



Ministry of Education and Science  
of the Russian Federation



Federal State  
Statistics Service



HIGHER SCHOOL OF ECONOMICS  
NATIONAL RESEARCH UNIVERSITY

# EDUCATION IN FIGURES

Pocket Data Book



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of the Russian Federation



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NATIONAL RESEARCH UNIVERSITY

# Education in Figures

Pocket Data Book

Moscow 2015

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The pocket data book contains main indicators characterizing trends in the development of general, as well as lower and secondary vocational and higher education in the Russian Federation. It also covers key education indicators for OECD countries.

The data book includes information of the Federal State Statistics Service, the Ministry of Education and Science of the Russian Federation, the Federal Treasury, the Organisation for Economic Cooperation and Development (OECD), as well as results of own methodological and analytical studies of the Institute for Statistical Studies and Economics of Knowledge, National Research University Higher School of Economics.

In some cases, data for 2013 are preliminary.

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Symbols used in tables are:

- ... data not available,
- data not applicable.

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

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**1**

# **Educational Attainment of the Population**

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

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

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

\* According to the 2002 and 2010 censuses data.

## 1.2. Adult population having attained at least secondary general and lower vocational education (ISCED 3): 2012\*

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

	All population aged 25–64	Population by age group, years			
		25–34	35–44	45–54	55–64
<b>Russia</b>	<b>88.7</b>	<b>88.7</b>	<b>90.5</b>	<b>90.7</b>	<b>84.4</b>
Canada	89.1	92.2	91.9	88.1	84.0
France	72.5	83.3	79.5	68.6	59.1
Germany	86.3	86.8	86.7	87.1	84.4
Italy	57.2	71.8	62.0	52.7	42.4
Japan	...	...	...	...	...
Republic of Korea	82.4	98.2	96.4	78.1	47.6
Sweden	87.5	90.8	91.7	87.7	79.5
United Kingdom	78.1	84.8	81.4	75.8	69.1
United States	89.3	89.3	89.0	89.1	89.9

\* Data for the OECD countries exclude ISCED 3 short programmes leading to direct access to the labour market, ISCED 4 programmes or other ISCED 3 programmes; the data source for Russia is the 2010 All-Russian National Census, including data on those who studied in a doctorate.

### 1.3. Adult population having attained higher education (ISCED 5A and 6): 2012

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

	All population aged 25–64	Population by age group, years			
		25–34	35–44	45–54	55–64
<b>Russia*</b>	<b>27.3</b>	<b>34.8</b>	<b>27.9</b>	<b>23.5</b>	<b>21.7</b>
Canada	27.7	31.8	32.4	24.4	22.5
France	18.9	26.8	22.1	14.3	12.9
Germany	17.0	19.5	18.6	15.3	15.2
Italy	15.4	22.0	17.0	11.8	11.1
Japan	26.4	35.2	26.7	25.8	19.3
Republic of Korea	28.4	39.9	35.7	22.8	11.2
Sweden	26.6	34.1	31.6	21.5	19.0
United Kingdom	31.0	40.1	34.6	25.7	22.3
United States	32.6	34.1	34.7	30.5	31.2

\* Based on the 2010 All-Russian National Census, including data on those who studied in a doctorate.

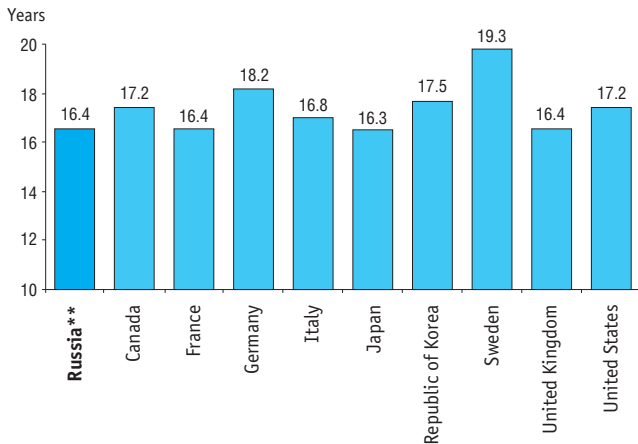
## 1.4. Enrolment of the population aged 5–29 by country: 2013\*\* (per cent)

	Enrolment of the population aged, years		
	5–14	15–19	20–29
<b>Russia**</b>	<b>95.2</b>	<b>86.9</b>	<b>19.2</b>
Canada	98.9	82.2	26.1
France	99.1	83.6	20.9
Germany	99.4	89.7	33.1
Italy	98.6	80.8	21.4
Japan	100	...	...
Republic of Korea	98.8	86.8	30.9
Sweden	99.0	85.6	36.4
United Kingdom	98.0	78.4	19.4
United States	97.3	80.9	27.3

\* Data for the OECD countries refer to 2012 or the nearest years. Discrepancy between data on the number of population and students may give both an underrated and an overrated result (e.g., if the majority of a country's population is studying in other countries; if there is discrepancy of temporal characteristics of indicators used in calculations, etc.). If an indicator of a country exceeds 100%, the number 100 is given.

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

### 1.5. Education expectancy by the age of 40 of children aged 5 years by country: 2013\*



\* Data for the OECD countries refer to 2012 or the nearest years.

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



## **2** Funding



## 2.1. Public expenditure on education

(billion roubles)

	2000	2005	2010	2012	2013
<b>Consolidated budget of the Russian Federation and budgets of state non-budgetary funds:</b>					
at current prices	214.7	801.8	1893.9	2558.4	2888.8
at constant 2000 prices	214.7	364.5	477.8	518.1	552.4

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

(billion roubles)

	2000	2005	2010	2012	2013	2014*
<b>Federal budget:</b>						
billion roubles	38.1	162.1	442.8	603.8	672.3	649.8
as a percentage of the federal budget expenditures	3.7	4.6	4.4	4.7	5.0	4.6
<b>Consolidated budgets of Russian regions:</b>						
billion roubles	176.6	628.6	1450.9	2047.0	2333.6	2530.7
as a percentage of the expenditures of consolidated budgets of Russian regions	17.4	21.4	21.9	24.5	26.5	25.4

\* Annual data are enacted by the consolidated budget breakdown as amended (the report about the implementation of the consolidated budget of the Russian Federation and state non-budgetary funds as of 01.09.2014).

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

(billion roubles)

	2000	2005	2010	2012	2013
<b>Consolidated budget of the Russian Federation and state non-budgetary funds</b>	<b>214.7</b>	<b>801.8</b>	<b>1893.9</b>	<b>2558.4</b>	<b>2888.8</b>
Preschool education	32.0	113.0	321.3	469.6	598.1
General education	107.9	356.0	827.4	1184.0	1329.2
Lower vocational education	13.4	39.4	61.7	58.4	52.5
Secondary vocational education	10.2	43.3	102.1	130.3	144.9
Higher and postgraduate education*	24.4	125.9	377.8	464.0	512.5
Professional training, retraining and upgrading of professional skills**	1.4	6.7	13.2	16.5	17.5
Youth policies and children's rehabilitation and recovery	...	24.8	49.5	62.9	62.5
Applied research in education	...	1.8	15.7	13.7	8.8
Other issues in the field of education***	25.4	90.8	125.1	159.0	162.8

\* 2000, 2005 – section «Higher education» of the budget expenditure classification.

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

\*\*\* 2000 – section «Other expenditure on education» of the budget expenditure classification.

## 2.4. Public expenditure on education as a percentage of total public expenditure by country: 2013\*

	Total	Of which by level		
		Preschool education (ISCED 0)	General and lower vocational education (ISCED 1, 2, 3 and 4)	Secondary, higher and postgraduate education (ISCED 5 and 6)
	(1)	(2)	(3)	(4)
<b>Russia</b>	<b>11.4</b>	<b>2.4</b>	<b>5.5</b>	<b>2.6</b>
Canada	13.3	n(3)**	8.6	4.7
France	10.2	1.2	6.6	2.3
Germany	11.0	1.0	6.7	3.1
Italy	8.6	0.9	6.1	1.7
Japan***	9.1	0.2	6.5	1.8
Republic of Korea	16.5	0.5	11.2	2.6
Sweden	13.2	1.4	8.0	3.9
United Kingdom	12.2	0.7	8.8	2.7
United States	13.6	0.9	9.2	3.5

\* Data for the OECD countries (referring to 2011 or the nearest years) include state subsidies for households aimed at providing higher life quality for students and not related to the education. Data for Russia include expenditure from the consolidated budget and state non-budgetary funds.

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

\*\*\* Expenditure on ISCED 4 is partially included in expenditure on higher education (ISCED 5).

## 2.5. Public expenditure on education as a percentage of GDP by country: 2013\*

	Total	Of which by level		
		Preschool education (ISCED 0)	General and lower vocational education (ISCED 1, 2, 3 and 4)	Secondary, higher and postgraduate education (ISCED 5 and 6)
	(1)	(2)	(3)	(4)
<b>Russia</b>	<b>4.3</b>	<b>0.90</b>	<b>2.1</b>	<b>1.0</b>
Canada	5.2	n(3)**	3.6	1.6
France	5.6	0.66	3.7	1.3
Germany	4.4	0.47	2.8	1.1
Italy	4.2	0.44	3.0	0.8
Japan***	3.6	0.10	2.7	0.5

\* Data for the OECD countries (referring to 2011 or the nearest years) include state subsidies for households within the educational institutions' funds, and direct expenditure on educational institutions financed from abroad; data for Russia include expenditure from the consolidated budget and state non-budgetary funds.

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

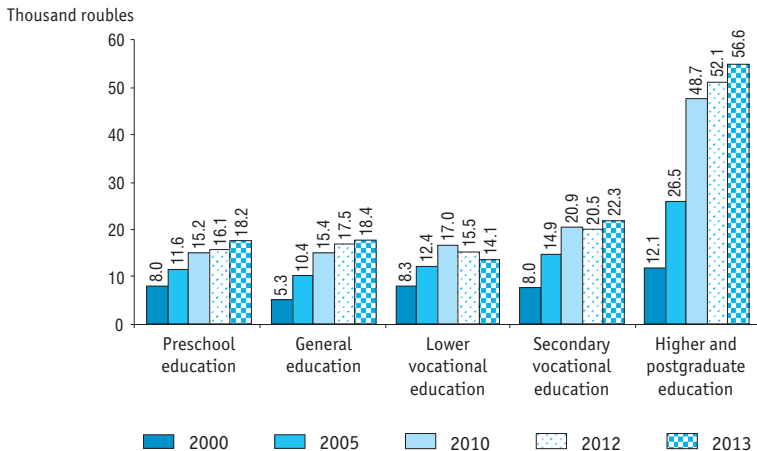
\*\*\* Expenditure on ISCED 4 is partially included in expenditure on higher education (ISCED 5).

(continued)

	Total	Of which by level		
		Preschool education (ISCED 0)	General and lower vocational education (ISCED 1, 2, 3 and 4)	Secondary, higher and postgraduate education (ISCED 5 and 6)
	(1)	(2)	(3)	(4)
Republic of Korea	4.9	0.16	3.4	0.7
Sweden	6.2	0.72	3.9	1.6
United Kingdom	5.6	0.34	4.4	0.9
United States	4.7	0.33	3.4	0.9

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

(at 2000 prices)



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

	2000	2005	2010	2012	2013
Paid services:					
million roubles	41530	152670	326100	378931	449233
as a percentage:					
of the previous year, <i>in comparable prices</i>	121.7	107.7	99.1	101.3	98.9
of all paid services rendered to the population	6.9	6.7	6.6	6.3	6.5
Paid services per capita, <i>roubles</i>	285	1064	2283	2646	3130

\* Taking estimates of the shadow activities into account.

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

	2000	2005	2010	2012	2013
Expenditure on paid educational services per one household member a year, <i>roubles</i>	137	931	1583	1918	1604
By level of education, <i>per cent</i> :					
preschool and primary general	2.4	11.8	5.7	6.9	10.6
secondary general**	34.2	8.6	11.7	14.4	20.5
secondary vocational	–	10.4	6.9	5.1	6.4
higher – bachelor's, specialist's and master's degree programmes	52.2	64.9	69.4	64.6	52.8
not determined by level	11.2	4.3	6.3	9.0	9.8
As a percentage:					
of consumer expenditure	1.0	1.8	1.3	1.3	1.0
of expenditure on paid personal services	7.2	7.8	4.9	4.9	3.7

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

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



## 2.9. Average consumer prices for educational services\*

(at the end of the year; roubles)

	2000	2005	2010	2012	2013
Visiting a day nursery-kindergarten, <i>per day</i>	9.19	26.53	54.86	61.66	67.30
Studying at private full-time general education institutions, <i>per month**</i>	1703.76	4168.46	9420.77	11431.92	12008.43
Additional studies at state and municipal full-time general education institutions, <i>per academic hour</i>	...	...	79.08	83.74	94.54
Studying at lower and secondary vocational education institutions, <i>per semester</i>	4232.07	8672.05	13981.85	17639.59	19943.13
Studying at state higher education institutions, <i>per semester</i>	7033.69	16026.90	25520.38	35273.32	38813.35

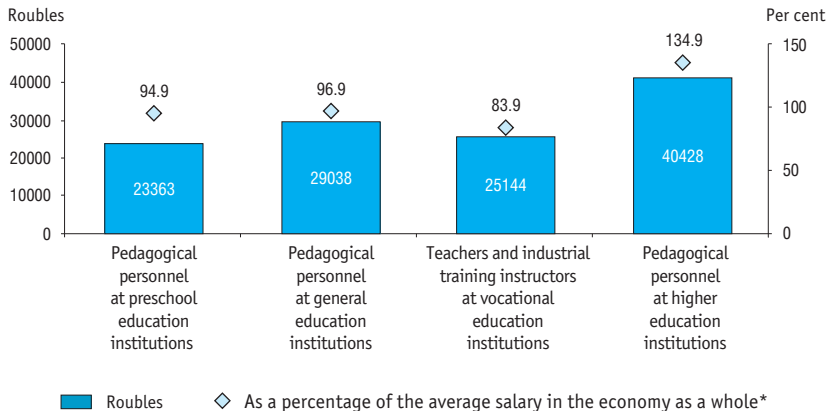
(continued)

	2000	2005	2010	2012	2013
Studying at private higher education institutions, <i>per semester</i>	8310.66	15153.15	22983.61	27358.44	28840.34
Studying at foreign languages courses, <i>per academic hour</i>	31.09	72.24	148.21	206.34	221.36
Studying at professional training courses, <i>per academic hour</i>	21.87	49.60	82.21	90.33	97.26
Taking an introductory driving course, <i>per course</i>	...	...	17725.13	19058.30	19457.99

\* The indicators are presented in the terminology used prior to the introduction into force (on September 1, 2013) of the Federal Law of December 29, 2012 № 273-FZ "On Education in the Russian Federation".

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

## 2.10. Average salaries of pedagogical personnel at state and municipal educational institutions: 2013



\* Salaries of the pedagogical personnel at preschool education institutions – as a percentage of the average salary in the education sector.



**3**

# **Educational Institutions**

### 3.1. Preschool education institutions\*

(at the end of the year)

	2000	2005	2010	2012	2013
<b>Total</b>					
<b>Total</b>	<b>51329</b>	<b>46518</b>	<b>45111</b>	<b>44326</b>	<b>43187</b>
Of which preschool and primary general education institutions	2737	1825	1453	1180	1012
<b>Urban area</b>					
<b>Total</b>	<b>28584</b>	<b>26420</b>	<b>26740</b>	<b>26494</b>	<b>25668</b>
Of which preschool and primary general education institutions	1153	918	575	441	358
<b>Rural area</b>					
<b>Total</b>	<b>22745</b>	<b>20098</b>	<b>18371</b>	<b>17832</b>	<b>17519</b>
Of which preschool and primary general education institutions	1584	907	878	739	654

\* Including those under capital repair.

### 3.2. Preschool education institutions where the number of children exceeds the number of places

(at the end of the year)

	Total	Urban area	Rural area
<b>2000</b>			
<b>Total</b>	<b>14259</b>	<b>11084</b>	<b>3175</b>
Preschool education institutions with the number of children per 100 places, <i>headcount</i> :			
101–110	4909	3880	1029
111–120	3692	2918	774
121–130	2146	1678	468
131 and above	3512	2608	904
<b>2013</b>			
<b>Total</b>	<b>20511</b>	<b>15261</b>	<b>5250</b>
Preschool education institutions with the number of children per 100 places, <i>headcount</i> :			
101–110	7203	5366	1837
111–120	4876	3586	1290
121–130	3256	2448	808
131 and above	5176	3861	1315

### 3.3. General education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2012/13	2013/14
<b>Total</b>	<b>68804</b>	<b>63174</b>	<b>50793</b>	<b>46881</b>	<b>45419</b>
General education institutions (excluding part-time (shift) general education institutions)	67063	61497	49469	45746	44436
State and municipal institutions*	66428	60771	48804	45031	43716
Urban area	21271	20404	18478	17900	17554
Rural area	45157	40367	30326	27131	26162
Private institutions	635	726	665	715*	720*
Urban area	...	...	620	663	668
Rural area	...	...	45	52	52
State and municipal part-time (shift) general education institutions	1741	1677	1324	1135	983
Urban area	1423	1339	1027	859	764
Rural area	318	338	297	276	219

\* Including those under capital repair.

### 3.4. Lower and secondary vocational education institutions

	2000	2005	2010	2012	2013
Lower vocational education institutions, <i>at the end of the year</i>	3893	3392	2356	1719	1271
Secondary vocational education institutions, <i>at the beginning of the academic year</i>	2703	2905	2850	2981	2703
State and municipal institutions	2589	2688	2586	2725	2488
Private institutions	114	217	264	256	215

### 3.5. Higher education institutions (*at the beginning of the academic year*)

	2000/01	2005/06	2012/13	2013/14
<b>Total</b>	<b>965</b>	<b>1068</b>	<b>1046</b>	<b>969</b>
State and municipal institutions	607	655	609	578
Autonomous	...	...	24	43
Budgetary	...	...	560	514
State-run	...	...	24	21
Other	...	...	1	–
Private institutions	358	413	437	391



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

*(at the end of the year)*

	2000	2005	2010	2012	2013
<b>Number of institutions having postgraduate courses</b>	<b>1362</b>	<b>1473</b>	<b>1568</b>	<b>1575</b>	<b>1557</b>
Research institutes	797	833	809	820	818
Higher education institutions	565	640	748	740	724
Educational institutions for additional professional education	...	...	11	15	15



# 4 Enrolment

## 4.1. Enrolment by level of education and by country: 2013\*

	Total, million, headcount	Education, per cent			
		Preschool (ISCED 0)	Primary general (ISCED 1)	Basic and secondary general, lower vocational (ISCED 2, 3 and 4)	Secondary vocational and higher (ISCED 5 and 6)
<b>Russia</b>	<b>28.8</b>	<b>22.1</b>	<b>20.8</b>	<b>30.2</b>	<b>27.0</b>
Canada	6.9	7.4	31.3	40.0	21.3
France	15.0	17.1	27.7	39.8	15.3
Germany	16.3	14.5	18.0	48.9	18.1
Italy	11.1	15.3	25.7	41.7	17.3
Japan	21.1	13.5	32.8	34.6	18.4
Republic of Korea	11.8	14.6	25.0	32.0	28.4
Sweden	2.5	16.9	28.7	36.1	18.3
United Kingdom	14.4	8.9	31.5	42.3	17.4
United States	78.8	11.1	30.9	31.3	26.6

\* Data for the OECD countries refer to 2012.

## 4.2. Preschool education enrolment (at the end of the year)

	2000	2005	2010	2012	2013
Preschool education enrolment, <i>thousand, headcount</i>	4263.0	4530.4	5388.0	5982.9	6347.3
Urban area	3408.5	3611.0	4280.6	4750.6	5037.1
Rural area	854.5	919.4	1107.3	1232.2	1310.2
Of the total enrolment – girls	2013.0	2144.1	2607.0	2892.4	3063.9
Preschool education enrolment per 100 places, <i>headcount</i>	81	95	107	105	105
Urban area	88	102	113	109	108
Rural area	62	75	90	92	93
Number of children attending short-term groups, <i>thousand, headcount</i>	–	70.7	126.2	138.4	147.4

*As of the end of 2013, 2717.6 thousand children needed places at preschool education institutions (as of the end of 2000 – 238.2 thousand children).*

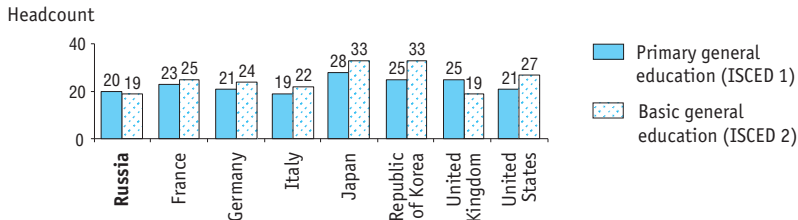
### 4.3. General education enrolment

(thousand, headcount)

	2000/01	2005/06	2010/11	2012/13	2013/14
<b>General education enrolment, at the beginning of the academic year</b>	<b>20553.5</b>	<b>15630.9</b>	<b>13642.4</b>	<b>13804.5</b>	<b>13877.4</b>
General education institutions (excluding part-time (shift) general education institutions)	20073.8	15185.1	13317.7	13537.3	13643.2
State and municipal institutions	20013.3	15112.8	13244.2	13445.4	13548.3
Urban area	13998.0	10496.8	9501.9	9835.0	9980.0
Rural area	6015.2	4615.9	3742.3	3610.4	3568.3
Private institutions	60.6	72.3	73.5	91.9	94.9
State and municipal part-time (shift) general education institutions	479.6	445.8	324.7	267.2	234.3
<b>General education graduates having received certificate*:</b>					
of basic general education	2199.5	1944.1	1354.1	1249.7	1220.3
of secondary general education	1457.8	1466.0	789.3	765.8	735.2

\* At the end of the years 2000, 2005, 2010, 2012 and 2013 respectively.

#### 4.4. Average class size by country: 2013\*



\* Data for the OECD countries refer to 2012.

#### 4.5. Lower vocational education enrolment and entrants\* (thousand, headcount)

	2000	2005	2010**	2012**	2013**
<b>Enrolment, at the end of the year</b>	<b>1679.3</b>	<b>1509.4</b>	<b>1006.6</b>	<b>838.0</b>	<b>774.2</b>
Of whom female	642.0	541.2	345.0	278.5	249.7
<b>Entrants</b>	<b>844.9</b>	<b>687.8</b>	<b>609.4</b>	<b>499.2</b>	<b>451.3</b>

\* Taking into account lower vocational education programmes implemented by higher education institutions.

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

## 4.6. Lower vocational education graduates by occupation\*

(thousand, headcount)

	2001	2005	2010**	2012**	2013**
<b>Total</b>	<b>758.6</b>	<b>702.5</b>	<b>580.5</b>	<b>483.5</b>	<b>436.0</b>
Occupation by economic activity:					
industry	230.9	214.0	174.8	152.6	138.3
agriculture	96.5	77.4	47.1	41.0	37.2
construction	88.1	83.5	74.9	67.0	61.3
transport	95.3	81.3	86.0	59.8	57.2
communications	4.1	3.9	3.1	2.4	2.0
public catering, trade and manufacture of food products	109.2	109.6	80.8	76.5	67.2
services	14.8	17.3	22.0	17.8	15.2
common occupations for all types of economic activity	61.2	62.1	56.5	43.0	39.8
other	58.6	53.4	35.5	23.4	17.8

\* Taking into account lower vocational education programmes implemented by higher education institutions.

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

## 4.7. Secondary vocational education enrolment and entrants\*

(thousand, headcount)

	2000/01	2005/06	2010/11	2012/13	2013/14
<b>Enrolment, at the beginning of the academic year</b>	<b>2360.8</b>	<b>2590.7</b>	<b>2125.7</b>	<b>2087.1</b>	<b>1982.1</b>
Full-time	1721.5	1960.3	1578.2	1608.2	1556.0
Part-time	93.4	70.8	54.3	48.3	45.9
Distant	540.1	549.4	479.8	422.6	380.2
External	5.9	10.3	13.5	8.1	–
Of the total enrolment – female	1293.6	1327.0	1071.8	1018.3	965.4
Of the total enrolment – students studying at institutions:					
state and municipal	2308.6	2473.0	2026.8	1984.4	1856.1
private	52.2	117.7	98.9	102.7	126.0
<b>Entrants**</b>	<b>867.2</b>	<b>854.1</b>	<b>705.3</b>	<b>656.2</b>	<b>636.9</b>

\* Taking into account secondary vocational education programmes implemented by higher education institutions.

\*\* At the end of the years 2000, 2005, 2010, 2012 and 2013 respectively.



#### 4.8. Secondary vocational education graduates by field of study\*

(thousand, headcount)

	2004	2005	2010	2012	2013
<b>Total</b>	<b>702.7</b>	<b>684.4</b>	<b>572.1</b>	<b>486.3</b>	<b>438.6</b>
Physics and mathematics	0.3	–	–	–	–
Other natural sciences	0.5	0.5	0.4	0.3	0.2
Humanities	72.3	72.1	50.6	42.0	34.6
Social sciences	1.0	1.1	1.0	1.2	1.5
Education and pedagogics	58.6	54.9	45.6	38.2	33.4
Healthcare	67.7	57.3	63.3	50.3	47.0
Culture and arts	18.3	18.3	18.1	17.3	14.9
Economics and management	207.9	203.1	148.1	115.7	87.2
Information safety	–	–	0.4	0.6	0.7
Services	9.0	10.0	14.7	14.8	20.9
Agriculture and fishery	28.6	28.4	17.6	14.9	15.7
Geodesy and land use planning	2.2	2.5	2.6	3.0	6.0
Geology, exploration and exploitation of mineral resources	7.6	7.5	8.4	8.8	8.0

\* Taking into account secondary vocational education programmes implemented by higher education institutions.

(continued)

	2004	2005	2010	2012	2013
Power generation and machinery, electrical machines	19.6	19.0	16.7	15.1	14.4
Metallurgy, machinery, and materials processing	30.6	30.2	22.6	18.5	17.6
Aircraft, rocket-building, and space engineering	2.2	2.0	2.0	1.7	1.8
Marine equipment	4.1	3.9	3.2	3.1	3.2
Motor vehicles	51.0	50.5	44.6	40.2	39.6
Instruments and optical equipment	1.7	1.7	1.3	0.9	0.8
Electronic equipment, radio engineering, and communications	12.9	12.2	9.0	6.6	6.1
Automation and control	8.2	7.5	5.9	5.3	5.4
Informatics and computers	22.1	26.0	31.1	26.4	24.0
Chemical technology and biotechnology	5.5	5.4	3.8	3.2	3.1
Reproduction and processing of timber resources	6.6	6.3	4.8	4.3	4.0
Technology of food products and consumer goods	29.0	28.1	22.4	20.2	17.8
Architecture and construction	32.6	33.0	31.7	31.4	28.1
Safety of life, nature use planning, and environment protection	2.5	2.9	2.4	2.3	2.6

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

(thousand, headcount)

	2000/01	2005/06	2010/11	2012/13	2013/14
<b>Enrolment, at the beginning of the academic year</b>	<b>4741.4</b>	<b>7064.6</b>	<b>7049.8</b>	<b>6075.4</b>	<b>5646.7</b>
Full-time	2625.1	3508.0	3073.7	2724.3	2618.8
Part-time	302.2	371.2	304.7	229.7	189.2
Distant	1761.8	3031.9	3557.2	3051.4	2783.9
External	52.2	153.4	114.1	70.0	54.7
Of the total enrolment – female	2686.3	4113.8	4030.1	3356.0	3054.5
Of the total enrolment – students studying at institutions:					
state and municipal	4270.8	5985.3	5848.7	5145.3	4762.0
private	470.6	1079.3	1201.1	930.1	884.7
<b>Entrants*</b>	<b>1292.5</b>	<b>1640.5</b>	<b>1399.5</b>	<b>1298.2</b>	<b>1246.5</b>

\* At the end of the years 2000, 2005, 2010, 2012 and 2013 respectively.

## 4.10. Bachelor's, specialist's and master's degree programmes graduates by field of study and direction of education

(thousand, headcount)

	2004	2005	2010	2012	2013
<b>Total</b>	<b>1076.6</b>	<b>1151.7</b>	<b>1467.9</b>	<b>1397.2</b>	<b>1291.0</b>
Physics and mathematics	23.8	17.5	16.8	16.8	15.9
Other natural sciences	16.6	16.7	17.0	16.7	16.3
Humanities	216.6	226.6	292.4	289.7	254.5
Social sciences	11.8	12.8	19.1	17.4	16.1
Education and pedagogics	137.3	138.4	129.2	111.8	106.6
Healthcare	27.1	28.3	33.5	34.6	36.5
Culture and arts	16.2	18.2	23.2	23.3	23.1
Economics and management	354.4	395.8	576.2	540.4	485.3
Information safety	0.9	1.4	3.7	4.1	3.6
Services	4.8	8.1	18.8	20.7	20.1
Agriculture and fishery	33.6	35.9	36.7	34.3	35.2
Geodesy and land use planning	3.3	3.7	5.7	6.8	7.0
Geology, exploration and exploitation of mineral resources	11.3	12.1	15.7	17.1	17.1
Power generation and machinery, electrical machines	24.8	26.6	29.8	29.9	28.5
Metallurgy, machinery, and materials processing	27.9	30.2	28.4	24.3	23.1
Aircraft, rocket-building, and space engineering	5.2	5.4	5.9	5.5	5.1
Weapon and armament systems	0.6	0.6	0.6	0.4	0.4
Marine equipment	3.5	3.6	4.4	4.0	3.7
Motor vehicles	27.1	30.5	36.2	34.8	34.3
Instruments and optical equipment	7.7	8.2	9.3	8.3	7.6

(continued)

	2004	2005	2010	2012	2013
Electronic equipment, radio engineering, and communications	17.2	17.8	18.4	16.3	15.4
Automation and control	12.6	13.4	17.2	16.5	15.9
Informatics and computers	21.5	22.0	32.7	30.3	28.7
Chemical technology and biotechnology	11.1	12.1	12.8	10.8	10.2
Reproduction and processing of timber resources	5.9	6.0	6.7	6.2	6.5
Technology of food products and consumer goods	16.5	18.6	19.8	17.6	16.4
Architecture and construction	28.8	31.9	43.5	43.8	43.5
Safety of life, nature use planning, and environment protection	8.4	9.4	14.2	14.8	14.3

#### 4.11. Training of the academic and teaching staff in postgraduate studies

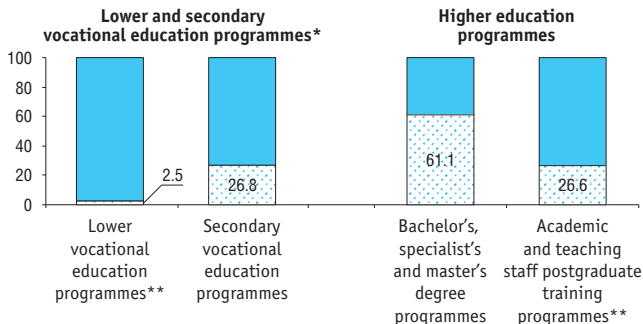
(thousand, headcount)

	2000	2005	2010	2012	2013
Postgraduate courses' enrolment, <i>at the end of the year</i>	117.7	142.9	157.4	146.8	132.0
Of whom female	51.8	61.8	72.8	67.0	61.6
Postgraduate courses' entrants	43.1	46.9	54.6	45.6	39.0
Postgraduate courses' graduates	24.8	33.6	33.8	35.2	34.7
Of which with defended dissertation	7.5	10.7	9.6	9.2	9.0

As of the end of 2013, 117.8 thousand postgraduate courses' students (89.2% of their total) studied at higher education institutions.

## 4.12. Percentage distribution of lower, secondary vocational and higher education enrolment by source of funds: 2013/14

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



Studying at the cost of:

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

\* Taking into account lower and secondary vocational education programmes implemented by higher education institutions.

\*\* At the end of 2013.

### 4.13. Foreign students enrolment by country: secondary vocational, higher education (ISCED 5 and 6), 2013\*

	Foreign students enrolment		Enrolment from Russia, thousand, headcount**
	Thousand, headcount	As a percentage of the total enrolment	
<b>Russia***</b>	<b>210.5</b>	<b>3.6</b>	-
Canada****	221.4	14.9	1.6
France	271.4	11.8	4.3
Germany*****	287.4	9.8	13.6
Italy	77.7	4.0	1.7
Japan	150.6	3.9	0.4
Republic of Korea	59.5	1.8	0.3
Sweden	42.3	9.3	0.7
United Kingdom	568.8	22.8	4.8
United States*****	740.5	3.5	4.7

\* Data for the OECD countries refer to 2012 or the nearest years.

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

\*\*\* Excluding ISCED 5B programmes.

\*\*\*\* Excluding private educational institutions.

\*\*\*\*\* Excluding ISCED 6 programmes.

\*\*\*\*\* Individuals who arrived in the country for studying.



# 5 Personnel



### 5.1. Number of students per one teacher by country: 2013\* (headcount)

	Primary general education (ISCED 1)	Basic, secondary general and lower vocational education (ISCED 2 and 3)	Secondary vocational, higher education (ISCED 5 and 6)
	(1)	(2)	(3)
<b>Russia</b>	<b>n(2)**</b>	<b>13</b>	<b>11</b>
Canada	n(2)	14***	14****
France	19	13	16*****
Germany	16	14	12
Italy	12*****	12*****	19
Japan	18	13*****	...
Republic of Korea	18	17	...

(continued)

	Primary general education (ISCED 1)	Basic, secondary general and lower vocational education (ISCED 2 and 3)	Secondary vocational, higher education (ISCED 5 and 6)
	(1)	(2)	(3)
Sweden	12	12	11
United Kingdom	21	16	20
United States	15	15	16

\* Data for the OECD countries (2012 or the nearest years) are presented in full-time equivalents; data for France exclude independent private institutions. Data for Russia refer to the teaching staff of general education institutions (excluding part-time (shift) general education institutions) (ISCED 1, 2 and 3), teaching staff of secondary vocational education institutions, and teaching staff of higher education institutions (ISCED 5).

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

\*\*\* Including ISCED 0 programmes.

\*\*\*\* Excluding ISCED 5B programmes; for state educational institutions.

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

\*\*\*\*\* For state educational institutions.

## 5.2. Female proportion in the teaching staff total by country: 2013\*

(per cent)

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary general, lower vocational education (ISCED 2 and 3)**	Secondary vocational, higher education (ISCED 5 and 6)
	(1)	(2)	(3)	(4)
<b>Russia</b>	<b>98.8</b>	<b>n(3)***</b>	<b>83.5</b>	<b>62.1</b>
Canada	73.0****	n(1)	73.0	49.4
France	82.8	65.0	55.3	37.1*****
Germany	85.0	64.7	53.5	39.9
Italy	96.0*****	78.1*****	74.7*****	36.5
Japan	65.0	41.7	28.0*****	25.2*****
Republic of Korea	78.7	69.4	49.6	34.5

(continued)

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary general, lower vocational education (ISCED 2 and 3)**	Secondary vocational, higher education (ISCED 5 and 6)
	(1)	(2)	(3)	(4)
Sweden	82.5	65.7	49.7	43.4
United Kingdom	87.0	60.0	60.0	43.8
United States	87.2	66.8	57.0	48.2

\* Data for the OECD countries refer to 2012 or the nearest years. Data for Russia refer to the teaching staff of general education institutions (excluding part-time (shift) general education institutions) (ISCED 1, 2 and 3), teaching staff of secondary vocational education institutions, and teaching staff of higher education institutions (ISCED 5).

\*\* General programmes; for Canada and United States – all programmes (general, preprofessional and professional).

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

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

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

\*\*\*\*\* For state educational institutions.

### 5.3. Educators at preschool education institutions\*

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

	2000**	2005**	2010	2012	2013
Educators, <i>thousand, headcount</i>	439.1	446.7	485.2	505.7	526.8
Of whom having professional education:					
higher	93.0	116.4	173.2	202.0	223.7
secondary vocational pedagogical	304.7	278.4	261.2	263.8	265.1
Number of children per one educator, <i>headcount</i>	10	10	11	12	12

\* Including educators and senior educators at branches and structural subdivisions of general education institutions implementing preschool education programmes.

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

*As of the end of 2013, 99.7% of educators and senior educators were women, 18.0% were persons aged under 30, 13.4% – aged 55 and over. The total figure including persons employed on a plural basis was 530.2 thousand educators and senior educators (2013).*

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

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

	2000**	2005**	2010	2012	2013
Teaching staff, <i>thousand, headcount</i>	1363.7	1196.9	1053.0	1029.4	1031.7
Of whom teaching staff in grades 1–4	325.7	296.3	273.2	279.0	282.9
Of the teaching staff total:					
having professional education:					
higher	1033.4	942.5	873.1	865.9	873.7
secondary vocational pedagogical	247.9	188.5	146.7	135.6	131.3
female	1174.4	1035.4	925.1	903.3	905.2
persons of retirement age	144.1	180.7	189.8	214.9	226.5
Number of students per one teacher, <i>headcount</i>	14	12	13	13	13

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

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

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

(as of September 20)

	2000**	2005**	2010**	2012	2013
Teaching staff (excluding personnel employed on a plural basis), <i>thousand, headcount</i>	9.6	12.1	11.9	14.1	14.5
Personnel employed on a plural basis, <i>thousand, headcount</i>	4.6	4.4	3.4	3.0	3.0
Number of students per one teacher (excluding personnel employed on a plural basis), <i>headcount</i>	6	6	6	7	7

\* Including employees of branches.

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

*As of September 20, 2013, 92.1% of the teaching staff (excluding personnel employed on a plural basis) at private general education institutions (excluding part-time (shift) general education institutions) had higher education, 5.4% had secondary vocational pedagogical education, 87.0% were women, 5.6% were persons aged under 25, 21.3% were persons of retirement age.*

## 5.6. Teaching staff at part-time (shift) state and municipal general education institutions

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

	2000/01	2005/06	2010/11	2012/13	2013/14
Teaching staff (excluding personnel employed on a plural basis), <i>thousand, headcount</i>	20.2	20.2	14.2	11.3	10.0
Personnel employed on a plural basis, <i>thousand, headcount</i>	34.7	38.0	10.1	6.8	4.5
Number of students per one teacher (excluding personnel employed on a plural basis)*, <i>headcount</i>	13	11	11	11	11

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

*As of the beginning of the 2013/14 academic year, 96.4% of the total teaching staff (excluding personnel employed on a plural basis) at part-time (shift) state and municipal general education institutions had higher education, 82.8% were women, 2.8% were persons aged under 25, 42.3% were persons of retirement age.*



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

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

	2000**	2005**	2010	2012	2013
<b>Teachers, thousand, headcount</b>	<b>57.5</b>	<b>53.9</b>	<b>29.3</b>	<b>19.4</b>	<b>13.4</b>
Of whom:					
having higher education	50.7	47.4	25.8	17.1	12.0
female	38.4	38.3	20.1	13.4	9.2
<b>Industrial training instructors, thousand, headcount</b>	<b>72.5</b>	<b>65.1</b>	<b>35.6</b>	<b>22.4</b>	<b>15.4</b>
Of whom:					
having higher education	18.4	19.9	13.0	8.9	6.5
female	41.0	39.3	19.3	11.7	7.4

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

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

As of the end of 2013, 3.3% of teachers and industrial training instructors were persons aged under 25, 29.5% were persons of retirement age; 25.1% had the higher qualification category. On the average, there were 12 students (including those studying according to commercial contracts) per one teacher (including industrial training instructors).

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

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2012/13	2013/14
Teaching staff (excluding personnel employed on a plural basis), <i>thousand, headcount</i>	129.5**	140.4**	115.7	115.2	106.7
Of whom:					
having higher education	120.2**	131.4**	111.6	111.4	103.0
having scientific degree	2.0	2.6	2.6	3.2	3.6
having academic status	0.5	0.6	0.5	0.9	1.1
female	96.9**	107.4**	92.4	91.4	82.9
persons aged under 30***	18.9**	23.3**	15.1	14.4	13.1
persons aged 60 and over***	15.8**	18.6**	22.5	23.3	21.8
Personnel employed on a plural basis, <i>thousand, headcount</i>	29.7	36.0	32.7	28.2	24.2
Number of students per one teacher (excluding personnel employed on a plural basis), <i>headcount</i>	14**	14**	14	14	14

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

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

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

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

(at the beginning of the academic year)

	2000/01	2005/06	2010/11	2012/13	2013/14
Teaching staff (excluding personnel employed on a plural basis), <i>thousand, headcount</i>	2.5	5.8	4.3	4.5	5.9
Of whom:					
having scientific degree	...	...	0.7	0.8	1.5
having academic status	...	...	0.4	0.3	0.7
Personnel employed on a plural basis, <i>thousand, headcount</i>	2.8	4.5	4.1	3.2	3.0
Number of students per one teacher (excluding personnel employed on a plural basis), <i>headcount</i>	11	13	15	16	16

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

As of the beginning of the 2013/14 academic year, 73.5% of the teaching staff at private educational institutions implementing secondary vocational education programmes (excluding personnel employed on a plural basis) were women, 15.6% were persons aged under 30, 12.8% were persons aged 60 and over (full years as of January 1).

## 5.10. Teaching staff at state and municipal higher education institutions (at the beginning of the academic year)

	2000/01	2005/06	2010/11	2012/13	2013/14
Teaching staff (excluding personnel employed on a plural basis), <i>thousand, headcount*</i>	265.2	322.1	324.8	312.8	288.2
Of whom:					
having scientific degree:					
doctor of science	28.0	37.3	40.2	41.0	39.7
candidate of science	125.4	155.3	169.2	167.8	157.8
having academic status:					
professor	27.0	33.3	32.6	32.3	29.9
assistant professor	89.8	102.2	106.7	106.6	100.0
female	130.3	171.7	182.4	176.5	163.6
persons aged under 30**	35.5	51.9	38.9	31.5	27.4
persons aged 60 and over**	54.3	68.5	82.9	83.5	78.0
Personnel employed on a plural basis, <i>thousand, headcount</i>	50.6	89.9	89.1	86.3	70.6
Number of students per one teacher (excluding personnel employed on a plural basis)*, <i>headcount</i>	10	11	10	9	10

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

\*\* Full years as of January 1.

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

(at the beginning of the academic year)

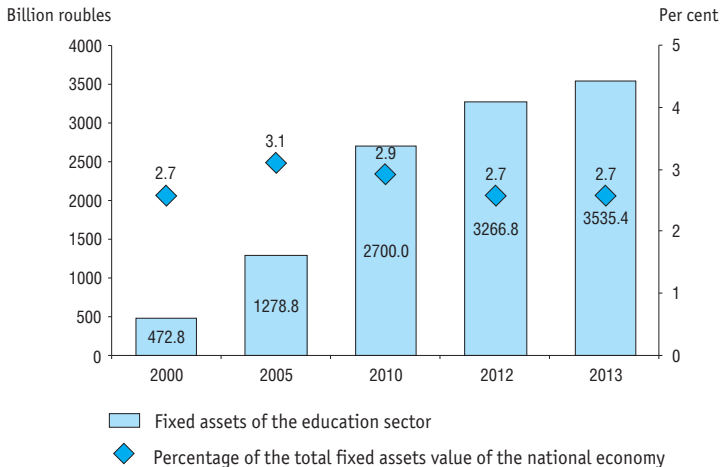
	2000/01	2005/06	2010/11	2012/13	2013/14
Teaching staff (excluding personnel employed on a plural basis), <i>thousand, headcount</i>	14.4	36.7	32.0	29.2	31.1
Of whom:					
having scientific degree:					
doctor of science	1.7	5.9	3.8	4.0	5.3
candidate of science	5.9	16.8	16.3	15.2	16.8
having academic status:					
professor	1.8	5.2	3.2	3.3	4.6
assistant professor	4.4	10.5	9.0	8.5	9.3
female	8.2	19.8	18.4	16.7	17.3
Personnel employed on a plural basis, <i>thousand, headcount</i>	27.8	28.5	18.4	16.0	15.7
Number of students per one teacher (excluding personnel employed on a plural basis), <i>headcount</i>	15	11	10	8	7

As of the beginning of the 2013/14 academic year, 6.2% of the teaching staff at private higher education institutions (excluding personnel employed on a plural basis) were persons aged under 30, 26.3% – aged 60 and over (full years as of January 1).



# 6 Fixed assets

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



\* Data for 2000 are presented according to the Russian Classification of Economy Branches; for 2005, 2010, 2012–2013 – according to the ISIC/NACE-compatible Russian Classification of Economic Activities.

## 6.2. Newly constructed premises of educational institutions\*

	2000	2005	2010	2012	2013
Preschool education institutions, <i>thousand places</i>	6.8	5.0	22.9	53.9	90.4
General education institutions, <i>thousand pupil places</i>	133.8	73.0	67.8	48.8	70.0
Of which boarding schools for orphans and children left without parental care	0.02	0.4	0.5	–	–
Lower vocational education institutions, <i>thousand pupil places</i>	0.6	0.3	1.2	2.0	0.3
Secondary vocational education institutions, <i>thousand sq. m of the total floor of training and laboratory premises</i>	18.2	11.5	60.4	36.7	7.2
Higher education institutions, <i>thousand sq. m of the total floor of training and laboratory premises</i>	105.6	161.3	219.7	587.0	210.1

\* The indicators are presented in the terminology used prior to the introduction into force (on September 1, 2013) of the Federal Law of December 29, 2012 № 273-FZ "On Education in the Russian Federation".



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

(at the end of the year)

	2001	2004	2010*	2012*	2013*
Preschool education institutions, the buildings of which:					
require capital repair, <i>thousands</i>	16.4	14.3	10.3	5.4	4.4
as a percentage of institutions total	33.3	30.6	22.4	11.7	9.8
are in the crash state, <i>thousands</i>	0.6	0.4	0.5	0.1	0.1
as a percentage of institutions total	1.3	1.0	1.1	0.2	0.1
have all kinds of amenities, <i>thousands</i>	40.0	38.1	40.4	41.4	40.8
as a percentage of institutions total	81.2	81.7	87.5	89.8	90.3

\* Including branch offices.

## 6.4. Technical state and amenities of state and municipal general education institutions (excluding part-time (shift) general education institutions)

(at the beginning of the academic year)

	2001/02*	2005/06*	2010/11**	2012/13**	2013/14**
General education institutions, the buildings of which:					
require capital repair, <i>thousands</i>	23.7	20.6	10.0	7.6	6.2
as a percentage of institutions total	37.0	35.2	19.0	15.2	12.8
are in the crash state, <i>thousands</i>	3.3	1.8	0.8	0.7	0.5
as a percentage of institutions total	5.1	3.1	1.6	1.3	1.0
have all kinds of amenities, <i>thousands</i>	33.2	34.0	38.8	39.4	39.4
as a percentage of institutions total	51.8	58.0	73.4	79.0	80.9

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

\*\* Including branch offices.

As of the beginning of the 2013/14 academic year, 40 institutions (5.5%) among private general education institutions required capital repair of their buildings, one institution's (0.1%) building was in the crash state.

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

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

	2010/11	2012/13	2013/14
General education institutions having:			
sports hall	80.5	82.7	83.6
dining-hall and (or) canteen	92.0	93.7	94.3
library	93.9	95.1	95.1
classroom(s) for learning foundations of computer science and computer engineering	81.4	85.5	85.7
fire alarm system	89.3	96.8	97.4
security	53.3	57.9	59.8
CCTV (closed circuit television)	15.8	27.0	35.4

\* Including branch offices.

*As of the beginning of the 2013/14 academic year, almost two thirds (65.9%) of private general education institutions had a sports hall (as of the beginning of the 2011/12 academic year – 62.6%), 85.6% (83.5%) had a dining-hall and (or) canteen, 89.6% (89.1%) had a library, 96.8% (91.9%) had a fire alarm system, 72.9% (72.1%) employed security guards, 60.8% (46.7%) had CCTV (closed circuit television).*

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

(at the end of the year)

	2000*	2005*	2010	2012	2013
Number of secondary vocational education students who need a place in a dormitory, <i>thousand, headcount</i>	385.7	418.8	367.0	341.9	353.4
Of whom are living in dormitories, <i>per cent</i>	83.3	83.8	87.7	88.2	88.9
Number of higher education students who need a place in a dormitory, <i>thousand, headcount</i>	716.3	874.6	923.3	1019.5	1008.1
Of whom are living in dormitories, <i>per cent</i>	84.9	83.8	86.8	82.6	83.3

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

## 6.7. Number of personal computers used for teaching per 100 educational institutions students: 2013

(at the end of the year)

	Personal computers used for teaching		
	total	within local area networks	with the Internet access
General education institutions (excluding part-time (shift) general education institutions)*	12.4	7.6	8.3
Lower vocational education institutions**	10.3	5.6	5.3
Secondary vocational education institutions**	16.5	13.0	12.4
Higher education institutions**	23.3	20.7	20.5

\* As of the beginning of the 2012/13 academic year.

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

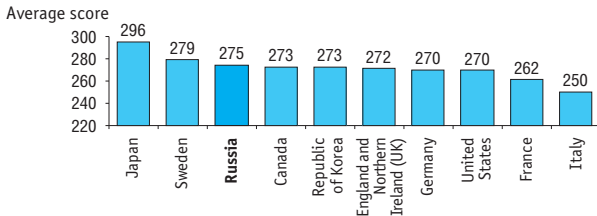


**7**

**The main results of  
the Programme for the  
International Assessment  
of Adult Competencies  
(PIAAC 2009–2013)**

## 7.1. Proficiency in literacy by country\*

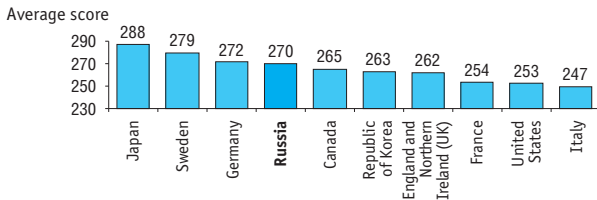
(people aged 16–65; the average score on a 500-point scale)



\* Here and below in this section, the source of data for the OECD countries is the *OECD Skills Outlook 2013* ([http://www.oecd-ilibrary.org/education/oecd-skills-outlook-2013\\_9789264204256-en](http://www.oecd-ilibrary.org/education/oecd-skills-outlook-2013_9789264204256-en)), for Russia – <http://www.oecd.org/site/piaac>.

## 7.2. Proficiency in numeracy by country

(people aged 16–65; the average score on a 500-point scale)



### 7.3. Proficiency in problem solving in technology-rich environments by country

(people aged 16–65; per cent)

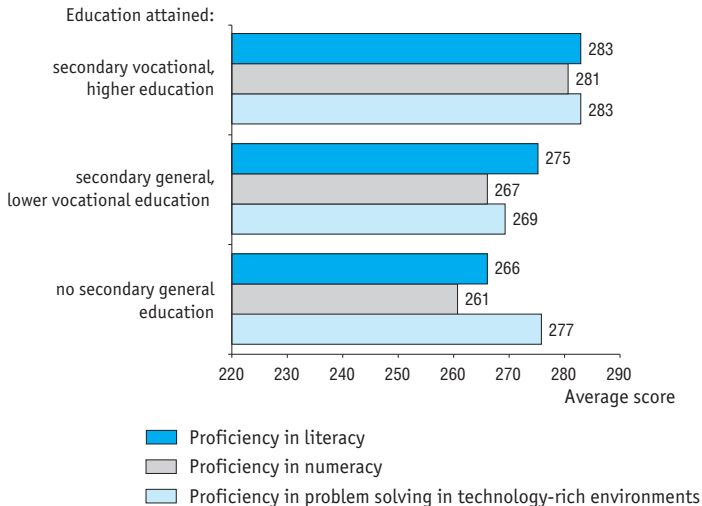
	Total	Level of competencies					
		Below Level 1 (less than 241 points*)	Level 1 (241–290 points)	Level 2 (291–340 points)	Level 3 (more than 340 points)	Adults who “opted out” of taking the computer-based assessment	Adults with no computer experience or who failed ICT core
<b>Russia</b>	<b>100</b>	<b>14.9</b>	<b>25.6</b>	<b>20.4</b>	<b>5.5</b>	<b>12.8</b>	<b>20.8</b>
Canada	100	14.8	30.0	29.4	7.1	6.3	10.4
Germany	100	14.4	30.5	29.2	6.8	6.1	11.6
England and Northern Ireland (UK)	100	15.1	33.9	29.1	5.6	4.5	10.1
Japan	100	7.6	19.7	26.3	8.3	15.9	20.9
Republic of Korea	100	9.8	29.6	26.8	3.6	5.4	24.6
Sweden	100	13.1	30.8	35.2	8.8	5.7	6.4
United States	100	15.8	33.1	26.0	5.1	6.3	9.3

\* On a 500-point scale.



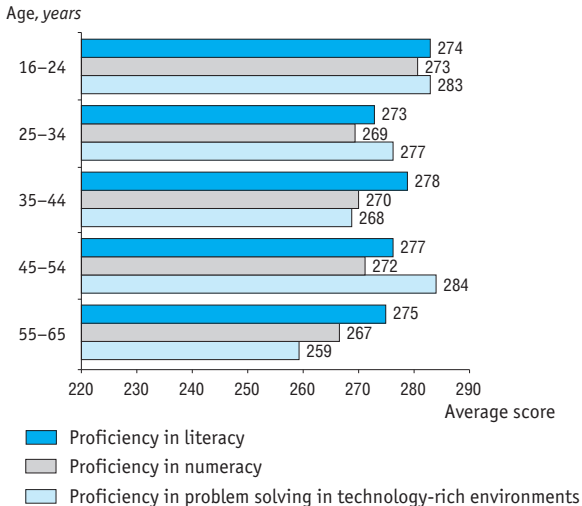
## 7.4. Competencies and educational attainment

(people aged 16–65; the average score on a 500-point scale)



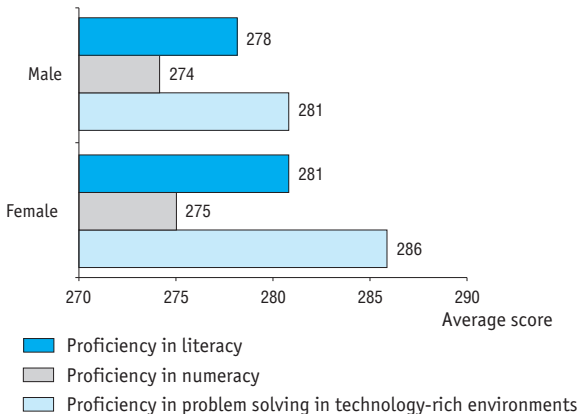
## 7.5. Competencies and age

(the average score on a 500-point scale)



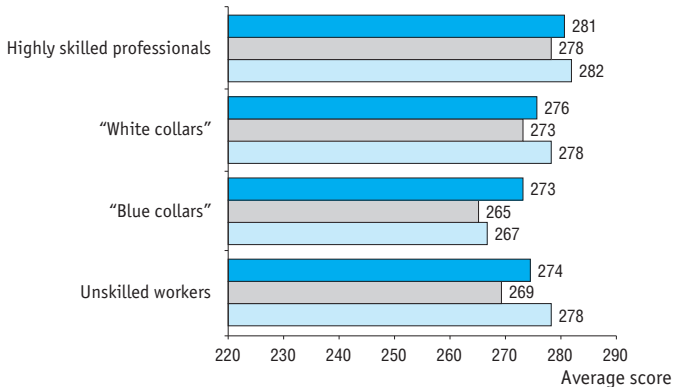
## 7.6. Competencies and gender differences

(people aged 16–65; the average score on a 500-point scale)



## 7.7. Competencies and qualification level

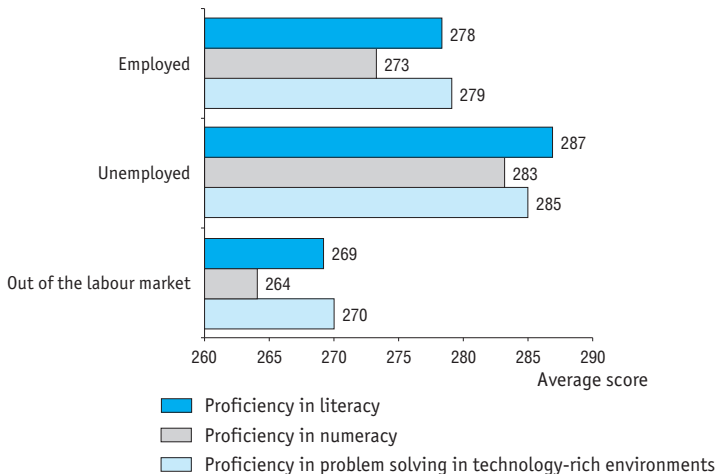
(people aged 16–65; the average score on a 500-point scale)



- Proficiency in literacy
- Proficiency in numeracy
- Proficiency in problem solving in technology-rich environments

## 7.8. Competencies and employment situation

(people aged 16–65; the average score on a 500-point scale)



## Technical notes

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

**General education institutions (excluding part-time (shift) general education institutions)** refer to preschool education institutions; general education institutions (primary general, basic general, secondary general education schools, secondary general education schools with the extensive studying of several subjects, gymnasia, lyceums); general education boarding schools (including boarding schools with the primary flying training); cadet schools; general education institutions for students with limited health capacities; specialized (correctional) education institutions for students with deviant (socially dangerous) behavior; educational institutions for orphans and children left without parental care; educational institutions for students who need long-term medical care; educational institutions for students who need psycho-pedagogical and medico-social assistance.

**Availability of places at preschool education institutions (the number of children per 100 places)** is determined as the ratio of the number of children attending preschool education institutions to the number of places at these institutions.

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

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

**The amount of paid services rendered to the population in the education system** is the monetary equivalent of the following services rendered to the public: children education and care at preschool education institutions, training on a fee basis at educational institutions of all forms of ownership, at paid courses, in sections, study (hobby) groups, studios at educational institutions, services of private tutors, day care services at educational institutions and other services classified according to the National Classification of Services to the Population as subset 11 "Services in the education system". This index is formed on the basis of the forms of the federal statistical observation and evaluation of non-observed activities in the market (up to 2012 inclusive – according to the methodology approved by the decree № 15 of the State Statistics Committee of Russia on February 25, 2000, in 2013 – according to the methodology approved by the order № 234 of the Federal State Statistics Service on June 26, 2013, later on – according to a new methodology).

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

**The average salary of teachers** of state and municipal educational institutions is calculated in relation to the nominal list of workers at main job by dividing the gross payroll fund of the nominal list of workers (excluding the payroll fund of external part-timers and

the payroll fund of persons not employed by the institution but working there under civil law contracts) by the average number of employees (excluding external part-timers and those working under civil law contracts) and by the number of months in the period. However, internal part-time work is included in the amount of payroll of the nominal list workers at main job, as well as payments to the nominal list workers who work under civil law contracts.

**The Programme for the International Assessment of Adult Competencies (PIAAC)** is an OECD programme aimed at obtaining information on the status of the key competencies of the adult population and the use of key skills in the workplace and in everyday life. Key competencies are generally defined as literacy – the interest and ability of people to use socio-cultural tools, including digital technology and means of communication, with the purpose of working with information, developing new knowledge and communicating. Evaluation components are proficiency in literacy, proficiency in numeracy and proficiency in problem solving in technology-rich environments.

**Proficiency in literacy** is the ability of an adult to understand, evaluate, use written texts to participate in social life, implement various tasks, acquire knowledge and develop his or her own potential.

**Proficiency in numeracy** is the ability of an adult to evaluate, use, interpret and communicate mathematical information for solving a wide range of life problems and situations.

**Proficiency in problem solving in technology-rich environments** is the ability of an adult to use modern digital devices and technologies, including the Internet, to obtain and evaluate information, interact with other people and perform practical tasks.



\* \* \*

Statistical data on OECD countries are based on sources: *Education at a Glance 2014. OECD Indicators* ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)); OECD Online Education Database (Organisation for Economic Cooperation and Development).

In cross-country comparisons, the Russian education system is presented in accordance with the levels of education of the International Standard Classification of Education (ISCED-97) used to obtain comparable data on the key parameters of the educational systems of different countries.

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## Education in Figures

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