5	693.2	691.4
Male	322.2	630.5	698.4	465.8	425.6	364.5	328.0	316.6
Female	714.8	1199.5	891.0	535.4	469.0	411.0	365.2	374.8
Of whom graduates of:								
general education institutions	21.6	57.8	...	2.8	2.4	2.0	1.9	2.5
male	6.5	22.8	...	1.4	1.1	1.0	0.9	1.2
female	15.1	34.9	...	1.5	1.3	1.0	1.0	1.3
vocational education institutions	44.7	87.9	34.4	10.6	11.1	10.2	10.6	9.1
male	35.8	28.5	14.3	4.3	4.6	4.4	4.5	3.9
female	8.9	59.4	20.1	6.2	6.5	5.8	6.1	5.2
higher education institutions (bachelor's, specialist's, and master's programmes)	9.5	24.7	15.5	8.7	6.3	4.2	3.2	2.4
male	1.9	6.6	5.0	2.6	2.1	1.4	1.1	0.9
female	7.6	18.1	10.5	6.2	4.2	2.8	2.1	1.5

* Source: Russian Federal Service for Labour and Employment.

TECHNICAL NOTES

The data for employment and unemployment rates are provided from the results of national labour force surveys conducted by statistical authorities of the Russian Federation. Since January 2017, the survey includes the data on individuals aged 15 and over. The data on all indicators are given as the annual average.

Labour force is comprised of individuals aged 15 and over who were considered employed or unemployed over the survey period. **Employed population (employment)** are individuals aged 15 and over who were involved in any activities (taking at least one hour per week) over the survey period, related to manufacturing of goods or rendering of services for a payment or profit. The number of the employed population also includes those who were temporarily absent at the workplace but returned after the period of absence.

Employment rate is the number of employed individuals as a percentage of the total population. **Unemployed population (unemployment)**, according to International Labour Organisation (ILO) standards, are individuals aged 15 and over who simultaneously met the following criteria over the survey period:

- had no job (gainful activity);

- have been searching for a job during the last four weeks, i.e., applied to public and commercial employment agencies, made use of or placed advertisements in the media or on the Internet, approached the firm's management (employer) directly, used their own network or connections to get a job or made some steps to start their own business;
- were ready to start working over the week when the survey was conducted.

Students, pensioners, and the disabled people were included into the category of the unemployed population, if they did not have a job, were looking for a job and were ready to start working.

Unemployment rate is the number of the unemployed individuals as a percentage of the total labour force.

Duration of unemployment (job seeking period) is a period of time during which an individual, unemployed at the time, is looking for a job using every means available.

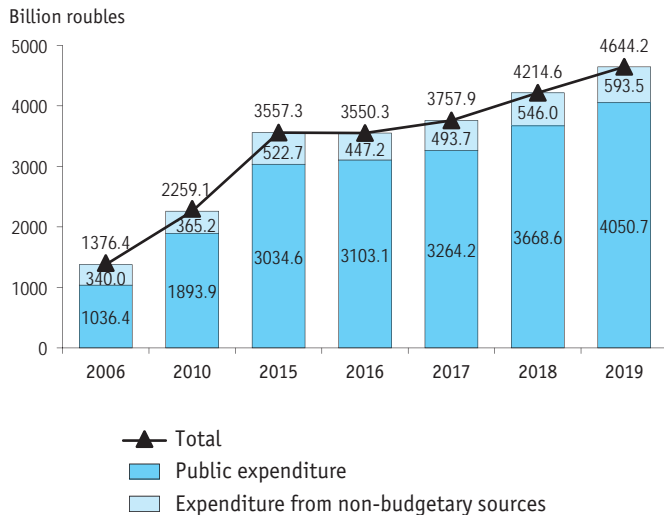
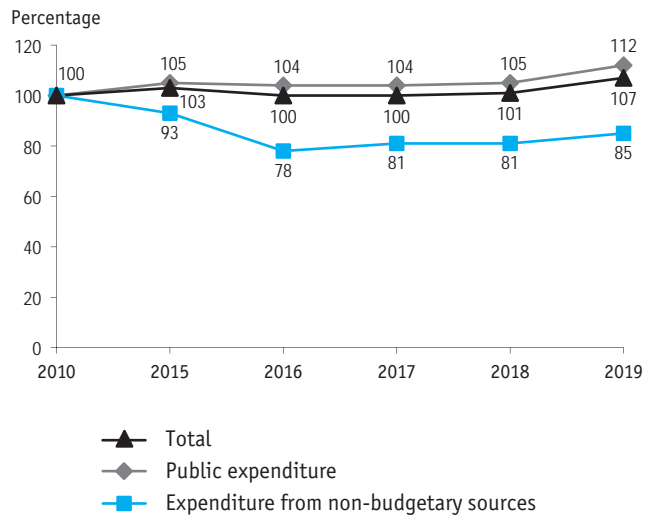
Average duration of unemployment (average job seeking period) is calculated as the weighted average for the given category of the unemployed population.



FUNDING

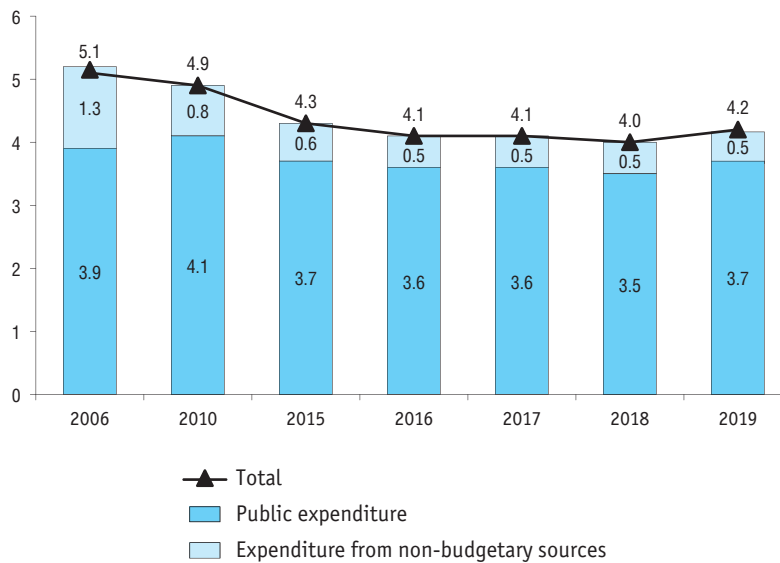
4.1. EXPENDITURE ON EDUCATION IN THE RUSSIAN FEDERATION*

At current prices

At constant prices
(2010 = 100%)

* As there are no official statistical data on expenditure from non-budgetary sources, preschool education is not included since 2016.

4.2. EXPENDITURE ON EDUCATION IN THE RUSSIAN FEDERATION AS A PERCENTAGE OF GDP



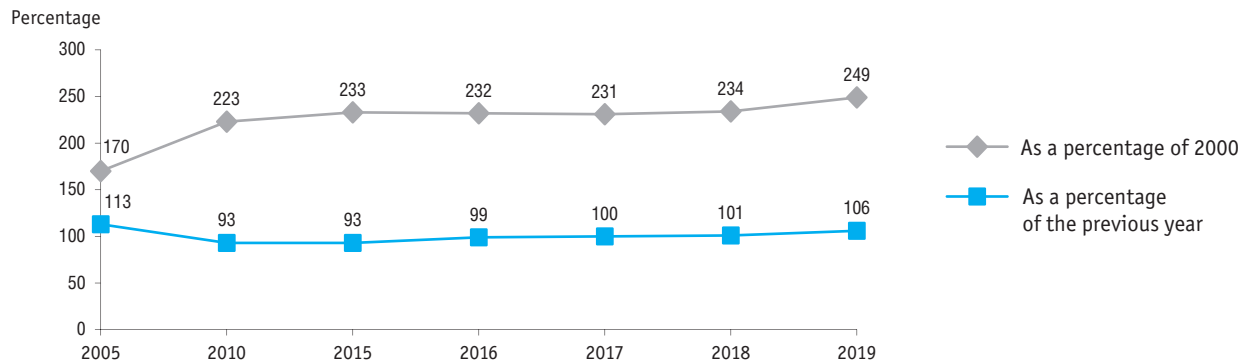
4.3. PUBLIC EXPENDITURE ON EDUCATION BY LEVEL OF THE BUDGET SYSTEM

(billion roubles)

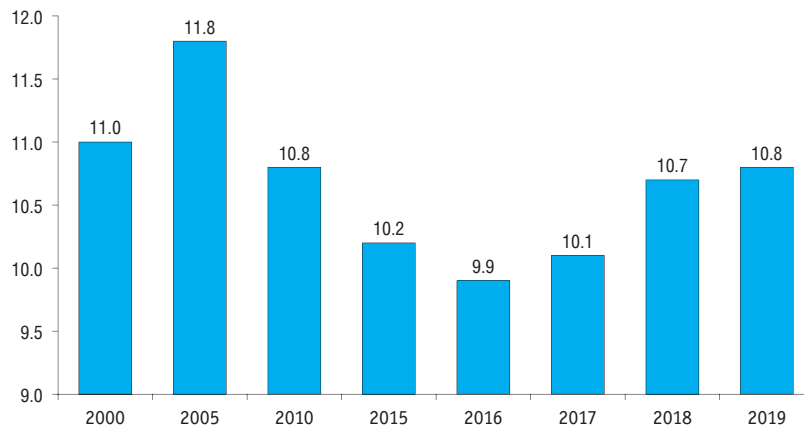
	2000	2005	2010	2015	2016	2017	2018	2019
Consolidated budget of the Russian Federation and budgets of state extra-budgetary funds*	214.7	801.8	1893.9	3034.6	3103.1	3264.2	3668.6	4050.7
Federal budget	38.1	162.1	442.8	610.6	597.8	615.0	722.6	826.5
Budgets of state extra-budgetary funds	...	11.0	0.1	0.2	0.2	0.1	0.2	0.2
Consolidated budgets of Russian regions	176.6	628.6	1450.9	2472.5	2546.9	2690.1	3015.6	3356.3
Budgets of territorial state extra-budgetary funds	...	0.01	0.0	-	-	-	-	-

* Here and below in figures 4.4–4.6, 4.7, and table 4.8, the 2000 data excludes the budgets of state extra-budgetary funds.

4.4. TRENDS IN PUBLIC EXPENDITURE ON EDUCATION

(at constant prices)

4.5. EXPENDITURE ON EDUCATION AS A PERCENTAGE OF THE TOTAL EXPENDITURE OF THE CONSOLIDATED BUDGET OF THE RUSSIAN FEDERATION AND BUDGETS OF STATE EXTRA-BUDGETARY FUNDS



4.6. PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP BY LEVEL OF THE BUDGET SYSTEM



4.7. PUBLIC EXPENDITURE ON EDUCATION BY SUBSECTION OF THE BUDGET EXPENDITURE CLASSIFICATION (billion roubles)

	2000	2005	2010	2015	2016	2017	2018	2019
Consolidated budget of the Russian Federation and budgets of state extra-budgetary funds	214.7	801.8	1893.9	3034.6	3103.1	3264.2	3668.6	4050.7
Preschool education	32.0	113.0	321.3	692.1	679.0	722.5	841.4	964.8
General education	107.9	356.0	827.4	1405.9	1488.4	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	197.8	199.8	212.0	251.6	268.0
Higher education**	24.4	125.9	377.8	517.1	505.3	511.0	554.2	585.2
Professional (vocational) training, retraining and development programmes***	1.4	6.7	13.2	19.5	21.0	23.9	33.0	43.3
Youth policies****	...	24.8	49.5	58.4	65.1	68.5	72.8	81.2
Applied research in education	...	1.8	15.7	13.4	11.8	12.9	14.6	14.7
Other issues in education*****	25.4	90.8	125.1	130.5	132.9	146.3	178.4	183.4

* Here and below in figure 4.8, until 2017, the expenses were included in the 'General education' subsection.

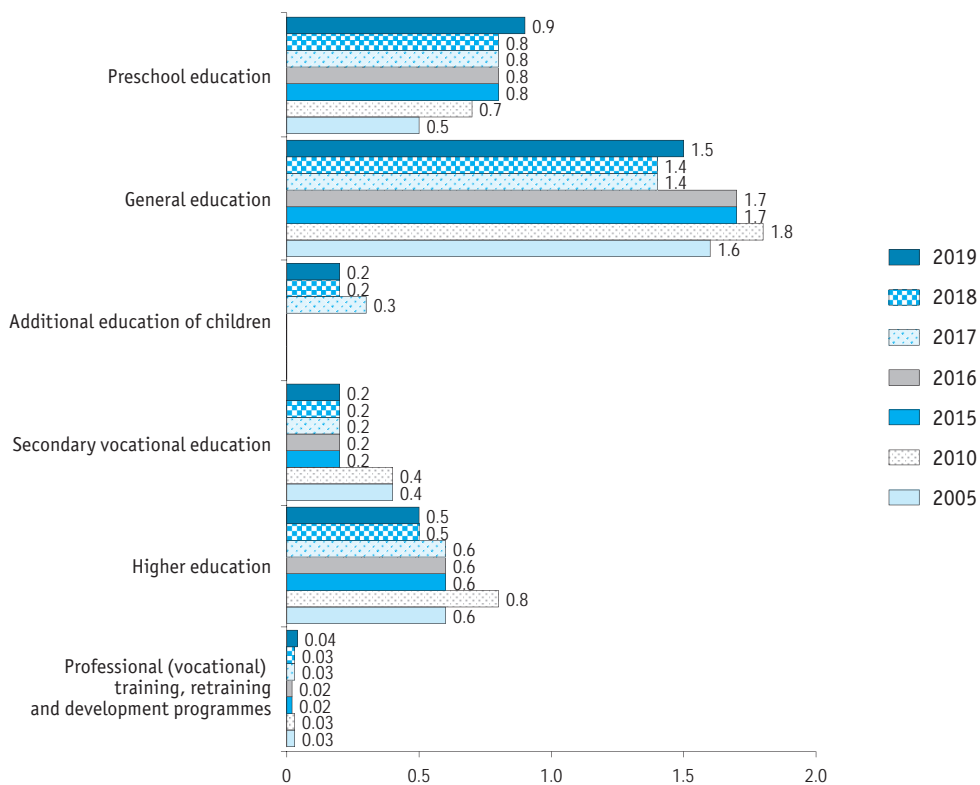
** Here and below in figure 4.8 and 4.9, in 2000 and 2005, 'Higher professional education' subsection; in 2010–2016, 'Higher and postgraduate professional education' subsection.

*** Here and below in figure 4.8, in 2000 and 2005, 'Retraining and upgrading of professional skills'.

**** In 2000–2016, 'Youth policies and children's rehabilitation and recovery' subsection.

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

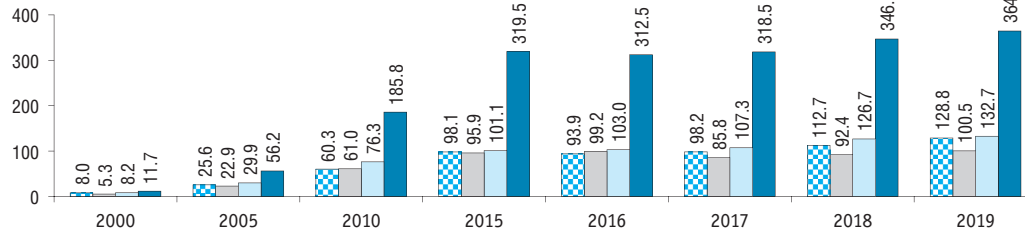
4.8. PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP BY SUBSECTION OF THE BUDGET EXPENDITURE CLASSIFICATION







4.9. PUBLIC EXPENDITURE ON EDUCATION PER STUDENT BY SUBSECTION OF THE BUDGET EXPENDITURE CLASSIFICATION

At current prices

Thousand roubles

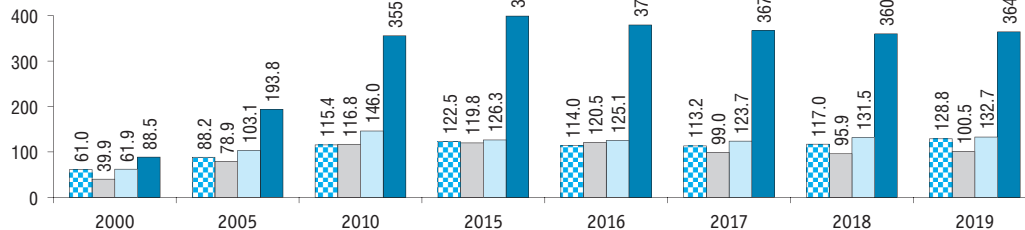


Expenditure on:

-  preschool education
-  general education
-  secondary vocational education
-  higher education

At constant 2019 prices

Thousand roubles



4.10. PAID EDUCATIONAL SERVICES

	2000	2005	2010	2015	2016	2017	2018	2019
Million roubles	41530	152670	326100	539685	567312	613294	655472	696769
As a percentage:								
of the previous year, <i>in comparable prices</i>	121.7	107.7	99.1	96.8	98.0	102.3	100.1	99.7
of 2000, <i>in comparable prices</i>	100	152.6	172.4	164.6	161.3	165.1	165.2	164.7
of the total volume of paid services rendered to the population	6.9	6.7	6.6	6.7	6.6	6.7	6.8	6.8
Paid services per capita, <i>roubles</i>	285.3	1063.8	2282.8	3686.2	3867.8	4176.5	4464.1	4747.5

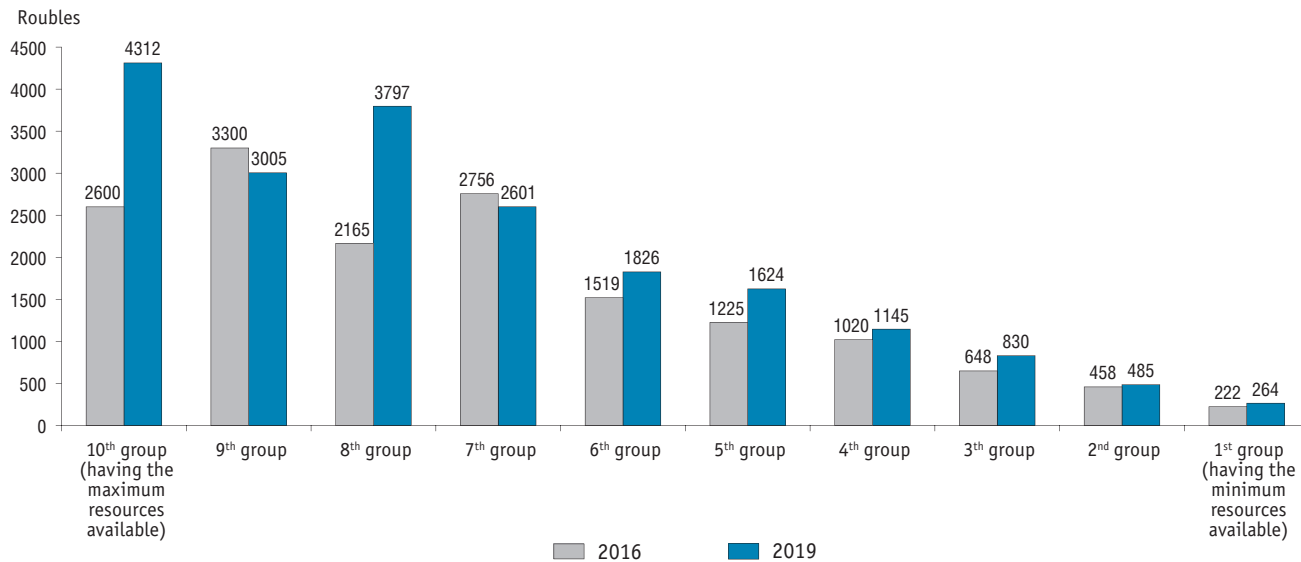
4.11. HOUSEHOLD EXPENDITURE ON EDUCATIONAL SERVICES*

	Expenditure on educational services		
	Per household member a year, <i>roubles</i>	As a percentage of consumer expenditure	As a percentage of personal services expenditure
2000	137	1.0	7.2
2005	931	1.8	7.8
2010	1583	1.3	4.9
2015	1574	0.9	3.4
2016	1591	0.8	3.0
2017	1544	0.8	2.8
2018	1690	0.8	2.9
2019	1987	0.9	3.0

* According to the household budget survey.

4.12. HOUSEHOLD EXPENDITURE ON EDUCATIONAL SERVICES BY INCOME DECILES

(average, per household member a year)



4.13. HOUSEHOLD EXPENDITURE ON EDUCATIONAL SERVICES BY EDUCATIONAL ATTAINMENT

	Expenditure on education per household member a year, <i>roubles</i>	Including by educational attainment, <i>percentage</i>				
		preschool and primary general	secondary general*	secondary vocational – programmes for mid-level specialists	higher – bachelor's, specialist's, and master's programmes	not specified by the level
2000	137	2.4	34.2	–	52.2	11.2
2005	931	11.8	8.6	10.4	64.9	4.3
2010	1583	5.7	11.7	6.9	69.4	6.3
2015	1574	11.9	21.0	6.5	51.6	9.0
2016	1591	12.0	19.0	7.3	48.3	13.4
2017	1544	15.6	17.6	10.3	47.1	9.5
2018	1690	14.5	14.9	10.0	44.2	16.4
2019	1987	13.1	15.1	9.1	50.2	12.5

* In 2000, including expenditure on secondary vocational education.

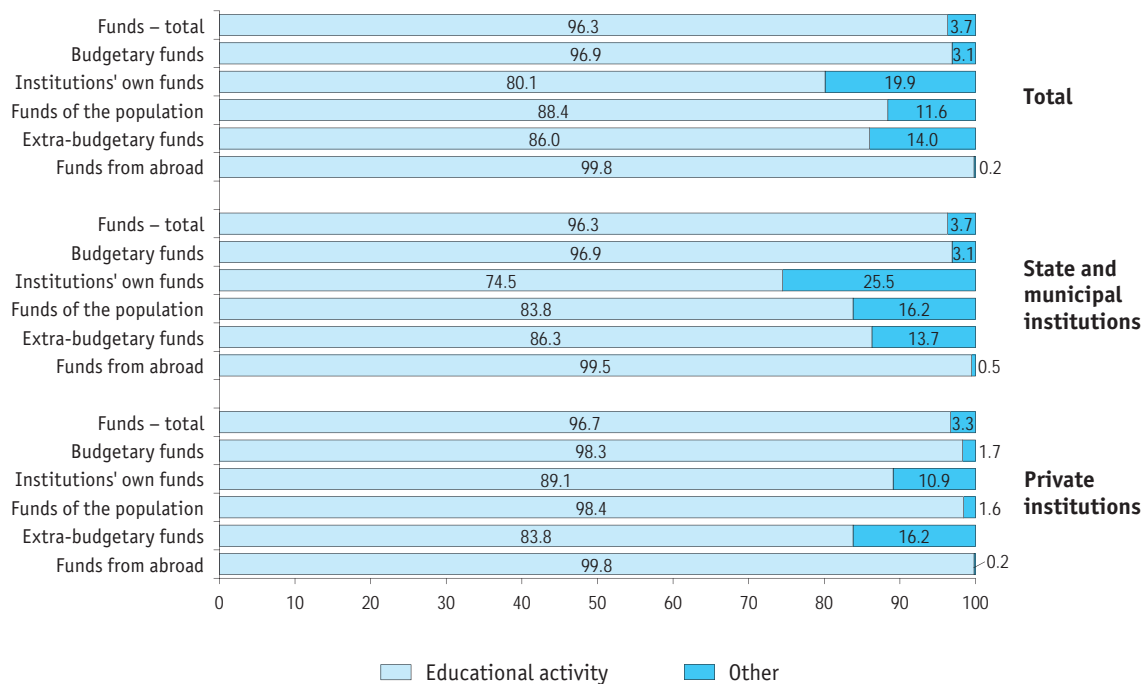
4.14. FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY SOURCE

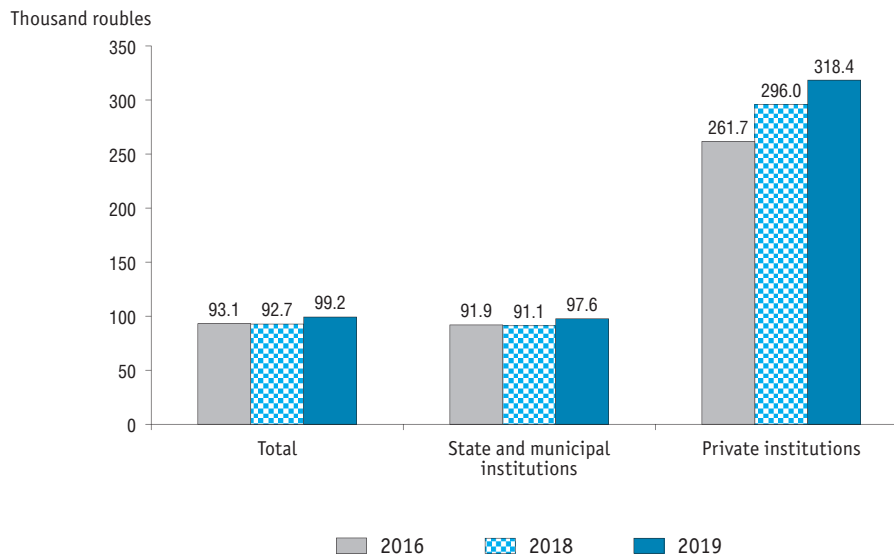
	Total				State and municipal institutions				Private institutions			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Million roubles												
Funds – total	1438772.5	1381482.1	1528882.7	1677081.4	1409436.0	1347513.8	1490892.7	1637658.3	29336.5	33968.2	37990.0	39423.1
Budgetary funds	1366937.2	1301451.0	1440378.9	1577150.5	1360995.0	1294636.4	1432840.7	1569296.0	5942.2	6814.5	7538.2	7854.5
Of which:												
federal budget	13598.1	11034.3	12193.1	17732.8	12667.4	10136.6	11290.4	17008.6	930.7	897.7	902.6	724.2
budgets of Russian regions	1108674.6	1059137.9	1165599.6	1269183.0	1104517.0	1054115.7	1160387.9	1263369.1	4157.6	5022.3	5211.7	5813.9
local budgets	244664.5	231278.7	262586.3	290234.7	243810.6	230384.2	261162.4	288918.3	853.9	894.6	1423.9	1316.4
Institutions' own funds	8023.1	8905.3	9140.0	15346.7	4012.2	3980.9	4475.9	9477.4	4010.9	4924.4	4664.1	5869.4
Funds of the population	57313.0	65174.4	72624.7	77444.2	39162.7	43899.4	48188.7	52913.8	18150.2	21275.1	24436.0	24530.4
Extra-budgetary funds	6088.9	5540.8	6019.8	6643.6	5259.3	4989.9	5382.8	5951.4	829.5	550.9	636.9	692.3
Funds from abroad	410.3	410.6	719.3	496.3	6.7	7.3	4.6	19.8	403.6	403.3	714.7	476.5
Percentage												
Funds – total	100	100	100	100	100	100	100	100	100	100	100	100
Budgetary funds	95.0	94.2	94.2	94.0	96.6	96.1	96.1	95.8	20.3	20.1	19.8	19.9
Of which:												
federal budget	0.9	0.8	0.8	1.1	0.9	0.8	0.8	1.0	3.2	2.6	2.4	1.8
budgets of Russian regions	77.1	76.7	76.2	75.7	78.4	78.2	77.8	77.1	14.2	14.8	13.7	14.7
local budgets	17.0	16.7	17.2	17.3	17.3	17.1	17.5	17.6	2.9	2.6	3.7	3.3
Institutions' own funds	0.6	0.6	0.6	0.9	0.3	0.3	0.3	0.6	13.7	14.5	12.3	14.9
Funds of the population	4.0	4.7	4.8	4.6	2.8	3.3	3.2	3.2	61.9	62.6	64.3	62.2
Extra-budgetary funds	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	2.8	1.6	1.7	1.8
Funds from abroad	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	1.2	1.9	1.2

4.15. FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY SOURCE AND ACTIVITY

	Million roubles						Percentage					
	Total		Educational activity		Other		Total		Educational activity		Other	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
	Total											
Funds – total	1528882.7	1677081.4	1472591.1	1615307.6	56291.6	61773.8	100	100	100	100	100	100
Budgetary funds	1440378.9	1577150.5	1396894.4	1528336.6	43484.5	48814.0	94.2	94.0	94.9	94.6	77.2	79.0
Institutions' own funds	9140.0	15346.7	6545.5	12290.8	2594.5	3055.9	0.6	0.9	0.4	0.8	4.6	4.9
Funds of the population	72624.7	77444.2	63340.5	68471.1	9284.2	8973.2	4.8	4.6	4.3	4.2	16.5	14.5
Extra-budgetary funds	6019.8	6643.6	5092.1	5713.9	927.7	929.8	0.4	0.4	0.3	0.4	1.6	1.5
Funds from abroad	719.3	496.3	718.6	495.3	0.7	1.0	0.0	0.0	0.0	0.0	0.0	0.0
	State and municipal institutions											
Funds – total	1490892.7	1637658.3	1436573.3	1577170.0	54319.5	60488.3	100	100	100	100	100	100
Budgetary funds	1432840.7	1569296.0	1389519.2	1520617.5	43321.5	48678.6	96.1	95.8	96.7	96.4	79.8	80.5
Institutions' own funds	4475.9	9477.4	2582.4	7058.9	1893.5	2418.4	0.3	0.6	0.2	0.4	3.5	4.0
Funds of the population	48188.7	52913.8	39950.8	44340.1	8237.9	8573.7	3.2	3.2	2.8	2.8	15.2	14.2
Extra-budgetary funds	5382.8	5951.4	4516.6	5133.8	866.2	817.5	0.4	0.4	0.3	0.3	1.6	1.4
Funds from abroad	4.6	19.8	4.3	19.7	0.3	0.1	0.0	0.0	0.0	0.0	0.0	0.0
	Private institutions											
Funds – total	37990.0	39423.1	36017.9	38137.6	1972.2	1285.5	100	100	100	100	100	100
Budgetary funds	7538.2	7854.5	7375.3	7719.1	163.0	135.4	19.8	19.9	20.5	20.2	8.3	10.5
Institutions' own funds	4664.1	5869.4	3963.1	5231.9	701.0	637.5	12.3	14.9	11.0	13.7	35.5	49.6
Funds of the population	24436.0	24530.4	23389.7	24131.0	1046.3	399.5	64.3	62.2	64.9	63.3	53.1	31.1
Extra-budgetary funds	636.9	692.3	575.5	580.0	61.5	112.2	1.7	1.8	1.6	1.5	3.1	8.7
Funds from abroad	714.7	476.5	714.3	475.6	0.4	0.9	1.9	1.2	2.0	1.2	0.0	0.1

4.16. PERCENTAGE DISTRIBUTION OF FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY ACTIVITY AND SOURCE: 2019



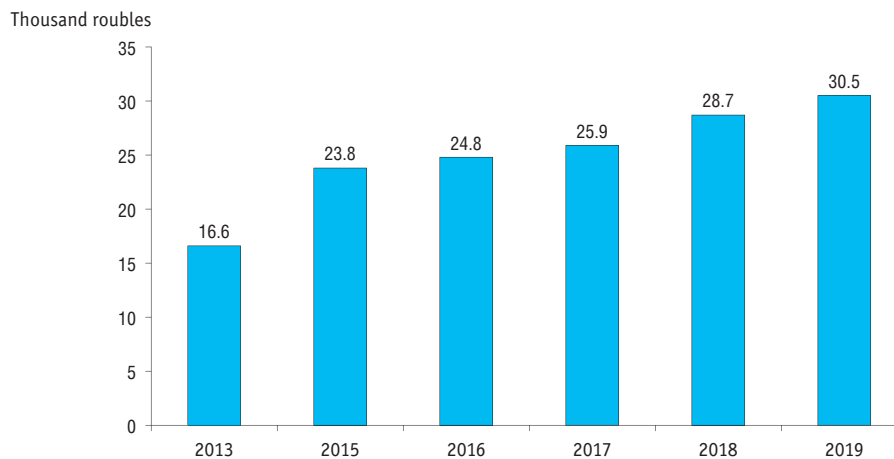
4.17. TOTAL FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES PER STUDENT

4.18. FUNDS OF ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY SOURCE*

	2012	2013	2015	2016	2017	2018	2019
Million roubles							
Funds – total	95271.9	139104.5	239867.6	250233.2	251904.7	267919.8	271649.1
Budgetary funds	88465.7	128229.7	217299.2	224516.2	223016.8	237799.9	240891.0
Remaining funds at the beginning of the year	305.1	707.8	1547.8	1934.5	2017.7	2251.8	2629.4
Gains from rendering fee-based additional education services	3802.3	6008.2	12338.5	14806.7	17777.8	18710.3	19230.9
Gains from production	378.4	445.3	1308.9	1147.0	1102.2	1023.0	929.2
Charity	600.5	1013.0	2264.8	2114.4	2152.8	2216.6	2009.8
Others	1720.0	2700.5	5108.5	5714.3	5837.3	5918.3	5958.9
Percentage							
Funds – total	100	100	100	100	100	100	100
Budgetary funds	92.9	92.2	90.6	89.7	88.5	88.8	88.7
Remaining funds at the beginning of the year	0.3	0.5	0.6	0.8	0.8	0.8	1.0
Gains from rendering fee-based additional education services	4.0	4.3	5.1	5.9	7.1	7.0	7.1
Gains from production	0.4	0.3	0.5	0.5	0.4	0.4	0.3
Charity	0.6	0.7	0.9	0.8	0.9	0.8	0.7
Others	1.8	1.9	2.1	2.3	2.3	2.2	2.2

* Here and below in figure 4.19, the data refer to additional education institutions that provide reports to the Ministry of Education of the Russian Federation.

4.19. TOTAL FUNDS OF ADDITIONAL EDUCATION INSTITUTIONS PER STUDENT



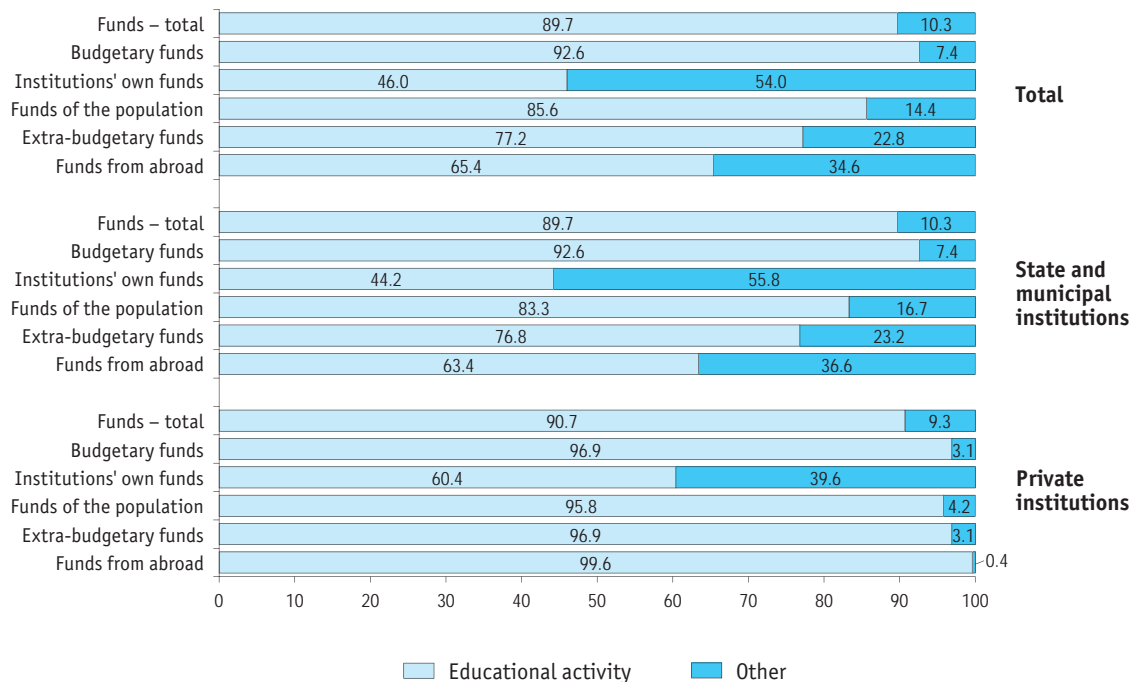
4.20. FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY SOURCE

	Total			State and municipal institutions			Private institutions		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Million roubles									
Funds – total	253256.1	283069.4	315410.4	247200.7	275507.9	306402.4	6055.3	7561.5	9008.0
Budgetary funds	211361.0	234620.8	259672.6	211256.2	234472.6	259402.0	104.8	148.2	270.5
Of which:									
federal budget	12058.1	15302.8	16699.9	12048.7	15295.7	16686.2	9.4	7.1	13.6
budgets of Russian regions	195821.7	217080.1	240533.8	195731.9	216961.3	240287.0	89.8	118.9	246.8
local budgets	3481.2	2237.8	2438.9	3475.6	2215.6	2428.8	5.6	22.2	10.1
Institutions' own funds	7883.8	10136.8	12167.9	6848.3	8762.7	10839.6	1035.5	1374.1	1328.3
Funds of the population	30614.1	34912.5	40418.8	25712.1	28938.1	33084.0	4902.0	5974.3	7334.8
Extra-budgetary funds	3359.6	3307.0	3078.5	3347.4	3246.6	3008.1	12.2	60.5	70.4
Funds from abroad	37.5	92.3	72.6	36.7	87.9	68.6	0.9	4.4	3.9
Percentage									
Funds – total	100	100	100	100	100	100	100	100	100
Budgetary funds	83.5	82.9	82.3	85.5	85.1	84.7	1.7	2.0	3.0
Of which:									
federal budget	4.8	5.4	5.3	4.9	5.6	5.4	0.2	0.1	0.2
budgets of Russian regions	77.3	76.7	76.3	79.2	78.7	78.4	1.5	1.6	2.7
local budgets	1.4	0.8	0.8	1.4	0.8	0.8	0.1	0.3	0.1
Institutions' own funds	3.1	3.6	3.9	2.8	3.2	3.5	17.1	18.2	14.7
Funds of the population	12.1	12.3	12.8	10.4	10.5	10.8	81.0	79.0	81.4
Extra-budgetary funds	1.3	1.2	1.0	1.4	1.2	1.0	0.2	0.8	0.8
Funds from abroad	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0

4.21. FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY SOURCE AND ACTIVITY

	Million roubles						Percentage					
	Total		Educational activity		Other		Total		Educational activity		Other	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Total												
Funds – total	283069.4	315410.4	251219.2	282984.3	31850.2	32426.1	100	100	100	100	100	100
Budgetary funds	234620.8	259672.6	214824.8	240382.0	19796.0	19290.6	82.9	82.3	85.5	84.9	62.2	59.5
Institutions' own funds	10136.8	12167.9	4776.1	5596.4	5360.7	6571.5	3.6	3.9	1.9	2.0	16.8	20.3
Funds of the population	34912.5	40418.8	29090.1	34581.2	5822.4	5837.6	12.3	12.8	11.6	12.2	18.3	18.0
Extra-budgetary funds	3307.0	3078.5	2447.0	2377.3	860.0	701.2	1.2	1.0	1.0	0.8	2.7	2.2
Funds from abroad	92.3	72.6	81.2	47.5	11.1	25.1	0.0	0.0	0.0	0.0	0.0	0.1
State and municipal institutions												
Funds – total	275507.9	306402.4	244587.0	274817.7	30921.0	31584.7	100	100	100	100	100	100
Budgetary funds	234472.6	259402.0	214681.7	240119.7	19790.9	19282.3	85.1	84.7	87.8	87.4	64.0	61.0
Institutions' own funds	8762.7	10839.6	4025.9	4794.1	4736.8	6045.5	3.2	3.5	1.6	1.7	15.3	19.1
Funds of the population	28938.1	33084.0	23416.0	27551.3	5522.2	5532.7	10.5	10.8	9.6	10.0	17.9	17.5
Extra-budgetary funds	3246.6	3008.1	2386.6	2309.0	860.0	699.1	1.2	1.0	1.0	0.8	2.8	2.2
Funds from abroad	87.9	68.6	76.8	43.5	11.1	25.1	0.0	0.0	0.0	0.0	0.0	0.1
Private institutions												
Funds – total	7561.5	9008.0	6632.2	8166.6	929.2	841.3	100	100	100	100	100	100
Budgetary funds	148.2	270.5	143.1	262.3	5.1	8.3	2.0	3.0	2.2	3.2	0.5	1.0
Institutions' own funds	1374.1	1328.3	750.2	802.3	623.9	526.1	18.2	14.7	11.3	9.8	67.1	62.5
Funds of the population	5974.3	7334.8	5674.1	7029.9	300.2	304.9	79.0	81.4	85.6	86.1	32.3	36.2
Extra-budgetary funds	60.5	70.4	60.4	68.3	0.1	2.1	0.8	0.8	0.9	0.8	0.0	0.3
Funds from abroad	4.4	3.9	4.4	3.9	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0

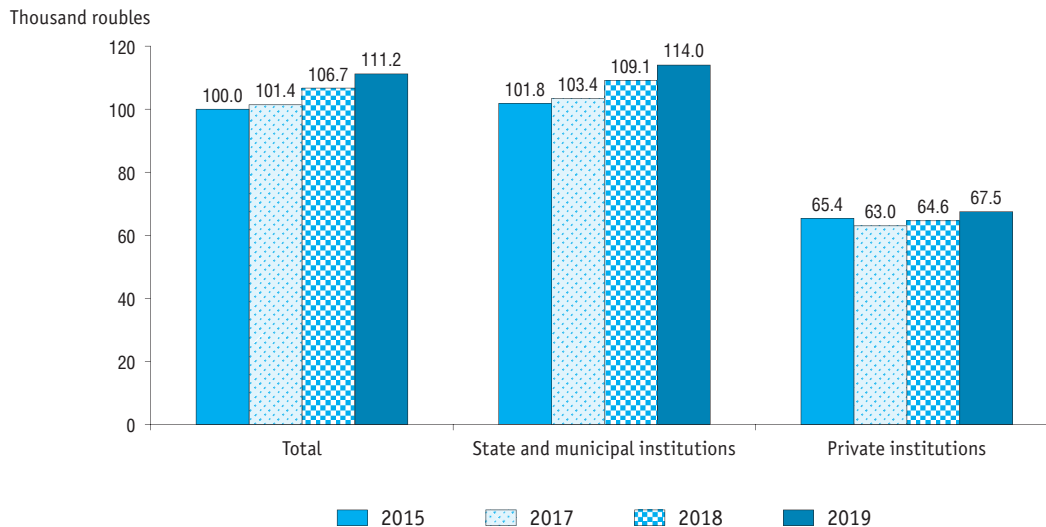
4.22. PERCENTAGE DISTRIBUTION OF FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY ACTIVITY AND SOURCE: 2019



4.23. DISTRIBUTION OF FUNDS RECEIVED BY EDUCATIONAL INSTITUTIONS FROM IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY PROGRAMME AND SOURCE: 2019

	Million roubles					Percentage				
	Total	Of which				Total	Of which			
		programmes for skilled workers and employees	programmes for mid-level specialists	vocational training programmes	additional professional (vocational) programmes		programmes for skilled workers and employees	programmes for mid-level specialists	vocational training programmes	additional professional (vocational) programmes
	Total									
Funds – total	282984.3	60754.1	186562.7	13134.2	7330.7	100	100	100	100	100
Budgetary funds	240382.0	59463.4	156678.8	8374.9	2171.9	84.9	97.9	84.0	63.8	29.6
Institutions' own funds	5596.4	164.5	1118.8	1727.3	2252.4	2.0	0.3	0.6	13.2	30.7
Funds of the population	34581.2	1039.2	27146.1	2718.3	2611.4	12.2	1.7	14.6	20.7	35.6
Extra-budgetary funds	2377.3	82.3	1587.3	313.8	286.5	0.8	0.1	0.9	2.4	3.9
Funds from abroad	47.5	4.7	31.6	0.0	8.4	0.0	0.0	0.0	0.0	0.1
	State and municipal institutions									
Funds – total	274817.7	60669.7	179334.4	12742.6	7035.1	100	100	100	100	100
Budgetary funds	240119.7	59425.3	156480.5	8368.6	2163.3	87.4	97.9	87.3	65.7	30.7
Institutions' own funds	4794.1	140.9	940.3	1374.5	2080.1	1.7	0.2	0.5	10.8	29.6
Funds of the population	27551.3	1016.5	20362.8	2686.4	2498.3	10.0	1.7	11.4	21.1	35.5
Extra-budgetary funds	2309.0	82.3	1522.5	313.1	285.7	0.8	0.1	0.8	2.5	4.1
Funds from abroad	43.5	4.7	28.3	0.0	7.8	0.0	0.0	0.0	0.0	0.1
	Private institutions									
Funds – total	8166.6	84.5	7228.3	391.6	295.5	100	100	100	100	100
Budgetary funds	262.3	38.2	198.3	6.3	8.6	3.2	45.2	2.7	1.6	2.9
Institutions' own funds	802.3	23.6	178.5	352.8	172.3	9.8	28.0	2.5	90.1	58.3
Funds of the population	7029.9	22.7	6783.3	31.8	113.1	86.1	26.8	93.8	8.1	38.3
Extra-budgetary funds	68.3	–	64.8	0.7	0.8	0.8	–	0.9	0.2	0.3
Funds from abroad	3.9	–	3.3	–	0.6	0.0	–	0.0	–	0.2

4.24. FUNDS RECEIVED BY SECONDARY VOCATIONAL EDUCATION INSTITUTIONS FROM IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES PER STUDENT ENROLLED IN A SECONDARY VOCATIONAL EDUCATION PROGRAMME*



* Including the funds of higher education institutions implementing secondary vocational education programmes as an additional type of activity.

4.25. FUNDS OF HIGHER EDUCATION INSTITUTIONS BY SOURCE

	Total				State and municipal institutions				Private institutions			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Million roubles												
Funds – total	750142.8	789451.3	888337.2	957969.5	707912.8	744845.3	845436.1	908146.3	42229.9	44606.0	42901.1	49823.2
Budgetary funds	417840.2	446579.8	509367.2	550896.4	416541.7	438365.7	501530.2	540792.6	1298.4	8214.1	7837.0	10103.8
Of which:												
federal budget	397261.6	419959.0	484060.7	524386.6	396130.7	412312.3	476980.7	514897.8	1130.9	7646.7	7080.1	9488.8
budgets of Russian regions	20021.7	25592.8	24754.7	25971.8	19870.2	25057.0	24028.3	25396.0	151.5	535.8	726.3	575.7
local budgets	556.8	1028.1	551.8	538.0	540.8	996.4	521.2	498.7	16.0	31.7	30.6	39.3
Institutions' own funds	96408.2	95891.7	110807.9	119577.7	88533.8	88731.0	103943.1	111941.8	7874.4	7160.7	6864.8	7636.0
Funds of the population	210589.4	217969.2	229966.4	242787.8	178812.9	189359.9	203328.3	212506.5	31776.5	28609.3	26638.1	30281.3
Extra-budgetary funds	14633.0	16107.1	22092.0	24169.6	13812.4	15898.9	21087.4	22953.4	820.6	208.2	1004.6	1216.1
Funds from abroad	10672.0	12903.5	16103.7	20538.0	10212.0	12489.7	15547.1	19952.0	460.1	413.7	556.6	586.0
Percentage												
Funds – total	100	100	100	100	100	100	100	100	100	100	100	100
Budgetary funds	55.7	56.6	57.3	57.5	58.8	58.9	59.3	59.5	3.1	18.4	18.3	20.3
Of which:												
federal budget	53.0	53.2	54.5	54.7	56.0	55.4	56.4	56.7	2.7	17.1	16.5	19.0
budgets of Russian regions	2.7	3.2	2.8	2.7	2.8	3.4	2.8	2.8	0.4	1.2	1.7	1.2
local budgets	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1
Institutions' own funds	12.9	12.1	12.5	12.5	12.5	11.9	12.3	12.3	18.6	16.1	16.0	15.3
Funds of the population	28.1	27.6	25.9	25.3	25.3	25.4	24.1	23.4	75.2	64.1	62.1	60.8
Extra-budgetary funds	2.0	2.0	2.5	2.5	2.0	2.1	2.5	2.5	1.9	0.5	2.3	2.4
Funds from abroad	1.4	1.6	1.8	2.1	1.4	1.7	1.8	2.2	1.1	0.9	1.3	1.2

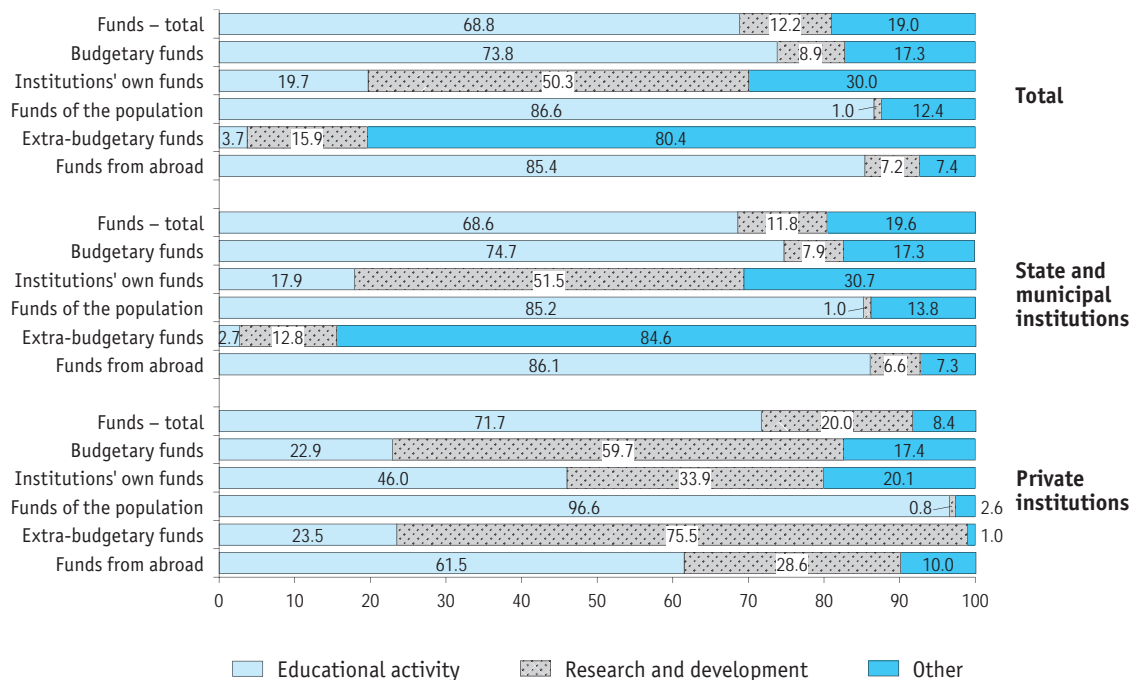
4.26. FUNDS OF HIGHER EDUCATION INSTITUTIONS BY SOURCE AND ACTIVITY

	Million roubles							
	Total		Educational activity		Research and development		Other	
	2018	2019	2018	2019	2018	2019	2018	2019
Total								
Funds – total	888337.2	957969.5	606821.5	658740.5	109798.2	116823.6	171717.6	182405.3
Budgetary funds	509367.2	550896.4	375891.0	406488.4	45679.6	48947.0	87796.6	95460.9
Institutions' own funds	110807.9	119577.7	18586.1	23509.3	56201.4	60202.1	36020.4	35866.4
Funds of the population	229966.4	242787.8	198369.8	210304.8	2735.6	2339.1	28861.0	30143.9
Extra-budgetary funds	22092.0	24169.6	933.6	899.3	3600.2	3849.8	17558.2	19420.6
Funds from abroad	16103.7	20538.0	13041.1	17538.8	1581.3	1485.7	1481.3	1513.6
State and municipal institutions								
Funds – total	845436.1	908146.3	575894.0	623019.8	101433.1	106883.0	168109.0	178243.5
Budgetary funds	501530.2	540792.6	374168.2	404174.8	40475.3	42913.9	86886.7	93703.8
Institutions' own funds	103943.1	111941.8	15564.9	19997.0	54246.1	57615.9	34132.1	34328.8
Funds of the population	203328.3	212506.5	172683.5	181056.3	2481.7	2103.0	28163.1	29347.2
Extra-budgetary funds	21087.4	22953.4	856.5	613.1	2772.6	2931.8	17458.3	19408.4
Funds from abroad	15547.1	19952.0	12620.9	17178.5	1457.4	1318.3	1468.8	1455.2
Private institutions								
Funds – total	42901.1	49823.2	30927.5	35720.8	8365.1	9940.6	3608.5	4161.8
Budgetary funds	7837.0	10103.8	1722.7	2313.6	5204.4	6033.1	909.9	1757.1
Institutions' own funds	6864.8	7636.0	3021.2	3512.3	1955.3	2586.1	1888.3	1537.5
Funds of the population	26638.1	30281.3	25686.3	29248.5	253.8	236.1	698.0	796.7
Extra-budgetary funds	1004.6	1216.1	77.1	286.1	827.7	917.9	99.9	12.1
Funds from abroad	556.6	586.0	420.3	360.3	123.9	167.4	12.5	58.3

(continued)

	Percentage							
	Total		Educational activity		Research and development		Other	
	2018	2019	2018	2019	2018	2019	2018	2019
Total								
Funds – total	100	100	100	100	100	100	100	100
Budgetary funds	57.3	57.5	61.9	61.7	41.6	41.9	51.1	52.3
Institutions' own funds	12.5	12.5	3.1	3.6	51.2	51.5	21.0	19.7
Funds of the population	25.9	25.3	32.7	31.9	2.5	2.0	16.8	16.5
Extra-budgetary funds	2.5	2.5	0.2	0.1	3.3	3.3	10.2	10.6
Funds from abroad	1.8	2.1	2.1	2.7	1.4	1.3	0.9	0.8
State and municipal institutions								
Funds – total	100	100	100	100	100	100	100	100
Budgetary funds	59.3	59.5	65.0	64.9	39.9	40.2	51.7	52.6
Institutions' own funds	12.3	12.3	2.7	3.2	53.5	53.9	20.3	19.3
Funds of the population	24.1	23.4	30.0	29.1	2.4	2.0	16.8	16.5
Extra-budgetary funds	2.5	2.5	0.1	0.1	2.7	2.7	10.4	10.9
Funds from abroad	1.8	2.2	2.2	2.8	1.4	1.2	0.9	0.8
Private institutions								
Funds – total	100	100	100	100	100	100	100	100
Budgetary funds	18.3	20.3	5.6	6.5	62.2	60.7	25.2	42.2
Institutions' own funds	16.0	15.3	9.8	9.8	23.4	26.0	52.3	36.9
Funds of the population	62.1	60.8	83.1	81.9	3.0	2.4	19.3	19.1
Extra-budgetary funds	2.3	2.4	0.2	0.8	9.9	9.2	2.8	0.3
Funds from abroad	1.3	1.2	1.4	1.0	1.5	1.7	0.3	1.4

4.27. PERCENTAGE DISTRIBUTION OF FUNDS OF HIGHER EDUCATION INSTITUTIONS BY ACTIVITY AND SOURCE: 2019

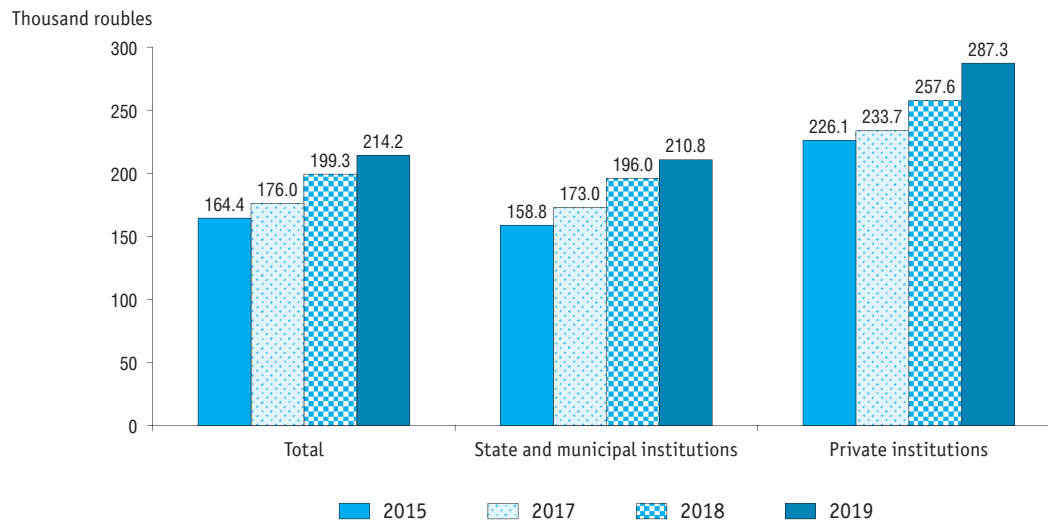


4.28. DISTRIBUTION OF FUNDS RECEIVED BY EDUCATIONAL INSTITUTIONS FROM IMPLEMENTING HIGHER EDUCATION PROGRAMMES BY PROGRAMME AND SOURCE: 2019

	Million roubles						
	Total	Of which					
		programmes for skilled workers and employees	programmes for mid-level specialists	bachelor's, specialist's, and master's programmes	postgraduate, residency, and apprenticeship programmes	vocational training programmes	additional professional (vocational) programmes
Total							
Funds – total	658740.5	520.1	30777.1	531428.7	27364.3	1501.6	33530.1
Budgetary funds	406488.4	330.9	15989.9	334574.8	20542.2	385.1	7623.9
Institutions' own funds	23509.3	85.3	245.4	8427.2	470.1	537.7	11963.6
Funds of the population	210304.8	90.1	14297.0	172973.0	5777.9	531.8	12557.3
Extra-budgetary funds	899.3	–	74.5	771.1	15.5	0.6	35.0
Funds from abroad	17538.8	13.8	170.2	14682.6	558.6	46.4	1350.3
State and municipal institutions							
Funds – total	623019.8	509.7	27562.3	502485.8	26482.5	1472.8	31367.0
Budgetary funds	404174.8	330.9	15949.5	333005.0	20147.6	383.8	7333.4
Institutions' own funds	19997.0	75.0	121.2	5822.8	382.8	520.3	11335.3
Funds of the population	181056.3	90.0	11274.9	148742.2	5393.4	522.0	11368.0
Extra-budgetary funds	613.1	–	55.4	522.2	2.7	0.4	30.8
Funds from abroad	17178.5	13.8	161.2	14393.6	556.0	46.4	1299.6
Private institutions							
Funds – total	35720.8	10.4	3214.8	28942.9	881.7	28.8	2163.1
Budgetary funds	2313.6	–	40.5	1569.8	394.6	1.3	290.5
Institutions' own funds	3512.3	10.3	124.2	2604.4	87.3	17.4	628.4
Funds of the population	29248.5	0.1	3022.1	24230.8	384.4	9.8	1189.3
Extra-budgetary funds	286.1	–	19.1	248.9	12.8	0.2	4.2
Funds from abroad	360.3	–	9.0	289.0	2.6	–	50.7

(continued)

	Percentage						
	Total	Of which					
		programmes for skilled workers and employees	programmes for mid-level specialists	bachelor's, specialist's, and master's programmes	postgraduate, residency, and apprenticeship programmes	vocational training programmes	additional professional (vocational) programmes
Total							
Funds – total	100	100	100	100	100	100	100
Budgetary funds	61.7	63.6	52.0	63.0	75.1	25.6	22.7
Institutions' own funds	3.6	16.4	0.8	1.6	1.7	35.8	35.7
Funds of the population	31.9	17.3	46.5	32.5	21.1	35.4	37.5
Extra-budgetary funds	0.1	–	0.2	0.1	0.1	0.0	0.1
Funds from abroad	2.7	2.7	0.6	2.8	2.0	3.1	4.0
State and municipal institutions							
Funds – total	100	100	100	100	100	100	100
Budgetary funds	64.9	64.9	57.9	66.3	76.1	26.1	23.4
Institutions' own funds	3.2	14.7	0.4	1.2	1.4	35.3	36.1
Funds of the population	29.1	17.7	40.9	29.6	20.4	35.4	36.2
Extra-budgetary funds	0.1	–	0.2	0.1	0.0	0.0	0.1
Funds from abroad	2.8	2.7	0.6	2.9	2.1	3.1	4.1
Private institutions							
Funds – total	100	100	100	100	100	100	100
Budgetary funds	6.5	–	1.3	5.4	44.8	4.6	13.4
Institutions' own funds	9.8	99.0	3.9	9.0	9.9	60.6	29.0
Funds of the population	81.9	1.0	94.0	83.7	43.6	34.0	55.0
Extra-budgetary funds	0.8	–	0.6	0.9	1.5	0.8	0.2
Funds from abroad	1.0	–	0.3	1.0	0.3	–	2.3

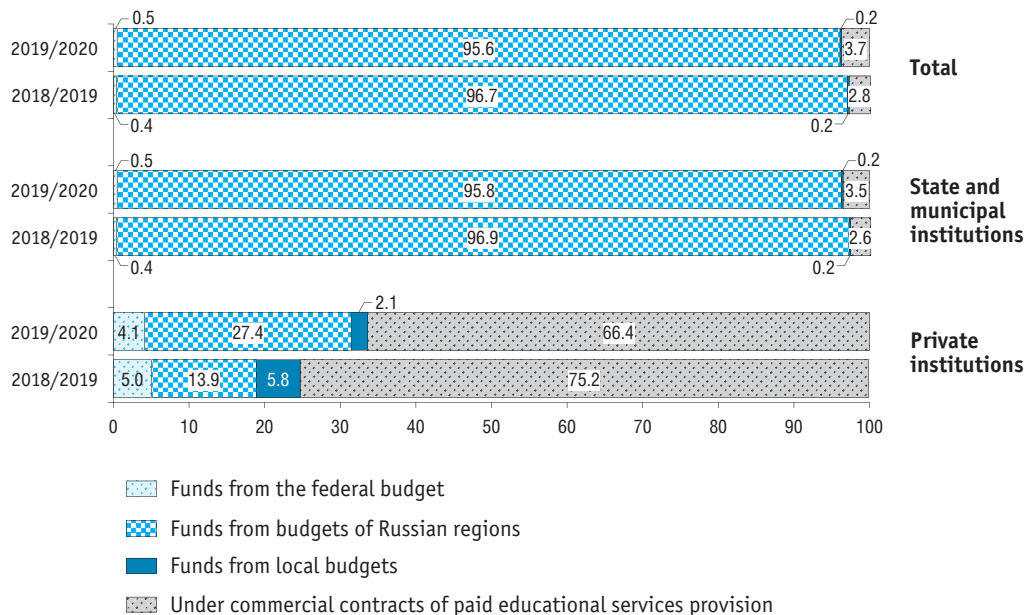
4.29. FUNDS RECEIVED BY HIGHER EDUCATION INSTITUTIONS FROM IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES PER STUDENT ENROLLED IN A BACHELOR'S, SPECIALIST'S, OR MASTER'S PROGRAMME

4.30. ENROLMENT, ENTRANTS, AND GRADUATES WITHIN PROGRAMMES FOR SKILLED WORKERS 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 studying:				
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
Entrants	208.0	205.5	207.1	209.7
Of whom studying:				
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	184.4	181.1	168.6	165.5
Of whom studying:				
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

* At the beginning of the 2016/2017, 2017/2018, 2018/2019, 2019/2020 academic years, respectively.

4.31. PERCENTAGE DISTRIBUTION OF ENROLMENT IN PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY SOURCE OF FUNDS (at the beginning of the academic year)



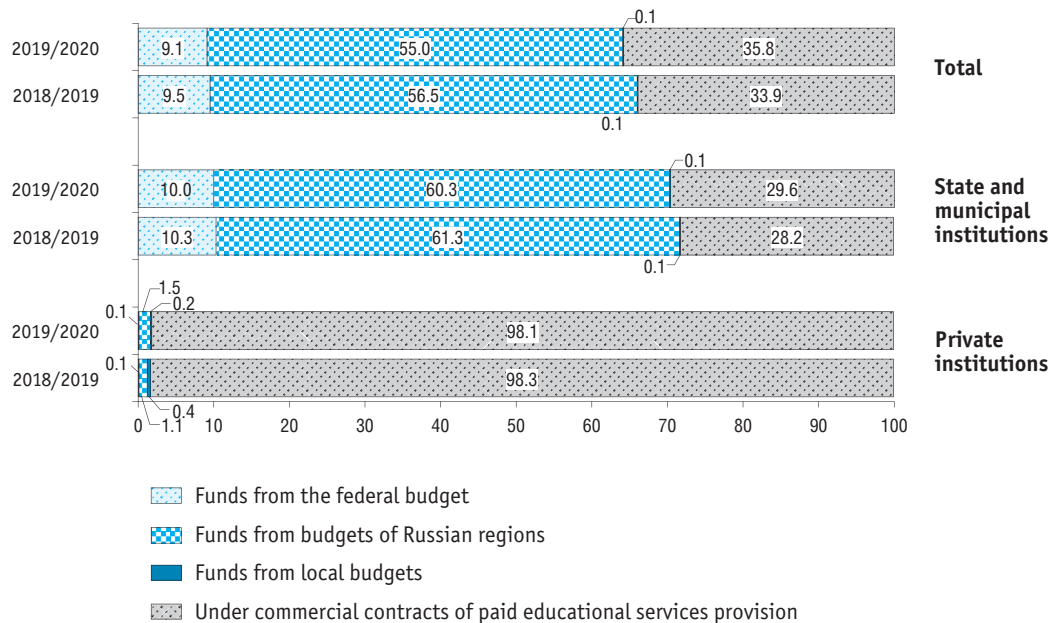
4.32. ENROLMENT, ENTRANTS, AND GRADUATES WITHIN PROGRAMMES FOR MID-LEVEL SPECIALISTS BY SOURCE OF FUNDS

(thousand persons)

	2000	2005	2010	2015	2016	2017	2018	2019
Enrolment, at the beginning of the academic year*	2360.8	2590.7	2125.7	2180.2	2304.8	2387.7	2464.3	2576.2
Of whom studying:								
at the expense of budgetary funds	1590.1	1603.9	1485.9	1533.3	1581.7	1615.6	1629.0	1654.9
at state and municipal institutions	1590.1	1603.9	1485.7	1531.0	1579.7	1613.7	1625.7	1650.6
at private institutions	...	...	0.2	2.3	1.9	1.9	3.3	4.3
under commercial contracts of paid educational services provision	770.7	986.8	639.8	646.9	723.1	772.1	835.3	921.3
at state and municipal institutions	718.5	869.1	541.2	500.3	557.3	596.4	639.0	693.0
at private institutions	52.2	117.7	98.6	146.6	165.8	175.6	196.4	228.3
Entrants	867.2	854.1	705.3	699.3	727.0	744.0	783.0	832.4
Of whom studying:								
at the expense of budgetary funds	516.5	500.5	489.8	455.4	469.3	472.6	476.4	484.7
at state and municipal institutions	516.5	500.5	489.7	454.7	468.7	471.7	474.7	483.1
at private institutions	...	...	0.0	0.7	0.6	0.8	1.7	1.6
under commercial contracts of paid educational services provision	350.7	353.6	215.5	243.9	257.7	271.4	306.6	347.8
at state and municipal institutions	325.9	310.4	182.1	185.1	195.9	203.7	228.4	253.6
at private institutions	24.8	43.2	33.5	58.8	61.8	67.8	78.2	94.1
Graduates	579.3	684.4	572.1	446.0	469.1	506.9	531.5	539.8
Of whom studying:								
at the expense of budgetary funds	414.2	399.3	356.8	320.1	330.4	345.5	354.6	354.5
at state and municipal institutions	414.2	399.3	356.8	319.4	329.7	345.0	354.2	354.1
at private institutions	...	...	0.0	0.7	0.8	0.5	0.4	0.5
under commercial contracts of paid educational services provision	165.1	285.1	215.3	125.9	138.6	161.4	176.9	185.3
at state and municipal institutions	153.5	252.1	178.9	91.6	100.0	117.5	130.5	137.9
at private institutions	11.6	33.0	36.4	34.3	38.7	43.9	46.4	47.4

* Here and below in table 4.34, at the beginning 2000/2001, 2005/2006, 2010/2011, 2015/2016, 2016/2017, 2017/2018, 2018/2019, 2019/2020 academic years, respectively.

4.33. PERCENTAGE DISTRIBUTION OF ENROLMENT IN PROGRAMMES FOR MID-LEVEL SPECIALISTS BY SOURCE OF FUNDS (at the beginning of the academic year)

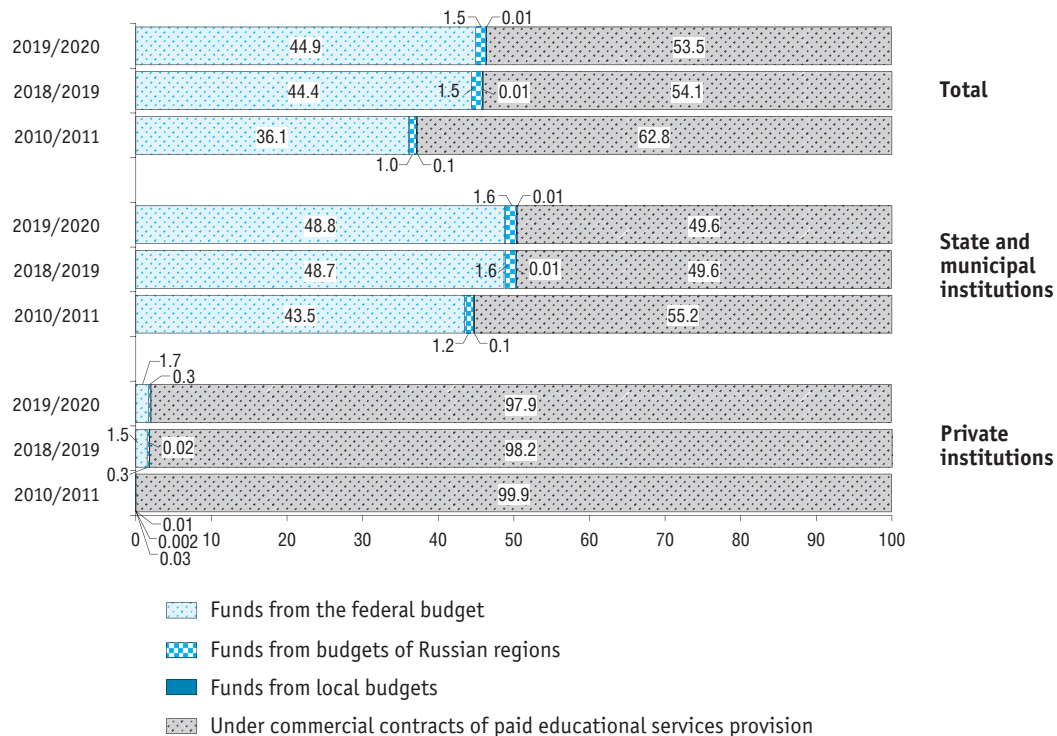


4.34. ENROLMENT, ENTRANTS, AND GRADUATES WITHIN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY SOURCE OF FUNDS

(thousand persons)

	2000	2005	2010	2015	2016	2017	2018	2019
Enrolment, at the beginning of the academic year	4741.4	7064.6	7049.8	4766.5	4399.5	4245.9	4161.7	4068.3
Of whom studying:								
at the expense of budgetary funds	2802.0	3002.7	2619.8	1933.6	1908.5	1904.6	1911.7	1890.1
at state and municipal institutions	2802.0	3002.7	2619.3	1923.6	1901.2	1898.5	1905.0	1883.3
at private institutions	...	...	0.5	10.0	7.3	6.1	6.7	6.8
under commercial contracts of paid educational services provision	1939.4	4061.9	4430.0	2832.9	2491.0	2341.3	2249.9	2178.2
at state and municipal institutions	1468.8	2982.6	3229.5	2137.8	1972.6	1924.6	1877.5	1853.0
at private institutions	470.6	1079.3	1200.6	695.0	518.4	416.7	372.4	325.2
Entrants	1292.5	1640.5	1399.5	1221.8	1157.8	1142.0	1147.9	1129.4
Of whom studying:								
at the expense of budgetary funds	586.8	613.7	519.2	523.0	518.0	515.5	528.0	508.2
at state and municipal institutions	586.8	613.7	519.0	520.7	516.6	513.9	525.8	506.0
at private institutions	...	...	0.2	2.3	1.4	1.6	2.2	2.2
under commercial contracts of paid educational services provision	705.7	1026.8	880.1	698.8	639.8	626.5	620.0	621.2
at state and municipal institutions	553.5	758.8	676.4	528.8	521.7	520.3	515.8	521.0
at private institutions	152.2	268.0	203.8	169.9	118.2	106.1	104.1	100.2
Graduates	635.1	1151.7	1467.9	1300.5	1161.1	969.5	933.2	908.6
Of whom studying:								
at the expense of budgetary funds	451.8	517.2	546.7	536.1	434.9	407.1	406.5	413.3
at state and municipal institutions	451.8	517.2	546.6	535.6	432.3	405.1	404.8	411.7
at private institutions	...	...	0.1	0.5	2.6	2.1	1.7	1.6
under commercial contracts of paid educational services provision	183.3	634.5	921.2	764.4	726.1	562.4	526.7	495.3
at state and municipal institutions	127.1	461.2	631.2	574.4	540.1	418.2	406.9	388.8
at private institutions	56.2	173.3	290.1	190.0	186.0	144.2	119.8	106.6

**4.35. PERCENTAGE DISTRIBUTION OF ENROLMENT IN BACHELOR'S, SPECIALIST'S,
AND MASTER'S PROGRAMMES BY SOURCE OF FUNDS**
(at the beginning of the academic year)



4.36. PERCENTAGE DISTRIBUTION OF INDIVIDUALS WHO COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY PROGRAMME AND SOURCE OF FUNDS

	2017		2018		2019	
	Thousand persons	Percentage	Thousand persons	Percentage	Thousand persons	Percentage
Total	1706.0	100	1793.4	100	1777.9	100
Of whom studying:						
at the expense of budgetary funds	286.3	16.8	346.8	19.3	344.3	19.4
under commercial contracts of paid educational services provision	1419.7	83.2	1446.6	80.7	1433.7	80.6
including at the expense of:						
individuals' funds	920.4	53.9	928.1	51.7	882.5	49.6
legal entities' funds	499.4	29.3	518.5	28.9	551.2	31.0
Vocational training programmes for skilled workers and employees	1046.9	100	1114.6	100	1165.9	100
Of whom studying:						
at the expense of budgetary funds	216.4	20.7	248.8	22.3	266.0	22.8
under commercial contracts of paid educational services provision	830.4	79.3	865.8	77.7	899.9	77.2
including at the expense of:						
individuals' funds	663.1	63.3	688.9	61.8	689.0	59.1
legal entities' funds	167.3	16.0	176.9	15.9	210.9	18.1
Retraining programmes for skilled workers and employees	248.6	100	249.6	100	257.0	100
Of whom studying:						
at the expense of budgetary funds	18.1	7.3	22.6	9.0	27.7	10.8
under commercial contracts of paid educational services provision	230.5	92.7	227.0	91.0	229.3	89.2
including at the expense of:						
individuals' funds	118.8	47.8	113.0	45.3	104.8	40.8
legal entities' funds	111.7	45.0	114.0	45.7	124.5	48.4
Programmes aimed at upgrading professional skills of skilled workers and employees	410.6	100	429.2	100	355.0	100
Of whom studying:						
at the expense of budgetary funds	51.8	12.6	75.4	17.6	50.5	14.2
under commercial contracts of paid educational services provision	358.8	87.4	353.8	82.4	304.4	85.8
including at the expense of:						
individuals' funds	138.5	33.7	126.2	29.4	88.7	25.0
legal entities' funds	220.3	53.7	227.6	53.0	215.7	60.8

4.37. PERCENTAGE DISTRIBUTION OF INDIVIDUALS WHO COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY PROGRAMME AND SOURCE OF FUNDS

	2017		2018		2019	
	Thousand persons	Percentage	Thousand persons	Percentage	Thousand persons	Percentage
Total	5964.2	100	6024.8	100	6338.4	100
Of whom studying:						
at the expense of budgetary funds	1850.4	31.0	1759.9	29.2	1924.2	30.4
under commercial contracts of paid educational services provision	4113.7	69.0	4264.8	70.8	4108.8	64.8
including at the expense of:						
individuals' funds	1422.7	23.9	1466.0	24.3	1418.5	22.4
legal entities' funds	2691.0	45.1	2798.9	46.5	2690.3	42.4
at the expense of institutions' own funds	...	...	...	...	305.4	4.8
Professional (vocational) development programmes	5331.9	100	5340.6	100	5603.7	100
Of whom studying:						
at the expense of budgetary funds	1764.7	33.1	1667.8	31.2	1828.6	32.6
under commercial contracts of paid educational services provision	3567.3	66.9	3672.8	68.8	3493.8	62.3
including at the expense of:						
individuals' funds	1053.7	19.8	1071.7	20.1	1037.0	18.5
legal entities' funds	2513.6	47.1	2601.1	48.7	2456.7	43.8
at the expense of institutions' own funds	...	...	...	...	281.3	5.0
Professional (vocational) retraining programmes	632.2	100	684.2	100	734.8	100
Of whom studying:						
at the expense of budgetary funds	85.8	13.6	92.1	13.5	95.6	13.0
under commercial contracts of paid educational services provision	546.5	86.4	592.0	86.5	615.0	83.7
including at the expense of:						
individuals' funds	369.0	58.4	394.2	57.6	381.4	51.9
legal entities' funds	177.4	28.1	197.8	28.9	233.6	31.8
at the expense of institutions' own funds	...	...	...	...	24.1	3.3

4.38. ENROLMENT IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY FIELD OF EDUCATION AND SOURCE OF FUNDS
(thousand persons)

	Total			Of whom studying:											
				at the expense of budgetary funds									under commercial contracts of paid educational services provision		
	federal budget			budgets of Russian regions			local budgets								
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Fields of education:															
technical engineering	1907.0	2120.2	2401.4	46.3	54.1	61.3	889.1	1042.2	1201.4	760.8	777.1	826.0	210.8	246.7	312.8
natural sciences	2520.7	2692.7	2773.5	49.4	51.1	70.9	1277.1	1370.6	1385.3	680.1	667.2	679.4	514.1	603.8	637.9
tourism and local studies	1027.7	1135.5	1120.6	30.0	25.9	25.0	532.9	618.8	596.9	437.4	442.9	433.2	27.4	48.0	65.4
social and pedagogical	5579.2	6018.0	6362.9	57.0	51.1	76.0	2152.2	2341.9	2461.8	1655.1	1681.2	1692.1	1714.8	1943.8	2133.0
In arts:															
within general development programmes	7350.4	7456.0	7313.3	62.2	76.9	72.3	2582.2	2666.4	2574.5	3387.0	3280.0	3189.1	1319.0	1432.8	1477.4
within pre-vocational education programmes	853.4	977.7	1006.2	4.9	9.7	12.5	265.7	303.6	256.6	552.6	639.7	712.1	30.3	24.6	25.0
In physical training and sports:															
within general development programmes	4721.9	5100.9	4993.5	69.5	85.8	89.2	2046.4	2259.7	2215.0	1875.1	1920.4	1808.2	730.8	835.0	881.0
within pre-vocational education programmes	1177.7	988.2	742.9	4.7	5.7	4.0	164.6	126.2	51.4	992.1	839.1	669.1	16.3	17.1	18.4

4.39. AVERAGE CONSUMER PRICES FOR EDUCATIONAL SERVICES

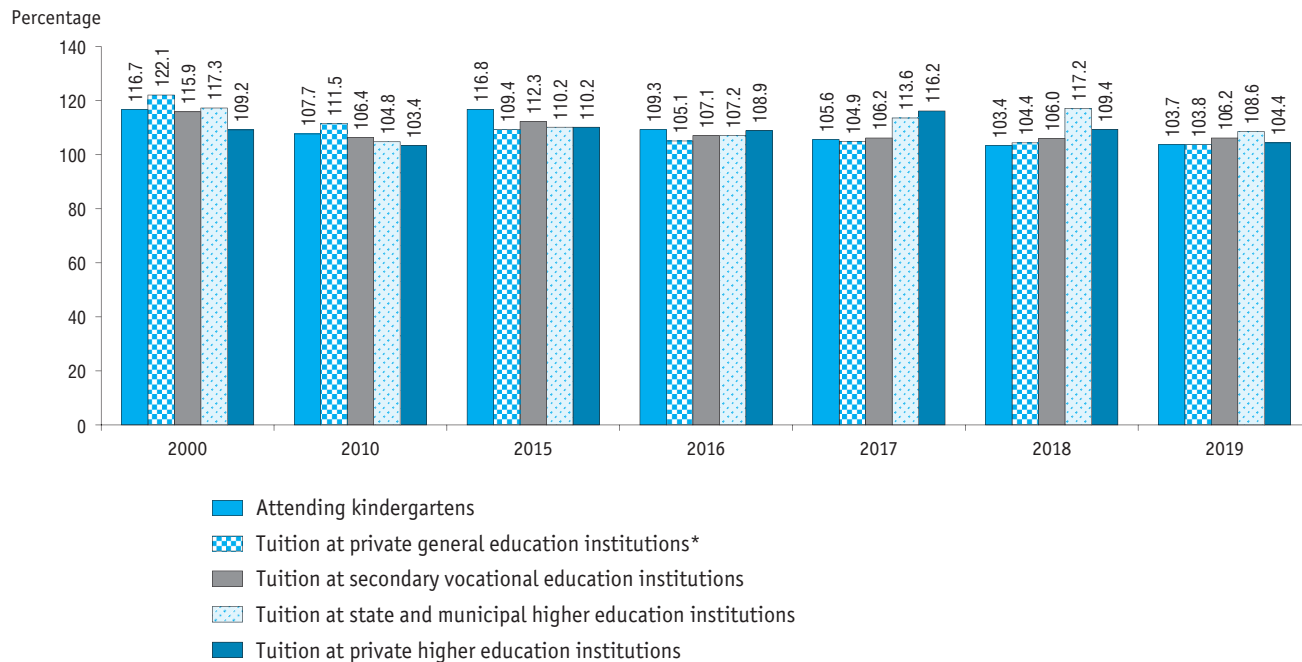
(at the end of the year; roubles)

	2000	2005	2010	2015	2016	2017	2018	2019
Attending kindergartens, <i>per day</i>	9.19	26.53	54.86	85.19	93.12	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	16029.83	16276.20	17425.56	20134.79	20612.15
Additional studies in state and municipal intramural full-time general education institutions, <i>per academic hour</i>	...	...	79.08	124.85	130.03	137.08	140.91	157.95
Tuition at secondary vocational education institutions, <i>per semester</i>	4232.07	8672.05	13981.85	27371.91	28439.73	29992.16	31476.27	34143.28
Tuition at state and municipal higher education institutions, <i>per semester</i>	7033.69	16026.90	25520.38	47626.92	51533.32	57702.9	68260.1	74698.98
Tuition at private higher education institutions, <i>per semester</i>	8310.66	15153.15	22983.61	38085.28	40774.14	47292.17	51334.99	57867.67
Foreign languages courses, <i>per academic hour</i>	31.09	72.24	148.21	261.77	266.64	277.15	281.33	312.05
Tuition at professional training courses, <i>per academic hour</i>	21.87	49.60	82.21	120.62	125.46	133.23	138.15	131.06
Basic category B driving course, <i>per course</i>	...	...	17725.13	28588.22	26459.58	25388.78	26077.91	26721.79

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

4.40. CONSUMER PRICE INDICES FOR SELECTED TYPES OF EDUCATIONAL SERVICES

(December to December of the preceding year)



* In 2000, tuition at secondary general education institutions.

TECHNICAL NOTES

Total expenditure on education from all sources of funds is provided on the basis of HSE assessments and represent the sum of public expenditure and non-budgetary funds. The official reports of the Treasury of Russia were used as the source of data on public expenditure, the data on non-budgetary funds was taken from the results of federal statistical monitoring of educational organisations implementing the programmes of preschool education, primary general, basic general, and secondary general education, secondary vocational education, and higher education.

Consolidated budget of the Russian Federation aggregates the federal budget and all consolidated budgets of Russian regions (excluding inter-budgetary transfers between these budgets).

Federal extra-budgetary fund is a special fund that is not part of the federal budget or budgets of Russian regions.

Federal budget is intended for the execution of expenditure commitments of the Russian Federation.

Consolidated budget of the Russian Federation aggregates the federal budget and all consolidated budgets of Russian regions (excluding inter-budgetary transfers between these budgets).

Public expenditure (budget expenditure) are funds appropriated for financial provision of objectives and functions of the state, regional and local governments.

Public expenditure on education (budget expenditure on education in the Russian Federation) are funds appropriated for financial support of education. The data are taken from Section 0700 'Education' of annual reports on implementation of the consolidat-

ed budget of the Russian Federation and federal extra-budgetary funds.

Growth rates of public expenditure on education at constant prices demonstrate the dynamic of these expenses in the current year in comparison with the reference year at constant prices. In order to calculate public expenditure on education at constant prices, the GDP deflator is used.

Public expenditure on education per student by subsection of the budget expenditure classification is estimated by dividing the total public expenditure on each level of education by the number of students enrolled in the corresponding level of state-funded education. For primary general, basic general and secondary general education programmes, secondary vocational education programmes, and higher education programmes, the estimated enrolment is used converted to intramural full-time enrolment.

Paid educational services are monetary equivalent of the following educational services rendered to the population: child care and instruction in 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 services. This indicator is calculated using the data of federal statistical surveys and non-observed activities assessment according to the procedure approved by Decree no. 643 of the Russian Federal State Statistics Service (Rosstat) of September 29, 2017.

Growth rates of paid educational services rendered to the population at comparable prices show the dynamic of those services in the current year as opposed to the reference year, excluding price fluctuations.

Household budget surveys are conducted by state statistics authorities in all Russian regions as voluntary sample surveys and involves approximately 48.5 thousand households. The survey programme implies that each household keeps a journal with current expenditures and at the end of the survey period (four months) all members of each household are interviewed.

Since 2001, while conducting household budget surveys the acquisition and processing of statistical data that provide the rate and breakdown of household consumer expenditure, is conducted on the basis of the Classification of Individual Consumption by Purpose (KIPTs-DKh). The Classification was created by Rosstat on the basis of the Classification of Individual Consumption by Purpose (COICOP), one of classifications by purpose of the United Nations System of National Accounts (UNSNA), which serves as a standard classification of personal consumption expenditure of households.

Household refers to all individuals living in one dwelling or a part thereof, blood-related and not blood-related, who jointly provide themselves with everything they need to be self-sufficient by pooling and spending their finances in full or in part. A household may consist of a single individual living by himself/herself.

Consumer expenditure of households is a part of expenses used for acquiring consumer goods and services. It excludes expenditures on artwork, antiques, and jewellery purchased as capital in-

vestment, payment for materials and construction works, or capital repairs of dwelling units and utility areas, regarded as investments.

Household expenditure on paid educational services includes the following expenses: preschool and primary education (tuition at primary schools, kindergartens, and nursery schools, etc.); secondary general education (tuition at secondary schools, gymnasia, lyceum schools, including payments for janitor services, after-school clubs (excluding meals), security, etc.), including secondary extramural education for youth and adults; secondary vocational education (tuition); higher education (tuition). The indicator also includes expenditure on education that is not specified by the level, i.e., payment for educational services in vocational training (not requiring previous specialised education) and other types of education, such as computer courses, foreign languages, accounting courses, etc.

Funds received by educational institutions per student is calculated as the ratio of funds to average annual enrolment, adjusted for the conversion factor of actual enrolment converted to intramural full-time enrolment. When calculating the ratio for primary general, basic general, and secondary general education programmes, the estimated enrolment is calculated as intramural full-time enrolment plus 25% of intramural part-time enrolment plus 10% of extramural enrolment. For secondary vocational education programmes and higher education programmes – bachelor's, specialist's and master's degree programmes, the estimated enrolment of students is calculated as intramural full-time enrolment plus 25% of intramural part-time enrolment plus 10% of extramural enrolment.

Indicators that characterise the funds received by educational institutions implementing secondary vocational education programmes; information on the enrolment, entrants and graduates within programmes for skilled workers and employees, programmes for mid-level specialists (since 2018) by source of funds are provided excluding the data from vocational education institutions of the Russian Federal Penitentiary Service.

Average consumer prices for the Russian Federation are calculated as the weighted average of prices in Russian regions.

Consumer price (tariffs) index shows the relation between the cost of a consumer goods basket at current prices and the cost thereof at reference year prices and reflects the dynamics of overall level of prices and tariffs for goods and services acquired by the population for unproductive consumption. The monitoring of the price (tariffs) dynamics is conducted for all Russian regions. Information about the prices is gathered in the capitals of the republics, centres of other constituent entities, federal cities and, if necessary, in some district centres.



**INSTITUTIONS ENGAGED
IN EDUCATIONAL ACTIVITY**

5.1. INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES* (at the end of the year)

	2015	2016	2017	2018	2019
Total	50115	49370	48644	47819	47090
Of which preschool education institutions	39533	38362	37346	36581	35704

* Here and below in table 5.2, including institutions under major renovation.

5.2. INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES (at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total	68804	63174	50793	43376	42621	41958	41349	40823
State and municipal institutions	68169	62448	50128	42593	41804	41103	40498	39966
Urban areas	22694	21743	19505	17337	17280	17111	17004	16907
Rural areas	45475	40705	30623	25256	24524	23992	23494	23059
Private institutions	635	726	665	783	817	855	851	857
Urban areas	...	...	620	720	723	763	763	770
Rural areas	...	...	45	63	94	92	88	87

5.3. ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

	2000	2005	2010	2015	2016	2017	2018	2019
Additional education institutions implementing additional general education programmes for children*	8699	8876	8539	14360	14174	13407	12735	11726
Of whom:								
encompassing all types of educational activities	3577	3654	3683	3782	3612	3603	3515	3512
art	371	418	780	4375	4489	4472	4652	4496
ecological and biological	467	445	331	219	204	196	174	165
tourism and local studies	335	331	256	185	177	170	155	155
technical engineering	570	536	327	217	225	220	211	213
sports	2968	3072	2760	4445	4215	3577	2901	2147
military and technical sports	112	89	101	68	52	65	48	41
others	299	331	293	1068	1198	1104	1079	997
Children's music schools, art programmes, choreography, and art schools**	5823	5555	5370	5108	5007	4955	4811	4823

* The data refer to additional education institutions that provide reports to the Ministry of Education of the Russian Federation.

** Source: Ministry of Culture of the Russian Federation.

5.4. EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES

(at the beginning of the academic year)

	Total			State and municipal institutions			Private institutions		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Vocational education institutions	3316	3311	3300	2999	2961	2922	317	350	378
Separate subdivisions (branches) of vocational education institutions	599	609	630	526	536	561	73	73	69
Higher education institutions	366	348	342	288	289	292	78	59	50
Separate subdivisions (branches) of higher education institutions	473	443	420	405	383	363	68	60	57

5.5. INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017*	2017/2018*	2018/2019*	2019/2020*
Total	965	1068	1115	896	818	766	741	724
State and municipal institutions	607	655	653	530	502	500	496	495
Private institutions	358	413	462	366	316	266	245	229

* Here and below in table 5.6, including research institutes implementing master's programmes.

5.6. BRANCHES OF INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

(at the beginning of the academic year)

	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total	1621	1668	1079	840	651	596	563
State and municipal institutions	1102	1069	727	597	480	455	435
Private institutions	519	599	352	243	171	141	128

5.7. INSTITUTIONS IMPLEMENTING POSTGRADUATE PROGRAMMES

(at the end of the year)

	2000	2005	2010	2015	2016	2017	2018	2019
Total	1362	1473	1568	1446	1359	1284	1223	1187
Research institutes	797	833	809	771	733	670	618	599
Higher education institutions	565	640	748	661	611	599	585	567
Additional professional (vocational) education institutions	...	...	11	14	15	15	14	17
Other institutions	...	...	...	...	...	...	6	4

5.8. INSTITUTIONS IMPLEMENTING RESIDENCY AND APPRENTICESHIP PROGRAMMES: 2019

(at the end of the year)

	Residency programmes	Apprenticeship programmes
Total	178	36
Research institutes	91	–
Higher education institutions	79	36
Additional professional (vocational) education institutions	6	–
Other institutions	2	–

5.9. INSTITUTIONS IMPLEMENTING VOCATIONAL TRAINING PROGRAMMES

(at the end of the year)

	2016	2017	2018	2019
Vocational education institutions	2682	2865	2768	2 885
Separate subdivisions (branches) of vocational education 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 institutions*	590	603	535	539

* Here and below in table 5.10, including separate subdivisions (branches).

5.10. 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
Vocational education institutions	2254	2052	2044	2051
Higher education institutions	1162	1129	1121	1110
Research institutes	98	118	137	134
Other institutions	660	606	552	623

TECHNICAL NOTES

Educational institution is a non-profit organisation undertaking licensed educational activity as its main activity in accordance with the objectives for which it was founded. In the Russian Federation there are several types of educational institutions implementing the following programmes: basic education programmes – preschool education institutions, general education institutions, vocational education institutions, higher education institution; additional education programmes – additional education institutions, additional professional (vocational) education institutions.

Preschool education can be received at institutions engaged in educational activities within preschool education, child care programmes: preschool education institutions, general education institutions, vocational education institutions, higher education institutions, additional education institutions for children, other institutions engaged in educational activities within preschool education, child care programmes as additional to their main activity.

General education can be received at general education institutions, vocational education institutions, higher education institutions, and other institutions. The latter include institutions engaged in educational activities within primary general education programmes, basic general education programmes, and secondary general education programmes as additional to their main activity.

Secondary vocational education under programmes for skilled workers and employees and programmes for mid-level spe-

cialists can be received at vocational education institutions and higher education institutions engaged in educational activities within secondary vocational education programmes – programmes for skilled workers and employees and programmes mid-level specialists.

Higher education under bachelor's, specialist's, and master's programmes can be received at higher education institutions and research institutes engaged in educational activities within master's programmes; higher education – highly-qualified personnel training can be received at institutions engaged in educational activities within postgraduate programmes; higher education – residency programmes can be received at higher education institutions, additional professional (vocational) education institutions, and research institutes. Higher education – apprenticeship programmes can be received at higher education institutions.

Preschool education institution is an educational institution engaged in educational activity within preschool education, baby and child care programmes as its main activity.

General education institution is an educational institution engaged in educational activity within primary general, basic general and/or secondary general education programmes as its main activity.

Vocational education institution is an educational institution engaged in educational activity within secondary vocational education and/or vocational training programmes as its main activity.

Higher education institution is an educational institution engaged in educational activity within higher education programmes and scientific research as its main activity.

The main types of **educational institutions implementing additional education programmes** are:

- **additional education institution** – an educational institution engaged in educational activity within additional general education programmes as its main activity;

- **additional professional (vocational) education institution** – an educational institution engaged in educational activity within additional professional (vocational) programmes as its main activity.

Data on educational institutions implementing secondary vocational education programmes are provided excluding vocational education institutions of the Russian Federal Penitentiary Service.



ENROLMENT

6.1. General education programmes

6.1.1. Preschool education programmes

6.1.1.1. ENROLMENT IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES*

(at the end of the year)

	2000	2005	2010	2015	2016	2017	2018	2019
Total, thousand persons	4263.0	4530.4	5388.0	7151.6	7342.9	7477.9	7582.4	7606.7
Urban areas	3408.5	3611.0	4280.6	5693.8	5856.3	5976.5	6083.6	6128.5
Rural areas	854.5	919.4	1107.3	1457.7	1486.7	1501.5	1498.9	1478.2
In the total enrolment – students of private institutions, thousand persons	98.8	86.7	46.1	98.0	102.6	111.4	112.2	109.2
As a percentage of the total enrolment	2.3	1.9	0.9	1.4	1.4	1.5	1.5	1.4
Participation of children in preschool education, as a percentage of all children aged 1–6	53.7	55.3	57.8	65.1	65.5	65.5	67.2	69.4
Urban areas	63.3	63.2	65.3	72.6	72.3	71.7	73.0	75.0
Rural areas	33.5	37.1	40.0	46.3	47.6	48.9	50.9	53.0

* Here and below in this section, in 2000, 2005, and 2010 – preschool education institutions.

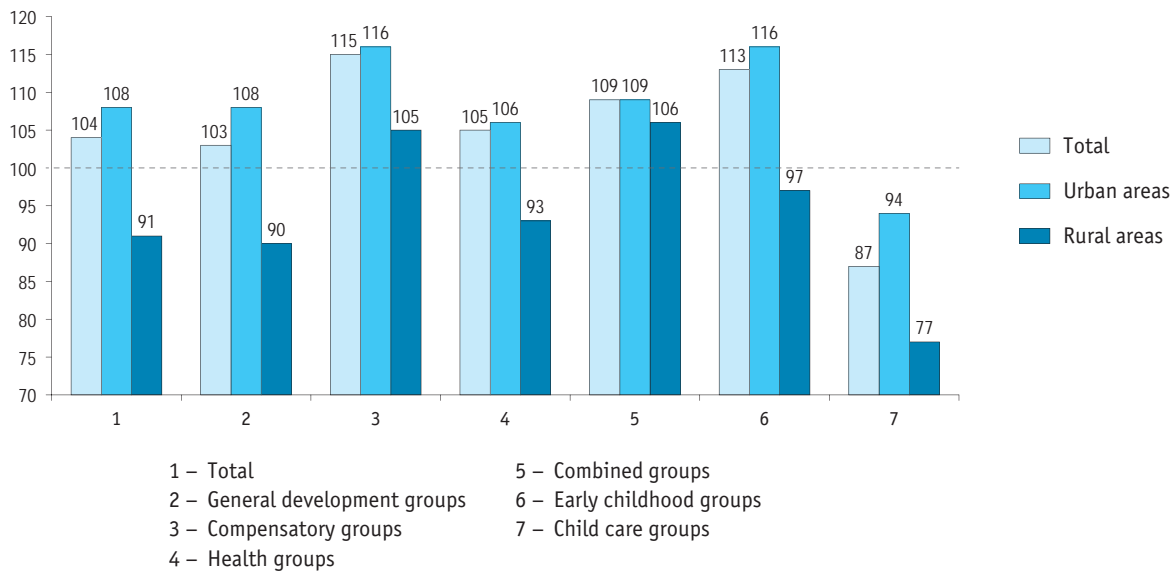
6.1.1.2. ENROLMENT IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES BY GENDER AND AGE

(at the end of the year; completed years as of January, 1; thousand persons)

	Total	Age, years							
		Under 1 year	1	2	3	4	5	6	7 and over
2010									
Total	5388.0	0.8	105.3	787.2	1082.1	1109.0	1124.0	1056.7	122.8
Boys	2780.9	0.4	55.4	412.3	552.4	568.9	578.1	546.1	67.2
Girls	2607.0	0.4	49.9	374.9	529.7	540.1	545.9	510.6	55.6
2015									
Total	7151.6	1.6	138.2	921.8	1518.0	1521.2	1531.5	1390.8	128.4
Boys	3708.6	0.8	72.2	478.5	783.3	785.9	792.9	721.7	73.2
Girls	3442.9	0.8	66.0	443.3	734.7	735.4	738.6	669.0	55.2
2019									
Total	7606.7	4.4	171.6	914.4	1492.7	1638.1	1668.4	1556.2	160.8
Boys	3933.0	2.3	90.0	475.1	763.8	840.6	861.7	806.7	92.8
Girls	3673.7	2.1	81.7	439.4	728.9	797.5	806.7	749.5	67.9

6.1.1.3. ENROLMENT PER 100 STUDY PLACES IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES: 2019

(at the end of the year; persons)



**6.1.1.4. ENROLMENT IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES
BY TYPE OF EDUCATIONAL INSTITUTIONS**
(at the end of the year; thousand persons)

	Total			Urban areas			Rural areas		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total	7477.9	7582.4	7606.7	5976.5	6083.6	6128.5	1501.5	1498.9	1478.2
Preschool education institutions	6296.5	6363.1	6344.6	5168.4	5241.2	5248.5	1128.2	1121.9	1096.1
Separate subdivisions (branches) of preschool education institutions	119.7	124.5	131.4	89.8	95.4	102.1	29.9	29.1	29.3
Separate divisions (branches) of general education institutions	181.5	192.3	197.7	99.5	105.3	108.4	82.0	87.1	89.3
Separate subdivisions (branches) of vocational education institutions and higher education institutions	2.4	2.7	1.8	2.2	2.3	1.6	0.2	0.4	0.2
Institutions with subdivisions (branches) implementing preschool education and child care programmes:									
general education institutions	846.3	866.5	894.3	591.2	613.0	638.0	255.1	253.5	256.2
vocational education institutions and higher education institutions	4.9	5.1	5.3	4.7	5.0	5.2	0.1	0.1	0.1
additional education institutions	2.8	2.8	3.4	2.1	2.3	2.9	0.6	0.5	0.5
other institutions	16.1	16.7	18.1	14.3	15.1	16.3	1.8	1.6	1.9
Institutions implementing child care, without implementing preschool education programmes	7.9	8.7	10.1	4.2	4.0	5.4	3.6	4.7	4.6

**6.1.1.5. ENROLMENT IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES
BY GROUP AND AVERAGE GROUP SIZE**
(at the end of the year)

	2016	2017	2018	2019		
				Total	Urban areas	Rural areas
Enrolment, thousand persons	7342.9	7477.9	7582.4	7606.7	6128.5	1478.2
General development groups	6381.9	6428.3	6447.4	6358.7	5013.6	1345.1
Compensatory groups	404.5	400.9	408.2	414.7	386.5	28.2
Health groups	79.5	77.3	72.4	75.1	70.8	4.3
Combined groups	292.5	397.3	476.0	568.0	512.5	55.5
Early childhood groups	138.2	131.3	135.8	146.8	121.1	25.7
Child care groups	26.7	23.4	23.7	23.6	15.0	8.5
Family preschool groups	19.5	19.5	19.0	20.0	9.0	11.0
Average group size, persons	23	23	23	23	24	20
General development groups	24	24	24	24	25	20
Compensatory groups	16	15	15	15	15	15
Health groups	20	21	21	20	21	19
Combined groups	24	24	25	25	26	23
Early childhood groups	21	21	22	21	21	17
Child care groups	17	17	13	14	15	14
Family preschool groups	8	9	9	9	5	25

**6.1.1.6. ENROLMENT IN SHORT-TERM GROUPS AND ROUND-THE-CLOCK STAY GROUPS IN INSTITUTIONS
IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES**

(at the end of the year)

	2016	2017	2018	2019		
				Total	Urban areas	Rural areas
Enrolment in short-term groups:						
thousand persons	173.5	175.1	169.0	157.7	113.0	44.7
per group, <i>persons</i>	13	14	14	14	15	12
Enrolment in round-the-clock stay groups:						
thousand persons	19.4	22.8	23.0	24.6	21.1	3.5
per group, <i>persons</i>	16	16	13	13	12	14

6.1.1.7. STUDY PLACES AVAILABLE IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES (at the end of the year)

	2000	2005	2010	2015	2016	2017	2018	2019
Total								
Places in institutions:								
thousand places	5231.9	4765.5	5031.4	6764.4	7012.1	7117.4	7206.9	7284.7
per 1,000 children aged 1–6	675	597	553	626	635	633	639	665
Urban areas								
Places in institutions:								
thousand places	3862.2	3539.1	3796.2	5210.2	5416.1	5504.2	5589.6	5659.5
per 1,000 children aged 1–6	727	630	590	673	677	667	671	693
Rural areas								
Places in institutions:								
thousand places	1369.7	1226.4	1235.2	1554.2	1596.0	1613.2	1617.4	1625.3
per 1,000 children aged 1–6	561	517	463	508	524	537	549	583

6.1.1.8. AVAILABILITY OF PRESCHOOL EDUCATION FOR YOUNG CHILDREN (AGED 1.5–3)*

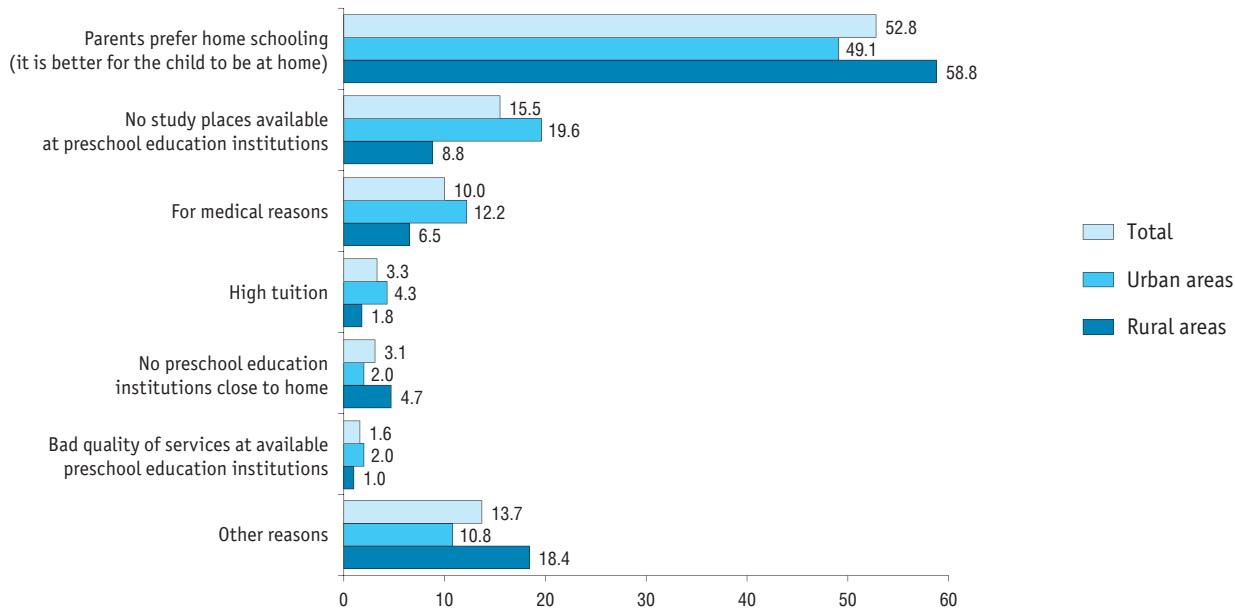
	As of December 1, 2019	As of November 1, 2020
Availability of preschool education**, <i>percentage</i>	85.8	88.8
Number of children who are wait-listed for the provision of a study place in a state or municipal preschool education institution, <i>thousand persons</i>	1006.0	829.8
Number of children who have not been provided with a study place in a state or municipal preschool education institution, <i>thousand persons</i>	177.3	139.8

* According to the Federal Preschool Education Availability Data System.

** The interpretation of this indicator and its calculation method are given in the Technical Notes.

6.1.1.9. REASONS FOR NON-PARTICIPATION OF CHILDREN AGED 3–8 IN PRESCHOOL EDUCATION: 2018*

(at the end of the year; as a percentage of all children aged 3–8** who do not attend any preschool education institutions after having reached the specified age)



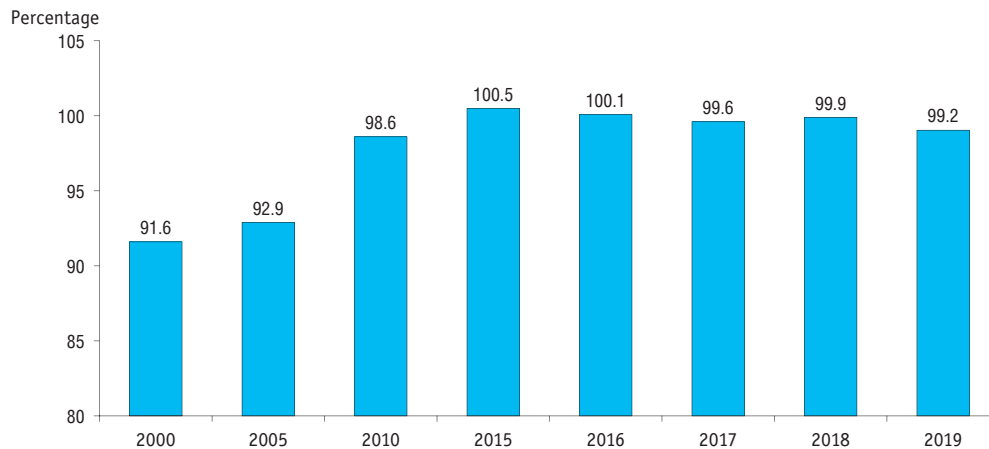
* According to the results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion (see Technical Notes in Section 2). According to parents (legal guardians (representatives)).

** Excluding children enrolled in general education institutions (including home-based modes of study).

6.1.2. Primary general, basic general, and secondary general education programmes

6.1.2.1. PARTICIPATION OF CHILDREN IN PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION

(ratio of the primary general, basic general, and secondary general education enrolment to children aged 7–17)



6.1.2.2. ENROLMENT IN PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

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

	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020		
								Total	Boys	Girls
Total	20553.5	15630.9	13642.4	14770.4	15219.0	15705.9	16137.3	16565.6	8458.0	8107.6
State and municipal institutions	20492.9	15558.5	13568.9	14665.9	15105.5	15587.6	16013.6	16435.1	8390.1	8045.1
Urban areas	14389.1	10844.7	9761.3	10911.0	11316.4	11738.6	12120.5	12506.1	6372.0	6134.2
Rural areas	6103.8	4713.7	3807.6	3754.8	3789.1	3848.9	3893.0	3929.0	2018.1	1910.9
Private institutions	60.6	72.3	73.5	104.5	113.5	118.4	123.7	130.4	67.9	62.6
Urban areas	...	...	68.8	96.7	101.0	106.9	112.1	118.5	61.6	56.9
Rural areas	...	...	4.7	7.8	12.5	11.5	11.6	12.0	6.3	5.6

6.1.2.3. ENROLMENT IN PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY MODE OF STUDY

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

	2016/2017	2017/2018	2018/2019	2019/2020
	Total			
Total	15219.0	15705.9	16137.3	16565.6
Mode of study:				
intramural full-time	15092.2	15590.9	16024.5	16451.5
intramural part-time	71.2	69.1	71.1	78.7
extramural	55.6	45.8	41.7	35.4
	State and municipal institutions			
Total	15105.5	15587.6	16013.6	16435.1
Mode of study:				
intramural full-time	14981.8	15476.6	15906.3	16328.8
intramural part-time	70.2	68.5	70.4	78.1
extramural	53.5	42.5	36.8	28.2
	Private institutions			
Total	113.5	118.4	123.7	130.4
Mode of study:				
intramural full-time	110.4	114.4	118.2	122.7
intramural part-time	1.0	0.7	0.6	0.6
extramural	2.1	3.3	4.9	7.2

6.1.2.4. ENROLMENT IN PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION BY GROUP OF GRADES*
(at the beginning of the academic year; thousand persons)

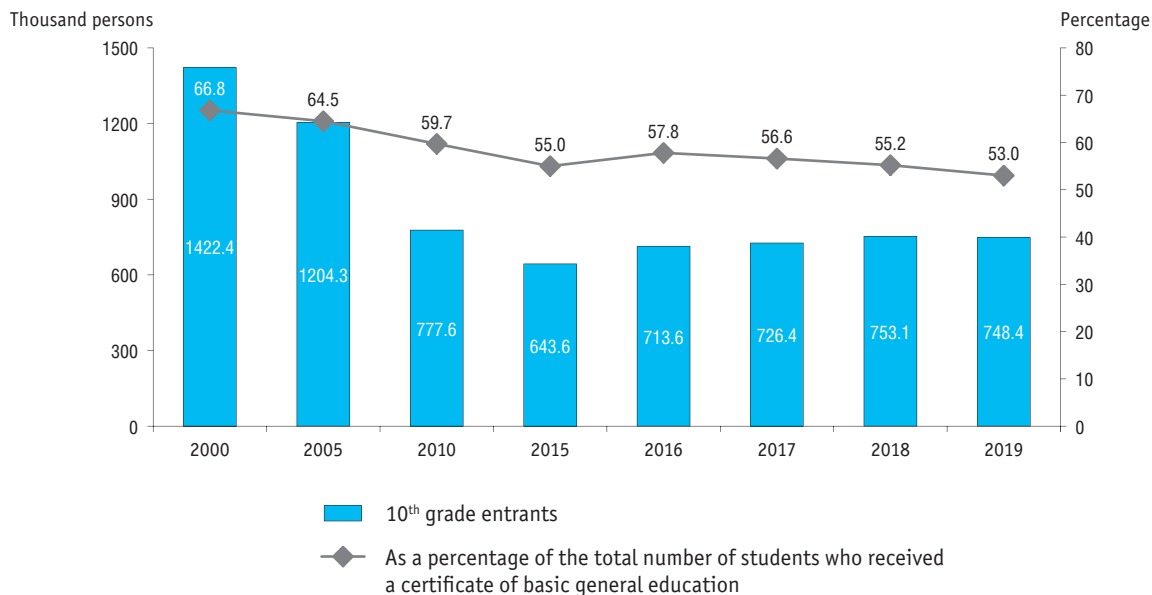
	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total								
Total	19560.2	14755.4	12970.1	14250.1	15030.3	15509.3	15934.2	16357.6
Grades:								
1 st –4 th	5702.3	5164.7	5318.3	6198.8	6556.9	6852.7	7045.7	7229.2
5 th –9 th	11076.5	7131.3	6205.5	6780.6	7086.4	7238.5	7433.7	7667.3
10 th –11 th (12 th)	2781.3	2459.4	1446.3	1270.7	1386.9	1418.1	1454.8	1461.1
State and municipal institutions								
Total	19499.7	14683.1	12896.6	14145.7	14916.9	15391.1	15810.6	16227.3
Grades:								
1 st –4 th	5682.4	5136.1	5285.0	6149.6	6503.4	6955.0	6986.3	7166.8
5 th –9 th	11047.9	7102.1	6174.9	6737.2	7039.3	7190.4	7383.2	7613.8
10 th –11 th (12 th)	2769.4	2444.8	1436.7	1258.9	1374.2	1405.0	1441.1	1446.7
Private institutions								
Total	60.6	72.3	73.5	104.4	113.4	118.2	123.6	130.3
Grades:								
1 st –4 th	20.0	28.6	33.3	49.2	53.4	57.1	59.5	62.4
5 th –9 th	28.7	29.1	30.6	43.4	47.1	48.1	50.5	53.5
10 th –11 th (12 th)	12.0	14.6	9.6	11.8	12.8	13.1	13.6	14.4

* Here and below in table 6.1.2.5, before the 2016/2017 academic year – excluding separate general education institutions and classes for students with limited health capacities; special (correctional) educational institutions for students with deviant (socially dangerous) behaviour; sanatorium-type education institutions for students with long-term medical care needs; educational institutions for students who need psychological, medical, and social assistance (excluding intramural part-time (shift-based) general education institutions). The data for the 2016/2017 academic year – excluding separate institutions and classes for mentally handicapped students (students with mental development disorders).

**6.1.2.5. AVERAGE CLASS SIZE IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL,
AND SECONDARY GENERAL EDUCATION PROGRAMMES**
(at the beginning of the academic year; persons)

	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total								
Grades:								
1 st -4 th	18	18	20	21	20	20	21	21
5 th -9 th	21	18	18	19	19	19	20	20
10 th -11 th (12 th)	21	19	17	17	17	17	17	17
State and municipal institutions								
Grades:								
1 st -4 th	18	18	20	21	20	21	21	21
5 th -9 th	21	18	18	19	19	20	20	20
10 th -11 th (12 th)	21	19	17	17	17	17	17	17
Private institutions								
Grades:								
1 st -4 th	10	10	11	13	13	13	14	14
5 th -9 th	11	10	10	12	12	12	12	13
10 th -11 th (12 th)	12	11	9	10	10	10	10	10

6.1.2.6. 10TH GRADE ENTRANTS TO INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES*



* Before 2016, excluding separate general education institutions and classes for students with limited health capacities; special (correctional) educational institutions for students with deviant (socially dangerous) behaviour; sanatorium-type education institutions for students with long-term medical care needs; educational institutions for students who need psychological, medical, and social assistance (excluding intramural part-time (shift-based) general education institutions). In 2016, excluding separate institutions and classes for mentally handicapped students (students with mental development disorders).

6.1.2.7. ENROLMENT IN CLASSES WITH IN-DEPTH STUDIES OF SELECTED SUBJECTS IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

(at the beginning of the academic year)

	Total			Urban areas			Rural areas		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Total									
Enrolment in classes with in-depth studies of certain subjects:									
thousand persons	2266.0	2342.9	2436.3	2190.8	2268.8	2353.1	75.2	74.1	83.2
as a percentage of the total enrolment	14.8	14.9	15.0	19.0	19.0	19.1	2.0	1.9	2.1
State and municipal institutions									
Enrolment in classes with in-depth studies of certain subjects:									
thousand persons	2237.9	2314.5	2405.1	2165.6	2242.8	2324.7	72.3	71.7	80.4
as a percentage of the total enrolment	14.7	14.8	15.0	18.9	19.0	19.1	1.9	1.9	2.1
Private institutions									
Enrolment in classes with in-depth studies of certain subjects:									
thousand persons	28.1	28.4	31.2	25.2	26.0	28.4	2.9	2.4	2.8
as a percentage of the total enrolment	23.7	23.0	24.0	23.6	23.2	24.0	25.3	21.0	23.3

6.1.2.8. ENROLMENT IN SUBJECT-ORIENTED CLASSES (GROUPS) IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES
(at the beginning of the academic year)

	Total			Urban areas			Rural areas		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Total									
Enrolment in subject-oriented classes (groups) (10 th –11 th (12 th) grade):									
thousand persons	748.4	797.2	823.5	655.0	700.6	725.2	93.4	96.5	98.3
as a percentage of the total enrolment (10 th –11 th (12 th) grade)	52.9	54.8	56.4	58.5	60.5	61.7	31.2	32.5	34.4
State and municipal institutions									
Enrolment in subject-oriented classes (groups) (10 th –11 th (12 th) grade):									
thousand persons	743.0	792.2	818.1	649.8	696.0	720.1	93.2	96.2	98.0
as a percentage of the total enrolment (10 th –11 th (12 th) grade)	52.9	55.0	56.5	58.7	60.8	62.0	31.2	32.5	34.4
Private institutions									
Enrolment in subject-oriented classes (groups) (10 th –11 th (12 th) grade):									
thousand persons	5.3	5.0	5.4	5.1	4.7	5.1	0.2	0.3	0.4
as a percentage of the total enrolment (10 th –11 th (12 th) grade)	40.8	38.0	37.7	42.8	37.4	38.3	19.2	26.4	31.6

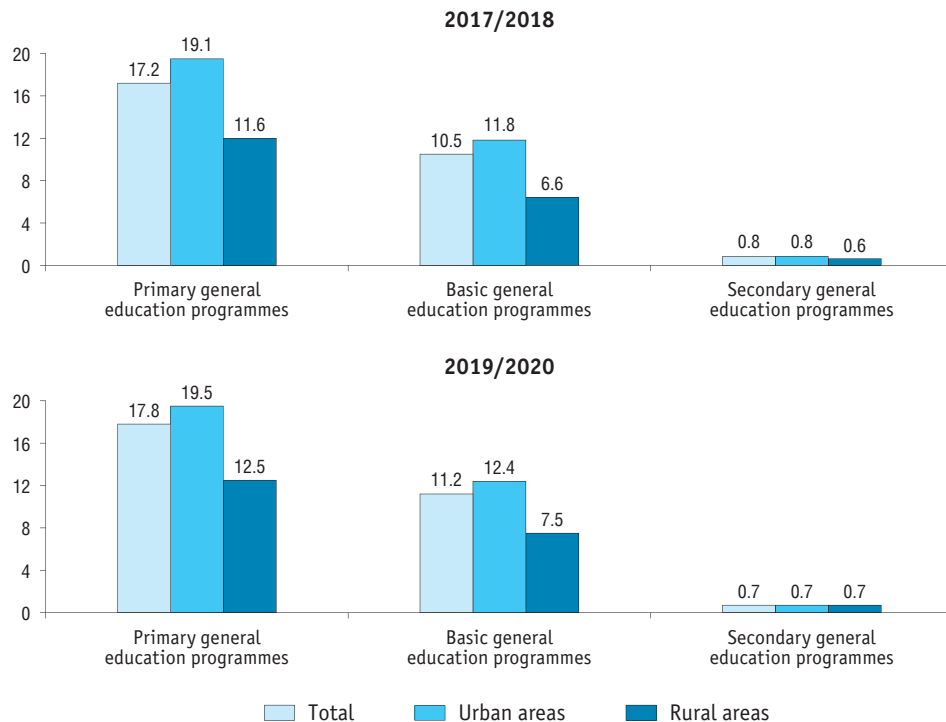
**6.1.2.9. SHIFTS IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL,
AND SECONDARY GENERAL EDUCATION PROGRAMMES***
(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2016/2017**	2017/2018**	2018/2019**	2019/2020**		
							Total	Urban areas	Rural areas
Enrolment in institutions with: one-shift schedule:									
thousand persons	15354.5	12456.1	11203.1	12840.4	13295.5	13648.9	13952.3	10443.8	3508.4
as a percentage of the total enrolment	79.2	85.0	86.9	87.1	87.4	87.2	86.8	85.5	90.8
two- or three-shift schedule:									
thousand persons	4033.8	2191.2	1689.8	1894.2	1924.6	2002.9	2129.0	1771.5	357.5
as a percentage of the total enrolment	20.8	15.0	13.1	12.9	12.6	12.8	13.2	14.5	9.2

* In the 2015/2016 academic year and earlier, excluding separate general education institutions and classes for students with limited health capacities; special (correctional) educational institutions for students with deviant (socially dangerous) behaviour; sanatorium-type education institutions for students with long-term medical care needs; educational institutions for students who need psychological, medical, and social assistance (excluding intramural part-time (shift-based) general education institutions); in the 2010/2011 academic year and earlier, excluding private general education institutions.

** Here and below in table 6.1.2.10, for intramural full-time classes – excluding separate institutions and classes for students with limited health capacities.

6.1.2.10. ENROLMENT IN INSTITUTIONS WITH TWO- OR THREE-SHIFT SCHEDULE AS A PERCENTAGE OF THE TOTAL ENROLMENT IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES
(at the beginning of the academic year)

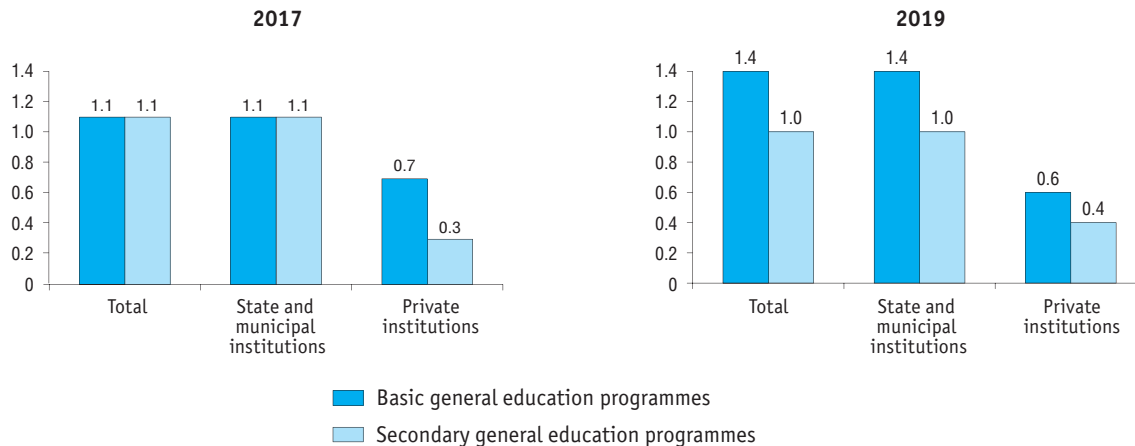


6.1.2.11. GRADUATES OF INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

(thousand persons)

	2000	2005	2010	2015	2016	2017	2018	2019
Graduates who have received:								
a certificate of basic general education	2199.5	1944.1	1354.1	1198.3	1234.3	1283.0	1364.6	1411.4
a certificate of secondary general education	1457.8	1466.0	789.3	647.8	635.2	621.2	647.5	659.1

6.1.2.12. STUDENTS WHO FAILED THE STATE FINAL EXAMINATION AS A PERCENTAGE OF THE TOTAL NUMBER OF STUDENTS WHO TOOK THE STATE FINAL EXAMINATION WITHIN BASIC GENERAL AND SECONDARY GENERAL EDUCATION PROGRAMMES



6.2. Secondary vocational education programmes

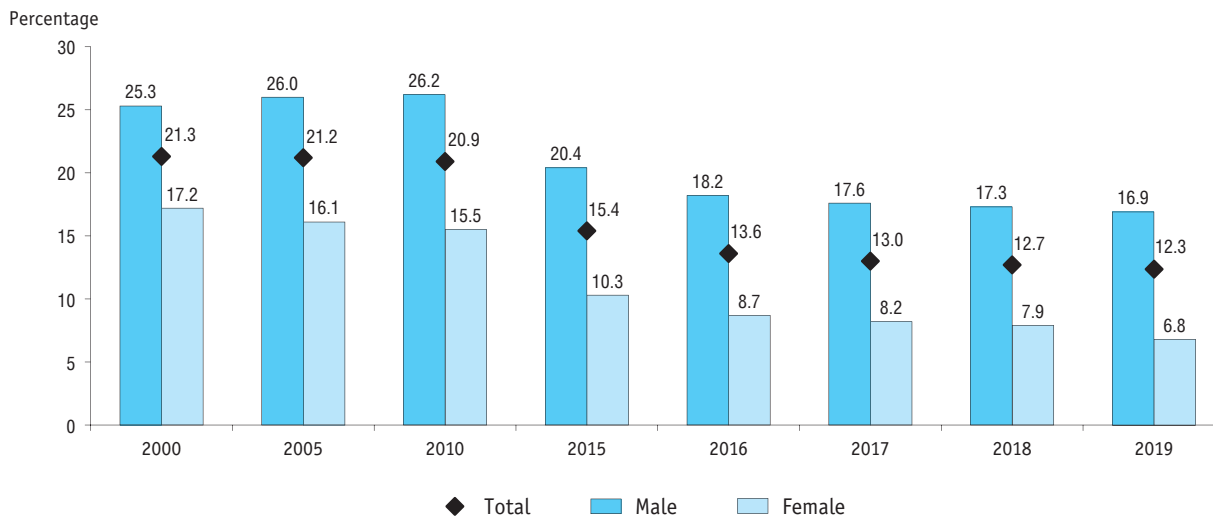
6.2.1. ENROLMENT IN PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES

(at the beginning of the academic year)

	2016/2017	2017/2018	2018/2019	2019/2020
Total, thousand persons	547.6	543.2	542.1	543.4
State and municipal institutions	547.3	542.4	540.8	541.7
Private institutions	0.3	0.8	1.2	1.8
Enrolment per 10,000 population, persons	37	37	37	37
In the total enrolment – by mode of study:				
intramural full-time	543.4	539.4	538.7	539.8
intramural part-time	4.1	3.8	3.4	3.6
extramural	0.0	0.0	0.0	0.0
In the total enrolment – within educational programmes of:				
basic general education	513.0	509.8	509.4	512.3
secondary general education	34.6	33.4	32.7	31.1

6.2.2. PARTICIPATION OF YOUNG ADULTS IN PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY GENDER

(ratio of enrolment in secondary vocational education – programmes for skilled workers and employees to population aged 15–17)



6.2.3. ENROLMENT IN PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY GENDER AND AGE

(at the beginning of the academic year; completed years as of January, 1; thousand persons)

	Total	Age, years											
		15 and under	16	17	18	19	20	21	22	23	24	25	26 and over
2018/2019													
Total	542.1	25.8	119.9	144.3	126.8	52.3	23.4	12.7	8.2	4.9	3.1	2.3	18.5
Male	378.4	18.2	86.5	103.4	91.0	35.8	14.6	7.5	4.8	2.8	1.9	1.4	10.6
Female	163.6	7.6	33.4	40.9	35.8	16.5	8.9	5.2	3.4	2.1	1.3	0.9	7.9
2019/2020													
Total	543.4	23.1	121.6	149.8	130.1	51.2	20.7	11.7	7.4	4.4	2.9	2.1	18.5
Male	384.2	16.3	88.5	108.0	94.0	35.7	13.3	7.0	4.4	2.7	1.8	1.3	11.2
Female	159.3	6.8	33.1	41.8	36.1	15.5	7.4	4.6	3.0	1.7	1.1	0.8	7.3

**6.2.4. ENROLMENT IN PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES
BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION**
(at the beginning of the academic year)

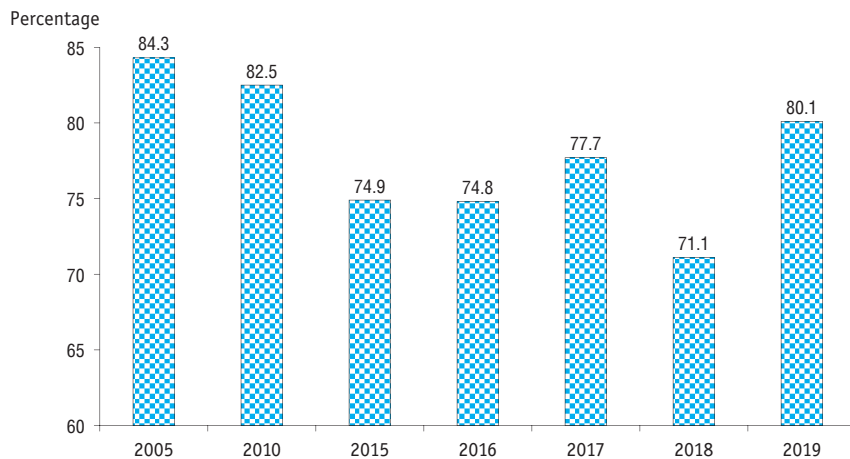
	Thousand persons		As a percentage of the total	
	2018/2019	2019/2020	2018/2019	2019/2020
Total	542.1	543.4	100	100
Of whom studying under the following mode of educational programme implementation				
online learning	48.8	54.0	9.0	9.9
e-learning	99.5	108.6	18.4	20.0
distance learning	18.4	23.8	3.4	4.4

6.2.5. ENTRANTS TO PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES

	2016	2017	2018	2019
Total, thousand persons	208.0	205.5	207.1	209.7
State and municipal institutions	207.8	204.8	206.1	208.2
Private institutions	0.2	0.7	1.0	1.5
As a percentage of population aged 15 (entrants ratio)	15.4	14.3	13.9	13.9
In the total number of entrants – by mode of study:				
intramural full-time	205.5	203.5	205.4	207.9
intramural part-time	2.4	2.0	1.7	1.8
extramural	0.0	0.0	0.0	–

6.2.6. GRADUATES OF PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY FIELD OF EDUCATION

	2017		2018		2019	
	Thousand persons	As a percentage of the total	Thousand persons	As a percentage of the total	Thousand persons	As a percentage of the total
Total	181.1	100	168.6	100	165.5	100
Fields of education:						
civil engineering	16.4	9.1	15.7	9.3	15.2	9.2
computer science and engineering	6.6	3.7	6.8	4.0	6.5	3.9
electronics and communications engineering	1.8	1.0	1.8	1.1	1.8	1.1
photonics, instrumentation engineering, optical and biomedical engineering	0.05	0.03	0.07	0.04	0.01	0.01
power engineering and thermal power engineering	6.7	3.7	6.5	3.9	6.7	4.1
mechanical engineering	24.8	13.7	24.9	14.8	24.7	14.9
chemical engineering	2.1	1.1	2.1	1.2	2.3	1.4
industrial ecology and biotechnology	32.8	18.1	27.9	16.5	25.8	15.6
technosphere safety and environmental engineering	0.5	0.3	0.6	0.3	0.6	0.4
applied geology, mining and quarrying, oil and gas engineering, geodesy	2.1	1.2	1.9	1.1	1.8	1.1
materials engineering	0.6	0.3	0.6	0.3	0.5	0.3
surface transport engineering and technology	36.3	20.0	33.2	19.7	32.2	19.4
aircraft and aerospace engineering	0.2	0.1	0.3	0.2	0.3	0.2
shipbuilding and water-borne transportation engineering and technology	1.5	0.8	1.3	0.8	1.5	0.9
light industry technological processes	5.8	3.2	5.7	3.4	5.1	3.1
nursing	1.3	0.7	1.4	0.8	1.2	0.7
agriculture, forestry and fisheries	18.2	10.0	17.2	10.2	15.6	9.4
veterinary science and animal science	0.4	0.2	0.4	0.2	0.3	0.2
economics and management	7.7	4.3	6.2	3.6	5.5	3.3
sociology and social work	1.0	0.6	0.7	0.4	0.6	0.4
mass media, library and information science	0.2	0.1	0.2	0.1	0.1	0.1
services sector and tourism	10.2	5.6	9.7	5.7	13.4	8.1
history and archaeology	1.2	0.7	1.2	0.7	1.3	0.8
fine and applied arts	2.6	1.4	2.5	1.5	2.5	1.5

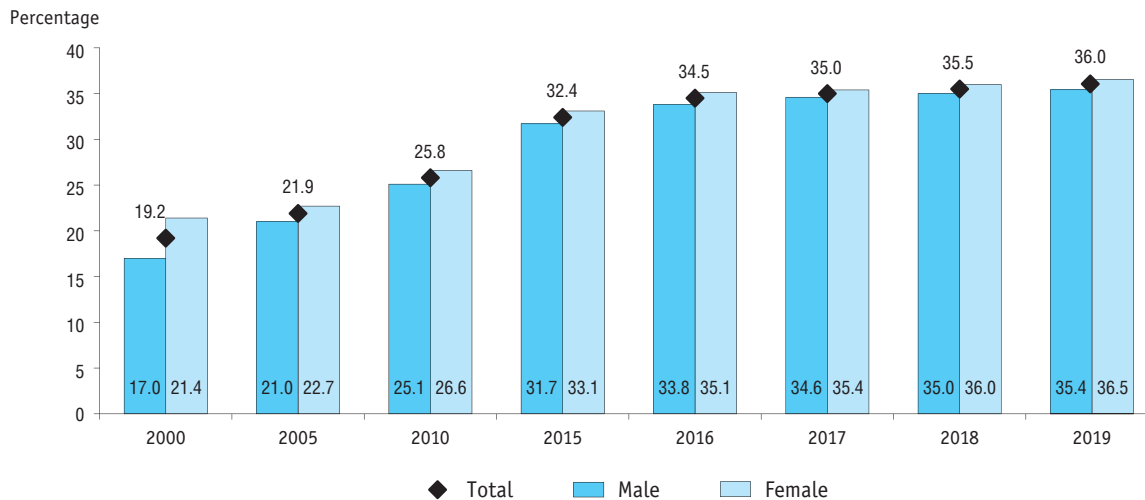
6.2.7. DROPOUT RATIO WITHIN PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES*

* The interpretation of this indicator and its calculation method are given in Technical Notes.

6.2.8. ENROLMENT IN PROGRAMMES FOR MID-LEVEL SPECIALISTS

(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total, thousand persons	2360.8	2590.7	2125.7	2180.2	2304.8	2387.7	2464.3	2576.2
State and municipal institutions	2308.6	2473.0	2026.8	2031.3	2137.0	2210.1	2264.6	2343.6
Private institutions	52.2	117.7	98.9	148.9	167.7	177.6	199.7	232.7
Enrolment per 10,000 population, persons	161	181	149	149	157	163	168	176
In the total enrolment – by mode of study:								
intramural full-time	1721.5	1960.3	1578.2	1746.9	1853.3	1935.2	2016.3	2134.4
intramural part-time	93.4	70.7	54.3	48.6	52.1	53.4	56.2	57.0
extramural	545.9	559.7	493.2	384.7	399.4	399.0	391.8	384.9
In the total enrolment – within educational programmes of:								
basic general education	907.9	1095.6	1129.1	1493.9	1590.8	1667.9	1756.9	1885.3
secondary general education	1452.9	1495.1	996.6	686.3	713.9	719.7	707.4	690.9

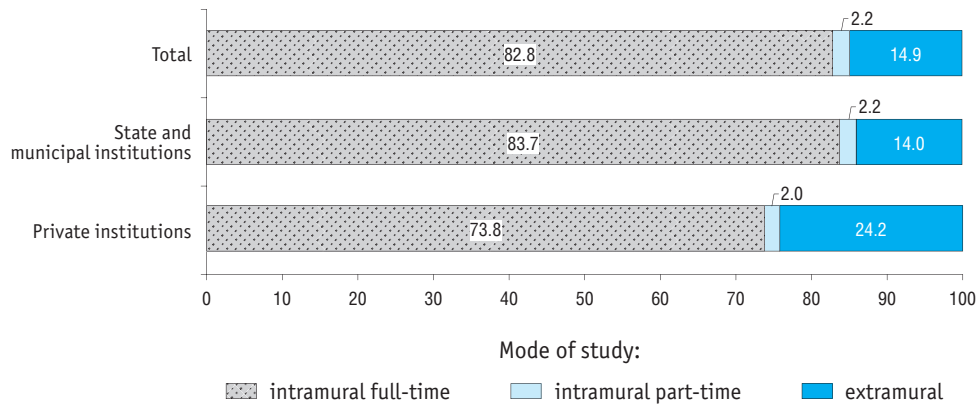
6.2.9. PARTICIPATION OF YOUNG ADULTS IN PROGRAMMES FOR MID-LEVEL SPECIALISTS BY GENDER*(ratio of enrolment in secondary vocational education – programmes for mid-level specialists to population aged 15–19)*

6.2.10. ENROLMENT IN PROGRAMMES FOR MID-LEVEL SPECIALISTS BY GENDER AND AGE

(at the beginning of the academic year; completed years as of January, 1; thousand persons)

	Total	Age, years											
		15 and under	16	17	18	19	20	21	22	23	24	25	26 and over
2018/2019													
Total	2464.3	87.0	397.6	457.2	480.2	360.1	170.3	80.3	47.6	34.6	29.6	26.2	293.4
Male	1243.0	41.2	205.6	235.9	242.8	186.6	81.9	39.5	24.9	18.2	15.9	13.6	137.0
Female	1221.3	45.8	192.1	221.4	237.4	173.6	88.4	40.9	22.7	16.4	13.7	12.6	156.4
2019/2020													
Total	2576.2	89.6	437.8	497.1	510.7	377.0	166.9	79.3	44.6	31.7	26.6	23.9	291.3
Male	1298.0	41.8	222.4	253.7	257.0	196.1	82.3	38.7	23.4	16.8	14.0	12.7	139.3
Female	1278.2	47.8	215.4	243.4	253.7	180.9	84.6	40.6	21.2	14.9	12.6	11.1	152.1

**6.2.11. PERCENTAGE DISTRIBUTION OF ENROLMENT IN PROGRAMMES FOR MID-LEVEL SPECIALISTS
BY MODE OF STUDY: 2019/2020**
(at the beginning of the academic year)



6.2.12. ENROLMENT OF INTERNATIONAL STUDENTS IN PROGRAMMES FOR MID-LEVEL SPECIALISTS

(at the beginning of the academic year)

	2000/2001	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total							
Total, thousand persons*	...	12.1	39.4	27.0	26.9	27.5	26.7
Including citizens of:							
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	...	10.9	27.1	25.2	25.5	26.4	25.6
of whom enrolled on general terms	...	10.6	24.1	24.5	25.2	26.3	25.6
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	...	0.3	0.5	0.6	0.7	0.8	0.8
of whom enrolled on general terms	...	–	0.5	0.6	0.7	0.7	0.5
As a percentage of the total enrolment	...	0.6	1.8	1.2	1.1	1.1	1.0
State and municipal institutions							
Total, thousand persons*	5.1	10.8	35.9	23.6	23.2	23.6	22.6
Including citizens of:							
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	4.9	9.6	24.5	22.0	22.0	22.6	21.6
of whom enrolled on general terms	...	9.3	21.5	21.3	21.8	22.5	21.5
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	0.2	0.2	0.5	0.6	0.6	0.7	0.7
of whom enrolled on general terms	–	–	0.5	0.5	0.6	0.7	0.5
As a percentage of the total enrolment	0.2	0.5	1.8	1.1	1.1	1.0	1.0
Private institutions							
Total, thousand persons*	...	1.3	3.5	3.4	3.6	3.9	4.1
Including citizens of:							
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	...	1.3	2.6	3.2	3.5	3.8	4.0
of whom enrolled on general terms	...	1.3	2.6	3.2	3.5	3.8	4.0
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	...	0.0	0.0	0.0	0.1	0.1	0.1
of whom enrolled on general terms	...	–	0.0	0.0	0.1	0.1	0.1
As a percentage of the total enrolment	...	1.3	2.3	2.0	2.0	2.0	1.8

* Since the 2010/2011 academic year, individuals without citizenship.

** In the 2000/2001, 2010/2011 academic year, excluding citizens of Abkhazia and South Ossetia.

**6.2.13. ENROLMENT IN PROGRAMMES FOR MID-CAREER PROFESSIONALS
BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION**
(at the beginning of the academic year)

	Thousand persons		As a percentage of the total	
	2018/2019	2019/2020	2018/2019	2019/2020
Total	2464.3	2576.4	100	100
Of whom studying under the following mode of educational programme implementation				
online learning	149.6	178.6	6.1	6.9
e-learning	454.3	541.8	18.4	21.0
distance learning	161.4	191.6	6.5	7.4

6.2.14. ENTRANTS TO PROGRAMMES FOR MID-LEVEL SPECIALISTS

	2000	2005	2010	2015	2016	2017	2018	2019
Total, thousand persons	867.2	854.1	705.3	699.3	727.0	744.0	783.0	832.4
State and municipal institutions	842.4	810.9	671.8	639.8	664.6	675.4	703.1	736.7
Private institutions	24.8	43.2	33.5	59.5	62.4	68.6	79.9	95.7
As a percentage of population aged 15 (entrants ratio)	35.1	39.7	49.0	50.8	54.0	51.8	52.6	55.3
In the total enrolment – by mode of study:								
intramural full-time	625.1	662.0	537.9	567.7	590.7	612.7	653.5	702.7
intramural part-time	35.5	20.9	19.2	16.9	17.4	17.3	17.7	17.6
extramural	206.7	171.2	148.2	114.7	118.8	114.1	111.7	112.1

6.2.15. GRADUATES OF PROGRAMMES FOR MID-LEVEL SPECIALISTS

(thousand persons)

	2000	2005	2010	2015	2016	2017	2018	2019
Total	579.3	684.4	572.1	446.0	469.1	506.9	531.5	539.8
State and municipal institutions	567.7	651.4	535.7	410.9	429.6	462.5	484.7	492.0
Private institutions	11.6	33.0	36.5	35.0	39.4	44.4	46.9	47.9
In the total enrolment – by mode of study:								
intramural full-time	426.4	493.4	418.0	354.4	370.2	405.2	428.4	435.4
intramural part-time	25.7	22.7	15.2	9.8	10.0	11.2	11.2	12.9
extramural	127.2	168.3	139.0	81.8	88.3	89.9	91.6	90.7

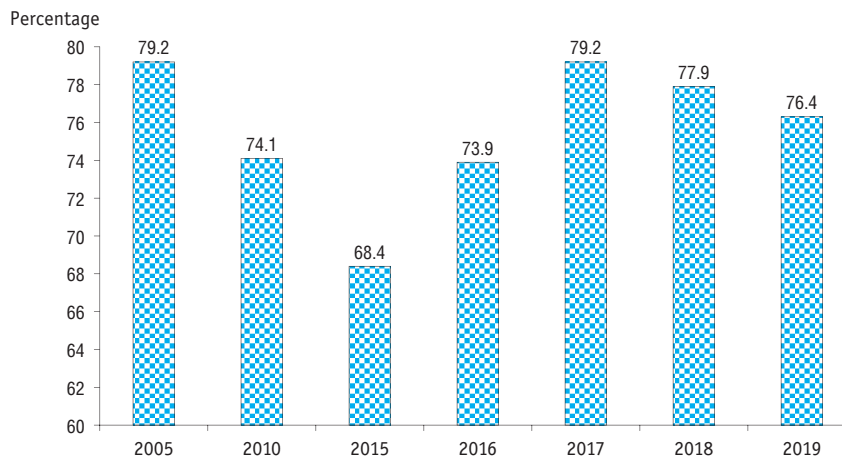
6.2.16. GRADUATES OF PROGRAMMES FOR MID-LEVEL SPECIALISTS BY FIELD OF EDUCATION

	2015	2016	2017	2018	2019	
					Thousand persons	Percentage
Total, thousand persons	446.0	469.1	506.9	531.5	539.8	100
Earth sciences	0.3	0.3	0.2	0.2	0.2	0.1
Architecture	1.7	1.7	1.9	2.0	2.2	0.4
Civil engineering	25.6	26.4	28.0	29.4	30.5	5.7
Computer science and engineering	29.4	27.7	28.1	29.5	30.3	5.6
Information security	1.2	1.6	1.8	1.7	2.0	0.4
Electronics and communications engineering	6.3	6.2	6.4	6.8	7.0	1.3
Photonics, instrumentation engineering, optical and biomedical engineering	0.5	0.5	0.6	0.6	0.6	0.1
Electrical and thermal power engineering	15.3	16.0	16.4	17.0	17.6	3.3
Nuclear power engineering and technology	0.2	0.2	0.3	0.3	0.2	0.0
Mechanical engineering	15.6	17.7	18.6	20.1	20.6	3.8
Chemical engineering	2.9	3.0	3.5	3.5	4.0	0.7
Industrial ecology and biotechnology	16.8	16.8	17.9	18.6	19.7	3.7
Technosphere safety and environmental engineering	3.5	3.9	4.7	6.1	7.3	1.4
Applied geology, mining and quarrying, oil and gas engineering, geodesy	17.5	18.8	20.6	22.5	22.3	4.1
Materials engineering	4.4	5.0	5.2	5.6	5.8	1.1
Surface transport engineering and technology	40.6	42.0	43.8	45.7	45.7	8.5
Aircraft and aerospace engineering	0.8	0.7	0.9	1.0	1.0	0.2
Flight navigation and aircraft and aerospace equipment operation	1.7	1.6	1.6	1.8	1.8	0.3
Shipbuilding and water-borne transportation engineering and technology	4.7	5.2	5.8	5.9	6.8	1.3
Engineering systems management	2.5	2.7	2.8	2.9	2.9	0.6
Light industry technological processes	2.6	2.5	2.3	2.3	2.4	0.5
Clinical medicine	16.4	17.5	19.0	20.4	20.8	3.9

(continued)

	2015	2016	2017	2018	2019	
					Thousand persons	Percentage
Health sciences and preventive medicine	0.1	0.1	0.1	0.1	0.1	0.0
Pharmacology and pharmacy	7.4	8.1	9.6	9.9	11.7	2.2
Nursing	26.9	28.9	32.7	34.8	36.2	6.7
Agriculture, forestry and fisheries	15.0	15.7	17.2	18.4	19.2	3.6
Veterinary science and animal science	2.5	2.6	2.6	3.2	3.3	0.6
Economics and management	72.5	73.7	77.2	75.8	70.4	13.1
Sociology and social work	1.9	2.0	1.8	2.0	2.0	0.4
Law	29.9	36.3	42.7	46.7	48.1	8.9
Mass media, library and information science	2.3	2.3	2.4	2.3	1.9	0.4
Services sector and tourism	18.6	21.4	21.8	21.4	21.1	3.9
Education and pedagogical sciences	27.1	29.2	35.0	37.6	37.0	6.9
History and archaeology	3.4	3.8	3.9	4.0	3.8	0.7
Physical training and sport	5.9	6.8	7.9	9.1	10.1	1.9
Art (arts, history of arts, etc.)	–	–	0.0	0.0	0.0	0.0
Cultural studies and sociocultural projects	4.1	4.6	5.2	5.3	5.5	1.0
Performing arts and creative writing	0.7	0.8	0.8	0.7	0.8	0.2
Musical arts	6.6	6.3	6.7	7.1	7.0	1.3
Fine and applied arts	8.7	8.3	8.7	8.8	9.1	1.7
Screen arts	0.5	0.4	0.4	0.4	0.5	0.1

6.2.17. DROPOUT RATIO WITHIN PROGRAMMES FOR MID-LEVEL SPECIALISTS*



* The interpretation of this indicator and its calculation method are given in Technical Notes.

6.3. Higher education programmes

6.3.1. Higher education programmes – bachelor's, specialist's, and master's programmes

6.3.1.1. ENROLMENT IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

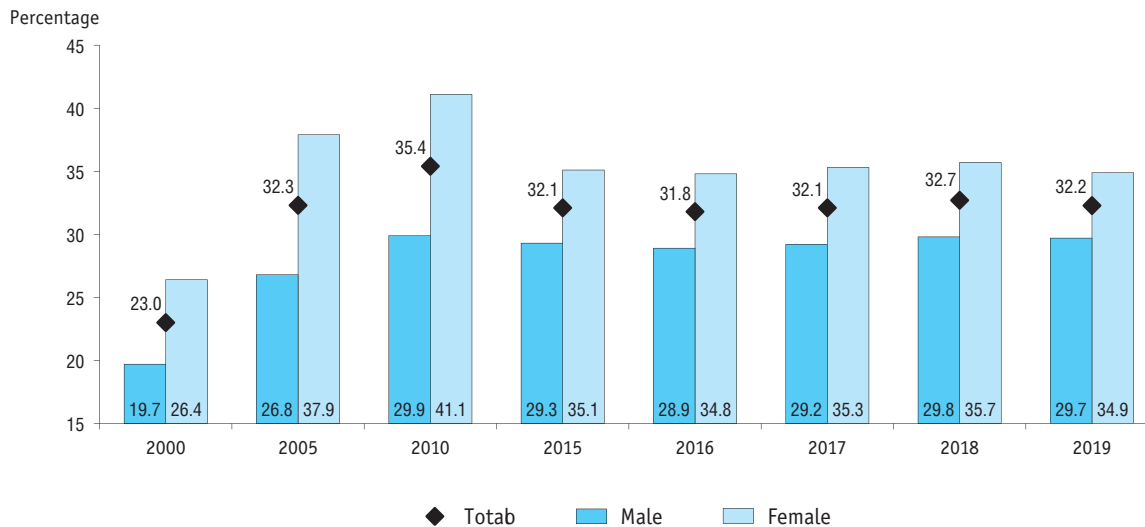
(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total, thousand persons	4741.4	7064.6	7049.8	4766.5	4399.5	4245.9	4161.7	4068.3
State and municipal institutions	4270.8	5985.3	5848.7	4061.4	3873.8	3823.1	3782.5	3736.3
Private institutions	470.6	1079.3	1201.1	705.1	525.7	422.8	379.1	332.0
Enrolment per 10,000 population, persons	324	493	493	325	300	289	284	277
In the total enrolment – by mode of study:								
intramural full-time	2625.1	3508.0	3073.7	2379.6	2403.0	2380.5	2369.8	2386.6
intramural part-time	302.2	371.2	304.7	149.1	124.2	135.0	155.6	181.5
extramural*	1814.1	3185.4	3671.3	2237.8	1872.3	1730.4	1636.3	1500.3

* Here and below in table 6.3.1.6, 6.3.1.8 and 6.3.1.11, before 2014 – including external studies. Since the enactment of Federal Law no. 273-FL of December 29, 2012, 'On Education in the Russian Federation', external studies were abolished.

6.3.1.2. PARTICIPATION OF YOUNG ADULTS IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY GENDER

(ratio of enrolment in higher education – bachelor's, specialist's, and master's programmes to population aged 17–25)



6.3.1.3. ENROLMENT IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY PROGRAMME
(at the beginning of the academic year; thousand persons)

	Total	Of whom within:		
		bachelor's programmes	specialist's programmes	master's programmes
Total				
2014/2015	5209.0	3516.1	1465.9	227.0
2015/2016	4766.5	3530.9	904.9	330.7
2016/2017	4399.5	3263.4	689.2	446.9
2017/2018	4245.9	3032.7	703.7	509.4
2018/2019	4161.7	2902.2	723.3	536.2
2019/2020	4068.3	2796.2	746.6	525.5
State and municipal institutions				
2014/2015	4405.5	2893.0	1300.1	212.4
2015/2016	4061.4	2924.8	823.3	313.3
2016/2017	3873.8	2788.7	657.4	427.7
2017/2018	3823.1	2659.1	674.8	489.2
2018/2019	3782.5	2574.2	695.0	513.3
2019/2020	3736.3	2516.1	717.6	502.6
Private institutions				
2014/2015	803.5	623.1	165.8	14.6
2015/2016	705.1	606.1	81.6	17.4
2016/2017	525.7	474.8	31.8	19.2
2017/2018	422.8	373.7	28.9	20.2
2018/2019	379.1	328.0	28.3	22.9
2019/2020	332.0	280.1	29.0	22.9

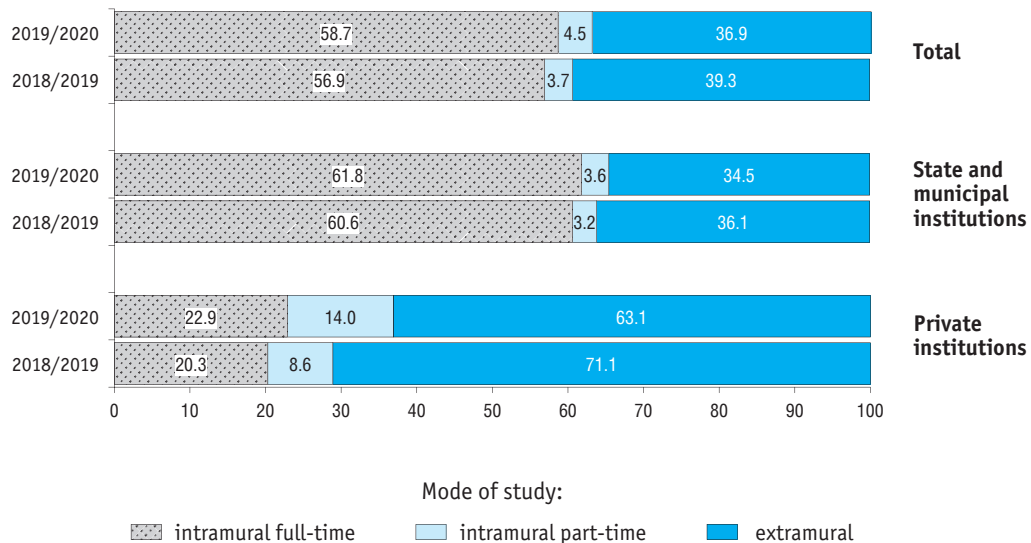
6.3.1.4. ENROLMENT IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY GENDER AND AGE

(at the beginning of the academic year; completed years as of January, 1; persons)

	Total	Age, years									
		17 and under	18	19	20	21	22	23	24	25	26 and over
2018/2019											
Total	4161672	112796	428945	491323	568054	567201	488076	369442	232569	143225	771189
Male	1936029	56778	191860	214103	245881	250481	224327	175596	115282	76145	396724
Female	2225643	56018	237085	277220	322173	316720	263749	193846	117287	67080	374465
2019/2020											
Total	4068327	98204	434615	510717	545508	564626	469179	355729	227392	146251	716106
Male	1913076	45058	197161	224223	238491	249964	216816	171171	114181	78679	377332
Female	2155251	53146	237454	286494	307017	314662	252363	184558	113211	67572	338774

6.3.1.5. PERCENTAGE DISTRIBUTION OF ENROLMENT IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY MODE OF STUDY

(at the beginning of the academic year)



6.3.1.6. ENROLMENT OF INTERNATIONAL STUDENTS IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

(at the beginning of the academic year)

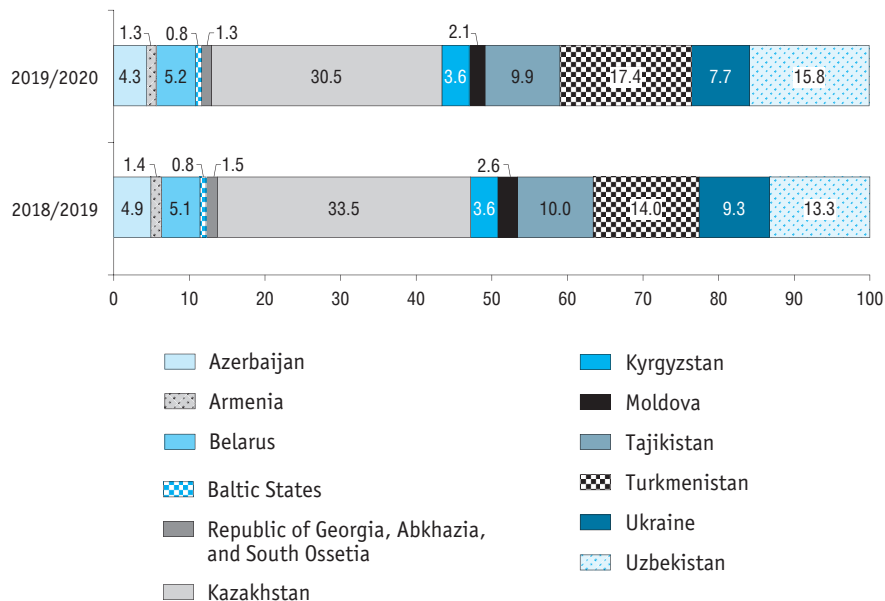
	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total						
Total, thousand persons*	160.9	242.5	244.6	260.1	278.0	298.0
Including citizens of:						
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	116.7	188.1	189.0	193.9	200.9	207.9
of whom enrolled on general terms	105.3	169.6	171.4	177.5	185.9	193.7
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	37.1	49.5	55.3	66.2	77.5	89.6
of whom enrolled on general terms	–	36.0	41.1	51.4	62.2	73.1
As a percentage of the total enrolment	2.3	5.1	5.5	6.1	6.7	7.3
State and municipal institutions						
Total, thousand persons*	130.6	195.6	207.4	229.4	246.5	269.7
Including citizens of:						
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	86.7	142.2	152.4	164.0	170.3	180.7
of whom enrolled on general terms	75.3	124.0	135.0	147.5	155.3	166.5
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	36.8	48.6	54.7	65.5	76.2	88.6
of whom enrolled on general terms	–	35.2	40.5	50.8	60.9	72.0
As a percentage of the total enrolment	2.2	4.8	5.4	6.0	6.5	7.2
Private institutions						
Total, thousand persons*	30.3	46.9	37.2	30.6	31.5	28.3
Including citizens of:						
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	30.0	45.9	36.6	30.0	30.6	27.2
of whom enrolled on general terms	30.0	45.7	36.4	29.9	30.6	27.2
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	0.2	0.9	0.6	0.7	1.3	1.0
of whom enrolled on general terms	–	0.8	0.6	0.7	1.3	1.0
As a percentage of the total enrolment	2.5	6.7	7.1	7.2	8.3	8.5

* Including individuals without citizenship.

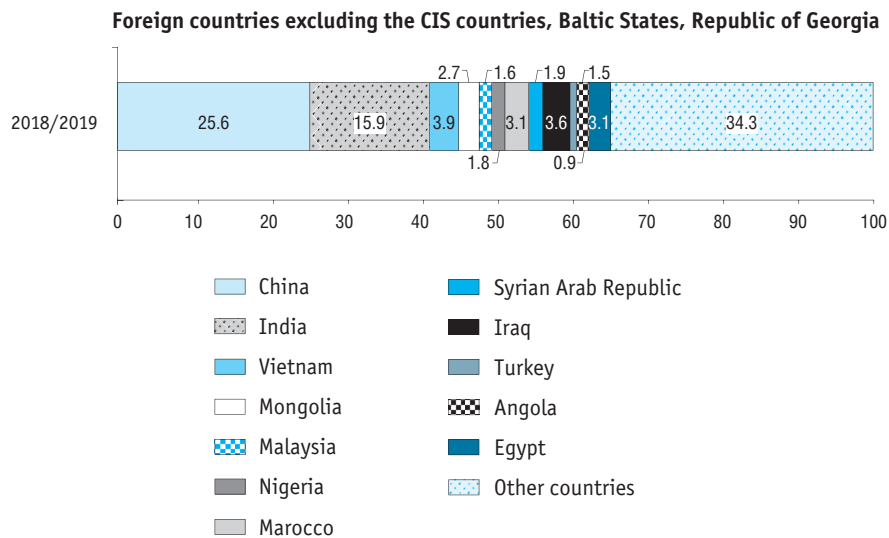
** In the 2010/2011 academic year, excluding citizens of Abkhazia and South Ossetia.

6.3.1.7. PERCENTAGE DISTRIBUTION OF ENROLMENT OF INTERNATIONAL STUDENTS IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY CITIZENSHIP (at the beginning of the academic year)

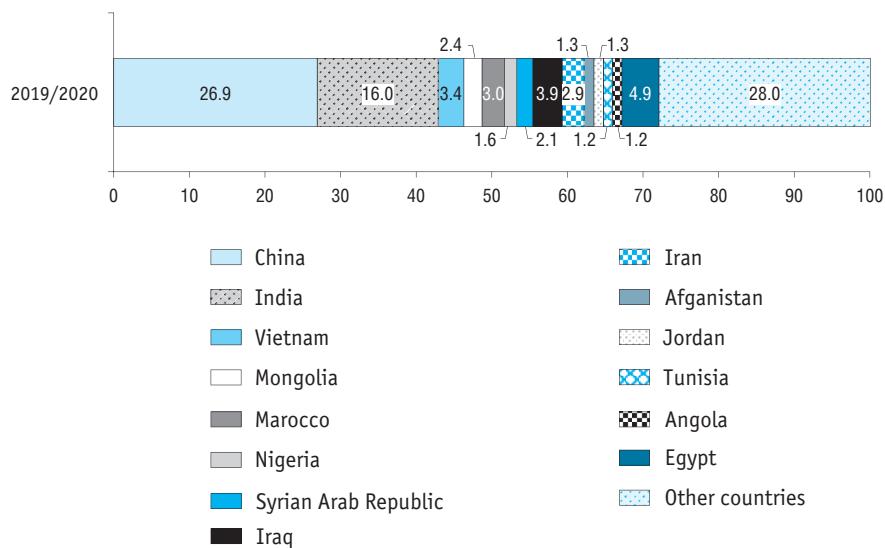
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia



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**6.3.1.8. ENROLMENT IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES
BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION**
(at the beginning of the academic year)

	Total		Of whom studying under the following mode of educational programme implementation					
			online learning		e-learning		distance learning	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Thousand persons								
Educational programmes:								
bachelor's	2902.2	2814.2	14.8	16.7	476.3	610.1	361.2	396.3
specialist's	723.3	753.4	3.5	2.9	97.2	112.1	48.1	59.7
master's	536.2	531.7	6.7	10.0	103.3	117.6	60.3	78.4
Percentage								
Educational programmes:								
bachelor's	100	100	0.5	0.6	16.4	21.7	12.4	14.1
specialist's	100	100	0.5	0.4	13.4	14.9	6.6	7.9
master's	100	100	1.3	1.9	19.3	22.1	11.2	14.8

6.3.1.9. ENTRANTS TO BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

	2000	2005	2010	2015	2016	2017	2018	2019
Total, thousand persons	1292.5	1640.5	1399.5	1221.8	1157.8	1142.0	1147.9	1129.4
State and municipal institutions	1140.3	1372.5	1195.4	1049.6	1038.2	1034.3	1041.6	1027.0
Private institutions	152.2	268.0	204.0	172.2	119.6	107.7	106.4	102.4
As a percentage of population aged 17 (entrants ratio)	50.1	68.0	91.1	90.1	89.0	82.8	85.1	78.5
In the total enrolment – by mode of study:								
intramural full-time	687.5	830.7	659.6	676.2	674.3	669.5	688.4	688.7
intramural part-time	81.9	86.1	52.4	36.3	34.4	45.4	60.1	63.3
extramural	523.1	723.7	687.5	509.3	449.1	427.2	399.5	377.3

6.3.1.10. ENTRANTS TO BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY EDUCATIONAL PROGRAMME
(thousand persons)

	Total	Of whom entrants to educational programmes:		
		bachelor's	specialist's	master's
		Total		
2014	1191.7	930.9	142.0	118.8
2015	1221.8	866.6	147.7	207.5
2016	1157.8	773.9	150.1	233.9
2017	1142.0	745.0	154.0	243.0
2018	1147.9	741.1	162.4	244.5
2019	1129.4	735.1	167.5	226.8
		State and municipal institutions		
2014	1020.8	773.7	134.2	112.9
2015	1049.6	713.6	138.8	197.2
2016	1038.2	671.9	142.8	223.5
2017	1034.3	654.7	147.0	232.6
2018	1041.6	653.5	155.0	233.1
2019	1027.0	651.3	159.8	215.8
		Private institutions		
2014	170.9	157.3	7.7	5.9
2015	172.2	153.1	8.9	10.3
2016	119.6	101.9	7.3	10.3
2017	107.7	90.3	7.0	10.4
2018	106.4	87.6	7.4	11.4
2019	102.4	83.8	7.7	10.9

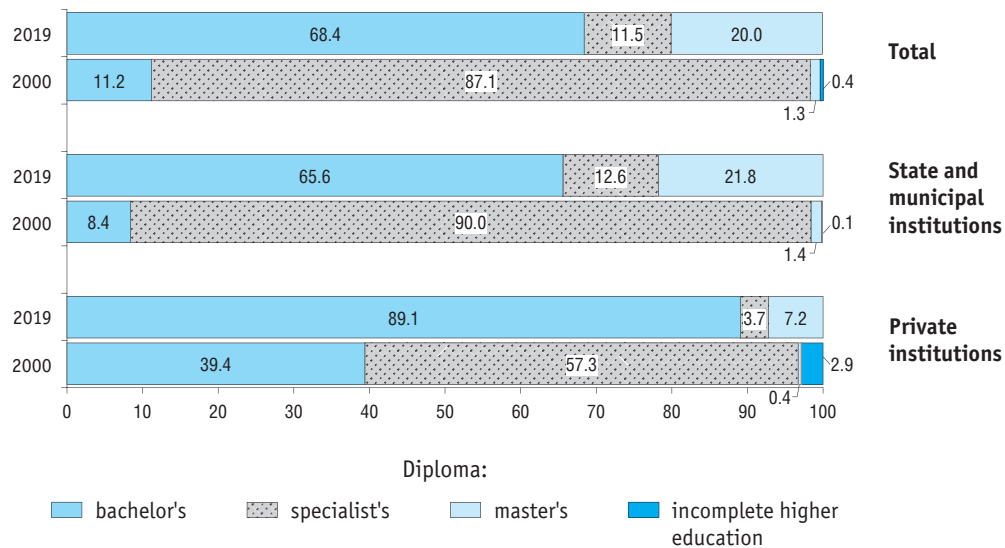
6.3.1.11. GRADUATES OF BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES*

(thousand persons)

	2000	2005	2010	2015	2016	2017	2018	2019
Total	635.1	1151.7	1467.9	1300.5	1161.1	969.5	933.2	908.6
State and municipal institutions	578.9	978.4	1177.8	1109.9	972.4	823.3	811.7	800.4
Private institutions	56.2	173.3	290.1	190.5	188.7	146.2	121.4	108.2
In the total enrolment – by mode of study:								
intramural full-time	375.3	570.5	689.8	698.2	493.4	521.1	526.1	496.3
intramural part-time	39.8	59.9	68.0	38.5	36.2	23.9	24.6	25.1
extramural	220.0	521.3	710.0	563.8	625.7	418.9	377.5	387.2

* Since 2016, including certification of students within external studies.

6.3.1.12. PERCENTAGE DISTRIBUTION OF GRADUATES BY DIPLOMA



6.3.1.13. GRADUATES OF BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY FIELD OF EDUCATION

	2018		2019	
	Thousand persons	Percentage	Thousand persons	Percentage
Total	933.2	100	908.6	100
Mathematical and natural sciences	35.9	3.8	35.1	3.9
Engineering mathematics	7.9	0.8	7.9	0.9
Computer and information sciences	3.2	0.3	3.2	0.4
Physics and astronomy	5.5	0.6	5.5	0.6
Chemistry	4.0	0.4	3.9	0.4
Earth sciences	8.9	1.0	8.7	1.0
Biological sciences	6.3	0.7	6.0	0.7
Engineering and industrial technology sciences	245.4	26.3	250.4	27.6
Architecture	4.8	0.5	5.0	0.6
Civil engineering	31.5	3.4	31.9	3.5
Computer science and engineering	31.2	3.3	31.0	3.4
Information security	4.4	0.5	4.5	0.5
Electronics and communications engineering	12.3	1.3	13.0	1.4
Photonics, instrumentation engineering, optical and biomedical engineering	4.4	0.5	4.6	0.5
Electrical and thermal power engineering	24.1	2.6	25.3	2.8
Nuclear power engineering and technology	1.7	0.2	1.7	0.2
Mechanical engineering	21.5	2.3	22.5	2.5
Engineering physics and technology	1.3	0.1	1.2	0.1
Weapons and armaments systems	0.4	0.0	0.4	0.0
Chemical engineering	9.5	1.0	9.8	1.1
Industrial ecology and biotechnology	9.1	1.0	9.5	1.0
Technosphere safety and environmental engineering	10.9	1.2	10.8	1.2

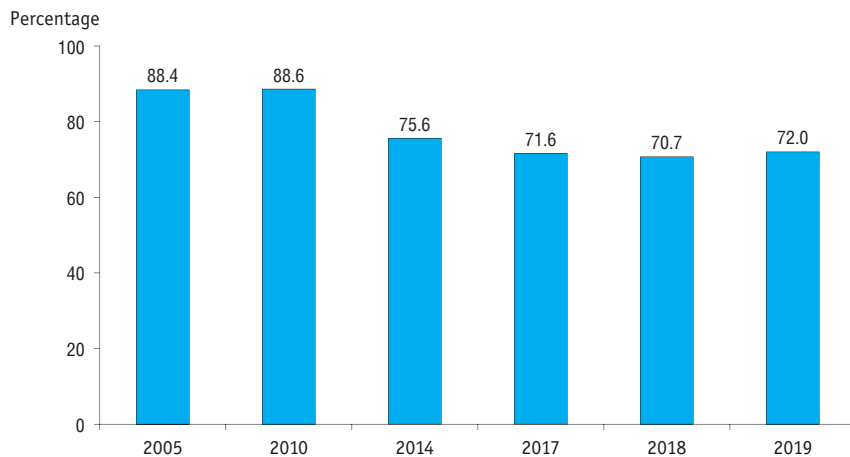
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	2018		2019	
	Thousand persons	Percentage	Thousand persons	Percentage
Applied geology, mining and quarrying, oil and gas engineering, geodesy	23.2	2.5	24.1	2.6
Materials engineering	4.0	0.4	4.1	0.4
Surface transport engineering and technology	26.8	2.9	26.1	2.9
Aircraft and aerospace engineering	3.5	0.4	3.5	0.4
Flight navigation and aircraft and aerospace equipment operation	2.5	0.3	2.6	0.3
Shipbuilding and water-borne transportation engineering and technology	4.2	0.5	4.4	0.5
Engineering systems management	11.5	1.2	11.7	1.3
Nanotechnologies and nanomaterials	0.7	0.1	0.7	0.1
Light industry technological processes	2.1	0.2	2.0	0.2
Health and medical sciences	41.4	4.4	42.5	4.7
Basic medicine	0.4	0.0	0.4	0.0
Clinical medicine	32.9	3.5	34.2	3.8
Health sciences and preventive medicine	1.7	0.2	1.5	0.2
Pharmacology and pharmacy	5.3	0.6	5.3	0.6
Nursing	1.2	0.1	1.1	0.1
Agriculture and agricultural sciences	31.7	3.4	32.3	3.6
Agriculture, forestry and fisheries	23.3	2.5	23.7	2.6
Veterinary science and animal science	8.4	0.9	8.5	0.9
Social sciences	431.3	46.2	395.6	43.5
Psychology	14.6	1.6	13.4	1.5
Economics and management	254.4	27.3	222.4	24.5
Sociology and social work	9.6	1.0	10.1	1.1

(continued)

	2018		2019	
	Thousand persons	Percentage	Thousand persons	Percentage
Law	120.2	12.9	117.8	13.0
Political sciences and area studies	8.3	0.9	8.4	0.9
Mass media, library and information science	12.7	1.4	12.6	1.4
Services sector and tourism	11.4	1.2	10.8	1.2
Education and pedagogical sciences	89.0	9.5	92.2	10.2
Education and pedagogical sciences	89.0	9.5	92.2	10.2
Humanities	36.2	3.9	38.2	4.2
Linguistics and literary studies	17.2	1.8	18.1	2.0
History and archaeology	5.6	0.6	5.7	0.6
Philosophy, ethics and religion	1.1	0.1	1.1	0.1
Theology	1.0	0.1	1.1	0.1
Physical training and sport	10.7	1.1	11.0	1.2
Oriental and African studies	0.5	0.1	1.2	0.1
Arts and culture	22.2	2.4	22.4	2.5
Art (arts, history of arts, etc.)	1.2	0.1	1.2	0.1
Cultural studies and sociocultural projects	6.6	0.7	6.5	0.7
Performing arts and creative writing	2.5	0.3	2.6	0.3
Musical arts	4.0	0.4	4.4	0.5
Fine and applied arts	7.0	0.7	6.8	0.8
Screen arts	0.9	0.1	0.8	0.1

6.3.1.14. DROPOUT RATE WITHIN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES*



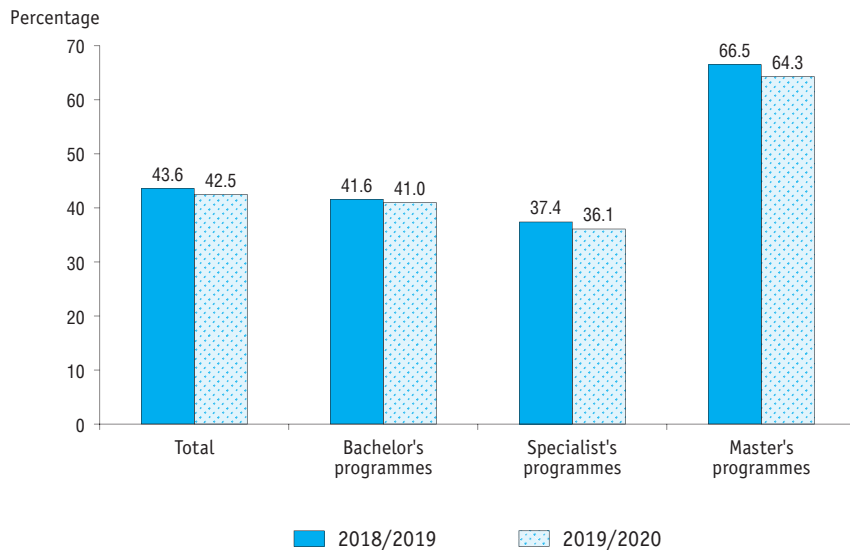
* The interpretation of this indicator and its calculation method are given in the Technical Notes.

6.3.1.15. ENROLMENT (INTRAMURAL FULL-TIME MODE OF STUDY) OF STUDENTS IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES WHO RECEIVE EDUCATION ALLOWANCES AND SCHOLARSHIPS BY TYPE OF EDUCATION ALLOWANCE
(at the beginning of the academic year)

	Total		Of whom students within educational programmes					
			bachelor's		specialist's		master's	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Thousand persons								
Education allowances and scholarships:								
State academic scholarship	1032.1	1015.1	625.0	618.7	216.6	215.3	190.5	181.0
Bursary	214.4	222.8	152.3	157.2	46.6	49.7	15.5	15.8
Scholarship of the President of the RF	2.5	2.4	0.9	0.9	0.6	0.5	1.1	1.0
Scholarship of the Russian Government	4.5	4.0	2.1	1.8	0.9	0.9	1.5	1.3
Personal scholarship established by authorities of Russian regions	4.7	4.4	3.3	2.9	1.1	1.0	0.4	0.4
Scholarship of local self-government bodies	0.7	1.0	0.5	0.8	0.1	0.1	0.1	0.2
Scholarship established by legal entities	6.4	8.8	3.8	5.9	1.7	1.7	0.9	1.3
Percentage								
Education allowances and scholarships:								
State academic scholarship	100	100	60.6	61.0	21.0	21.2	18.5	17.8
Bursary	100	100	71.0	70.6	21.7	22.3	7.2	7.1
Scholarship of the President of the RF	100	100	36.2	37.9	22.0	21.1	41.8	41.8
Scholarship of the Russian Government	100	100	46.7	44.6	20.2	22.1	33.1	33.3
Personal scholarship established by authorities of Russian regions	100	100	69.7	66.8	22.6	23.6	7.7	9.6
Scholarship of local self-government bodies	100	100	74.6	73.3	14.5	11.6	10.9	15.1
Scholarship established by legal entities	100	100	59.7	66.5	27.0	19.2	13.3	14.3

6.3.1.16. STUDENTS WHO RECEIVE STATE ACADEMIC SCHOLARSHIPS AS A PERCENTAGE OF THE TOTAL ENROLMENT IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES (INTRAMURAL FULL-TIME MODE OF STUDY)

(at the beginning of the academic year)



6.3.2. Higher education programmes – postgraduate programmes, residency programmes, and apprenticeship programmes

6.3.2.1. POSTGRADUATE PROGRAMMES

(persons)

	Enrolment, <i>at the end of the year</i>	Entrants	Of whom graduated from a higher education institution in the reporting year	Graduates	Of whom with defended thesis
2000	117714	43100	26926	24828	7503
2005	142899	46896	31211	33561	10650
2010	157437	54558	37528	33763	9611
2015	109936	31647	20585	25826	4651
2016	98352	26421	14928	25992	3730
2017	93523	26081	17605	18069	2320
2018	90823	27008	19022	17729	2198
2019	84265	24912	21335	15453	1629

6.3.2.2. ENROLMENT IN POSTGRADUATE PROGRAMMES BY GENDER AND AGE
(at the end of the year; persons)

	Total	Age, years										
		22 and under	23	24	25	26	27	28	29	30–34	35–39	40 and over
2018												
Total	90823	663	4281	12349	15076	13225	8932	6125	4458	12496	6557	6661
Male	49803	386	2846	8124	9430	7591	4679	2927	2104	5737	3009	2970
Female	41020	277	1435	4225	5646	5634	4253	3198	2354	6759	3548	3691
2019												
Total	84265	630	3943	11077	14285	12749	8391	5248	3838	11319	6050	6735
Male	46890	380	2549	7410	9314	7808	4552	2457	1715	5027	2729	2949
Female	37375	250	1394	3667	4971	4941	3839	2791	2123	6292	3321	3786

6.3.2.3. GRADUATES OF POSTGRADUATE PROGRAMMES BY FIELD OF EDUCATION: 2019

	Total	Of whom with defended thesis	
		persons	percentage
Total, persons	15453	1629	10.5
Engineering mathematics	409	47	11.5
Computer and information sciences	37	5	13.5
Physics and astronomy	801	153	19.1
Chemistry	517	100	19.3
Earth sciences	524	27	5.2
Biological sciences	818	85	10.4
Architecture	62	1	1.6
Civil engineering	326	33	10.1
Computer science and engineering	1164	116	10.0
Information security	48	5	10.4
Electronics and communications engineering	277	30	10.8
Photonics, instrumentation engineering, optical and biomedical engineering	137	23	16.8
Electrical and thermal power engineering	284	46	16.2
Nuclear power engineering and technology	33	3	9.1
Mechanical engineering	348	27	7.8
Engineering physics and technology	6	–	–
Weapons and armaments systems	6	–	–
Chemical engineering	238	30	12.6
Industrial ecology and biotechnology	168	19	11.3
Technosphere safety and environmental engineering	59	5	8.5
Applied geology, mining and quarrying, oil and gas engineering, geodesy	153	31	20.3
Materials engineering	184	40	21.7
Surface transport engineering and technology	106	12	11.3
Aircraft and aerospace engineering	146	17	11.6

(continued)

	Total	Of whom with defended thesis	
		persons	percentage
Flight navigation and aircraft and aerospace equipment operation	13	1	7.7
Shipbuilding and water-borne transportation engineering and technology	48	1	2.1
Engineering systems management	137	11	8.0
Nanotechnologies and nanomaterials	7	3	42.9
Light industry technological processes	46	3	6.5
Basic medicine	228	25	11.0
Clinical medicine	1390	157	11.3
Health sciences and preventive medicine	144	4	2.8
Pharmacology and pharmacy	68	11	16.2
Agriculture, forestry and fisheries	518	92	17.8
Veterinary science and animal science	308	75	24.4
Psychology	361	23	6.4
Economics and management	1332	85	6.4
Sociology and social work	212	12	5.7
Law	810	52	6.4
Political sciences and area studies	256	5	2.0
Mass media, library and information science	77	14	18.2
Education and pedagogical sciences	831	59	7.1
Linguistics and literary studies	717	79	11.0
History and archaeology	440	27	6.1
Philosophy, ethics and religion	251	19	7.6
Theology	1	–	–
Physical training and sport	131	5	3.8
Art (arts, history of arts, etc.)	167	8	4.8
Cultural studies and sociocultural projects	109	3	2.8

6.3.2.4. RESIDENCY PROGRAMMES

(persons)

	2019
Enrolment, <i>at the end of the year</i>	49990
Entrants	26819
Graduates	19344

6.3.2.5. ENROLMENT IN RESIDENCY PROGRAMMES BY GENDER AND AGE: 2019

(at the end of the year; persons)

	Total	Age, years:										
		22 and under	23	24	25	26	27	28	29	30–34	35–39	40 and over
Total	49990	1024	6770	15492	13375	5242	2080	1205	899	2267	882	754
Male	15766	309	2062	4450	4019	1751	792	483	364	880	373	283
Female	34224	715	4708	11042	9356	3491	1288	722	535	1387	509	471

6.3.2.6. GRADUATES OF RESIDENCY PROGRAMMES BY FIELD OF EDUCATION AND SPECIALISATION

(persons)

	2019
Total	19344
Clinical medicine	19075
Of which by specialisation:	
obstetrics and gynaecology	1223
anaesthesiology and intensive-care medicine	1236
radiology	688
paediatrics	418
psychiatry	462
dermatology and venerology	742
cardiology	565
neurology	940
therapy	962
endocrinology	494
oncology	473
otorhinolaryngology	516
ophthalmology	558
traumatology and orthopaedics	729
surgery	884
oral medicine	642
oral surgery	668
dental orthopaedics	966
orthodontics	772

(continued)

	2019
Health sciences and preventive medicine	150
Of which by specialisation:	
social hygiene and state sanitary and epidemiological service system	10
epidemiology	81
bacteriology	22
Pharmacology and pharmacy	119
Of whom within:	
pharmaceutical engineering	12
pharmaceutical management and economics	93
pharmaceutical chemistry and pharmacognosy	14

6.3.2.7. APPRENTICESHIP PROGRAMMES

(persons)

	2019
Enrolment, <i>at the end of the year</i>	828
Entrants	411
Graduates	328

6.3.2.8. ENROLMENT IN APPRENTICESHIP PROGRAMMES BY GENDER AND AGE: 2019

(at the end of the year; persons)

	Total	Age, years										
		22 and under	23	24	25	26	27	28	29	30–34	35–39	40 and over
Total	828	10	46	77	133	106	107	68	48	133	59	41
Male	377	3	16	35	62	48	44	40	22	61	28	18
Female	451	7	30	42	71	58	63	28	26	72	31	23

6.3.2.9. GRADUATES OF APPRENTICESHIP PROGRAMMES BY FIELD OF EDUCATION AND SPECIALISATION

(persons)

	2019
Total	328
Architecture	4
Performing arts and creative writing	16
Musical arts	292
Of which by specialisation:	
musical and instrumental performance (by type)	188
vocal performance (by type)	58
conducting (by type)	30
Fine and applied arts	11
Screen arts	5

6.4. Vocational training programmes

6.4.1. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION

	Total		Of whom studying under the following mode of educational programme implementation						
	2018	2019	online learning		e-learning		distance learning		
			2018	2019	2018	2019	2018	2019	
	Thousand persons								
Programmes:									
vocational training programmes for skilled workers and employees	1114.6	1165.9	57.7	64.0	67.0	80.5	49.7	62.9	
retraining programmes for skilled workers and employees	249.6	257.0	11.0	12.5	15.5	20.5	12.2	20.6	
programmes aimed at upgrading professional skills of skilled workers and employees	429.2	355.0	11.9	15.6	27.4	43.8	42.4	32.2	
	Percentage								
Programmes:									
vocational training programmes for skilled workers and employees	100	100	5.2	5.5	6.0	6.9	4.5	5.4	
retraining programmes for skilled workers and employees	100	100	4.4	4.9	6.2	8.0	4.9	8.0	
programmes aimed at upgrading professional skills of skilled workers and employees	100	100	2.8	4.4	6.4	12.4	9.9	9.1	

6.4.2. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY MODE OF STUDY

	Total		Of which by mode of study					
			intramural full-time		intramural part-time		extramural	
	2018	2019	2018	2019	2018	2019	2018	2019
Thousand persons								
Programmes:								
vocational training programmes for skilled workers and employees	1114.6	1165.9	918.3	966.8	166.1	159.8	30.2	39.3
retraining programmes for skilled workers and employees	249.6	257.0	177.8	186.8	67.6	63.0	4.2	7.2
programmes aimed at upgrading professional skills of skilled workers and employees	429.2	355.0	299.4	269.9	108.4	66.2	21.4	18.9
Percentage								
Programmes:								
vocational training programmes for skilled workers and employees	100	100	82.4	82.9	14.9	13.7	2.7	3.4
retraining programmes for skilled workers and employees	100	100	71.3	72.7	27.1	24.5	1.7	2.8
programmes aimed at upgrading professional skills of skilled workers and employees	100	100	69.8	76.0	25.3	18.7	5.0	5.3

6.4.3. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY EDUCATIONAL ATTAINMENT

	Total		Educational attainment													
			higher		incomplete higher		secondary vocational – programmes for mid-level specialists		secondary vocational – programmes for skilled workers and employees		secondary general		basic general		no basic general education	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Thousand persons																
Programmes:																
vocational training programmes for skilled workers and employees	1114.6	1165.9	131.4	129.2	7.2	10.6	155.2	138.0	186.7	184.2	272.5	292.6	330.9	370.1	30.7	41.1
retraining programmes for skilled workers and employees	249.6	257.0	35.4	36.2	1.4	1.3	66.9	48.8	72.0	80.7	40.0	43.4	33.2	45.7	0.6	1.0
programmes aimed at upgrading professional skills of skilled workers and employees	429.2	355.0	128.8	65.9	2.5	1.4	73.5	66.8	99.8	93.3	70.4	54.6	53.8	72.1	0.4	0.9
Percentage																
Programmes:																
vocational training programmes for skilled workers and employees	100	100	11.8	11.1	0.6	0.9	13.9	11.8	16.8	15.8	24.4	25.1	29.7	31.7	2.8	3.5
retraining programmes for skilled workers and employees	100	100	14.2	14.1	0.6	0.5	26.8	19.0	28.8	31.4	16.0	16.9	13.3	17.8	0.3	0.4
programmes aimed at upgrading professional skills of skilled workers and employees	100	100	30.0	18.6	0.6	0.4	17.1	18.8	23.2	26.3	16.4	15.4	12.5	20.3	0.1	0.2

6.4.4. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY GENDER

	Total		Male		Female	
	2018	2019	2018	2019	2018	2019
Thousand persons						
Programmes:						
vocational training programmes for skilled workers and employees	1114.6	1165.9	736.2	768.3	378.4	397.6
retraining programmes for skilled workers and employees	249.6	257.0	217.0	216.3	32.6	40.7
programmes aimed at upgrading professional skills of skilled workers and employees	429.2	355.0	375.5	307.2	53.7	47.7
Percentage						
Programmes:						
vocational training programmes for skilled workers and employees	100	100	66.0	65.9	34.0	34.1
retraining programmes for skilled workers and employees	100	100	86.9	84.2	13.1	15.8
programmes aimed at upgrading professional skills of skilled workers and employees	100	100	87.5	88.6	12.5	13.4

6.4.5. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY AGE

(completed years as of January, 1)

	Total		Age, years													
			under 25		25–29		30–34		35–39		40–49		50–59		60 and over	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Thousand persons																
Programmes:																
vocational training programmes for skilled workers and employees	1114.6	1165.9	432.0	470.2	189.4	187.0	128.8	135.0	114.6	109.1	168.5	156.5	65.9	90.1	15.4	18.1
retraining programmes for skilled workers and employees	249.6	257.0	41.9	44.8	49.3	53.1	41.4	42.8	46.7	39.8	51.7	50.3	16.4	22.8	2.2	3.4
programmes aimed at upgrading professional skills of skilled workers and employees	429.2	355.0	38.5	33.8	76.5	64.7	73.0	55.4	81.2	63.2	111.4	86.3	41.6	43.4	7.0	8.2
Percentage																
Programmes:																
vocational training programmes for skilled workers and employees	100	100	38.8	40.3	17.0	16.0	11.6	11.6	10.3	9.4	15.1	13.4	5.9	7.7	1.4	1.6
retraining programmes for skilled workers and employees	100	100	16.8	17.4	19.7	20.6	16.6	16.6	18.7	15.5	20.7	19.6	6.6	8.9	0.9	1.3
programmes aimed at upgrading professional skills of skilled workers and employees	100	100	9.0	9.5	17.8	18.2	17.0	15.6	18.9	17.8	25.9	24.3	9.7	12.2	1.6	2.3

6.4.6. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY CATEGORY OF STUDENTS

	Vocational training programmes for skilled workers and employees		Retraining programmes for skilled workers and employees		Programmes aimed at upgrading professional skills of skilled workers and employees	
	2018	2019	2018	2019	2018	2019
Thousand persons						
Total	1114.6	1165.9	249.6	257.0	429.2	355.0
Of whom:						
unemployed	38.8	45.4	15.7	15.2	2.1	2.6
organisations' employees at the expense of the organisation	111.6	100.7	78.4	63.7	175.5	129.6
students who studied upon the request of organisations	21.1	16.8	4.3	5.4	8.9	8.0
women during their maternity leave (until the child is 3 years old)	2.8	2.8	0.8	1.0	0.1	0.4
Percentage						
Total	100	100	100	100	100	100
Of whom:						
unemployed	3.5	3.9	6.3	5.9	0.5	0.7
organisations' employees at the expense of the organisation	10.0	8.6	31.5	24.8	40.9	36.5
students who studied upon the request of organisations	1.9	1.4	1.7	2.1	2.1	2.3
women during their maternity leave (until the child is 3 years old)	0.3	0.2	0.3	0.4	0.0	0.1

6.5. Additional education programmes

6.5.1. Additional general education programmes

6.5.1.1. ENROLMENT IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN*

(thousand persons)

	2000	2005	2010	2015	2017	2018	2019
Total	7905.8	8443.7	8083.3	11010.0	10825.4	10449.8	10110.4
Urban areas	6447.1	6733.7	6364.7	8888.0	8666.1	8305.4	8037.2
Rural areas	1458.7	1710.0	1718.6	2122.0	2159.3	2144.4	2073.2

* Here and below in tables 6.5.1.2 and 6.5.1.3, additional education institutions providing reports to the Ministry of Education of the Russian Federation.

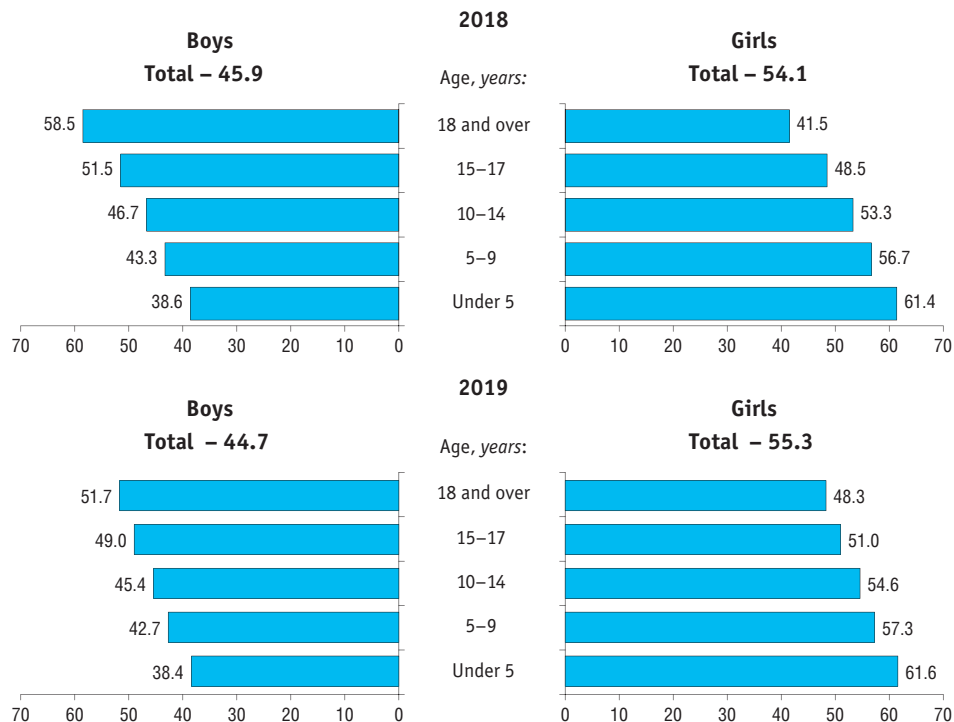
6.5.1.2. ENROLMENT IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY INSTITUTE*

(thousand persons)

	2010	2015	2016	2017	2018	2019
Total	8083.3	11010.0	11079.9	10825.4	10449.8	10110.4
Of which:						
encompassing all types of educational activities	4645.5	5097.4	5089.1	5238.5	5298.1	5453.1
art	627.2	1736.7	1901.9	1973.5	2109.9	2100.1
ecological and biological	281.2	206.6	194.8	189.4	172.6	170.4
technical engineering	268.4	200.8	207.1	229.1	219.1	232.0
tourism and local studies	175.3	149.6	153.3	154.8	137.7	143.6
sports	1790.5	2978.8	2891.6	2444.0	1968.7	1452.0
military and patriotic	35.6	27.4	22.8	23.0	23.3	24.9
technical sports	34.4	32.9	29.1	25.9	20.3	13.5
other	225.0	579.8	590.2	547.0	500.0	520.7

6.5.1.3. PERCENTAGE DISTRIBUTION OF ENROLMENT IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY GENDER AND AGE

(completed years as of January, 1)



**6.5.1.4. ENROLMENT IN INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN
BY FIELD OF EDUCATION**
(thousand persons)

	2017		2018		2019	
	Total	Of whom girls	Total	Of whom girls	Total	Of whom girls
Fields of education:						
technical engineering	1907.0	734.5	2120.2	805.5	2401.4	920.9
natural sciences	2520.7	1309.6	2692.7	1390.5	2773.5	1424.8
tourism and local studies	1027.7	511.6	1135.5	560.6	1120.6	549.5
social and pedagogical	5579.2	2908.2	6018.0	3124.3	6362.9	3303.9
In arts:						
within general development programmes	7350.4	4807.7	7456.0	4859.4	7313.3	4753.0
within pre-vocational education programmes	853.4	612.9	977.7	699.8	1006.2	727.2
In physical training and sports:						
within general development programmes	4721.9	1833.0	5100.9	1994.3	4993.5	1990.1
within pre-vocational education programmes	1177.7	346.0	988.2	286.3	742.9	226.6

* Here and below in table 6.5.1.5, according to Rosstat data.

6.5.1.5. ENROLMENT IN INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY AGE: 2019

(thousand persons; completed years as of January, 1)

	Age, years			
	under 5	5–9	10–14	15–17
Fields of education:				
technical engineering	65.3	859.1	1072.1	404.9
natural sciences	77.4	937.0	1118.6	640.5
tourism and local studies	10.7	275.5	614.9	219.5
social and pedagogical	553.0	2825.1	1995.4	989.4
In arts:				
within general development programmes	529.8	3513.6	2689.1	580.8
within pre-vocational education programmes	1.9	431.3	517.3	55.7
In physical education and sports:				
within general development programmes	252.4	1883.0	2050.1	808.0
within pre-vocational education programmes	1.2	185.8	411.4	144.4

6.5.2. Additional professional (vocational) programmes

6.5.2.1. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION: 2019

	Total	Of whom studied under the following mode of educational programme implementation	
		online learning	e-learning or distance learning
Thousand persons			
Programmes:			
professional (vocational) development	5603.7	132.9	2018.4
professional (vocational) retraining	734.8	27.1	285.8
Percentage			
Programmes:			
professional (vocational) development	100	2.4	36.0
professional (vocational) retraining	100	3.7	38.9

6.5.2.2. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY MODE OF STUDY: 2019

	Total	Of which by mode of study	
		intramural part-time	extramural
Thousand persons			
Programmes:			
professional (vocational) development	5603.7	2029.1	712.5
professional (vocational) retraining	734.8	283.2	130.9
Percentage			
Programmes:			
professional (vocational) development	100	36.2	12.7
professional (vocational) retraining	100	38.5	17.8

6.5.2.3. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY GENDER

	Total		Male		Female	
	2018	2019	2018	2019	2018	2019
Thousand persons						
Programmes:						
professional (vocational) development	5340.6	5603.7	2433.4	2479.5	2907.2	3124.2
professional (vocational) retraining	684.2	734.8	316.9	324.5	367.3	410.3
Percentage						
Programmes:						
professional (vocational) development	100	100	45.6	44.3	54.4	55.8
professional (vocational) retraining	100	100	46.3	44.2	53.7	55.8

6.5.2.4. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY AGE: 2019

(completed years as of January, 1)

	Total	Age, years						
		under 25	25–29	30–34	35–39	40–49	50–59	60 and over
Thousand persons								
Programmes:								
professional (vocational) development	5603.7	335.5	521.7	814.7	927.3	1708.1	978.7	317.7
professional (vocational) retraining	734.8	93.8	89.0	129.5	126.5	185.6	90.7	19.7
Percentage								
Programmes:								
professional (vocational) development	100	6.0	9.3	14.5	16.5	30.5	17.5	5.7
professional (vocational) retraining	100	12.8	12.1	17.6	17.2	25.3	12.3	2.7

6.5.2.5. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY CATEGORY OF STUDENTS

	Professional (vocational) development programmes, thousand persons		As a percentage of the total		Professional (vocational) retraining programmes, thousand persons		As a percentage of the total	
	2018	2019	2018	2019	2018	2019	2018	2019
Total	5340.6	5603.7	100	100	684.2	734.8	100	100
Of whom:								
employees of enterprises and organisations	3182.2	3237.4	59.6	57.8	388.5	398.1	56.8	54.2
of whom holders of managerial positions	473.3	477.2	8.9	8.5	36.9	47.5	5.4	6.5
personnel of educational institutions	1550.9	1712.7	29.0	30.6	144.4	153.0	21.1	20.8
of whom:								
holders of managerial positions	122.2	147.4	2.3	2.6	16.0	19.5	2.3	2.7
teaching personnel	1369.2	1474.8	25.6	26.3	122.1	121.5	17.8	16.5
public servants and Civil Service officers	173.6	186.9	3.3	3.3	9.9	9.7	1.4	1.3
holders of municipal public offices and municipal services positions	51.7	67.1	1.0	1.2	4.3	4.8	0.6	0.7
staff dismissed from military service	1.9	1.9	0.0	0.0	1.3	0.9	0.2	0.1
individuals who received a work placement from employment agency	22.6	29.9	0.4	0.5	22.0	29.6	3.2	4.0
students enrolled in secondary vocational education programmes	72.7	65.4	1.4	1.2	22.6	23.4	3.3	3.2
students enrolled in higher education programmes	67.5	71.4	1.3	1.3	27.1	25.8	4.0	3.5
others	217.4	231.0	4.1	4.1	64.1	89.6	9.4	12.2

TECHNICAL NOTES

Participation of children in preschool education is calculated as the ratio of the number of children attending educational institutions implementing preschool education and child care programmes to the number of children aged 1–6 as of January 1 of the year following the reporting year, based on the annual assessment of age-sex composition of the Russian population according to census and current records of births, deaths, and migration.

Available study places for preschool children in educational institutions implementing preschool education and child care programmes (places per 1,000 children) is the ratio of the total number of study places at institutions implementing preschool education and child care programmes to the number of children aged 1–6 as of January 1 of the year following the reporting year, based on the annual assessment of age-sex composition of the Russian population according to census and current records of births, deaths, and migration, adjusted for the number of children aged 5–6 enrolled in general education institutions, and multiplied by 1,000.

General development groups are groups with implementation of preschool education programmes.

Compensatory groups are groups with implementation of a preschool education programme for students with limited health capacities, adapted to their psychophysical condition and personal abilities as to correct developmental disorders and improve social integration.

Health groups are groups where preschool education programmes are implemented together with sanitary, health improving activities and preventive treatment. These groups are created for pupils with tuberculous intoxication, sickly children, and other categories of individuals who need long-term medical care and health improving technologies and assistance.

Combined groups are groups where both healthy children and children with limited health capacities are attending a preschool education programme adapted for students with limited health capacities according to their psychophysical condition and personal abilities as to correct developmental disorders and improve social integration.

Early childhood groups are groups that do not implement any preschool education programme. They provide child care and instruction and improve health of infants and toddlers from 2 months to 3 years old.

Child care groups are groups that do not implement preschool education programmes. They implement a set of measures related to feeding and tending to domestic needs of children, including their personal hygiene and daily routines.

Family preschool groups are groups created to meet the demand of the population in domestic preschool education. They may have a general developmental orientation or provide supervision and care for children without implementing an educational programme of preschool education. They may be aimed at either general development or babysitting and providing baby

and child care without implementation of a preschool education programme.

Short-term groups are part-time groups working for three to five hours a day, providing systematic educational activity for the children attending the educational institution according to preschool education programmes, as well as for the purposes of babysitting and baby and child care.

Average group size is determined as a ratio of the number of students (including individuals who receive only baby and child care) listed as members of educational institutions implementing preschool education, baby and child care programmes, to the number of groups.

Availability of preschool education for children aged 1.5–3 is determined as a ratio of children aged 1.5–3 who attend institutions implementing preschool education programmes to the sum of the total number of children aged 1.5–3 who attend institutions implementing preschool education programmes and the number of children aged 1.5–3 who have not been provided a study place and need to receive a study place in a state or municipal institution implementing preschool education programmes. The number of children aged 1.5–3 who are not provided with a place, who have not been provided a study place and need to receive a study place in a state or municipal institution implementing preschool education programmes, whose parents (legal guardians (representatives)) have applied for the state (municipal) service 'Application acceptance, and enrolment of children in educational institutions implementing the basic education programme of preschool education (kindergartens)', whilst indicating in the application the

preferred date of obtaining a place in a preschool education institution – September, 1 of the current academic year and earlier, excluding children who want to transfer from one preschool education institution to another.

Participation of children in primary general, basic general, and secondary general education is determined as the ratio of the number of 1st–11th (12th) grade students at educational institutions implementing primary education, basic general, and secondary general education programmes; the number of students receiving secondary general education within secondary vocational education programmes, to the number of children aged 7–17 as of January 1 of the year following the reporting year, based on the annual assessment of age-sex composition of the Russian population according to census and current records of births, deaths, and migration.

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.

Enrolment in classes with in-depth studies of certain subjects is a ratio of the number of students enrolled in primary general, basic general and secondary general education who study in-depth individual academic subjects to the total number of students (without separate organisations and classes for students with limited health capacities).

Subject-oriented education (training) refers to educational activity within general education programmes usually organised

around a more subject-oriented curriculum based on educational needs and interests of students, which provides an advanced study of certain subjects within corresponding educational programmes. Students of secondary general education programmes choose a specialisation (field of education), and, accordingly, a course of advanced studies for certain subjects; other subjects are taught at a common level required for this type of educational institution. Specialized training groups can be created within a single class or, conversely, combine students of several classes. An entire subject-oriented class (with one specialisation (field of education)) may be created. In this case a 'class' and a 'group' have the same meaning.

Total enrolment in secondary vocational education programmes, higher education programmes – bachelor's, specialist's and master's programmes, as well as the total number of entrants and graduates include the number of foreign citizens, individuals without citizenship studying in the Russian Federation under general terms of enrolment.

Entrants to secondary vocational education programmes, higher education programmes – bachelor's, specialist's, and master's programmes is an indicator showing the number of people who have been enrolled at educational institutions. This procedure is carried out in accordance with approved rules and regulations. The number of entrants does not include students who repeat a year or resume their studies.

Dropout ratio within secondary vocational and higher education programmes is the ratio of the number of graduates who have

completed their education within educational programmes at a certain level in the reporting year (t) to the number of entrants of the same year (t-p), where (p) is a theoretical duration of education.

Theoretical duration of education within educational programmes is as follows:

- programmes for skilled workers and employees, implemented within basic general education – 3 years; within secondary general education – 1 year;
- programmes for mid-level specialists, implemented within basic general education – 4 years; within secondary general education – 3 years;
- higher education programmes – bachelor's programmes – 4 years; specialist's programmes – 5 years; master's programmes – 2 years.

Since statistical data regarding fee-paying students within educational programmes for skilled workers and employees are available only after the 2010 report, the dropout ratio for the said category of students was included later into this data book: for programmes within secondary general education – in 2011; for programmes within basic general education – in 2013.

It is, however, impossible to accurately calculate the dropout ratio for the programmes of 2015–2016 academic year, since wide implementation of bachelor's programmes in 2011 caused a great decrease in the number of entrants to specialist's programmes.

A **Postgraduate** is an individual who has attained a higher education level and enrolled in postgraduate courses within postgraduate programmes.

A **Resident** is an individual who has a higher medical and / or higher pharmaceutical education and is enrolled in a residency programme.

An **Apprentice** is an individual who has a higher education in arts and is enrolled in an apprenticeship programme.

Since 2019, **enrolment, entrants, and graduates within post-graduate programmes** is determined at the end of the year and

includes foreign citizens and individuals without citizenship enrolled on general terms of enrolment.

Enrolment, entrants, and graduates within residency and apprenticeship programmes are determined at the end of the year and include foreign citizens and individuals without citizenship enrolled on general terms of enrolment.



PERSONNEL

7.1. Employment in education

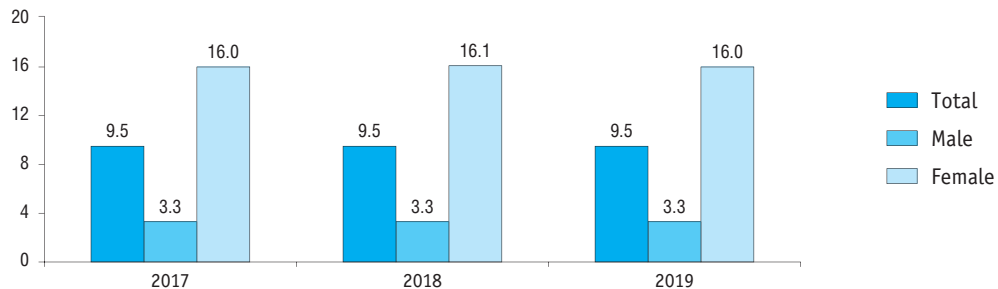
7.1.1. AVERAGE ANNUAL EMPLOYMENT BY TYPE OF ECONOMIC ACTIVITY*

(thousand persons)

	2017	2018	2019
Employment in the national economy	71843	71562	71064
Agriculture, forestry and fishing	5075	4937	4781
Mining and quarrying	1127	1142	1153
Manufacturing	10173	10067	9963
Electricity, gas, steam and air-conditioning supply	1632	1622	1607
Water supply; sewerage, waste management, and remediation activities	746	722	701
Construction	6319	6391	6416
Wholesale and retail trade; repair of motor vehicles and motorcycles	13686	13670	13497
Transportation and storage	5240	5353	5373
Accommodation and food service activities	1662	1722	1763
Information and communication	1447	1464	1474
Financial and insurance activities	1423	1386	1369
Real estate activities	1934	1927	1923
Professional, scientific and technical activities	2922	2884	2827
Administrative and support service activities	1885	1900	1963
Public administration and military security; social security	3703	3651	3627
Employment in education	5525	5456	5393
Human health and social work activities	4450	4404	4400
Art, entertainment and recreation	1155	1149	1136
Other service activities	1659	1645	1627

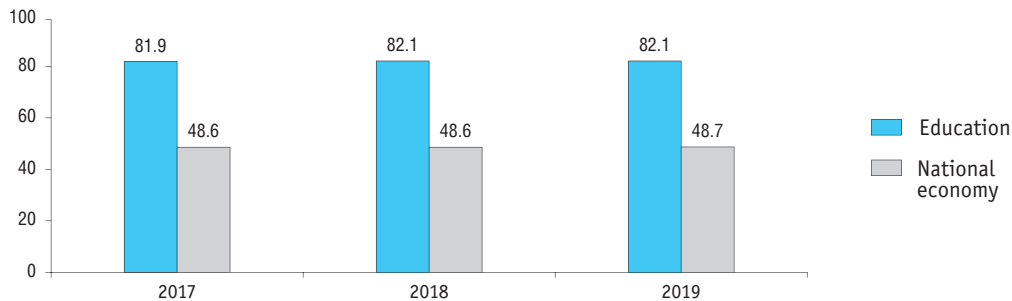
* In accordance with the OKVED2.

7.1.2. EMPLOYMENT IN EDUCATION AS A PERCENTAGE OF THE TOTAL EMPLOYMENT IN THE NATIONAL ECONOMY*

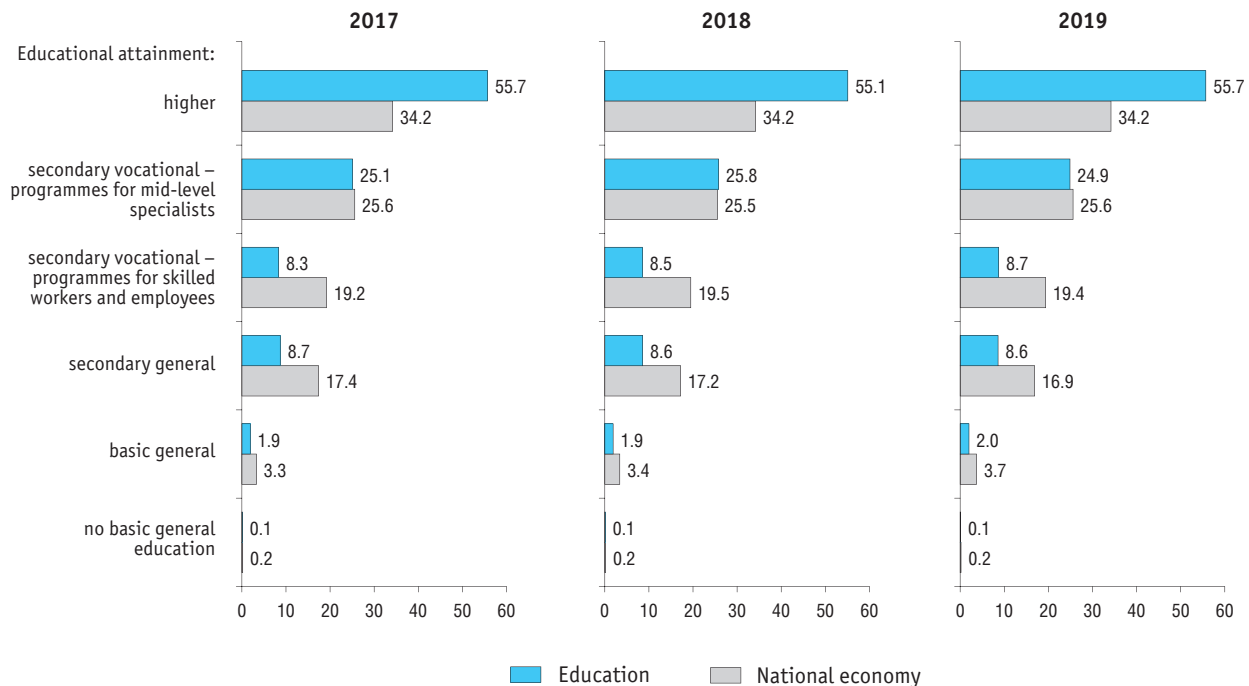


* Here and below in figures 7.1.3–7.1.5, according to the results of national labour force surveys.

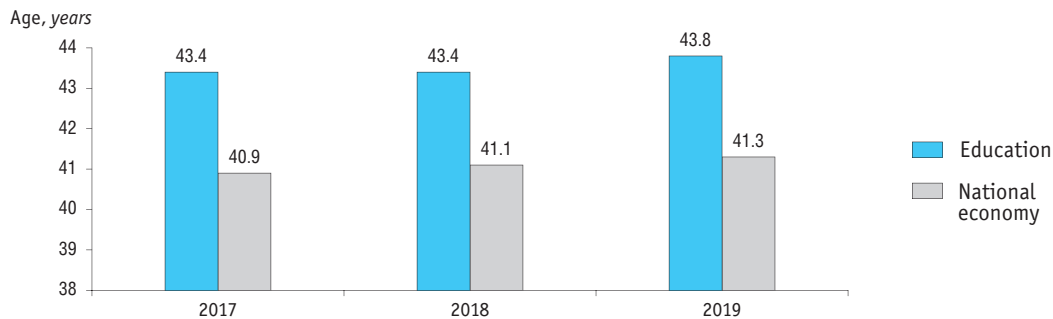
7.1.3. FEMALE EMPLOYEES AS A PERCENTAGE OF IN THE TOTAL EMPLOYMENT IN THE NATIONAL ECONOMY AND IN EDUCATION



7.1.4. PERCENTAGE DISTRIBUTION OF THE EMPLOYMENT IN THE NATIONAL ECONOMY AND IN EDUCATION BY EDUCATIONAL ATTAINMENT



7.1.5. AVERAGE AGE OF EMPLOYMENT IN THE NATIONAL ECONOMY AND IN EDUCATION

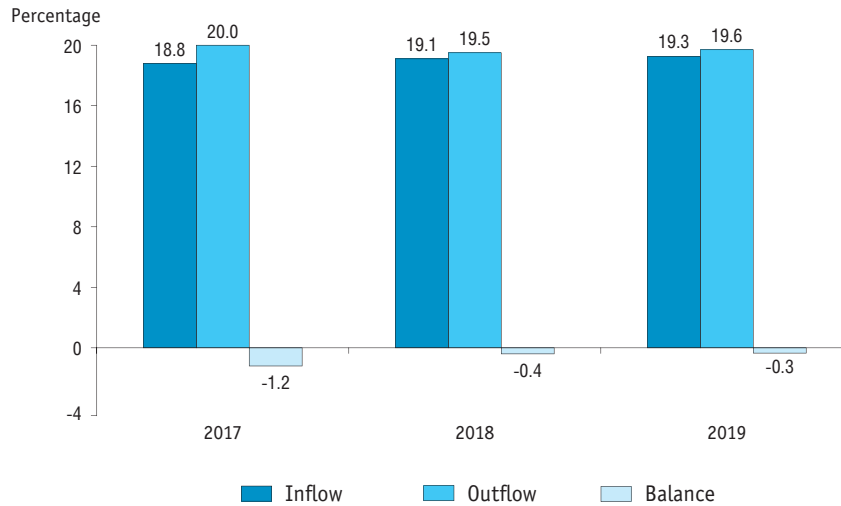


7.1.6. AVERAGE EMPLOYMENT IN EDUCATION*

	2018		2019	
	Thousand persons	As a percentage of the total	Thousand persons	As a percentage of the total
Total	4922	100	4883	100
Preschool education	1433	29.1	1434	29.4
Primary general education	43	0.9	40	0.8
Basic general education	347	7.0	329	6.7
Secondary (complete) general education	1673	34.0	1696	34.7
Secondary vocational education	365	7.4	359	7.3
Higher education	569	11.6	546	11.2
Vocational training	4.9	0.1	5.1	0.1
Additional education of children and adults	396	8.1	382	7.8
Additional professional (vocational) education	69	1.4	72	1.5

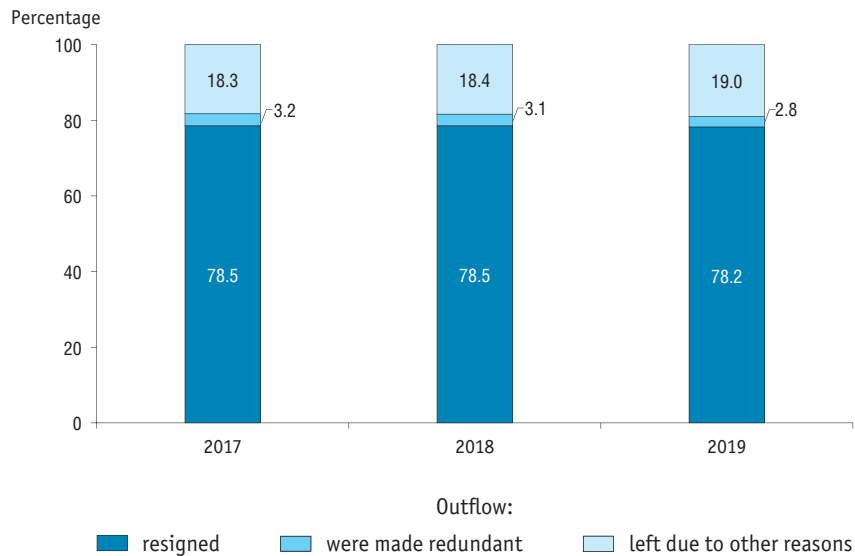
* In accordance with the OKVED2.

7.1.7. PERSONNEL TURNOVER IN EDUCATION*



* Excluding small enterprises. The indices of inflow and outflow are calculated as a percentage of the average employment.

7.1.8. PERSONNEL OUTFLOW FROM EDUCATIONAL INSTITUTIONS*



* Excluding small enterprises.

7.2. Personnel in institutions implementing preschool education and child care programmes

7.2.1. TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES BY POSITION (at the end of the year; thousand persons)

	Teaching personnel (excluding part-timers and independent contractors)						Part-timers					
	2010	2015	2016	2017	2018	2019	2010	2015	2016	2017	2018	2019
Total	605.1	642.8	656.2	662.7	669.8	676.7	21.2	18.4	18.9	18.5	17.8	17.8
Of whom:												
senior educators	17.9	21.2	22.5	23.1	23.6	24.1	0.6	0.5	0.5	0.5	0.4	0.4
educators	467.3	500.2	507.6	510.7	513.5	515.8	2.6	2.2	2.3	2.0	1.9	1.9
music instructors	43.2	44.0	44.5	44.4	44.2	44.1	8.3	7.8	7.9	7.7	7.3	7.2
physical training instructors	19.3	20.8	21.7	22.2	22.6	23.2	1.6	1.8	1.8	1.9	1.8	1.8
speech therapists	27.9	28.2	29.5	30.9	32.3	33.7	2.8	2.5	2.5	2.6	2.5	2.5
special needs teachers	4.9	4.5	4.8	5.1	5.6	6.2	0.3	0.2	0.3	0.3	0.3	0.4
educational psychologists	14.9	14.7	15.4	16.0	16.9	18.1	1.7	1.5	1.6	1.6	1.6	1.6
child and youth counsellors	1.6	1.1	1.1	1.1	1.2	1.4	0.1	0.1	0.1	0.1	0.1	0.1
teachers with organisational duties	0.4	0.2	0.3	0.3	0.3	0.4	0.2	0.0	0.0	0.0	0.0	0.0
teachers of additional education	7.5	5.4	5.5	5.3	5.4	5.2	1.7	1.5	1.5	1.5	1.5	1.5

7.2.2. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES BY POSITION

(excluding part-timers and independent contractors; at the end of the year; percentage)

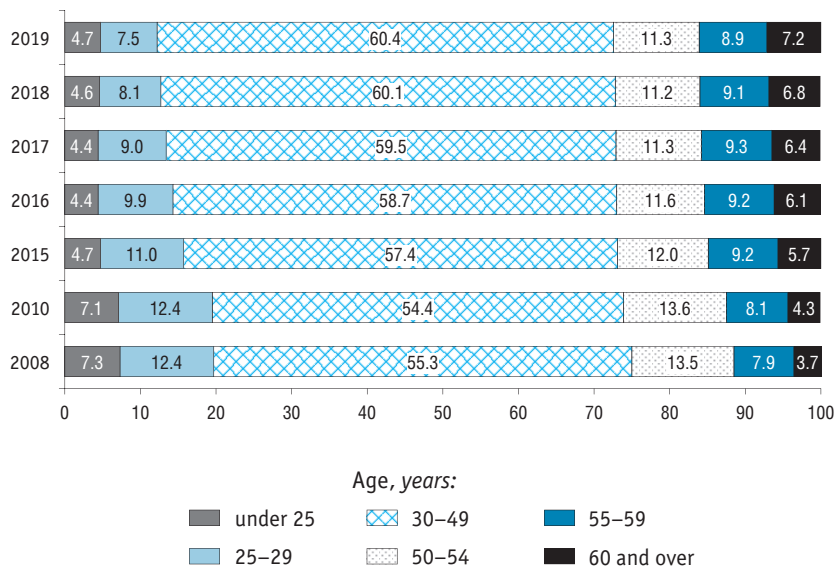
	Total		Educational attainment							
			higher		of which pedagogical		secondary vocational – programmes for mid-level specialists		of which pedagogical	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Total	100	100	55.3	56.4	52.9	53.8	44.0	43.0	42.1	41.2
Of whom:										
senior educators	100	100	86.4	87.5	84.3	85.2	13.4	12.1	13.0	11.8
educators	100	100	49.2	50.1	46.8	47.6	50.1	49.3	48.0	47.4
music instructors	100	100	48.6	49.9	45.4	46.7	50.8	49.5	47.2	46.2
physical training instructors	100	100	62.7	63.0	59.5	59.7	36.7	36.3	35.1	34.8
speech therapists	100	100	98.3	98.4	97.7	97.6	1.5	1.5	1.4	1.4
special needs teachers	100	100	98.4	98.6	97.6	97.8	1.4	1.3	1.3	1.2
educational psychologists	100	100	97.3	97.1	95.0	94.5	2.5	2.5	2.4	2.3
child and youth councillors	100	100	81.5	80.0	75.7	74.5	18.0	19.1	16.2	17.2
teachers with organisational duties	100	100	71.0	69.9	63.0	61.6	29.0	29.4	23.5	24.9
teachers of additional education	100	100	70.1	71.3	63.6	65.5	29.2	27.6	25.9	24.4

7.2.3. FEMALE TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES BY POSITION
(excluding part-timers and independent contractors; at the end of the year)

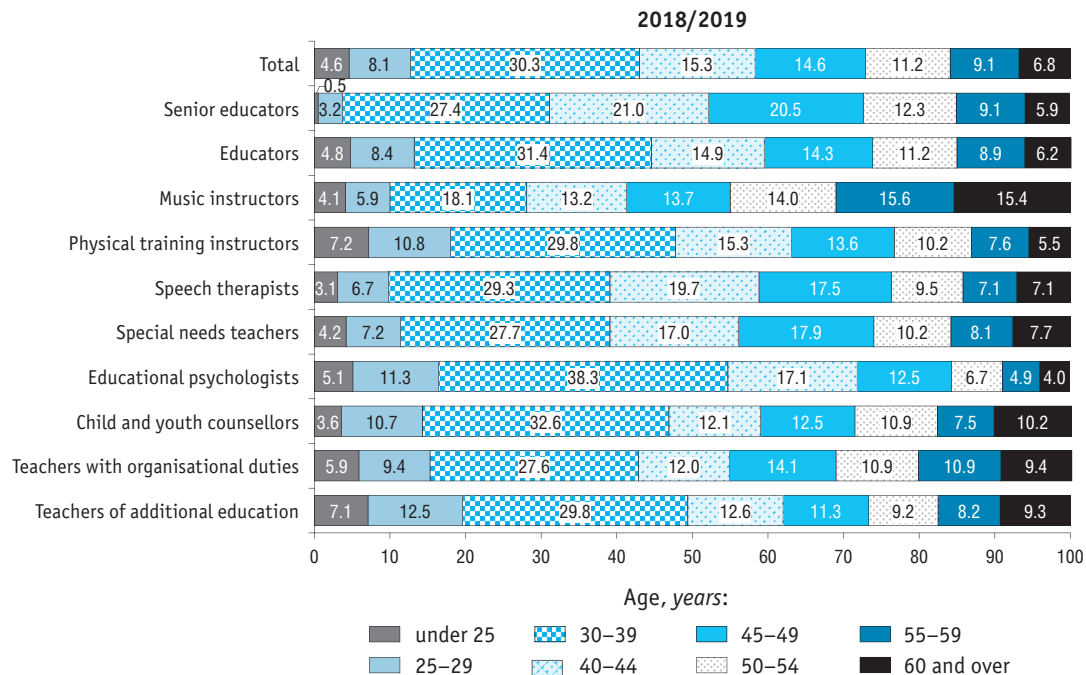
	Total, thousand persons						As a percentage of the total personnel					
	2010	2015	2016	2017	2018	2019	2010	2015	2016	2017	2018	2019
Total	602.5	638.7	650.2	657.7	664.2	670.3	99.6	99.3	99.1	99.2	99.2	99.1
Of whom:												
senior educators	17.7	21.2	22.3	23.0	23.4	23.9	99.2	99.6	99.2	99.3	99.3	99.1
educators	465.5	498.9	505.3	509.1	511.8	513.9	99.6	99.7	99.5	99.7	99.7	99.6
music instructors	41.8	43.0	43.3	43.4	43.2	43.1	96.8	97.6	97.4	97.8	97.7	97.6
physical training instructors	18.6	19.7	20.3	20.7	20.9	21.3	96.5	94.8	93.6	93.3	92.6	91.9
speech therapists	27.7	28.1	29.3	30.7	32.1	33.5	99.3	99.5	99.4	99.6	99.4	99.4
special needs teachers	4.8	4.5	4.7	5.1	5.6	6.1	99.5	99.8	99.6	99.7	99.5	99.3
educational psychologists	14.7	14.6	15.2	15.8	16.6	17.8	98.4	99.0	98.5	98.6	98.6	98.4
child and youth counsellors	1.6	1.1	1.0	1.1	1.2	1.3	98.1	97.4	97.8	98.7	97.7	96.7
teachers with organisational duties	0.4	0.2	0.2	0.3	0.3	0.4	94.9	95.8	96.4	96.6	96.2	96.9
teachers of additional education	7.3	5.2	5.2	5.0	5.0	4.8	97.1	96.4	95.1	94.4	93.2	92.9

7.2.4. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES BY AGE

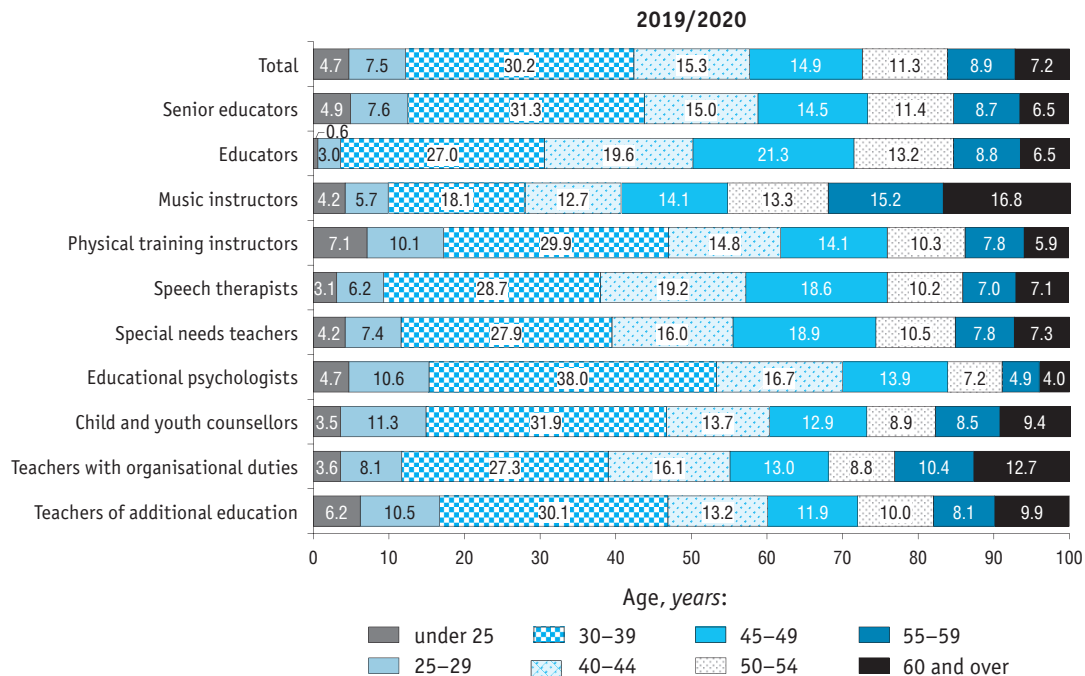
(excluding part-timers and independent contractors; at the end of the year; completed years as of January, 1)



7.2.5. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES BY POSITION AND AGE
(excluding part-timers and independent contractors; at the end of the year; completed years as of January, 1)

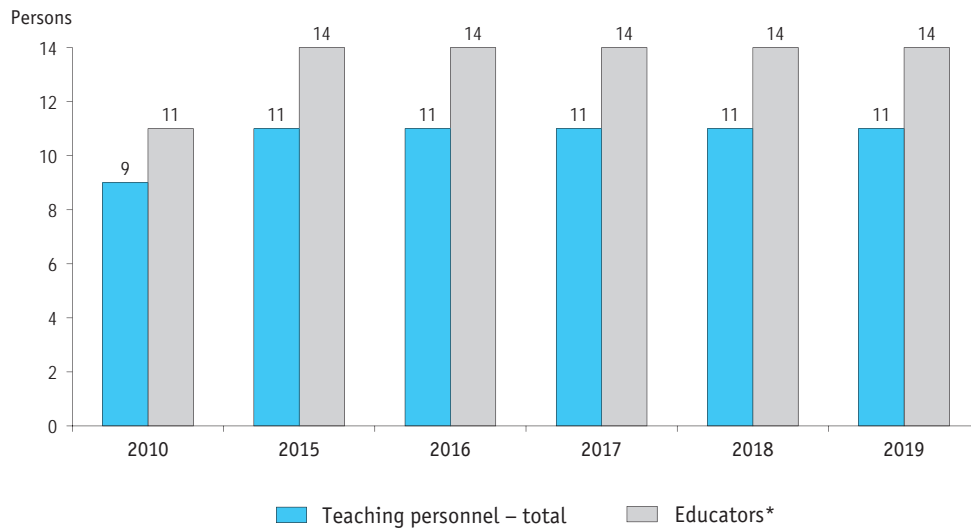


(continued)



7.2.6. CHILDREN ATTENDING INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES PER MEMBER OF TEACHING PERSONNEL

(at the end of the year)



* Including senior educators.

7.3. Personnel in institutions implementing primary general, basic general, and secondary general education programmes

7.3.1. PERSONNEL IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY CATEGORY

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

	Personnel (excluding part-timers)						Part-timers					
	2013/2014	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2013/2014	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total												
Total	2136.2	2202.2	2144.5	2154.0	2163.8	2169.9	126.1	114.5	120.8	163.0	126.7	124.4
Managerial personnel	178.5	165.9	154.7	151.8	149.8	147.7	2.0	1.9	2.3	5.0	2.1	1.9
Teaching personnel	1265.5	1321.0	1314.8	1324.7	1333.2	1339.5	80.0	70.7	79.0	104.8	81.6	80.6
Educational support staff	113.4	130.2	143.1	142.3	143.1	142.3	7.6	7.4	7.9	10.6	8.4	8.4
Maintenance personnel	578.9	585.0	531.8	535.2	537.7	540.4	36.4	34.5	31.6	42.5	34.6	33.5
State and municipal institutions												
Total	2104.9	2167.9	2113.6	2120.9	2130.4	2136.8	121.6	110.1	116.2	155.4	121.8	119.4
Managerial personnel	175.0	162.2	151.5	148.4	146.4	144.4	1.8	1.7	2.2	4.5	1.8	1.6
Teaching personnel	1246.4	1300.2	1295.1	1303.9	1311.9	1318.1	76.5	67.2	75.3	99.3	77.8	76.8
Educational support staff	111.8	128.4	140.9	140.0	140.6	140.0	7.5	7.3	7.7	10.3	8.2	8.1
Maintenance personnel	571.8	577.2	526.0	528.6	531.5	534.3	35.9	33.9	31.1	41.3	33.9	32.9
Private institutions												
Total	31.3	34.2	30.9	33.1	33.3	33.0	4.4	4.4	4.6	7.6	4.9	5.0
Managerial personnel	3.5	3.8	3.2	3.3	3.4	3.3	0.2	0.2	0.2	0.5	0.3	0.3
Teaching personnel	19.1	20.8	19.7	20.9	21.2	21.5	3.5	3.5	3.7	5.5	3.7	3.9
Educational support staff	1.6	1.8	2.2	2.3	2.5	2.2	0.2	0.1	0.1	0.4	0.2	0.2
Maintenance personnel	7.2	7.9	5.8	6.6	6.3	6.0	0.6	0.6	0.5	1.2	0.7	0.7

**7.3.2. TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL,
AND SECONDARY GENERAL EDUCATION PROGRAMMES BY POSITION**
(at the beginning of the academic year; thousand persons)

	Teaching personnel (excluding part-timers)						Part-timers					
	2013/2014	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2013/2014	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total												
Total	1265.5	1321.0	1314.8	1324.7	1333.2	1339.5	80.0	70.7	79.0	104.8	81.6	80.6
Teachers	1056.2	1077.3	1074.1	1079.9	1082.8	1083.3	57.7	50.0	55.5	76.5	56.5	55.5
Speech therapists	11.1	13.4	13.3	14.0	14.6	15.5	1.2	1.0	1.2	1.5	1.4	1.5
Educational psychologists	20.9	23.0	23.5	24.3	25.6	26.8	1.4	1.3	1.5	2.1	1.6	1.6
Child and youth counsellors	17.7	17.6	17.9	18.0	18.3	18.6	0.4	0.3	0.3	0.7	0.4	0.4
Educators	98.5	114.2	117.1	115.3	115.7	114.8	1.5	1.1	1.4	3.6	1.7	1.5
Tutors	0.6	1.4	1.8	2.4	3.2	4.1	0.1	0.1	0.2	0.2	0.2	0.2
Industrial training instructors	2.2	1.6	1.4	1.2	1.1	1.0	0.2	0.2	0.2	0.2	0.2	0.1
Others	58.2	72.5	65.7	42.9	44.2	46.5	17.5	16.7	18.8	5.2	4.7	4.4
State and municipal institutions												
Total	1246.4	1300.2	1295.1	1303.9	1311.9	1318.1	76.5	67.2	75.3	99.3	77.8	76.8
Teachers	1041.7	1061.8	1059.4	1064.6	1067.2	1067.4	54.7	47.0	52.4	72.2	53.5	52.3
Speech therapists	10.8	13.1	13.0	13.7	14.3	15.2	1.1	1.0	1.1	1.4	1.3	1.4
Educational psychologists	20.4	22.4	22.9	23.8	25.0	26.2	1.4	1.3	1.4	2.0	1.5	1.6
Child and youth counsellors	17.7	17.5	17.8	17.9	18.2	18.5	0.3	0.3	0.3	0.7	0.4	0.4
Educators	95.7	111.5	114.1	112.1	112.4	111.7	1.5	1.1	1.3	3.2	1.5	1.3
Tutors	0.5	1.3	1.7	2.3	3.1	4.0	0.1	0.1	0.2	0.2	0.2	0.2
Industrial training instructors	2.2	1.6	1.4	1.2	1.1	1.0	0.2	0.2	0.2	0.2	0.1	0.1
Others	57.3	71.0	64.7	42.5	43.8	46.0	17.2	16.3	18.3	5.0	4.6	4.4

(continued)

	Teaching personnel (excluding part-timers)						Part-timers					
	2013/2014	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2013/2014	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Private institutions												
Total	19.1	20.8	19.7	20.9	21.2	21.5	3.5	3.5	3.7	5.5	3.7	3.9
Teachers	14.5	15.5	14.6	15.3	15.6	15.9	3.0	2.9	3.1	4.3	3.0	3.1
Speech therapists	0.3	0.3	0.3	0.3	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.1
Educational psychologists	0.5	0.6	0.5	0.6	0.6	0.6	0.1	0.1	0.1	0.1	0.1	0.1
Child and youth councillors	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Educators	2.7	2.6	3.0	3.3	3.3	3.1	0.0	0.0	0.1	0.4	0.1	0.1
Tutors	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0
Industrial training instructors	0.0	0.0	0.0	–	0.0	0.0	–	–	–	0.0	0.0	0.0
Others	0.9	1.5	1.1	0.4	0.4	0.4	0.3	0.4	0.5	0.1	0.1	0.1

**7.3.3. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING
PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES**
(excluding part-timers; at the beginning of the academic year; percentage)

	2013/2014	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
	Total					
Total	100	100	100	100	100	100
Educational attainment:						
higher	81.6	82.7	83.3	83.8	84.0	84.1
of which pedagogical	76.3	77.5	78.9	79.6	80.2	80.3
secondary vocational – programmes for mid-level specialists	16.9	16.2	15.0	15.0	15.0	14.9
of which pedagogical	14.4	14.0	13.3	13.4	13.5	13.5
	State and municipal institutions					
Total	100	100	100	100	100	100
Educational attainment:						
higher	81.5	82.6	83.2	83.7	83.9	84.0
of which pedagogical	76.3	77.4	78.8	79.6	80.1	80.2
secondary vocational – programmes for mid-level specialists	17.0	16.3	15.1	15.1	15.1	15.0
of which pedagogical	14.5	14.1	13.3	13.5	13.6	13.7
	Private institutions					
Total	100	100	100	100	100	100
Educational attainment:						
higher	88.7	89.5	89.3	90.5	90.9	91.4
of which pedagogical	79.9	80.6	83.1	84.4	85.0	85.4
secondary vocational – programmes for mid-level specialists	10.0	9.6	8.6	8.1	7.8	7.1
of which pedagogical	7.9	7.8	7.4	7.0	6.6	6.3

**7.3.4. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING
PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY POSITION**
(excluding part-timers and independent contractors; at the beginning of the academic year; percentage)

	Total		Educational attainment							
			higher		of which pedagogical		secondary vocational – programmes for mid-level specialists		of which pedagogical	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
	Total									
Total	100	100	84.0	84.1	80.2	80.3	15.0	14.9	13.5	13.5
Teachers	100	100	87.0	87.0	84.1	84.2	12.3	12.3	11.4	11.5
Speech therapists	100	100	97.7	97.7	95.2	95.3	1.9	1.9	1.7	1.7
Special needs teachers	100	100	96.2	96.5	93.1	93.6	3.4	2.9	3.1	2.7
Educational psychologists	100	100	97.0	96.9	90.5	90.1	2.3	2.4	1.9	2.0
Child and youth counsellors	100	100	83.5	83.5	73.9	73.9	14.9	14.9	11.8	12.1
Teachers of additional education	100	100	74.4	74.5	56.7	57.9	22.1	21.9	14.6	15.0
Educators	100	100	57.2	58.4	52.4	53.4	40.1	39.0	36.7	35.8
Tutors	100	100	83.3	82.4	74.7	74.4	14.7	15.6	12.1	13.0
Industrial training instructors	100	100	46.5	48.7	29.7	32.8	39.2	37.6	13.3	13.9
Others	100	100	74.3	72.4	61.1	60.0	22.4	24.4	16.1	18.1

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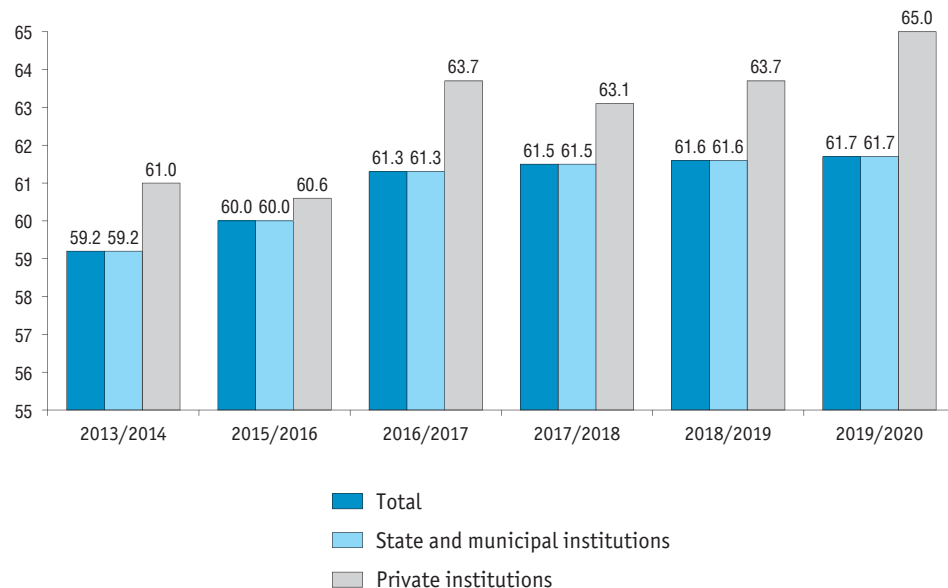
	Total		Educational attainment							
			higher		of which pedagogical		secondary vocational – programmes for mid-level specialists		of which pedagogical	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
State and municipal institutions										
Total	100	100	83.9	84.0	80.1	80.2	15.1	15.0	13.6	13.6
Teachers	100	100	86.9	86.9	84.1	84.1	12.4	12.4	11.5	11.6
Speech therapists	100	100	97.7	97.7	95.2	95.3	1.9	1.9	1.7	1.7
Special needs teachers	100	100	96.2	96.5	93.1	93.6	3.5	2.9	3.2	2.7
Educational psychologists	100	100	96.9	96.8	90.6	90.2	2.3	2.4	2.0	2.0
Child and youth counsellors	100	100	83.4	83.4	73.8	73.9	14.9	15.0	11.8	12.2
Teachers of additional education	100	100	74.2	74.3	56.5	57.7	22.4	22.2	14.8	15.2
Educators	100	100	56.6	57.9	51.8	52.9	40.7	39.6	37.3	36.3
Tutors	100	100	83.0	82.4	74.7	74.7	15.1	15.8	12.5	13.2
Industrial training instructors	100	100	46.5	48.6	29.8	32.6	39.2	37.6	13.2	13.9
Others	100	100	74.2	72.3	61.0	59.9	22.5	24.5	16.1	18.2
Private institutions										
Total	100	100	90.9	91.4	85.0	85.4	7.8	7.1	6.6	6.3
Teachers	100	100	94.0	94.2	89.1	89.5	5.3	4.9	4.7	4.5
Speech therapists	100	100	99.7	97.7	96.7	94.6	0.3	0.6	0.3	0.3
Special needs teachers	100	100	100	100	94.1	95.3	0.0	0.0	0.0	0.0
Educational psychologists	100	100	98.8	98.1	86.0	87.5	0.7	0.5	0.2	0.0
Child and youth counsellors	100	100	91.9	97.1	77.0	75.0	6.8	2.9	5.4	2.9
Teachers of additional education	100	100	80.9	81.8	62.0	62.4	15.0	13.1	9.6	8.9
Educators	100	100	77.0	78.6	71.4	72.2	19.6	18.1	16.9	15.9
Tutors	100	100	90.4	84.5	73.0	65.5	6.1	7.3	1.7	5.5
Industrial training instructors	100	100	–	100	–	100	–	–	–	–
Others	100	100	84.6	84.8	71.5	67.7	13.1	12.3	9.5	10.3

7.3.5. FEMALE TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY POSITION
(excluding part-timers; at the beginning of the academic year)

	Total				State and municipal institutions				Private institutions			
	2015/2016	2017/2018	2018/2019	2019/2020	2015/2016	2017/2018	2018/2019	2019/2020	2015/2016	2017/2018	2018/2019	2019/2020
Thousand persons												
Total	1165.7	1178.0	1185.3	1191.9	1147.4	1159.4	1166.5	1172.9	18.2	18.6	18.8	19.0
Teachers	943.3	953.3	955.6	956.8	930.0	940.0	942.0	942.9	13.4	13.4	13.6	13.9
Speech therapists	13.3	13.9	14.6	15.5	12.9	13.6	14.3	15.1	0.3	0.3	0.3	0.3
Educational psychologists	21.9	23.3	24.5	25.7	21.4	22.8	23.9	25.1	0.5	0.5	0.5	0.5
Child and youth counsellors	16.7	17.2	17.4	17.7	16.6	17.1	17.3	17.7	0.1	0.1	0.1	0.1
Educators	109.8	111.3	111.5	110.7	107.2	108.1	108.4	107.7	2.6	3.2	3.2	3.0
Tutors	1.2	2.1	2.9	3.8	1.1	2.0	2.8	3.7	0.1	0.1	0.1	0.1
Industrial training instructors	0.4	0.3	0.3	0.3	0.4	0.3	0.3	0.3	–	–	–	0.0
Others	59.1	36.0	37.2	39.3	57.9	35.6	36.9	38.9	1.2	0.4	0.3	0.4
As a percentage of the total personnel												
Total	88.2	88.9	88.9	89.0	88.3	88.9	88.9	89.0	87.8	88.9	88.6	88.5
Teachers	87.6	88.3	88.3	88.3	87.6	88.3	88.3	88.3	86.3	87.5	87.2	87.3
Speech therapists	98.9	99.5	99.5	99.6	98.9	99.5	99.5	99.6	97.4	99.1	99.1	99.7
Educational psychologists	95.1	95.8	95.8	96.0	95.3	95.9	95.9	96.1	89.3	92.5	92.4	92.2
Child and youth counsellors	95.0	95.4	95.3	95.4	95.0	95.4	95.3	95.4	92.4	89.3	87.8	89.7
Educators	96.1	96.5	96.4	96.4	96.1	96.5	96.4	96.4	97.3	97.5	97.1	97.5
Tutors	87.0	89.0	89.4	91.1	86.5	89.2	89.6	91.4	97.1	84.4	83.5	80.0
Industrial training instructors	21.9	25.2	27.5	28.7	21.9	25.2	27.5	28.6	–	–	–	100
Others	81.6	83.8	84.3	84.5	81.6	83.8	84.2	84.5	83.2	83.5	84.8	79.8

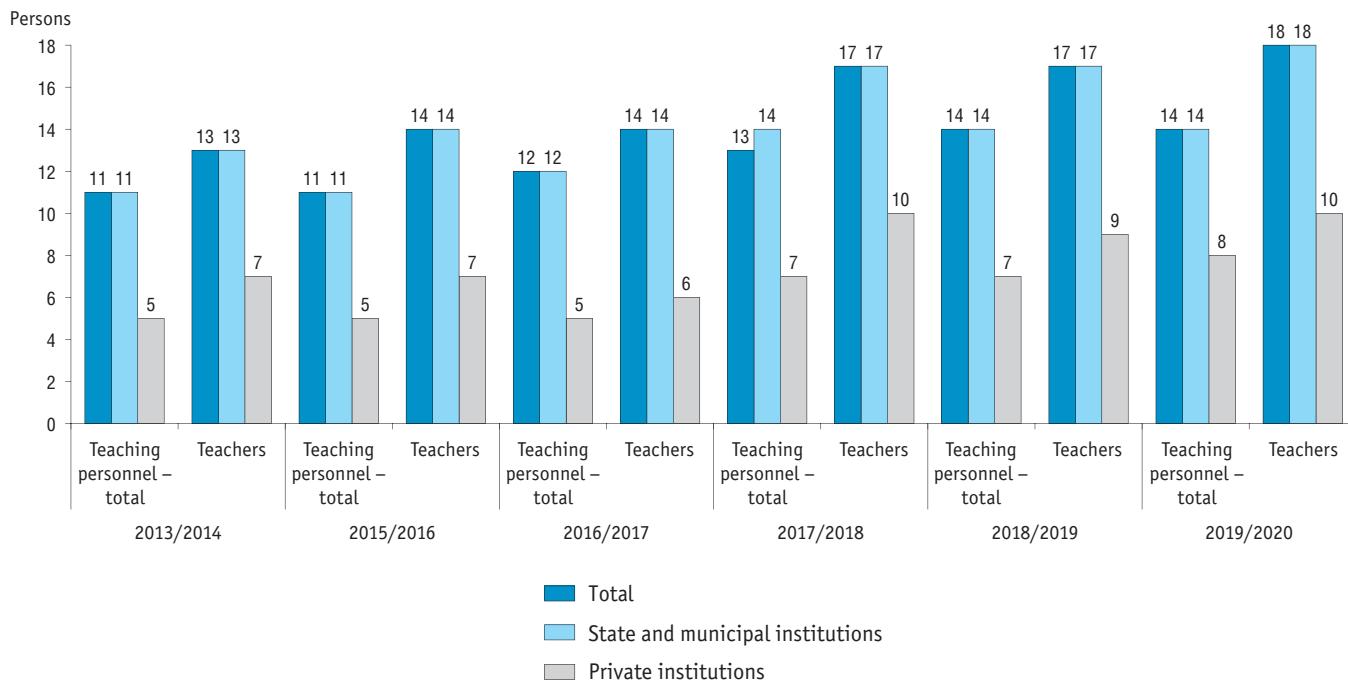
7.3.6. TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL PERSONNEL IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

(excluding part-timers; at the beginning of the academic year)



7.3.7. ENROLMENT IN PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES PER MEMBER OF TEACHING PERSONNEL

(at the beginning of the academic year)



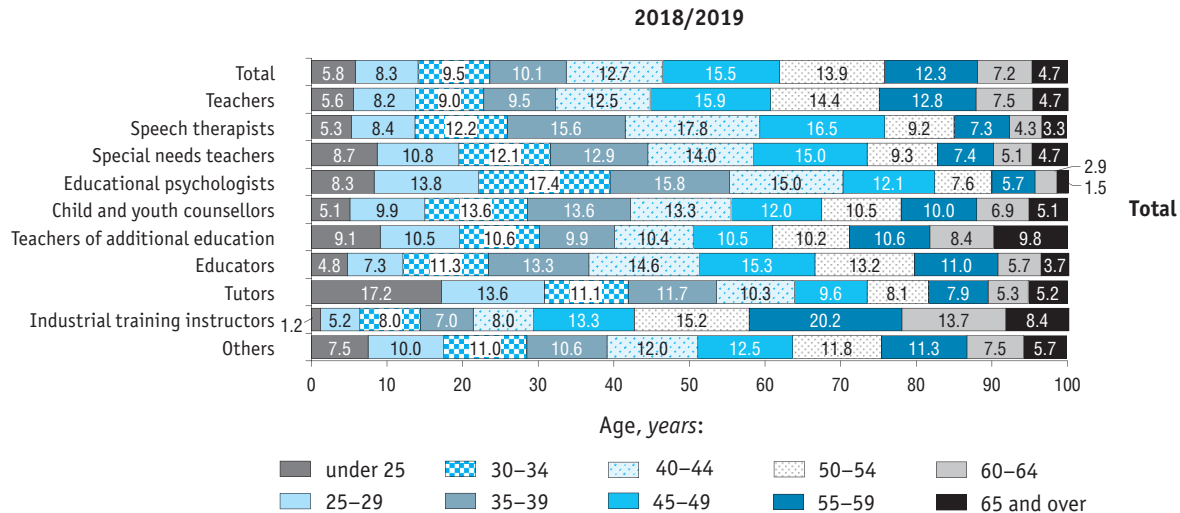
**7.3.8. PARTICIPATION OF MANAGERIAL AND TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING
PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES
IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION**

(excluding part-timers and independent contractors; at the beginning of the academic year)

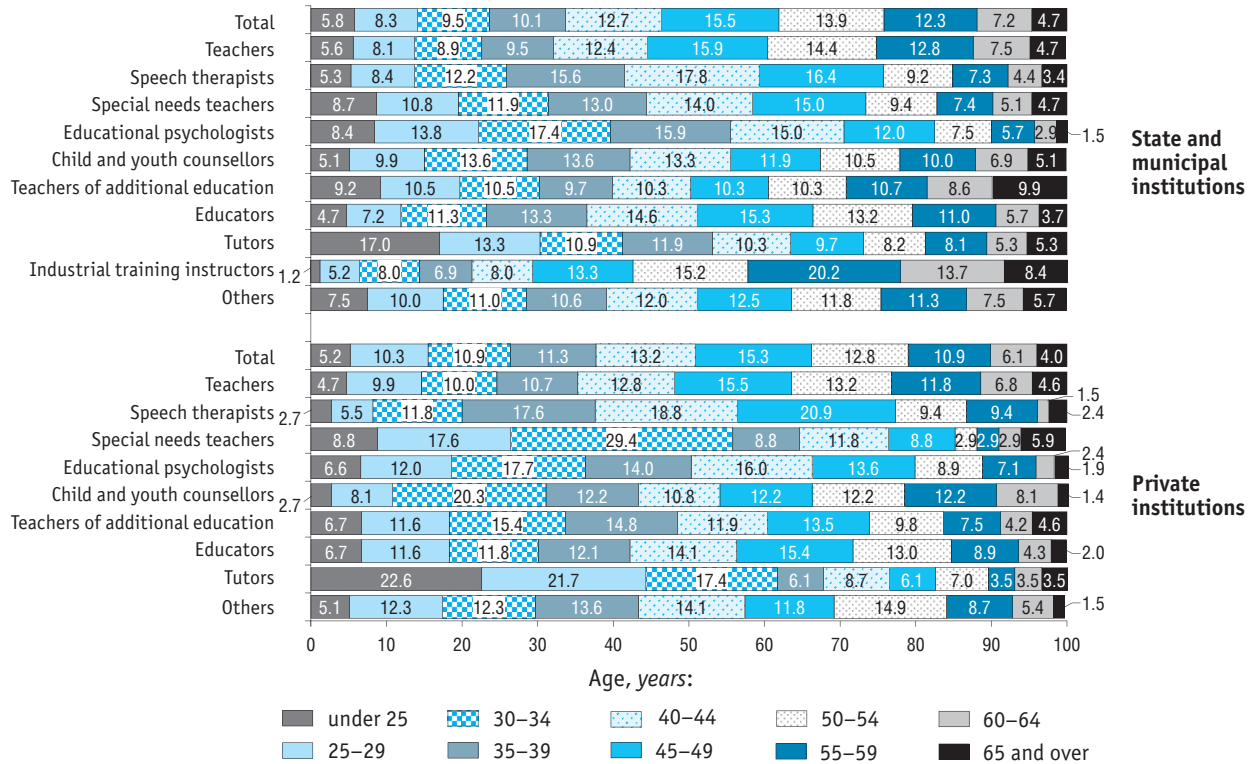
	Individuals who undertook professional (vocational) development and/or retraining within the last 3 years							
	Managerial personnel – total		Of whom school principals		Teaching personnel – total		Of whom teachers	
	thousand persons	as a percentage of the total personnel	thousand persons	as a percentage of the total personnel	thousand persons	as a percentage of the total personnel	thousand persons	as a percentage of the total personnel
	2018/2019							
Total	96.8	64.6	30.7	75.9	964.6	72.4	739.2	68.3
State and municipal institutions	95.3	65.1	30.3	76.4	954.1	72.7	731.6	68.6
Private institutions	1.5	44.1	0.4	51.3	10.5	49.2	7.6	48.7
	2019/2020							
Total	96.6	65.4	29.9	75.2	975.2	72.8	745.2	68.8
State and municipal institutions	95.2	65.9	29.5	75.7	964.4	73.2	737.4	69.1
Private institutions	1.4	42.1	0.4	51.9	10.8	44.7	7.8	43.2

7.3.9. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL AT INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY AGE AND POSITION

(excluding part-timers and independent contractors; at the beginning of the academic year; completed years as of January, 1)

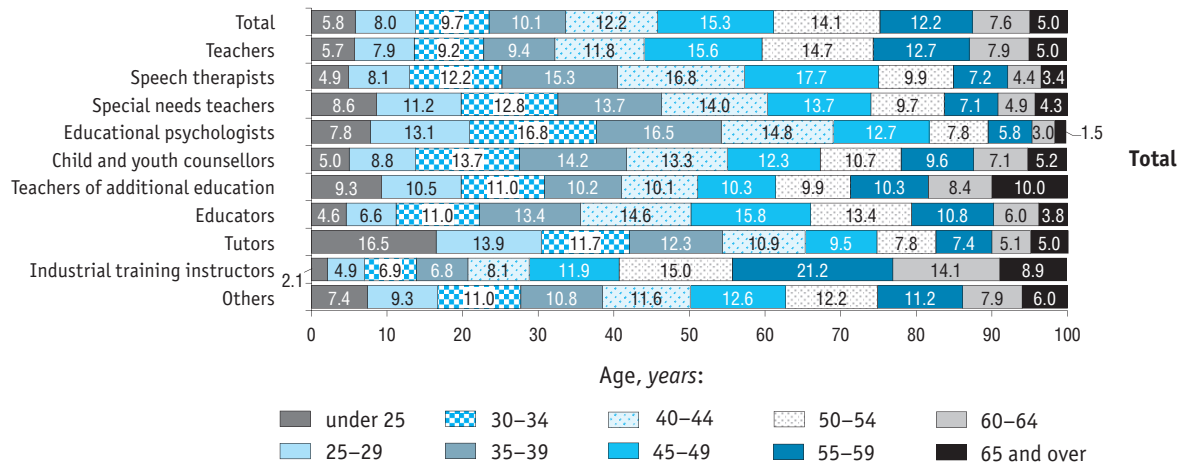


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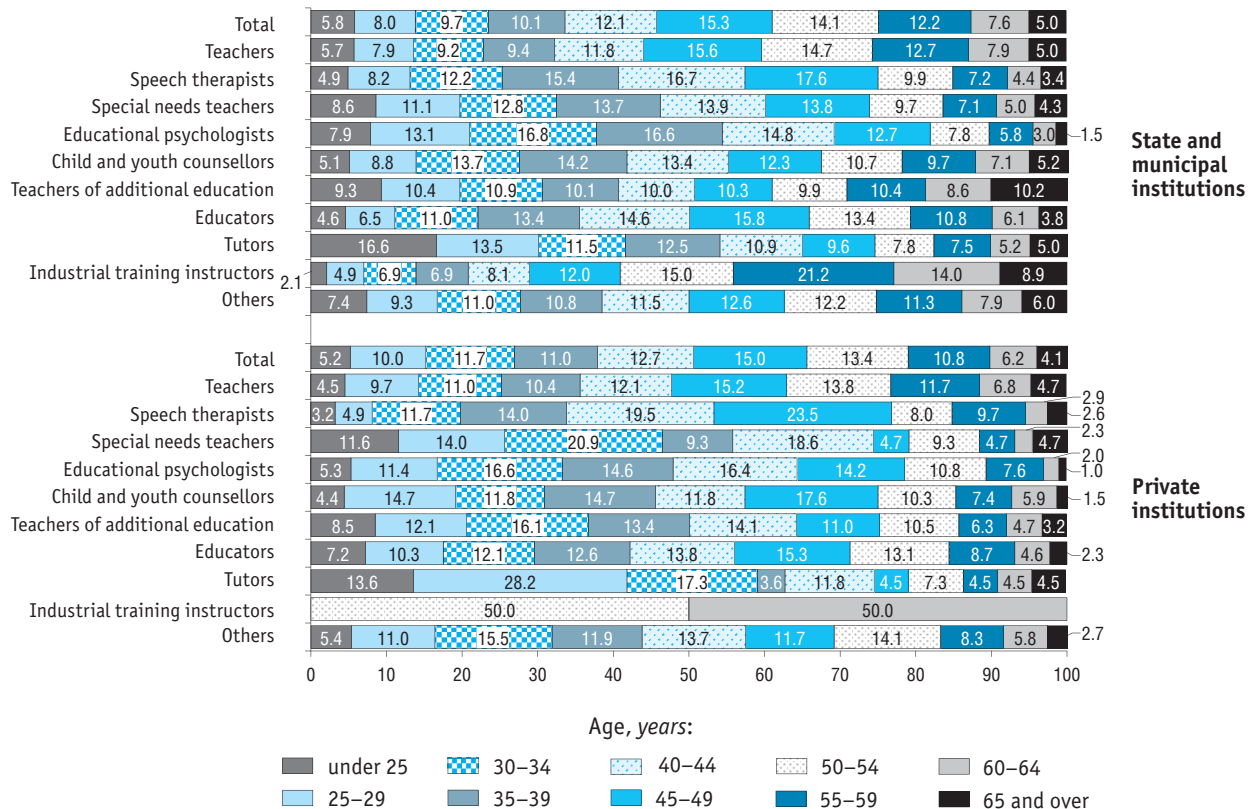


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2019/2020



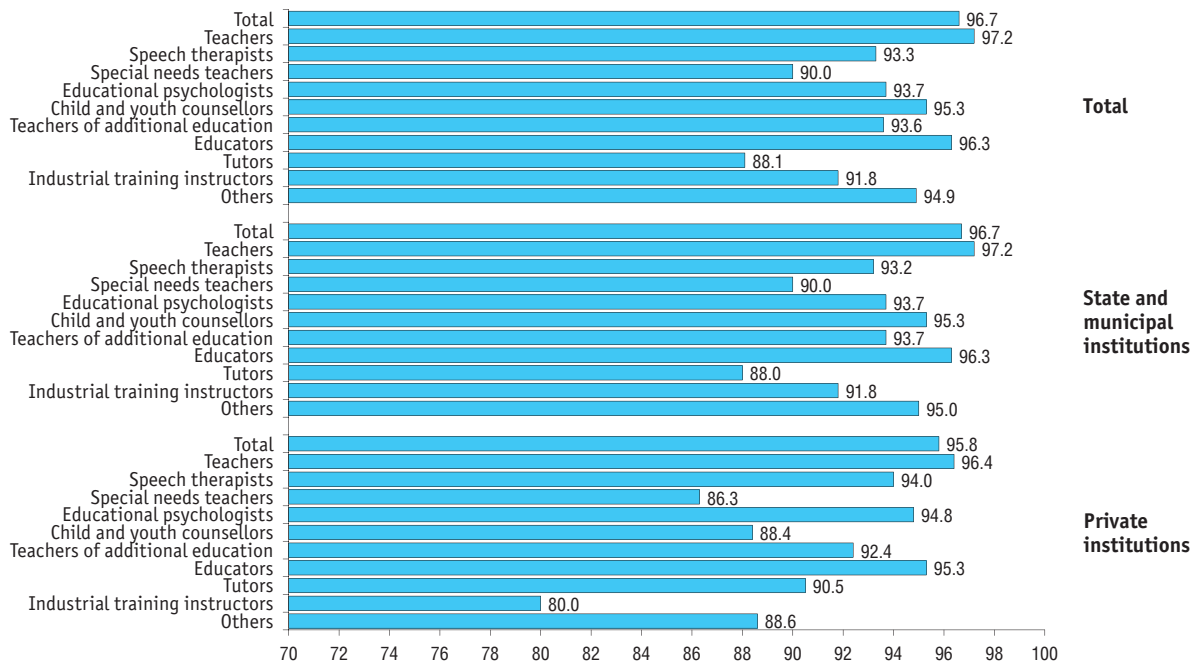
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7.3.10. TEACHING PERSONNEL STAFFING LEVEL IN STATE AND MUNICIPAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY POSITION

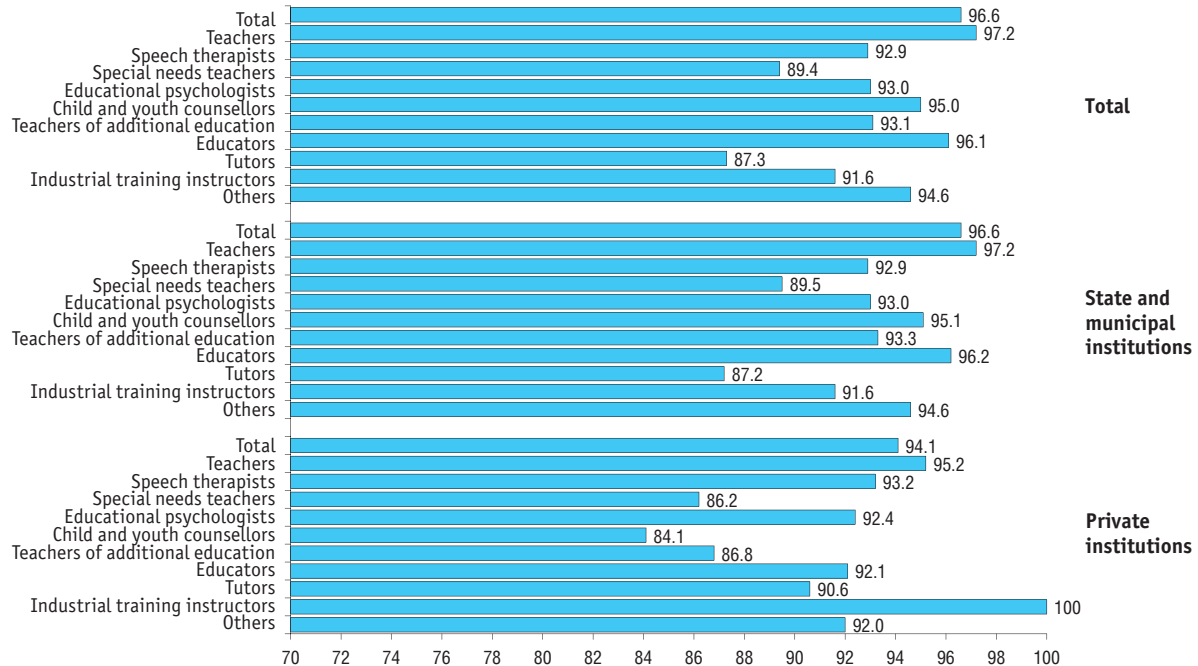
(at the beginning of the academic year)

2018/2019



(continued)

2019/2020



7.3.11. TEACHERS IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY SPECIALISATION: 2019/2020

(at the beginning of the academic year)

	Teachers (excluding part-timers and independent contractors), thousand persons	Of whom, <i>percentage</i>					female	under 35	Part-timers, thousand persons
		have attained education				higher			
		of which pedagogical	secondary vocational – programmes for mid-level specialists	of which pedagogical					
Total	1083.3	87.0	84.2	12.3	11.5	88.3	22.8	55.5	
Teachers engaged in implementation of educational programmes:									
primary general education	318.8	75.1	74.0	24.1	23.6	99.3	21.2	4.1	
Russian language and literature	126.3	97.0	96.0	2.6	2.5	97.9	17.5	3.4	
languages and literature of the peoples of the RF	16.1	91.4	90.7	8.1	7.7	95.5	15.9	0.6	
history, economics, law, social science	66.6	97.3	94.5	2.3	1.9	80.4	26.9	3.7	
computer science and ICT	28.6	94.1	85.1	5.2	4.0	72.1	36.9	3.1	
physics	32.4	98.4	94.0	1.1	0.9	76.3	16.3	3.9	
mathematics	99.1	97.6	94.9	2.0	1.8	93.5	17.7	3.3	
chemistry	24.4	98.8	95.1	0.9	0.7	93.0	15.8	3.5	
geography	31.4	96.8	94.3	2.8	2.5	88.4	16.9	1.9	
biology	32.1	97.8	95.1	1.8	1.6	94.0	18.2	2.1	
foreign languages	120.8	95.8	93.0	3.8	3.5	95.9	35.9	7.1	
of whom:									
English	103.2	95.1	91.6	3.5	3.3	95.7	38.0	4.8	
German	13.1	93.0	90.2	5.3	4.8	96.6	22.1	1.5	
French	3.4	98.4	96.3	0.6	0.6	96.8	23.2	0.4	

(continued)

	Teachers (excluding part-timers and independent contractors), thousand persons	Of whom, <i>percentage</i>						Part-timers, thousand persons
		have attained education				female	under 35	
		higher	of which pedagogical	secondary vocational – programmes for mid-level specialists	of which pedagogical			
physical training	78.9	79.7	76.4	19.2	18.0	44.7	34.5	4.4
labour training (handicrafts)	43.6	74.2	65.8	23.5	17.4	63.4	12.1	3.0
music and singing	20.9	65.9	61.0	32.8	28.7	92.0	18.6	4.3
art, drawing	16.3	75.5	69.1	23.2	20.1	92.8	20.3	1.5
health and safety	12.5	85.8	72.5	12.6	10.0	24.7	18.1	0.9
other subjects	14.6	82.5	76.3	15.8	13.5	87.9	25.1	4.7
State and municipal institutions								
Total	1067.4	86.9	84.1	12.4	11.6	88.3	22.8	52.3
Teachers engaged in implementation of educational programmes:								
primary general education	314.7	75.0	73.8	24.3	23.8	99.3	21.2	4.0
Russian language and literature	124.5	97.0	96.0	2.7	2.5	97.9	17.4	3.2
languages and literature of the peoples of the RF	16.1	91.4	90.7	8.1	7.7	95.5	15.8	0.5
history, economics, law, social science	65.6	97.3	94.5	2.3	2.0	80.5	26.8	3.5
computer science and ICT	28.1	94.1	85.0	5.2	4.0	72.3	37.0	2.9
physics	32.0	98.4	94.1	1.1	0.9	76.4	16.3	3.7
mathematics	97.7	97.6	94.9	2.1	1.9	93.5	17.7	3.1
chemistry	24.0	98.8	95.1	0.9	0.7	93.1	15.7	3.3
geography	30.9	96.8	94.3	2.8	2.5	88.5	16.8	1.7
biology	31.7	97.7	95.1	1.9	1.6	94.0	18.1	2.0

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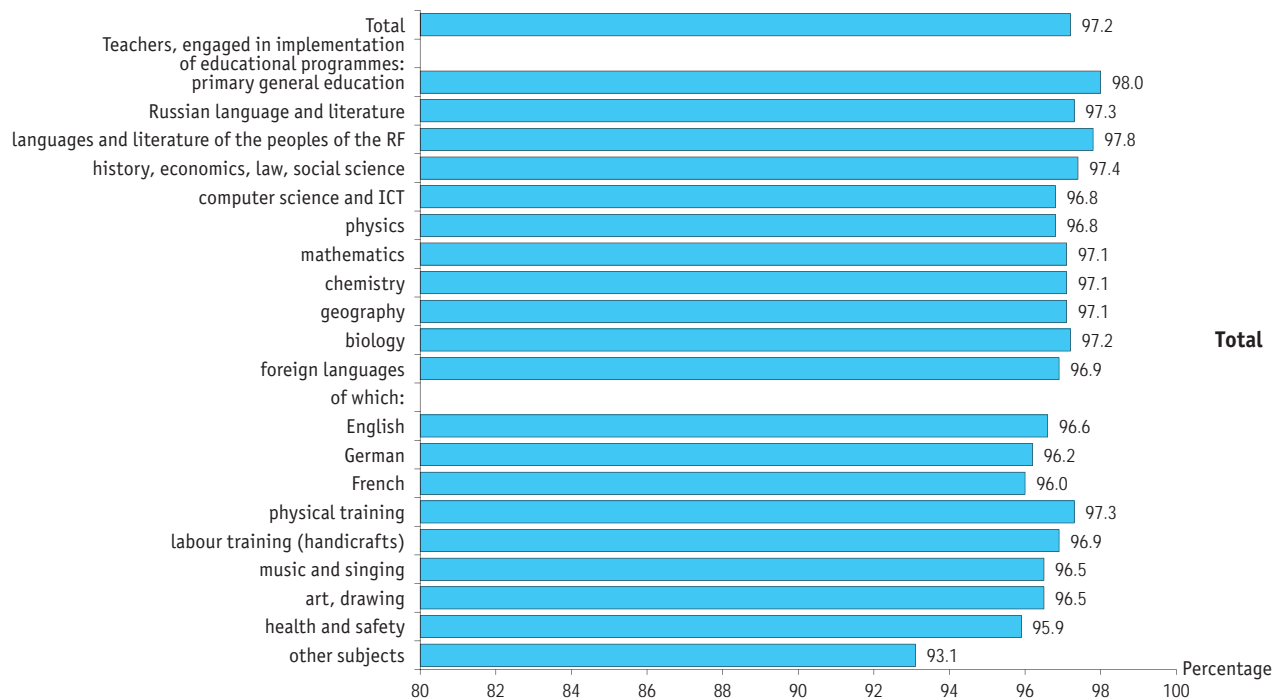
	Teachers (excluding part-timers and independent contractors), thousand persons	Of whom, <i>percentage</i>						Part-timers, thousand persons
		have attained education				female	under 35	
		higher	of which pedagogical	secondary vocational – programmes for mid-level specialists	of which pedagogical			
foreign languages	118.0	95.7	93.0	3.8	3.6	95.9	35.9	6.8
of whom:								
English	100.9	95.0	91.6	3.6	3.3	95.7	38.0	4.6
German	12.9	92.9	90.1	5.3	4.9	96.6	22.1	1.5
French	3.3	98.3	96.4	0.7	0.6	96.8	22.9	0.4
physical training	77.9	79.5	76.3	19.4	18.1	44.7	34.4	4.2
labour training (handicrafts)	43.3	74.2	65.8	23.6	17.5	63.3	12.1	2.8
music and singing	20.4	65.5	60.7	33.2	29.0	92.0	18.4	4.0
art, drawing	15.8	75.1	68.8	23.5	20.4	92.8	20.2	1.3
health and safety	12.4	85.7	72.5	12.7	10.0	24.6	18.1	0.9
other subjects	14.3	82.3	76.3	16.0	13.7	88.2	24.9	4.5
		Private institutions						
Total	15.9	94.2	89.5	4.9	4.5	87.3	23.8	3.1
Teachers engaged in implementation of educational programmes:								
primary general education	4.2	88.7	87.0	10.3	9.9	98.7	19.1	0.2
Russian language and literature	1.7	99.0	97.2	0.6	0.4	96.3	17.1	0.2
languages and literature of the peoples of the RF	0.0	95.8	91.7	4.2	4.2	93.8	41.7	0.0
history, economics, law, social science	1.0	99.3	94.9	0.2	0.1	69.1	29.4	0.2
computer science and ICT	0.4	97.5	85.7	1.8	1.4	62.0	38.0	0.2

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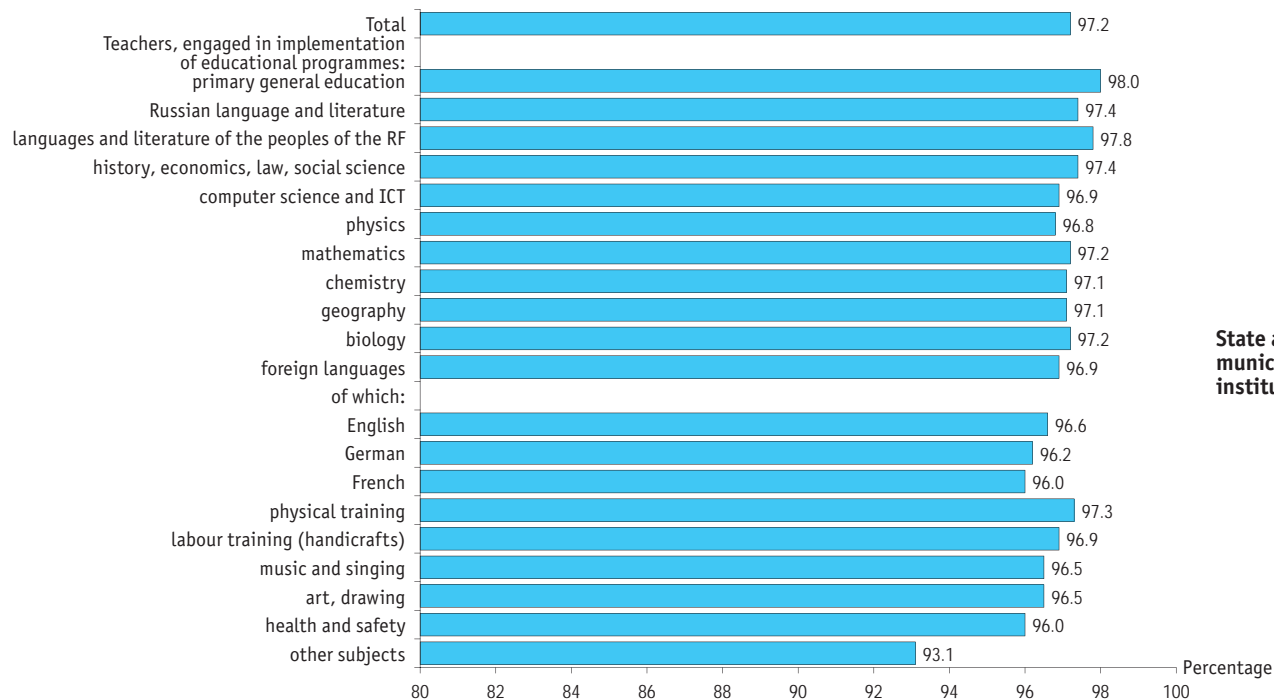
	Teachers (excluding part-timers and independent contractors), thousand persons	Of whom, <i>percentage</i>						Part-timers, thousand persons
		have attained education				female	under 35	
		higher	of which pedagogical	secondary vocational – programmes for mid-level specialists	of which pedagogical			
physics	0.5	98.5	90.4	0.4	0.4	67.2	16.4	0.2
mathematics	1.4	99.0	93.6	0.8	0.6	87.9	13.9	0.2
chemistry	0.4	98.5	94.9	0.8	0.3	90.3	17.6	0.2
geography	0.4	99.5	96.0	0.2	0.2	81.8	21.4	0.2
biology	0.4	99.5	95.1	0.0	0.0	89.3	20.7	0.1
foreign languages	2.7	98.2	93.8	1.2	1.1	94.7	36.1	0.3
of whom:								
English	2.3	97.4	92.1	1.3	1.2	94.4	38.0	0.2
German	0.2	97.6	93.8	1.0	1.0	96.2	20.2	0.1
French	0.2	99.4	94.6	–	–	96.4	26.9	0.0
physical training	1.0	90.9	85.2	7.8	6.6	46.2	32.1	0.2
labour training (handicrafts)	0.4	83.6	69.4	13.4	9.7	74.7	16.4	0.2
music and singing	0.5	80.4	73.3	18.0	16.1	94.8	23.0	0.3
art, drawing	0.5	86.6	77.3	11.3	10.0	93.2	20.6	0.1
health and safety	0.1	95.2	74.3	–	–	35.2	27.6	0.1
other subjects	0.3	91.3	73.7	5.3	5.3	75.2	32.5	0.2

7.3.12. TEACHING PERSONNEL STAFFING LEVEL IN STATE AND MUNICIPAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY SPECIALISATION

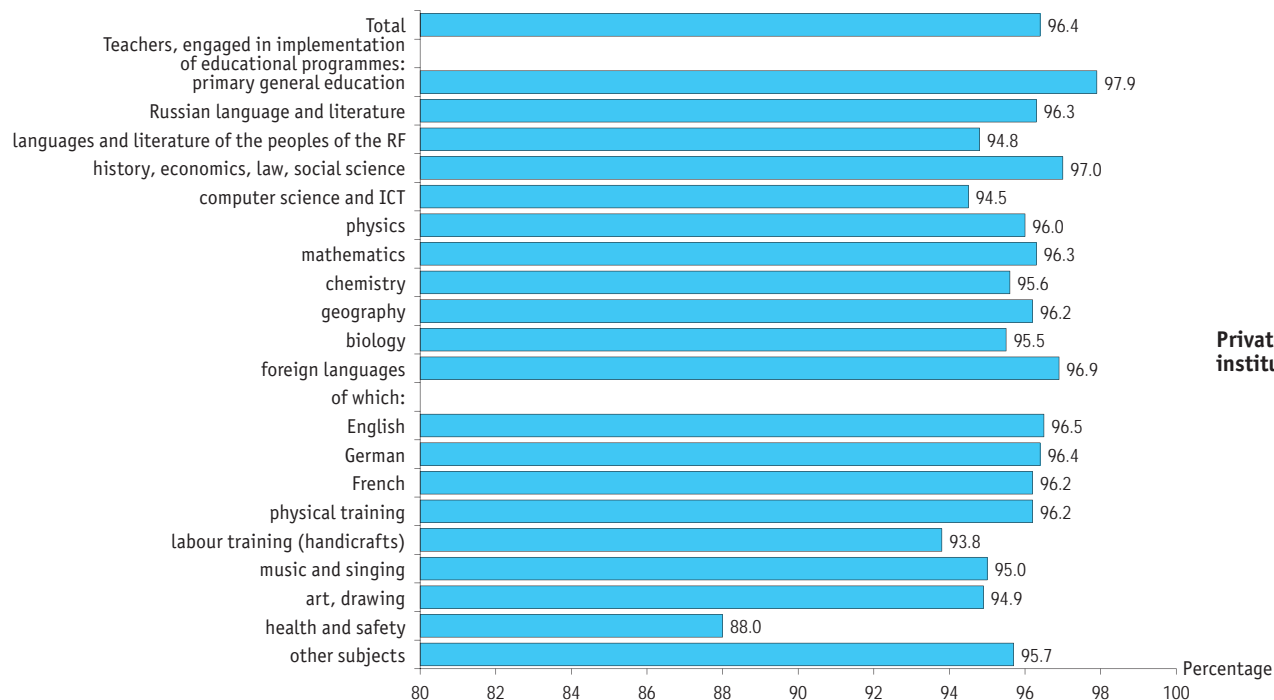
2018/2019



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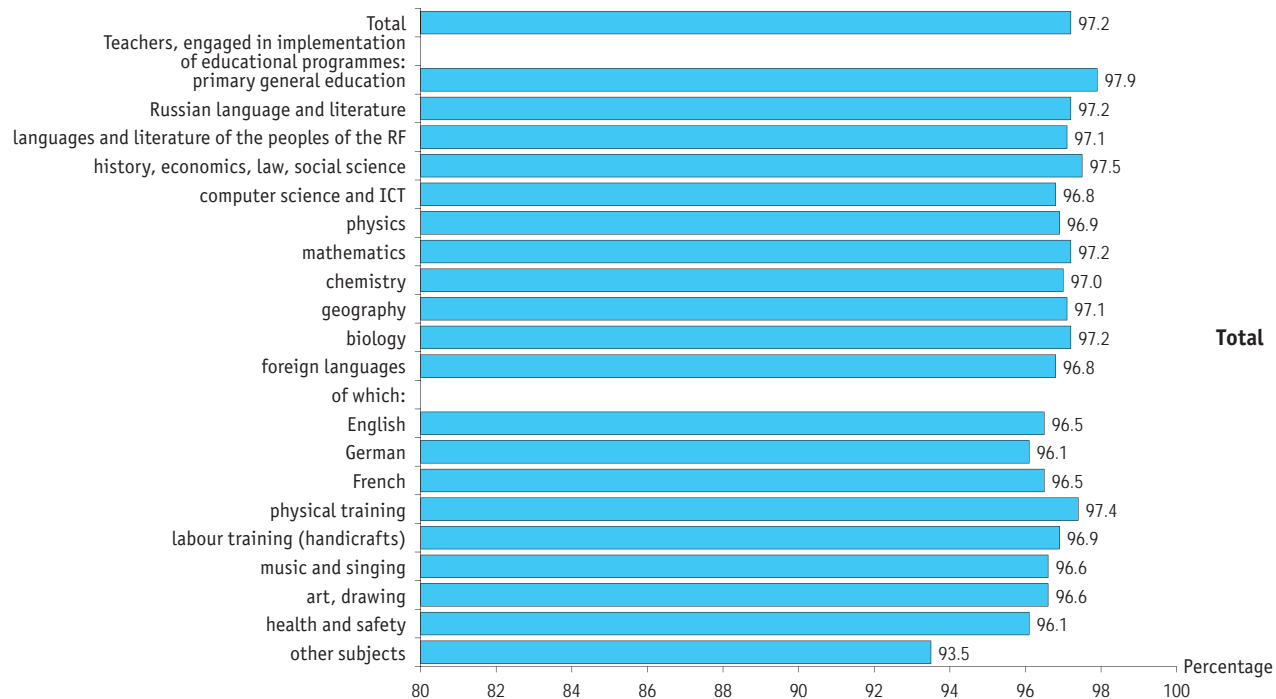
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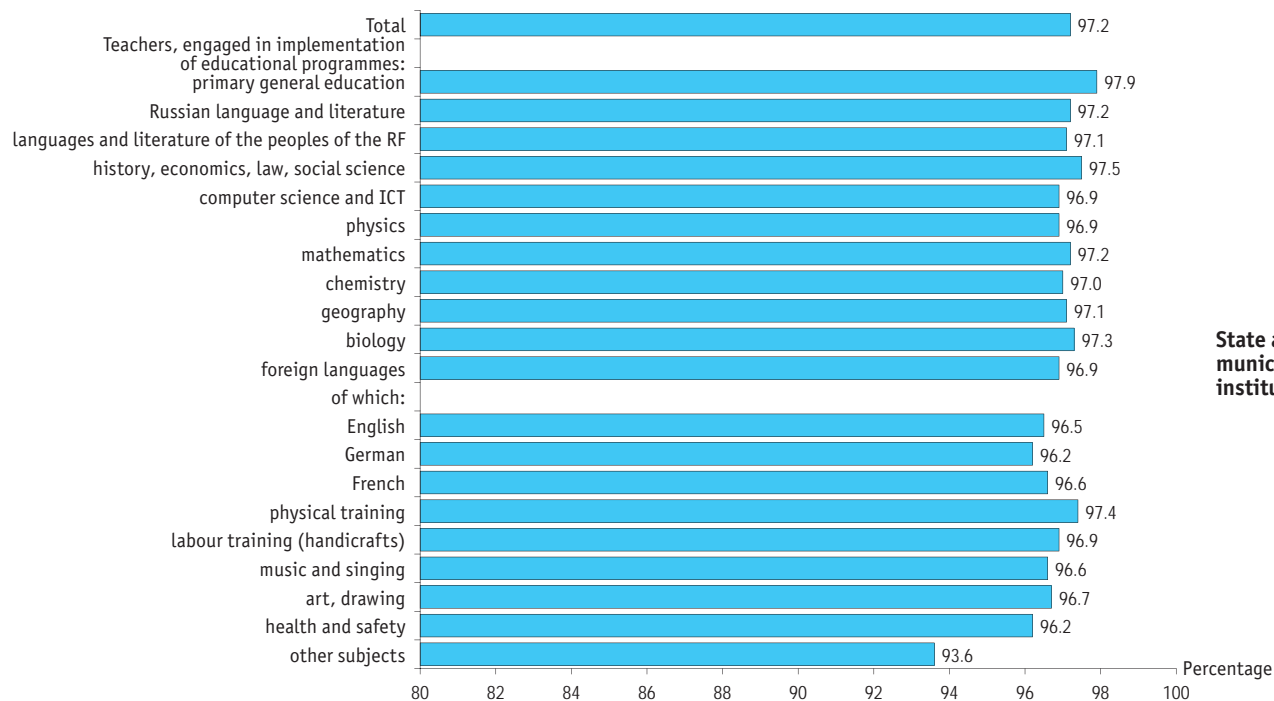
Private institutions

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2019/2020

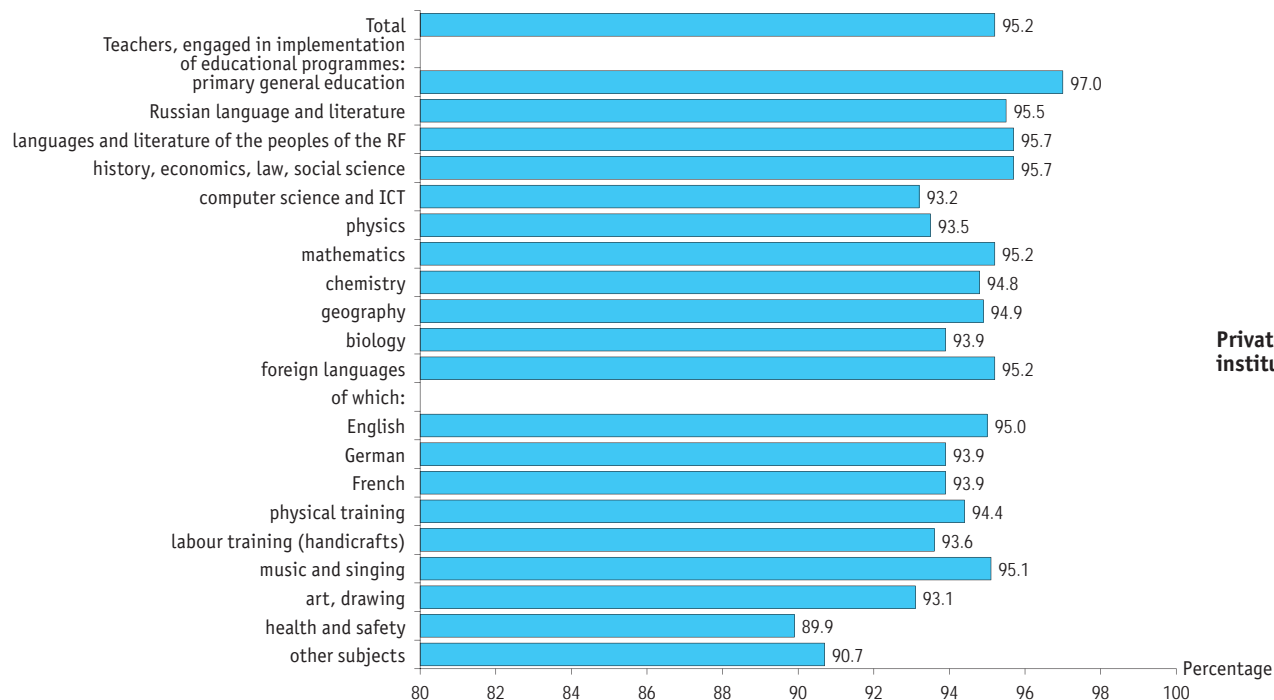


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State and municipal institutions

(continued)



Private institutions

7.4. Personnel in educational institutions implementing secondary vocational education programmes

7.4.1. PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES (at the beginning of the academic year; persons)

	Personnel (excluding part-timers and independent contractors)			Part-timers		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Total						
Total	388738	383942	380618	43793	42889	43079
Managerial personnel	28986	28474	28521	324	322	357
Teaching personnel	193819	195286	196596	34366	33764	33991
Educational support staff	39774	37788	37363	2077	2029	2043
Maintenance personnel	126159	122394	118138	7026	6774	6688
State and municipal institutions						
Total	376498	371195	367393	39552	38527	38438
Managerial personnel	27526	26915	26884	184	152	160
Teaching personnel	186788	187729	188756	30723	30072	30105
Educational support staff	38326	36374	35851	1935	1865	1862
Maintenance personnel	123858	120177	115902	6710	6438	6311
Private institutions						
Total	12240	12747	13225	4241	4362	4641
Managerial personnel	1460	1559	1637	140	170	197
Teaching personnel	7031	7557	7840	3643	3692	3886
Educational support staff	1448	1414	1512	142	164	181
Maintenance personnel	2301	2217	2236	316	336	377

7.4.2. TEACHING PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY POSITION
(at the beginning of the academic year; persons)

	Teaching personnel (excluding part-timers and independent contractors)			Part-timers		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Total						
Total	193819	195286	196596	34366	33764	33991
Teachers	137046	138984	140725	30962	30137	30359
Industrial training instructors	24983	24006	23125	438	435	501
Child and youth counsellors	2947	2961	3041	31	28	26
Educational psychologists	2488	2588	2820	101	108	134
Teachers with organisational duties	2371	2378	2531	140	142	178
Teachers of health and safety with organisational duties	2304	2238	2146	72	74	75
Physical training instructors	2644	2589	2492	89	154	143
Methodologists	5441	5382	5449	173	169	159
Tutors	344	386	445	17	19	12
Others	132251	13774	13822	2343	2498	2404

(continued)

	Teaching personnel (excluding part-timers and independent contractors)			Part-timers		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
State and municipal institutions						
Total	186788	187729	188756	30723	30072	30105
Teachers	131020	132501	133977	27486	26614	26628
Industrial training instructors	24854	23843	22950	391	402	483
Child and youth councillors	2911	2916	2997	22	19	17
Educational psychologists	2417	2500	2721	85	89	113
Teachers with organisational duties	2305	2291	2455	130	136	164
Teachers of health and safety with organisational duties	2178	2113	2028	48	52	51
Physical training instructors	2475	2413	2330	60	114	111
Methodologists	5185	5129	5185	155	158	147
Tutors	319	359	416	13	16	9
Others	13124	13664	13697	2333	2472	2382

(continued)

	Teaching personnel (excluding part-timers and independent contractors)			Part-timers		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Private institutions						
Total	7031	7557	7840	3643	3692	3886
Teachers	6026	6483	6748	3476	3523	3731
Industrial training instructors	129	163	175	47	33	18
Child and youth councillors	36	45	44	9	9	9
Educational psychologists	71	88	99	16	19	21
Teachers with organisational duties	66	87	76	10	6	14
Teachers of health and safety with organisational duties	126	125	118	24	22	24
Physical training instructors	169	176	162	29	40	32
Methodologists	256	253	264	18	11	12
Tutors	25	27	29	4	3	3
Others	127	110	125	10	26	22

**7.4.3. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN EDUCATIONAL INSTITUTIONS
IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY POSITION**
(excluding part-timers and independent contractors; at the beginning of the academic year; percentage)

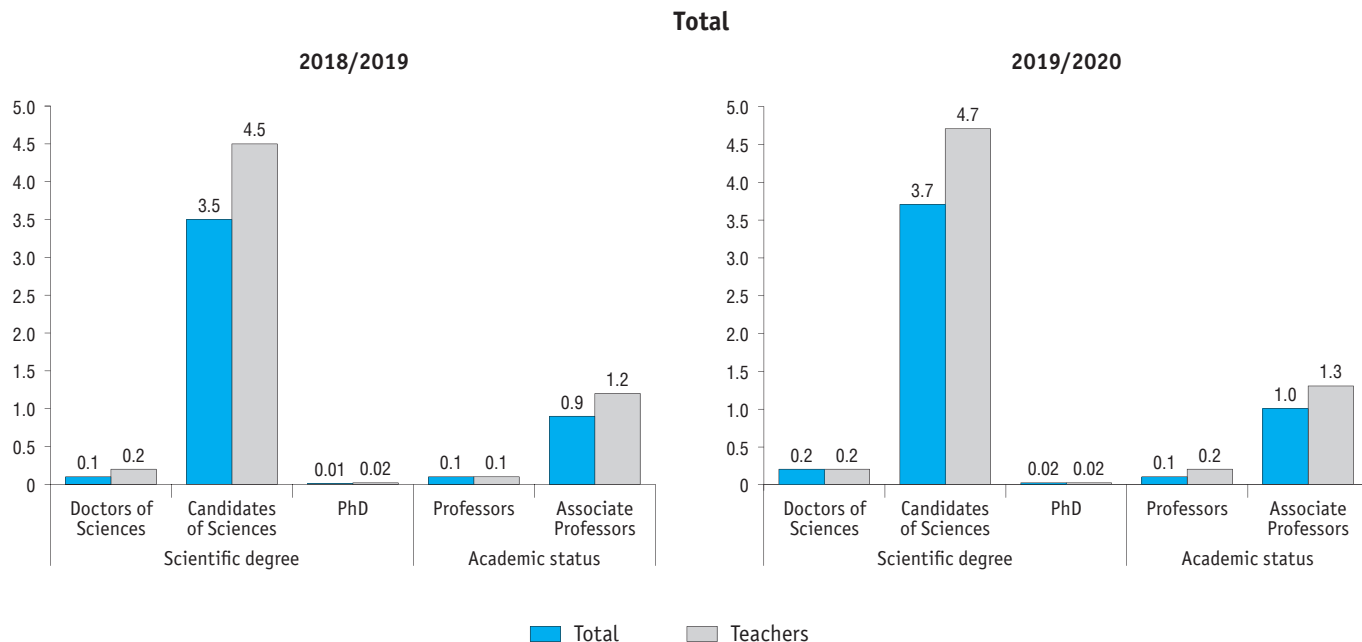
	Total		Of whom have attained education							
			higher		of which pedagogical		secondary vocational – programmes for mid-level specialists		of which pedagogical	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Total										
Total	100	100	88.6	88.9	58.8	60.1	9.6	9.4	3.5	3.6
Teachers	100	100	96.4	96.1	65.2	66.1	3.1	3.3	1.2	1.3
Industrial training instructors	100	100	49.4	50.3	22.7	24.1	42.1	42.0	12.7	13.6
Child and youth councillors	100	100	88.4	88.5	65.6	64.8	10.3	10.2	5.4	5.5
Educational psychologists	100	100	98.3	98.7	80.1	80.7	1.3	0.9	0.7	0.5
Teachers with organisational duties	100	100	80.5	79.5	50.3	49.9	16.8	17.4	6.7	7.3
Teachers of health and safety with organisational duties	100	100	93.5	93.9	51.2	53.4	5.3	4.9	2.2	2.2
Physical training instructors	100	100	92.3	91.8	80.5	80.1	6.8	7.2	5.3	5.7
Methodologists	100	100	96.6	96.8	63.6	65.0	2.5	2.5	0.7	0.8
Tutors	100	100	80.8	84.5	54.9	55.1	13.5	12.6	3.4	3.4
Others	100	100	72.7	75.0	48.4	51.5	22.1	20.9	10.3	10.1
State and municipal institutions										
Total	100	100	88.2	88.5	58.7	59.8	9.9	9.7	3.6	3.7
Teachers	100	100	96.3	96.0	65.3	66.0	3.2	3.4	1.3	1.4
Industrial training instructors	100	100	49.1	50.0	22.5	24.0	42.4	42.2	12.8	13.7
Child and youth councillors	100	100	88.3	88.4	65.4	64.6	10.5	10.4	5.4	5.5

(continued)

	Total		Of whom have attained education							
			higher		of which pedagogical		secondary vocational – programmes for mid-level specialists		of which pedagogical	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Educational psychologists	100	100	98.3	98.7	80.2	80.6	1.3	0.9	0.7	0.5
Teachers with organisational duties	100	100	80.3	79.2	50.2	49.8	17.1	17.7	6.9	7.4
Teachers of health and safety with organisational duties	100	100	93.3	93.8	50.6	53.0	5.4	5.1	2.3	2.3
Physical training instructors	100	100	92.0	91.6	80.6	80.3	7.3	7.5	5.6	5.9
Methodologists	100	100	96.8	96.9	64.2	65.4	2.4	2.4	0.7	0.8
Tutors	100	100	81.9	85.8	56.0	55.5	12.3	11.1	3.6	3.6
Others	100	100	72.6	75.0	48.5	51.6	22.2	21.0	10.4	10.2
Private institutions										
Total	100	100	97.6	97.1	62.1	65.6	1.9	1.8	0.3	0.5
Teachers	100	100	98.8	98.2	63.0	66.7	1.1	1.2	0.2	0.3
Industrial training instructors	100	100	86.5	85.1	41.7	40.6	11.7	10.9	–	3.4
Child and youth counsellors	100	100	95.6	95.5	75.6	77.3	2.2	–	2.2	–
Educational psychologists	100	100	98.9	97.0	75.0	82.8	–	–	–	–
Teachers with organisational duties	100	100	86.2	86.8	54.0	53.9	10.3	7.9	2.3	5.3
Teachers of health and safety with organisational duties	100	100	96.8	96.6	61.6	61.9	2.4	1.7	–	–
Physical training instructors	100	100	97.2	94.4	79.5	76.5	1.1	3.1	1.1	2.5
Methodologists	100	100	91.3	93.9	51.4	56.8	5.1	3.8	0.8	0.4
Tutors	100	100	66.7	65.5	40.7	48.3	29.6	34.5	–	–
Others	100	100	80.9	79.2	32.7	40.8	16.4	11.2	1.8	4.8

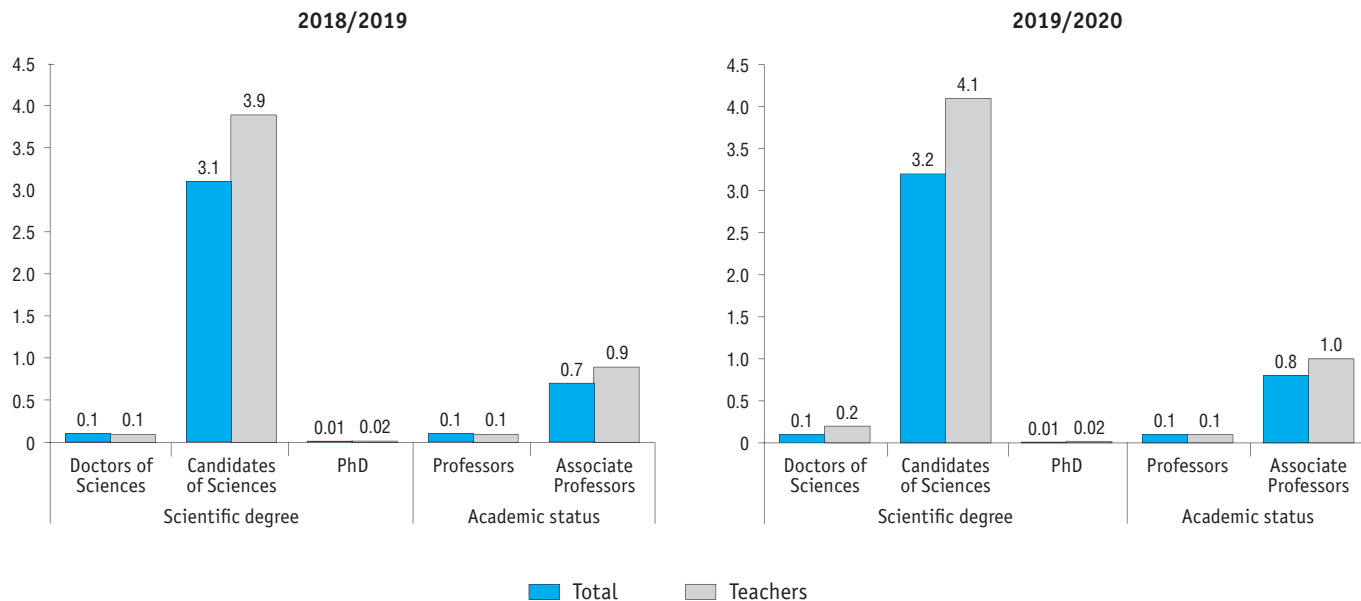
7.4.4. TEACHING PERSONNEL WITH SCIENTIFIC DEGREES AND/OR ACADEMIC STATUS AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES

(excluding part-timers and independent contractors; at the beginning of the academic year)



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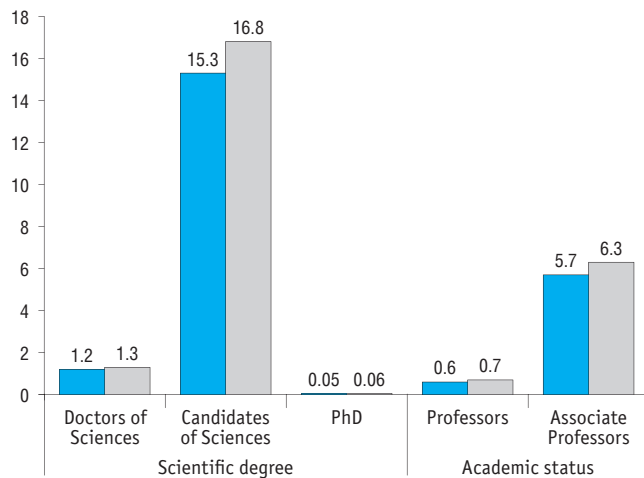
State and municipal institutions



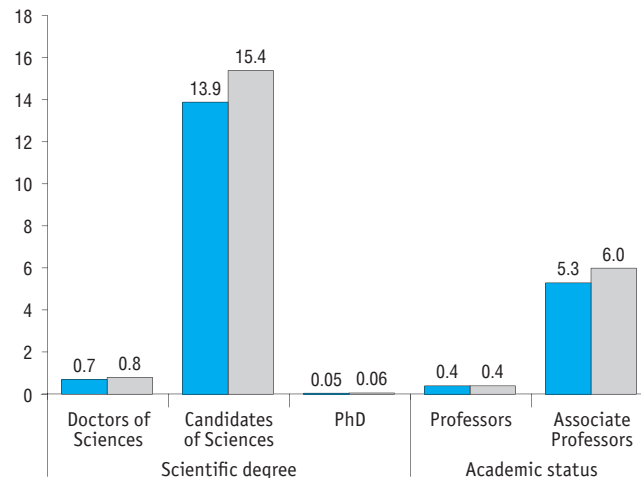
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Private institutions

2018/2019



2019/2020



■ Total ■ Teachers

7.4.5. FEMALE TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY POSITION
(excluding part-timers and independent contractors; at the beginning of the academic year)

	Persons			As a percentage of the total personnel		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
	Total					
Total	143564	144736	145073	74.1	74.1	73.8
Teachers	106615	107883	108683	77.8	77.6	77.2
Industrial training instructors	12653	11830	11142	50.6	49.3	48.2
Child and youth counsellors	2850	2859	2940	96.7	96.6	96.7
Educational psychologists	2354	2466	2684	94.6	95.3	95.2
Teachers with organisational duties	2025	2031	2140	85.4	85.4	84.6
Teachers of health and safety with organisational duties	300	308	310	13.0	13.8	14.4
Physical training instructors	822	814	768	31.1	31.4	30.8
Methodologists	5103	5088	5156	93.8	94.5	94.6
Tutors	295	323	370	85.8	83.7	83.1
Others	10547	11134	10880	79.6	80.8	78.7

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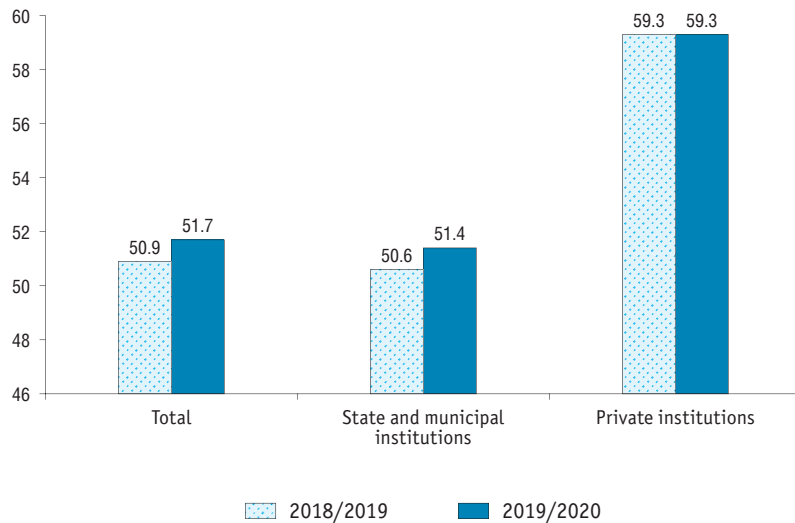
	Persons			As a percentage of the total personnel		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
State and municipal institutions						
Total	138367	139205	139263	74.1	74.2	73.8
Teachers	102064	103050	103622	77.9	77.8	77.3
Industrial training instructors	12585	11757	11050	50.6	49.3	48.1
Child and youth counsellors	2818	2818	2898	96.8	96.6	96.7
Educational psychologists	2291	2386	2590	94.8	95.4	95.2
Teachers with organisational duties	1973	1961	2077	85.6	85.6	84.6
Teachers of health and safety with organisational duties	273	278	275	12.5	13.2	13.6
Physical training instructors	779	761	723	31.5	31.5	31.0
Methodologists	4864	4853	4912	93.8	94.6	94.7
Tutors	272	300	345	85.3	83.6	82.9
Others	10448	11041	10771	79.6	80.8	78.6

(continued)

	Persons			As a percentage of the total personnel		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Private institutions						
Total	5197	5531	5810	73.9	73.2	74.1
Teachers	4551	4833	5061	75.5	74.5	75.0
Industrial training instructors	68	73	92	52.7	44.8	52.6
Child and youth councellers	32	41	42	88.9	91.1	95.5
Educational psychologists	63	80	94	88.7	90.9	94.9
Teachers with organisational duties	52	70	63	78.8	80.5	82.9
Teachers of health and safety with organisational duties	27	30	35	21.4	24.0	29.7
Physical training instructors	43	53	45	25.4	30.1	27.8
Methodologists	239	235	244	93.4	92.9	92.4
Tutors	23	23	25	92.0	85.2	86.2
Others	99	93	109	78.0	84.5	87.2

7.4.6. TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES

(excluding part-timers and independent contractors; at the beginning of the academic year)



**7.4.7. TEACHERS AND INDUSTRIAL TRAINING INSTRUCTORS IN EDUCATIONAL INSTITUTIONS
IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES**
(at the beginning of the academic year)

	Personnel (excluding part-timers and independent contractors)										Part-timers, persons	
	Total, persons		Of whom have attained education, <i>percentage</i>									
			higher		of which pedagogical		secondary vocational – programmes for mid-level specialists		of which pedagogical			
	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020
	Total											
Teachers – total	138984	140725	96.4	96.1	65.2	66.1	3.1	3.3	1.2	1.3	30137	30359
Of whom engaged within educational programmes:												
for skilled workers and employees	21995	21831	89.8	89.9	65.0	65.9	4.5	4.7	2.0	1.9	1799	1904
for mid-level specialists	104474	105975	94.5	94.0	59.6	60.4	2.3	2.6	0.8	1.0	23496	24178
Industrial training instructors – total	24006	23125	49.4	50.3	22.7	24.1	42.1	42.0	12.7	13.6	435	501
Of whom engaged within educational programmes:												
for skilled workers and employees	16922	15941	45.9	46.5	20.9	22.6	37.4	37.3	11.2	12.5	192	221
for mid-level specialists	4952	5009	52.0	53.3	19.8	21.0	37.2	36.5	7.7	7.9	146	161

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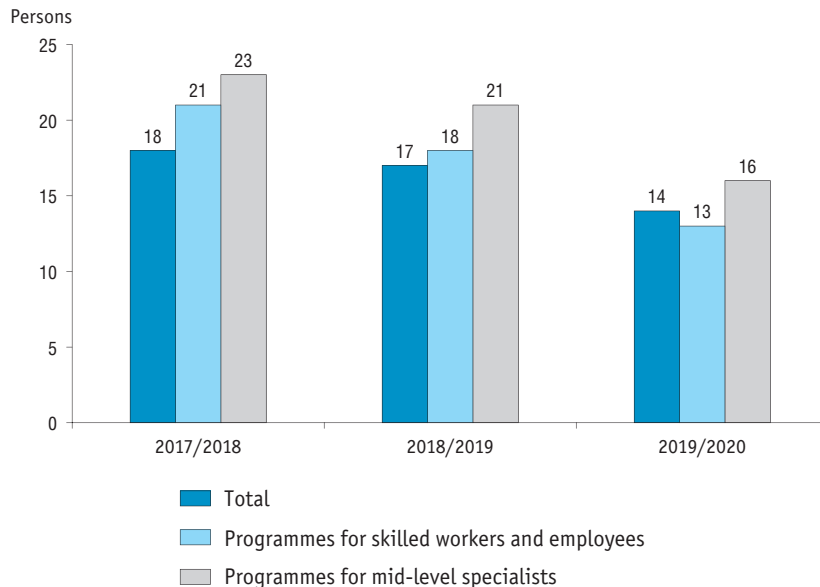
	Personnel (excluding part-timers and independent contractors)										Part-timers, persons	
	Total, persons		Of whom have attained education, <i>percentage</i>									
			higher		of which pedagogical		secondary vocational – programmes for mid-level specialists		of which pedagogical			
	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020
State and municipal institutions												
Teachers – total	132501	133977	96.3	96.0	65.3	66.0	3.2	3.4	1.3	1.4	26614	26628
Of whom engaged within educational programmes:												
for skilled workers and employees	21915	21755	89.8	89.9	65.0	65.9	4.6	4.6	2.0	1.9	1768	1861
for mid-level specialists	98914	100308	94.4	93.9	59.6	60.3	2.4	2.7	0.9	1.0	20665	21052
Industrial training instructors – total	23843	22950	49.1	50.0	22.5	24.0	42.4	42.2	12.8	13.7	402	483
Of whom engaged within educational programmes:												
for skilled workers and employees	16877	15882	45.8	46.4	20.8	22.5	37.5	37.4	11.2	12.5	190	219
for mid-level specialists	4847	4910	51.5	52.8	19.5	20.8	37.8	37.2	7.9	8.1	119	147

(continued)

	Personnel (excluding part-timers and independent contractors)										Part-timers, persons	
	Total, persons		Of whom have attained education, <i>percentage</i>									
			higher		of which pedagogical		secondary vocational – programmes for mid-level specialists		of which pedagogical			
	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020	2018/ 2019	2019/ 2020
Private institutions												
Teachers – total	6483	6748	98.8	98.2	63.0	66.7	1.1	1.2	0.2	0.3	3523	3731
Of whom engaged within educational programmes:												
for skilled workers and employees	80	76	95.0	86.8	61.3	64.5	–	6.6	–	–	31	43
for mid-level specialists	5591	5667	95.7	94.4	58.8	61.3	0.8	0.8	0.2	0.2	2831	3126
Industrial training instructors – total	163	175	86.5	64.6	41.7	81.5	11.7	10.9	–	3.4	33	18
Of whom engaged within educational programmes:												
for skilled workers and employees	45	59	93.3	84.7	51.1	40.7	–	13.6	–	8.5	2	2
for mid-level specialists	105	99	78.1	79.8	36.2	33.3	10.5	5.1	–	1.0	27	14

7.4.8. SECONDARY VOCATIONAL EDUCATION ENROLMENT PER TEACHER AND INDUSTRIAL TRAINING INSTRUCTOR IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES

(at the beginning of the academic year)



7.4.9. PARTICIPATION OF MANAGERIAL AND TEACHING PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION

(excluding part-timers and independent contractors; at the beginning of the academic year)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total		Of which							
			within their field of pedagogical activity		developed their ICT skills		in the form of internship (practical training)		in organisations and enterprises of the real sector of economy	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Total										
Managerial personnel:										
persons	18455	19244	12904	12722	3522	3962	1829	2053	–	–
as a percentage of the total personnel	64.8	67.5	45.3	44.6	12.4	13.9	6.4	7.2	–	–
Teaching personnel:										
persons	146447	152007	118527	120086	27523	32613	32848	35362	23368	24885
as a percentage of the total personnel	75.0	77.3	60.7	61.1	14.1	16.6	16.8	18.0	12.0	12.7
Of whom:										
teachers – total:										
persons	113836	117952	93143	94192	22973	27237	24725	26882	17235	18644
as a percentage of the total personnel	81.9	83.8	67.0	66.9	16.5	19.4	17.8	19.1	12.4	13.2
of whom engaged within educational programmes:										
for skilled workers and employees:										
persons	16215	16666	13368	13213	2419	2944	2612	2830	2012	2166
as a percentage of the total personnel	73.7	76.3	60.8	60.5	11.0	13.5	11.9	13.0	9.1	9.9
for mid-level specialists:										
persons	82843	85268	67430	67069	17795	20744	18793	20428	13288	14377
as a percentage of the total personnel	79.3	80.5	64.5	63.3	17.0	19.6	18.0	19.3	12.7	13.6

(continued)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total		Of which								
			within their field of pedagogical activity		developed their ICT skills		in the form of internship (practical training)		in organisations and enterprises of the real sector of economy		
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	
industrial training instructors – total:											
persons	18574	18585	14457	14217	2237	2596	6896	7040	5397	5447	
as a percentage of the total personnel of whom engaged within educational programmes:	77.4	80.4	60.2	61.5	9.3	11.2	28.7	30.4	22.5	23.6	
for skilled workers and employees:											
persons	12430	12424	9622	9284	1331	1592	4536	4652	3618	3633	
as a percentage of the total personnel for mid-level specialists:	73.5	77.9	56.9	58.2	7.9	10.0	26.8	29.2	21.4	22.8	
persons	3547	3684	2698	2729	446	499	1303	1334	1026	1092	
as a percentage of the total personnel	71.6	73.5	54.5	54.5	9.0	10.0	26.3	26.6	20.7	21.8	
State and municipal institutions											
Managerial personnel:											
persons	17347	18079	12185	11944	3207	3616	1699	1899	–	–	
as a percentage of the total personnel	64.5	67.2	45.3	44.4	11.9	13.5	6.3	7.1	–	–	
Teaching personnel:											
persons	140673	145928	114216	115365	25456	30364	31772	33872	22636	23990	
as a percentage of the total personnel	74.9	77.3	60.8	61.1	13.6	16.1	16.9	17.9	12.1	12.7	

(continued)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total		Of which								
			within their field of pedagogical activity		developed their ICT skills		in the form of internship (practical training)		in organisations and enterprises of the real sector of economy		
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	
Of whom:											
teachers – total:											
persons	108701	112577	89252	90000	21138	25208	23718	25516	16535	17815	
as a percentage of the total personnel	82.0	84.0	67.4	67.2	16.0	18.8	17.9	19.0	12.5	13.3	
of whom engaged within educational programmes:											
for skilled workers and employees:											
persons	16166	16612	13330	13179	2412	2940	2604	2812	2006	2154	
as a percentage of the total personnel	73.8	76.4	60.8	60.6	11.0	13.5	11.9	12.9	9.2	9.9	
for mid-level specialists:											
persons	78526	80815	64247	63682	16222	18958	18024	19472	12735	13690	
as a percentage of the total personnel	79.4	80.6	65.0	63.5	16.4	18.9	18.2	19.4	12.9	13.6	
industrial training instructors – total:											
persons	18458	18440	14391	14114	2196	2560	6877	6978	5383	5425	
as a percentage of the total personnel	77.4	80.3	60.4	61.5	9.2	11.2	28.8	30.4	22.6	23.6	
of whom engaged within educational programmes:											
for skilled workers and employees:											
persons	12406	12372	9609	9254	1331	1591	4536	4629	3618	3631	
as a percentage of the total personnel	73.5	77.9	56.9	58.3	7.9	10.0	26.9	29.1	21.4	22.9	
for mid-level specialists:											
persons	3479	3599	2654	2671	424	464	1286	1308	1013	1073	
as a percentage of the total personnel	71.8	73.3	54.8	54.4	8.7	9.5	26.5	26.6	20.9	21.9	

(continued)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total		Of which							
			within their field of pedagogical activity		developed their ICT skills		in the form of internship (practical training)		in organisations and enterprises of the real sector of economy	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Private institutions										
Managerial personnel:										
persons	1108	1165	719	778	315	346	130	154	–	–
as a percentage of the total personnel	71.1	71.2	46.1	47.5	20.2	21.1	8.3	9.4	–	–
Teaching personnel:										
persons	5774	6079	4311	4721	2067	2249	1076	1490	732	895
as a percentage of the total personnel	76.4	77.5	57.1	60.2	27.4	28.7	14.2	19.0	9.7	11.4
Of whom:										
teachers – total:										
persons	5135	5375	3891	4192	1835	2029	1007	1366	700	829
as a percentage of the total personnel	79.2	79.7	60.0	62.1	28.3	30.1	15.5	20.2	10.8	12.3
of whom engaged within educational programmes:										
for skilled workers and employees:										
persons	49	54	38	34	7	4	8	18	6	12
as a percentage of the total personnel	61.3	71.1	47.5	44.7	8.8	5.3	10.0	23.7	7.5	15.8
for mid-level specialists:										
persons	4317	4453	3183	3387	1573	1786	769	956	553	687
as a percentage of the total personnel	77.2	78.6	56.9	59.8	28.1	31.5	13.8	16.9	9.9	12.1

(continued)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total		Of which							
			within their field of pedagogical activity		developed their ICT skills		in the form of internship (practical training)		in organisations and enterprises of the real sector of economy	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
industrial training instructors – total:										
persons	116	145	66	103	41	36	19	62	14	22
as a percentage of the total personnel	71.2	82.9	40.5	58.9	25.2	20.6	11.7	35.4	8.6	12.6
of whom engaged within educational programmes:										
for skilled workers and employees:										
persons	24	52	13	30	–	1	–	23	–	2
as a percentage of the total personnel	53.3	88.1	28.9	50.8	–	1.7	–	39.0	–	3.4
for mid-level specialists:										
persons	68	85	44	58	22	35	17	26	13	19
as a percentage of the total personnel	64.8	85.9	41.9	58.6	21.0	35.4	16.2	26.3	12.4	19.2

**7.4.10. MANAGERIAL AND TEACHING PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES WHO UNDERTOOK PROFESSIONAL (VOCATIONAL) DEVELOPMENT AND/OR RETRAINING
BASED ON THE 'YOUNG PROFESSIONALS' (WORLDSKILLS RUSSIA) UNION: 2019/2020**
(excluding part-timers and independent contractors; at the beginning of the academic year)

	Total	State and municipal institutions	Private institutions
Managerial personnel:			
persons	1357	1321	36
as a percentage of the total personnel	4.8	4.9	2.2
Teaching personnel:			
persons	13079	12919	160
as a percentage of the total personnel	6.7	6.8	2.0
Of whom:			
teachers – total:			
persons	9213	9066	147
as a percentage of the total personnel	6.5	6.8	2.2
of whom engaged within educational programmes:			
for skilled workers and employees:			
persons	1317	1315	2
as a percentage of the total personnel	6.0	6.3	2.6
for mid-level specialists:			
persons	6096	5973	123
as a percentage of the total personnel	5.8	6.0	2.2
industrial training instructors – total:			
persons	3404	3398	6
as a percentage of the total personnel	14.7	14.8	3.4
of whom engaged within educational programmes:			

(continued)

	Total	State and municipal institutions	Private institutions
for skilled workers and employees:			
persons	2081	2080	1
as a percentage of the total personnel	13.1	13.1	1.7
for mid-level specialists:			
persons	638	633	5
as a percentage of the total personnel	12.7	12.9	5.1

**7.4.11. PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES
WHO HAVE WORLDSKILLS EXPERT CERTIFICATES AND 'YOUNG PROFESSIONALS'
(WORLDSKILLS RUSSIA) UNION CERTIFICATES: 2019/2020**

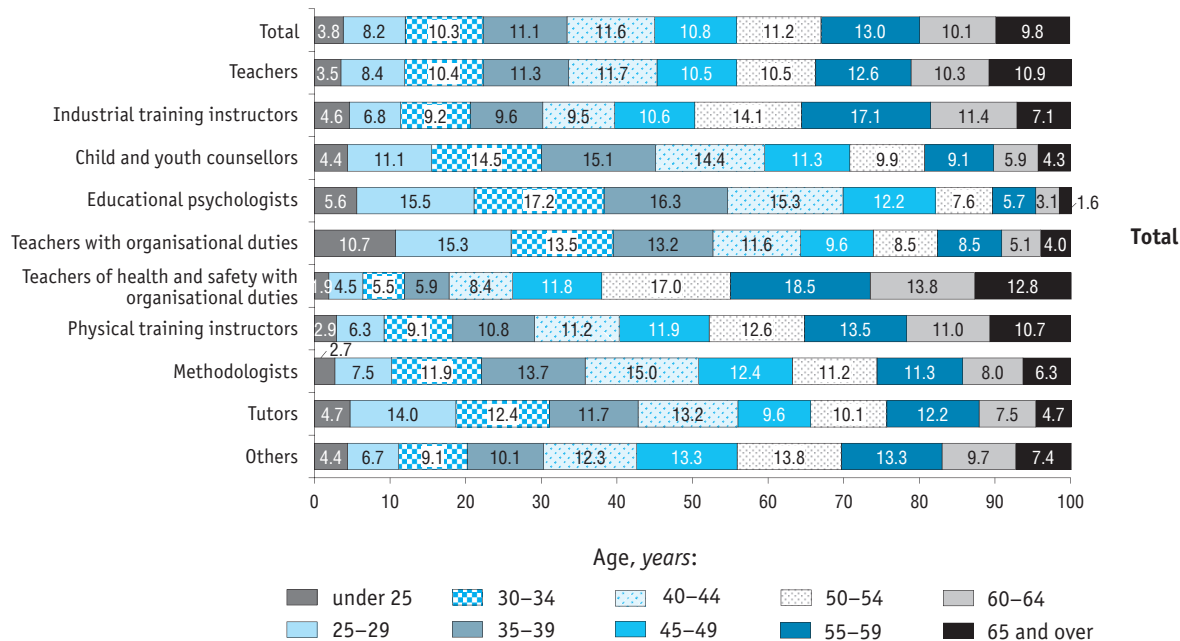
(excluding part-timers and independent contractors; at the beginning of the academic year)

	Total	State and municipal institutions	Private institutions
Personnel who have a Worldskills Expert certificate – total:			
persons	9198	9092	106
as a percentage of the total personnel	2.4	2.5	0.8
Of whom teachers and industrial training instructors:			
persons	7292	7221	71
as a percentage of the total personnel	4.5	4.6	1.0
Personnel who have a 'Young Professionals' (WorldSkills Russia) Union certificate, with the right to evaluate the demonstration exam according to WorldSkills standards:			
persons	16365	16094	271
as a percentage of the total personnel	4.3	4.4	2.0
Of whom teachers and industrial training instructors:			
persons	13418	13213	205
as a percentage of the total personnel	8.2	8.4	3.0

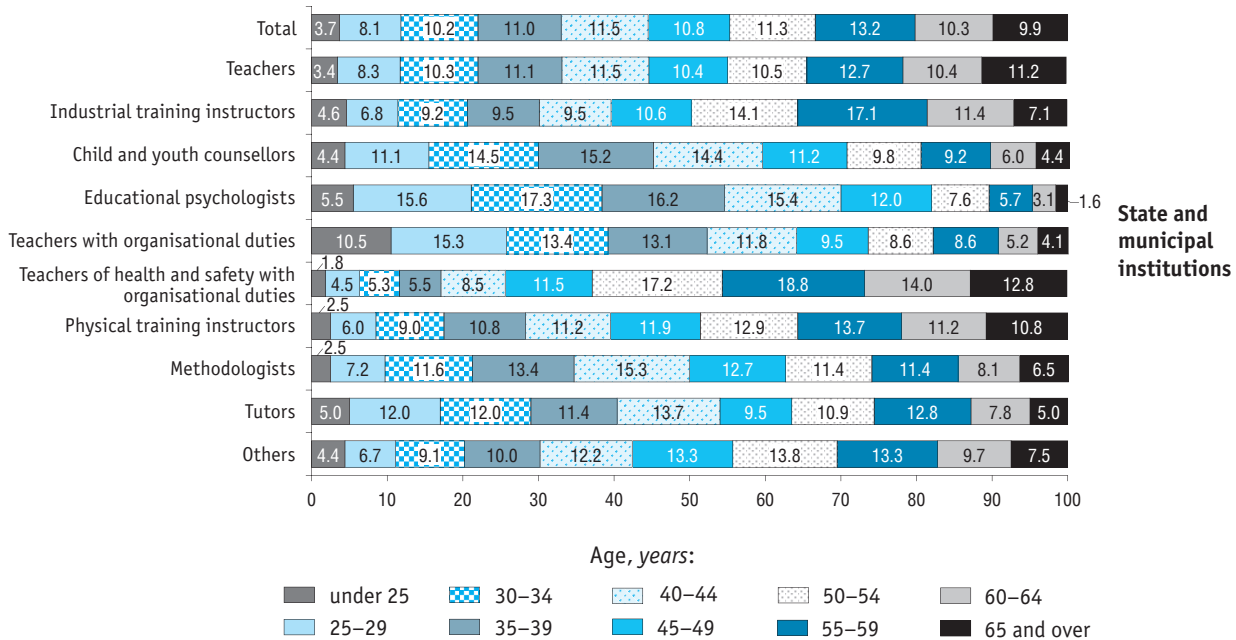
7.4.12. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY AGE AND POSITION

(excluding part-timers and independent contractors;
at the beginning of the academic year; completed years as of January, 1)

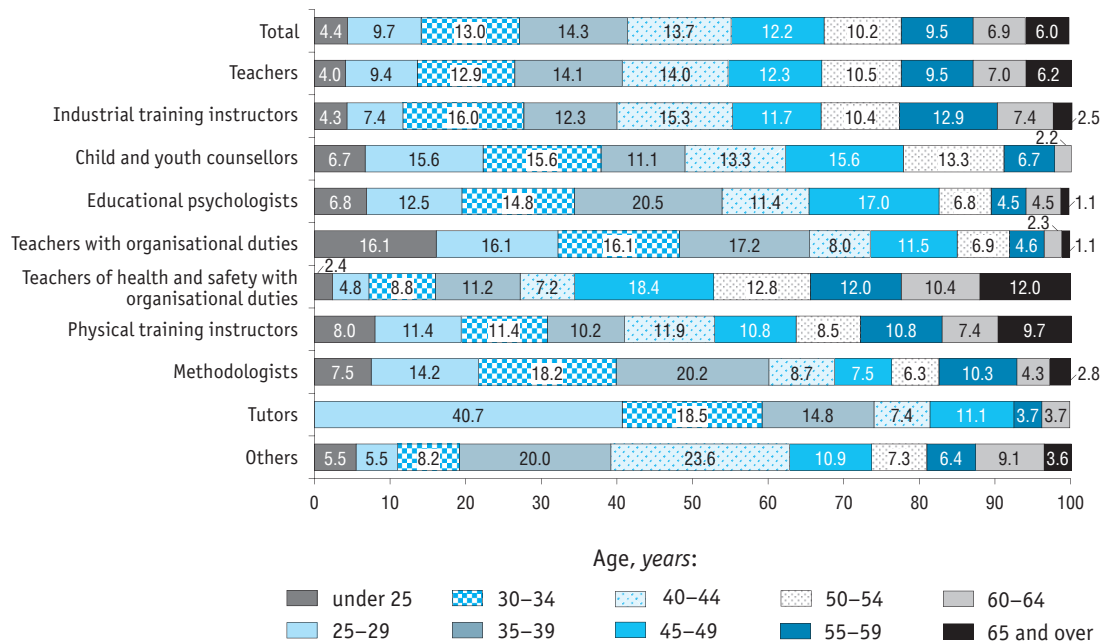
2018/2019



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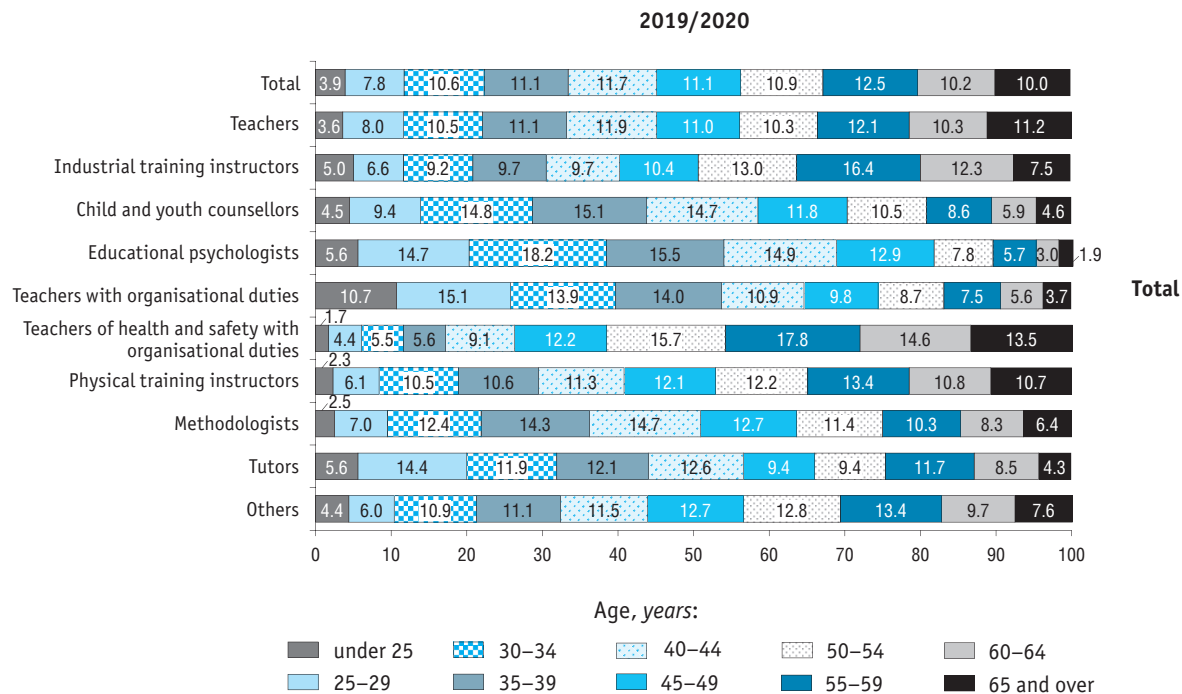


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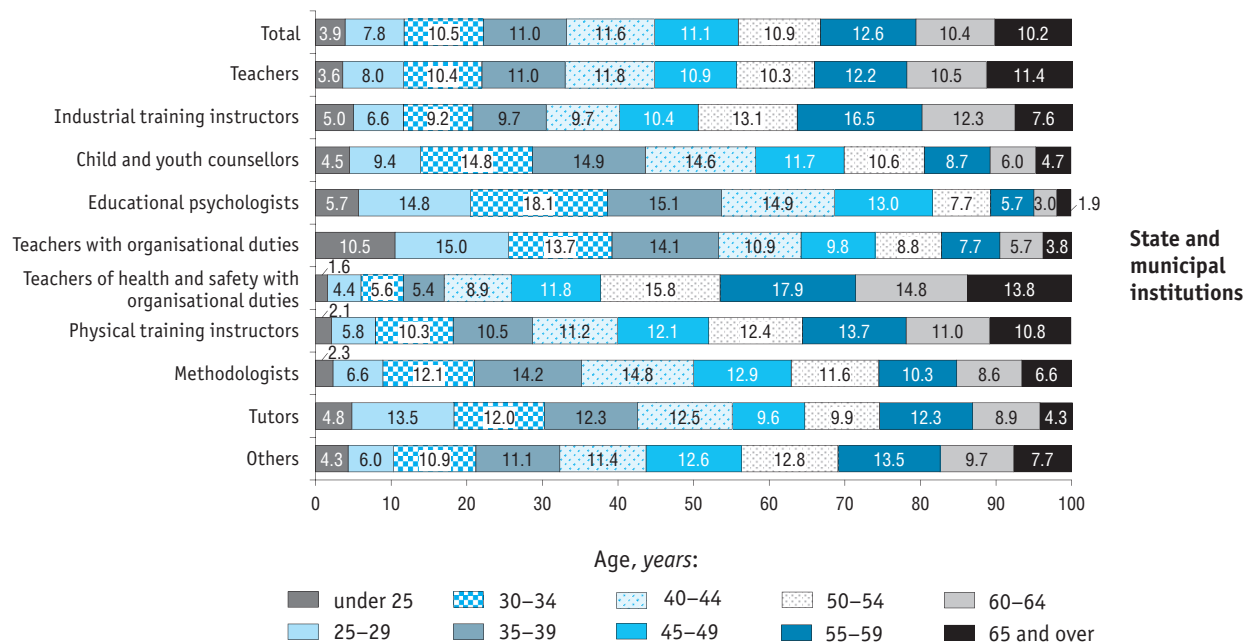


Private institutions

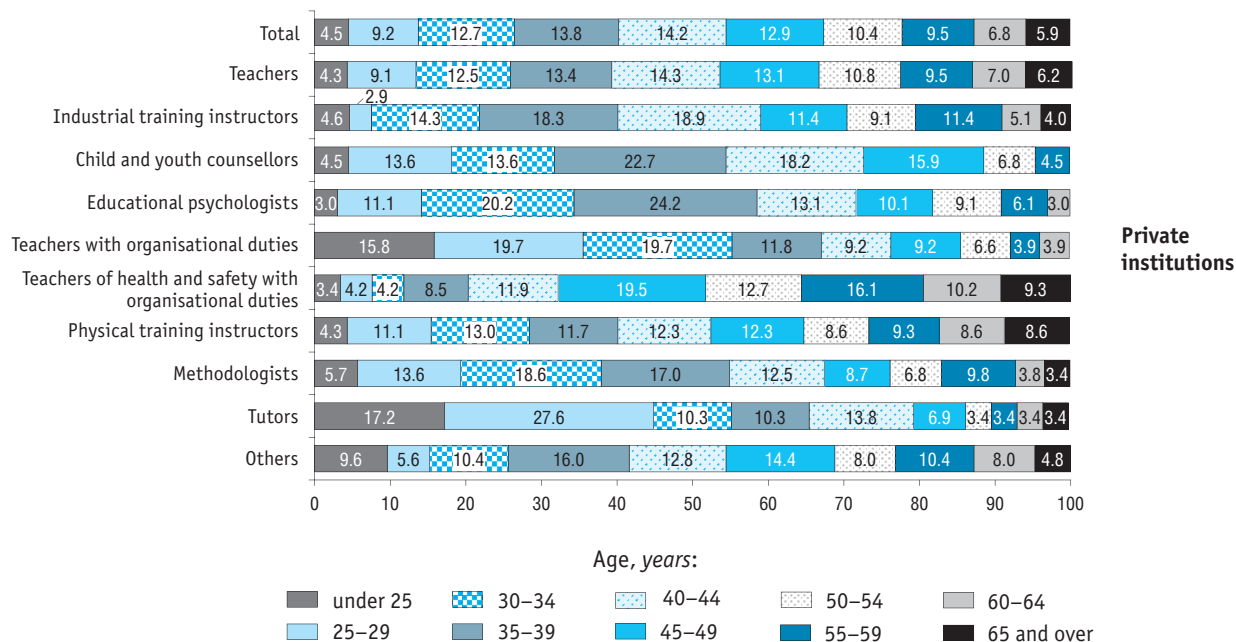
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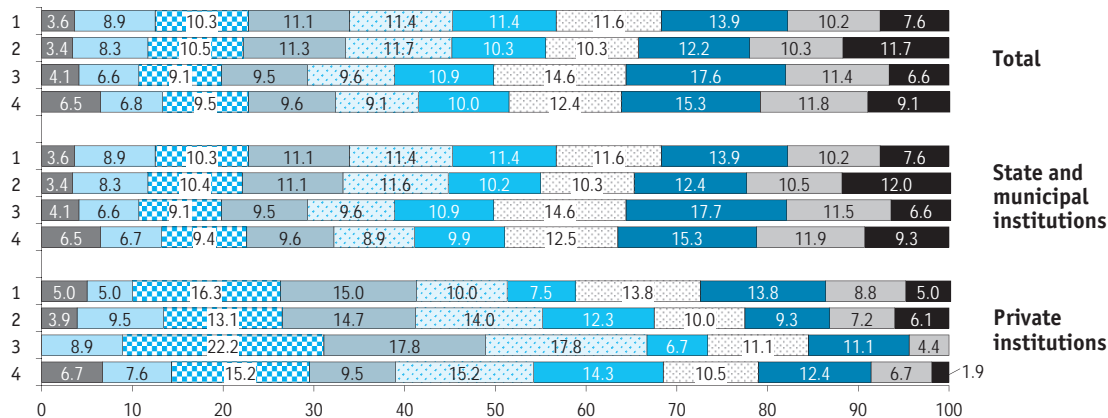
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7.4.13. PERCENTAGE DISTRIBUTION OF TEACHERS AND INDUSTRIAL TRAINING INSTRUCTORS IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY AGE AND PROGRAMME

(excluding part-timers and independent contractors; at the beginning of the academic year; completed years as of January, 1)

2018/2019



Teachers engaged in educational programmes:

- 1 – for skilled workers and employees
- 2 – for mid-level specialists

Industrial training instructors engaged in educational programmes:

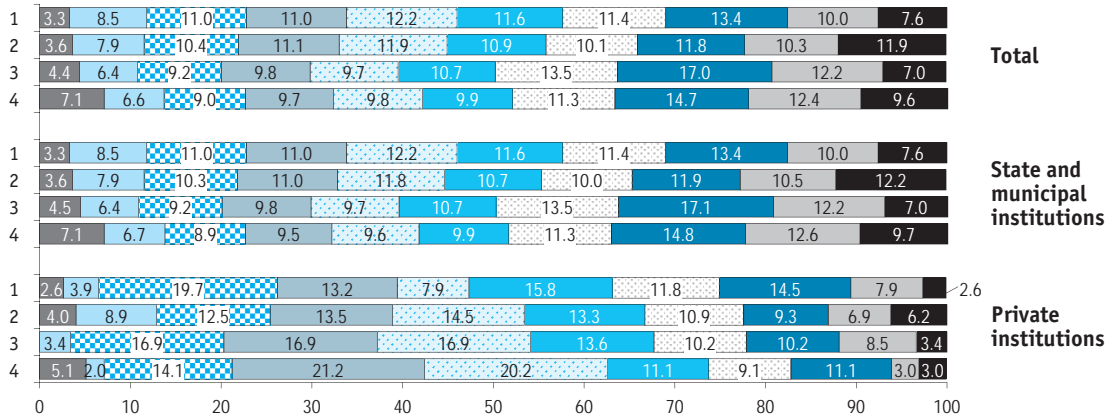
- 3 – for skilled workers and employees
- 4 – for mid-level specialists

Age, years:

- under 25
- 45-49
- 25-29
- 50-54
- 30-34
- 55-59
- 35-39
- 60-64
- 40-44
- 65 and over

(continued)

2019/2020



Teachers engaged in educational programmes:

- 1 – for skilled workers and employees
- 2 – for mid-level specialists

Industrial training instructors engaged in educational programmes:

- 3 – for skilled workers and employees
- 4 – for mid-level specialists

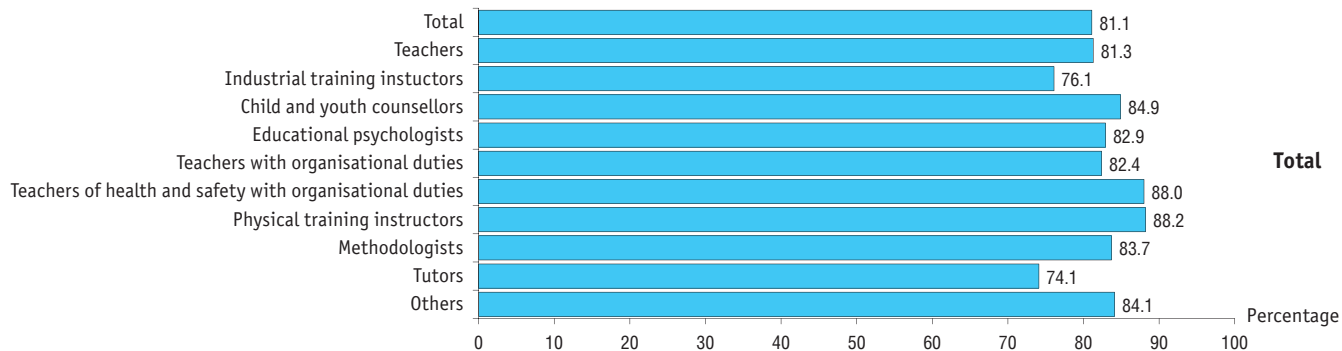
Age, years:

- under 25
- 45-49
- 25-29
- 50-54
- 30-34
- 55-59
- 35-39
- 60-64
- 40-44
- 65 and over

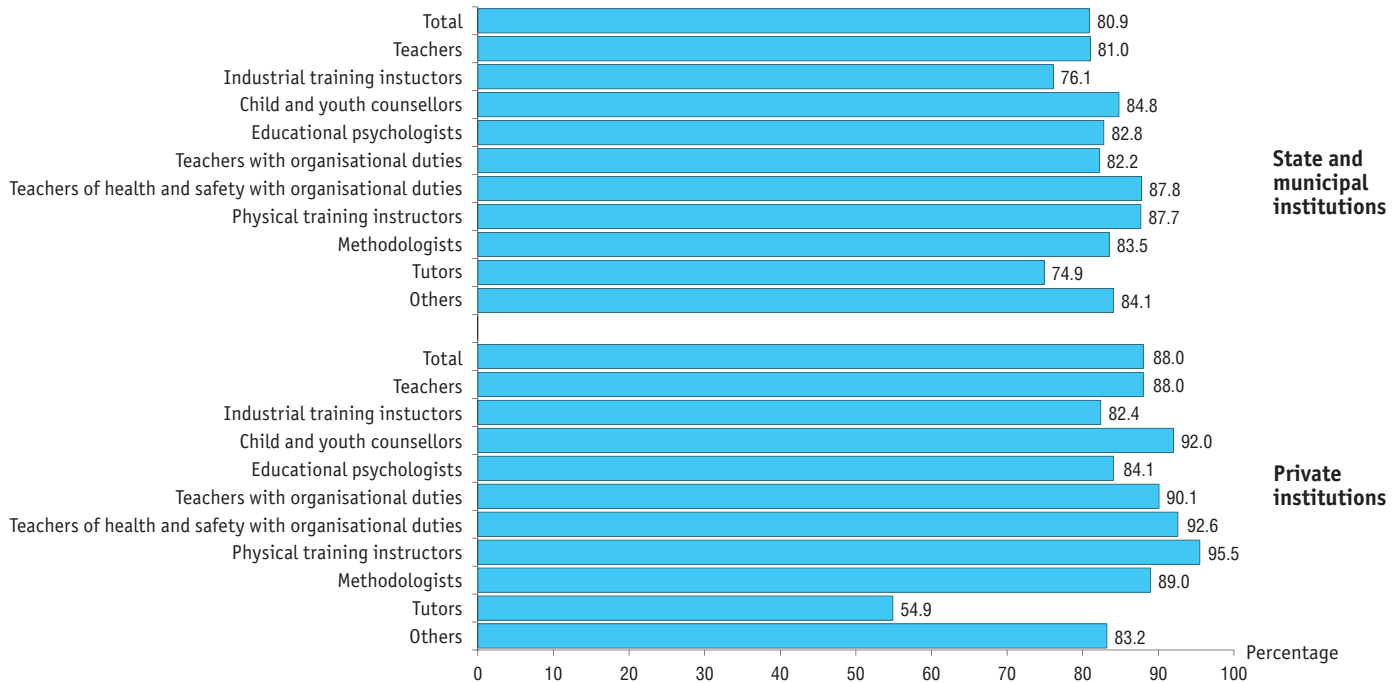
7.4.14. TEACHING PERSONNEL STAFFING LEVEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY POSITION

(at the beginning of the academic year)

2018/2019

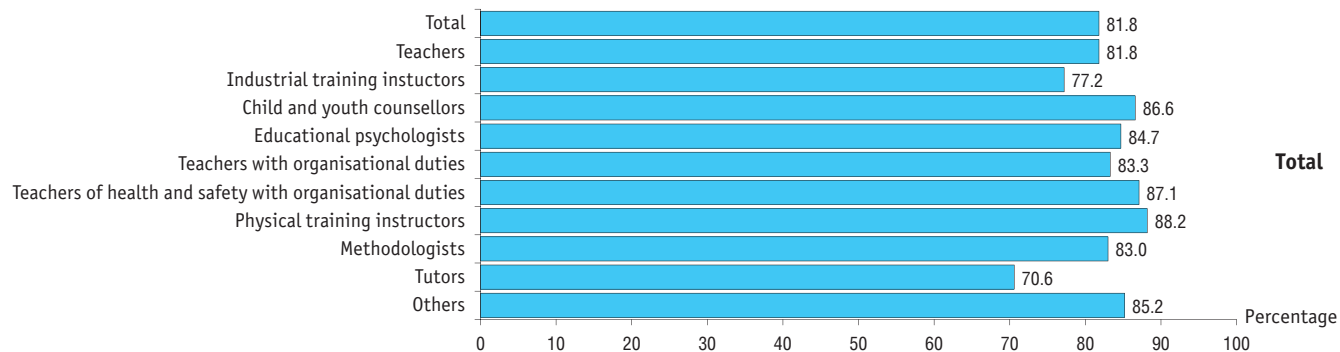


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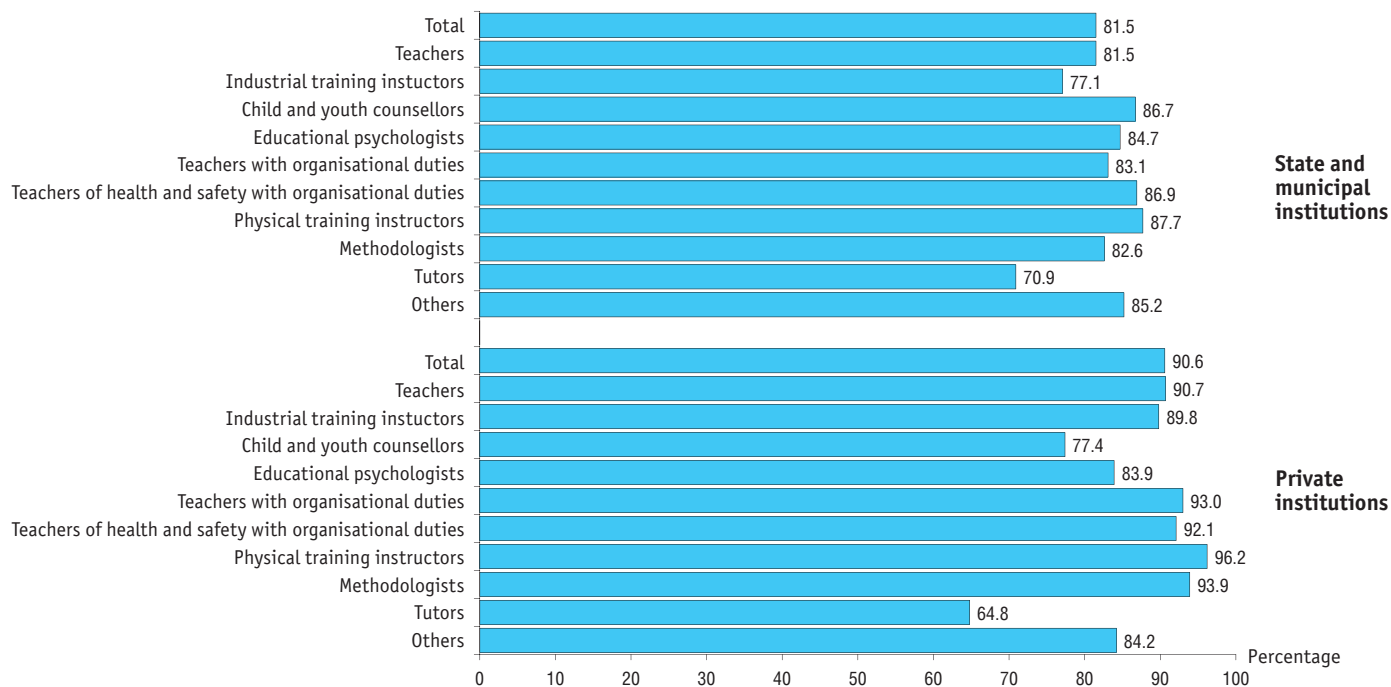


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2019/2020



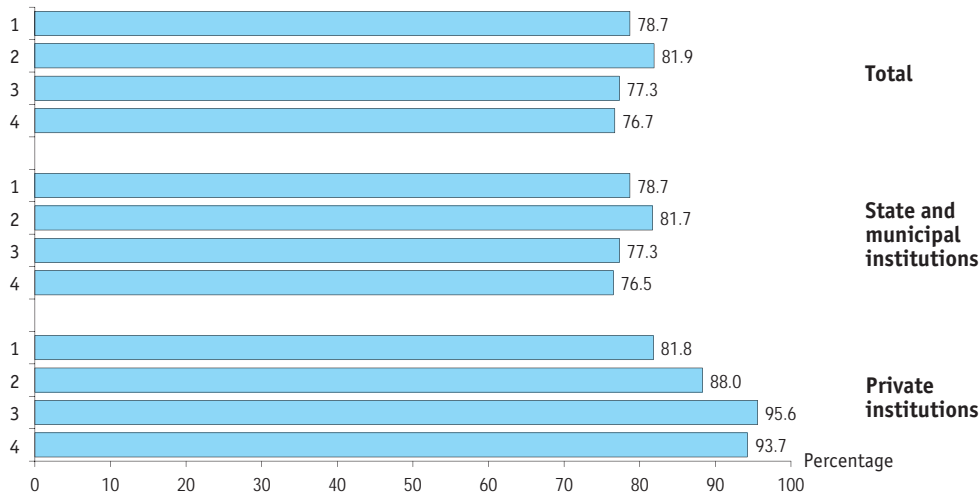
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7.4.15. TEACHERS AND INDUSTRIAL TRAINING INSTRUCTORS STAFFING LEVEL IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY EDUCATIONAL PROGRAMME

(at the beginning of the academic year)

2018/2019



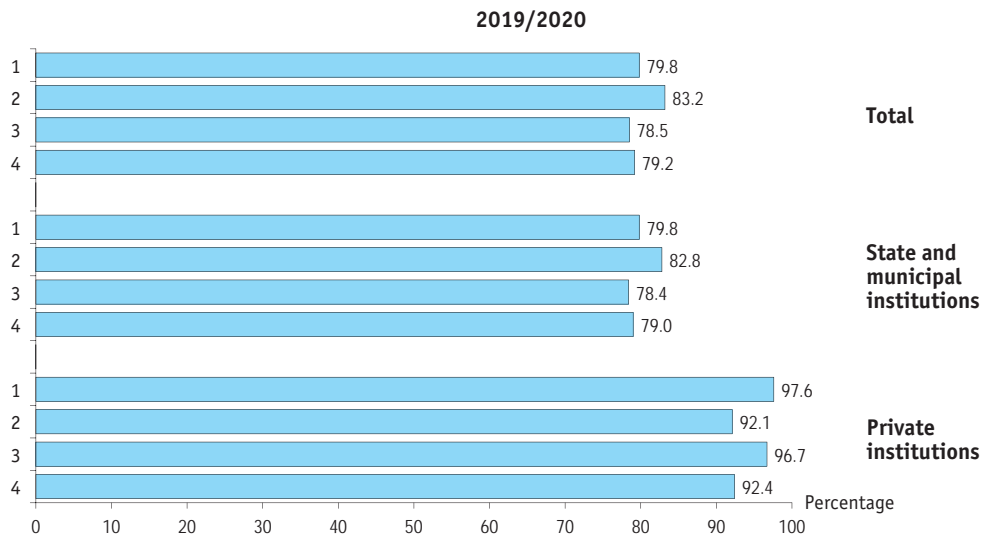
Teachers engaged in educational programmes:

- 1 – for skilled workers and employees
- 2 – for mid-level specialists

Industrial training instructors engaged in educational programmes:

- 3 – for skilled workers and employees
- 4 – for mid-level specialists

(continued)



Teachers engaged in educational programmes:

- 1 – for skilled workers and employees
- 2 – for mid-level specialists

Industrial training instructors engaged in educational programmes:

- 3 – for skilled workers and employees
- 4 – for mid-level specialists

7.5. Personnel in institutions implementing bachelor's, specialist's, and master's programmes

7.5.1. PERSONNEL IN INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY CATEGORY

(excluding part-timers and independent contractors; at the beginning of the academic year; thousand persons)

	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
	Total					
Total	903.4	724.5	673.8	633.5	607.9	590.8
Managerial personnel	26.5	24.0	28.2	28.6	29.1	29.4
Teaching personnel – total	...	...	...	249.4	241.9	235.4
Of whom:						
teaching staff	356.8	279.8	261.0	245.1	236.1	229.3
of whom within bachelor's, specialist's, and master's programmes	...	...	...	243.0	234.1	227.0
other teaching personnel	...	...	...	4.3	5.8	6.0
Researchers	21.6	18.4	17.6	17.0	17.0	16.8
Engineering and technicians	47.2	46.7	44.6	41.3	40.9	40.5
Administrative personnel	96.1	83.8	76.6	73.7	73.1	73.2
Operational personnel	16.1	11.7	9.9	9.2	9.6	9.0
Educational support staff	163.4	121.8	110.6	101.4	95.4	92.4
Maintenance personnel	175.6	138.3	125.3	113.0	101.1	94.3

(continued)

	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
State and municipal institutions						
Total	837.4	676.1	636.2	601.6	578.8	563.4
Managerial personnel	22.9	21.1	25.3	26.1	26.8	27.3
Teaching personnel – total	...	...	...	235.0	228.9	223.1
Of whom:						
teaching staff	324.8	255.8	242.8	230.8	223.2	217.2
of whom within bachelor's, specialist's, and master's programmes	...	...	...	228.8	221.4	215.0
other teaching personnel	...	...	...	4.2	5.7	5.9
Researchers	21.3	17.7	16.8	16.3	16.1	15.8
Engineering and technicians	45.4	45.2	43.4	40.2	39.8	39.4
Administrative personnel	88.2	78.2	72.0	69.0	68.4	68.6
Operational personnel	14.9	11.3	9.6	8.9	9.4	8.8
Educational support staff	151.3	113.5	104.5	96.2	90.7	88.2
Maintenance personnel	168.6	133.3	121.8	110.0	98.7	92.1

(continued)

	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Private institutions						
Total	66.0	48.3	37.6	31.9	29.1	27.5
Managerial personnel	3.7	2.9	2.8	2.5	2.4	2.1
Teaching personnel – total	...	...	...	14.4	12.9	12.3
Of whom:						
teaching staff	32.0	23.9	18.2	14.3	12.8	12.1
of whom within bachelor's, specialist's, and master's programmes	...	...	...	14.2	12.7	12.0
other teaching personnel	...	...	...	0.1	0.1	0.1
Researchers	0.3	0.8	0.7	0.7	0.9	0.9
Engineering and technicians	1.8	1.5	1.3	1.1	1.1	1.1
Administrative personnel	7.9	5.7	4.6	4.7	4.6	4.6
Operational personnel	1.2	0.4	0.3	0.3	0.2	0.2
Educational support staff	12.1	8.2	6.1	5.2	4.6	4.2
Maintenance personnel	7.0	5.7	3.6	3.0	2.4	2.2

7.5.2. TEACHING STAFF IN INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES*

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

	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
	Total							
Teaching staff (excluding part-timers and independent contractors)	279.6	358.9	356.8	279.8	261.0	245.1	236.1	229.3
Of whom within bachelor's, specialist's, and master's programmes	...	...	...	...	...	243.0	234.1	227.0
Teaching staff employed as part-timers, <i>thousand persons</i>	78.4	118.4	107.5	67.7	62.1	58.1	58.0	58.6
Of whom within bachelor's, specialist's, and master's programmes	...	...	...	...	...	56.7	56.7	57.2
	State and municipal institutions							
Teaching staff (excluding part-timers and independent contractors)	265.2	322.1	324.8	255.8	242.8	230.8	223.2	217.2
Of whom within bachelor's, specialist's, and master's programmes	...	...	...	...	...	228.8	221.4	215.0
Teaching staff employed as part-timers, <i>thousand persons</i>	50.6	89.9	89.1	56.4	53.7	51.7	52.0	52.4
Of whom within bachelor's, specialist's, and master's programmes	...	...	...	...	...	50.3	50.8	51.1

* The data at the beginning of the 2000/2001 and 2005/2006 academic years, including rectors, vice rectors, and branch directors.

(continued)

	2000/2001	2005/2006	2010/2011	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Private institutions								
Teaching staff (excluding part-timers and independent contractors)	14.4	36.7	32.0	23.9	18.2	14.3	12.8	12.1
Of whom within bachelor's, specialist's, and master's programmes	...	...	...	...	...	14.2	12.7	12.0
Teaching staff employed as part-timers, <i>thousand persons</i>	27.8	28.5	18.4	11.3	8.4	6.4	5.9	6.2
Of whom within bachelor's, specialist's, and master's programmes	...	...	...	...	...	6.3	5.9	6.1

7.5.3. TEACHING STAFF IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES WITH SCIENTIFIC DEGREES AND/OR ACADEMIC STATUS

(excluding part-timers and independent contractors; at the beginning of the academic year)

	Thousand persons			As a percentage of the total personnel		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Total						
Teaching staff						
With a scientific degree:						
Doctor of Sciences	38.4	37.1	36.3	15.7	15.7	15.8
Candidate of Sciences	141.7	136.5	132.9	57.8	57.8	58.0
PhD	0.6	0.7	0.9	0.3	0.3	0.4
With an academic status of:						
Professor	26.2	24.8	24.0	10.7	10.5	10.4
Associate Professor	90.9	88.5	87.4	37.1	37.5	38.1
Of whom within bachelor's, specialist's, and master's programmes						
With a scientific degree:						
Doctor of Sciences	37.8	36.6	35.8	15.6	15.7	15.8
Candidate of Sciences	140.5	135.6	131.8	57.8	57.9	58.1
PhD	0.6	0.7	0.9	0.3	0.3	0.4
With an academic status of:						
Professor	25.9	24.6	23.7	10.7	10.5	10.4
Associate Professor	90.3	88.0	86.8	37.2	37.6	38.2

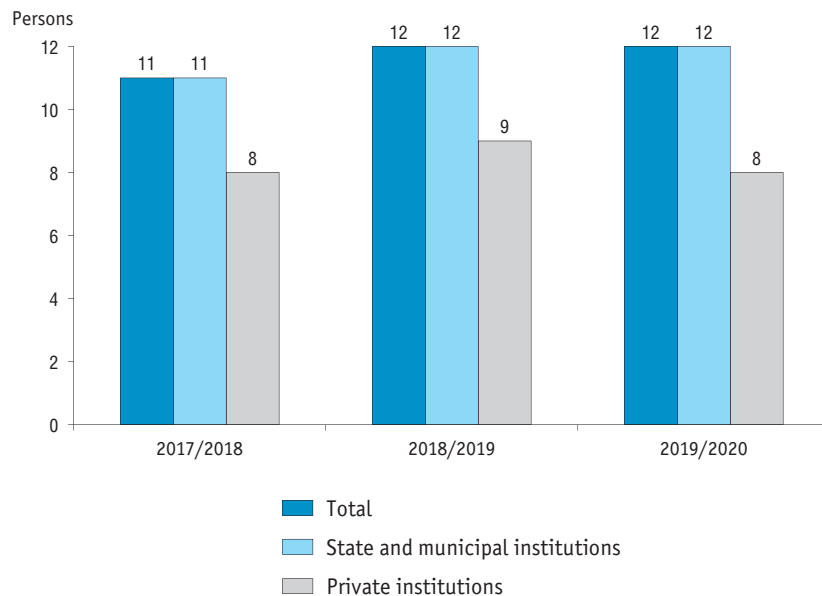
(continued)

	Thousand persons			As a percentage of the total personnel		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
State and municipal institutions						
Teaching staff						
With a scientific degree:						
Doctor of Sciences	36.4	35.3	34.5	15.8	15.8	15.9
Candidate of Sciences	132.6	128.6	125.4	57.5	57.6	57.7
PhD	0.6	0.6	0.8	0.2	0.3	0.4
With an academic status of:						
Professor	24.8	23.6	22.8	10.8	10.6	10.5
Associate Professor	85.8	83.9	82.8	37.2	37.6	38.1
Of whom within bachelor's, specialist's, and master's programmes						
With a scientific degree:						
Doctor of Sciences	35.9	34.9	34.1	15.7	15.7	15.9
Candidate of Sciences	131.5	127.7	124.3	57.5	57.7	57.8
PhD	0.6	0.6	0.8	0.2	0.3	0.4
With an academic status of:						
Professor	24.5	23.4	22.5	10.7	10.5	10.5
Associate Professor	85.2	83.4	82.2	37.2	37.6	38.2

(continued)

	Thousand persons			As a percentage of the total personnel		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Private institutions						
Teaching staff						
With a scientific degree:						
Doctor of Sciences	2.0	1.8	1.7	13.9	13.9	14.3
Candidate of Sciences	9.0	8.0	7.6	63.2	62.2	62.3
PhD	0.1	0.1	0.1	0.4	0.7	0.7
With an academic status of:						
Professor	1.4	1.2	1.2	9.7	9.4	9.6
Associate Professor	5.2	4.6	4.6	36.1	36.2	37.6
Of whom within bachelor's, specialist's, and master's programmes						
With a scientific degree:						
Doctor of Sciences	2.0	1.8	1.7	14.0	14.0	14.4
Candidate of Sciences	9.0	7.9	7.5	63.4	62.4	62.4
PhD	0.1	0.1	0.1	0.4	0.7	0.8
With an academic status of:						
Professor	1.4	1.2	1.2	9.7	9.4	9.6
Associate Professor	5.1	4.6	4.5	36.2	36.5	37.8

7.5.4. ENROLMENT PER MEMBER OF TEACHING STAFF IN BACHELOR'S, SPECIALIST'S, MASTER'S PROGRAMMES (at the beginning of the academic year)



7.5.5. TEACHING STAFF IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY POSITION*
(at the beginning of the academic year; persons)

	Teaching staff (excluding part-timers and independent contractors)			Part-timers		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Total						
Total	243014	234142	226995	56658	56711	57162
Deans of Faculties	3297	3022	2861	50	43	47
Heads of Chairs (Departments)	18049	17029	16378	1948	1771	1668
Directors of Institutes	940	954	998	14	16	26
Professors	33197	31817	30727	12712	12032	11513
Associate Professors	121292	118164	115446	23963	24382	24948
Senior teachers	42916	41247	40043	8471	8597	9181
Teachers	7450	6929	6519	2429	2639	2586
Assistants	15873	14980	14023	7071	7231	7193
State and municipal institutions						
Total	228836	221422	214972	50332	50840	51056
Deans of Faculties	2887	2688	2563	30	30	33
Heads of Chairs (Departments)	16464	15766	15235	1649	1523	1450
Directors of Institutes	928	934	981	9	11	23
Professors	31149	29994	29074	11422	10887	10429
Associate Professors	114286	111807	109356	20882	21393	21930
Senior teachers	40399	38942	37787	7330	7526	7833
Teachers	6989	6463	6097	2057	2355	2277
Assistants	15734	14828	13879	6953	7115	7081

* Here and below in tables 7.5.6 and 7.5.7; figures 7.5.8, 7.5.11, and 7.5.12, only teaching staff in bachelor's, specialist's, and master's programmes.

(continued)

	Teaching staff (excluding part-timers and independent contractors)			Part-timers		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Private institutions						
Total	14178	12720	12023	6326	5871	6106
Deans of Faculties	410	334	298	20	13	14
Heads of Chairs (Departments)	1585	1263	1143	299	248	218
Directors of Institutes	12	20	17	5	5	3
Professors	2048	1823	1653	1290	1145	1084
Associate Professors	7006	6357	6090	3081	2989	3018
Senior teachers	2517	2305	2256	1141	1071	1348
Teachers	461	466	422	372	284	309
Assistants	139	152	144	118	116	112

**7.5.6. TEACHING STAFF IN BACHELOR'S, SPECIALIST'S, MASTER'S PROGRAMMES
WITH SCIENTIFIC DEGREES AND/OR ACADEMIC STATUS BY POSITION: 2019/2020**
(excluding part-timers and independent contractors; at the beginning of the academic year)

	With a scientific degree						With an academic status of			
	Doctor of Sciences		Candidate of Sciences		PhD		Professor		Associate Professor	
	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel
Total										
Total	35809	15.8	131779	58.1	889	0.4	23666	10.4	86759	38.2
Deans of Faculties	815	28.5	1890	66.1	5	0.2	549	19.2	1679	58.7
Heads of Chairs (Departments)	8009	48.9	7909	48.3	27	0.2	5942	36.3	9249	56.5
Directors of Institutes	417	41.8	548	54.9	11	1.1	283	28.4	523	52.4
Professors	25248	82.2	3895	12.7	294	1.0	16759	54.5	10849	35.3
Associate Professors	1274	1.1	107910	93.5	473	0.4	125	0.1	64028	55.5
Senior teachers	25	0.1	5479	13.7	55	0.1	2	0.0	303	0.8
Teachers	8	0.1	518	7.9	8	0.1	5	0.1	58	0.9
Assistants	13	0.1	3630	25.9	16	0.1	1	0.0	70	0.5
State and municipal institutions										
Total	34077	15.9	124274	57.8	798	0.4	22510	10.5	82210	38.2
Deans of Faculties	777	30.3	1656	64.6	3	0.1	518	20.2	1549	60.4
Heads of Chairs (Departments)	7723	50.7	7072	46.4	23	0.2	5743	37.7	8453	55.5
Directors of Institutes	417	42.5	536	54.6	11	1.1	283	28.8	517	52.7
Professors	23944	82.4	3611	12.4	260	0.9	15866	54.6	10375	35.7
Associate Professors	1182	1.1	102194	93.5	433	0.4	92	0.1	60908	55.7
Senior teachers	13	0.0	5087	13.5	46	0.1	2	0.0	282	0.7
Teachers	8	0.1	497	8.2	6	0.1	5	0.1	56	0.9
Assistants	13	0.1	3621	26.1	16	0.1	1	0.0	70	0.5

(continued)

	With a scientific degree						With an academic status of			
	Doctor of Sciences		Candidate of Sciences		PhD		Professor		Associate Professor	
	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel
Private institutions										
Total	1732	14.4	7505	62.4	91	0.8	1156	9.6	4549	37.8
Deans of Faculties	38	12.8	234	78.5	2	0.7	31	10.4	130	43.6
Heads of Chairs (Departments)	286	25.0	837	73.2	4	0.3	199	17.4	796	69.6
Directors of Institutes	–	–	12	70.6	–	–	–	–	6	35.3
Professors	1304	78.9	284	17.2	34	2.1	893	54.0	474	28.7
Associate Professors	92	1.5	5716	93.9	40	0.7	33	0.5	3120	51.2
Senior teachers	12	0.5	392	17.4	9	0.4	–	–	21	0.9
Teachers	–	–	21	5.0	2	0.5	–	–	2	0.5
Assistants	–	–	9	6.3	–	–	–	–	–	–

7.5.7. FEMALE TEACHING STAFF AS A PERCENTAGE OF THE TOTAL TEACHING STAFF IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY POSITION

(excluding part-timers and independent contractors; at the beginning of the academic year)

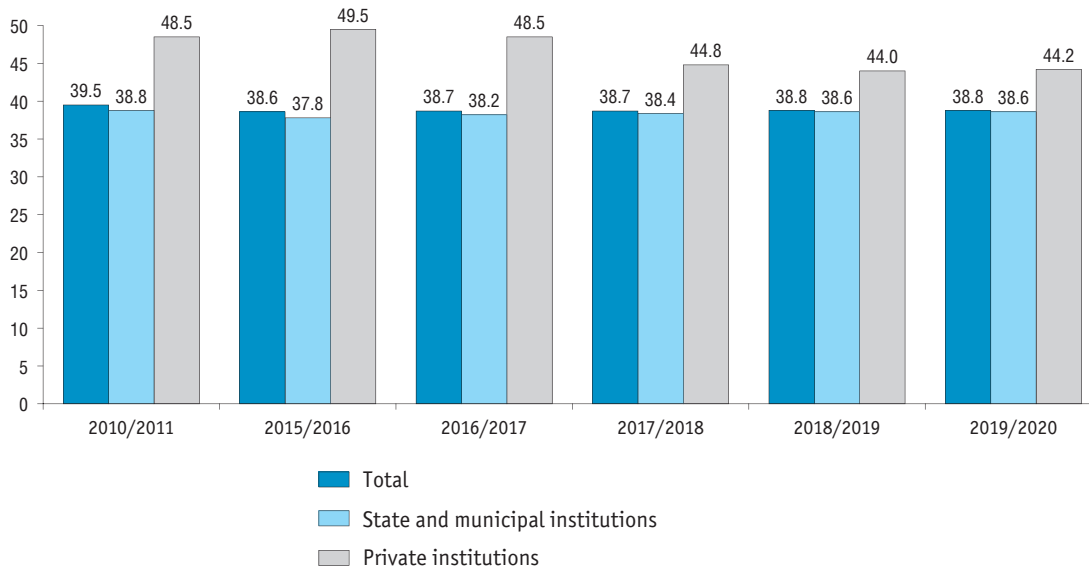
	Persons			As a percentage of the total personnel		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Total						
Total	139868	134824	131442	57.6	57.6	57.9
Deans of Faculties	1546	1434	1378	46.9	47.5	48.2
Heads of Chairs (Departments)	8040	7757	7566	44.5	45.6	46.2
Directors of Institutes	382	387	420	40.6	40.6	42.1
Professors	11610	11278	11027	35.0	35.4	35.9
Associate Professors	72981	71283	70135	60.2	60.3	60.8
Senior teachers	29787	28361	27588	69.4	68.8	68.9
Teachers	4951	4508	4186	66.5	65.1	64.2
Assistants	10571	9816	9142	66.6	65.5	65.2
State and municipal institutions						
Total	131584	127364	124501	57.5	57.5	57.9
Deans of Faculties	1271	1209	1183	44.0	45.0	46.2
Heads of Chairs (Departments)	7192	7045	6912	43.7	44.7	45.4
Directors of Institutes	376	376	412	40.5	40.3	42.0
Professors	10859	10603	10387	34.9	35.4	35.7
Associate Professors	68658	67353	66464	60.1	60.2	60.8
Senior teachers	28096	26849	26137	69.5	68.9	69.2
Teachers	4652	4204	3947	66.6	65.0	64.7
Assistants	10480	9725	9059	66.6	65.6	65.3

(continued)

	Persons			As a percentage of the total personnel		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Private institutions						
Total	8284	7460	6941	58.4	58.6	57.7
Deans of Faculties	275	225	195	67.1	67.4	65.4
Heads of Chairs (Departments)	848	712	654	53.5	56.4	57.2
Directors of Institutes	6	11	8	50.0	55.0	47.1
Professors	751	675	640	36.7	37.0	38.7
Associate Professors	4323	3930	3671	61.7	61.8	60.3
Senior teachers	1691	1512	1451	67.2	65.6	64.3
Teachers	299	304	239	64.9	65.2	56.6
Assistants	91	91	83	65.5	59.9	57.6

7.5.8. TEACHING STAFF AS A PERCENTAGE OF THE TOTAL PERSONNEL IN INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

(excluding part-timers and independent contractors; at the beginning of the academic year)



7.5.9. PARTICIPATION OF MANAGERIAL PERSONNEL, TEACHING STAFF, AND RESEARCHERS IN INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION
(excluding part-timers and independent contractors; at the beginning of the academic year)

	Personnel who undertook professional (vocational) development programmes and/or retraining within the last 3 years		Of which							
			within their field of pedagogical activity		developed their ICT skills		in the form of internship (practical training)		including in the leading Russian and foreign universities and research centres	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Total										
Managerial personnel:										
persons	14017	15706	5440	5831	5615	6974	804	809	570	595
as a percentage of the total personnel	48.2	53.4	18.7	19.8	19.3	23.7	2.8	2.8	2.0	2.0
Teaching staff:										
persons	204737	206038	140538	139748	115363	131403	14899	16122	7100	10000
as a percentage of the total personnel	86.7	89.8	59.5	60.9	48.9	57.3	6.3	7.0	3.0	4.4
Of whom within bachelor's, specialist's, and master's programmes										
persons	203101	204118	138907	138076	114760	130131	14825	15900	7071	9971
as a percentage of the total personnel	86.7	89.9	59.3	60.8	49.0	57.3	6.3	7.0	3.0	4.4
Researchers:										
persons	7350	8610	4619	5282	2026	2479	1556	1477	904	1294
as a percentage of the total personnel	43.3	51.4	27.2	31.5	11.9	14.8	9.2	8.8	5.3	7.7

(continued)

	Personnel who undertook professional (vocational) development programmes and/or retraining within the last 3 years		Of which							
			within their field of pedagogical activity		developed their ICT skills		in the form of internship (practical training)		including in the leading Russian and foreign universities and research centres	
			2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
State and municipal institutions										
Managerial personnel:										
persons	12369	14230	4560	5026	4708	6044	761	766	544	575
as a percentage of the total personnel	46.2	52.1	17.0	18.4	17.6	22.1	2.8	2.8	2.0	2.1
Teaching staff:										
persons	193079	194814	131872	131771	108150	122950	13992	15580	6858	9765
as a percentage of the total personnel	86.5	89.7	59.1	60.7	48.4	56.6	6.3	7.2	3.1	4.5
Of whom within bachelor's, specialist's, and master's programmes										
persons	191529	193002	130303	130180	107595	121734	13932	15363	6829	9736
as a percentage of the total personnel	86.5	89.8	58.8	60.7	48.6	56.6	6.3	7.1	3.1	4.5
Researchers:										
persons	6957	8216	4358	5037	1776	2181	1545	1469	897	1290
as a percentage of the total personnel	43.3	51.9	27.1	31.8	11.1	13.8	9.6	9.3	5.6	8.2

(continued)

	Personnel who undertook professional (vocational) development programmes and/or retraining within the last 3 years		Of which							
			within their field of pedagogical activity		developed their ICT skills		in the form of internship (practical training)		including in the leading Russian and foreign universities and research centres	
			2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Private institutions										
Managerial personnel:										
persons	1648	1476	880	805	907	930	43	43	26	20
as a percentage of the total personnel	70.1	70.9	37.4	38.7	38.6	44.7	1.8	2.1	1.1	1.0
Teaching staff:										
persons	11658	11224	8666	7977	7213	8453	907	542	242	235
as a percentage of the total personnel	91.0	92.4	67.6	65.7	56.3	69.6	7.1	4.5	1.9	1.9
Of whom within bachelor's, specialist's, and master's programmes										
persons	11572	11116	8604	7896	7165	8397	893	537	242	235
as a percentage of the total personnel	91.0	92.5	67.6	65.7	56.3	69.8	7.0	4.5	1.9	2.0
Researchers:										
persons	393	394	261	245	250	298	11	8	7	4
as a percentage of the total personnel	42.4	41.6	28.2	25.9	27.0	31.5	1.2	0.8	0.8	0.4

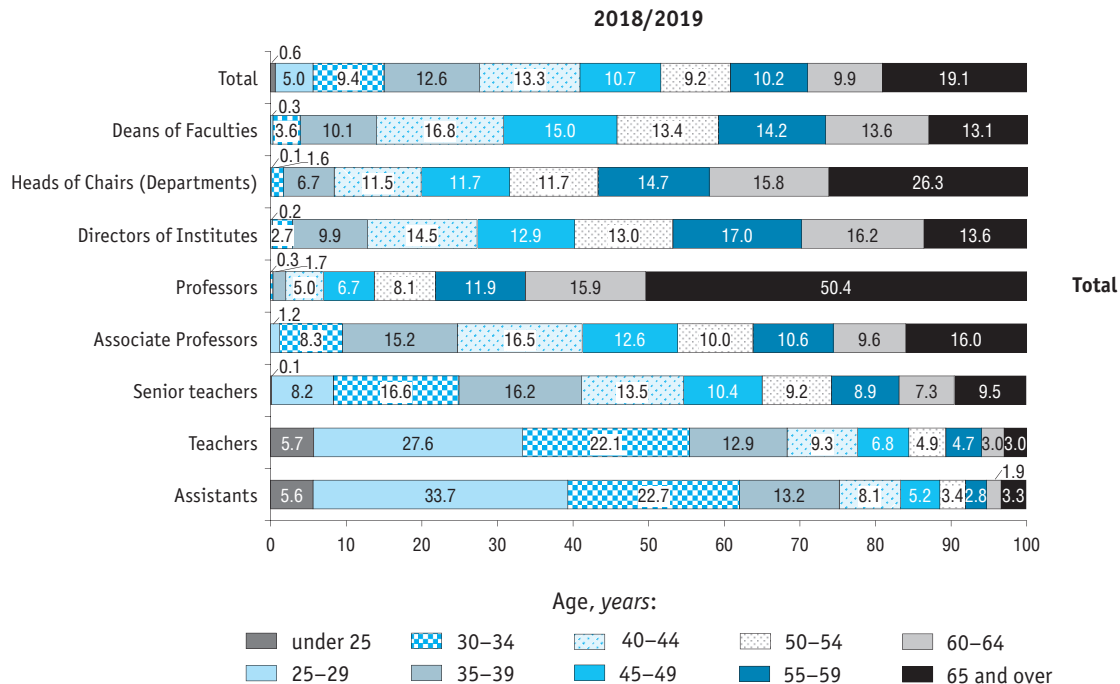
7.5.10. INTERNATIONAL PERSONNEL IN INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

(at the beginning of the academic year)

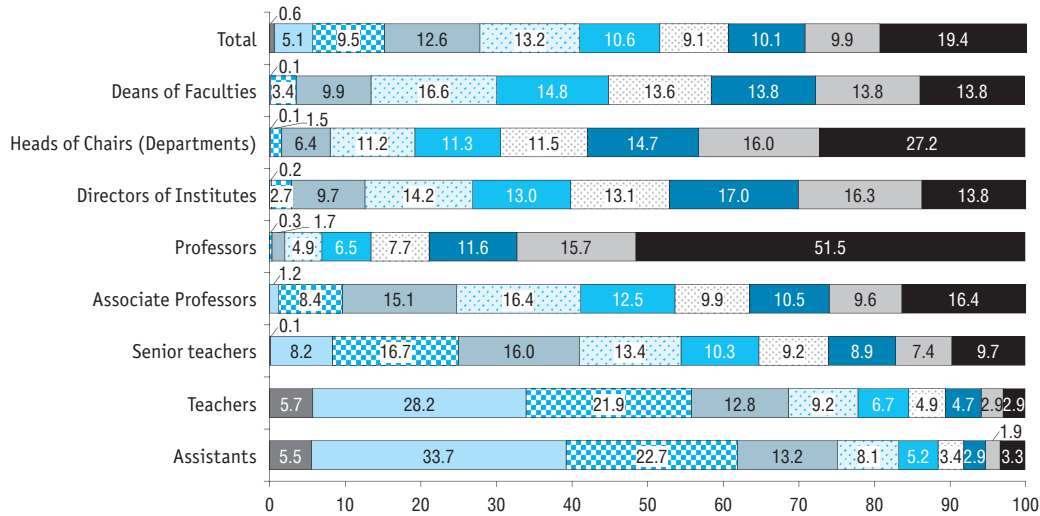
	Personnel (excluding part-timers and independent contractors)								Part-timers							
	Persons		As a percentage of the total personnel		Of whom the citizens of, percentage				Persons		As a percentage of the total personnel		Of whom the citizens of, percentage			
					CIS countries		the EU and the US						CIS countries		the EU and the US	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
	Total															
Teaching staff	1579	1912	0.7	0.8	36.4	32.7	35.1	32.4	577	706	1.0	0.8	39.2	41.5	44.0	39.4
Researchers	739	909	4.4	5.4	39.1	34.0	28.3	23.4	242	345	3.1	4.3	30.6	28.1	39.7	37.7
	State and municipal institutions															
Teaching staff	1485	1800	0.7	0.8	36.1	33.1	34.7	31.2	545	667	1.1	1.3	38.3	40.9	44.0	39.0
Researchers	699	852	4.4	5.4	38.9	34.4	28.5	23.6	242	344	3.2	4.4	30.6	27.9	39.7	37.8
	Private institutions															
Teaching staff	94	112	0.7	0.9	41.5	27.7	40.4	51.8	32	39	0.5	0.6	53.1	51.3	43.8	46.2
Researchers	40	57	4.3	6.0	42.5	28.1	25.0	21.1	–	1	–	0.4	–	100	–	–

7.5.11. PERCENTAGE DISTRIBUTION OF TEACHING STAFF IN BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY AGE AND POSITION

(excluding part-timers and independent contractors; at the beginning of the academic year; completed years as of January, 1)

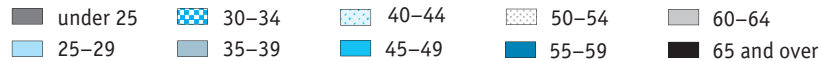


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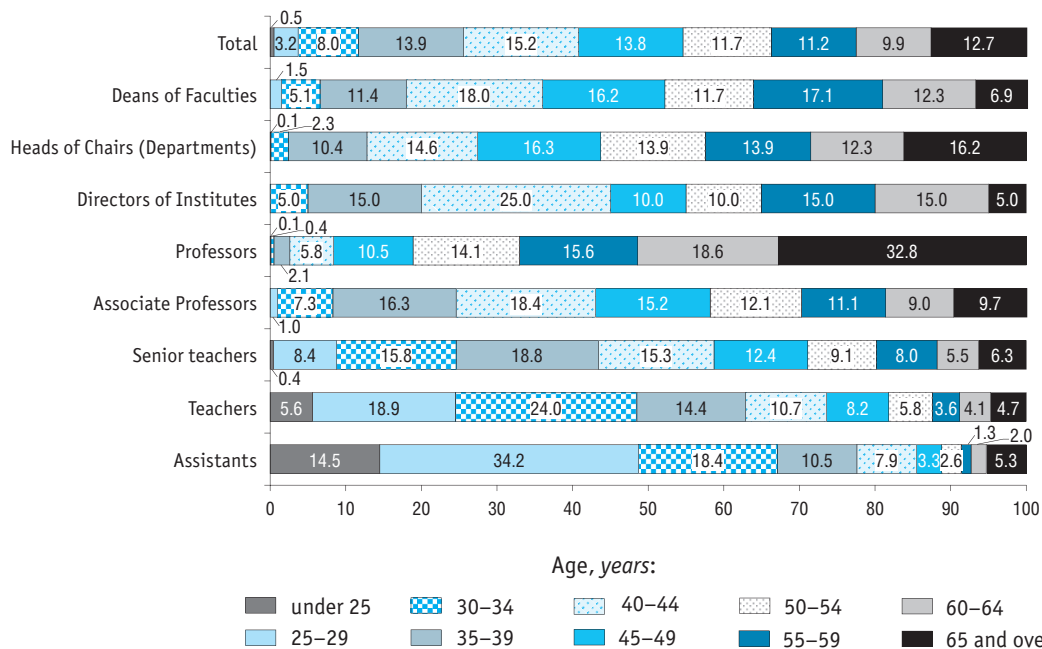


State and municipal institutions

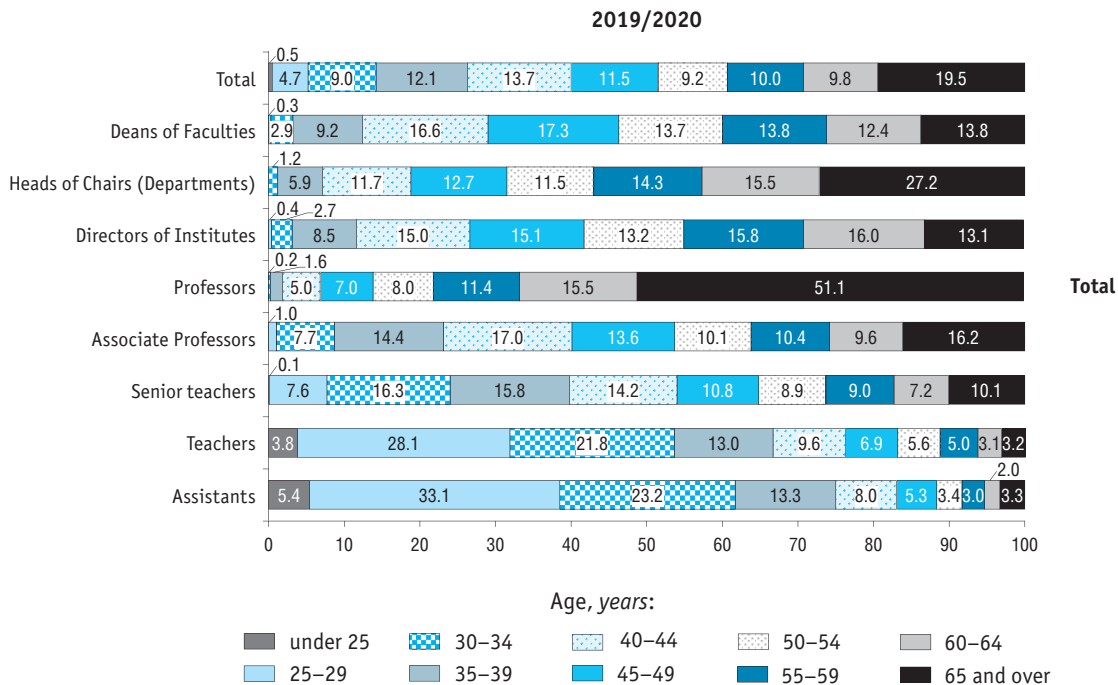
Age, years:



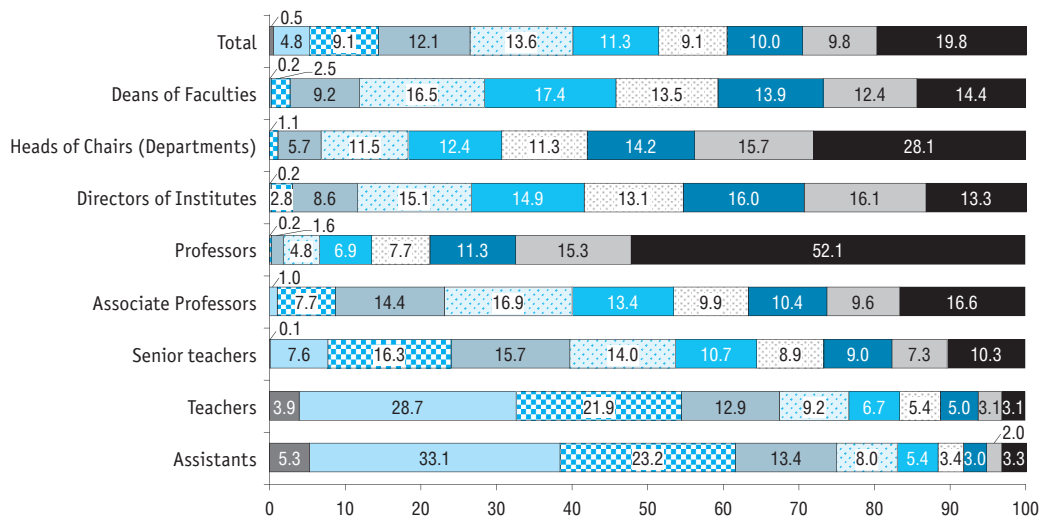
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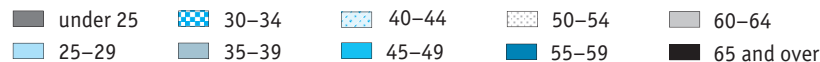


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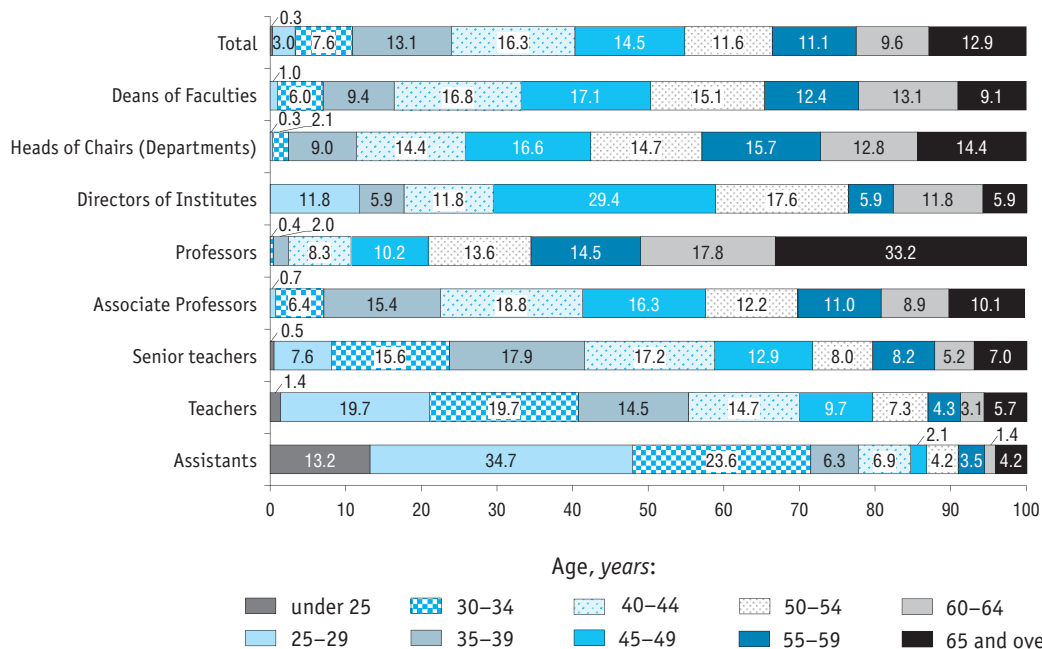


State and municipal institutions

Age, years:



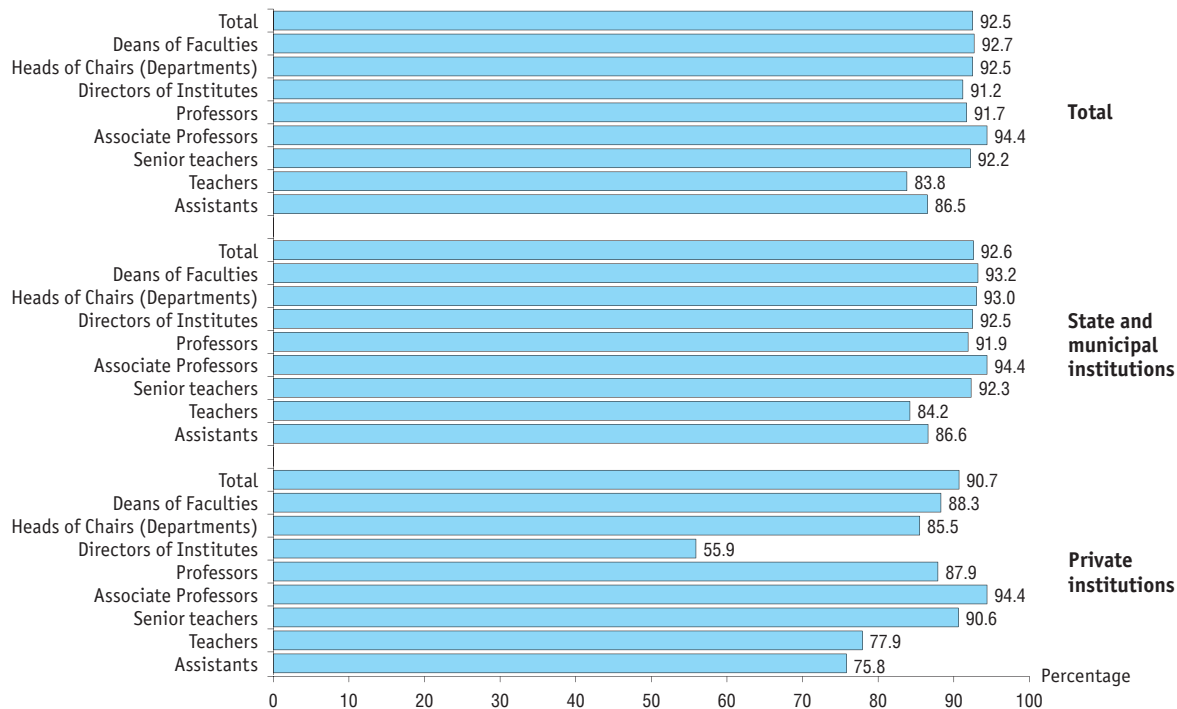
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7.5.12. TEACHING STAFF STAFFING LEVEL IN INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY POSITION

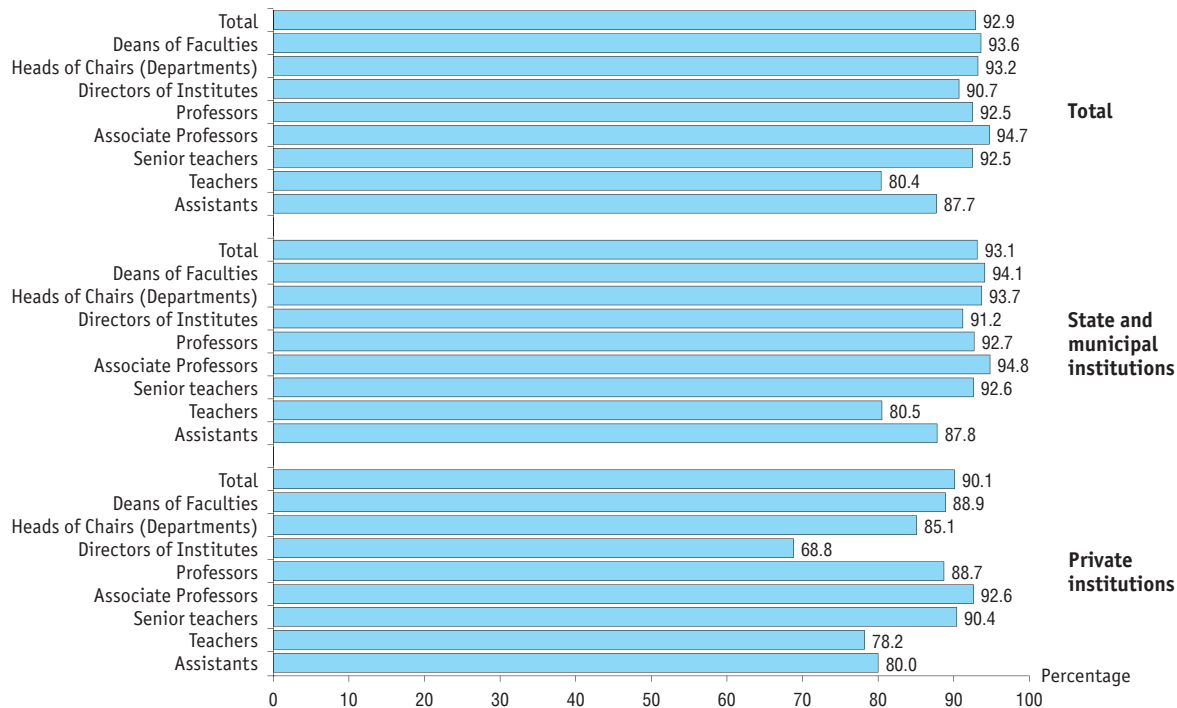
(at the beginning of the academic year)

2018/2019



(continued)

2019/2020



7.6. Personnel in institutions implementing vocational training programmes

7.6.1. TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING VOCATIONAL TRAINING PROGRAMMES BY POSITION

(at the end of the year; persons)

	Teaching personnel (excluding part-timers and independent contractors)			Part-timers		
	2017	2018	2019	2017	2018	2019
Total	57514	49909	51859	12081	10441	10174
Teachers	30734	26942	28367	9200	8211	8116
Of whom within vocational training programmes	18385	15538	15211	5543	4620	4386
Industrial training instructors	19108	16105	16171	2338	1596	1449
Of whom within vocational training programmes	15574	12354	12232	1945	1155	1018
Child and youth counsellors	727	620	671	14	11	8
Educational psychologists	654	582	643	69	28	34
Teachers with organisational duties	440	385	381	29	51	49
Teachers of health and safety with organisational duties	523	441	458	14	5	10
Physical training instructors	605	484	482	9	15	13
Methodologists	1558	1367	1461	71	41	49
Others	3165	2983	3225	341	483	446

7.6.2. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING VOCATIONAL TRAINING PROGRAMMES

(excluding part-timers and independent contractors; at the end of the year)

	Persons			As a percentage of the total		
	2017	2018	2019	2017	2018	2019
Total	57514	49909	51859	100	100	100
Of whom have attained education:						
higher	42895	37885	39698	74.6	75.9	76.5
of which pedagogical secondary vocational – programmes for mid-level specialists	22653	20132	22331	39.4	40.3	43.1
of which pedagogical secondary vocational – programmes for skilled workers and employees	9731	8357	8526	16.9	16.7	16.4
	2830	2355	2613	4.9	4.7	5.0
	2540	1857	1820	4.4	3.7	3.5

7.6.3. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING VOCATIONAL TRAINING PROGRAMMES BY POSITION

(excluding part-timers and independent contractors; at the end of the year)

	Of whom have									
	higher education		Doctor of Sciences degree		Candidate of Sciences degree		PhD		secondary vocational education – programmes for mid-level specialists	
	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel
	2018									
Total	37885	75.9	210	0.4	1959	3.9	–	–	8357	16.7
Teachers	24987	92.7	170	0.6	1781	6.6	–	–	1335	5.0
Of whom within vocational training programmes	14002	90.1	70	0.5	781	5.0	–	–	796	5.1
Industrial training instructors	7263	45.1	–	–	21	0.1	–	–	6095	37.8
Of whom within vocational training programmes	5217	42.2	–	–	15	0.1	–	–	4419	35.8
Child and youth councillors	528	85.2	–	–	5	0.8	–	–	83	13.4
Educational psychologists	562	96.6	–	–	4	0.7	–	–	9	1.5
Teachers with organisational duties	287	74.5	–	–	2	0.5	–	–	80	20.8
Teachers of health and safety with organisational duties	402	91.2	–	–	8	1.8	–	–	30	6.8
Physical training instructors	428	88.4	–	–	6	1.2	–	–	48	9.9
Methodologists	1269	92.8	–	–	32	2.3	–	–	55	4.0
Others	2159	72.4	40	1.3	100	3.4	–	–	622	20.9

(continued)

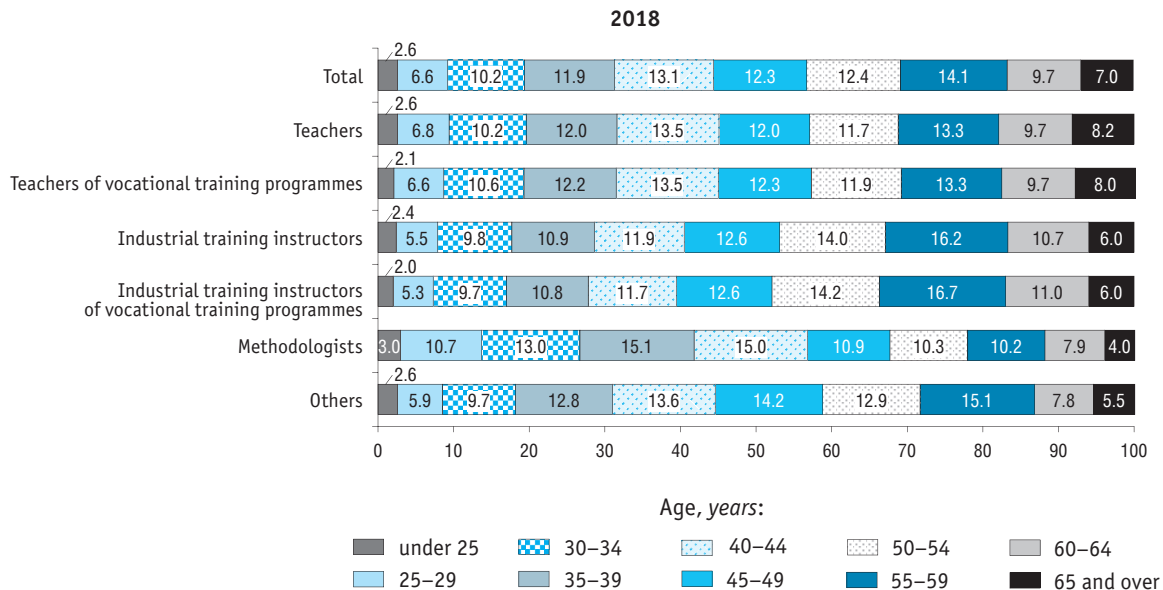
	Of whom have									
	higher education		Doctor of Sciences degree		Candidate of Sciences degree		PhD		secondary vocational education – programmes for mid-level specialists	
	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel
	2019									
Total	39698	76.5	239	0.5	1760	3.4	11	0.0	8526	16.4
Teachers	26278	92.6	188	0.7	1559	5.5	11	0.0	1452	5.1
Of whom within vocational training programmes	13709	90.1	59	0.4	617	4.1	10	0.1	755	5.0
Industrial training instructors	7464	46.2	1	0.0	11	0.1	–	–	6076	37.6
Of whom within vocational training programmes	5404	44.2	1	0.0	3	0.0	–	–	4129	33.8
Child and youth counsellors	567	84.5	–	–	3	0.4	–	–	89	13.3
Educational psychologists	620	96.4	–	–	3	0.5	–	–	12	1.9
Teachers with organisational duties	278	73.0	–	–	2	0.5	–	–	79	20.7
Teachers of health and safety with organisational duties	405	88.4	–	–	3	0.7	–	–	41	9.0
Physical training instructors	415	86.1	–	–	2	0.4	–	–	56	11.6
Methodologists	1362	93.2	–	–	36	2.5	–	–	49	3.4
Others	2309	71.6	50	1.6	141	4.4	–	–	672	20.8

**7.6.4. FEMALE TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL IN INSTITUTIONS
IMPLEMENTING VOCATIONAL TRAINING PROGRAMMES BY POSITION**
(excluding part-timers and independent contractors; at the end of the year)

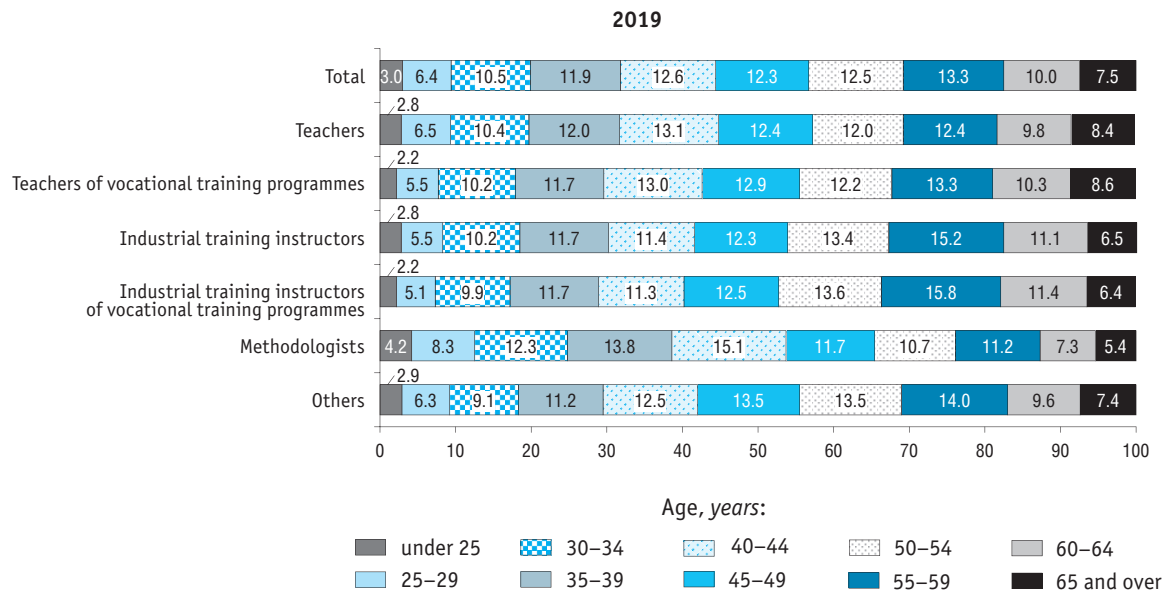
	Persons			As a percentage of the total personnel		
	2017	2018	2019	2017	2018	2019
Teachers	18643	16052	17263	60.7	59.6	60.9
Of whom within vocational training programmes	9483	7264	7047	51.6	46.7	46.3
Industrial training instructors	4966	4101	4245	26.0	25.5	26.3
Of whom within vocational training programmes	3514	2532	2471	22.6	20.5	20.2
Child and youth counsellors	675	566	617	92.8	91.3	92.0
Educational psychologists	555	493	542	84.9	84.7	84.3
Teachers with organisational duties	363	311	308	82.5	80.8	80.8
Teachers of health and safety with organisational duties	66	54	60	12.6	12.2	13.1
Physical training instructors	193	143	154	31.9	29.5	32.0
Methodologists	1241	1116	1181	79.7	81.6	80.8
Others	2256	2096	2240	71.3	70.3	69.5

7.6.5. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING VOCATIONAL TRAINING PROGRAMMES BY AGE AND POSITION

(excluding part-timers and independent contractors; at the end of the year; completed years as of January, 1)



(continued)



7.6.6. PARTICIPATION OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING VOCATIONAL TRAINING PROGRAMMES IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION

(excluding part-timers and independent contractors; at the end of the year)

	Personnel who undertook professional (vocational) development programmes and/or retraining within the last 3 years			Of which								
				within their field of pedagogical activity			developed their ICT skills			in the form of internship (practical training)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total:												
persons	36670	34692	36787	27790	26623	28984	4768	3799	5907	6564	6041	6372
as a percentage of the total personnel	63.8	69.5	70.9	48.3	53.3	55.9	8.3	7.6	11.4	11.4	12.1	12.3
Of whom:												
teachers:												
persons	22704	20408	21647	17140	15541	17167	3487	2733	3998	4457	3839	3839
as a percentage of the total personnel	73.9	75.7	76.3	55.8	57.7	60.5	11.3	10.1	14.1	14.5	14.2	13.5
including teachers within vocational training programmes:												
persons	13311	11056	11390	10083	8320	8845	2005	1311	1931	2728	2206	2172
as a percentage of the total personnel	72.4	71.2	74.9	54.8	53.5	58.1	10.9	8.4	12.7	14.8	14.2	14.3
industrial training instructors:												
persons	13117	11444	12069	9936	8679	9065	903	805	1181	2611	2244	2528
as a percentage of the total personnel	68.6	71.1	74.6	52.0	53.9	56.1	4.7	5.0	7.3	13.7	13.9	15.6
including industrial training instructors within vocational training programmes:												
persons	10716	8516	8887	8022	6595	6853	729	523	748	1890	1513	1669
as a percentage of the total personnel	68.8	68.9	72.7	51.5	53.4	56.0	4.7	4.2	6.1	12.1	12.2	13.6

7.7. Personnel in institutions implementing additional general education programmes for children

7.7.1. PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY CATEGORY*

(at the end of the year; thousand persons)

	Personnel (excluding part-timers)						Part-timers					
	2010	2015	2016	2017	2018	2019	2010	2015	2016	2017	2018	2019
Total	307.4	522.1	517.4	475.3	447.7	412.2	118.0	121.8	118.7	108.3	101.5	98.4
Managerial personnel	30.4	47.7	46.8	43.1	40.0	36.2	0.6	0.9	1.0	0.9	1.0	0.9
Teaching personnel	185.5	304.2	302.5	280.7	267.7	252.6	105.7	100.1	97.0	88.7	82.7	81.0
Educational support staff	14.9	24.8	25.3	22.7	21.3	19.7	2.3	4.1	4.2	3.9	3.8	3.6
Maintenance personnel	76.6	145.3	142.8	128.9	118.7	103.7	9.4	16.8	16.4	14.8	14.0	12.9

* Here and below in tables 7.7.2 – 7.7.5, figures 7.7.6 – 7.7.8, the data refer to additional education institutions that provide reports to the Ministry of Education of the Russian Federation.

7.7.2. TEACHING PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY POSITION
(at the end of the year; thousand persons)

	Personnel (excluding part-timers)						Part-timers					
	2010	2015	2016	2017	2018	2019	2010	2015	2016	2017	2018	2019
Total	185.5	304.2	302.5	280.7	267.7	252.6	105.7	100.1	97.0	88.7	82.7	81.0
Teachers	1.6	7.7	6.1	6.3	5.5	5.0	1.6	2.2	2.2	2.3	1.7	1.6
Teachers of additional education	110.0	132.0	138.9	134.4	134.4	134.7	77.3	58.0	58.0	54.3	52.0	53.1
Teachers with organisational duties	9.6	9.7	9.7	9.6	9.5	9.8	1.5	1.2	1.2	1.1	1.1	1.0
Child and youth councillors	0.6	0.7	0.6	0.5	0.5	0.5	0.1	0.1	0.1	0.1	0.1	0.1
Coaches	39.1	72.9	68.5	53.5	41.3	30.0	18.9	23.2	21.1	17.1	14.3	11.9
Methodologists	12.7	15.5	15.3	14.0	13.2	12.8	2.0	1.8	1.8	1.6	1.5	1.4
Others	11.8	65.7	63.4	62.3	63.2	59.9	4.2	13.5	12.7	12.2	12.1	11.9

7.7.3. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(excluding part-timers; at the end of the year)

	2010	2015	2016	2017	2018	2019
Total, thousand persons	185.1	304.2	302.5	280.7	267.7	252.6
Of whom have education, <i>percentage</i> :						
higher	66.2	69.4	70.8	71.0	70.9	71.1
of which pedagogical	51.3	55.5	57.1	58.6	58.8	59.5
secondary vocational – programmes for mid-level specialists	26.5	26.3	25.9	26.4	27.0	27.1
of which pedagogical	16.1	19.3	19.5	20.7	21.5	21.8

**7.7.4. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS
IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY POSITION**
(excluding part-timers; at the end of the year)

	Total, thousand persons	Of whom have educational attainment, <i>percentage</i>			
		higher	of which pedagogical	secondary vocational – programmes for mid-level specialists	of which pedagogical
2018					
Total	267.7	70.9	58.8	27.0	21.5
Teachers	5.5	72.6	64.7	26.5	22.4
Teachers of additional education	134.4	69.1	56.7	28.9	22.5
Teachers with organisational duties	9.5	74.9	52.1	21.6	12.8
Child and youth councillors	0.5	81.7	69.4	16.3	13.2
Coaches	41.3	79.5	68.7	17.3	13.3
Methodologists	13.2	91.5	71.9	7.2	4.5
Others	63.2	64.2	54.5	34.5	29.7
2019					
Total	252.6	71.1	59.5	27.1	21.8
Teachers	5.0	74.0	66.3	25.5	22.8
Teachers of additional education	134.7	69.9	57.6	28.2	22.2
Teachers with organisational duties	9.8	75.4	52.6	21.4	13.0
Child and youth councillors	0.5	83.6	71.1	14.8	11.1
Coaches	30.0	78.6	69.7	18.7	14.9
Methodologists	12.8	91.8	73.4	6.9	4.5
Others	59.9	64.5	55.8	34.5	29.5

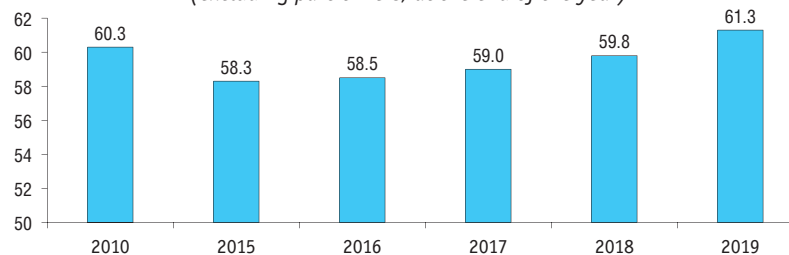
7.7.5. FEMALE TEACHING PERSONNEL AS A PERCENTAGE OF TEACHING PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY POSITION

(excluding part-timers; at the end of the year)

	Total, thousand persons						As a percentage of the total personnel					
	2010	2015	2016	2017	2018	2019	2010	2015	2016	2017	2018	2019
Total	118.5	200.5	201.4	192.5	189.1	182.8	63.9	65.9	66.5	68.6	70.6	72.4
Teachers	1.2	6.4	5.2	5.4	4.8	4.3	76.7	82.7	84.8	84.4	86.8	84.8
Teachers of additional education	79.3	100.0	106.0	103.2	104.0	103.9	72.0	75.7	76.3	76.8	77.3	77.1
Teachers with organisational duties	7.8	7.8	7.8	7.7	7.6	7.9	81.3	80.7	80.4	80.1	80.1	80.8
Child and youth councillors	0.6	0.6	0.5	0.5	0.5	0.5	90.5	82.7	91.8	93.2	93.7	93.3
Coaches	10.9	21.1	19.5	15.0	10.8	7.8	27.9	29.0	28.4	28.0	26.2	26.0
Methodologists	10.5	12.6	12.5	11.7	11.2	11.0	82.3	81.3	81.8	83.5	84.6	85.9
Others	8.2	52.0	49.8	49.2	50.2	47.5	70.0	79.2	78.5	78.8	79.4	79.3

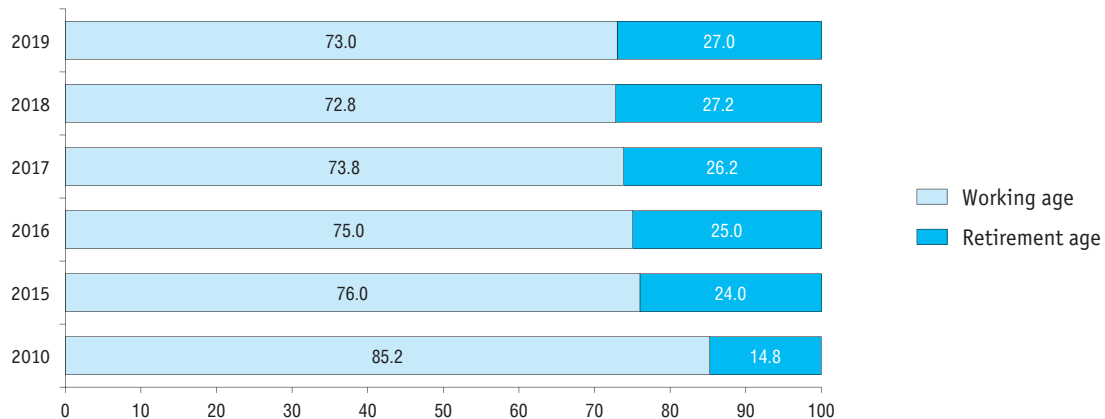
7.7.6. TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(excluding part-timers; at the end of the year)



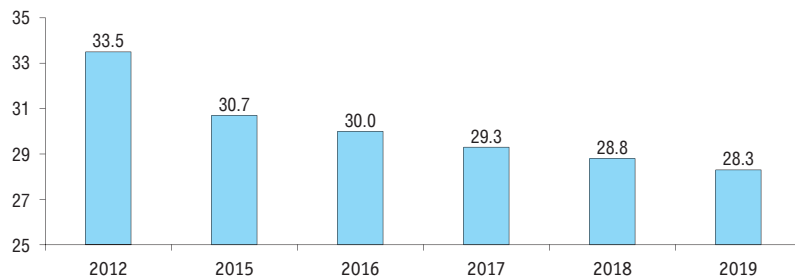
7.7.7. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY AGE

(excluding part-timers; at the end of the year)



7.7.8. TEACHING PERSONNEL UNDER 35 AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(excluding part-timers; at the end of the year)



7.7.9. TEACHING PERSONNEL IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY CATEGORY*

(at the end of the year; thousand persons)

	Teaching personnel (excluding part-timers and independent contractors)			Part-timers		
	2017	2018	2019	2017	2018	2019
Total	874.9	799.0	765.2	128.2	121.1	119.8
Of whom teachers of additional education	219.7	234.4	249.4	67.5	71.8	75.4
In the total teaching personnel – female	722.5	656.6	630.0	79.8	75.7	75.7

* Here and below in tables 7.7.10, figures 7.7.11, and 7.7.12, according to Rosstat data.

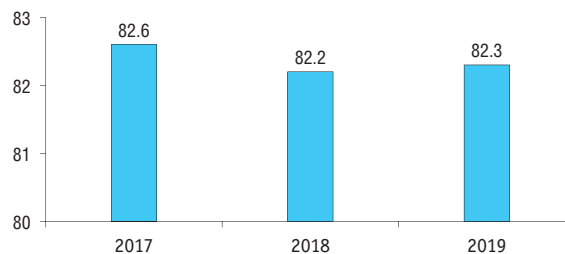
7.7.10. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(excluding part-timers and independent contractors; at the end of the year)

	2017	2018	2019
Total, thousand persons	874.9	799.0	765.2
Of whom have attained education, percentage:			
higher	77.7	77.3	77.4
of which pedagogical	70.9	70.5	70.7
secondary vocational – programmes for mid-level specialists	21.0	21.5	21.2
of which pedagogical	18.0	18.5	18.6
In the total personnel – teachers of additional education, thousand persons	219.7	234.4	249.4
Of whom have attained education, percentage:			
higher	72.5	72.9	73.4
of which pedagogical	62.6	63.1	63.9
secondary vocational – programmes for mid-level specialists	25.3	25.0	24.5
of which pedagogical	20.0	20.1	20.1

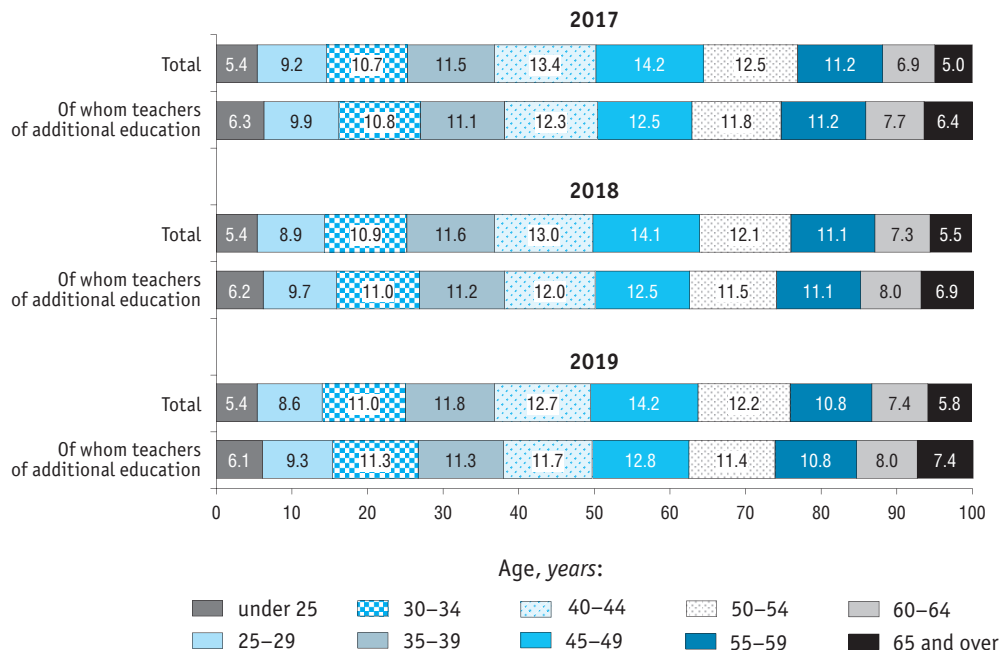
7.7.11. FEMALE TEACHING PERSONNEL AS A PERCENTAGE OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(excluding part-timers and independent contractors; at the end of the year)



7.7.12. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL IN INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY AGE

(excluding part-timers and independent contractors; at the end of the year)



7.8. Personnel in institutions implementing additional professional (vocational) programmes

7.8.1. TEACHING STAFF IN INSTITUTIONS IMPLEMENTING ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY POSITION

(at the end of the year; persons)

	Teachin staff (excluding part-timers and independent contractors)			Part-timers		
	2017	2018	2019	2017	2018	2019
Total	47939	30329	30583	21027	14924	14868
Deans of Faculties	621	436	404	97	46	50
Heads of Chairs (Departments)	3968	2492	2300	596	395	507
Directors of Institutes	211	190	206	16	14	9
Professors	5623	3034	3445	3060	1599	1739
Associate Professors	16910	9077	9588	5688	3453	3217
Senior teachers	6388	3478	3725	2301	1342	1229
Teachers	11225	9856	9238	6841	6442	6462
Assistants	2993	1766	1677	2534	1633	1655

7.8.2. EDUCATIONAL ATTAINMENT OF TEACHING STAFF IN INSTITUTIONS IMPLEMENTING ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY POSITION

(excluding part-timers and independent contractors; at the end of the year)

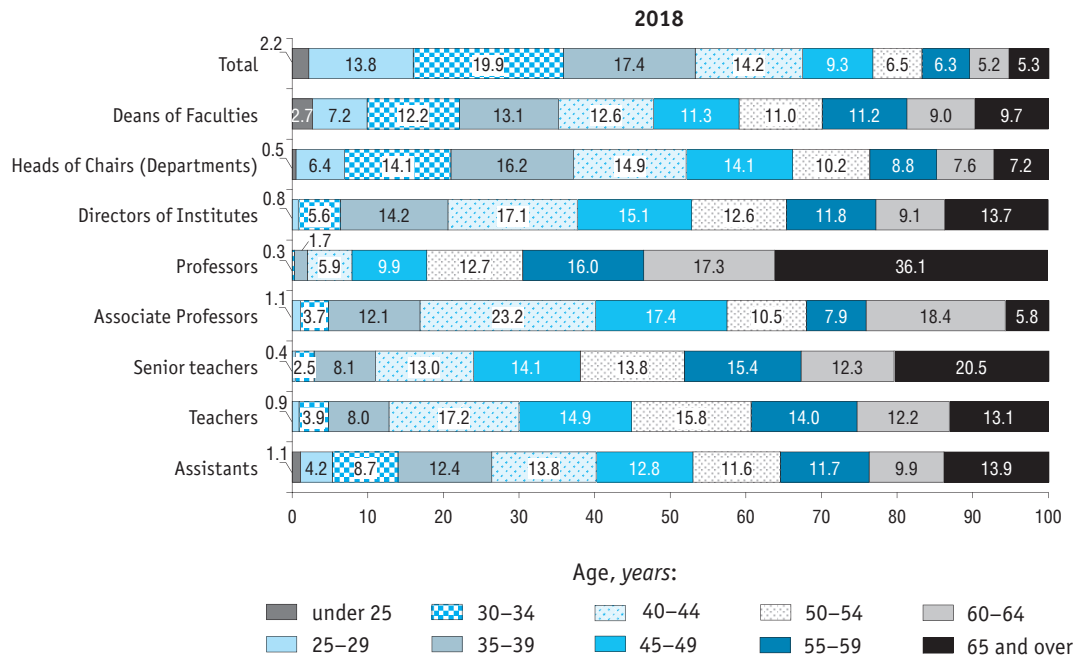
	Of whom have							
	higher education		Doctor of Sciences degree		Candidate of Sciences degree		PhD	
	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel	persons	as a percentage of the total personnel
2018								
Total	29620	97.7	3757	12.4	11969	39.5	19	0.1
Deans of Faculties	429	98.4	88	20.2	222	50.9	1	0.2
Heads of Chairs (Departments)	2491	100	943	37.8	1179	47.3	3	0.1
Directors of Institutes	189	99.5	52	27.4	87	45.8	1	0.5
Professors	3033	100	2303	75.9	437	14.4	8	0.3
Associate Professors	9072	99.9	232	2.6	8027	88.4	4	0.0
Senior teachers	3 462	99.5	78	2.2	643	18.5	0	–
Teachers	9 184	93.2	46	0.5	544	5.5	0	–
Assistants	1760	99.7	15	0.8	830	47.0	2	0.1
2019								
Total	29836	97.6	4598	15.0	12200	39.9	24	0.1
Deans of Faculties	396	98.0	99	24.5	192	47.5	1	0.2
Heads of Chairs (Departments)	2300	100	1003	43.6	948	41.2	–	–
Directors of Institutes	202	98.1	54	26.2	101	49.0	1	0.5
Professors	3442	99.9	2931	85.1	319	9.3	5	0.1
Associate Professors	9584	100	343	3.6	8674	90.5	5	0.1
Senior teachers	3 701	99.4	65	1.7	726	19.5	3	0.1
Teachers	8563	92.7	75	0.8	583	6.3	9	0.1
Assistants	1648	98.3	28	1.7	657	39.2	–	–

**7.8.3. FEMALE TEACHING STAFF AS A PERCENTAGE OF THE TOTAL TEACHING STAFF IN INSTITUTIONS
IMPLEMENTING ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY POSITION**
(excluding part-timers and independent contractors; at the end of the year)

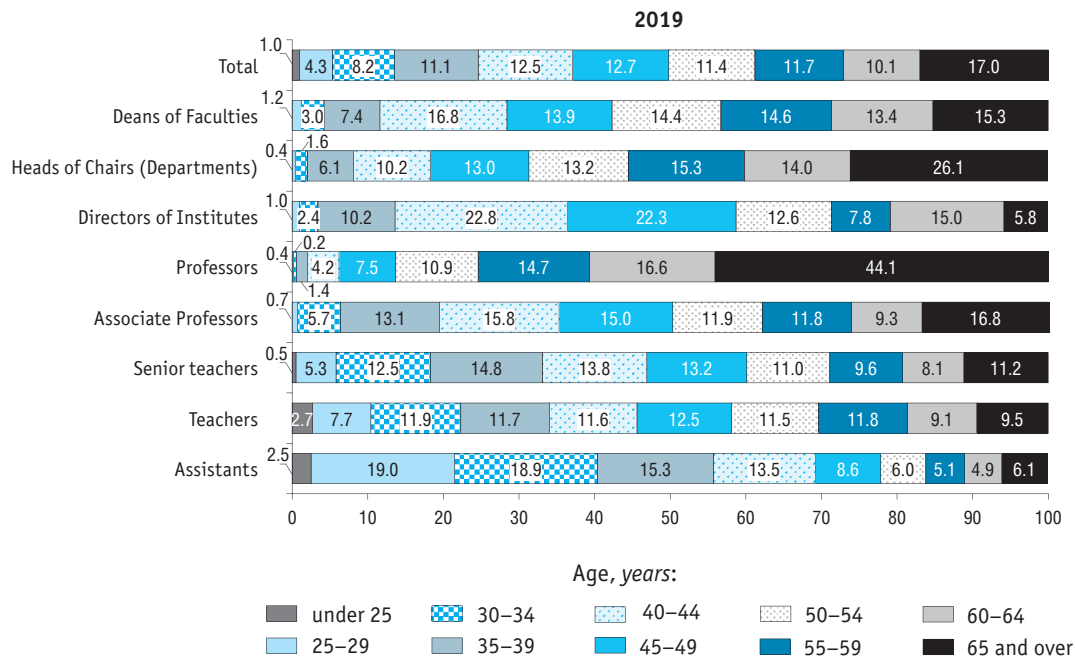
	Persons			As a percentage of the total personnel		
	2017	2018	2019	2017	2018	2019
Total	26855	17508	18523	56.0	57.7	60.6
Deans of Faculties	344	275	262	55.4	63.1	64.9
Heads of Chairs (Departments)	1782	1216	1165	44.9	48.8	50.7
Directors of Institutes	101	97	117	47.9	51.1	56.8
Professors	2255	1366	1430	40.1	45.0	41.5
Associate Professors	10092	5772	6078	59.7	63.6	63.4
Senior teachers	3780	2064	2511	59.2	59.3	67.4
Teachers	6388	5530	5843	56.9	56.1	63.2
Assistants	2098	1188	1117	70.1	67.3	66.6

7.8.4. PERCENTAGE DISTRIBUTION OF TEACHING STAFF IN INSTITUTIONS IMPLEMENTING ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY AGE AND POSITION

(excluding part-timers and independent contractors; at the end of the year; completed years as of January, 1)



(continued)



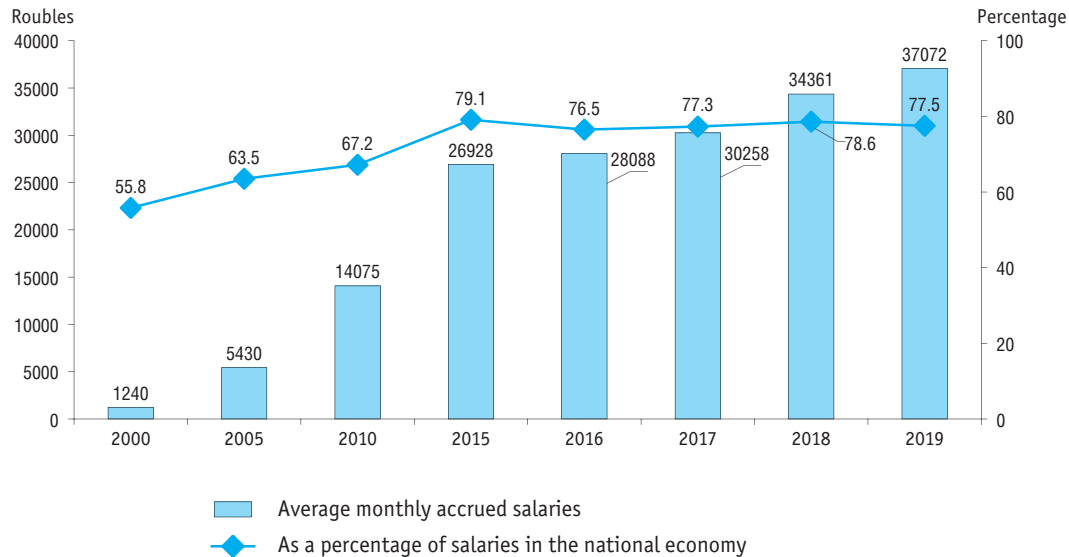
7.8.5. PARTICIPATION OF TEACHING STAFF IN INSTITUTIONS IMPLEMENTING ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION

(excluding part-timers and independent contractors; at the end of the year)

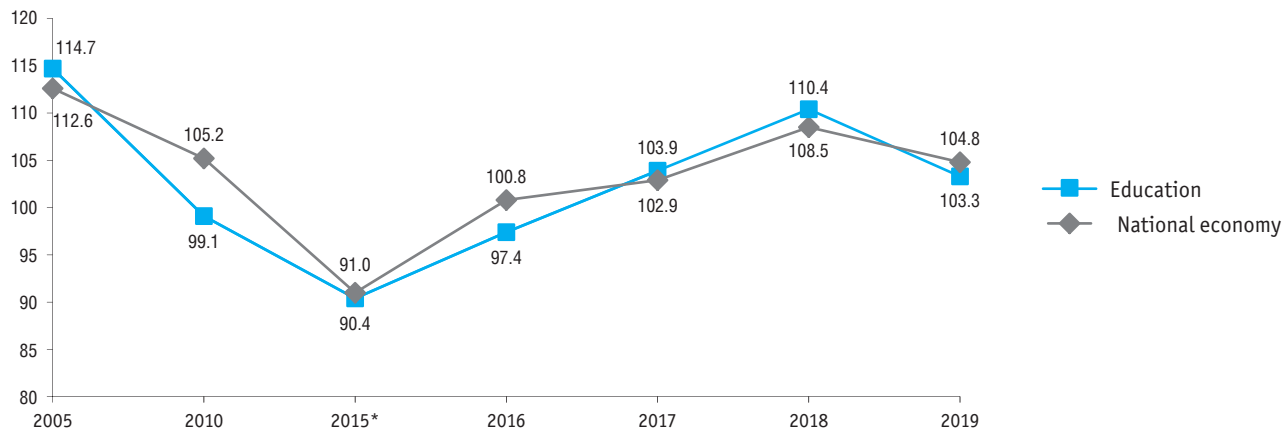
	Persons			As a percentage of the total personnel		
	2017	2018	2019	2017	2018	2019
Personnel who undertook professional (vocational) development programmes and/or retraining within the last 3 years	38435	24455	25204	80.2	80.6	82.4
Of whom:						
within their field of pedagogical activity	25789	18060	16136	53.8	59.5	52.8
developed their ICT skills	12005	8588	12842	25.0	28.3	42.0

7.9. Salaries in education

7.9.1. AVERAGE MONTHLY NOMINAL ACCRUED SALARIES IN EDUCATION



7.9.2. REAL ACCRUED SALARIES IN THE NATIONAL ECONOMY AND IN EDUCATION (as a percentage of the previous year)



* To ensure statistical data compatibility, the indicator is calculated excluding the data for the Republic of Crimea and the city of Sevastopol.

7.9.3. AVERAGE MONTHLY NOMINAL ACCRUED SALARIES IN EDUCATION BY OWNERSHIP OF EDUCATIONAL INSTITUTIONS
(roubles)

	2005	2010	2015	2016	2017	2018	2019
Total	5430	14075	26928	28088	30258	34361	37072
Ownership:							
public ownership	7189	19974	36068	38253	42363	49499	53749
municipal ownership	4380	10682	22497	23305	24532	27597	29693
private ownership	9527	21430	28692	30714	33841	39412	42757
non-profit and religious organisations (associations)	7449	15715	20314	21377	23038	25353	27530
mixed Russian (without foreign participation)	11075	22827	35812	35827	37579	36983	41470
foreign, joint Russian and foreign	12758	33425	46102	59261	57769	66274	81221

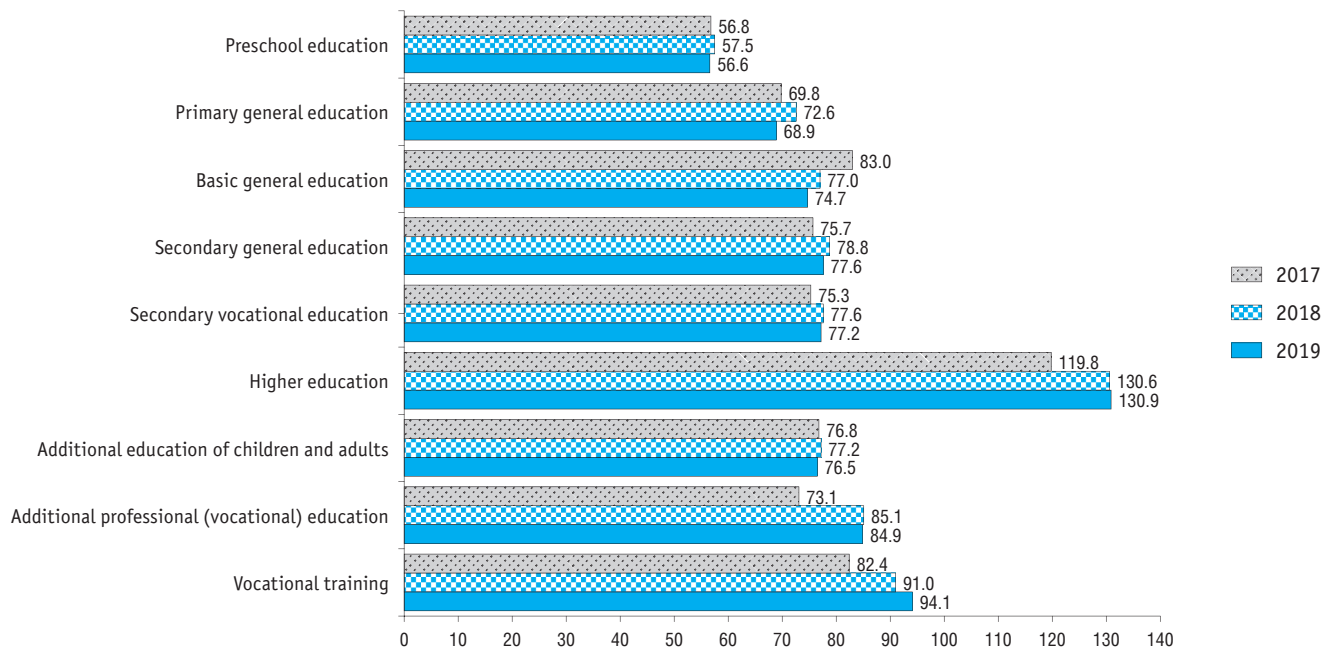
7.9.4. AVERAGE MONTHLY NOMINAL ACCRUED SALARIES IN EDUCATION*

(roubles)

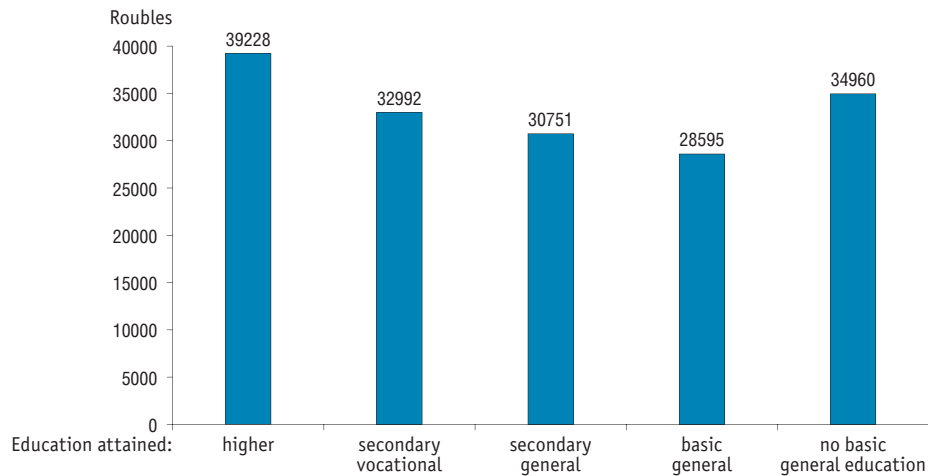
	2017	2018	2019
Total	30258	34361	37072
Preschool education	22262	25124	27110
Primary general education	27324	31744	32978
Basic general education	32492	33681	35742
Secondary general education	29640	34450	37165
Secondary vocational education	29489	33937	36968
Higher education	46928	57122	62641
Additional education of children and adults	30075	33757	36597
Additional professional (vocational) education	28650	37196	40635
Vocational training	32285	39784	45048

* Here and below in figure 7.9.5 and table 7.9.11, in accordance with the OKVED2.

7.9.5. AVERAGE MONTHLY NOMINAL ACCRUED SALARIES IN EDUCATION AS A PERCENTAGE OF SALARIES IN THE NATIONAL ECONOMY

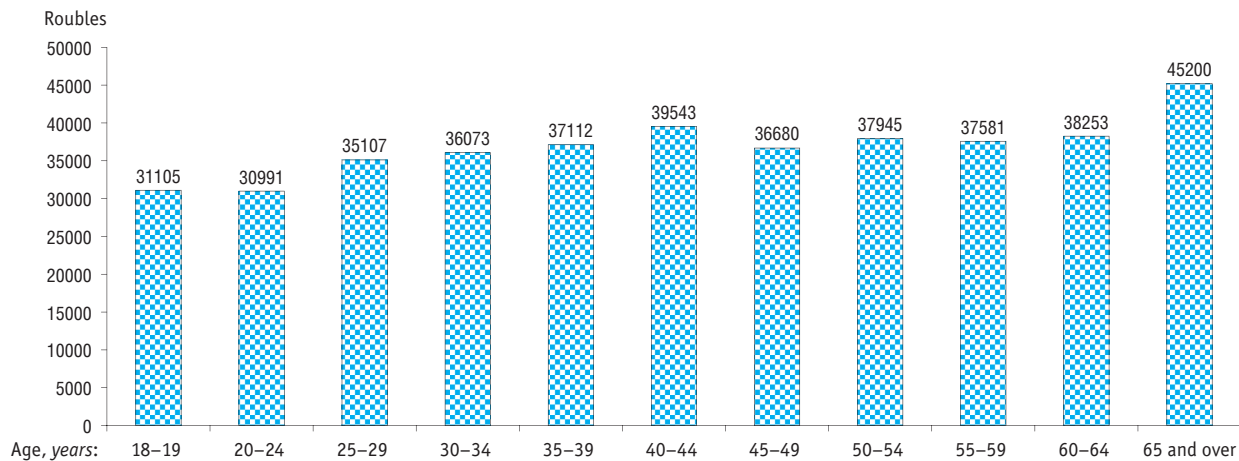


7.9.6. AVERAGE ACCRUED SALARY OF HIGHLY-QUALIFIED PERSONNEL IN EDUCATION BY EDUCATIONAL ATTAINMENT: OCTOBER 2019*

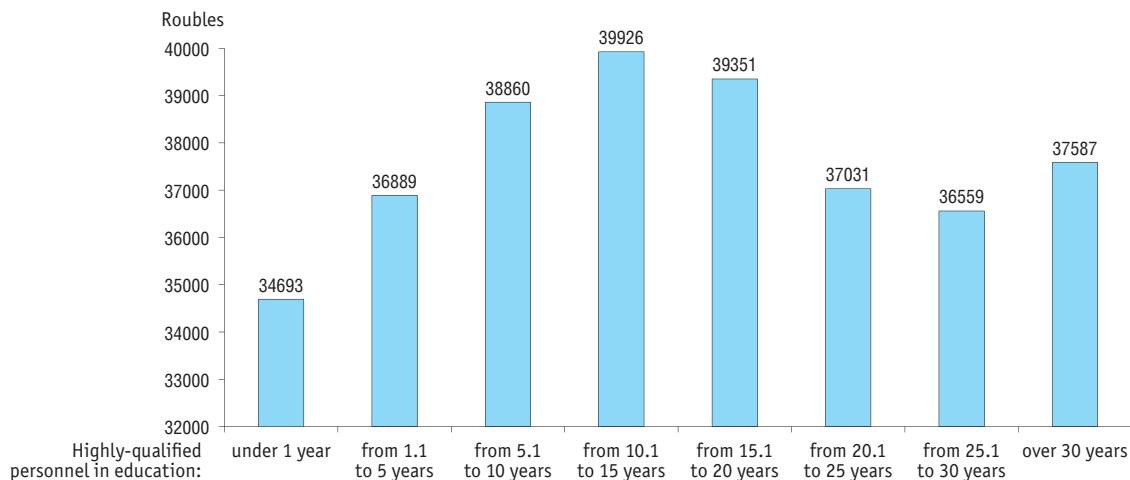


* Here and below in figures 7.9.7 and 7.9.8, according to the results of sample surveys of organisations, the purpose of which was to receive information regarding the distribution of employees by their category and professional group.

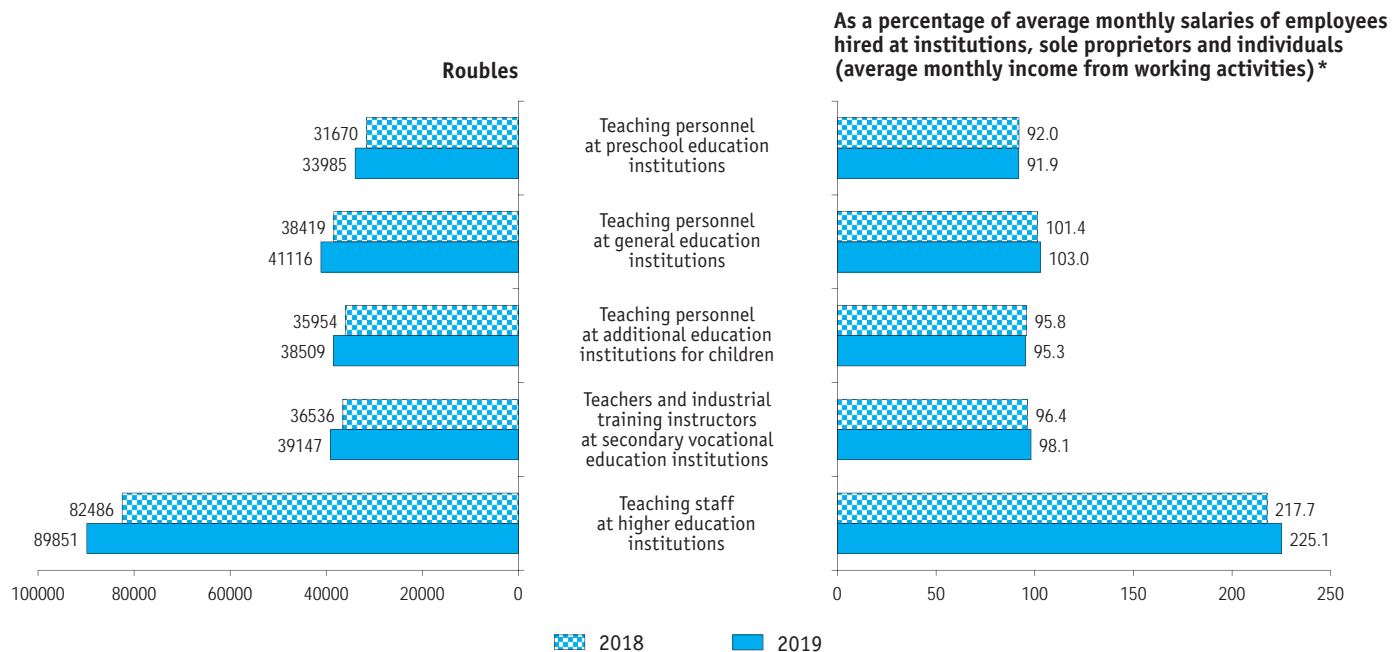
7.9.7. AVERAGE ACCRUED SALARY OF HIGHLY QUALIFIED PERSONNEL IN EDUCATION BY AGE: OCTOBER 2019



7.9.8. AVERAGE ACCRUED SALARY OF HIGHLY-QUALIFIED PERSONNEL IN EDUCATION BY YEARS OF EXPERIENCE: OCTOBER 2019



7.9.9. AVERAGE SALARIES OF TEACHING PERSONNEL IN STATE AND MUNICIPAL INSTITUTIONS



* The salaries of teachers at preschool education institutions are given as a percentage of the average salaries in general education, and the salaries of teachers at institutions of additional education for children are given as a percentage of the average salaries of teachers.

7.9.10. SALARY ARREARS AS OF JANUARY 1, 2020**

	Million roubles			Salary arrears as a percentage of the total payroll fund of institutions with salary arrears	Personnel who have salary arrears, <i>persons</i>	Institutions with salary arrears
	Total	Of which				
		due to late receipt of funds from budgets of all levels	due to lack of institutions' own funds			
Total	2114.2	14.2	2100.0	366.5	34044	347
Agriculture, hunting and forestry	90.3	–	90.3	306.6	2697	31
Fishing	1.1	–	1.1	12322.2	8	1
Industrial production	1372.9	–	1372.9	364.3	21975	171
Mining and quarrying	159.4	–	159.4	95.9	4707	11
Manufacturing	1138.5	–	1138.5	621.6	15491	105
Electricity, gas, steam and air-conditioning supply	35.6	–	35.6	328.5	790	27
Water supply, sewerage, waste management and remediation activities	39.4	–	39.4	235.3	987	28
Construction	322.3	5.7	316.6	382.6	5662	52
Transportation	230.0	8.3	221.6	609.7	2473	37
Real estate management on a fee or contract basis	13.5	0.2	13.3	222.4	323	11
Research and development	38.7	–	38.7	147.1	295	8
Education	16.9	–	16.9	149.1	395	27
Human health and social work activities	18.3	–	18.3	632.2	161	4
Activities in culture, art, recreation and entertainment, television and radio broadcasting	10.2	–	10.2	496.0	55	5

* Here and below in table 7.9.11, excluding small enterprises.

7.9.11. SALARY ARREARS IN EDUCATION AS OF JANUARY 1, 2020

	Thousand roubles			Salary arrears as a percentage of the total payroll fund of institutions with arrears	Personnel who have salary arrears, <i>persons</i>
	Total	Of whom			
		due to late receipt of funds from budgets of all levels	due to lack of institutions' own funds		
Total	16899	–	16899	149.1	395
Preschool education	–	–	–	–	–
Primary general education	398	–	398	2653.3	32
Basic general education	–	–	–	–	–
Secondary general education	1421	–	1421	209.9	36
Secondary vocational education	814	–	814	124.3	38
Higher education	683	–	683	19.5	31
Vocational training	322	–	322	261.8	8
Additional education	13261	–	13261	208.6	250

TECHNICAL NOTES

Data for average annual employment in the economy are gathered once a year on the main job of citizens, when preparing a labour force balance that includes the data of organisations, materials of national labour force surveys, and data of executive authorities. The average annual employment includes employed international citizens, both residents and non-residents, on the territory of the Russian Federation.

Average annual number of employees (average staff strength) in education is calculated by summing up the average number of employees for each month of the year and dividing the sum by 12. Average number of employees (average staff strength) per month is calculated by summing up the number of employees (staff strength) per calendar day and dividing the sum by the number of calendar days in the month. Women on maternity and childcare leaves, employees enrolled in educational institutions and persons on unpaid additional leave, as well as educational institutions entrants who were on unpaid leave to take their entrance examinations are excluded from average number of employees. Part-time workers (working part day or part week) are included into the average number of employees in proportion to the time worked.

Staffing levels are calculated as a percentage of the number of filled positions to the number of all positions according to staff schedule.

Teaching personnel are individuals who are employed by an institution engaged in educational activity on a basis of an employment or service agreement and carry out their duties related to education of students and/or organise other educational activities.

Teacher is an employee of an educational institution who is engaged in educational, scientific, methodological, disciplinary, and organisational activity.

Enrolment per member of teaching personnel (educator, teacher, industrial training instructor, member of teaching staff) is calculated as the ratio of the enrolment to the number of teaching personnel (educators, teachers, industrial training instructors, members of teaching staff) (including part-timers) at full-time equivalent (excluding members of teaching personnel (educators) within preschool education and child care programmes (using the number of teaching personnel excluding part-timers and independent contractors and excluding full-time equivalent)).

Since the 2016/2017 academic year, for general education programmes of primary general, basic general, and secondary general education, the following calculation system is used: the enrolment is calculated as intramural full-time enrolment plus 25% of intramural part-time enrolment plus 10% of extramural enrolment; for

secondary vocational education programmes and higher education programmes – bachelor's, specialist's, and master's degree programmes, the following calculation system is used: the enrolment is calculated as intramural full-time enrolment plus 25% of intramural part-time enrolment plus 10% of extramural enrolment.



LEARNING ENVIRONMENT

8.1. State of buildings

8.1.1. TECHNICAL STATE AND AMENITIES OF PRESCHOOL EDUCATION INSTITUTIONS

(at the end of the year)

	2015	2016	2017	2018	2019
Buildings which:					
require capital repair	3991	3532	3266	3073	2876
as a percentage of the total number of buildings	7.8	7.1	6.9	6.6	6.2
urban areas	6.8	6.0	5.8	5.7	5.4
rural areas	9.3	8.7	8.8	8.2	7.8
are in the emergency state	232	160	144	125	131
as a percentage of the total number of buildings	0.5	0.3	0.3	0.3	0.3
urban areas	0.3	0.2	0.2	0.1	0.2
rural areas	0.7	0.5	0.5	0.5	0.5
Institutions, which facilities have all kinds of amenities (water supply and plumbing, central heating, sewerage systems)	38568	37278	34314	33660	33106
as a percentage of the total number of institutions	90.5	89.0	92.1	92.2	93.1
urban areas	95.9	94.7	96.5	96.7	97.2
rural areas	82.7	80.7	84.5	84.2	85.8

8.1.2. TECHNICAL STATE AND AMENITIES OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES
(at the end of the year; as a percentage of all of buildings)

	2016	2017	2018	2019*		
				Total	State and municipal institutions	Private institutions
Total						
Buildings which:						
require capital repair	13.1	11.7	11.6	10.7	10.9	2.6
are in the emergency state	1.0	0.8	0.8	0.7	0.7	0.2
Buildings which are equipped with:						
water supply and plumbing	85.5	88.7	90.6	89.9	89.9	91.3
sewerage	85.2	87.6	89.6	89.1	89.0	91.1
central heating	87.7	90.6	92.1	90.4	90.4	87.3
automatic fire alarm	92.3	95.4	96.2	94.1	94.1	90.1
Urban areas						
Buildings which:						
require capital repair	11.8	10.6	10.7	9.5	9.7	2.7
are in the emergency state	0.6	0.4	0.4	0.4	0.4	0.2
Buildings which are equipped with:						
water supply and plumbing	93.5	96.5	96.9	95.1	95.3	90.9
sewerage	93.5	96.1	96.4	94.7	94.8	90.8
central heating	94.1	96.6	97.1	95.0	95.3	87.0
automatic fire alarm	94.1	96.9	97.4	95.4	95.6	89.7

* Including buildings where the institutions occupy only part of the premises (floors).

(continued)

	2016	2017	2018	2019*		
				Total	State and municipal institutions	Private institutions
Rural areas						
Buildings which:						
require capital repair	14.0	12.5	12.3	11.7	11.7	1.9
are in the emergency state	1.3	1.2	1.2	0.9	0.9	–
are equipped with:						
water supply and plumbing	79.7	83.0	85.9	86.0	86.0	93.8
sewerage	79.2	81.4	84.5	84.8	84.8	93.2
central heating	83.1	86.2	88.4	86.8	86.8	88.8
automatic fire alarm	91.1	94.3	95.3	93.1	93.1	92.5

8.1.3. TECHNICAL STATE AND AMENITIES OF ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN
(at the end of the year)

	2005	2010	2015	2016	2017	2018	2019
Buildings which:							
require capital repair	3697	2034	2737	2662	2309	2233	2159
as a percentage of the total number of institutions	41.7	23.8	19.1	18.8	17.2	17.5	18.4
are in the emergency state	338	122	156	186	160	125	103
as a percentage of the total number of institutions	3.8	1.4	1.1	1.3	1.2	1.0	0.9
have all kinds of amenities (water supply and plumbing, central heating, sewerage)	5384	5934	11375	11154	10898	10485	9687
as a percentage of the total number of institutions	60.7	69.6	79.2	78.7	81.3	82.3	82.6

8.1.4. TECHNICAL STATE OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES (at the end of the year)

	Floor area that requires capital repair			Floor area in emergency state		
	2017	2018	2019	2017	2018	2019
	Thousand square metres					
Total floor area	5169.3	5254.7	5248.3	534.7	482.8	471.5
Education and laboratory spaces (buildings)	3083.5	3128.1	3089.4	283.0	256.4	251.5
Dormitories	1755.8	1772.4	1785.6	145.7	149.0	137.7
Other facilities (premises)	330.0	354.2	373.3	105.9	77.4	82.3
	As a percentage of the total floor area					
Total floor area	12.0	12.4	12.4	1.2	1.1	1.1
State and municipal institutions	12.3	12.7	12.8	1.2	1.2	1.1
Private institutions	0.7	0.8	1.0	–	–	–
Education and laboratory spaces (buildings)	10.3	10.7	10.6	1.1	0.9	0.9
State and municipal institutions	10.7	11.1	10.9	1.1	0.9	0.9
Private institutions	0.4	0.6	0.5	–	–	–
Dormitories	18.2	18.4	18.7	1.5	1.5	1.4
State and municipal institutions	18.4	18.7	18.9	1.5	1.6	1.5
Private institutions	2.3	2.2	4.3	–	–	–
Other facilities (premises)	9.0	9.9	10.6	2.9	2.2	2.3

8.1.5. TECHNICAL STATE OF HIGHER EDUCATION INSTITUTIONS (at the end of the year)

	Floor area that requires capital repair						Floor area in emergency state					
	2010	2015	2016	2017	2018	2019	2010	2015	2016	2017	2018	2019
Thousand square metres												
Total floor area	6319.1	8582.0	10077.2	9523.7	9590.6	11141.3	396.1	602.6	666.6	691.3	626.8	631.2
Education and laboratory spaces (buildings)	3929.6	5097.0	6205.1	5716.4	5820.2	6610.8	226.5	317.0	326.4	329.3	298.1	219.2
Dormitories	2202.8	3061.1	3388.2	3380.1	3322.7	3895.2	151.5	189.2	185.3	206.0	161.3	182.6
Other facilities (premises)	186.7	423.9	483.9	427.2	447.7	635.3	18.1	96.4	154.8	156.0	167.4	229.4
As a percentage of the total floor area												
Total floor area	9.4	13.2	15.8	15.1	15.2	17.6	0.6	0.9	1.1	1.1	1.0	1.0
State and municipal institutions	10.1	13.8	16.5	15.7	15.7	18.2	0.6	1.0	1.1	1.1	1.0	1.0
Private institutions	0.5	0.4	0.3	0.1	0.0	0.0	0.0	–	–	–	–	–
Education and laboratory spaces (buildings)	7.9	11.3	14.3	13.5	13.8	15.7	0.5	0.7	0.8	0.8	0.7	0.5
State and municipal institutions	8.8	12.0	15.1	14.2	14.5	16.5	0.5	0.8	0.8	0.8	0.7	0.5
Private institutions	0.5	0.4	0.3	0.1	0.0	0.0	0.0	–	–	–	–	–
Dormitories	16.0	20.3	22.4	22.3	21.7	25.2	1.1	1.3	1.2	1.4	1.1	1.2
State and municipal institutions	16.1	20.5	22.6	22.5	21.9	25.4	1.1	1.3	1.2	1.4	1.1	1.2
Private institutions	1.1	–	–	–	–	–	–	–	–	–	–	–
Other facilities (premises)	4.9	8.6	9.4	8.1	7.8	10.8	0.5	2.0	3.0	2.9	2.9	3.9

**8.1.6. TECHNICAL STATE OF INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES
AND HIGHER EDUCATION INSTITUTIONS EQUIPPED WITH AUTOMATIC SECURITY AND FIRE ALARM**
(at the end of the year)

	Floor area equipped with security and fire alarm, <i>thousand square metres</i>			As a percentage of the total floor area		
	2017	2018	2019	2017	2018	2019
Total						
Educational institutions implementing secondary vocational education programmes:						
education and laboratory spaces (buildings)	23724.4	23896.5	24838.7	80.1	81.6	84.8
dormitories	7826.1	7957.4	8038.0	80.9	82.7	84.1
Higher education institutions:						
education and laboratory spaces (buildings)	36704.6	36487.7	36843.4	86.5	86.7	87.5
dormitories	13928.5	14009.7	14280.6	91.9	91.4	92.2
State and municipal institutions						
Educational institutions implementing secondary vocational education programmes:						
education and laboratory spaces (buildings)	23022.4	23056.4	23943.8	80.3	81.8	85.0
dormitories	7705.3	7817.0	7899.1	80.9	82.6	84.0
Higher education institutions:						
education and laboratory spaces (buildings)	34892.5	34764.3	35112.1	86.5	86.6	87.6
dormitories	13803.3	13898.5	14155.9	92.0	91.6	92.5

(continued)

	Floor area equipped with security and fire alarm, <i>thousand square metres</i>			As a percentage of the total floor area		
	2017	2018	2019	2017	2018	2019
Private institutions						
Educational institutions implementing secondary vocational education programmes:						
education and laboratory spaces (buildings)	702.0	840.1	895.0	73.4	77.1	80.9
dormitories	120.8	140.4	139.0	82.1	86.9	89.8
Higher education institutions:						
education and laboratory spaces (buildings)	1812.2	1723.4	1731.3	86.3	87.3	86.5
dormitories	125.2	111.2	124.7	79.1	68.9	71.3

8.1.7. SATISFACTION WITH SAFETY LEVELS AT THE EDUCATIONAL INSTITUTION AND ITS PREMISES (TECHNICAL STATE, AMENITIES, PREMISES SECURITY)*

(at the end of the year; percentage)

	All respondents		Of whom							
			completely satisfied		not completely satisfied		completely dissatisfied		do not know	
	2016	2018	2016	2018	2016	2018	2016	2018	2016	2018
Preschool education institutions**	100	100	76.6	80.1	19.7	18.0	3.1	1.8	0.6	0.1
Urban areas	100	100	77.8	79.8	18.5	18.7	3.0	1.4	0.7	0.1
Rural areas	100	100	72.2	81.1	24.1	15.9	3.6	3.0	0.1	0.0
General education institutions**	100	100	72.1	74.9	23.3	21.9	4.1	2.9	0.5	0.3
Urban areas	100	100	73.0	74.7	22.7	22.4	3.7	2.8	0.6	0.3
Rural areas	100	100	69.9	75.4	24.8	20.4	5.1	3.7	0.1	0.5
Vocational education institutions, higher education institutions***	100	100	84.9	87.2	13.6	11.9	0.9	0.5	0.5	0.5
Entrants	100	100	84.7	88.4	13.5	10.5	1.5	0.6	0.3	0.4
Students who continue their education	100	100	86.1	86.9	12.5	12.1	0.8	0.5	0.7	0.5
Graduates	100	100	81.0	86.5	12.5	13.0	0.8	0.1	0.3	0.3

* According to results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion (see Technical Notes to Section 2).

** According to parents (legal guardians (representatives)).

*** According to individuals under 30 who studied in the 2016/2017 and 2018/2019 academic years.

8.2. Infrastructure (facilities and equipment)

8.2.1. FLOOR AREA OF PRESCHOOL EDUCATION INSTITUTIONS

(at the end of the year)

	2010	2015	2016	2017	2018	2019
Total floor area, million square metres	58.5	63.5	64.1	63.5	63.8	64.5
Of which floor area, used directly for the educational institution's needs	49.7	54.1	54.7	53.8	54.2	54.8
Of which floor area for groups	31.3	33.1	33.4	32.8	32.9	33.0
Total floor area, used directly for the educational institution's needs per child, square metres	9.2	8.5	8.4	8.1	8.1	8.2
Urban areas	9.0	8.2	8.0	7.9	7.8	7.9
Rural areas	10.0	10.0	10.0	9.3	9.3	9.4

8.2.2. FLOOR AREA OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

(at the end of the year; thousand square metres)

	2016	2017	2018	2019
Total				
Total floor area	161657.2	164135.6	166060.6	168783.6
Study spaces	73135.4	74150.0	74642.9	75846.0
Educational support floor areas	26213.4	26628.4	26838.9	27244.2
Utility spaces	42867.1	43536.8	44458.0	45043.3
Other facilities (premises)	19441.2	19820.5	20120.9	20650.0
State and municipal institutions				
Total floor area	159639.6	162121.7	164000.5	166782.5
Study spaces	72125.5	73211.1	73676.5	74881.3
Educational support floor areas	25926.5	26335.0	26531.1	26960.5
Utility spaces	42458.9	43098.7	44014.8	44635.6
Other facilities (premises)	19128.7	19476.9	19778.1	20305.0
Private institutions				
Total floor area	2017.5	2013.9	2060.1	2001.1
Study spaces	1009.9	938.9	966.4	964.7
Educational support floor areas	286.9	293.4	307.7	283.7
Utility spaces	408.3	438.1	443.2	407.7
Other facilities (premises)	312.5	343.6	342.8	345.1

8.2.3. FLOOR AREA DISTRIBUTION IN EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY OWNERSHIP AND EXPLOITATION FORM: 2019

(at the end of the year)



**8.2.4. STUDY SPACES FLOOR AREA OF EDUCATIONAL INSTITUTIONS IMPLEMENTING
PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES**
(at the end of the year)

	2015*	2016	2017	2018	2019
Study spaces, million square metres	58.5	73.1	74.2	74.6	75.8
As a percentage of the total floor area of institutions	33.2	45.2	45.2	44.9	44.9
Per student, square metres	4.6	4.5	4.4	4.4	4.3
State and municipal institutions	4.6	4.5	4.4	4.3	4.3
Private institutions	5.8	7.9	7.0	6.7	6.9

* In the 2015/2016 academic year and earlier, excluding the floor areas of intramural part-time (shift-based) general education institutions.

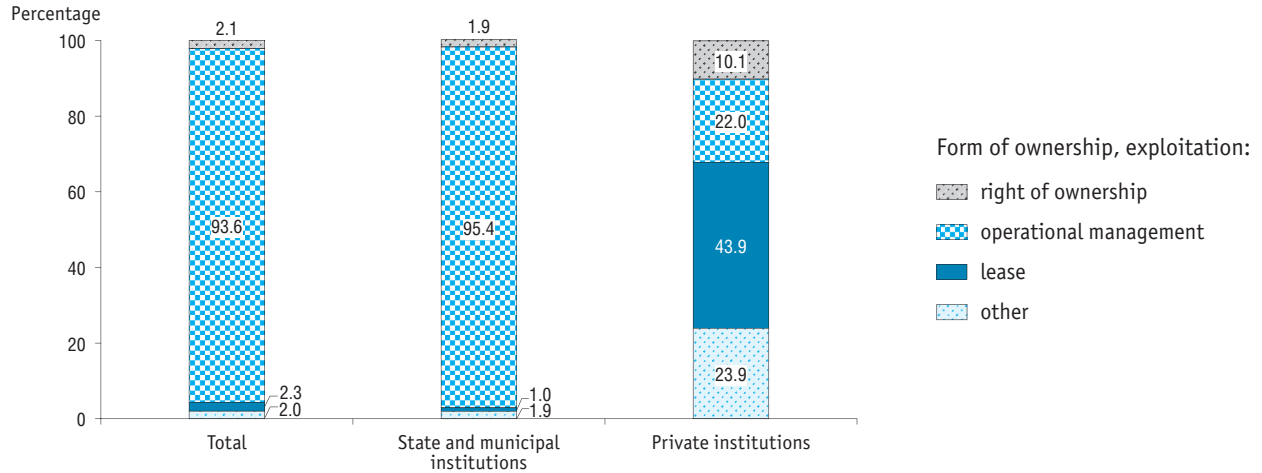
8.2.5. FLOOR AREA OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES

(at the end of the year; thousand square metres)

	2017	2018	2019
Total			
Total floor area	42951.2	42480.2	42355.1
Education and laboratory spaces (buildings)	29618.5	29290.3	29277.8
Dormitories	9673.2	9621.9	9560.3
Other facilities (premises)	3659.4	3568.0	3517.0
State and municipal institutions			
Total floor area	41822.6	41195.0	41061.4
Education and laboratory spaces (buildings)	28662.3	28200.5	28171.6
Dormitories	9526.2	9460.2	9405.6
Other facilities (premises)	3634.2	3534.3	3484.2
Private institutions			
Total floor area	1128.6	1285.1	1293.7
Education and laboratory spaces (buildings)	956.3	1089.8	1106.2
Dormitories	147.0	161.7	154.7
Other facilities (premises)	25.3	33.6	32.8

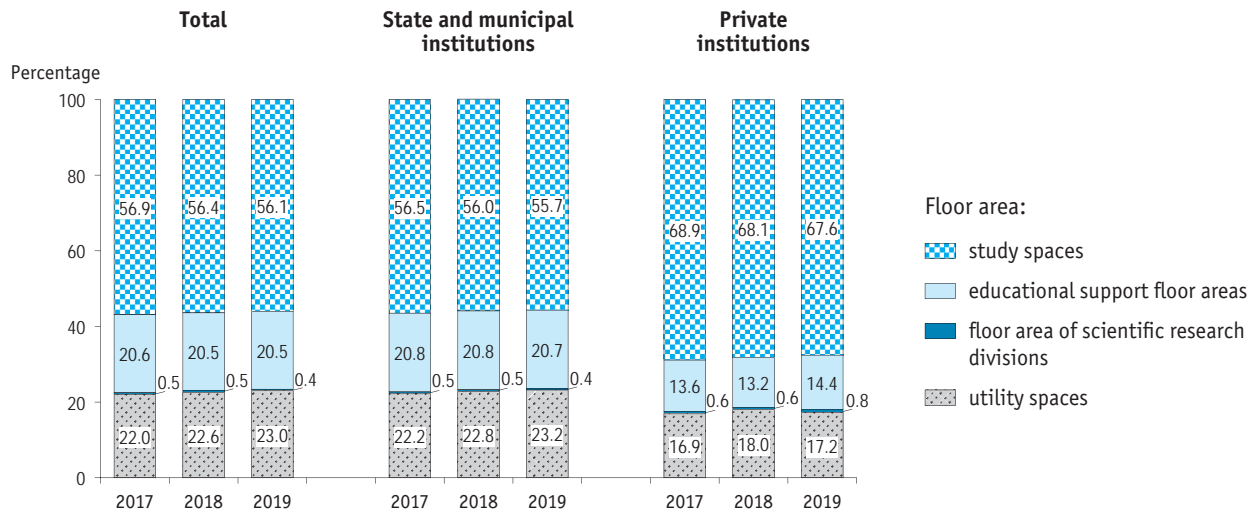
8.2.6. FLOOR AREA DISTRIBUTION IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY OWNERSHIP AND EXPLOITATION FORM: 2019

(at the end of the year)



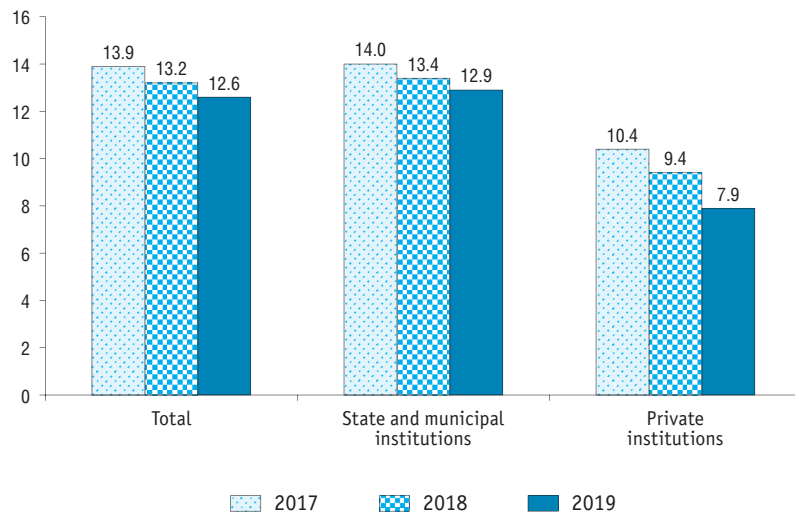
8.2.7. FLOOR AREA DISTRIBUTION OF EDUCATION AND LABORATORY SPACES (BUILDINGS) IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY INTENDED PURPOSE

(at the end of the year)



8.2.8. FLOOR AREA OF EDUCATION AND LABORATORY SPACES (BUILDINGS) IN EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES PER STUDENT*

(at the end of the year; square metres)



* Excluding floor areas that are leased, subleased, or under capital repair.

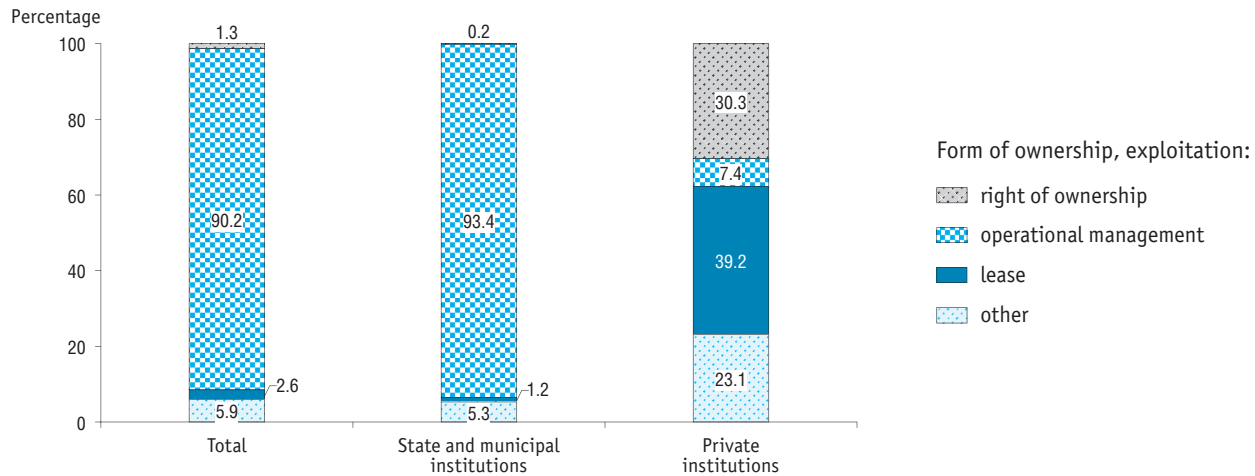
8.2.9. FLOOR AREA OF HIGHER EDUCATION INSTITUTIONS

(at the end of the year; thousand square metres)

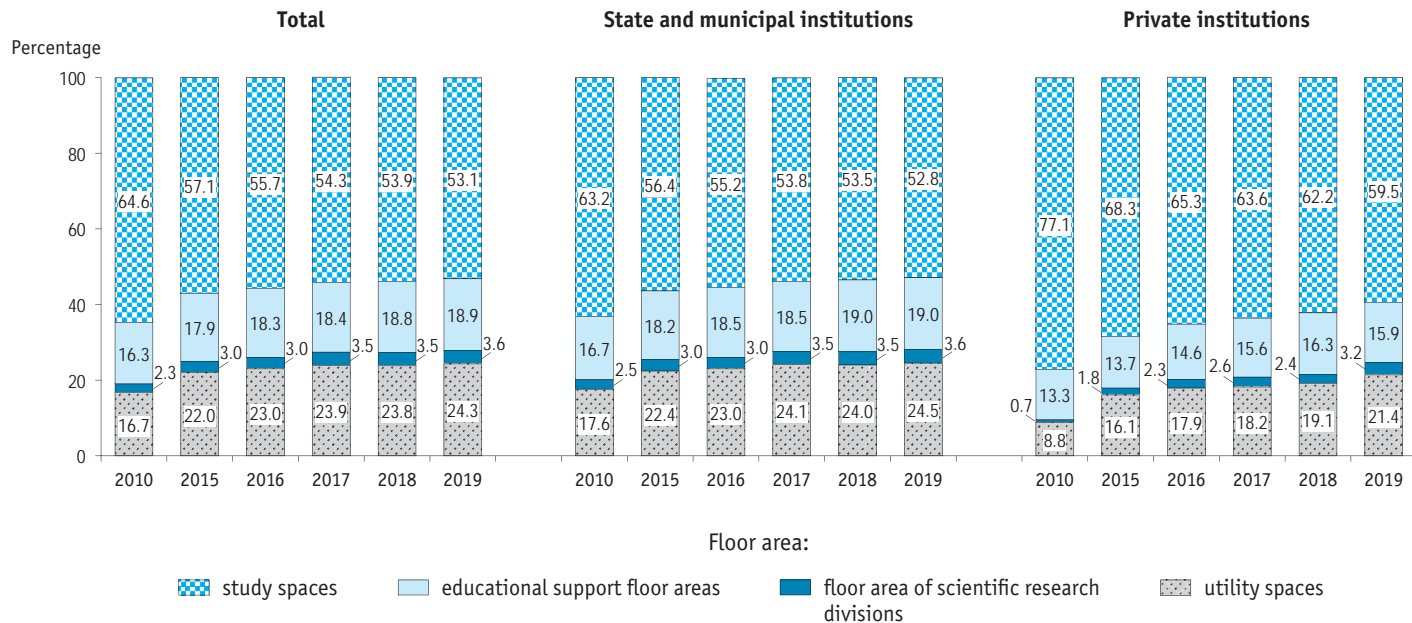
	2010	2015	2016	2017	2018	2019
	Total					
Total floor area	67270.1	65206.1	63738.3	62886.7	63198.5	63451.9
Education and laboratory spaces (buildings)	49624.5	45202.2	43438.4	42419.1	42097.6	42098.1
Dormitories	13799.0	15085.6	15150.4	15161.5	15328.3	15481.7
Other facilities (premises)	3846.6	4918.2	5149.5	5306.1	5772.5	5872.1
	State and municipal institutions					
Total floor area	62025.8	61911.0	61058.8	60482.7	60925.5	61111.9
Education and laboratory spaces (buildings)	44582.3	42205.9	41035.0	40318.5	40123.4	40096.1
Dormitories	13658.0	14920.3	14977.3	15003.3	15167.0	15306.8
Other facilities (premises)	3785.4	4784.9	5046.4	5160.9	5635.2	5709.0
	Private institutions					
Total floor area	5244.3	3295.0	2679.5	2404.0	2272.9	2340.0
Education and laboratory spaces (buildings)	5042.2	2996.3	2403.3	2100.5	1974.2	2002.1
Dormitories	141.0	165.4	173.1	158.3	161.4	174.9
Other facilities (premises)	61.2	133.3	103.1	145.2	137.3	163.0

8.2.10. FLOOR AREA DISTRIBUTION OF BUILDINGS IN HIGHER EDUCATION INSTITUTIONS BY OWNERSHIP AND EXPLOITATION FORM: 2019

(at the end of the year)

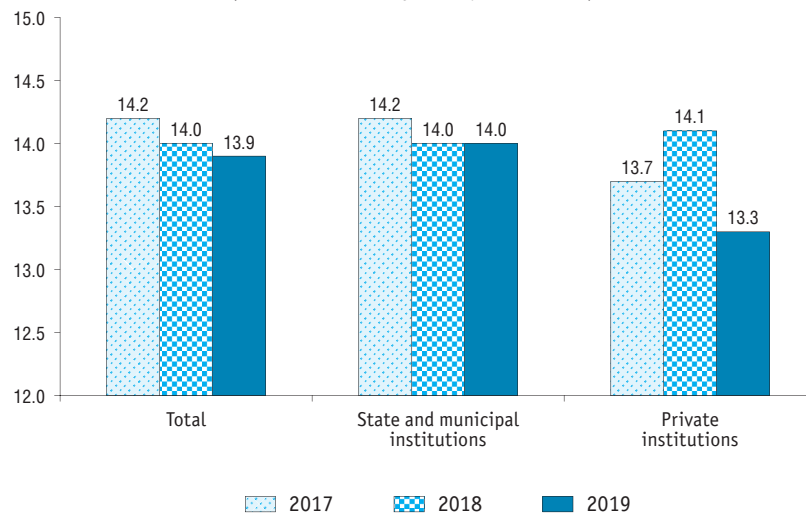


8.2.11. FLOOR AREA DISTRIBUTION OF EDUCATION AND LABORATORY SPACES (BUILDINGS) IN HIGHER EDUCATION INSTITUTIONS BY INTENDED PURPOSE (at the end of the year)



8.2.12. FLOOR AREA OF EDUCATION AND LABORATORY SPACES (BUILDINGS) IN HIGHER EDUCATION INSTITUTIONS PER STUDENT*

(at the end of the year; square metres)



* Excluding floor areas that are leased, subleased, or under capital repair.

8.2.13. EDUCATIONAL PROCESS FACILITIES IN EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

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

	2016	2017	2018	2019
Total				
Institutions which have the following:				
assembly hall	56.9	58.2	59.0	59.6
gym	88.3	89.0	89.6	90.1
indoor swimming pool	4.8	4.8	4.8	4.7
library	93.9	94.6	95.0	95.1
equipped classrooms of:				
basics of computer engineering	90.6	91.0	91.4	91.7
foreign languages	55.3	57.6	59.1	60.9
health and safety	51.8	52.8	54.1	55.6
extracurricular activities	36.8	37.8	38.7	39.9
Labour instruction classrooms (workshops)	69.5	69.4	69.4	68.9
Household arts classroom	55.7	56.7	57.3	57.4
Urban areas				
Institutions which have the following:				
assembly hall	76.7	77.6	78.1	78.6
gym	93.3	93.7	94.2	94.7
indoor swimming pool	9.4	9.4	9.3	9.2
library	95.3	95.8	96.1	96.0
equipped classrooms of:				
basics of computer engineering	92.6	92.8	93.2	93.4
foreign languages	68.1	70.2	71.5	73.1
health and safety	65.5	66.1	67.6	68.4
extracurricular activities	49.4	50.7	52.2	52.5
Labour instruction classrooms (workshops)	71.9	72.2	72.7	72.6
Household arts classroom	75.0	75.8	76.4	76.3

(continued)

	2016	2017	2018	2019
Rural areas				
Institutions which have the following:				
assembly hall	42.6	43.9	44.7	45.2
gym	84.7	85.6	86.1	86.7
indoor swimming pool	1.5	1.4	1.5	1.3
library	92.9	93.8	94.3	94.5
equipped classrooms of:				
basics of computer engineering	89.1	89.7	90.0	90.4
foreign languages	46.0	48.4	49.8	51.7
health and safety	41.8	43.1	44.1	45.9
extracurricular activities	27.8	28.2	28.6	30.4
Labour instruction classrooms (workshops)	67.7	67.3	67.0	66.1
Household arts classroom	41.8	42.6	43.1	43.2

**8.2.14. AVAILABILITY OF HOT MEALS TO STUDENTS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING
PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES**
(at the end of the year)

	2005*	2010**	2015***	2016	2017	2018	2019
Institutions with a refectory (canteen, dining room), as a percentage of all institutions	84.4	92.0	95.5	96.8	97.2	97.5	97.6
Urban areas	97.5	98.1	98.5	96.9	97.2	97.6	97.7
Rural areas	78.2	88.7	93.7	96.6	97.2	97.3	97.5
Number of students who get hot meals, thousand persons	9923.6	10175.5	11900.7	12163.3	12614.3	13001.4	13240.1
As a percentage of the total enrolment	67.8	76.9	81.5	80.2	80.6	81.1	80.5
Urban areas	64.0	74.9	80.5	79.2	79.7	80.3	79.6
Rural areas	76.2	81.7	84.7	83.1	83.3	83.6	83.6

* At the beginning of the 2005/2006 academic year.

** At the beginning of the 2010/2011 academic year.

*** At the beginning of the 2015/2016 academic year.

8.2.15. AVAILABILITY OF HOT MEALS TO STUDENTS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY GROUP OF GRADES: 2019

(at the end of the year)

	Total	1 st –4 th grade	5 th –9 th grade	10 th –11 th (12 th) grade
Total				
Number of students who get hot meals:				
thousand persons	13240.1	6711.6	5621.8	906.6
as a percentage of the total enrolment	80.5	92.3	72.7	62.9
Urban areas				
Number of students who get hot meals:				
thousand persons	9978.3	5130.2	4144.5	703.6
as a percentage of the total enrolment	79.6	92.4	71.1	60.8
Rural areas				
Number of students who get hot meals:				
thousand persons	3261.8	1581.4	1477.3	203.1
as a percentage of the total enrolment	83.6	91.9	77.8	71.7

8.2.16. AVAILABILITY OF PUBLIC CATERING TO STUDENTS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES

(at the end of the year)

	2016	2017	2018	2019
Total				
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	416.9	415.2	406.9	406.8
As a percentage of the total standard number of seats	129.6	107.0	100.8	96.8
State and municipal institutions				
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	398.3	394.2	386.3	385.1
As a percentage of the total standard number of seats	128.3	106.2	100.9	97.6
Private institutions				
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	18.6	21.0	20.6	21.7
As a percentage of the total standard number of seats	137.3	124.5	99.3	84.9

8.2.17. AVAILABILITY OF PUBLIC CATERING TO STUDENTS OF HIGHER EDUCATION INSTITUTIONS

(at the end of the year)

	2010	2015	2016	2017	2018	2019
Total						
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	369.3	297.6	282.6	263.6	253.4	238.8
As a percentage of the total standard number of seats	57.8	57.0	53.7	50.0	48.1	45.4
State and municipal institutions						
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	316.3	256.1	248.0	234.9	225.7	213.1
As a percentage of the total standard number of seats	54.7	52.9	49.9	46.9	44.8	42.5
Private institutions						
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	52.9	41.5	34.6	28.7	27.8	25.8
As a percentage of the total standard number of seats	86.5	108.9	118.3	105.8	117.8	104.5

8.2.18. SATISFACTION WITH THE QUALITY OF MEALS AT EDUCATIONAL INSTITUTIONS*

(at the end of the year; percentage)

	All respondents		Of which							
			completely satisfied		not completely satisfied		completely dissatisfied		do not know	
	2016	2018	2016	2018	2016	2018	2016	2018	2016	2018
Preschool education institutions**	100	100	76.4	77.1	22.1	21.4	1.3	1.4	0.2	0.1
Urban areas	100	100	75.8	75.4	22.7	23.0	1.4	1.5	0.1	0.1
Rural areas	100	100	78.6	82.0	20.1	16.9	0.8	1.0	0.6	0.0
General education institutions**	100	100	51.6	51.0	38.0	39.0	9.5	9.7	1.0	0.3
Urban areas	100	100	49.6	47.5	39.4	41.3	10.0	10.8	0.9	0.4
Rural areas	100	100	56.3	60.3	34.5	32.9	8.1	6.6	1.1	0.2
Vocational education institutions, higher education institutions***	100	100	58.8	59.9	30.5	30.5	8.9	7.8	1.9	1.8
Entrants	100	100	66.5	61.5	26.0	29.2	6.7	7.9	0.7	1.3
Students who continue their education	100	100	57.0	58.5	30.7	30.6	9.9	8.5	2.4	2.2
Graduates	100	100	55.0	63.3	35.3	30.7	8.0	5.0	1.7	1.1

* According to results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion (see Technical Notes to Section 2).

** According to parents (legal guardians (representatives)).

*** According to individuals under 30 who studied in the 2016/2017 and 2018/2019 academic years.

8.2.19. SATISFACTION WITH MEDICAL SUPERVISION AND AID QUALITY IN EDUCATIONAL INSTITUTIONS*

(at the end of the year; percentage)

	All respondents		Of which							
			completely satisfied		not completely satisfied		completely dissatisfied		do not know	
	2016	2018	2016	2018	2016	2018	2016	2018	2016	2018
Preschool education institutions**	100	100	73.9	75.8	20.5	20.4	3.7	3.8	1.9	0.1
Urban areas	100	100	75.6	77.5	19.1	19.4	3.0	3.1	2.4	0.0
Rural areas	100	100	68.1	70.8	25.3	23.4	6.4	5.7	0.2	0.1
General education institutions**	100	100	63.5	65.6	26.4	25.6	9.4	8.6	0.6	0.2
Urban areas	100	100	64.1	66.0	27.3	26.0	7.8	7.8	0.8	0.3
Rural areas	100	100	62.0	64.5	24.3	24.6	13.5	10.8	0.3	0.1
Vocational education institutions, higher education institutions***	100	100	69.0	72.0	23.9	22.0	5.1	4.4	2.0	1.6
Entrants	100	100	71.0	77.5	21.7	18.6	5.9	2.8	1.5	1.1
Students who continue their education	100	100	68.4	71.5	25.1	21.7	4.5	4.9	2.0	1.9
Graduates	100	100	68.9	66.5	22.6	28.0	6.1	4.6	2.4	0.9

* According to results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion (see Technical Notes to Section 2).

** According to parents (legal guardians (representatives)).

*** According to individuals under 30 who studied in the 2016/2017 and 2018/2019 academic years.

8.2.20. LIBRARY STOCK IN EDUCATIONAL INSTITUTIONS

(at the end of the year)

	Educational institutions implementing primary general, basic general, and secondary general education programmes		Educational institutions implementing secondary vocational education programmes*		Higher education institutions*	
	Million copies	As a percentage of the total	Million copies	As a percentage of the total	Million copies	As a percentage of the total
2016						
Library stock	619.3	100	120.7	100	1189.0	100
Of which:						
e-documents	4.6	0.7	7.8	6.4	745.2	62.7
acquired in the reporting year	61.4	9.9	4.9	4.0	218.8	18.4
2017						
Library stock	619.4	100	125.8	100	1191.4	100
Of which:						
e-documents	4.6	0.7	8.7	6.9	758.9	63.7
acquired in the reporting year	61.4	9.9	5.5	4.4	272.2	22.8
2018						
Library stock	630.0	100	121.6	100	1560.8	100
Of which:						
e-documents	5.3	0.8	10.6	8.7	1135.5	72.8
acquired in the reporting year	65.9	10.5	6.1	5.0	472.2	30.3
2019						
Library stock	640.3	100	126.7	100	1689.4	100
Of which:						
e-documents	4.4	0.7	16.2	12.8	1276.6	75.6
acquired in the reporting year	67.4	10.5	6.5	5.1	413.3	24.5

* Including libraries in dormitories.

8.2.21. AVAILABILITY OF STUDENT DORMITORIES

(at the end of the year)

	2015	2016	2017	2018	2019
Students, enrolled in programmes for skilled workers and employees, who need a place in a dormitory, <i>thousand persons</i>	103.6	116.4	102.0	98.0	98.2
Of whom living in dormitories, <i>percentage</i>	92.8	94.1	94.1	94.0	94.2
Students, enrolled in programmes for mid-level specialists, who need a place in a dormitory, <i>thousand persons</i>	311.4	332.8	349.3	353.7	364.3
Of whom living in dormitories, <i>percentage</i>	90.8	91.9	90.9	91.7	91.9
Students, enrolled in bachelor's, specialist's, and master's programmes, who need a place in a dormitory, <i>thousand persons</i>	897.4	872.1	874.3	876.9	894.6
Of whom living in dormitories, <i>percentage</i>	86.7	89.6	89.1	88.5	85.5

8.2.22. AVAILABILITY OF SCHOOL TRANSPORTATION TO STUDENTS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2019

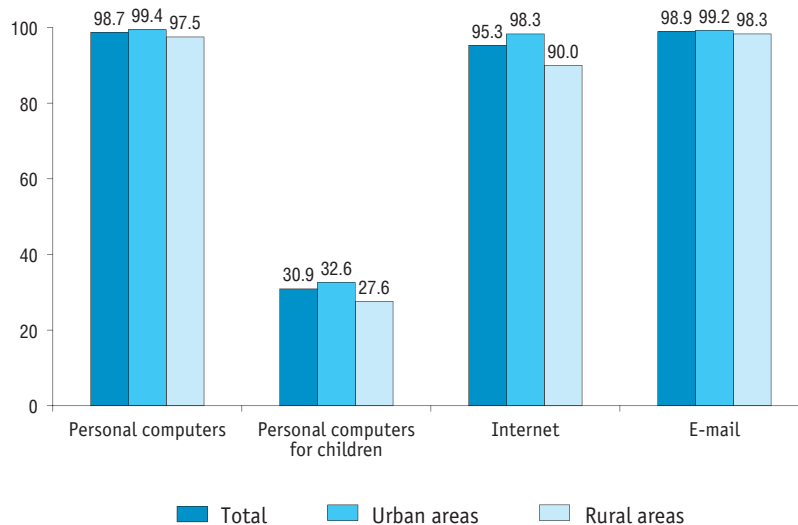
(at the end of the year)

	Total	1 st –4 th grade	5 th –9 th grade	10 th –11 th (12 th) grade
Total				
Students who need school transportation, <i>thousand persons</i>	994.6	439.7	485.9	69.1
Of whom get school transportation, <i>percentage</i>	89.8	89.7	90.0	89.1
Urban areas				
Students who need school transportation, <i>thousand persons</i>	271.5	128.0	126.1	17.4
Of whom get school transportation, <i>percentage</i>	83.7	84.6	83.2	81.2
Rural areas				
Students who need school transportation, <i>thousand persons</i>	723.1	311.7	359.8	51.6
Of whom get school transportation, <i>percentage</i>	92.0	91.7	92.4	91.8

8.3. Digitalisation of education

8.3.1. DIGITALISATION OF PRESCHOOL EDUCATION INSTITUTIONS: 2019

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

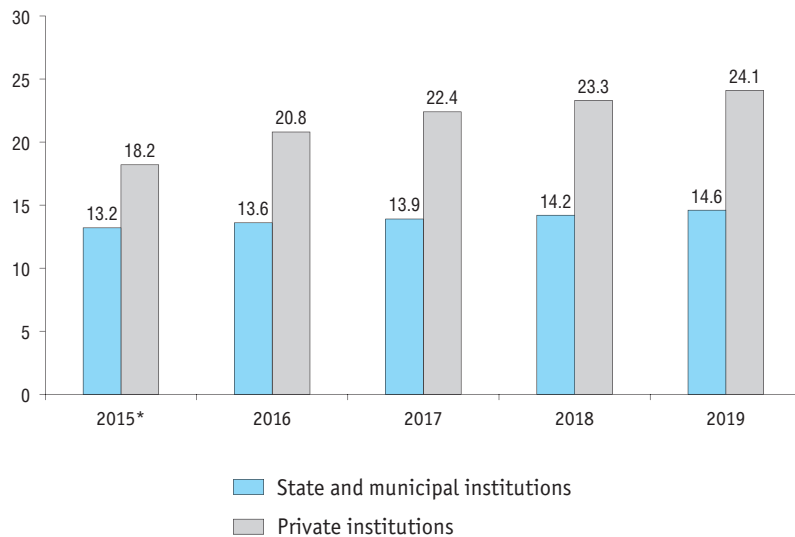


**8.3.2. PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES IN EDUCATIONAL INSTITUTIONS IMPLEMENTING
PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES**
(at the end of the year)

	Thousand units				As a percentage of the total			
	2016	2017	2018	2019	2016	2017	2018	2019
Total								
Personal computers	2051.3	2169.6	2273.6	2396.1	100	100	100	100
Of which:								
within local area networks	1103.4	1178.3	1256.3	1321.0	53.8	54.3	55.3	55.1
with Internet access	1464.9	1583.1	1690.0	1810.5	71.4	73.0	74.3	75.6
acquired in the reporting year	91.4	138.0	150.2	195.5	4.5	6.4	6.6	8.2
State and municipal institutions								
Personal computers	2028.0	2143.0	2244.0	2366.4	100	100	100	100
Of which:								
within local area networks	1090.8	1163.5	1239.8	1304.1	53.8	54.3	55.3	55.1
with Internet access	1446.5	1561.2	1665.7	1785.6	71.3	72.8	74.2	75.5
acquired in the reporting year	89.5	135.2	147.5	192.8	4.4	6.3	6.6	8.1
State and municipal institutions								
Personal computers	23.3	26.5	29.6	29.8	100	100	100	100
Of which:								
within local area networks	12.6	14.8	16.5	16.9	54.1	55.6	55.8	56.7
with Internet access	18.3	21.9	24.3	24.9	78.6	82.6	82.2	83.6
acquired in the reporting year	1.9	2.8	2.7	2.7	8.2	10.5	9.1	9.2

8.3.3. AVAILABILITY OF PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES TO STUDENTS IN EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

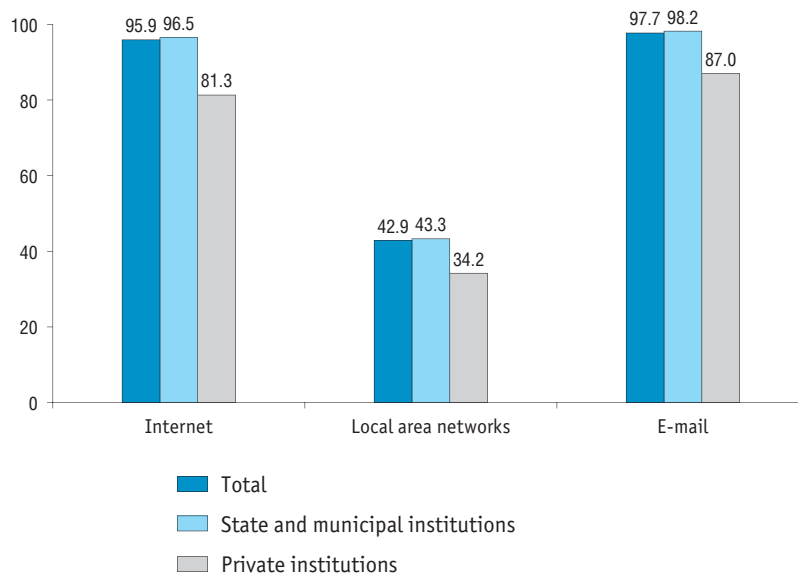
(at the end of the year; units per 100 students)



* At the beginning of the 2015/2016 academic year, excluding the floor areas of intramural part-time (shift-based) general education institutions.

8.3.4. DIGITALISATION OF ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN: 2019

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

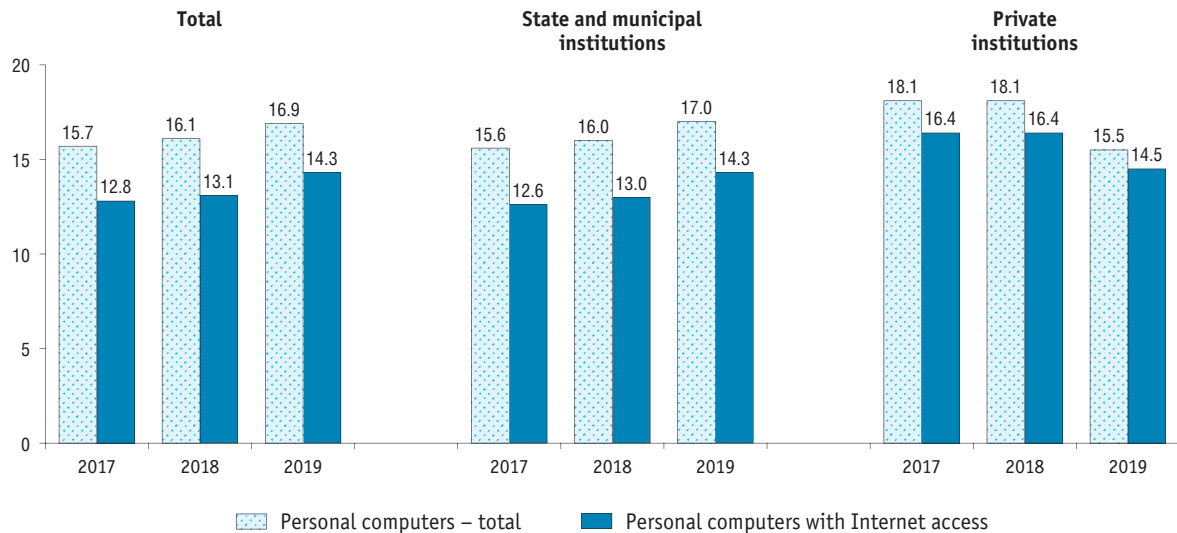


**8.3.5. PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES IN EDUCATIONAL INSTITUTIONS
IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES**
(at the end of the year)

	Thousand units				As a percentage of the total			
	2016	2017	2018	2019	2016	2017	2018	2019
Total								
Personal computers	307.2	327.9	350.1	383.8	100	100	100	100
Of which:								
within local area networks	237.6	253.2	267.6	299.1	77.3	77.2	76.4	77.9
with Internet access	247.5	266.4	285.8	324.2	80.6	81.2	81.6	84.5
acquired in the reporting year	15.4	19.7	28.2	42.4	5.0	6.0	8.0	11.0
State and municipal institutions								
Personal computers	291.9	311.7	331.0	362.6	100	100	100	100
Of which:								
within local area networks	224.8	240.2	252.6	282.6	77.0	77.1	76.3	78.0
with Internet access	233.3	251.7	268.0	304.3	79.9	80.8	81.0	83.9
acquired in the reporting year	14.0	17.9	26.3	39.8	4.8	5.7	7.9	11.0
Private institutions								
Personal computers	15.3	16.2	19.1	21.3	100	100	100	100
Of which:								
within local area networks	12.8	13.0	14.9	16.5	83.4	80.2	78.1	77.7
with Internet access	14.2	14.6	17.8	19.8	92.8	90.3	92.9	93.3
acquired in the reporting year	1.4	1.8	1.9	2.6	9.0	11.2	9.7	12.1

8.3.6. AVAILABILITY OF PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES TO STUDENTS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES

(at the end of the year; units per 100 students)



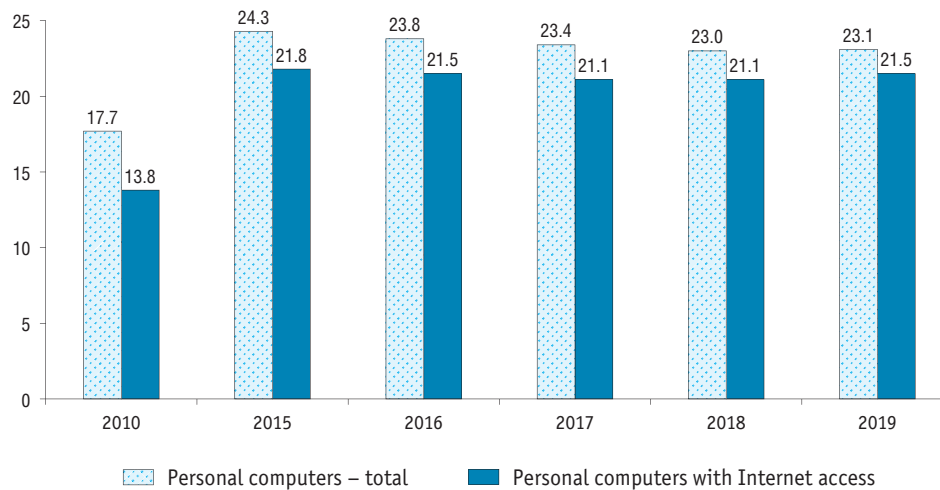
8.3.7. PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES IN HIGHER EDUCATION INSTITUTIONS

(at the end of the year)

	Thousand units						As a percentage of the total					
	2010	2015	2016	2017	2018	2019	2010	2015	2016	2017	2018	2019
	Total											
Personal computers	643.3	712.4	696.0	684.3	678.0	683.7	100	100	100	100	100	100
Of which:												
within local area networks	548.0	631.1	626.9	613.7	602.5	628.3	85.2	88.6	90.1	89.7	88.9	91.9
with Internet access	504.2	639.3	628.9	617.0	620.8	634.1	78.4	89.7	90.4	90.2	91.6	92.7
acquired in the reporting year	46.3	43.4	34.6	30.5	33.6	39.5	7.2	6.1	5.0	4.5	5.0	5.8
	State and municipal institutions											
Personal computers	580.9	652.9	642.3	636.3	641.5	647.2	100	100	100	100	100	100
Of which:												
within local area networks	490.3	582.2	586.3	578.6	568.4	593.7	84.4	89.2	91.3	90.9	88.6	91.7
with Internet access	452.6	581.5	576.7	570.4	585.4	598.4	77.9	89.1	89.8	89.6	91.3	92.5
acquired in the reporting year	40.9	35.4	27.3	27.5	31.2	37.1	7.0	5.4	4.2	4.3	4.9	5.7
	Private institutions											
Personal computers	62.4	59.6	53.7	48.0	36.5	36.5	100	100	100	100	100	100
Of which:												
within local area networks	57.7	48.9	40.6	35.2	34.0	34.5	92.5	82.1	75.6	73.3	93.2	94.6
with Internet access	51.6	57.8	52.3	46.6	35.3	35.7	82.7	97.1	97.3	97.1	96.7	97.8
acquired in the reporting year	5.4	7.9	7.3	3.0	2.4	2.4	8.7	13.3	13.6	6.3	6.6	6.6

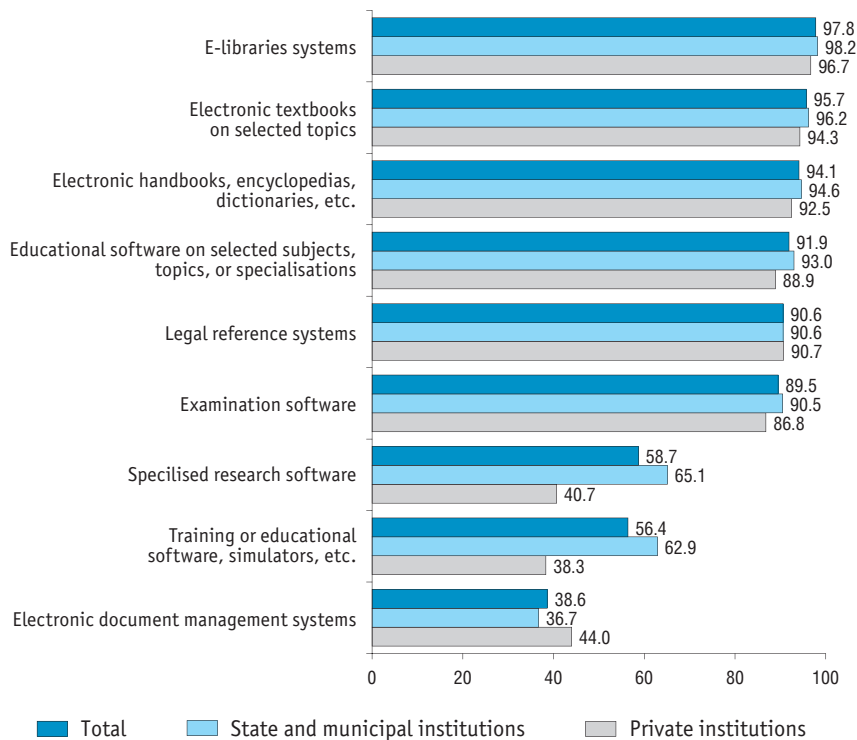
8.3.8. AVAILABILITY OF PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES TO STUDENTS OF HIGHER EDUCATION INSTITUTIONS

(at the end of the year; units per 100 students)



8.3.9. SOFTWARE AVAILABLE TO STUDENTS OF HIGHER EDUCATION INSTITUTIONS: 2019

(at the end of the year; as a percentage of all higher education institutions)



8.3.10. DISTRIBUTION OF EDUCATIONAL INSTITUTIONS BY TOP INTERNET ACCESS SPEED: 2019

(at the end of the year; as a percentage of all institutions using the Internet)

	Under 256 kbit/s	256–511 kbit/s	512–999 kbit/s	1.0–1.9 Mbit/s	2.0– 30.0 Mbit/s	30.1–49.9 Mbit/s	50.0–99.9 Mbit/s	Over 100 Mbit/s
Educational institutions implementing primary general, basic general, and secondary general education programmes	5.4	4.8	4.9	8.9	34.4	9.5	17.4	14.6
Urban areas	0.7	1.2	1.5	4.0	34.7	10.4	19.0	28.4
Rural areas	9.0	7.5	7.5	12.7	34.2	8.8	16.2	4.0
State and municipal institutions	5.5	4.8	5.0	9.0	34.4	9.4	17.4	14.5
Private institutions	1.0	2.7	2.4	5.8	36.4	14.2	18.6	18.9
Educational institutions implementing secondary vocational education programmes	0.9	1.7	3.1	4.8	39.2	20.1	15.4	14.7
State and municipal institutions	1.0	1.5	3.0	4.7	39.4	19.8	15.3	15.3
Private institutions	0.7	3.3	3.7	6.2	37.8	22.2	16.3	9.9
Higher education institutions	0.2	0.2	0.4	0.8	22.0	23.8	22.9	29.6
State and municipal institutions	0.3	0.2	0.2	0.6	17.9	22.8	23.4	34.5
Private institutions	–	0.3	0.9	1.2	33.5	26.8	21.6	15.5

8.3.11. LIBRARY SEATS EQUIPPED WITH A PERSONAL COMPUTER IN EDUCATIONAL INSTITUTIONS

(at the end of the year)

	Library seats equipped with a personal computer			Of which with Internet access		
	2017	2018	2019	2017	2018	2019
Thousand units						
Educational institutions implementing primary general, basic general, and secondary general education programmes	53.0	55.3	58.4	45.6	48.2	51.7
State and municipal institutions	51.7	53.9	56.9	44.4	46.9	50.3
Private institutions	1.3	1.4	1.5	1.2	1.4	1.4
Institutions implementing secondary vocational education programmes	19.8	21.9	23.1	18.5	20.7	21.9
State and municipal institutions	16.1	17.5	18.4	15.0	16.4	17.3
Private institutions	3.6	4.3	4.7	3.5	4.3	4.6
Higher education institutions	33.6	31.9	31.9	33.0	31.3	31.5
State and municipal institutions	26.5	25.3	25.0	26.0	24.8	24.7
Private institutions	7.1	6.5	6.9	7.0	6.5	6.8
As a percentage of the total number of library seats						
Educational institutions implementing primary general, basic general, and secondary general education programmes	11.3	11.6	12.1	9.7	10.2	10.7
State and municipal institutions	11.3	11.6	12.0	9.7	10.1	10.6
Private institutions	14.4	15.5	17.5	13.6	14.8	16.6
Institutions implementing secondary vocational education programmes	15.2	16.7	18.0	14.3	15.8	17.0
State and municipal institutions	13.8	14.9	16.0	12.7	13.9	15.0
Private institutions	28.8	33.5	35.0	28.1	33.0	34.3
Higher education institutions	17.4	17.7	16.7	17.1	17.4	16.5
State and municipal institutions	15.3	15.6	14.4	15.0	15.3	14.2
Private institutions	35.9	36.7	39.1	35.5	36.2	39.0

8.3.12. EDUCATIONAL INSTITUTIONS WITH A WEBSITE: 2019*(at the end of the year; as a percentage of all institutions)*

	Total	Including those that provide a standardised profile of institution's activities*
Preschool education institutions	98.9	98.3
Urban areas	99.1	98.7
Rural areas	98.6	97.7
Educational institutions implementing primary general, basic general, and secondary general education programmes	99.2	99.2
State and municipal institutions	99.3	99.3
Private institutions	97.0	97.0
Additional education institutions implementing additional general education programmes for children	97.2	95.0
State and municipal institutions	97.7	95.9
Private institutions	82.0	71.8
Educational institutions implementing secondary vocational education programmes	97.5	97.5
State and municipal institutions	97.4	97.4
Private institutions	98.2	97.6
Higher education institutions	99.2	99.1
State and municipal institutions	99.4	99.1
Private institutions	98.8	98.8

* In accordance with Article 29 of Federal Law no. 273-FL 'On Education in the Russian Federation' of December 29, 2012, the list of information on the activities of an educational institution.

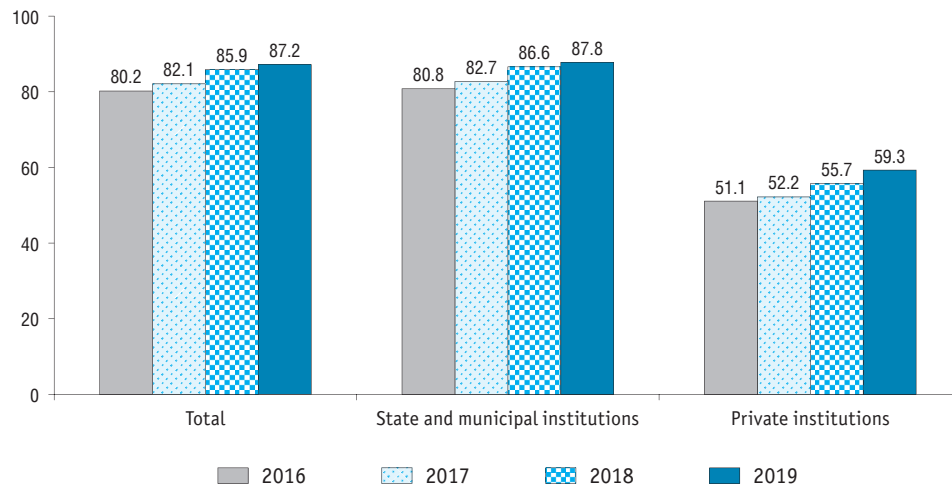
8.3.13. PARTICIPATION OF TEACHING PERSONNEL IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION IN THE USE OF ICT: 2019/2020

(at the beginning of the academic year; excluding part-timers and independent contractors)

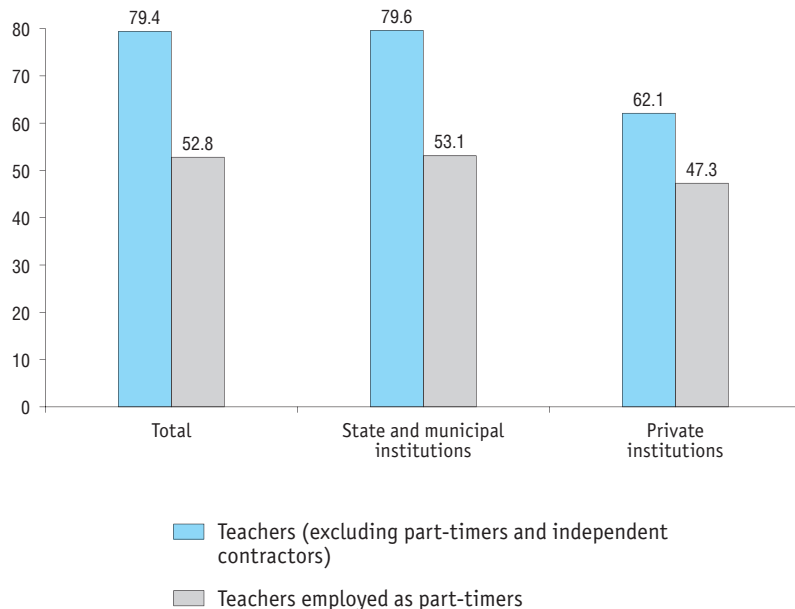
	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years	
	Persons	As a percentage of the total personnel
Educational institutions implementing secondary vocational education programmes		
Teachers – total	27237	19.4
Of whom within educational programmes:		
for skilled workers and employees	2944	13.5
for mid-level specialists	20744	19.6
Industrial training instructors – total	2596	11.2
Of whom within educational programmes:		
for skilled workers and employees	1592	10.0
for mid-level specialists	499	10.0
Higher education institutions		
Teaching personnel – total	132602	56.3
Of whom:		
teaching staff – total	131403	57.3
Of whom – teaching staff implementing bachelor's, specialist's, and master's programmes	130131	57.3
other teaching personnel	1199	19.9

8.3.14. EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES, USING ELECTRONIC SCHOOL DIARIES AND ELECTRONIC GRADEBOOKS

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



8.3.15. TEACHERS USING PERSONAL COMPUTERS IN EDUCATIONAL PROCESS AS A PERCENTAGE OF THE TOTAL NUMBER OF TEACHERS IN EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2019/2020
(at the beginning of the academic year)



TECHNICAL NOTES

The information about **learning environment** includes the data on institutions that carry out educational activities, including separate subdivisions (and branches thereof), whose main activity is educational activity directed at implementation of corresponding educational programmes.

Total floor area of a building is a total area of all floors of the building (including maintenance floor, attic, ground floor, and basement) measured within the inner surfaces of external walls, as well as areas of projecting and recessed balconies.

Educational support floor area is the area where activities, auxiliary to the teaching (educational) process, are conducted: teachers' rooms, department managers' offices, administrative offices, premises of social organisations, libraries (reading rooms, book depositories), office and production premises, recreation rooms for employees, offices of the management, registries, vivaria, computer centres, conference halls, and related premises (assembly hall, amateur art rooms, projection booth, broadcasting studio, storeroom for equipment).

Availability of public catering to students of institutions implementing secondary vocational education programmes,

and institutions implementing bachelor's, specialist's, master's programmes is the ratio of seats at catering facilities (or subdivisions thereof) at educational institutions to the standard number of seats. The standard number of seats is calculated by multiplying the estimated number of students by 200 and dividing by 1,000, because according to the existing standard a catering facility must be equipped with 200 seats per 1,000 students at the educational institution. The estimated number of students is equal to the intramural full-time enrolment plus 10% of extramural enrolment multiplied by attendance ratio which is equal to 0.9.

Top access speed characterises the network bandwidth; it is determined by the maximum possible number of bits transmitted per unit of time (bits/s).

Website is an Internet site which has a specific address and an owner, and comprises web pages. For statistical purposes, an enterprise is considered to have a website if it has at least one web page displaying regularly updated information (at least once every six months).



EDUCATION OF STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABILITIES

9.1. ACCESSIBILITY OF EDUCATIONAL INSTITUTIONS TO STUDENTS WITH LIMITED MOBILITY

(at the end of the year)

	Total				State and municipal institutions				Private institutions			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Buildings accessible to people with limited mobility, <i>as a percentage of all buildings:</i>												
educational institutions implementing primary general, basic general, and secondary general education programmes*	36.1	41.2	44.4	47.3	36.2	41.3	44.5	47.4	29.7	36.1	40.7	40.2
urban areas	45.2	51.4	54.7	56.6	45.7	52.0	55.2	57.2	29.7	36.5	41.5	40.8
rural areas	29.5	33.7	36.8	40.2	29.5	33.7	36.8	40.2	29.3	33.6	35.2	36.6
vocational education institutions implementing secondary vocational education programmes:												
education and laboratory spaces (buildings)	39.8	43.4	47.7	50.1	38.3	41.8	45.9	48.3	78.6	82.4	84.7	85.1
dormitories	29.3	31.3	34.9	37.0	28.9	30.9	34.8	36.8	51.9	53.2	46.5	55.8
higher education institutions:												
education and laboratory spaces (buildings)	42.5	44.9	48.1	49.4	38.4	41.5	44.9	46.2	87.6	88.4	89.7	92.7
dormitories	30.6	31.3	34.2	34.5	29.4	30.4	33.5	33.9	75.0	70.3	71.2	66.7
Additional education institutions implementing additional general education programmes for children, with classes suitable for people with limited mobility, <i>as a percentage of all institutions</i>	42.0	45.3	48.6	50.7	42.3	45.8	49.1	51.2	25.4	29.5	34.2	37.1

* In 2019, including buildings where the institutions occupy only part of the premises (floors).

9.2. CHILDREN WITH LIMITED HEALTH CAPACITIES AND DISABLED CHILDREN AS A PERCENTAGE OF THE TOTAL ENROLMENT IN INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION AND CHILD CARE PROGRAMMES BY GROUP
(at the end of the year)

	Children with limited health capacities						Disabled children					
	Persons			As a percentage of the total enrolment			Persons			As a percentage of the total enrolment		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total	479656	519542	550400	6.4	6.9	7.2	74768	79151	83806	1.0	1.0	1.1
General development groups	47236	52396	56490	0.7	0.8	0.9	31558	32634	32862	0.5	0.5	0.5
Compensatory groups	347602	362860	374570	86.7	88.9	90.3	33006	35177	37570	8.2	8.6	9.1
Including the following categories of children:												
with hearing impairment	3544	4045	4389	79.8	89.1	84.7	2530	2563	2605	56.9	56.5	50.3
with speech impediment	249153	263053	273790	86.2	88.7	90.8	5973	6501	6923	2.1	2.2	2.3
with visual impairment	28361	27778	26850	91.7	92.6	95.2	2473	2486	2347	8.0	8.3	8.3
with mental deficiency (mental development disorders)	6268	6584	6845	85.7	85.6	83.9	4971	5438	6100	68.0	70.7	74.8
with mental retardation	30756	32981	34963	95.0	95.3	95.4	6380	7272	8045	19.7	21.0	21.9
with musculoskeletal disorders	16563	16328	15247	88.6	89.3	87.6	4175	4252	4435	22.3	23.3	25.5
with multiple special needs (multiple disorders)	4260	4860	5131	79.7	80.3	82.1	4091	4421	4612	76.5	73.0	73.8
with other limited health capacities	8697	7231	7355	67.8	68.3	64.6	2413	2244	2503	18.8	21.2	22.0
Health groups	5055	5489	4757	6.5	7.6	6.3	561	636	761	0.7	0.9	1.0
Combined groups	78528	97250	112924	19.8	20.4	19.9	8512	9324	10955	2.1	2.0	1.9
Early childhood groups	475	528	640	0.4	0.4	0.4	567	610	776	0.4	0.4	0.5
Child care groups	337	590	587	1.4	2.5	2.5	191	374	501	0.8	1.6	2.1
Family preschool groups	423	429	432	2.2	2.3	2.2	373	396	381	1.9	2.1	1.9

9.3. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS WITHIN PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES
(at the beginning of the academic year)

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Students with limited health capacities (with or without disability):						
thousand persons	455.5	507.1	572.8	623.5	671.1	718.6
as a percentage of the total enrolment	3.2	3.4	3.8	4.0	4.2	4.3
In the total enrolment of students with limited health capacities – disabled persons:						
thousand persons	235.5	250.5	273.2	293.3	311.8	326.2
as a percentage of the total enrolment	1.6	1.7	1.8	1.9	1.9	2.0

9.4. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS WITHIN PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2019/2020

(at the beginning of the academic year)

	Total	Primary general education programmes	Basic general education programmes	Secondary general education programmes	Educational programmes for students with mental deficiency (mental development disorders)
Students with limited health capacities (with or without disability):					
thousand persons	718.6	245.3	262.0	8.8	202.5
as a percentage of the total enrolment	4.3	3.4	3.4	0.6	97.4
In the total enrolment of students with limited health capacities – disabled persons					
thousand persons	227.1	62.5	58.6	6.3	99.7
as a percentage of the total enrolment	1.4	0.9	0.8	0.4	47.9
Disabled students (excluding students with limited health capacities):					
thousand persons	99.2	35.9	50.1	11.5	1.7
as a percentage of the total enrolment	0.6	0.5	0.7	0.8	0.8

**9.5. STUDENTS WITHIN ADAPTED EDUCATIONAL PROGRAMMES OF PRIMARY GENERAL,
BASIC GENERAL, AND SECONDARY GENERAL EDUCATION**
(at the beginning of the academic year; persons)

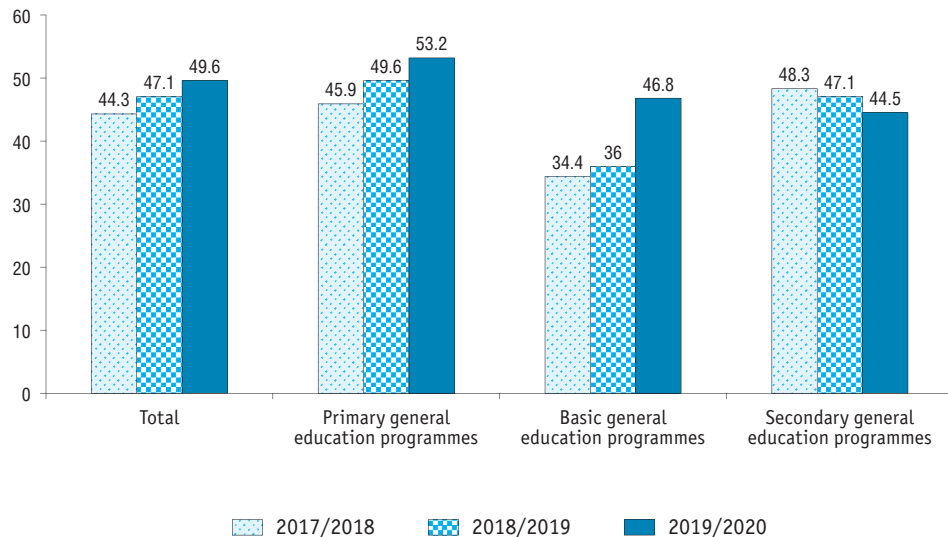
	Total			State and municipal institutions			Private institutions		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Students within adapted educational programmes	540993	600339	659301	540454	599836	658641	539	503	660
Of whom within programmes for:									
deaf	6500	6175	6001	6498	6171	5998	2	4	3
hearing-impaired and with late hearing impairment	9966	10833	11240	9948	10823	11226	18	10	14
blind	2319	2399	2431	2319	2396	2429	–	3	2
visually impaired	17188	17621	18891	17174	17614	18881	14	7	10
with severe speech pathology	35959	45213	57446	35951	45202	57426	8	11	20
with musculoskeletal disorders	16394	17819	20834	16240	17799	20745	154	20	89
with mental retardation	217379	248538	277995	217230	248344	277731	149	194	264
with autism spectrum disorders	3721	6000	8525	3690	5944	8432	31	56	93
with mental deficiency (mental development disorders)	231567	245741	255938	231404	245543	255773	163	198	165

9.6. STUDENTS WITH LIMITED HEALTH CAPACITIES WITHIN INCLUSIVE PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

(at the beginning of the academic year)

	2017/2018	2018/2019	2019/2020			
			Total	Primary general education programmes	Basic general education programmes	Secondary general education programmes
Students with limited health capacities (with or without disability):						
persons	276373	315991	356260	170416	179311	6533
as a percentage of the total enrolment in inclusive classrooms	8.6	8.9	9.0	8.3	9.7	7.1
In the total enrolment of students with limited health capacities – disabled students:						
persons	75555	81675	87020	42254	40202	4564
as a percentage of the total enrolment in inclusive classrooms	2.3	2.3	2.2	2.1	2.2	5.0

9.7. STUDENTS WITH LIMITED HEALTH CAPACITIES WITHIN INCLUSIVE EDUCATIONAL PROGRAMMES AS A PERCENTAGE OF THE TOTAL ENROLMENT OF STUDENTS WITH LIMITED HEALTH CAPACITIES WITHIN PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES
(at the beginning of the academic year)



**9.8. STUDENTS WITH LIMITED HEALTH CAPACITIES WITHIN INCLUSIVE PRIMARY GENERAL, BASIC GENERAL,
AND SECONDARY GENERAL EDUCATION PROGRAMMES BY FUNCTIONAL LIMITATION**
(at the beginning of the academic year)

	2017/2018		2018/2019		2019/2020	
	Persons	Percentage	Persons	Percentage	Persons	Percentage
Students with limited health capacities (with or without disability) – total	276373	100	315991	100	356260	100
Of whom:						
deaf	614	0.2	578	0.2	754	0.2
hearing-impaired and with late hearing impairment	3138	1.1	3260	1.0	3655	1.0
blind	151	0.1	170	0.1	188	0.1
visually impaired	6347	2.3	6316	2.0	6764	1.9
with severe speech pathology	19727	7.1	28818	9.1	40694	11.4
with musculoskeletal disorders	16484	6.0	16694	5.3	17068	4.8
with mental retardation	146404	53.0	172290	54.5	195545	54.9
with autism spectrum disorders	3123	1.1	4345	1.4	5843	1.6
with mental deficiency (mental development disorders)	47602	17.2	52645	16.7	57449	16.1
with multiple special needs (multiple disorders)	1256	0.5	1303	0.4	1181	0.3
with other limited health capacities	31527	11.4	29572	9.4	27119	7.6

9.9. AVAILABILITY OF MEDICAL FACILITIES AND SPECIAL DOCTORS' OFFICES IN INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

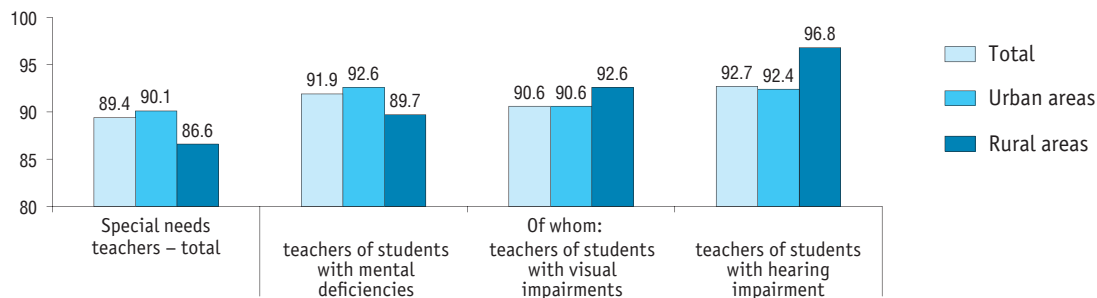
(at the end of the year; as a percentage of all institutions)

	2016	2017	2018	2019
Total				
Institutions that have:				
medical station (room)	62.0	63.2	63.8	64.5
logopedic room (speech therapist's office)	23.4	24.4	25.5	27.0
special needs teacher's office	6.3	6.8	7.5	8.7
educational psychologist's office	45.6	47.5	49.3	51.6
Urban areas				
Institutions that have:				
medical station (room)	92.0	92.8	93.4	93.9
logopedic room (speech therapist's office)	41.0	42.4	43.7	45.7
special needs teacher's office	11.8	12.6	13.6	15.6
educational psychologist's office	73.9	75.7	77.6	79.7
Rural areas				
Institutions that have:				
medical station (room)	40.3	41.4	41.6	42.3
logopedic room (speech therapist's office)	10.6	11.1	12.0	12.9
special needs teacher's office	2.4	2.5	3.0	3.5
educational psychologist's office	25.0	26.7	28.1	30.4

9.10. SPECIAL NEEDS TEACHERS IN EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2019/2020
(at the beginning of the academic year)

	Personnel (excluding part-timers)			Part-timers		
	Total	Urban areas	Rural areas	Total	Urban areas	Rural areas
Special needs teachers – total, persons	4828	4052	776	577	367	210
Of whom:						
teachers of students with mental deficiencies	1184	915	269	107	67	40
teachers of students with visual impairments	184	179	5	17	16	1
teachers of students with hearing impairment	486	450	36	8	7	1
Out of the total number of special needs teachers – teachers with a special education teacher certification, <i>percentage</i>	62.7	66.0	45.7	39.9	37.6	43.8

9.11. SPECIAL NEEDS TEACHERS STAFFING LEVEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2019/2020*
(at the beginning of the academic year; percentage)



* The calculation of this indicator is presented in the Technical Notes to Section 7.

9.12. SATISFACTION WITH THE WORK OF GENERAL EDUCATION INSTITUTIONS WHERE DISABLED CHILDREN WERE ENROLLED IN DURING THE 2018/2019 ACADEMIC YEAR*

	Total	Urban areas	Rural areas
Satisfaction with:			
classroom management (class size, shift schedule, number of days of training, homework load, availability of textbooks, variety and quality of training equipment)			
completely satisfied	56.5	46.1	81.8
not completely satisfied	34.4	41.5	16.9
completely dissatisfied	9.1	12.4	1.3
do not know	0.0	0.0	0.0
training quality (regular schedule-based classes, teachers' professional development, many additional activities)			
completely satisfied	61.4	54.3	78.5
not completely satisfied	28.6	32.0	20.2
completely dissatisfied	10.1	13.7	1.3
do not know	0.0	0.0	0.0
medical aid and supervision			
completely satisfied	54.5	46.2	74.5
not completely satisfied	27.4	32.1	16.1
completely dissatisfied	17.7	21.7	8.2
do not know	0.4	0.0	1.2

* According to results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion (see Technical Notes to Section 2). According to parents (legal guardians (representatives)).

(continued)

	Total	Urban areas	Rural areas
food quality			
completely satisfied	59.3	50.9	79.6
not completely satisfied	32.6	39.0	17.1
completely dissatisfied	7.7	10.0	2.1
do not know	0.4	0.0	1.2
the comfort of attending a general education institution (clean premises, furniture in good condition, air temperature, hygienic conditions)			
completely satisfied	63.8	56.8	80.8
not completely satisfied	31.6	38.7	14.1
completely dissatisfied	4.3	4.4	3.9
do not know	0.4	0.0	1.2

**9.13. WILLINGNESS OF PARENTS TO CONTINUE EDUCATION OF THEIR DISABLED CHILDREN
IN GENERAL EDUCATION INSTITUTIONS: 2018***

(percentage)

	Total	Urban areas	Rural areas
Disabled children under 15 enrolled in general education institutions**	100	100	100
Including whose parents:			
want to continue their child's education	49.8	51.5	46.8
at a vocational education institution implementing secondary vocational education programmes	22.3	21.5	23.8
at a higher education institution	27.6	30.0	23.0
do not want to continue their child's education in the professional (vocational) education system	15.7	16.7	14.0
do not know	34.4	31.9	39.2

* According to the Comprehensive monitoring of living conditions (see Technical Notes to Section 2).

** Disabled children enrolled in an ordinary general education institution and those who study at home.

9.14. CHILDREN WITH LIMITED HEALTH CAPACITIES AND DISABLED CHILDREN AMONG STUDENTS WITHIN ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

	Children with limited health capacities						Disabled children					
	Persons			As a percentage of the total enrolment			Persons			As a percentage of the total enrolment		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Number of children studying in the following fields of education:												
technical engineering	48718	58596	76505	2.6	2.8	3.2	15879	19152	21153	0.8	0.9	0.9
natural sciences	48613	56502	67943	1.9	2.1	2.4	17056	19571	21522	0.7	0.7	0.8
tourism and local studies	19034	21566	24221	1.9	1.9	2.2	6696	7280	7569	0.7	0.6	0.7
social and pedagogical	216517	258475	279567	3.9	4.3	4.4	85020	100817	111464	1.5	1.7	1.8
in arts:												
within general development programmes	171870	194378	226896	2.3	2.6	3.1	64874	69444	74629	0.9	0.9	1.0
within pre-vocational education programmes	3441	2039	2695	0.4	0.2	0.3	2912	3136	3585	0.3	0.3	0.4
in physical training and sports:												
within general development programmes	116788	136025	157985	2.5	2.7	3.2	34908	39867	41893	0.7	0.8	0.8
within pre-vocational education programmes	3660	2830	2957	0.3	0.3	0.4	3119	1947	1315	0.3	0.2	0.2

9.15. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS WITHIN SECONDARY VOCATIONAL EDUCATION PROGRAMMES
(at the beginning of the academic year)

	Total			Programmes for skilled workers and employees			Programmes for mid-level specialists		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
Students with limited health capacities (with or without disability):									
persons	16093	13626	14242	4413	3440	3614	11680	10186	10628
as a percentage of the total enrolment	0.5	0.5	0.5	0.8	0.6	0.7	0.5	0.4	0.4
of whom within adapted educational programmes, <i>persons</i>	3468	2696	3119	1242	968	1074	2226	1728	2045
In the total enrolment of students with limited health capacities – disabled students:									
persons	13876	11892	12379	3343	2766	2866	10533	9126	9513
as a percentage of the total enrolment	0.5	0.4	0.4	0.6	0.5	0.5	0.4	0.4	0.4
of whom within adapted educational programmes, <i>persons</i>	2717	1918	2135	938	721	726	1779	1197	1409
Disabled students (excluding students with limited health capacities):									
persons	9059	13112	14743	1461	2457	2769	7598	10655	11974
as a percentage of the total enrolment	0.3	0.4	0.5	0.3	0.5	0.5	0.3	0.4	0.5
of whom within adapted educational programmes, <i>persons</i>	1978	3097	3004	340	658	633	1638	2439	2371

**9.16. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS WITHIN BACHELOR'S, SPECIALIST'S,
AND MASTER'S PROGRAMMES**
(at the beginning of the academic year)

	2017/2018	2018/2019	2019/2020			
			Total	Bachelor's programmes	Specialist's programmes	Master's programmes
Students with limited health capacities (with or without disability):						
persons	11434	12076	11043	2442	673	7928
as a percentage of the total enrolment	0.3	0.3	0.3	0.3	0.1	0.3
of whom within adapted educational programmes, persons	1001	1237	1131	58	71	1002
In the total enrolment of students with limited health capacities – disabled students:						
persons	9940	10646	10564	2353	599	7612
as a percentage of the total enrolment	0.2	0.3	0.3	0.3	0.1	0.3
of whom within adapted educational programmes, persons	945	1192	1106	57	63	986
Disabled students (excluding students with limited health capacities):						
persons	11817	12247	14209	3398	956	9855
as a percentage of the total enrolment	0.3	0.3	0.3	0.5	0.2	0.4
of whom within adapted educational programmes, persons	1333	1237	1088	208	86	794

9.17. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS WITHIN POSTGRADUATE, RESIDENCY, AND APPRENTICESHIP PROGRAMMES: 2019

(at the end of the year)

	Postgraduate programmes	Residency programmes	Apprenticeship programmes
Students with limited health capacities and disabled:			
persons	76	82	7
as a percentage of the total enrolment	0.1	0.2	0.8
of whom within adapted educational programmes, <i>persons</i>	3	1	4

**9.18. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS WHO HAVE COMPLETED THEIR STUDIES
WITHIN VOCATIONAL TRAINING PROGRAMMES: 2019**
(at the end of the year)

	Total	Vocational training programmes for skilled workers and employees	Retraining programs for skilled workers and employees	Programmes aimed at upgrading professional skills of skilled workers and employees
Students with limited health capacities (with or without disability):				
persons	13855	13408	372	75
as a percentage of the total enrolment	0.8	1.1	0.1	0.0
of whom within adapted educational programmes, persons	11289	10997	279	13
In the total enrolment of students with limited health capacities – disabled students:				
persons	4515	4266	175	74
as a percentage of the total enrolment	2.5	3.7	0.7	0.2
of whom within adapted educational programmes, persons	3076	2975	88	13
Disabled students (excluding students with limited health capacities):				
persons	822	795	21	6
as a percentage of the total enrolment	0.0	0.1	0.0	0.0
of whom within adapted educational programmes, persons	686	686	–	–

9.19. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES: 2019

	Total	Professional (vocational) development programmes	Professional (vocational) retraining programmes
Students with limited health capacities (with or without disability):			
persons	2516	2140	376
as a percentage of the total enrolment	0.04	0.04	0.05
of whom trained in separate groups for individuals with limited health capacities, <i>persons</i>	227	150	77
In the total enrolment of students with limited health capacities – disabled students:			
persons	1918	1656	262
as a percentage of the total enrolment	0.03	0.03	0.04
of whom trained in separate groups for individuals with limited health capacities, <i>persons</i>	103	67	36
Disabled students (excluding students with limited health capacities):			
persons	391	347	44
as a percentage of the total enrolment	0.01	0.01	0.01
of whom trained in separate groups for individuals with limited health capacities, <i>persons</i>	8	5	3

**9.20. SATISFACTION WITH THE CONDITIONS OF ATTENDING EDUCATIONAL INSTITUTIONS
BY STUDENTS WITH LIMITED HEALTH CAPACITIES***
(at the end of the year; percentage)

	All respondents		Of which							
			completely satisfied		not completely satisfied		completely dissatisfied		do not know	
	2016	2018	2016	2018	2016	2018	2016	2018	2016	2018
Preschool education institutions**	100	100	45.6	53.3	23.0	23.3	16.5	13.4	14.9	10.0
Urban areas	100	100	46.0	50.5	22.2	25.1	15.6	12.8	16.2	11.6
Rural areas	100	100	44.2	61.3	25.9	18.2	19.4	15.2	10.5	5.2
General education institutions – total**	100	100	36.5	44.3	30.5	29.9	18.6	14.7	14.4	11.0
Urban areas	100	100	34.7	42.1	31.6	31.0	17.2	14.3	16.5	12.6
Rural areas	100	100	41.0	50.3	27.8	27.0	22.0	15.9	9.2	6.9
General education institutions where disabled children were trained**	100	100	35.8	50.1	35.4	30.7	19.6	18.3	6.4	0.9
Urban areas	100	100	36.7	46.1	31.8	31.7	23.4	21.6	8.0	0.5
Rural areas	100	100	43.3	59.6	44.7	28.2	9.7	10.4	2.2	1.8
Vocational education institutions, higher education institutions***	100	100	50.0	59.9	28.1	24.5	12.1	9.3	9.9	6.3
Entrants	100	100	52.2	55.7	26.9	21.2	9.7	14.9	11.3	8.3
Students who continued their education	100	100	50.0	60.9	27.9	24.9	12.4	8.7	9.7	5.6
Graduates	100	100	46.8	61.6	30.3	27.0	14.1	4.9	8.8	6.5

* According to results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion (see Technical Notes to Section 2).

** According to parents (legal guardians (representatives)).

*** According to individuals under 30 who studied in the 2016/2017 and 2018/2019 academic years.

TECHNICAL NOTES

Students with limited health capacities are individuals who have physical and/or mental development impairments, as confirmed by a board of psychologists, doctors, and teachers (educational committee), which make pursuit of education impossible without accommodating the learning environment to special needs of such students.

Disabled students are individuals who suffer from a serious health condition with a bodily dysfunction as a result of an illness, injury, or impairment, which led to disability and require social protection (art. 1 of Federal Law no. 181-FL 'On the Social Protection of Disabled Individuals in the Russian Federation' as of November 24, 1995). A person must be considered disabled by a federal social security medical assessment board according to the regulations laid down by Decree of the Government of the Russian Federation no. 95 as of February 20, 2006. It should be noted, however, that according to the Russian law the terms 'disabled individual' and 'individual with limited health capacities' are not interchangeable.

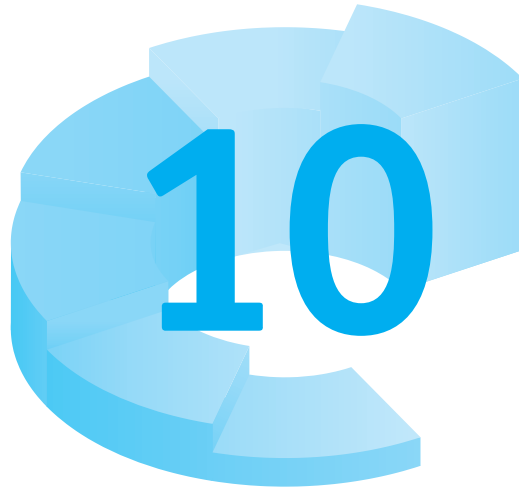
Disabled children are individuals under 18 who were considered disabled.

The data on the number of students with limited health capacities and disabled students within secondary vocational education programmes are given excluding vocational education institutions of the Russian Federal Penitentiary Service.

Accessibility (inclusive environment) of buildings to individuals with limited mobility is the quality of a building (room) that enables one to freely access the place of destination and receive a service.

Adapted educational programme is an educational programme adapted for individuals with limited health capacities. It takes into account special psychophysical development and individual capacities; if necessary, the programme in question ensures the correction of developmental disorders and social adaptation of said categories of individuals.

Special needs teachers are special education teachers who organise learning and training activities for students with limited health capacities to acquire the knowledge, skills, and competencies that are necessary to live in the society, ensuring that they achieve the results required by the established educational standard; provide special educational assistance to individuals with limited health capacities; exercise methodological support of students' educational process. The profession of a special needs teacher is divided into several narrow specialties, among them: teachers of students with hearing impairment; teachers of students with visual impairments; teachers of students with mental deficiencies.



DIGITAL SKILLS OF STUDENTS

10.1. PLACES OF STUDENTS' USE OF PERSONAL COMPUTERS AND THE INTERNET BY LEVEL OF EDUCATION AND PLACE OF RESIDENCE* (percentage)

	Secondary vocational education						Higher education**					
	On average		Urban areas		Rural areas		On average		Urban areas		Rural areas	
	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019
Used a personal computer:												
at home	84	83	88	87	74	74	91	89	93	92	82	78
schools/universities	65	69	67	72	59	61	68	67	70	69	58	61
at friends'	29	25	30	27	24	21	29	26	30	27	22	23
at work	6	5	6	5	6	5	14	16	13	17	15	14
at other places	17	19	19	21	12	12	22	24	23	25	15	18
Used the Internet:												
at home	90	93	93	95	84	88	96	96	97	97	89	91
schools/universities	69	79	71	81	63	74	71	77	73	78	61	72
at friends'	42	51	45	54	37	43	44	53	46	53	36	49
public access spots (hotels, airports, etc.)	24	36	28	42	15	22	36	48	39	52	21	31
at work	7	8	7	9	6	8	15	21	15	22	17	18
public libraries	5	5	5	6	3	3	8	10	9	10	5	6
Russian Post offices	1	1	1	1	1	1	1	2	1	3	1	2
cyber cafés	3	2	3	3	2	1	4	4	4	4	2	3
at other places	21	43	23	46	15	35	30	48	32	49	19	43

* Within the last three months.

** Here and below in tables 10.2–10.8, 10.10, and figure 10.9, bachelor's, specialist's, and master's programmes.

10.2. STUDENTS' SOFTWARE SKILLS BY LEVEL OF EDUCATION AND PLACE OF RESIDENCE*

(percentage)

	Secondary vocational education						Higher education					
	On average		Urban areas		Rural areas		On average		Urban areas		Rural areas	
	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019
Specialised software skills –total**	83	85	86	88	76	77	89	90	91	92	83	81
Of which:												
using word processing software	77	76	81	79	68	68	84	83	86	86	74	72
using spreadsheet software (filtering, sorting, using formulas, creating charts, etc.)	50	51	55	55	39	41	62	62	65	65	48	50
creating e-presentations using special software (Power Point, etc.)	32	34	35	37	24	30	40	43	43	44	29	35
using software to edit photos, video, or audio files	43	47	46	51	37	38	51	54	53	56	42	43
writing software by oneself using a programming language	2	2	3	2	1	1	4	4	5	5	3	2

* Within the last 12 months.

** If a student performs at least one of the actions related to these skills.

10.3. STUDENTS' DIGITAL EQUIPMENT SKILLS BY LEVEL OF EDUCATION AND PLACE OF RESIDENCE*

(percentage)

	Secondary vocational education						Higher education					
	On average		Urban areas		Rural areas		On average		Urban areas		Rural areas	
	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019
Digital equipment skills – total**	57	61	61	65	47	52	66	70	69	73	53	58
Of which:												
transferring files between a computer and other devices (digital camera, player, mobile phone)	48	53	52	57	39	44	56	62	58	65	44	47
connecting and installing new devices	19	27	21	30	13	22	25	37	26	39	17	26
changing software configuration settings or preferences***	6	11	7	12	3	8	9	17	10	18	5	12
installing or reinstalling an operating system	5	4	6	5	4	2	8	9	9	9	6	7
downloading software (excluding computer games)****	15	11	16	12	10	7	20	16	21	17	13	12

* Within the last 12 months.

** If a student performs at least one of the actions related to these skills.

*** Since 2019, 'Searching, downloading, installing and configuring software'.

**** Within the last three months.

10.4. STUDENTS' DIGITAL COMMUNICATION AND INFORMATION HANDLING SKILLS BY LEVEL OF EDUCATION AND PLACE OF RESIDENCE* (percentage)

	Secondary vocational education						Higher education					
	On average		Urban areas		Rural areas		On average		Urban areas		Rural areas	
	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019
Digital communication skills – total**	74	85	79	88	63	80	85	92	87	94	75	81
Of which:												
sending/receiving e-mails	42	45	46	50	31	34	61	63	64	68	47	42
making online telephone/video calls (e.g., via Skype, etc.)	53	76	58	79	42	68	64	82	66	85	55	71
uploading personal files (books, articles, photos, videos, software, etc.) to publicly accessible websites, social media, or cloud storage***	41	44	45	49	32	33	49	51	51	54	37	38
Information handling skills – total**	42	50	46	53	33	42	55	65	57	67	46	53
Of which:												
searching for information about goods and services	39	47	43	51	30	39	52	62	54	65	42	50
searching for health-related information or healthcare services	13	12	13	14	11	8	19	21	19	23	16	16

* Within the last three months.

** If a student performs at least one of the actions related to these skills.

*** Since 2019, 'uploading personal files (books, articles, photos, videos, software, etc.) to any publicly accessible websites.'

10.5. STUDENTS' DIGITAL COMPETENCIES BY LEVEL OF EDUCATION AND FEDERAL DISTRICT: 2019

(percentage)

	Federal district							
	Central	North-Western	Volga	Ural	North Caucasian	Southern	Siberian	Far Eastern
Secondary vocational education								
Specialised software skills*	90	83	88	89	71	81	85	76
Digital equipment skills**	60	61	66	63	50	58	64	50
Digital communication skills***	87	87	88	87	80	87	86	72
Information handling skills****	48	57	55	49	36	50	53	40
Higher education								
Specialised software skills*	93	94	91	93	71	93	94	81
Digital equipment skills**	73	74	70	75	55	71	74	59
Digital communication skills***	92	96	93	97	79	94	93	85
Information handling skills****	67	68	70	74	42	60	66	56

* If a student performs at least one of these actions: using word processing software; using spreadsheet software; creating e-presentations using special software; using software to edit photos, video, or audio files; writing software by oneself using a programming language within the last 12 months.

** If a student performs at least one of these actions: transferring files between a computer and other devices; connecting and installing new devices; changing software configuration settings or preferences; installing or reinstalling an operating system; downloading software (excluding computer games) within the last 12 months.

*** If a student performs at least one of these actions: sending/receiving e-mails; making online telephone/video calls; uploading personal files to publicly accessible websites, social media, or cloud storage within the last 3 months.

**** Searching for health-related goods/services and information or healthcare services within the last 3 months.

10.6. STUDENTS' BASIC AND ADVANCED DIGITAL COMPETENCIES BY LEVEL OF EDUCATION (percentage)

	Secondary vocational education		Higher education	
	2017	2019	2017	2019
Using sets of basic skills:				
using specialised software*	17	18	24	26
using office applications**	25	24	33	34
digital communication***	18	25	27	38
handling digital information****	10	10	16	19
Using selected advanced skills (actions that require advanced knowledge*****)	29	35	39	45

* If a student performs at least one of these actions: using word processing software; using spreadsheet software; creating e-presentations using special software; using software to edit photos, video, or audio files within the last 12 months.

** If a student performs at least one of these actions: using word processing software; using spreadsheet software; creating e-presentations using special software within the last 12 months.

*** If a student performs at least one of these actions: sending/receiving e-mails; making online telephone/video calls; uploading personal files to publicly accessible websites, social media, or cloud storage within the last 3 months.

**** If a student performs at least one of these actions: searching for information about goods and services; searching for health-related information or healthcare services within the last 12 months.

***** If a student performs at least one of these actions: writing software by oneself using a programming language; connecting and installing new devices; changing software configuration settings or preferences; installing or reinstalling an operating system; downloading software (excluding computer games) within the last 12 months.

10.7. STUDENTS' INTERNET ACTIVITIES FOR TRAINING AND SELF-EDUCATION BY LEVEL OF EDUCATION AND PLACE OF RESIDENCE* (percentage)

	Secondary vocational education						Higher education					
	On average		Urban areas		Rural areas		On average		Urban areas		Rural areas	
	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019
Acquiring information and knowledge on general topics via Wikipedia, other online encyclopedias, etc.	59	56	64	62	45	42	68	65	72	68	49	49
Reading/downloading online newspapers, magazines, or e-books	26	22	30	26	17	13	38	33	41	36	26	21
Searching for information about education, courses, trainings, etc.	26	22	28	24	21	16	33	33	35	35	26	24
Distance learning	8	9	10	11	5	4	13	17	14	19	9	10
Participating in professional networks (Executive.ru, etc.)	2	2	2	2	1	2	3	3	3	3	3	3

* Within the last 3 months.

10.8. STUDENTS' INTERNET ACTIVITIES FOR TRAINING AND SELF-EDUCATION BY LEVEL OF EDUCATION AND FEDERAL DISTRICT: 2019* (percentage)

	Federal district							
	Central	North-Western	Volga	Ural	North Caucasian	Southern	Siberian	Far Eastern
Secondary vocational education								
Acquiring information and knowledge on general topics via Wikipedia, other online encyclopedias, etc.	56	60	56	58	54	54	59	45
Reading/downloading online newspapers, magazines, or e-books	21	20	21	30	24	21	24	15
Searching for information about education, courses, trainings, etc.	27	18	26	15	20	15	22	17
Distance learning	13	9	9	5	10	5	8	3
Participating in professional networks (Executive.ru, etc.)	1	3	3	0	3	2	2	1
Higher education								
Acquiring information and knowledge on general topics via Wikipedia, other online encyclopedias, etc.	66	74	62	63	53	66	72	63
Reading/downloading online newspapers, magazines, or e-books	33	31	29	39	31	35	38	30
Searching for information about education, courses, trainings, etc.	41	29	30	37	25	30	35	25
Distance learning	17	23	15	24	8	20	19	11
Participating in professional networks (Executive.ru, etc.)	3	2	4	3	2	4	3	3

* Within the last 3 months.

10.9. STUDENTS' INTERNET ACTIVITIES IN EVERYDAY PRACTICE BY LEVEL OF EDUCATION AND PLACE OF RESIDENCE (percentage)

	Secondary vocational education						Higher education					
	On average		Urban areas		Rural areas		On average		Urban areas		Rural areas	
	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019
Receiving state and municipal services online*	37	53	40	55	31	50	49	70	50	72	43	70
Performing financial transactions online**	15	35	17	37	11	31	27	54	28	57	21	44
Buying/selling goods or services online**	13	31	16	34	8	25	22	49	23	52	15	35

* Within the last 12 months.

** Within the last three months.

10.10. ASSESSMENT OF THE ICT IMPACT ON THE STUDENTS' QUALITY OF LIFE BY LEVEL OF EDUCATION AND PLACE OF RESIDENCE (percentage)

	Secondary vocational education						Higher education					
	On average		Urban areas		Rural areas		On average		Urban areas		Rural areas	
	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019
Positive	92	95	93	96	90	95	94	96	95	97	91	94
Ambiguous	3	3	4	3	3	2	3	2	3	2	5	3
Negative	0	0	0	0	0	0	0	0	0	0	1	0
Nothing has changed	2	1	2	1	3	2	1	1	1	1	1	1
Do not know	2	1	2	1	3	1	1	1	1	1	3	2

**10.11. INTERNET ACTIVITY OF STUDENTS WITHIN SECONDARY VOCATIONAL AND HIGHER EDUCATION PROGRAMMES
IN RUSSIA AND THE EU COUNTRIES***
(percentage)

	Russia		the EU countries**		Of which							
	2017	2019	2017	2019	Finland		Germany		Italy		Bulgaria	
					2017	2019	2017	2019	2017	2019	2017	2019
Sending/receiving e-mails	55	57	88	88	99	98	93	94	76	80	84	72
Making online telephone/video calls (e.g., via Skype, etc.)	60	80	64	78	55	84	78	81	51	76	92	88
Participation in social media	88	88	88	88	96	91	86	87	80	76	94	92
Searching for a job	14	12	27	27	68	71	39	34	16	16	14	14
Distance learning	12	15	13	15	51	55	9	11	7	12	9	9
Searching for information about goods and services	48	57	74	77	93	90	88	88	48	51	65	59
Performing financial transactions (Internet banking)	23	48	44	50	79	82	42	48	24	29	3	7

* Within the last three months.

** The data for the EU countries refer to students aged 15 and over.

TECHNICAL NOTES

Digital competencies of students and employed population in the national economy are evaluated based on the results of a Rosstat annual survey according to form no. 1-IT 'Population Sample Survey Questionnaire on the Use of Information Technologies and Informa-

tion and Communications Networks' and a labour force survey according to form no. 1-Z 'Labour Force Sample Survey Questionnaire.' Surveys are conducted by a sample method in all Russian regions, with the subsequent distribution of the results to the total population.



INTERNATIONAL COMPARISONS

11.1. EDUCATIONAL ATTAINMENT OF THE ADULT POPULATION IN RUSSIA, OECD COUNTRIES, AND BRICS COUNTRIES: 2019*
(aged 25–64; as a percentage of population in each age group)

	Educational attainment			
	basic general and below (ISCED level 0, 1, and 2)	secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	secondary vocational – programmes for mid-level specialists (ISCED level 5)	higher (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)
Russia	5.8	26.8	34.5	30.2
OECD countries				
Australia	17.1	35.7	11.7	35.4
Austria	14.4	51.8	15.5	18.2
Belgium	21.3	38.0	0.5	40.2
Canada	8.1	32.5	26.2	33.2
Chile	32.6	42.3	8.7	16.4
Colombia	43.3	32.9	n(4)**	23.8
Costa Rica	57.3	17.6	5.9	19.1
Czech Republic	6.2	69.5	0.1	24.1
Denmark	18.4	41.2	4.9	35.5
Estonia	9.9	48.7	6.3	35.1
Finland	9.7	44.3	10.3	35.7
France	19.6	42.5	14.6	23.3
Germany	13.3	56.8	0.6	29.3
Greece	26.0	42.1	1.7	30.2
Hungary	15.0	59.0	1.3	24.6
Iceland	21.5	33.5	2.2	42.8

(continued)

	Educational attainment			
	basic general and below (ISCED level 0, 1, and 2)	secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	secondary vocational – programmes for mid-level specialists (ISCED level 5)	higher (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)
Ireland	20.4	20.4	8.4	50.8
Israel	12.9	36.8	12.6	37.7
Italy	37.8	42.5	0.0	19.6
Japan	n(2)**	47.3	21.4	31.3
Latvia	11.6	52.7	3.5	32.2
Lithuania	6.7	50.1	–	43.1
Luxembourg	24.5	23.5	5.1	46.6
Mexico	60.2	21.5	0.5	17.8
Netherlands	20.4	39.2	2.1	38.3
New Zealand	19.3	41.6	3.8	35.3
Norway	17.5	38.4	11.1	33.0
Poland	7.4	60.6	0.1	31.9
Portugal	47.8	25.9	0.0	26.2
Slovakia	8.8	65.4	0.2	25.6
Slovenia	11.2	55.5	6.9	26.4
South Korea	11.3	38.7	13.9	36.1
Spain	38.7	22.7	11.7	26.9
Sweden	16.4	39.7	10.0	33.9
Switzerland	11.0	44.6	n(4)**	44.4
Turkey	58.3	19.7	6.1	15.9
United Kingdom	32.3	20.5	9.9	37.2
United States	9.2	42.5	10.7	37.6

(continued)

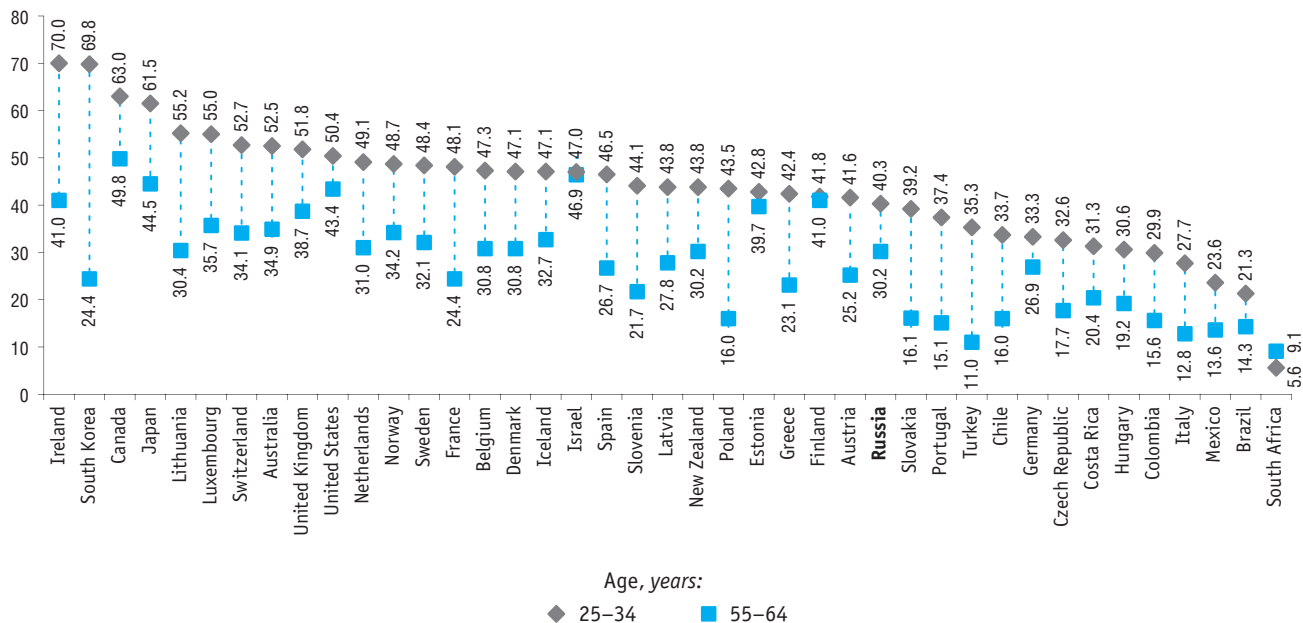
	Educational attainment			
	basic general and below (ISCED level 0, 1, and 2)	secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	secondary vocational – programmes for mid-level specialists (ISCED level 5)	higher (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)
BRICS countries				
Brazil	47.0	34.6	n(4)**	18.4
China	75.5	14.8	5.8	3.9
India	71.3	18.1	0.8	9.8
South Africa	25.8	67.0	1.0	6.2

* Here and below in table 11.2, the data for Chile refer to 2017, for Brazil and South Africa – 2018, for India –2011, for China – 2010; for Russia – according to the 2015 microcensus.

** Here and below, the 'n' symbol means that the data in this field are included into another column, which number is indicated in brackets after 'n'.

11.2. ADULT POPULATION WITH HIGHER EDUCATION (ISCED LEVEL 6, 7, AND 8) AS A PERCENTAGE OF THE TOTAL POPULATION IN RUSSIA, OECD COUNTRIES, AND BRICS COUNTRIES BY AGE: 2019*

(as a percentage of population in each age group)



* The data for foreign countries include ISCED level 5.

11.3. EMPLOYMENT AND UNEMPLOYMENT RATES IN RUSSIA, OECD COUNTRIES, AND BRICS COUNTRIES: 2019*

(aged 25–64; percentage)

	Employment rate by educational attainment (<i>employed population as a percentage of the total population with the respective educational attainment</i>)			Unemployment rate by educational attainment (<i>unemployed population as a percentage of the labour force with the respective educational attainment</i>)		
	Basic general and below (ISCED level 0, 1, and 2)	Secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	Secondary vocational – programmes for mid-level specialists (ISCED level 5, 6, 7, and 8)	Basic general and below (ISCED level 0, 1, and 2)	Secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	Secondary vocational – programmes for mid-level specialists, higher (ISCED level 5, 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Russia	54.7	73.1	83.1	9.7	5.2	2.7
OECD countries						
Australia	61.9	79.0	84.6	5.9	4.1	2.9
Austria	55.6	78.1	86.5	10.0	3.6	2.8
Belgium	47.4	74.6	86.4	10.4	4.6	2.9
Canada	56.4	74.5	83.1	8.6	5.8	4.0
Chile	62.4	71.9	84.5	6.3	7.0	5.6
Colombia	69.5	73.8	81.4	7.3	9.7	9.3
Costa Rica	65.6	72.8	82.2	9.6	8.8	6.1
Czech Republic	55.3	84.0	86.6	10.2	1.6	1.0
Denmark	60.7	82.1	87.6	6.2	3.5	4.1
Estonia	62.4	80.6	86.6	7.8	4.6	2.6
Finland	54.9	76.6	86.4	10.7	6.2	3.9
France	52.5	73.2	85.6	13.5	7.9	4.7
Germany	61.9	82.8	89.3	7.7	2.6	1.8
Greece	52.4	62.3	76.0	20.0	18.8	11.6
Hungary	57.0	79.9	85.8	8.1	2.5	1.4

(continued)

	Employment rate by educational attainment (<i>employed population as a percentage of the total population with the respective educational attainment</i>)			Unemployment rate by educational attainment (<i>unemployed population as a percentage of the labour force with the respective educational attainment</i>)		
	Basic general and below (ISCED level 0, 1, and 2)	Secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	Secondary vocational – programmes for mid-level specialists (ISCED level 5, 6, 7, and 8)	Basic general and below (ISCED level 0, 1, and 2)	Secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	Secondary vocational – programmes for mid-level specialists, higher (ISCED level 5, 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Iceland	76.0	86.3	91.6	3.2	3.0	2.3
Ireland	53.4	76.6	85.6	6.6	4.6	2.9
Israel	51.1	73.5	87.7	4.2	4.0	2.8
Italy	52.8	71.4	81.4	12.8	8.0	5.6
Japan	n(2)	81.3	-86.0	...	...	1.9
Latvia	64.9	75.1	89.3	11.0	7.0	3.6
Lithuania	55.2	74.8	91.3	17.3	8.0	2.8
Luxembourg	61.6	74.7	85.6	5.5	5.2	3.9
Mexico	65.6	71.5	79.7	2.3	3.1	4.0
Netherlands	63.3	82.3	89.7	4.2	2.8	2.1
New Zealand	71.7	82.9	88.3	4.6	2.9	2.2
Norway	61.5	80.8	89.5	6.0	2.7	2.1
Poland	45.0	70.7	89.0	8.2	3.0	1.8
Portugal	70.3	84.8	88.6	6.4	5.8	4.8
Slovakia	38.0	78.4	83.8	27.9	4.4	2.3
Slovenia	50.6	76.8	90.3	9.1	4.4	3.0
South Korea	63.6	72.2	77.7	3.9	3.5	3.2
Spain	58.5	71.9	81.9	18.9	12.7	8.1

(continued)

	Employment rate by educational attainment (<i>employed population as a percentage of the total population with the respective educational attainment</i>)			Unemployment rate by educational attainment (<i>unemployed population as a percentage of the labour force with the respective educational attainment</i>)		
	Basic general and below (ISCED level 0, 1, and 2)	Secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	Secondary vocational – programmes for mid-level specialists (ISCED level 5, 6, 7, and 8)	Basic general and below (ISCED level 0, 1, and 2)	Secondary general and secondary vocational – programmes for skilled workers and employees (ISCED level 3 and 4)	Secondary vocational – programmes for mid-level specialists, higher (ISCED level 5, 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Sweden	67.0	85.6	90.3	14.1	3.8	3.5
Switzerland	68.8	82.1	89.4	8.1	4.0	3.3
Turkey	50.1	60.0	73.6	12.4	11.9	10.7
United Kingdom	65.4	81.4	86.6	4.9	2.7	2.1
United States	56.1	71.0	82.7	6.5	4.0	2.1
BRICS countries						
Brazil	58.8	72.0	82.6	9.7	10.0	5.5
China	...	...	...	...	...	...
India	...	...	...	...	...	...
South Africa	43.9	57.1	84.6	25.4	25.6	6.2

* The data for Chile refer to 2017, for Brazil and South Africa – 2018.

** Including ISCED level 4.

11.4. EXPENDITURE ON EDUCATION IN RUSSIA AND OECD COUNTRIES: 2017

(million USD PPPs)

	Total*	Of which				
		preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)	secondary vocational education – programmes for skilled workers and employees (ISCED level 4)	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Russia (2019)	180700.5	37539.8**	67828.6	n(5)	12596.8	38608.0
Russia (2017)	156250.6	30040.3**	58605.9	n(5)	10558.3	35501.8
Australia	80880.1	7223.7	47597.7	1285.3	3043.2	21730.1
Austria	26254.6	3314.8	14620.0	105.6	1236.6	6977.6
Belgium	...	...	24141.6	n(3)	195.7	8426.6
Canada	...	n(3)	61171.6	...	10543.7	29042.9
Chile	33030.9	5300.9	15823.6	–	1692.3	10214.1
Colombia	43704.2	3385.2	28627.8	n(3)	n(6)	11691.2
Costa Rica	...	...	...	...	...	...
Czech Republic	17447.3	2242.6	10924.5	22.3	18.9	3838.3
Denmark	22583.0	5185.4	12123.4	–	559.9	4714.3
Estonia	2502.8	548.0	1247.7	43.0	–	664.0
Finland	16592.4	3011.4	9485.2	n(3)	–	4095.8
France	178248.3	22534.6	111496.7	651.8	9291.4	34273.7
Germany	229517.5	40897.2	121910.0	9465.1	3.0	53584.6
Greece	...	...	8372.4	...	–	2485.3
Hungary	15103.8	2412.3	7423.4	837.7	50.3	3091.7
Iceland	1425.0	330.9	850.5	11.8	4.8	239.3
Ireland	13498.5	650.8	8768.9	625.6	n(6)	3453.2
Israel	25727.2	4268.6	16054.5	15.0	777.3	4244.3
Italy	110769.6	13351.6	74705.2	n(3)	50.0	22662.8

(continued)

	Total*	Of which				
		preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)	secondary vocational education – programmes for skilled workers and employees (ISCED level 4)	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Japan	...	10017.6	134273.1	n(3, 5, 6)	10621.9	60090.0
Latvia	2689.9	473.2	1592.4	39.8	82.3	502.1
Lithuania	4115.2	849.9	2153.7	122.1	–	989.4
Luxembourg	2514.5	337.2	1848.2	1.3	21.4	306.5
Mexico	124939.8	13251.5	79084.3	–	n(6)	29468.1
Netherlands	52521.7	3529.9	32992.8	–	47.2	15951.9
New Zealand	13708.5	1784.5	8374.8	280.1	405.7	2863.4
Norway	25025.1	5549.2	13070.7	99.9	138.5	5357.6
Poland	58507.0	9455.5	35213.9	421.0	6.2	13549.1
Portugal	...	...	13607.9	n(3)	85.6	3909.9
Slovakia	7145.0	1013.0	4460.2	55.3	20.7	1594.6
Slovenia	4019.4	806.2	2424.2	–	29.2	754.4
South Korea	...	...	73098.3	–	3815.5	28987.3
Spain	92830.8	13796.1	55956.4	n(3)	3445.6	19632.8
Sweden	38487.9	9677.4	20390.6	108.5	174.2	8137.1
Switzerland	...	...	...	...	...	...
Turkey	...	...	75263.3	–	n(6)	38261.9
United Kingdom	198028.5	13061.0	127143.8	–	3855.8	53968.0
United States	...	...	673592.8	5127.0	n(6)	493898.3

* Here and below in tables 11.5–11.11, including expenditures not allocated to programmes.

** Public expenditure.

11.5. PUBLIC EXPENDITURE ON EDUCATION IN RUSSIA AND OECD COUNTRIES: 2017

(million USD PPPs)

	Total	Of which				
		preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)	secondary vocational education – programmes for skilled workers and employees (ISCED level 4)	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Russia (2019)	157607.9	37539.8	63940.3	n(5)	10428.1	22769.1
Russia (2017)	135723.5	30040.3	55278.2	n(5)	8816.3	21245.4
Australia	61653.1	4539.6	40414.2	1215.7	2759.2	12724.4
Austria	25754.6	2945.3	14517.7	84.7	1305.2	6901.8
Belgium	...	...	23951.7	n(3)	209.5	8164.0
Canada	...	n(3)	55581.6	...	8702.6	19108.3
Chile	23687.5	4369.3	13336.8	–	786.6	5194.8
Colombia	32185.5	1914.6	23031.7	n(3)	n(6)	7239.3
Costa Rica	...	...	...	...	...	...
Czech Republic	15715.7	2163.3	10339.0	14.0	17.7	2855.0
Denmark	24812.0	4175.8	12848.3	–	773.2	7014.7
Estonia	2215.9	462.9	1202.1	44.2	–	506.7
Finland	16676.1	2705.0	9642.3	n(3)	–	4328.9
France	163400.5	21066.5	104987.1	586.9	8302.6	28457.4
Germany	214932.2	34377.2	115295.2	6762.9	3.0	54842.4
Greece	...	...	7909.4	42.1	–	1939.6
Hungary	13489.4	2143.0	6961.1	811.3	41.3	2274.2
Iceland	1338.1	289.1	825.9	11.3	5.2	257.2
Ireland	13171.5	545.4	8626.6	344.6	n(6)	3655.0
Israel	20687.0	3126.5	14453.7	24.3	620.0	2447.5

(continued)

	Total	Of which				
		preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)	secondary vocational education – programmes for skilled workers and employees (ISCED level 4)	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Italy	102317.0	11961.8	71342.9	n(3)	42.8	18969.5
Japan	...	5095.5	124279.6	n(3, 5, 6)	3341.2	29002.4
Latvia	2433.0	454.7	1554.7	39.2	68.8	315.6
Lithuania	3647.3	729.8	2085.0	112.4	–	720.2
Luxembourg	2401.6	322.3	1768.5	1.3	24.8	284.7
Mexico	111717.0	11943.2	74001.9	–	n(6)	22507.2
Netherlands	49069.3	3230.6	30782.5	–	61.7	14994.5
New Zealand	11470.3	1419.9	7264.2	219.6	330.8	2455.4
Norway	26278.5	4794.4	13533.0	124.0	176.7	6835.0
Poland	52209.1	7655.1	32055.2	177.5	6.1	12316.2
Portugal	...	...	12616.4	n(3)	67.7	2661.8
Slovakia	6622.2	896.2	4346.7	57.2	20.8	1300.4
Slovenia	3622.6	618.0	2282.7	–	26.1	690.4
South Korea	...	...	65259.5	–	2084.6	15748.0
Spain	77588.8	10668.5	49692.0	n(3)	3164.7	14063.5
Sweden	40147.6	9108.3	21289.8	228.3	401.3	9119.9
Switzerland	29111.2	2341.9	18588.9	n(3)	n(6)	7708.1
Turkey	...	...	57248.0	–	n(6)	35910.2
United Kingdom	159200.6	7472.7	109322.7	–	3161.3	39243.8
United States	...	...	619261.8	3504.0	n(6)	272161.3

11.6. EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP IN RUSSIA AND OECD COUNTRIES: 2017

	Total*	Of which expenditure		Of which				
		public**	private	preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)	secondary vocational education – programmes for skilled workers and employees (ISCED level 4)	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Russia (2019)	4.2	3.7	0.5	0.9***	1.6	n(7)	0.3	0.9
Russia (2017)	4.1	3.6	0.5	0.8***	1.5	n(7)	0.3	0.9
Australia	6.6	4.3	2.2	0.6	3.9	0.1	0.2	1.8
Austria	5.5	5.1	0.4	0.7	3.0	0.0	0.3	1.5
Belgium	5.7	5.3	0.4	...	4.2	n(5)	0.0	1.5
Canada	5.9	4.5	1.4	n(3)	3.6	...	0.6	1.7
Chile	7.5	5.0	2.6	1.2	3.6	–	0.4	2.3
Colombia	6.2	4.1	2.1	0.7	4.7	n(5)	n(8)	0.8
Costa Rica	...	...	...	...	...	...	...	...
Czech Republic	4.2	3.7	0.5	0.5	2.7	0.0	0.0	0.9
Denmark	7.1	6.7	0.4	1.6	3.8	–	0.2	1.5
Estonia	5.6	5.1	0.5	1.2	2.8	0.1	–	1.5
Finland	6.3	6.1	0.2	1.2	3.6	n(5)	–	1.6
France	6.0	5.2	0.7	0.8	3.7	0.0	0.3	1.1
Germany	5.2	4.5	0.7	0.9	2.8	0.2	0.0	1.2
Greece	...	...	...	...	2.7	...	–	0.8
Hungary	5.2	4.5	0.7	0.8	2.6	0.3	0.0	1.1
Iceland	7.5	6.8	0.7	1.7	4.5	0.1	0.0	1.3
Ireland	3.6	3.0	0.6	0.2	2.3	0.2	n(8)	0.9
Israel	7.6	5.9	1.6	1.3	4.7	0.0	0.2	1.3
Italy	4.4	3.8	0.5	0.5	3.0	n(5)	0.0	0.9

(continued)

	Total*	Of which expenditure		Of which				
		public**	private	preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)	secondary vocational education – programmes for skilled workers and employees (ISCED level 4)	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Japan	4.0	2.9	1.2	0.2	2.6	n(5, 7, 8)	0.2	1.2
Latvia	4.9	4.3	0.5	0.9	2.9	0.1	0.1	0.9
Lithuania	4.3	3.8	0.5	0.9	2.2	0.1	–	1.0
Luxembourg	3.7	3.6	0.1	0.5	2.7	0.0	0.0	0.5
Mexico	5.1	4.3	0.8	0.5	3.2	–	n(8)	1.2
Netherlands	5.5	4.5	1.0	0.4	3.5	–	0.0	1.7
New Zealand	7.3	5.4	1.8	0.9	4.4	0.1	0.2	1.5
Norway	8.9	8.5	0.4	2.0	4.6	0.0	0.0	1.9
Poland	5.1	4.5	0.6	0.8	3.1	0.0	0.0	1.2
Portugal	5.2	4.3	0.8	...	4.0	n(5)	0.0	1.1
Slovakia	4.3	3.7	0.6	0.6	2.7	0.0	0.0	0.9
Slovenia	5.3	4.6	0.7	1.1	3.2	–	0.0	1.0
South Korea	5.0	3.6	1.4	...	3.5	–	0.2	1.4
Spain	5.0	4.0	1.0	0.7	3.0	n(5)	0.2	1.1
Sweden	7.3	7.0	0.3	1.8	3.8	0.0	0.0	1.5
Switzerland	...	5.0	...	0.4	3.2	n(5)	n(8)	1.3
Turkey	5.0	3.8	1.2	...	3.3	–	n(8)	1.7
United Kingdom	6.7	4.5	2.2	0.4	4.3	–	0.1	1.8
United States	6.1	4.2	2.0	...	3.5	0.0	n(8)	2.6

* Here and below in tables 11.7 and 11.8, the data for Belgium, Canada, Portugal, South Korea, United States, Turkey, Japan, expenditure on ISCED levels 1–8.

** The data for countries other than Russia include expenditure from foreign sources.

*** Public expenditure.

11.7. PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF THE TOTAL PUBLIC EXPENDITURE IN RUSSIA AND OECD COUNTRIES: 2017

	Total	Of which				
		preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)	secondary vocational education –programmes for skilled workers and employees (ISCED level 4)	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Russia (2019)	10.8	2.6	4.4	n(5)	0.7	1.6
Russia (2017)	10.1	2.2	4.1	n(5)	0.7	1.6
Australia	13.3	1.0	8.7	0.3	0.6	2.7
Austria	10.9	1.2	6.2	0.0	0.6	2.9
Belgium	10.8	...	8.0	n(3)	0.1	2.7
Canada	11.3	n(3)	7.6	...	1.2	2.6
Chile	21.3	3.9	12.0	–	0.7	4.7
Colombia	10.4	0.6	7.4	n(3)	n(6)	2.3
Costa Rica	...	...	...	...	...	...
Czech Republic	9.9	1.4	6.5	0.0	0.0	1.8
Denmark	15.3	2.6	7.9	–	0.5	4.3
Estonia	12.6	2.6	6.9	0.3	–	2.9
Finland	11.9	1.9	6.9	n(3)	–	3.1
France	9.7	1.2	6.2	0.0	0.5	1.7
Germany	11.0	1.8	5.9	0.3	0.0	2.8
Greece	...	...	5.3	0.0	–	1.3
Hungary	9.9	1.6	5.1	0.6	0.0	1.7
Iceland	16.3	3.5	10.1	0.1	0.1	3.1
Ireland	13.4	0.6	8.8	0.4	n(6)	3.7
Israel	15.4	2.3	10.8	0.0	0.5	1.8

(continued)

	Total	Of which				
		preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)	secondary vocational education –programmes for skilled workers and employees (ISCED level 4)	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Italy	8.3	1.0	5.8	n(3)	0.0	1.5
Japan	7.8	0.3	6.2	n(3, 5, 6)	0.2	1.4
Latvia	11.6	2.2	7.4	0.2	0.3	1.5
Lithuania	11.5	2.3	6.6	0.4	–	2.3
Luxembourg	8.5	1.1	6.3	0.0	0.1	1.0
Mexico	17.3	1.9	11.5	–	n(6)	3.5
Netherlands	12.2	0.8	7.6	–	0.0	3.7
New Zealand	15.1	1.9	9.5	0.3	0.4	3.2
Norway	15.7	2.9	8.1	0.1	0.1	4.1
Poland	11.1	1.6	6.8	0.0	0.0	2.6
Portugal	9.9	...	8.2	n(3)	0.0	1.7
Slovakia	9.5	1.3	6.2	0.1	0.0	1.9
Slovenia	10.9	1.9	6.8	–	0.1	2.1
South Korea	13.0	...	10.2	–	0.3	2.5
Spain	10.2	1.4	6.5	n(3)	0.4	1.9
Sweden	15.4	3.5	8.2	0.1	0.2	3.5
Switzerland	15.0	1.2	9.6	n(3)	n(6)	4.0
Turkey	12.0	...	7.4	–	n(6)	4.6
United Kingdom	12.7	0.6	8.7	–	0.3	3.1
United States	12.1	...	8.4	0.0	n(6)	3.7

11.8. RATIO OF PUBLIC AND PRIVATE EXPENDITURE ON EDUCATION IN RUSSIA AND OECD COUNTRIES: 2017
(percentage)

	Total		Of which					
			preschool education (ISCED level 0)		secondary vocational education – programmes for mid-level specialists (ISCED level 5)		higher education (ISCED level 6, 7, and 8)	
	Public expenditure*	Private expenditure	Public expenditure	Private expenditure	Public expenditure	Private expenditure	Public expenditure	Private expenditure
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Russia (2019)	87.2	12.8	...	...	82.8**	17.2**	59.0	41.0
Russia (2017)	86.9	13.1	...	...	83.5**	16.5**	59.8	40.2
Australia	65.8	34.2	62.8	37.2	62.6	37.4	32.5	67.5
Austria	92.9	7.1	84.9	15.1	96.1	3.9	90.2	9.8
Belgium	93.7	6.3	...	...	96.9	3.1	85.4	14.6
Canada	76.4	23.6	...	...	61.3	38.7	51.5	48.5
Chile	65.8	34.2	82.4	17.6	36.6	63.4	35.8	64.2
Colombia	68.5	31.5	54.9	45.1	n(7)	n(8)	48.7	51.2
Costa Rica	...	...	...	...	...	...	...	...
Czech Republic	88.1	11.9	89.8	10.2	92.4	7.6	76.9	23.1
Denmark	94.0	6.0	80.5	19.5	97.2	2.8	99.1	0.9
Estonia	90.5	9.5	84.5	15.5	–	–	85.4	14.6
Finland	96.8	3.2	89.8	10.2	–	–	96.5	3.5
France	88.2	11.8	93.4	6.6	79.7	20.3	78.6	21.4
Germany	86.3	13.7	84.1	15.9	79.1	20.9	84.8	15.2
Greece	...	...	...	...	–	–	85.5	14.5
Hungary	86.9	13.1	88.8	11.2	62.1	37.9	67.5	32.5
Iceland	90.9	9.1	87.4	12.6	92.0	8.0	92.0	8.0
Ireland	84.4	15.6	83.8	16.2	n(7)	n(8)	71.2	28.8
Israel	78.2	21.8	73.0	27.0	62.3	37.7	52.9	47.1
Italy	87.6	12.4	87.7	12.3	85.7	14.3	64.8	35.2

(continued)

	Total		Of which					
			preschool education (ISCED level 0)		secondary vocational education – programmes for mid-level specialists (ISCED level 5)		higher education (ISCED level 6, 7, and 8)	
	Public expenditure*	Private expenditure	Public expenditure	Private expenditure	Public expenditure	Private expenditure	Public expenditure	Private expenditure
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Japan	71.3	28.7	50.9	49.1	14.5**	85.5**	34.2**	65.8**
Latvia	89.1	10.9	95.9	4.1	79.1	20.9	65.4	34.6
Lithuania	87.2	12.8	85.9	14.1	–	–	70.0	30.0
Luxembourg	97.1	2.9	98.1	1.9	99.1	0.9	93.9	6.1
Mexico	84.6	15.4	89.9	10.1	n(7)	n(8)	69.8	30.2
Netherlands	82.1	17.9	88.7	11.3	76.8	23.2	70.2	29.8
New Zealand	74.8	25.2	79.6	20.4	41.3	58.7	52.1	47.9
Norway	95.2	4.8	86.4	13.6	83.6	16.4	93.2	6.8
Poland	87.6	12.4	82.2	17.8	97.9	2.1	81.5	18.5
Portugal	83.9	16.1	...	...	75.3	24.7	66.9	33.1
Slovakia	86.6	13.4	87.8	12.2	91.9	8.1	70.8	29.2
Slovenia	87.3	12.7	76.7	23.3	90.7	9.3	86.9	13.1
South Korea	72.1	27.9	...	...	20.8	79.2	40.4	59.6
Spain	80.4	19.6	75.9	24.1	82.5	17.5	65.2	34.8
Sweden	96.0	4.0	94.1	5.9	100	–	88.2	11.8
Switzerland	...	...	...	...	...	...	...	...
Turkey	75.6	24.4	...	...	n(7)	n(8)	80.3	19.7
United Kingdom	66.5	33.5	56.4	43.6	30.6	69.4	28.9	71.1
United States	67.7	32.3	...	...	n(7)	n(8)	35.1	64.9

* The data for countries other than Russia include expenditure from foreign sources.

** Including ISCED level 4.

11.9. EXPENDITURE ON EDUCATION PER STUDENT IN RUSSIA AND OECD COUNTRIES: 2017
(USD PPPs)

	Total*	Of which			
		preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)**	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)
Russia (2019)	6123.8	4935.1***	4117.1	4617.9****	14305.9
Russia (2017)	5524.6	4017.2***	3756.3	4152.6****	13344.7
Australia	12503.7	7862.9	11269.8	10943.5	23261.4
Austria	15382.1	11009.0	15096.6	18457.3	19205.5
Belgium	14286.7	...	13054.0	12964.6	19649.1
Canada	14428.0	n(3)	11380.1	18820.2	27947.7
Chile	6524.7	6727.3	5212.9	4821.4	11502.6
Colombia	3607.4	...	3136.8	...	...
Costa Rica	...	...	...	...	...
Czech Republic	8459.6	6108.9	8052.4	18865.7	11462.2
Denmark	14392.8	18501.8	12162.5	17623.0	18115.7
Estonia	8755.2	8136.5	7462.4	–	14580.3
Finland	11890.2	13185.7	10133.0	–	17729.7
France	11556.4	8893.9	10866.6	15359.1	17441.8
Germany	13581.7	12816.7	12194.6	11284.2	18487.1
Greece	...	...	...	–	3294.2
Hungary	8445.5	7401.5	6779.9	4674.7	13256.5
Iceland	14374.3	17349.9	13254.1	9681.8	16497.0
Ireland	10415.1	9135.6	9217.5	n(6)	16794.1
Israel	8501.1	5048.6	9063.8	5583.7	15795.4
Italy	10235.1	8779.6	10035.6	4239.8	12277.3
Japan	11896.0	7609.2	9962.5	13616.7	20208.7

(continued)

	Total*	Of which			
		preschool education (ISCED level 0)	general education (ISCED level 1, 2, and 3)**	secondary vocational education – programmes for mid-level specialists (ISCED level 5)	higher education (ISCED level 6, 7, and 8)
	(1)	(2)	(3)	(4)	(5)
Latvia	6944.8	6221.6	6765.9	8140.7	8381.1
Lithuania	6657.5	6677.0	6094.3	–	8428.3
Luxembourg	22694.4	19326.2	21244.4	27920.2	55432.5
Mexico	3301.0	2569.8	2802.6	n(6)	6586.4
Netherlands	13382.8	9367.2	11931.4	11467.3	20492.5
New Zealand	11712.5	14410.7	9937.0	11279.2	17096.4
Norway	17827.5	19662.6	14848.1	20615.4	23521.9
Poland	7949.2	7164.2	7596.9	27937.6	10040.9
Portugal	10219.8	...	9835.6	7450.7	11940.5
Slovakia	7319.1	6122.7	6710.6	8345.5	11776.4
Slovenia	9790.4	9328.7	9223.0	3757.5	14100.2
South Korea	11981.3	...	12704.2	5791.3	11947.7
Spain	9670.4	7759.2	9165.5	9795.4	14387.2
Sweden	14729.8	15441.7	12338.7	6873.6	27167.3
Switzerland	...	...	...	...	...
Turkey	5586.2	...	4594.5	n(6)	9707.8
United Kingdom	13340.2	7150.4	11597.2	19093.3	29130.7
United States	17992.7	...	13511.2	n(6)	33063.4

* For Belgium, Canada, Colombia, Portugal, South Korea, United States, Turkey, Japan, expenditure on ISCED level 1–8.

** For foreign countries, including ISCED level 4 (excluding United Kingdom, Denmark, Mexico, the Netherlands, South of Korea, Slovenia, Turkey, and Chile). For Japan, ISCED level 4 is partially included in ISCED level 5, 6, 7, and 8.

*** Public expenditure.

**** Including ISCED level 4.

11.10. TRENDS IN EXPENDITURE OF EDUCATION PER STUDENT IN RUSSIA AND OECD COUNTRIES (USD PPPs)

	2012	2015	2016	2017*
Russia	6061.0	5584.0	5312.7	5524.6
Australia	10743.7	11957.6	11296.3	12503.7
Austria	12882.9	14164.5	15093.3	15382.1
Belgium	...	...	...	14286.7
Canada	...	...	...	14428.0
Chile	5484.7	5121.0	5889.2	6524.7
Colombia	...	...	...	3607.4
Costa Rica	...	...	...	...
Czech Republic	7211.5	10901.0	11054.8	8459.6
Denmark	...	...	...	14392.8
Estonia	6024.8	7772.8	8065.0	8755.2
Finland	11237.5	11676.5	11987.6	11890.2
France	9816.7	10619.0	11033.0	11556.4
Germany	11100.1	12171.6	12907.5	13581.7
Greece	...	...	...	...
Hungary	...	6962.5	8030.8	8445.5
Iceland	10653.8	17861.6	13991.0	14374.3
Ireland	...	9898.6	10220.7	10415.1
Israel	7099.6	...	7933.7	8501.1
Italy	...	8940.4	9191.3	10235.1
Japan	...	...	...	11896.0
Latvia	5415.7	7210.8	6707.7	6944.8
Lithuania	5698.2	6242.3	6353.0	6657.5
Luxembourg	...	22408.1	21530.9	22694.4

* For Belgium, Canada, Colombia, Portugal, South Korea, United States, Turkey, Japan, expenditure on ISCED levels 1–8.

(continued)

	2012	2015	2016	2017*
Mexico	3389.7	3686.5	3705.4	3301.0
Netherlands	11620.8	12363.8	12735.4	13382.8
New Zealand	9487.1	10630.3	11065.7	11712.5
Norway	16063.7	16520.6	16898.7	17827.5
Poland	6490.4	7278.1	7418.4	7949.2
Portugal	8427.3	9084.7	...	10219.8
Slovakia	6040.1	8190.0	7058.8	7319.1
Slovenia	9085.9	8792.2	9178.5	9790.4
South Korea	...	...	10860.6	11981.3
Spain	8466.8	8759.6	9224.7	9670.4
Sweden	13015.2	13839.1	14331.2	14729.8
Switzerland	15812.2	...	...	...
Turkey	4610.0	5662.6	6188.0	5586.2
United Kingdom	11834.7	12993.2	12945.4	13340.2
United States	...	...	...	17992.7

11.11. TRENDS IN RATIO OF PUBLIC AND PRIVATE EXPENDITURE ON EDUCATION IN RUSSIA AND OECD COUNTRIES (percentage)

	Public expenditure*				Private expenditure			
	2012	2015	2016	2017**	2012	2015	2016	2017**
Russia	85.2	85.3	87.4	86.9	14.8	14.7	12.6	13.1
Australia	...	...	...	65.8	...	...	...	34.2
Austria	94.3	93.6	93.6	92.9	5.7	6.4	6.4	7.1
Belgium	...	...	...	93.7	...	...	...	6.3
Canada	...	...	...	76.4	...	...	...	23.6
Chile	59.9	67.9	65.7	65.8	40.1	32.1	34.3	34.2
Colombia	65.9	59.6	57.6	68.5	34.1	40.4	42.4	31.5
Costa Rica	...	...	...	...	...	...	...	...
Czech Republic	88.4	91.9	91.4	88.1	11.6	8.1	8.6	11.9
Denmark	...	...	...	94.0	...	...	...	6.0
Estonia	94.4	86.6	90.3	90.5	5.6	13.4	9.7	9.5
Finland	96.7	96.8	96.9	96.8	3.3	3.2	3.1	3.2
France	88.6	88.4	88.1	88.2	11.4	11.6	11.9	11.8
Germany	85.0	85.5	85.8	86.3	15.0	14.5	14.2	13.7
Greece	...	...	...	...	...	...	...	...
Hungary	...	87.5	84.5	86.9	...	12.5	15.5	13.1
Iceland	91.2	91.2	91.3	90.9	8.8	8.8	8.7	9.1
Ireland	...	...	...	84.4	...	...	...	15.6
Israel	78.9	79.5	77.9	78.2	21.1	20.5	22.1	21.8
Italy	89.0	87.6	87.5	87.6	11.0	12.4	12.5	12.4
Japan	...	...	...	71.3	...	...	...	28.7
Latvia	89.1	92.3	91.5	89.1	10.9	7.7	8.5	10.9
Lithuania	88.3	86.9	86.9	87.2	11.7	13.1	13.1	12.8

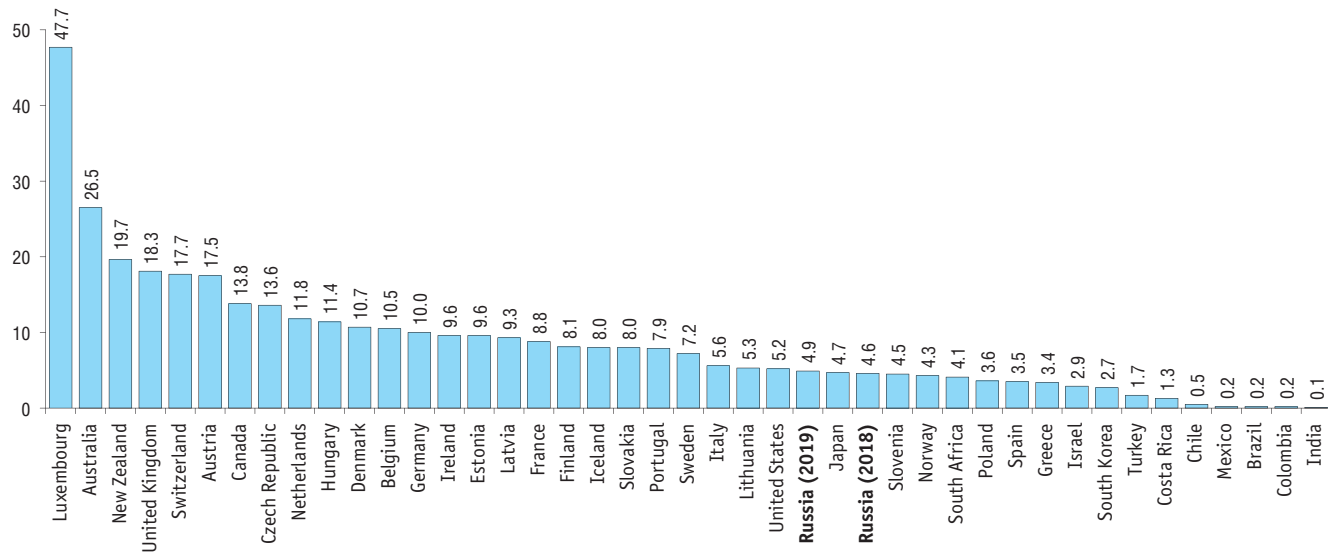
(continued)

	Public expenditure*				Private expenditure			
	2012	2015	2016	2017**	2012	2015	2016	2017**
Luxembourg	99.4	97.3	96.9	97.1	0.6	2.7	3.1	2.9
Mexico	80.6	80.8	79.0	84.6	19.4	19.2	21.0	15.4
Netherlands	82.3	82.6	82.8	82.1	17.7	17.4	17.2	17.9
New Zealand	75.0	75.0	74.6	74.8	25.0	25.0	25.4	25.2
Norway	95.7	95.7	95.4	95.2	...	4.3	4.6	4.8
Poland	86.8	88.3	87.9	87.6	13.2	11.7	12.1	12.4
Portugal	78.3	82.0	...	83.9	21.7	18.0	...	16.1
Slovakia	84.4	86.1	85.2	86.6	15.6	13.9	14.8	13.4
Slovenia	87.5	86.6	86.6	87.3	12.5	13.4	12.9	12.7
South Korea	...	...	71.5	72.1	...	...	28.5	27.9
Spain	81.9	80.2	80.1	80.4	18.1	19.8	19.9	19.6
Sweden	...	96.0	96.0	96.0	...	4.0	4.0	4.0
Switzerland	100	...	...	...	...	...	...	...
Turkey	74.9	75.2	74.8	75.6	25.1	24.8	25.2	24.4
United Kingdom	75.6	68.2	67.2	66.5	24.4	31.8	32.8	33.5
United States	...	...	...	67.7	...	...	...	32.3

* The data for countries other than Russia include expenditure from foreign sources.

** For Belgium, Canada, Colombia, Portugal, South Korea, United States, Turkey, Japan, expenditure on ISCED levels 1–8.

11.12. INTERNATIONAL STUDENTS AND POSTGRADUATES AS A PERCENTAGE OF THE TOTAL ENROLMENT IN RUSSIA, OECD COUNTRIES AND BRICS COUNTRIES: SECONDARY VOCATIONAL EDUCATION – PROGRAMMES FOR MID-LEVEL SPECIALISTS AND HIGHER EDUCATION (ISCED LEVEL 5, 6, 7, AND 8): 2018



11.13. PARTICIPATION OF POPULATION IN EDUCATION IN RUSSIA AND OECD COUNTRIES BY AGE: 2018
(percentage)

	Participation of population aged, years					
	6–14	15–19	20–24	25–29	30–39	40 and over
Russia (2019)	99.0	89.1	37.6	7.0	2.0	1.7
Russia (2018)	99.1	88.7	37.8	6.7	2.1	1.7
Australia	99.9	83.7	49.9	23.8	13.5	6.0
Austria	98.8	78.8	35.0	17.9	6.3	1.2
Belgium	98.8	94.2	49.3	13.6	6.9	3.2
Canada	100	77.0	32.9	10.0	4.0	0.7
Chile	97.8	81.5	43.7	15.4	6.2	1.3
Colombia	87.5	58.4	25.2	11.5	6.1	1.6
Costa Rica	95.1	...	...	...	...	...
Czech Republic	98.5	90.3	41.1	10.2	2.6	0.8
Denmark	99.6	86.3	53.1	28.5	8.8	2.1
Estonia	97.2	88.2	38.5	14.3	6.9	1.6
Finland	98.5	86.7	49.7	31.2	16.9	5.8
France	100	87.0	38.2	7.6	1.7	0.4
Germany	98.9	86.4	49.3	20.9	5.1	0.5
Greece	96.8	85.9	55.0	21.9	9.5	2.7
Hungary	95.4	83.3	35.5	10.5	3.9	1.3
Iceland	98.9	86.7	42.6	22.8	10.5	3.7
Ireland	100	92.7	44.9	13.2	7.3	4.7
Israel	96.7	66.2	21.0	19.5	5.9	1.6
Italy	97.6	85.3	37.4	12.8	3.1	0.6
Japan	100	...	...	...	...	...
Latvia	98.6	93.0	45.7	16.0	6.4	1.2

(continued)

	Participation of population aged, years					
	6–14	15–19	20–24	25–29	30–39	40 and over
Lithuania	100	93.7	46.4	12.7	5.6	1.0
Luxembourg	97.1	76.0	19.8	6.7	2.0	0.3
Mexico	100	62.5	26.0	10.8	3.9	2.1
Netherlands	99.7	92.5	53.3	17.3	5.3	1.9
New Zealand	99.4	79.9	33.7	13.4	9.2	4.0
Norway	99.3	87.2	46.5	19.2	7.8	2.6
Poland	96.1	92.6	49.5	11.0	3.3	0.8
Portugal	98.8	88.9	36.8	9.9	4.2	1.6
Slovakia	94.3	83.8	31.5	6.3	1.9	0.6
Slovenia	98.5	94.3	58.2	12.4	2.4	0.5
South Korea	99.1	84.3	49.5	8.3	1.7	0.6
Spain	97.4	87.2	48.4	16.2	5.6	1.9
Sweden	99.4	89.7	45.3	27.4	16.4	4.9
Switzerland	99.8	84.9	40.1	17.2	4.6	0.8
Turkey	100**	70.9	51.9	32.2	14.3	2.8
United Kingdom	97.8	83.3	31.5	9.6	5.6	2.1
United States	99.8	83.7	36.3	13.3	6.6	2.0

* Excluding ISCED level 4.

** Including individuals over 14 who are enrolled in ISCED level 1 programmes.

11.14. PARTICIPATION OF CHILDREN IN PRESCHOOL EDUCATION IN RUSSIA AND OECD COUNTRIES: 2018
(percentage)

	Participation of children under 3 in early childhood programmes (ISCED level 01)	Participation of children aged 3–5 in preschool education programmes (ISCED level 02)*
Russia (2019)	24.2	83.3
Russia (2018)	22.2	82.9
Australia	39.9	84.2
Austria	21.7	89.7
Belgium	45.6	98.5
Canada	...	...
Chile	22.1	79.0
Colombia	30.7	70.3
Costa Rica	1.6	59.8
Czech Republic	5.9	86.7
Denmark	56.0	99.5
Estonia	31.1	91.2
Finland	33.4	82.3
France	4.2	100
Germany	37.7	94.2
Greece	...	...
Hungary	5.3	92.2
Iceland	58.9	97.1
Ireland	26.6	100
Israel	57.7	100
Italy	5.2	93.6
Japan	32.5	91.8
Latvia	29.7	93.0

* For countries other than Russia where the typical (or established by law) age of admission to ISCED level 1 is five years or under, including ISCED level 1.

(continued)

	Participation of children under 3 in early childhood programmes (ISCED level 01)	Participation of children aged 3–5 in preschool education programmes (ISCED level 02)*
Lithuania	28.3	86.2
Luxembourg	1.3	87.2
Mexico	4.0	82.5
Netherlands	...	89.4
New Zealand	47.6	93.0
Norway	57.3	97.0
Poland	2.4	84.6
Portugal	40.7	91.0
Slovakia	5.5	77.6
Slovenia	42.6	91.1
South Korea	62.7	94.5
Spain	38.2	97.5
Sweden	47.3	93.8
Switzerland	...	49.6
Turkey	0.2	42.8
United Kingdom	...	100
United States	...	66.0

**11.15. FEMALE TEACHERS AS A PERCENTAGE OF THE TOTAL NUMBER OF TEACHING PERSONNEL (TEACHERS)
IN RUSSIA AND OECD COUNTRIES: 2018***
(percentage)

	Preschool education (ISCED level 0)	Primary general education (ISCED level 1)	Basic general education (ISCED level 2)	Secondary general education (ISCED level 3)	Secondary vocational education – programmes for mid-level specialists, higher education (ISCED level 5, 6, 7, 8)
	(1)	(2)	(3)	(4)	(5)
Russia (2019)	99.6	99.3	n(4)	83.7	63.6
Russia (2018)	99.7	99.4	n(4)	83.7	63.4
OECD countries					
Austria	98.6	92.1	72.3	63.6	42.7
Belgium	96.6	82.6	63.9	63.3	48.4
Canada	n(2)	74.9	n(2)	75.0	49.3
Chile	98.5	80.8	68.2	57.8	...
Colombia	96.9	77.1	51.3	49.2	38.3
Costa Rica	93.9	78.6	57.1	56.0	44.1
Czech Republic	99.5	94.4	77.9	59.7	38.1
Denmark	89.3	68.4	62.2	52.6	43.9
Estonia	99.5	90.4	82.8	77.3	49.1
Finland	97.4	79.8	74.6	69.3	51.9
France	91.1	83.0	60.6	60.0	43.9
Germany	95.5	87.3	66.4	58.8	39.8
Greece	98.7	71.8	67.0	56.5	34.7
Hungary	99.6	96.0	76.7	67.0	41.0
Iceland	93.9	82.6	82.4	...	...
Ireland	98.7	85.5	n(4)	70.0	45.0
Israel	99.4	85.7	78.7	70.5	48.5

(continued)

	Preschool education (ISCED level 0)	Primary general education (ISCED level 1)	Basic general education (ISCED level 2)	Secondary general education (ISCED level 3)	Secondary vocational education – programmes for mid-level specialists, higher education (ISCED level 5, 6, 7, 8)
	(1)	(2)	(3)	(4)	(5)
Italy	98.9	95.5	77.0	67.9	37.4
Japan	96.9	64.4	43.0	30.8	28.4**
Latvia	99.2	92.3	84.6	83.3	56.0
Lithuania	99.2	96.8	82.4	82.1	56.1
Luxembourg	95.8	75.9	53.8	56.4	35.6
Mexico	96.2	69.2	53.5	49.9	...
Netherlands	87.9	87.4	53.7	53.7	45.9
New Zealand	97.3	84.2	67.0	61.4	49.8
Norway	91.5	74.5	74.5	54.5	46.3
Poland	97.8	83.0	75.4	69.8	45.0
Portugal	99.0	80.8	71.9	69.1	44.8
Slovakia	99.5	90.3	75.9	73.7	46.2
Slovenia	97.4	88.8	n(2)	67.1	42.2
South Korea	98.9	77.7	70.6	54.2	35.6
Spain	92.8	77.0	60.4	57.8	43.9
Sweden	95.6	81.9	65.2	53.8	45.1
Switzerland	97.2	83.3	55.6	48.3	35.5
Turkey	94.6	61.9	57.4	50.5	44.4
United Kingdom	95.9	86.2	63.2	61.8	45.5
United States	94.2	87.1	67.1	57.9	49.9

(continued)

	Preschool education (ISCED level 0)	Primary general education (ISCED level 1)	Basic general education (ISCED level 2)	Secondary general education (ISCED level 3)	Secondary vocational education – programmes for mid-level specialists, higher education (ISCED level 5, 6, 7, 8)
	(1)	(2)	(3)	(4)	(5)
BRICS countries					
Brazil	94.9	88.5	67.1	59.9	45.9
China	97.3	67.4	55.9	53.2	...
India	...	...	45.2	41.2	41.6
South Africa	...	...	...	58.3	...

* For Ireland, the data for state institutions other than ISCED level 0; for Israel, the data for state institutions of ISCED level 2 and 3; and for Canada, the data for state institutions of ISCED level 5, 6, 7, and 8. For Russia, the data on full-time personnel: educators (including senior educators) of institutions implementing preschool education and child care programmes (ISCED level 0); teachers of institutions implementing primary general, basic general, and secondary general education programmes (ISCED level 1, 2, and 3); teachers and industrial training instructors implementing secondary vocational education programmes – programmes for mid-level specialists; and teaching staff within higher education programmes – bachelor's, specialist's, and master's programmes (ISCED level 5, 6, and 7).

** Including ISCED level 4 programmes.

11.16. ENROLMENT PER MEMBER OF TEACHING PERSONNEL (TEACHER) IN RUSSIA AND OECD COUNTRIES: 2018*
(persons)

	Preschool education (ISCED level 0)	Primary general education (ISCED level 1)	Basic general education (ISCED level 2)	Secondary general education (ISCED level 3)**	Secondary vocational education – programmes for mid-level specialists (ISCED level 5)	Higher education (ISCED level 6, 7, 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Russia (2019)	14	n(4)	n(4)	18	16	12
Russia (2018)	14	n(4)	n(4)	17	21	12
OECD countries						
Australia	...	15	n(4)	12	...	16
Austria	13	12	8	10	8	16
Belgium	...	13	9	11	n(6)	21
Canada	...	17	n(2)	13	...	...
Chile	22	19	20	21	...	...
Colombia	...	23	26	25	25	29
Costa Rica	12	12	13	13	14	...
Czech Republic	13	19	12	11	11	15
Denmark	5	12	11	10	19	15
Estonia	8	13	10	14	–	13
Finland	...	14	9	14	–	15
France	23	19	14	13	12	18
Germany	8	15	13	12	12	12
Greece	...	9	8	10	–	...
Hungary	12	10	11	12	n(6)	12
Iceland	4	11	10	...	...	...
Ireland	...	15	...	13	n(6)	20
Israel	21	15	11	10	...	16

(continued)

	Preschool education (ISCED level 0)	Primary general education (ISCED level 1)	Basic general education (ISCED level 2)	Secondary general education (ISCED level 3)**	Secondary vocational education – programmes for mid-level specialists (ISCED level 5)	Higher education (ISCED level 6, 7, 8)
	(1)	(2)	(3)	(4)	(5)	(6)
Italy	12	12	11	12	–	20
Japan	14	16	13	12	...	...
Latvia	9	12	9	11	9	18
Lithuania	10	11	8	8	–	14
Luxembourg	12	9	11	9	9	4
Mexico	23	26	33	27	20	18
Netherlands	16	16	16	16	12	15
New Zealand	5	17	16	12	19	18
Norway	11	10	9	11	11	9
Poland	15	10	11	11	10	14
Portugal	...	12	9	9	n(6)	14
Slovakia	12	18	13	14	7	12
Slovenia	8	10	n(2)	15	22	14
South Korea	9	17	13	13	...	...
Spain	13	14	12	12	11	13
Sweden	6	14	11	14	7	10
Switzerland	18	15	12	11	–	13
Turkey	...	17	16	12	57	21
United Kingdom	...	20	16	15	n(6)	15
United States	...	15	15	15	n(6)	14

(continued)

	Preschool education (ISCED level 0)	Primary general education (ISCED level 1)	Basic general education (ISCED level 2)	Secondary general education (ISCED level 3)**	Secondary vocational education – programmes for mid-level specialists (ISCED level 5)	Higher education (ISCED level 6, 7, 8)
	(1)	(2)	(3)	(4)	(5)	(6)
BRICS countries						
Brazil	17	24	25	26	3	25
China	17	16	12	14	...	...
India	...	...	25	33	–	25
South Africa	...	...	...	...	...	...

* For Ireland and Switzerland, only for state institutions; for Israel, for state institutions of ISCED level 2 and 3. For Russia, in part of ISCED level 0, educators (including senior educators), in part of ISCED level 5, including industrial training instructors.

** For countries other than Russia, general ISCED level 3 programmes.

11.17. AVERAGE CLASS SIZE IN RUSSIA AND OECD COUNTRIES: 2018*

(persons)

	Primary general education (ISCED level 1)			Basic general education (ISCED level 2)		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Russia (2019)	21	21	14	20	20	13
Russia (2018)	21	21	14	20	20	12
Australia	23	23	24	22	21	24
Austria	18	18	19	21	21	21
Belgium	...	...	...	...	...	...
Canada	...	...	...	...	...	...
Chile	31	28	32	30	29	31
Colombia	23	25	18	30	31	24
Costa Rica	16	16	16	33	35	20
Czech Republic	21	21	15	22	22	18
Denmark	20	20	17	20	21	19
Estonia	19	19	15	19	19	15
Finland	20	20	18	19	19	19
France	23	23	25	25	25	26
Germany	21	21	22	24	24	24
Greece	17	17	21	20	20	22
Hungary	22	22	21	21	21	21
Iceland	19	19	15	20	20	14
Ireland	...	25	...	...	...	...
Israel	26	27	25	28	29	24
Italy	19	19	19	21	21	21

* For Russia, excluding individual institutions and classes for students with mental deficiency (mental development disorders).

(continued)

	Primary general education (ISCED level 1)			Basic general education (ISCED level 2)		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Japan	27	27	28	32	32	33
Latvia	16	17	10	16	16	13
Lithuania	17	17	16	19	19	20
Luxembourg	...	15	...	...	18	...
Mexico	24	25	20	27	27	23
Netherlands	...	23	...	...	...	...
New Zealand	...	...	...	...	...	...
Norway	...	...	...	...	...	...
Poland	18	18	12	21	21	16
Portugal	21	21	20	22	22	23
Slovakia	18	18	18	19	19	18
Slovenia	19	19	20	20	20	20
South Korea	23	23	27	27	27	26
Spain	22	21	24	25	25	26
Sweden	20	20	18	22	22	22
Switzerland	...	19	...	...	19	...
Turkey	22	23	18	25	26	18
United Kingdom	26	27	23	23	24	22
United States	21	21	18	26	27	20

11.18. TEACHERS WHO REPORTED A STRONG NEED FOR PROFESSIONAL DEVELOPMENT BY AREA AND COUNTRY: 2018*
(as a percentage of all respondents)

	Areas of professional development					
	Knowledge and understanding of my subject field(s)	Pedagogical competencies in teaching my subject field(s)	Knowledge of the curriculum	Student assessment practices	ICT skills for teaching	Student behavior and classroom management
Russia	15.3	15.5	14.5	14.2	14.6	13.6
Argentina	3.2	4.3	4.1	5.9	19.6	9.1
Australia	3.9	3.2	5.4	6.0	11.4	5.4
Austria	3.9	5.7	2.9	11.3	15.5	16.8
Belgium	3.9	4.5	5.3	11.2	17.6	9.7
Brazil	9.6	9.2	7.9	10.1	27.0	18.6
Bulgaria	18.8	17.3	19.5	16.8	22.6	21.8
Canada	3.8	2.7	3.2	6.1	8.4	4.1
Chile	6.8	8.8	8.6	15.0	16.7	16.9
China (Shanghai)	30.3	34.4	29.8	32.0	30.2	30.9
Colombia	14.1	18.7	16.0	19.9	33.8	20.5
Croatia	7.4	11.7	6.1	16.1	26.2	22.9
Czech Republic	10.8	7.2	3.3	6.5	13.0	16.7
Denmark	10.5	7.9	3.3	7.0	11.2	5.6
Estonia	10.1	9.4	7.7	11.0	19.2	16.7
Finland	4.1	3.5	7.7	14.0	19.0	8.6
France	4.7	9.1	4.0	15.1	22.9	12.7
Hungary	6.5	8.2	5.4	6.8	20.5	13.1
Iceland	10.7	9.4	10.2	18.8	21.1	18.9
Israel	15.9	18.5	12.7	16.6	29.2	21.6

* Here and below in table 11.22 and figures 11.19–11.21, according to the results of TALIS, the OECD Teaching and Learning International Survey.

(continued)

	Areas of professional development					
	Knowledge and understanding of my subject field(s)	Pedagogical competencies in teaching my subject field(s)	Knowledge of the curriculum	Student assessment practices	ICT skills for teaching	Student behavior and classroom management
Italy	7.2	10.7	4.4	9.0	16.6	15.8
Japan	59.2	63.5	27.7	43.2	39.0	43.4
Latvia	12.9	12.0	18.3	16.6	22.6	19.7
Lithuania	15.3	15.2	11.6	20.1	23.6	20.9
Mexico	7.2	10.3	11.7	9.9	16.5	12.1
Netherlands	9.0	5.8	3.3	9.9	16.0	8.8
New Zealand	3.9	4.1	2.7	5.5	14.0	5.1
Norway	7.5	8.8	8.3	12.0	22.2	10.5
Portugal	5.5	6.2	2.9	8.5	12.0	17.8
Romania	8.7	10.1	10.5	13.4	21.2	17.2
Slovakia	11.1	10.7	10.9	11.3	16.6	19.1
Slovenia	4.2	4.3	2.5	7.2	8.5	15.8
South Africa	11.0	12.6	12.3	10.2	31.5	15.9
South Korea	19.6	26.0	16.8	24.8	21.0	27.8
Spain	3.7	8.0	4.1	8.9	15.0	13.5
Sweden	7.4	5.9	4.3	9.1	22.2	7.6
Turkey	4.2	4.1	4.6	5.0	7.5	6.2
United Kingdom	2.8	1.9	3.5	4.2	5.3	2.9
United States	2.0	2.8	3.1	4.6	10.2	5.3

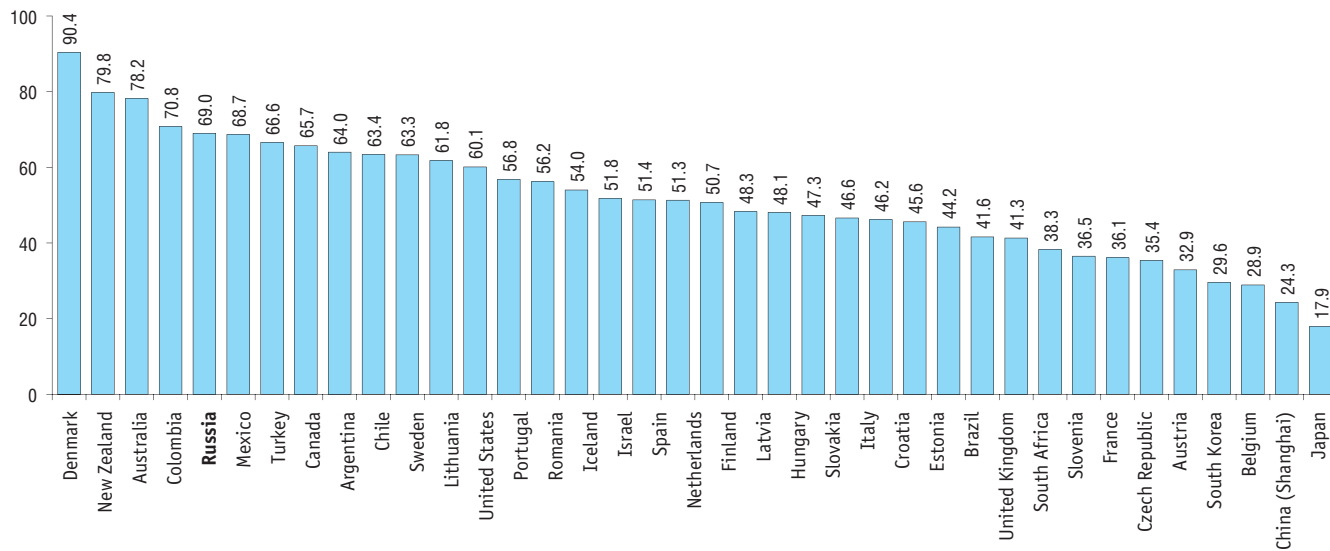
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	Areas of professional development							
	School management and administration	Approaches to individualised learning	Teaching students with special needs	Teaching in a multicultural or multilingual setting	Teaching cross-curricular skills	Analysis and use of student assessments	Teacher-parent/guardian co-operation	Communicating with people from different cultures or countries
Russia	6.9	11.5	14.6	12.7	15.1	13.2	10.2	13.7
Argentina	10.6	10.3	36.0	24.9	8.9	6.8	9.0	14.8
Australia	5.4	7.5	11.5	7.2	8.9	7.2	3.1	3.7
Austria	4.4	14.4	16.0	13.8	11.3	7.7	6.9	9.4
Belgium	4.0	12.5	18.3	9.3	7.1	8.8	5.5	5.5
Brazil	21.5	15.2	58.4	44.0	17.4	12.5	30.5	40.9
Bulgaria	10.6	15.2	27.2	21.2	12.2	14.0	20.2	18.5
Canada	4.9	6.4	11.5	9.6	5.8	5.8	2.0	4.4
Chile	16.0	18.1	38.3	33.8	21.2	17.1	17.3	26.4
China (Shanghai)	16.5	35.4	24.7	22.0	30.0	27.6	28.2	19.2
Colombia	27.2	22.9	54.8	45.4	26.3	21.2	20.6	40.1
Croatia	6.4	26.7	36.3	14.3	23.4	17.9	14.3	15.1
Czech Republic	4.3	10.0	14.6	6.5	9.3	7.1	9.0	6.1
Denmark	3.0	6.9	18.7	10.7	9.0	5.5	2.6	5.2
Estonia	4.3	10.6	26.5	10.5	17.2	10.2	12.5	8.4
Finland	2.3	7.3	12.4	6.9	6.0	6.6	1.9	4.4
France	4.7	23.7	33.7	16.7	13.6	12.3	7.1	12.0
Hungary	4.4	11.1	22.0	12.6	13.6	8.3	8.5	9.8
Iceland	4.2	12.0	17.4	19.4	10.1	9.0	5.7	9.5
Israel	14.6	12.0	25.2	16.5	25.3	19.0	16.4	15.2

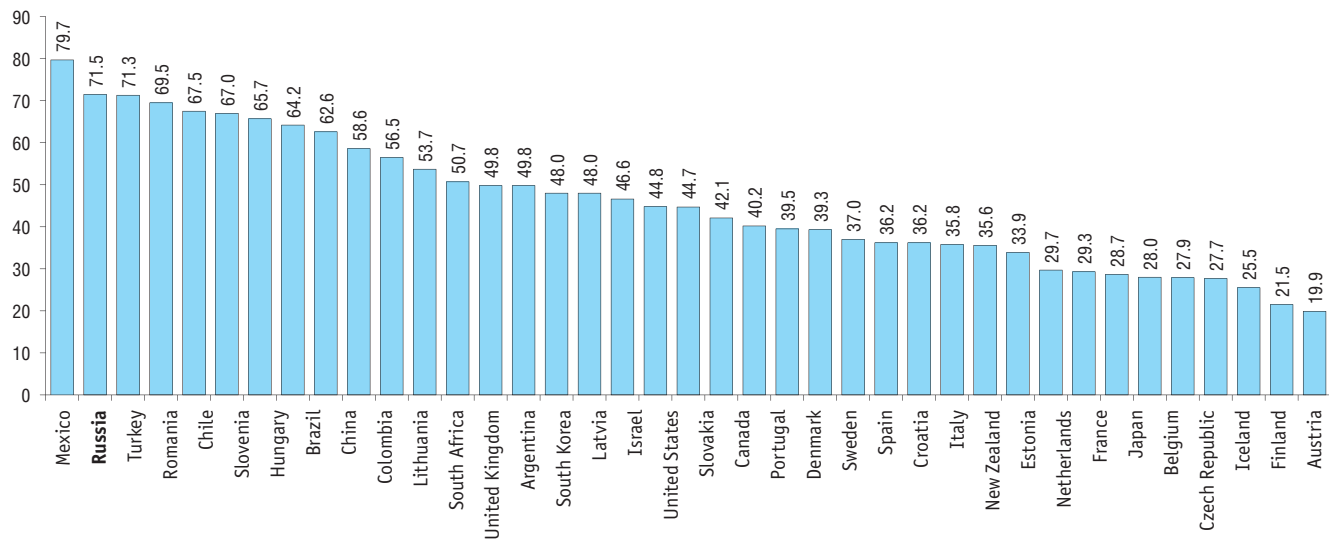
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	Areas of professional development							
	School management and administration	Approaches to individualised learning	Teaching students with special needs	Teaching in a multicultural or multilingual setting	Teaching cross-curricular skills	Analysis and use of student assessments	Teacher-parent/guardian co-operation	Communicating with people from different cultures or countries
Italy	5.4	9.6	14.9	14.4	12.9	6.5	8.0	11.9
Japan	16.7	45.6	45.7	14.9	31.8	33.1	32.1	15.9
Latvia	6.1	20.8	19.6	11.1	17.4	16.3	13.0	10.6
Lithuania	6.2	18.5	20.8	9.5	18.7	18.9	13.1	10.1
Mexico	15.1	14.6	53.2	45.9	13.6	10.0	21.9	31.9
Netherlands	4.4	18.7	11.7	3.6	12.4	4.4	3.2	2.6
New Zealand	4.6	9.7	14.9	7.3	11.7	5.8	4.0	4.0
Norway	3.8	6.7	17.7	12.6	12.8	8.9	4.1	6.4
Portugal	9.9	11.3	27.0	21.6	11.3	8.2	6.1	11.5
Romania	14.3	21.5	35.1	27.1	22.8	14.4	17.4	27.4
Slovakia	8.2	14.5	26.5	9.3	16.3	10.2	11.0	8.2
Slovenia	3.6	8.6	23.2	14.3	10.6	6.9	8.7	7.8
South Africa	18.9	16.4	38.6	19.9	15.2	12.8	18.6	21.2
South Korea	13.0	22.4	13.5	14.5	26.2	23.7	18.2	13.8
Spain	10.8	13.1	28.2	17.6	15.6	10.2	9.4	11.2
Sweden	4.0	11.3	18.0	14.8	8.0	6.6	3.8	7.1
Turkey	9.8	9.3	16.0	22.2	7.4	6.2	7.3	24.6
United Kingdom	4.0	2.5	5.9	4.9	3.4	3.6	1.4	2.9
United States	4.2	7.3	9.2	6.1	6.2	5.1	4.0	4.7

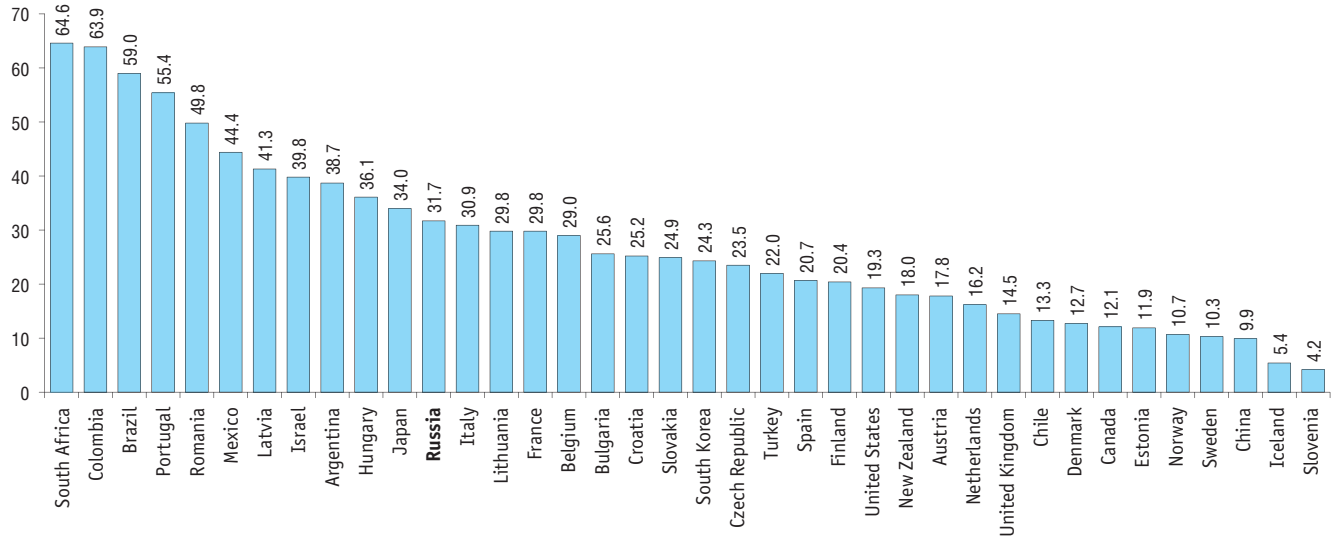
11.19. TEACHERS WHO PROVIDE THEIR STUDENTS WITH AN OPPORTUNITY TO USE ICT FOR PROJECTS OR CLASSWORK ALL THE TIME (ALWAYS OR ALMOST ALWAYS) BY COUNTRY: 2018
(as a percentage of all respondents)



11.20. TEACHERS WHO CONSIDER THEMSELVES WELL OR VERY WELL PREPARED FOR THE USE OF ICT IN TEACHING BY COUNTRY: 2018 (as a percentage of all respondents)



11.21. PRINCIPALS WHO REPORTED A LACK OF OR INFERIORITY OF DIGITAL TECHNOLOGIES FOR TEACHING BY COUNTRY: 2018
(as a percentage of all respondents)



11.22. PARTICIPATION OF TEACHERS IN A MENTORING PROGRAMME BY YEARS OF EXPERIENCE: 2018
(as a percentage of all respondents)

	Have an assigned mentor			Are mentors themselves		
	Total	With less than or equal to 5 years of experience	With more than 5 years of experience	Total	With less than or equal to 5 years of experience	With more than 5 years of experience
Russia	11.4	27.0	7.0	18.1	10.3	20.1
Argentina	4.3	6.3	3.7	6.4	1.9	7.2
Australia	17.6	36.7	11.8	24.4	10.2	28.8
Austria	3.6	10.8	1.0	7.0	1.1	9.1
Belgium	6.9	24.9	2.0	6.9	4.0	7.7
Brazil	26.5	32.6	25.4	7.7	4.7	8.1
Bulgaria	6.0	17.8	2.9	7.4	4.1	8.2
Canada	10.4	24.7	6.1	13.6	6.1	15.9
Chile	4.9	7.4	3.8	4.1	2.1	4.8
China (Shanghai)	22.8	67.3	14.0	27.1	32.3	26.1
Colombia	13.0	21.6	11.2	9.4	9.5	9.3
Croatia	2.9	13.4	0.3	8.8	3.5	10.0
Czech Republic	7.1	25.9	2.8	11.8	5.7	13.1
Denmark	4.4	15.0	2.1	9.5	5.9	10.4
Estonia	3.9	17.4	1.6	7.5	2.0	8.4
Finland	3.7	9.7	2.5	5.2	3.6	5.6
France	3.9	16.6	1.4	6.2	1.4	7.2
Hungary	5.0	27.3	1.8	7.2	2.2	7.9
Iceland	6.8	17.5	4.0	11.0	7.8	11.9
Israel	21.0	46.6	12.5	27.7	12.6	32.4

(continued)

	Have an assigned mentor			Are mentors themselves		
	Total	With less than or equal to 5 years of experience	With more than 5 years of experience	Total	With less than or equal to 5 years of experience	With more than 5 years of experience
Italy	2.5	5.1	2.0	5.5	0.6	6.6
Japan	22.4	39.9	17.6	14.7	2.7	17.8
Latvia	4.0	16.0	2.3	9.0	4.8	9.6
Lithuania	2.2	9.0	1.7	5.9	6.7	5.9
Mexico	10.0	17.2	7.8	6.2	5.1	6.6
Netherlands	13.0	40.8	7.1	22.2	11.2	24.6
New Zealand	26.4	56.4	18.4	25.9	12.3	29.6
Norway	4.6	17.7	0.8	6.5	3.0	7.4
Portugal	6.9	14.1	6.6	7.3	2.8	7.5
Romania	5.9	22.1	3.3	8.8	3.6	9.7
Slovakia	5.3	21.8	2.3	9.1	2.6	10.4
Slovenia	1.5	5.4	0.7	6.8	8.3	6.5
South Africa	38.2	49.6	33.7	36.2	25.5	39.9
South Korea	9.2	16.3	7.2	10.0	6.4	11.0
Spain	2.9	10.2	1.4	5.8	1.6	6.6
Sweden	5.0	16.8	2.5	14.1	7.3	15.5
Turkey	5.8	15.0	1.7	7.1	9.0	6.2
United Kingdom	13.5	37.2	6.3	24.8	16.1	27.3
United States	16.0	39.2	8.4	15.5	5.5	18.7

11.23. LITERACY ASSESSMENT OF 15-YEAR-OLD STUDENTS IN RUSSIA AND OECD COUNTRIES: 2015 VS 2018*

(average scale score according to the international 1000-score scale)

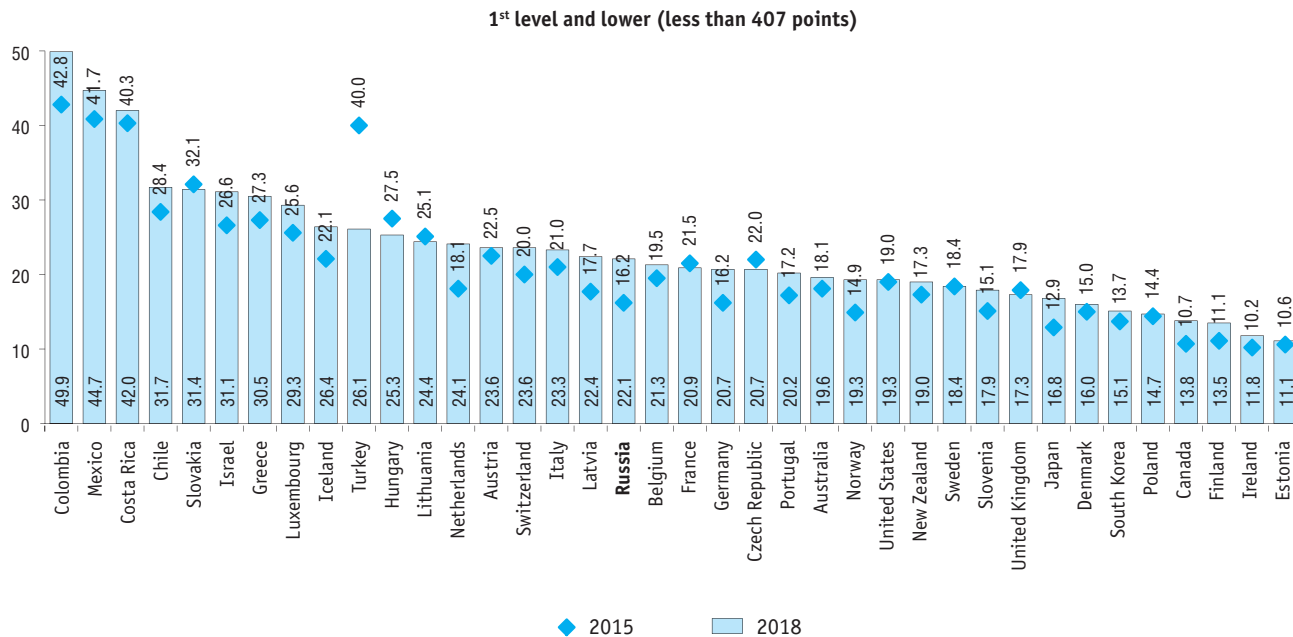
	2015			2018		
	Reading literacy	Mathematical literacy	Science literacy	Reading literacy	Mathematical literacy	Science literacy
Russia	495	494	487	479	488	478
Australia	503	494	510	503	491	503
Austria	485	497	495	484	499	490
Belgium	499	507	502	493	508	499
Canada	527	516	528	520	512	518
Chile	459	423	447	452	417	444
Colombia	425	390	416	412	391	413
Costa Rica	427	400	420	426	402	416
Czech Republic	487	492	493	490	499	497
Denmark	500	511	502	501	509	493
Estonia	519	520	534	523	523	530
Finland	526	511	531	520	507	522
France	499	493	495	493	495	493
Germany	509	506	509	498	500	503
Greece	467	454	455	457	451	452
Hungary	470	477	477	476	481	481
Iceland	482	488	473	474	495	475
Ireland	521	504	503	518	500	496
Israel	479	470	467	470	463	462
Italy	485	490	481	476	487	468
Japan	516	532	538	504	527	529

* Here and below in table 11.23 and figures 11.24–11.26, according to data of PISA, the OECD Programme for International Student Assessment.

(continued)

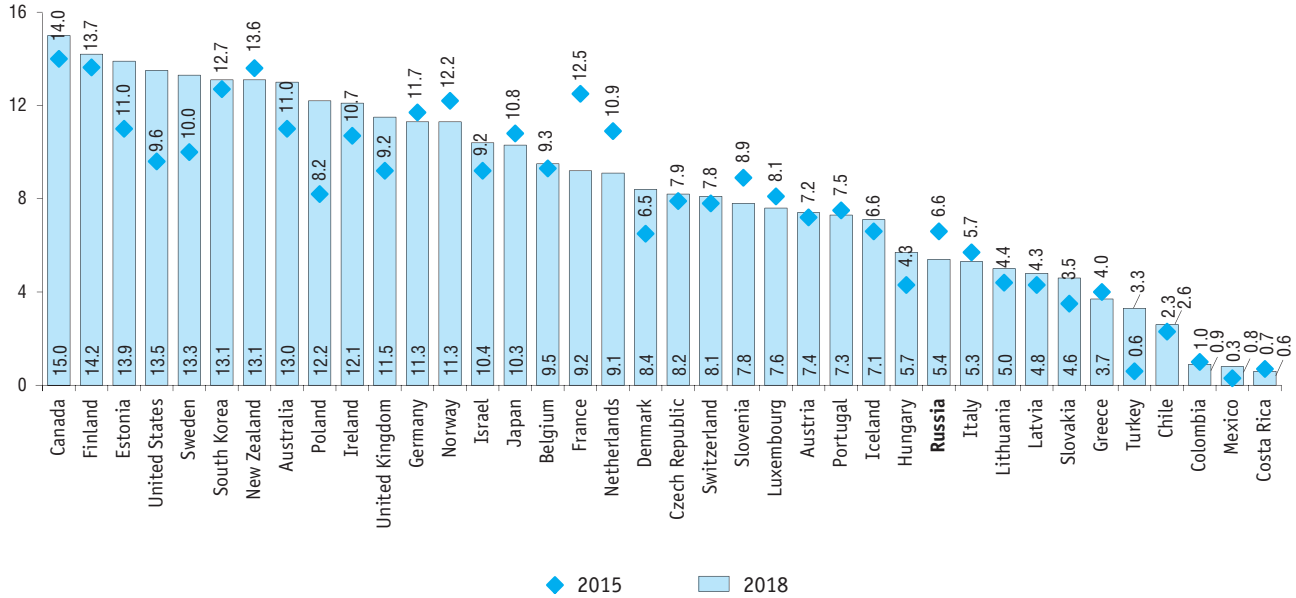
	2015			2018		
	Reading literacy	Mathematical literacy	Science literacy	Reading literacy	Mathematical literacy	Science literacy
Latvia	488	482	490	479	496	487
Lithuania	472	478	475	476	481	482
Luxembourg	481	486	483	470	483	477
Mexico	423	408	416	420	409	419
Netherlands	503	512	509	485	519	503
New Zealand	509	495	513	506	494	508
Norway	513	502	498	499	501	490
Poland	506	504	501	512	516	511
Portugal	498	492	501	492	492	492
Slovakia	453	475	461	458	486	464
Slovenia	505	510	513	495	509	507
South Korea	517	524	516	514	526	519
Spain	496	486	493	...	481	483
Sweden	500	494	493	506	502	499
Switzerland	492	521	506	484	515	495
Turkey	428	420	425	466	454	468
United Kingdom	498	492	509	504	502	505
United States	497	470	496	505	478	502

11.24. 15-YEAR-OLD STUDENTS WHO SHOWED LOWEST AND HIGHEST LEVELS OF READING LITERACY AS A PERCENTAGE OF THE TOTAL ENROLMENT IN RUSSIA AND OECD COUNTRIES: 2015 VS 2018

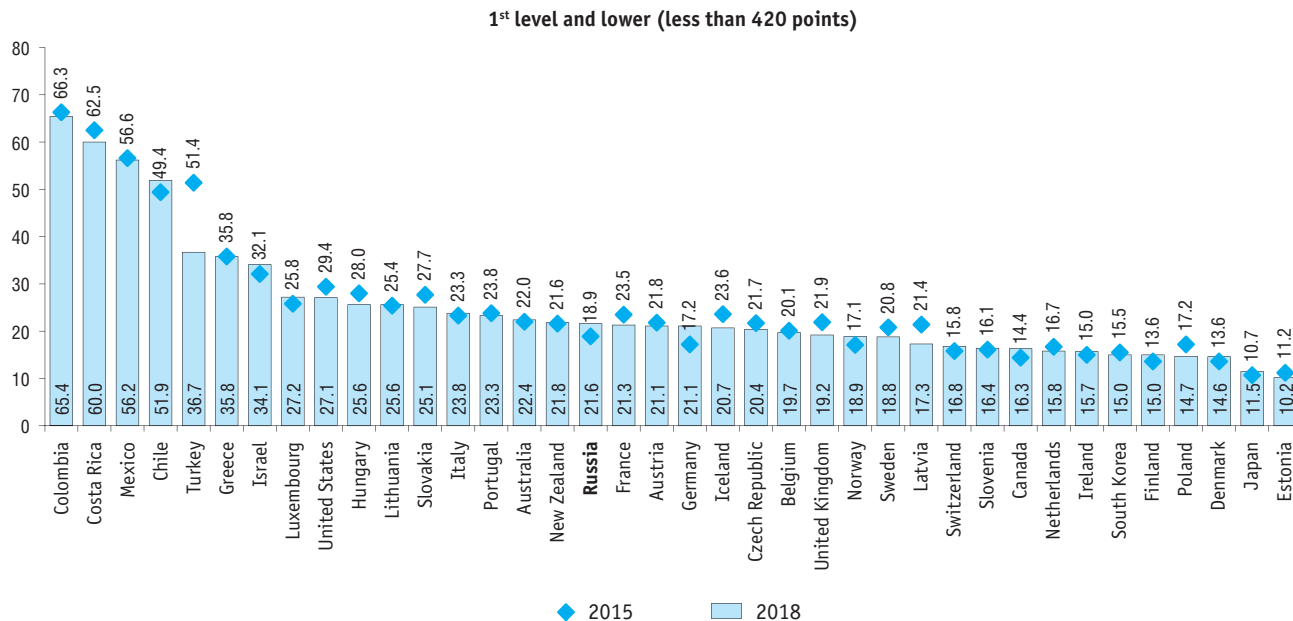


(continued)

5th-6th levels (626 points and more)

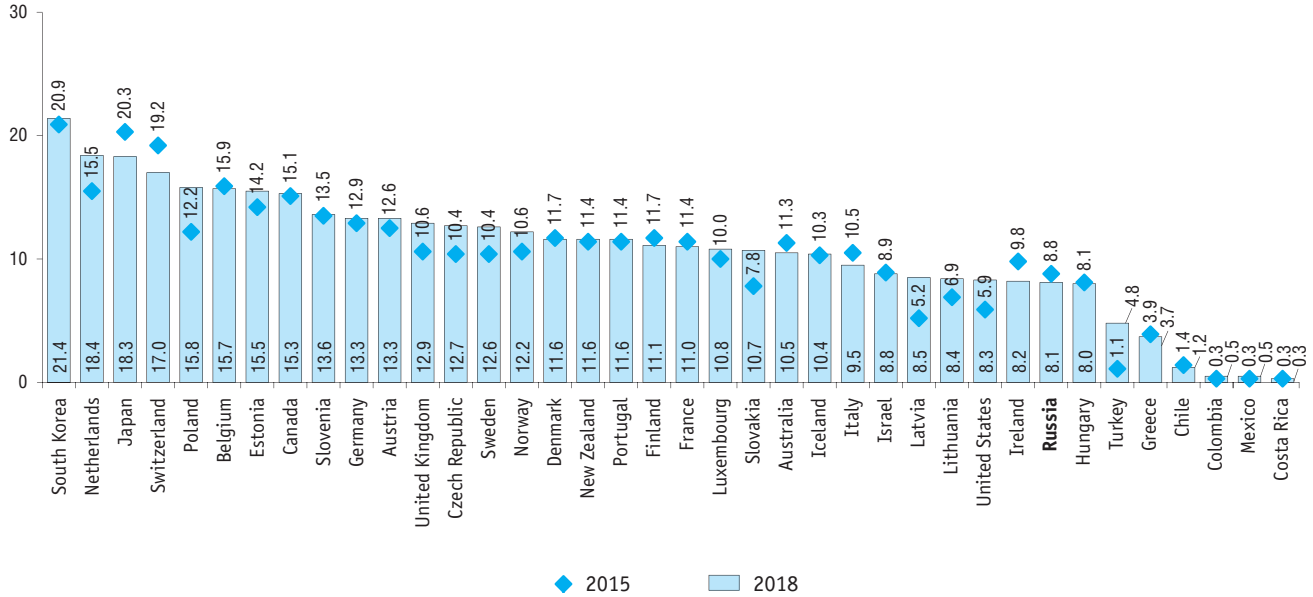


11.25. 15-YEAR-OLD STUDENTS WHO SHOWED LOWEST AND HIGHEST LEVELS OF MATHEMATICAL LITERACY AS A PERCENTAGE OF THE TOTAL ENROLMENT IN RUSSIA AND OECD COUNTRIES: 2015 VS 2018

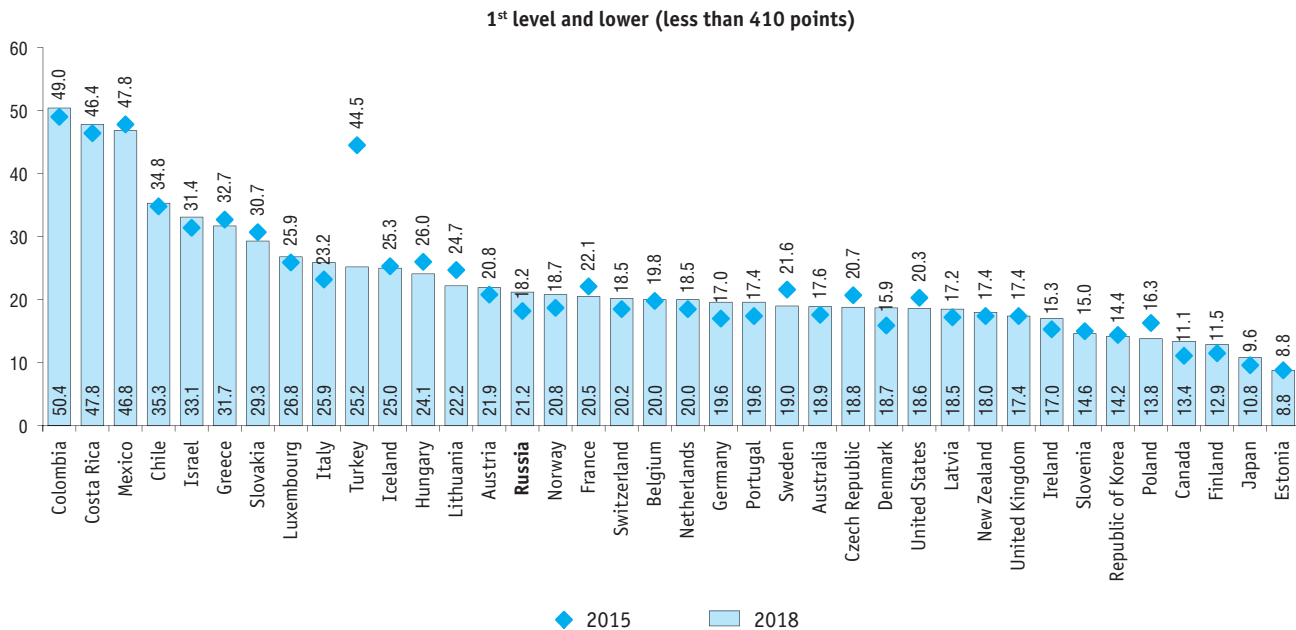


(continued)

5th-6th levels (607 points and more)

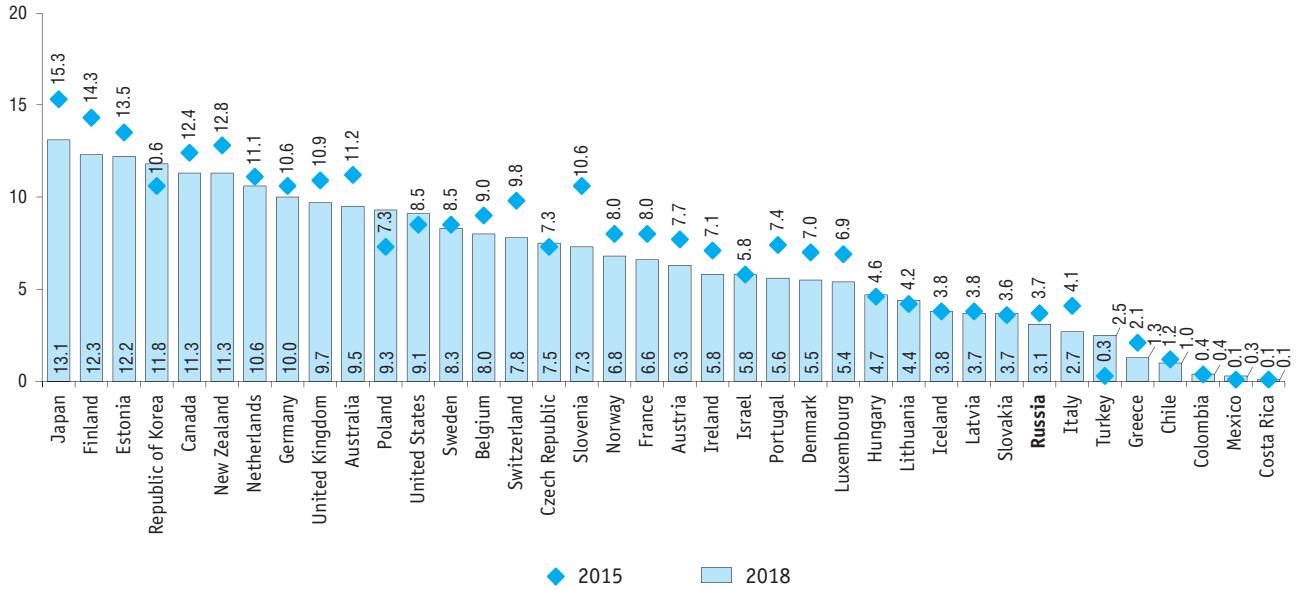


11.26. 15-YEAR-OLD STUDENTS WHO SHOWED LOWEST AND HIGHEST LEVELS OF SCIENCE LITERACY AS A PERCENTAGE OF THE TOTAL ENROLMENT IN RUSSIA AND OECD COUNTRIES: 2015 VS 2018



(continued)

5th-6th levels (633 points and more)



TECHNICAL NOTES

Sources of statistical data for foreign countries: OECD (2020), Education at a Glance 2020: OECD Indicators, OECD Publishing, Paris (<https://doi.org/10.1787/69096873-en>); OECD Database (<https://stats.oecd.org/>).

When education systems are compared across countries, the Russian education system is presented in accordance with the

levels of education of the International Standard Classification of Education (ISCED 2011), used for generating comparable data on key indicators of education systems in different countries.

Russian education system as compared to the International standard classification of education

Level by ISCED 2011	Equivalent in the Russian education system
<p>ISCED LEVEL 0 – EARLY CHILDHOOD EDUCATION</p> <p>Programmes have an educational intent and are typically designed with a holistic approach in mind, in order to support early cognitive, physical, social, and emotional development of children and then introduce them to organised instruction outside the family. ISCED level 0 programmes target children below the age of entry into ISCED level 1.</p> <p>There are two categories of ISCED level 0 programmes: early childhood educational development (ISCED level 01) and preschool education (ISCED level 02). The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is typically designed for children from the age of 3 and until they start ISCED level 1.</p> <p>Programmes are usually school-based or otherwise institutionalised for a group of children. The duration of the programme must be at least 2 hours per day during 100 days a year</p>	<p>Preschool education – preschool education programmes (including child care without implementing preschool education programmes)</p>

(continued)

Level by ISCED 2011	Equivalent in the Russian education system
<p>ISCED LEVEL 1 – PRIMARY EDUCATION</p> <p>Programmes are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for ISCED level 2. Education is conducted at a basic level of complexity with little, if any, specialisation. Age is typically the only legal entry requirement at this level (in most of the countries the typical or legal age of entry is usually between 5 and 7 years of age).</p> <p>This level usually lasts 6 years, although its duration can range between 4 and 7 years.</p> <p>Usually, only one teacher is responsible for the whole educational process</p>	<p>Primary general education</p>
<p>ISCED LEVEL 2 – LOWER SECONDARY EDUCATION</p> <p>Programmes are typically designed to build on the learning outcomes of the previous level. Usually, the goal is to lay the foundation for lifelong learning and personal development. As a rule, ISCED level 2 programmes are organised around a more subject-oriented curriculum.</p> <p>This level requires the completion of ISCED level 1 or the ability to study ISCED level 2 content through a combination of prior education, as well as life experiences.</p> <p>ISCED level 2 ends after 8–11 years of education since the beginning of ISCED level 1 and typically lasts 9 years in total</p>	<p>Basic general education</p>

Level by ISCED 2011	Equivalent in the Russian education system
<p>ISCED LEVEL 3 – UPPER SECONDARY EDUCATION</p> <p>Programmes are typically designed to complete secondary education and prepare for tertiary education or provide skills relevant to employment, or both.</p> <p>ISCED level 3 programmes may be either general or vocational.</p> <p>ISCED level 3 usually lasts from 11 to 13 years since the beginning of ISCED level 1. ISCED level 3 requires the completion of lower secondary education (ISCED level 2) or the ability to study ISCED level 3 content through a combination of prior education, as well as life experiences</p>	<p>Secondary general education; secondary vocational education – programmes for skilled workers and employees based on secondary general education (both with or without attaining the secondary general level of education); vocational training – vocational training programmes for skilled workers and employees (for individuals without secondary general education)</p>
<p>ISCED LEVEL 4 – POST-SECONDARY NON-TERTIARY EDUCATION</p> <p>Post-secondary non-tertiary education is designed to provide learning experiences building on secondary education and prepare for joining the labour market and receiving tertiary education. It is aimed at the independent acquisition of knowledge, skills, and competencies at a level of complexity that is lower than tertiary education. ISCED level 4 programmes are typically designed to provide individuals who completed ISCED level 3 with non-tertiary qualifications required for progression to tertiary education or employment, if their ISCED level 3 qualification does not grant such access.</p> <p>ISCED level 4 programmes are not considered to be tertiary education and are typically vocational programmes that prepare for the labour market.</p> <p>Such programmes target students who have completed ISCED 3.</p> <p>Programmes are often not significantly more advanced than programmes at ISCED 3 but the content is typically more specialised or detailed. At the same time the programmes are clearly</p>	<p>Secondary vocational education – programmes for skilled workers and employees based on secondary general education programmes; vocational training – vocational training programmes for skilled workers and employees; retraining programmes for skilled workers and employees; vocational development programmes aiming at upgrading professional skills of skilled workers and employees (for individuals who have attained at least secondary general level of education)</p>

(continued)

Level by ISCED 2011	Equivalent in the Russian education system
<p>ISCED LEVEL 5 – SHORT-CYCLE TERTIARY EDUCATION</p> <p>Programmes are designed to provide participants with professional knowledge and develop their professional skills and competencies. ISCED level 5 programmes are usually based on practical application of skills, occupation-specific specialisation and preparation of students to joining the labour market. However, they may also open up a way to enter other tertiary education programmes. Some academic tertiary education programmes below the level of a bachelor's programme or equivalent may also be classified as ISCED level 5.</p> <p>Entry into ISCED level 5 programmes requires the successful completion of ISCED level 3 or 4 that give access to tertiary education.</p> <p>ISCED level 5 has a minimum duration of 2 years, not exceeding 3 years</p>	<p>Secondary vocational education – programmes for mid-level specialists (including programmes based on basic general education)</p>
<p>ISCED LEVEL 6 – BACHELOR'S OR EQUIVALENT LEVEL</p> <p>Programmes are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically based on acquisition of theoretical knowledge but may include practical components and are characterised by state-of-the-art research and/or best professional practice.</p> <p>Entry into these programmes normally requires the successful completion of ISCED level 3 or 4 that give access to tertiary education.</p> <p>Programmes at this level typically have a duration of 3–4 years of intramural full-time study.</p> <p>Programmes at this level typically lead to first degrees or equivalent qualification in tertiary education</p>	<p>Higher education – bachelor's programmes</p>

Level by ISCED 2011	Equivalent in the Russian education system
<p>ISCED LEVEL 7 – MASTER’S OR EQUIVALENT LEVEL</p> <p>Программы уровня часто предназначены для предоставления участникам расширенных академических и/или профессиональных знаний, развития навыков и компетенций, обеспечивающих получение второй степени третичного образования или равнозначной квалификации. Программы этого уровня могут иметь существенную исследовательскую составляющую, но еще не ведут к присвоению квалификации доктора наук (PhD). Для поступления обычно требуется успешное завершение программ уровней МСКО 6 или 7</p>	<p>Higher education – specialist’s and master’s programmes</p>
<p>ISCED LEVEL 8 – POSTDOCTORAL OR EQUIVALENT LEVEL</p> <p>Programmes are primarily designed to acquire an advanced research qualification. Programmes at this level are devoted to advanced study and original research and usually conclude with the submission and defence of a thesis, dissertation, or equivalent written paper of publishable quality, representing a significant contribution to knowledge in the respective field of study.</p> <p>Entry into ISCED level 8 programmes normally requires the successful completion of an ISCED level 7 programme.</p> <p>ISCED level 8 requires at least three years of intramural full-time equivalent study with accumulative duration of intramural full-time education at tertiary level of at least 7 years</p>	<p>Higher education – postgraduate programmes (including postgraduate military studies), residency programmes and apprenticeship programmes (in the sphere of performing arts)</p>

OECD (2019), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, TALIS, OECD Publishing, Paris (<https://doi.org/10.1787/1d0bc92a-en>); OECD Database (<https://stats.oecd.org/>).

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.

OECD (2019), PISA 2018 Results (Volume I): What Students Know and Can Do, PISA, OECD Publishing, Paris (<https://doi.org/10.1787/5f07c754-en>); <http://www.oecd.org/pisa/>.

The Program for International Student Assessment (PISA), implemented by the OECD, is aimed at assessing educational achievements of students aged 15 and their ability to apply the acquired knowledge in life.

The following terms are used in this survey:

- reading literacy is an individual's ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society.
- mathematical literacy is an individual's ability to know the role that mathematics plays in the world, make well-founded judgments and use mathematics to solve present and future needs of constructive, engaged, and reflective citizens.
- science literacy is an individual's ability to use scientific knowledge to identify questions, acquire new knowledge, explain scientific phenomena, and draw evidence-based conclusions about science-related issues; understand the main features of science as a form of human knowledge; demonstrate awareness that natural sciences and technology have an impact on the material, intellectual and cultural spheres of society; manifest concern over problems related to natural science.

Indicators of Education in the Russian Federation

Data Book

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