



Ministry of Education and Science
of the Russian Federation



Federal Service
for State Statistics



HIGHER SCHOOL OF ECONOMICS
NATIONAL RESEARCH UNIVERSITY

Education in Figures

Pocket Data Book

10 *years*
HSE Institute for Statistical
Studies and Economics
of Knowledge



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Editorial Board:

Leonid Gokhberg, Yaroslav Kouzminov, and Natalia Kovaleva

Authors:

Leonid Gokhberg, Vera Kouznetsova, Galina Kovaleva, Natalia Kovaleva, Olga Ozerova, Olga Shuvalova, and Irina Zabaturina

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

The data book includes information of the Federal Service for State Statistics, Ministry of Education and Science of the Russian Federation, the Organisation for Economic Co-operation 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 2010 is preliminary.

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



1 Educational Potential of the Population

1.1. Adult population having attained at least secondary (complete) general and lower vocational education (ISCED 3): 2010*

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

	All population aged 25–64	Population by age group, years			
		25–34	35–44	45–54	55–64
Russia	93.9	93.9	95.5	95.2	90.2
Canada	87.6	92.0	90.8	86.6	80.4
France	70.0	83.9	76.9	64.1	54.7
Germany	85.5	86.0	86.8	85.9	82.7
Italy	54.3	70.3	57.9	50.4	36.7
Japan	...	...	...	...	...
Republic of Korea	79.9	97.5	94.1	71.0	42.6
Sweden	85.8	91.2	90.8	85.4	75.7
United Kingdom	73.7	81.6	76.5	71.7	64.0
United States	88.6	88.3	88.3	89.1	88.9

* Data for the OECD countries refers to 2009 and excludes ISCED 3C short programmes leading to direct access to the labour market or to post-secondary non-tertiary education (ISCED 4); for Russia – economically active and economically inactive population according to data of the sample surveys of the population on employment issues average for a year.

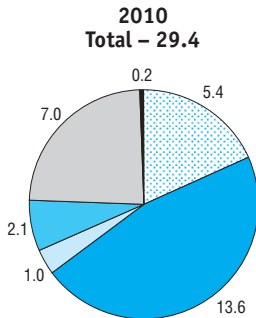
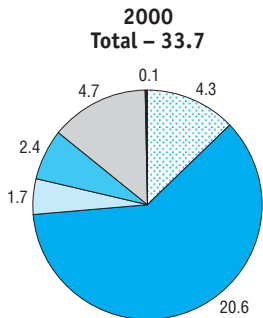
1.2. Adult population having attained higher and postgraduate education (ISCED 5A and 6): 2010*







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

	All population aged 25–64	Population by age group, years			
		25–34	35–44	45–54	55–64
Russia	26.5	33.0	27.3	23.3	20.9
Canada	25.4	30.1	29.1	21.4	21.1
France	17.3	25.7	18.8	12.7	12.0
Germany	17.1	18.9	18.0	15.9	15.6
Italy	14.1	19.9	15.0	11.4	10.0
Japan	24.6	31.8	25.3	26.1	16.4
Republic of Korea	27.1	37.6	32.8	20.5	11.9
Sweden	24.3	33.9	26.3	19.3	18.0
United Kingdom	26.9	36.3	28.0	23.3	19.2
United States	31.4	32.1	32.9	29.1	31.7

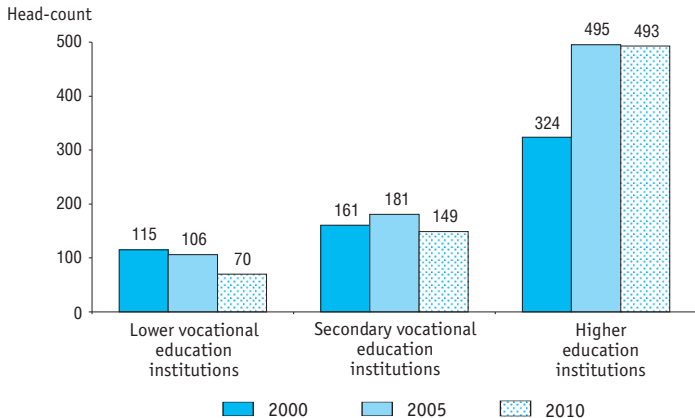
* Data for foreign countries refers to 2009; for Russia – economically active and economically inactive population according to data of the sample surveys of the population on employment issues average for a year.

1.3. Enrolment by type of educational institutions (million persons)



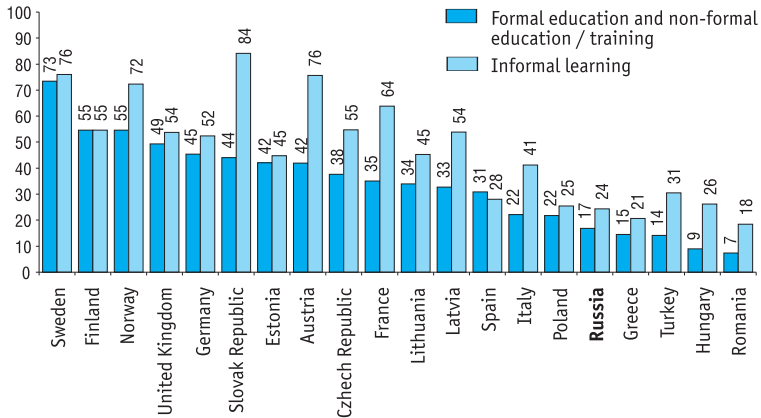
-  Preschool education institutions
-  General education institutions
-  Lower vocational education institutions
-  Secondary vocational education institutions
-  Higher education institutions
-  Postgraduate education (postgraduate and doctoral courses)

1.4. Vocational education enrolment per 10 000 population



1.5. Participation of the population in lifelong learning: 2010*

(as a percentage of 25–64 year-old respondents)



* During the previous 12 months. Data for foreign countries – 2007.



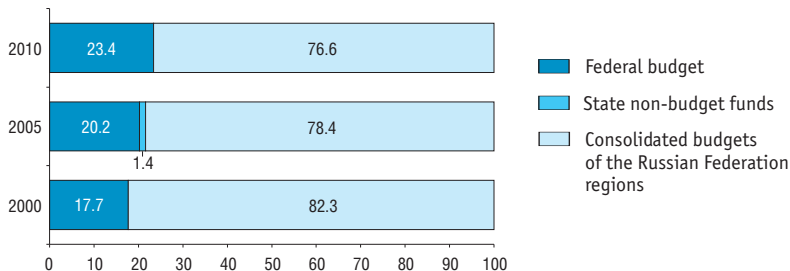
2 Funding

2.1. Public expenditure on education

(billion roubles)

	2000	2005	2010
Consolidated budget of the Russian Federation and the state non-budget funds:			
at current prices	214.7	801.8	1893.9
at constant 2000 prices	214.7	364.5	490.3

2.2. Percentage distribution of public expenditure on education by level of the budget system



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

(billion roubles)

	2000	2005	2010
Consolidated budget of the Russian Federation and the state non-budget funds	214.7	801.8	1893.9
Preschool education	32.0	113.0	321.3
General education	107.9	356.0	827.4
Lower vocational education	13.4	39.4	61.7
Secondary vocational education	10.2	43.3	102.1
Higher and postgraduate education*	24.4	125.9	377.8
Professional training, retraining and raising the level of professional skill	1.4	6.7	13.2
Politics on young people's problems and children's health recreation	...	24.8	49.5
Applied scientific research on education	...	1.8	15.7
Other questions on education	25.4	90.8	125.1

* Before 2008 – section «Higher education» of the budget expenditure classification.

2.4. Public expenditure on education as a percentage of total public expenditure: 2010*

	Total	Primary, basic general, secondary (complete) general, lower vocational, post-secondary non-tertiary education (ISCED 1, 2, 3, and 4)	Secondary vocational, higher and postgraduate education (ISCED 5 and 6)
Russia	10.8	5.0	2.7
Canada**	12.3	7.8	4.5
France	10.6	7.0	2.3
Germany	10.4	6.5	2.8
Italy	9.4	6.7	1.7
Japan***	9.4	6.8	1.8
Republic of Korea	15.8	11.0	2.2
Sweden	13.1	8.3	3.5
United Kingdom	11.1	8.7	1.7
United States	13.8	9.7	3.2

* Data for the OECD countries (refers to 2008 or nearest years) includes non education-related public subsidies to households for maintaining the level of students' life; for Russia – appropriations from consolidated budget and the state non-budget funds.

** Expenditure on preschool education is included in expenditure on primary general education.

*** Expenditure on post-secondary non-tertiary education is included partially in expenditure on higher education.

2.5. Public expenditure on education as a percentage of GDP: 2010*

	Total	Primary, basic general, secondary (complete) general, lower vocational, post-secondary non-tertiary education (ISCED 1, 2, 3, and 4)	Secondary vocational, higher and postgraduate education (ISCED 5 and 6)
Russia	4.2	2.0	1.1
Canada**	4.6	3.1	1.5
France	5.5	3.7	1.2
Germany	4.1	2.6	1.0
Italy	4.5	3.2	0.8
Japan***	3.3	2.5	0.5
Republic of Korea	4.7	3.4	0.6
Sweden	6.1	4.0	1.4
United Kingdom	5.1	4.2	0.6
United States	5.1	3.8	1.0

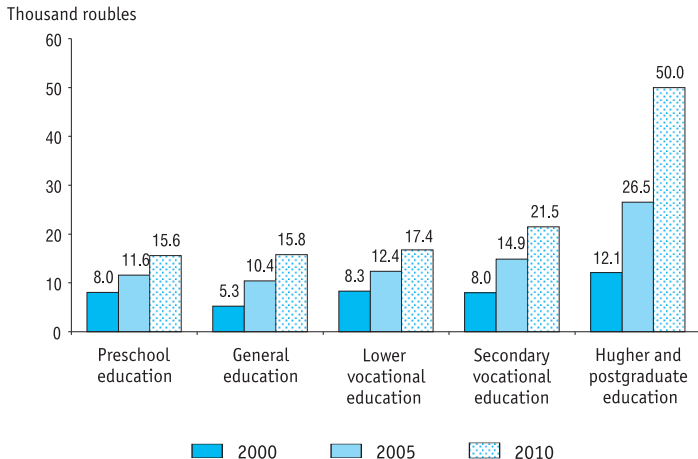
* Data for the OECD countries (refers to 2008 or nearest years) includes public subsidies to households attributable for educational institutions and direct expenditure on educational institutions from international sources; for Russia – appropriations from consolidated budget and the state non-budget funds.

** Expenditure on preschool education is included in expenditure on primary general education.

*** Expenditure on post-secondary non-tertiary education is included partially in expenditure on higher education.

2.6. Public expenditure on education per student by level of education

(at 2000 prices)



2.7. Paid services in the education system*

	2000	2005	2010
Paid services:			
Million roubles	41530	152670	326619
As a percentage:			
of the previous year, <i>in comparable prices</i>	121.7	107.7	100.5
of all paid services rendered to the population	6.9	6.7	6.7
Paid services per capita, <i>roubles</i>	285	1075	2285

* Taking shadow and informal activities into account.

2.8. Household expenditure on paid educational services*

	2000	2005	2010
Expenditure on paid educational services per one household member, <i>roubles</i>	137	931	1583
By level of education, <i>per cent</i> :			
Preschool and primary	2.4	11.8	5.7
Secondary**	34.2	8.6	11.7
Secondary vocational	–	10.4	6.9
Higher	52.2	64.9	69.4
Not determined by level	11.2	4.3	6.3
As a percentage:			
of consumer expenditure	1.0	1.8	1.3
of expenditure on paid personal services	7.2	7.8	4.9

* Based on data of a sample survey of households budgets.

** 2000 – including expenditure on vocational (professional) education.

2.9. Average consumer prices for educational services

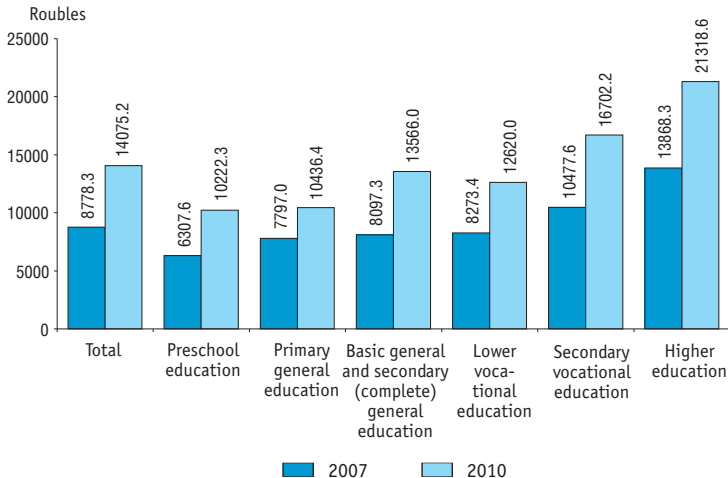
(at the end of the year; roubles)

	2000	2005	2010
Visiting a day nursery-kindergarten, <i>for a day*</i>	9.19	26.53	54.86
Studying in private full-time general education institutions, <i>for a month**</i>	1703.76	4168.46	9420.77
Paying for additional studies in public and municipal full-time general education institutions, <i>for the academic hour</i>	...	...	79.08
Studying in specialized secondary education institutions, <i>for a semester</i>	4232.07	8672.05	13981.85
Studying in public higher education institutions, <i>for a semester</i>	7033.69	16026.90	25520.38
Studying in private higher education institutions, <i>for a semester</i>	8310.66	15153.15	22983.61
Studying at foreign languages courses, <i>for the academic hour</i>	31.09	72.24	148.21
Studying at professional training courses, <i>for the academic hour</i>	21.87	49.60	82.21

* A day nursery-kindergarten intended for children from two months to five years old.

** 2000, 2005 – studying in secondary general education institutions.

2.10. Average monthly salaries in the education sector



In 2007, average monthly salary in the education sector has accounted for 64.6% of that in the national economy, in 2010 – 67.2% respectively (in 2008 – 65.5%, 2009 – 71.3%).



3

Educational Institutions

3.1. Preschool education institutions*

(at the end of the year)

	2000	2005	2010
Total			
Total	51329	46518	45111
Of which preschool and primary general education institutions	2737	1825	1453
Urban area			
Total	28584	26420	26740
Of which preschool and primary general education institutions	1153	918	575
Rural area			
Total	22745	20098	18371
Of which preschool and primary general education institutions	1584	907	878

* Including those under capital repairing.

As of the end 2010, 5322 preschool education institutions (11.9% of their total) contained groups for short-term children's attendance (as of the end 2005, 4172 and 9.0% respectively).

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
2000			
Total	14259	11084	3175
Preschool education institutions with the number of children per 100 places, <i>head-count</i> :			
101–110	4909	3880	1029
111–120	3692	2918	774
121–130	2146	1678	468
131 and above	3512	2608	904
2010			
Total	24347	18898	5449
Preschool education institutions with the number of children per 100 places, <i>head-count</i> :			
101–110	6980	5152	1828
111–120	6347	4906	1441
121–130	4507	3717	790
131 and above	6513	5123	1390

3.3. General education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11
Total	68804	63174	50793
General education institutions	67063	61497	49469
Public and municipal institutions*	66428	60771	48804
Urban area	21271	20404	18478
Rural area	45157	40367	30326
Private institutions	635	726	665
Urban area	...	...	620
Rural area	...	...	45
Public and municipal part-time basic general education institutions	1741	1677	1324
Urban area	1423	1339	1027
Rural area	318	338	297

* Including those under capital repairing.

3.4. Lower and secondary vocational education institutions

	2000	2005	2010
Lower vocational education institutions, <i>at the end of the year</i>	3893	3392	2356
Secondary vocational education institutions, <i>at the beginning of the academic year</i>	2703	2905	2850
Public and municipal institutions	2589	2688	2586
Of which colleges	989	1250	1409
Private institutions	114	217	264
Of which colleges	76	133	160

3.5. Higher education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11
Total	965	1068	1115
Public and municipal higher education institutions	607	655	653
Private higher education institutions	358	413	462

3.6. Institutions implementing postgraduate training of highly qualified personnel

(at the end of the year)

	2000	2005	2010
Number of institutions having postgraduate courses	1362	1473	1568
Research institutes	797	833	809
Higher education institutions	565	640	748
Non-formal education institutions	...	...	11
Number of institutions having doctoral courses	492	535	602
Research institutes	178	173	192
Higher education institutions	314	362	407
Non-formal education institutions	...	...	3



4 Enrolment

4.1. Enrolment by level of education: 2010*

	Total, million persons	Education, per cent			
		Preschool (ISCED 0)	Primary general (ISCED 1)	Basic and secondary (complete) general, lower vocational and post-secondary non-tertiary (ISCED 2, 3, and 4)	Secondary vocation- al, higher and postgraduate (ISCED 5 and 6)
Russia	29.4	18.3	18.9	31.0	31.8
Canada	...	...	...	...	...
France	14.8	17.3	28.0	40.0	14.7
Germany	16.4	14.6	19.2	50.8	14.9
Italy	11.2	14.8	25.6	41.6	18.0
Japan	21.5	13.9	33.3	34.0	18.0
Republic of Korea	11.2	4.8	31.0	35.6	28.7
Sweden	2.4	16.0	27.6	38.9	17.5
United Kingdom	13.9	8.1	31.8	42.8	17.4
United States	75.9	9.5	32.4	32.9	25.2

* Data for the OECD countries refers to 2009 or nearest years.

4.2. Preschool education enrolment

(at the end of the year)

	2000	2005	2010
Preschool education enrolment, <i>thousand</i>	4263.0	4530.4	5388.0
Urban area	3408.5	3611.0	4280.6
Rural area	854.5	919.4	1107.3
Of the total enrolment – girls	2013.0	2144.1	2607.1
Preschool education enrolment per 100 places, <i>head-count</i>	81	95	107
Urban area	88	102	113
Rural area	62	75	90
Number of children attending short-term groups, <i>thousand</i>	–	70.7	126.2

As of the beginning 2011, 2144.8 thousand children were in need of places at preschool education institutions (as of the beginning 2001, 238.2 thousand children).

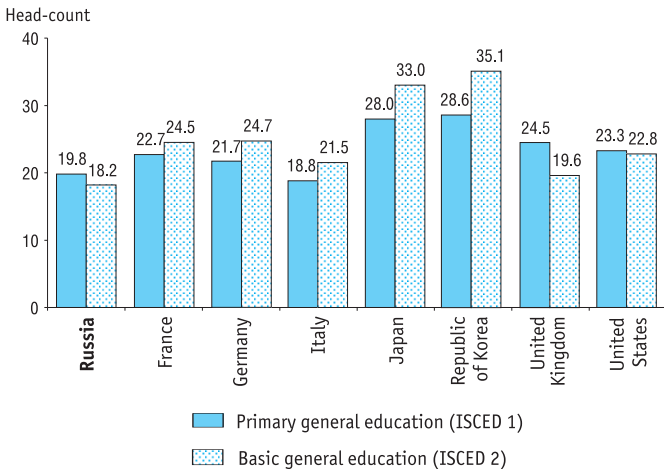
4.3. General education enrolment

(thousand)

	2000/01	2005/06	2010/11
General education enrolment, at the beginning of the academic year	20553.5	15630.9	13642.4
General education institutions	20073.8	15185.1	13317.7
Public and municipal institutions	20013.3	15112.8	13244.2
Urban area	13998.0	10496.8	9501.9
Rural area	6015.2	4615.9	3742.3
Private institutions	60.6	72.3	73.5
Public and municipal part-time basic general education institutions	479.6	445.8	324.7
General education graduates having received certificate*:			
of basic general education	2199.5	1944.1	1354.1
of secondary (complete) general education	1457.8	1466.0	789.3

* At the end of the calendar year.

4.4. Average class size: 2010*



* Data for OECD countries refers to 2009 or nearest years.

4.5. Lower vocational education enrolment and entrants*

(thousands)

	2000	2005	2010**
Enrolment, at the end of the year	1679.3	1509.4	1006.6
Of whom female	642.0	541.2	345.0
Entrants	844.9	687.8	609.4

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

** Including studying according to commercial contracts.

4.6. Lower vocational education graduates by occupation for different types of economic activity*

(thousands)

	2001	2005	2010**
Total	758.6	702.5	580.5
Occupation by economic activity:			
Industry	230.9	214.0	174.8
Agriculture	96.5	77.4	47.1
Construction	88.1	83.5	74.8
Transport	95.3	81.3	86.0
Communications	4.1	3.9	3.1
Public catering, trade and manufacture of food products	109.2	109.6	80.8
Services	14.8	17.3	22.0
Common occupations for all types of economic activity	61.2	62.1	56.5
Other	58.6	53.4	35.5

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

** Including studying according to commercial contracts.

4.7. Secondary vocational education enrolment and entrants*

(thousands)

	2000/01	2005/06	2010/11
Enrolment, at the beginning of the academic year	2360.8	2590.7	2125.7
Full-time	1721.5	1960.3	1578.2
Part-time	93.4	70.8	54.3
Distant	540.1	549.4	479.8
External	5.9	10.3	13.5
Of the total enrolment – female	1293.6	1327.0	1071.8
Of the total enrolment – students studying in institutions:			
Public and municipal	2308.6	2473.0	2026.8
Private	52.2	117.7	98.9
Entrants**	867.2	854.1	705.3

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

** At the end of the calendar year.

4.8. Secondary vocational education graduates by field of study*

(thousands)

	2004	2005	2010
Total	702.7	684.4	572.1
Physics and mathematics	0.3	–	–
Other natural sciences	0.5	0.5	0.4
Humanities	72.3	72.1	50.6
Social sciences	1.0	1.1	1.0
Education and pedagogics	58.6	54.9	45.6
Healthcare	67.7	57.3	63.3
Culture and arts	18.3	18.3	18.1
Economics and management	207.9	203.1	148.1
Information safety	–	–	0.4
Services	9.0	10.0	14.7
Agriculture and fishery	28.6	28.4	17.6
Geodesy and land use planning	2.2	2.5	2.6
Geology, exploration and exploitation of mineral resources	7.6	7.5	8.4
Power generation and machinery, electrical machines	19.6	19.0	16.7

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

(continued)

	2004	2005	2010
Metallurgy, machinery and materials processing	30.6	30.2	22.6
Aircraft, rocket-building, and space engineering	2.2	2.0	2.0
Marine equipment	4.1	3.9	3.2
Motor vehicles	51.0	50.5	44.6
Instruments and optical equipment	1.7	1.7	1.3
Electronic equipment, radio engineering, and communications	12.9	12.2	9.0
Automation and control	8.2	7.5	5.9
Informatics and computers	22.1	26.0	31.1
Chemical and biotechnology	5.5	5.4	3.8
Reproduction and processing of timber resources	6.6	6.3	4.8
Technology of food products and consumer goods	29.0	28.1	22.4
Architecture and construction	32.6	33.0	31.7
Safety of life, nature use planning, and environment protection	2.5	2.9	2.4

4.9. Higher education enrolment and entrants

(thousands)

	2000/01	2005/06	2010/11
Enrolment, at the beginning of the academic year	4741.4	7064.6	7049.8
Full-time	2625.1	3508.0	3073.7
Part-time	302.2	371.2	304.7
Distant	1761.8	3031.9	3557.2
External	52.2	153.4	114.1
Of the total enrolment – female	2686.3	4113.8	4030.1
Of the total enrolment – students studying in institutions:			
Public and municipal	4270.8	5985.3	5848.7
Private	470.6	1079.3	1201.1
Entrants*	1292.5	1640.5	1399.5

* At the end of the calendar year.

4.10. Higher education graduates by field of study and direction of education

(thousands)

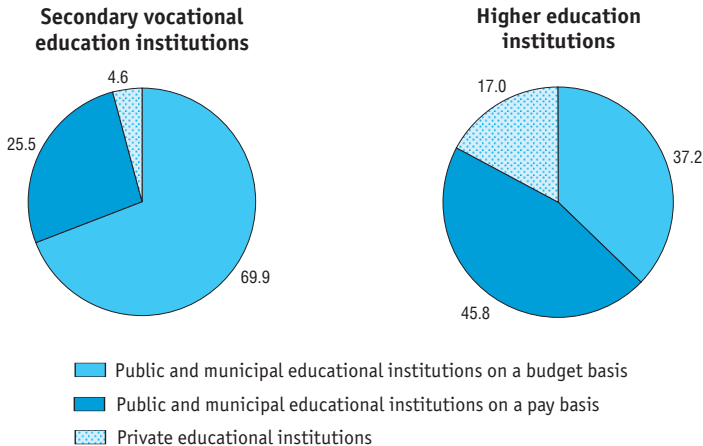
	2004	2005	2010
Total	1076.6	1151.7	1467.9
Physics and mathematics	23.8	17.5	16.8
Other natural sciences	16.6	16.7	17.0
Humanities	216.6	226.6	292.4
Social sciences	11.8	12.8	19.1
Education and pedagogics	137.3	138.4	129.2
Healthcare	27.1	28.3	33.5
Culture and arts	16.2	18.2	23.2
Economics and management	354.4	395.8	576.2
Information safety	0.9	1.4	3.7
Services	4.8	8.1	18.8
Agriculture and fishery	33.6	35.9	36.7
Geodesy and land use planning	3.3	3.7	5.7
Geology, exploration and exploitation of mineral resources	11.3	12.1	15.7
Power generation and machinery, electrical machines	24.8	26.6	29.8

(continued)

	2004	2005	2010
Metallurgy, machinery and materials processing	27.9	30.2	28.4
Aircraft, rocket-building, and space engineering	5.2	5.4	5.9
Weapon and armament systems	0.6	0.6	0.6
Marine equipment	3.5	3.6	4.4
Motor vehicles	27.1	30.5	36.2
Instruments and optical equipment	7.7	8.2	9.3
Electronic equipment, radio engineering, and communications	17.2	17.8	18.4
Automation and control	12.6	13.4	17.2
Informatics and computers	21.5	22.0	32.7
Chemical and biotechnology	11.1	12.1	12.8
Reproduction and processing of timber resources	5.9	6.0	6.7
Technology of food products and consumer goods	16.5	18.6	19.8
Architecture and construction	28.8	31.9	43.5
Safety of life, nature use planning, and environment protection	8.4	9.4	14.2

4.11. Percentage distribution of secondary vocational and higher education enrolment by source of funds: 2010/11

(at the beginning of the academic year)



4.12. Main indicators of postgraduate and doctoral courses activities (thousands)

	2000	2005	2010
Postgraduate courses' enrolment, <i>at the end of the year</i>	117.7	142.9	157.4
Of whom female	51.8	61.8	72.8
Postgraduate courses' entrants	43.1	46.9	54.6
Postgraduate courses' graduates	24.8	33.6	33.8
Of which with defended dissertation	7.5	10.7	9.6
Doctoral courses' enrolment, <i>at the end of the year</i>	4.2	4.3	4.4
Of whom female	1.6	1.9	2.1
Doctoral courses' entrants	1.6	1.5	1.7
Doctoral courses' graduates	1.3	1.4	1.3
Of which with defended dissertation	0.5	0.5	0.3

In 2010, 139.9 thousand of postgraduate courses' students (88.9% of their total) and 4.1 thousand of doctoral courses' students (93.2%) studied at higher education institutions.

4.13. Foreign students enrolment: secondary vocational, higher and postgraduate education (ISCED 5 and 6), 2010*

	Foreign students enrolment		Enrolment from Russia, <i>thousands</i> **
	Thousands	As a percentage of the total enrolment	
Russia	176.6	1.9	–
Canada***	191.2	13.2	1.7
France	249.1	11.5	3.6
Germany	256.7	10.5	13.2
Italy	65.9	3.3	1.1
Japan	131.6	3.4	0.3
Republic of Korea	50.0	1.6	0.3
Sweden	39.5	9.4	0.6
United Kingdom	499.0	20.7	4.3
United States****	660.5	3.5	4.8

* Data for the OECD countries refers to 2009 or nearest years.

** According to data provided by recipient countries.

*** Excluding private educational institutions.

**** Including individuals arrived in the country for studying.



5 Personnel

5.1. Number of students per one teacher: 2010*

(head-count)

	Primary general education (ISCED 1)	Basic, secondary (complete) general and lower vocational education (ISCED 2 and 3)	Secondary vocational, higher and postgraduate education (ISCED 5 and 6)
	(1)	(2)	(3)
Russia	n(2)**	12.6	10.8
Canada	n(2)**	15.9	...
France***	19.7	12.2	15.7
Germany	17.4	14.8	11.9
Italy	10.7****	11.0****	18.3
Japan	18.6	13.2*****	10.1*****
Republic of Korea	22.5	18.2	...
Sweden	12.1	12.3	8.8
United Kingdom	19.9	13.7*****	16.5
United States	14.8	14.7	15.3

* Data for the OECD countries (2009 or nearest years) is presented in full-time equivalents; for Russia – refers to the teaching staff of general education institutions (ISCED 1, 2, and 3) coordinated by the Ministry of Education and Science of the Russian Federation and secondary vocational and higher education institutions (ISCED 5).

** Data is included in another column the number of which is given in brackets after «n».

*** Excluding government-independent private institutions.

**** For public educational institutions.

***** Including post-secondary non-tertiary education (ISCED 4).

5.2. Female proportion in the teaching staff total: 2010*

(per cent)

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary (complete) general and lower vocational education (ISCED 3)**	Secondary vocational, higher and postgraduate education (ISCED 5 and 6)
	(1)	(2)	(3)	(4)
Russia	98.9	n(3)***	89.6	62.2
Canada	72.6****	n(1)	72.6	49.3
France	82.6	64.6	54.7	37.8*****
Germany	85.0	62.4	52.3	38.7
Italy	94.0*****	70.8*****	70.4*****	35.6
Japan	64.8	40.7	26.4*****	18.5*****
Republic of Korea	77.5	66.9	45.3	33.0
Sweden	81.6	66.9	44.7	44.2
United Kingdom	80.8	62.6	62.4	42.6
United States	86.7	65.6	56.4	46.5

* Data for the OECD countries refers to 2009 or nearest years; for Russia – to the teaching staff of general education institutions (ISCED 1, 2, and 3) coordinated by the Ministry of Education and Science of the Russian Federation and secondary vocational and higher education institutions (ISCED 5).

** Common programmes; for Canada, Japan and United States – all programmes (common, preprofessional and professional).

*** Data is included in another column the number of which is given in brackets after «n».

**** Including preschool education (ISCED 0).

***** For public educational institutions.

***** Including post-secondary non-tertiary education (ISCED 4).

5.3. Educators of preschool education institutions

(at the end of the year)

	2000*	2005*	2010
Educators (including senior educators), <i>thousands</i>	439.1	446.7	485.2
Of whom having professional education, <i>per cent</i> :			
Higher	21.2	26.0	35.7
Secondary vocational pedagogical	69.4	62.3	59.2
Number of children per one educator, <i>head-count</i>	10	10	11

* Taking persons employed on a plural basis into account.

At the end of 2010, 99.6% of educators and senior educators were women, 19.9% – persons aged below 30, 12.1% – aged 55 and above. The total figure including persons employed on a plural basis was 488.3 thousand educators and senior educators (2010).

5.4. Teaching staff of public and municipal general education institutions*

	2000**	2005**	2010***
Teaching staff (excluding personnel employed on a plural basis), <i>thousands</i>	1363.7	1196.9	1053.0
Of whom the teaching staff in grades 1–4	325.7	296.3	273.2
Of the teaching staff total, <i>per cent</i> :			
Having professional education:			
Higher	75.8	78.7	82.9
Secondary vocational pedagogical	18.2	15.8	13.9
Female	86.1	86.5	87.9
Persons over the working age	10.6	15.1	18.0
Number of students per one teacher, <i>head-count</i>	14	12	13

* General education institutions coordinated by the Ministry of Education and Science of the Russian Federation.

** Excluding special (correctional) educational institutions for children and teenagers with limited health capacities and the deviant behaviour; educational institutions for children in need of psycho-pedagogical and medico-social assistance; as of October, 1.

*** As of September, 20.

5.5. Teaching staff of private general education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11
Teaching staff (including personnel employed on a plural basis), <i>thousands</i>	14.2	16.5	15.3
Of whom, <i>per cent</i> :			
Having professional education			
Higher	91.3	92.2	91.8
Secondary vocational pedagogical	4.9	4.5	4.4
Female	84.1	86.6	86.6
Teaching staff (excluding personnel employed on a plural basis), <i>thousands</i>	9.6	12.1	11.9
Pluralists, <i>thousands</i>	4.6	4.4	3.4
Number of students per one teacher (excluding personnel employed on a plural basis), <i>head-count</i>	6	6	6

5.6. Teaching staff of part-time public and municipal general education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11
Teaching staff (excluding personnel employed on a plural basis), <i>thousands</i>	20.2	20.2	14.2
Pluralists, <i>thousands</i>	4.7	38.0	10.1
Number of students per one teacher (excluding personnel employed on a plural basis)*, <i>head-count</i>	13	11	11

* Here and below the calculation of this and analogous indicators is based on the full-time enrolment plus 25% of the part-time enrolment plus 10% of the distant enrolment (including the external form).

As of the beginning 2010/11 academic year, 94.6% of the total teaching staff (excluding pluralists) of part-time (shift) public and municipal general education institutions had higher education, 84.0% – were women, 3.9% – persons aged below 25, 36.2% – persons over the working age.

5.7. Teachers and industrial training instructors in lower vocational education institutions

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

	2000*	2005*	2010
Teachers** , <i>thousands</i>	57.5	53.9	29.3
Of whom, <i>per cent</i> :			
Having higher education	88.2	87.9	88.3
Female	66.9	71.0	68.7
Level of teachers' completing, <i>per cent</i>	87.7	76.6	73.1
Industrial training instructors , <i>thousands</i>	72.5	65.1	35.6
Of whom, <i>per cent</i> :			
Having higher education	25.4	30.5	36.6
Female	56.6	60.5	54.3
Level of industrial training instructors' completing, <i>per cent</i>	69.4	65.9	70.9

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

** Including teachers of physical training and basic life safety.

As of the end 2010, 4.6% of teachers and industrial training instructors were persons aged below 25, 18.1% – persons over the working age; 27.6% – had the higher qualificational category. On the average per one teacher (including industrial training instructors) fell 11 students (including studying according to commercial contracts).

5.8. Teaching staff of public and municipal secondary vocational education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11
Teaching staff, <i>thousands</i>	129.5	140.4	115.7
Of whom with higher education	120.2	131.4	111.6
Having scientific degree	2.0	2.6	2.6
Having academic status	0.5	0.6	0.5
Of the teaching staff total, <i>per cent</i> :			
Female	74.9	76.5	79.9
Persons aged below 30*	14.6	16.6	13.1
Persons aged 60 and above*	12.2	13.3	19.5
Pluralists, <i>thousands</i>	29.7	36.0	32.7
Number of students per one teacher on the staff, <i>head-count</i>	14	14	14

* Full years as of January, 1.

As of the beginning 2010/11 academic year, in public and municipal secondary vocational education institutions worked 548 foreign specialists.

5.9. Teaching staff of private secondary vocational education institutions

(at the beginning of the academic year)

	2000/01	2005/06	2010/11
Teaching staff (including personnel employed on a plural basis; excluding foreign specialists), <i>thousands</i>	5.3	10.4	8.4
Of whom having:			
scientific degree	0.6	1.1	1.4
academic status	0.8	1.8	0.7
Teaching staff, <i>thousands</i>	2.5	5.8	4.3
Pluralists, <i>thousands</i>	2.8	4.5	4.1
Foreign specialists, <i>head-count</i>	4	12	26
Number of students per one teacher on the staff, <i>head-count</i>	11	13	15

As of the beginning 2010/11 academic year, 76.1% of private secondary vocational education teaching staff were women, 18.9% – persons aged below 30. 11.0% – aged 60 and above (full years as of January, 1).

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

	2000/01	2005/06	2010/11
Teaching staff, <i>thousands</i>	265.2	322.1	324.8
Having scientific degree:			
Doctor of science	28.0	37.3	40.2
Candidate of science	125.4	155.3	169.2
Having academic status:			
Professor	27.0	33.3	32.6
Assistant professor	89.8	102.2	106.7
Of the teaching staff total, <i>per cent</i> :			
Female	49.1	53.3	56.1
Persons aged below 30*	13.4	16.1	12.0
Persons aged 60 and above*	20.5	21.3	25.5
Pluralists, <i>thousands</i>	50.6	89.9	89.1
Number of students per one teacher on the staff, <i>head-count</i>	10	11	10

* Full years as of January, 1.

As of the beginning 2010/11 academic year, in public and municipal higher education institutions worked 923 foreign specialists.

5.11. Teaching staff of private higher education institutions

(at the beginning of the academic year)

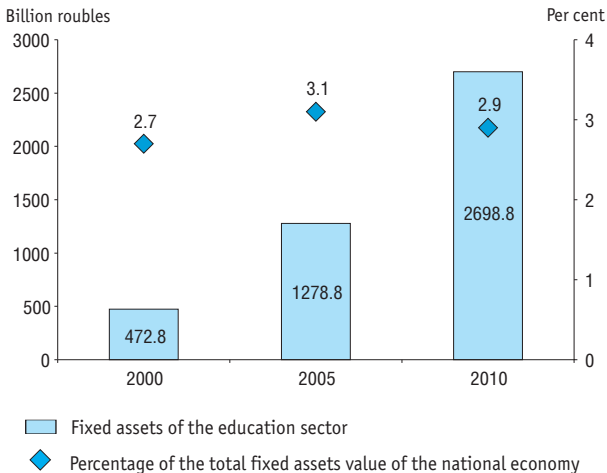
	2000/01	2005/2006	2010/2011
Teaching staff, <i>thousands</i>	14.4	36.7	32.0
Having scientific degree:			
Doctor of science	1.7	5.9	3.8
Candidate of science	5.9	16.8	16.3
Having academic status:			
Professor	1.8	5.2	3.2
Assistant professor	4.4	10.5	9.0
Of the teaching staff total – female, <i>per cent</i>	57.1	53.8	57.6
Pluralists, <i>thousands</i>	27.8	28.5	18.4
Foreign specialists, <i>head-count</i>	209	131	101
Number of students per one teacher on the staff, <i>head-count</i>	15	11	10

As of the beginning 2010/11 academic year, 10.5% of private higher education institutions teaching staff were persons aged below 30, 19.3% – aged 60 and above (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 is represented according to the Russian Classification of Economy Branches, for 2005 and 2010 – the ISIC/NACE-compatible Russian Classification of Economic Activities.

6.2. Commissioning of educational institutions

	2000	2005	2010
Preschool education institutions, <i>thousand places</i>	6.8	5.0	23.0
General education institutions, <i>thousand pupil places</i>	133.8	73.0	67.3
Lower vocational education institutions, <i>thousand pupil places</i>	0.6	0.3	1.2
Secondary vocational education institutions, <i>thousand sq. m of the total floor of training and laboratory premises</i>	18.2	11.5	60.4
Higher education institutions, <i>thousand sq. m of the total floor of training and laboratory premises</i>	105.6	161.3	219.7

6.3. Technical state and amenities of preschool education institutions

(at the end of the year)

	2001	2004	2010*
Preschool education institutions:			
Requiring the capital repair, <i>thousands</i>	16.4	14.3	10.3
As a percentage of institutions total	33.3	30.6	22.4
Being in the crash state, <i>thousands</i>	0.6	0.4	0.5
As a percentage of institutions total	1.3	1.0	1.1
Having all kinds of amenities, <i>thousands</i>	40.0	38.1	40.4
As a percentage of institutions total	81.2	81.7	87.5

* Including branch offices.

6.4. Technical state and amenities of public and municipal general education institutions

(at the beginning of the academic year)

	2001/02*	2005/06*	2010/11**
General education institutions:			
Requiring the capital repair, <i>thousands</i>	23.7	20.6	10.0
As a percentage of institutions total	37.0	35.2	19.0
Being in the crash state, <i>thousands</i>	3.3	1.8	0.8
As a percentage of institutions total	5.1	3.1	1.6
Having all kinds of amenities, <i>thousands</i>	33.2	34.0	38.8
As a percentage of institutions total	51.8	58.0	73.4

* Excluding special (correctional) institutions for children and teenagers with limited health capacities and the deviant behaviour; educational institutions for children in need of psycho-pedagogical and medico-social assistance.

** Including branch offices.

6.5. Rigging of educational process in public and municipal general education institutions: 2010/11*

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

	Total	Urban area	Rural area
General education institutions having:			
Sports hall	80.5	94.3	73.1
Dining-hall and (or) canteen	92.0	98.1	88.7
Library	93.9	98.7	91.4
Classroom(s) for learning foundations of computer science and computer engineering	81.4	92.3	75.5
Fire signalling	89.3	97.1	85.0
Securities	53.3	66.0	46.4
CCTV (closed circuit television)	15.8	33.7	6.2

* Including branch offices.

6.6. Availability of student hostels in public and municipal secondary vocational and higher education institutions

	2000*	2005*	2010**
Number of secondary vocational education students needing in hostels, <i>thousands</i>	385.7	418.8	367.0
Of whom are living in hostels, <i>per cent</i>	83.3	83.8	87.7
Number of higher education students needing in hostels, <i>thousands</i>	716.3	874.6	923.3
Of whom are living in hostels, <i>per cent</i>	84.9	83.8	86.8

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

** As of the end 2010.

6.7. Number of personal computers used for teaching per 100 educational institutions students: 2010

(at the end of the year)

	Personal computers used for teaching		
	total	within local area networks	with the Internet access
General education institutions*	7.0	4.8	4.6
Lower vocational education institutions	8.0	4.5	3.0
Secondary vocational education institutions**	13.5	10.5	8.5
Higher education institutions**	17.7	15.0	13.8

* As of the beginning 2010/11; indicators of availability of personal computers within local area networks and with the Internet access are calculated based on the total number of computers (both used and used not for educational purposes).

** The calculation of this indicator is based on the full-time enrolment plus 25% of the part-time enrolment plus 10% of the distant enrolment (including the external form).



7 Public Attitudes toward Education

7.1. Social status of a teacher*

(as a per cent of respondents)**

<i>What occupation is the most respected in Russia now?</i>			<i>And what occupation is the most respected by you personally?</i>		
	2009	2011		2009	2011
Advocate, lawyer	40	38	Doctor	40	41
Politician	35	33	Teacher	34	37
Businessman	31	26	Skilled worker	33	33
Doctor	30	24	Farmer	23	23
Programmer	25	24	Engineer	14	20
Artist, actor, writer	25	21	Scientist	20	19
Journalist	17	20	Soldier	24	17
Scientist	20	17	Programmer	14	16
Teacher	19	16	Advocate, lawyer	17	14
Skilled worker	18	14	Businessman	11	13
Soldier	21	13	Artist, actor, writer	12	10
Priest	20	12	Priest	12	10
Engineer	12	11	Journalist	8	9
Farmer	8	7	Politician	7	5
Tradesman	9	6	Tradesman	4	3
Don't know	9	12	Don't know	7	8

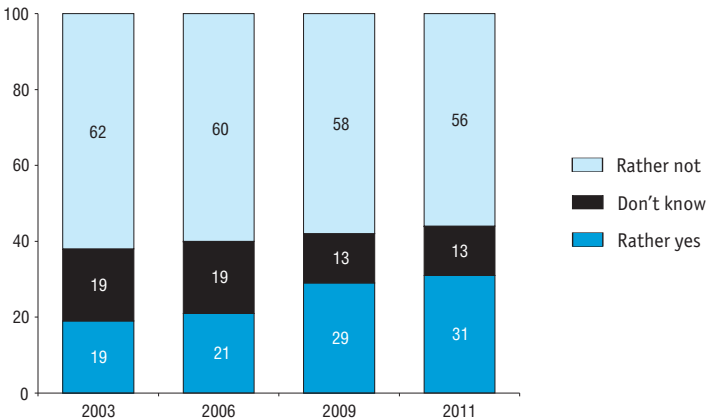
* Here and below are presented results of special surveys conducted by the Institute for Statistical Studies and Economics of Knowledge – National Research University Higher School of Economics (HSE) on nationally representative sample of Russia's adult population. Data for 2009 and 2011 is derived from surveys carried out within the framework of the Basic Research Programme at the National Research University – Higher School of Economics.

** The sum exceed 100% because respondents could give several answers.

7.2. Focusing on teaching

(as a per cent of respondents)

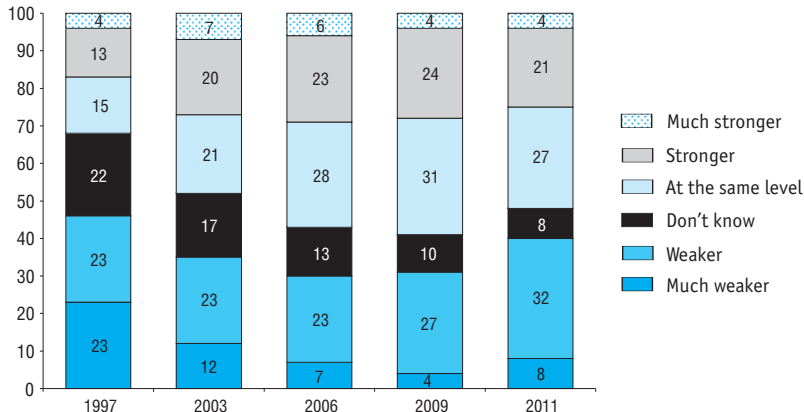
Do you want your son/daughter to become a teacher?



7.3. Public opinion on the Russian education system

(as a per cent of respondents)

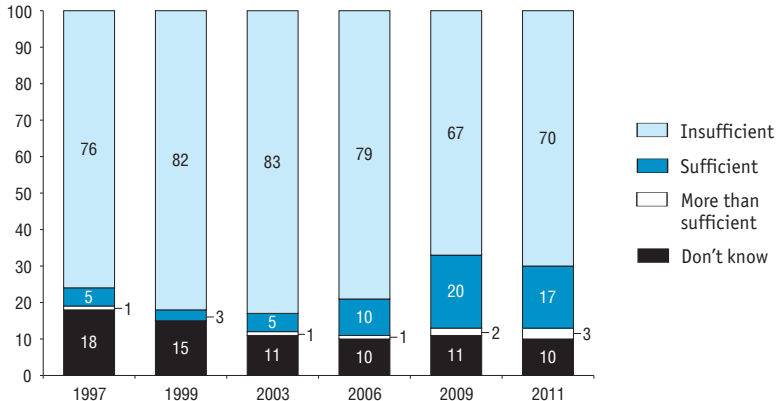
Is Russia stronger or weaker in comparison with other advanced countries in the education sphere?



7.4. Public opinion on funding of education

(as a per cent of respondents)

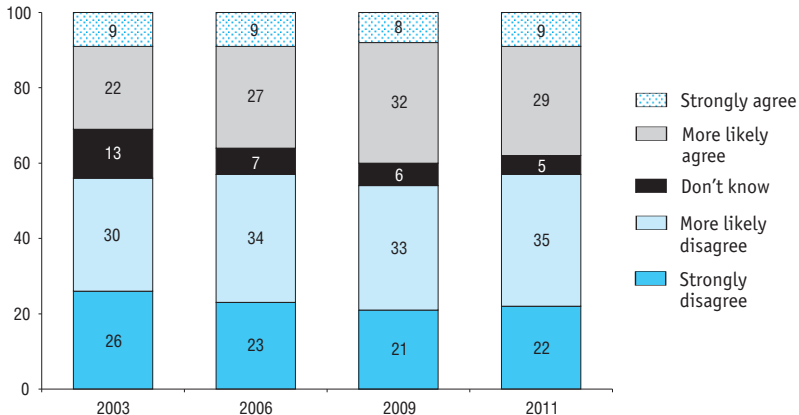
In your opinion, are funds allocated now by the government on education sufficient or not?



7.5. Public opinion on scientific knowledge

(as a per cent of respondents)

**Do you agree with the statement:
«Scientific knowledge in our daily life is not obligatory»?**



7.6. Public opinion on adults' knowledge and learning: 2010

(as a per cent of respondents)

Learning gives you more self-confidence



If you want to be successful at work you need to keep improving your knowledge and skills



Employers should be responsible for training of their employees



Learning new things is fun



People who continue to learn as adults are more likely to avoid unemployment



Education and training can help you manage your daily life better



The skills you need to do a job can't be learned in the classroom



Agree

Disagree

7.7. Self-appraisals of English skills of the population by age group: 2010

(as a percentage of respondents aged 16–74)

	Total respondents	Age, years					
		16–24	25–34	35–44	45–54	55–64	65–74
I master English almost completely	2	4	2	2	2	2	2
I can understand the essential of clear language and produce simple text; I can describe experiences and events and communicate fairly fluently	4	5	6	5	3	1	1
I can understand and use the most common everyday expressions. I use the language in relation to familiar things and situations	6	14	7	5	4	2	2
I can read and translate the texts with the dictionary but it is difficult for me to understand the spoken language	23	44	31	22	15	10	3
Don't know at all	65	33	54	66	76	85	92

7.8. Frequency of English language use by age group: 2010

(as a percentage of respondents aged 16–74)

	Total respondents	Age, years					
		16–24	25–34	35–44	45–54	55–64	65–74
<i>Use English for work or study</i>							
Daily or nearly daily	2	7	2	1	1	1	1
At least once a week	4	17	2	2	1	1	0
At least once a month	2	3	3	1	1	0	0
Fewer than once a month	3	7	5	4	1	1	0
Never	89	66	88	92	96	97	99
<i>Use English for leisure / with family and friends</i>							
Daily or nearly daily	1	1	1	1	1	0	0
At least once a week	1	3	2	2	1	1	1
At least once a month	1	1	1	1	0	1	0
Fewer than once a month	3	6	5	1	2	1	0
Never	94	89	91	95	96	97	99

Technical notes

Data about the participation of the population in lifelong learning is presented on the basis of representative surveys of the population. The source of data for European countries is Eurostat; for Russia – the survey conducted within the framework of the Basic Research Programme at the National Research University – Higher School of Economics.

Formal education includes the following levels of education: general, secondary (complete) general, lower and secondary vocational, higher and postgraduate education which provided in the system of educational institutions.

Non-formal education covers any organised educational activities which are not a part of formal education programmes: refresher courses, professional and amateur courses; lectures, seminars, training events (conducted at work regularly or ad-hoc), programmes of non-formal education at educational institutions (including MBA studies).

Informal learning is individual learning that in contrast to formal and non-formal education is not fixed by receiving a diploma or other document but favours the broadening of knowledge and skills.

General education institutions – preschool education institutions; general education institutions (primary general, basic general, secondary (complete) general education schools; secondary general education schools with the extensive studying of several subjects, gymnasias, lyceums); general education boarding schools (including boarding schools with the primary flying training); specialized (correction) schools for children

with limited health capacities and for children and teenagers with deviant behaviour; educational institutions for children-orphans and children without the parents care; educational institutions for children in need of psycho-pedagogical and medico-social assistance.

Availability of places in 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 in these institutions.

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

Staffing level – the ratio of the number of filled positions to the number of all positions according to the list of staff, per cent.

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

The value of paid services rendered to the population in the education system is measured by the sum of financial resources obtained from households for children education and care at preschool education institutions; rendering paid educational services in the general and vocational education system; training at various courses and study (hobby) groups; tutors services. For these the payment may be made both by the consumer and fully or partially by the organisation where the consumer works.

Average prices for the Russian Federation are calculated as weighted average quantities on the basis of price levels in some subjects of the Russian Federation.

* * *

Statistical data for the OECD countries is based on the following sources: Education at a Glance 2011: OECD Indicators (www.oecd.org/edu/eag2011); OECD Online Education Database (Organisation for Economic Co-operation and Development); Eurostat (<http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database>, essay «Adult Education Survey (AES)»).

In case of international comparisons the Russian education system is presented according to the education levels of the International Standard Classification of Education (ISCED-97) ensuring the comparability of data on key indicators of the education system across different countries.

Education in Figures

Pocket Data Book

Edited by *D. Beylina*

Design *P. Shelegheda*

Desk-top publishing *T. Nefedova and V. Puchkov*

National Research University – Higher School of Economics (HSE)

Institute for Statistical Studies and Economics of Knowledge

20, Myasnitskaya st., Moscow, 101000, Russia

Tel.: +7(495) 621-28-73

<http://issek.hse.ru>

E-mail: issek@hse.ru

For remarks