



Ministry of Science and Higher Education
of the Russian Federation



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Indicators of Education in the Russian Federation

Data Book



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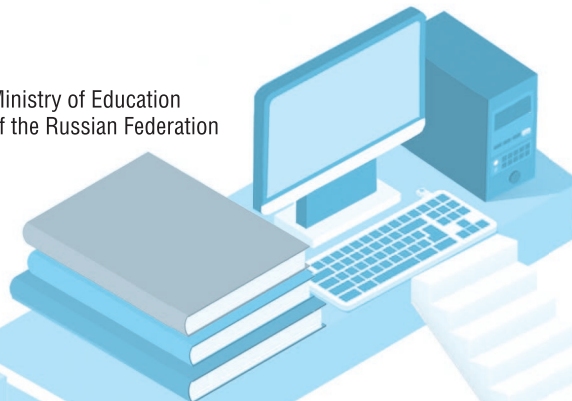
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Indicators of Education in the Russian Federation

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

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

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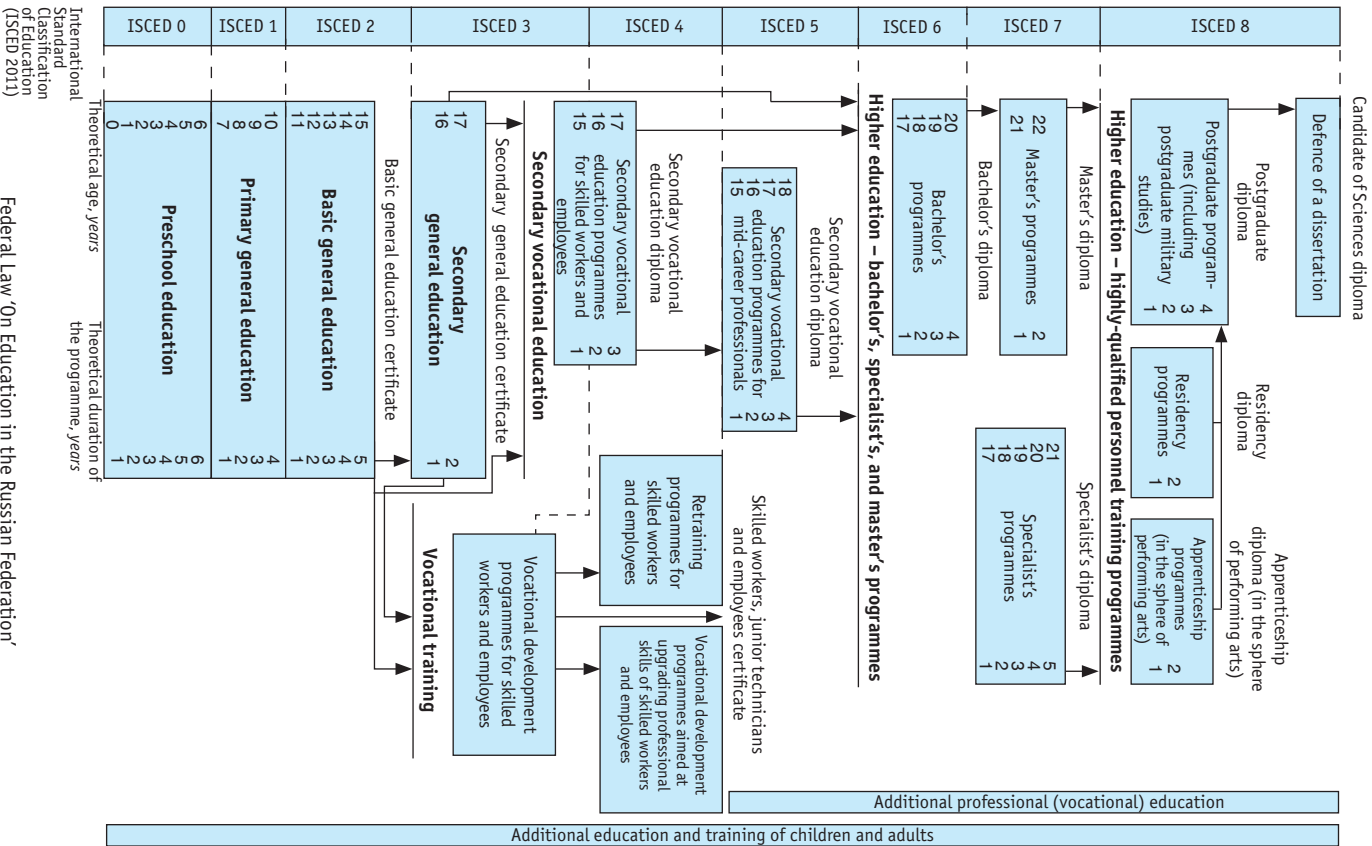
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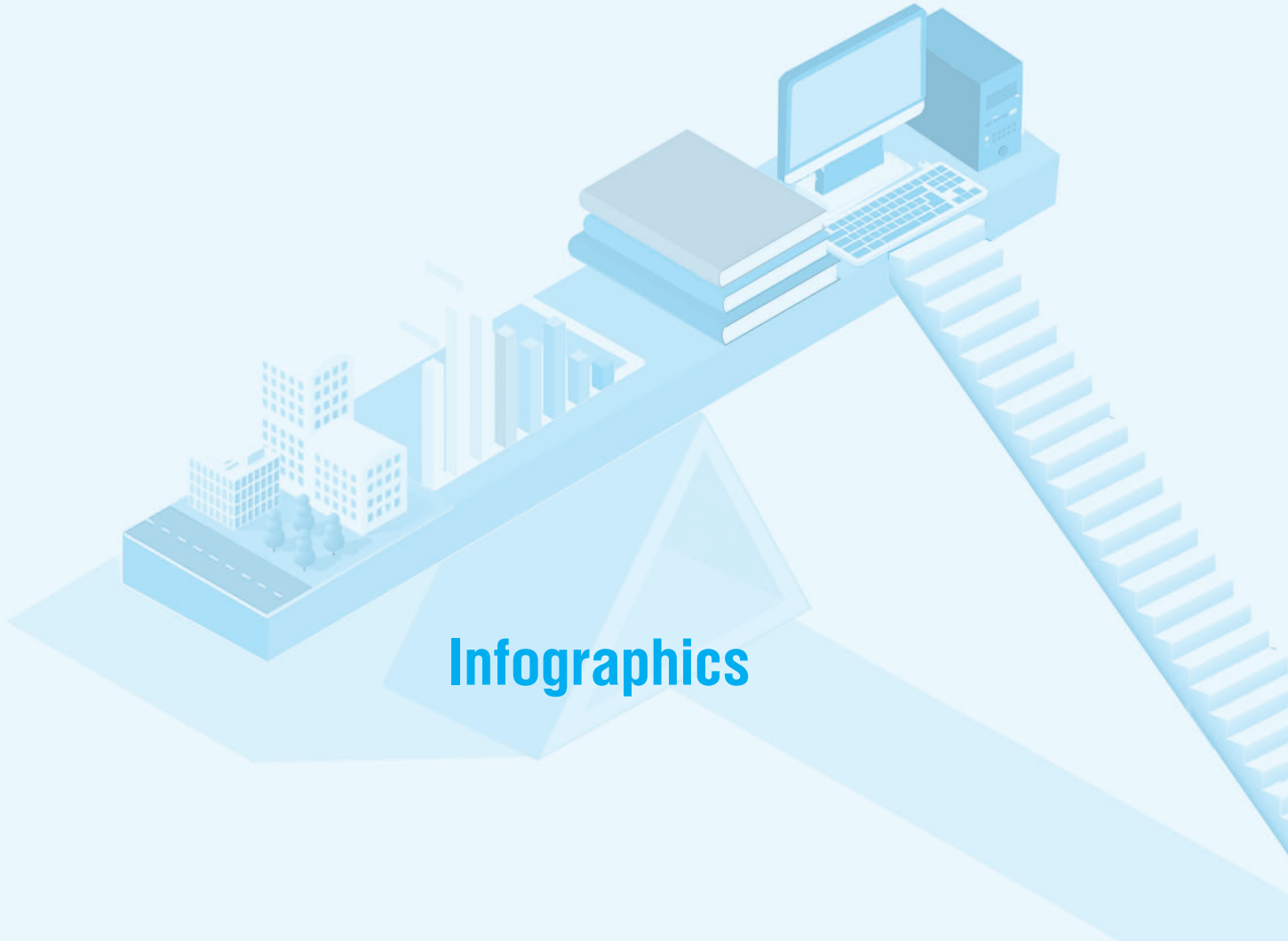
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Symbols used in tables are:
 ... data not available and not included in the totals,
 – data not applicable,
 0.0 insignificant value.

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

EDUCATION SYSTEM IN THE RUSSIAN FEDERATION





Infographics

26

**Educational attainment
of the population
(per 1,000 inhabitants)**

Aged 25–34

Aged 25–64

304	Higher education	405
21	Incomplete higher education	37
347	Secondary vocational education – programmes for mid-career professionals	283
102	Secondary vocational education – programmes for skilled workers and employees	84
168	Secondary general education	135
52	Basic general education	48
4	Primary general education	4
2	No primary general education	3

Expenditure on education



Total,
billion roubles

3550.3

4.1% of GDP

Public expenditure
3103.1
3.6% of GDP

Extra-budgetary funds
447.2
0.5% of GDP

Teaching personnel



Preschool education:

total – 656.2 thousand persons
educators – 530.1 thousand persons
1 educator per 14 children



Primary general, basic general, and secondary general education:

total 1,314.8 thousand persons
under 35 – 23.3%
aged 55 and over – 22.8%

teachers – 1,074.1 thousand persons
1 teacher per 14 students



Secondary vocational education:

total – **194.5** thousand persons

under 35 – **22.5%**

aged 55 and over – **32.9%**

teachers and industrial training instructors:

143.8 thousand persons

1 teacher (industrial training instructor) –

per **19** students (programmes for mid-career professionals)

per **14** students (programmes for skilled workers and employees)



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

Higher education faculty

staff – **261.0** thousand persons

under 35 – **17.3%**

aged 55 and over – **38.6%**

1 higher education teacher

per **10** students



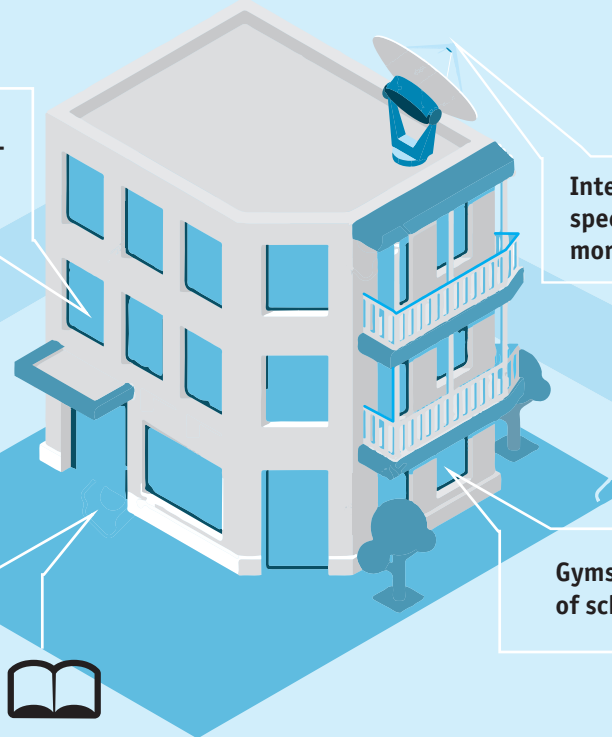
General education institutions: educational environment



Personal computers used
for educational purposes –
2,051 thousand
(13 per 100 students)



Internet connection
speed over **30 Mbps** –
more than **15%** of schools



One shift –
87.1% of students



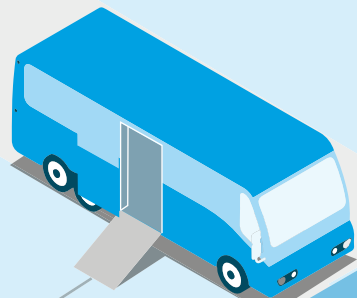
Gyms in **88.3%**
of schools



Students with limited mobility: accessibility of buildings (inclusive environment)



Primary general, basic general,
and secondary general
education – 36.1%



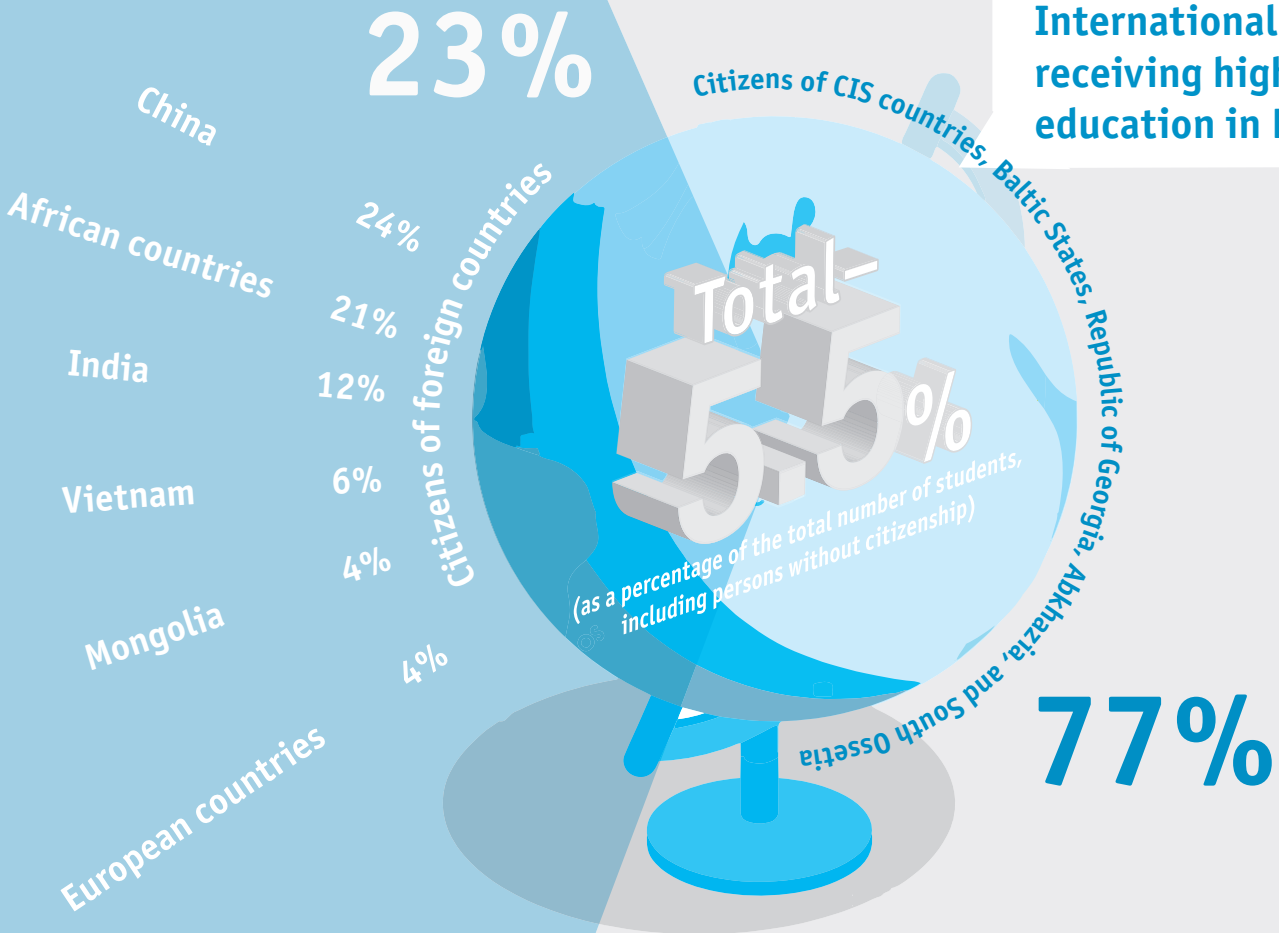
Secondary vocational education:
education and laboratory spaces
(buildings) – 39.8%
dormitories – 29.3%



Higher education (bachelor's,
specialist's, and master's
programmes): education and
laboratory spaces (buildings) – 42.5%
dormitories – 30.6%



International students receiving higher education in Russia

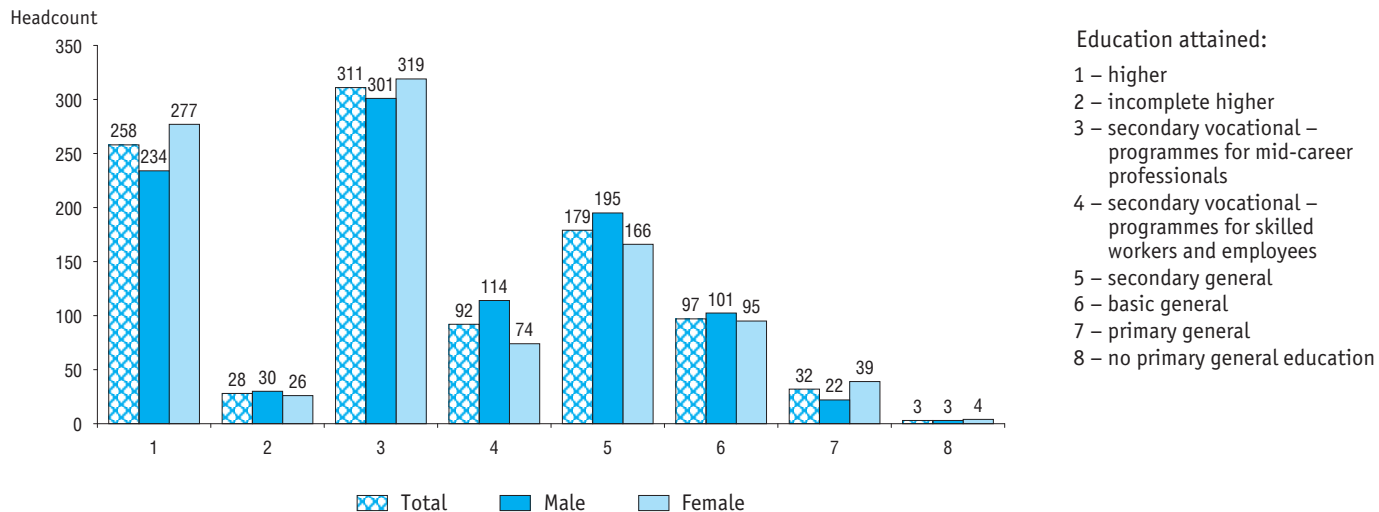




1. Educational Potential of the Population

1.1. EDUCATIONAL ATTAINMENT OF POPULATION AGED 15 AND OVER: 2015*

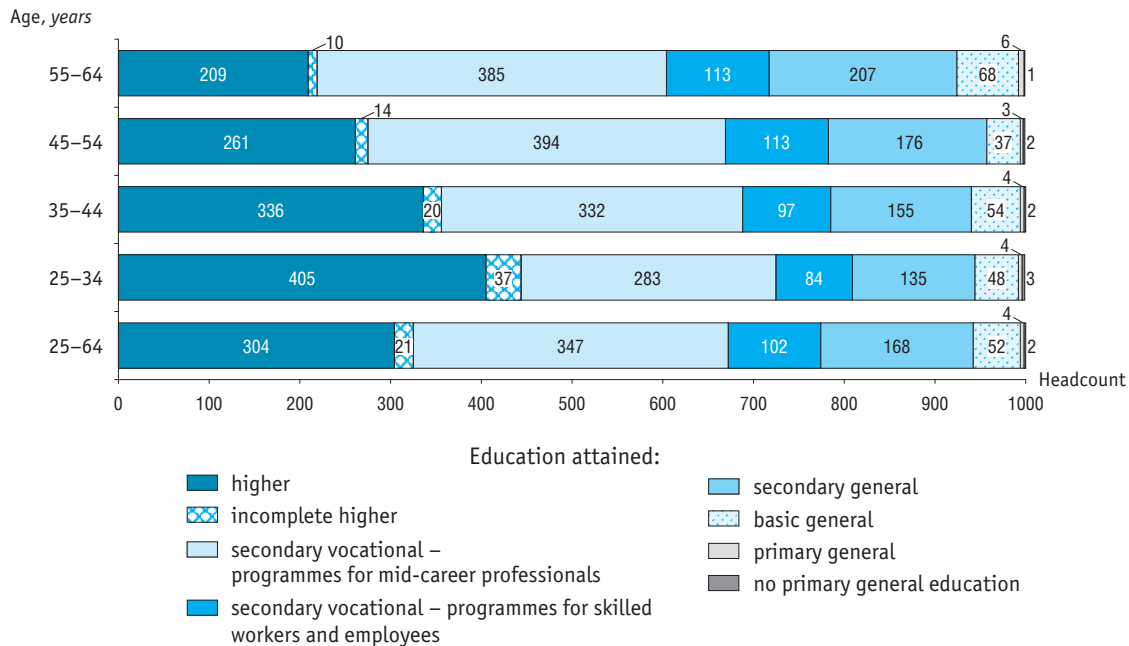
(per 1,000 inhabitants in each age group who indicated their educational attainment)



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

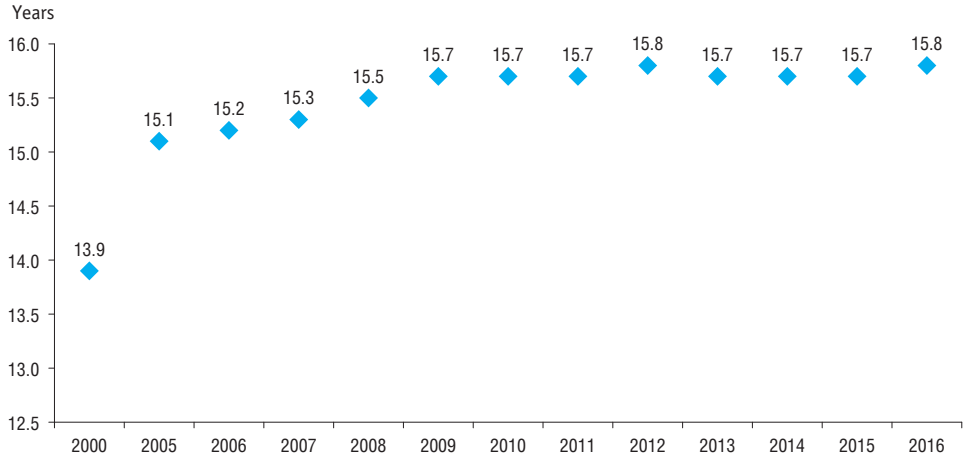
1.2. EDUCATIONAL ATTAINMENT OF POPULATION AGED 25–64 BY AGE: 2015*

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



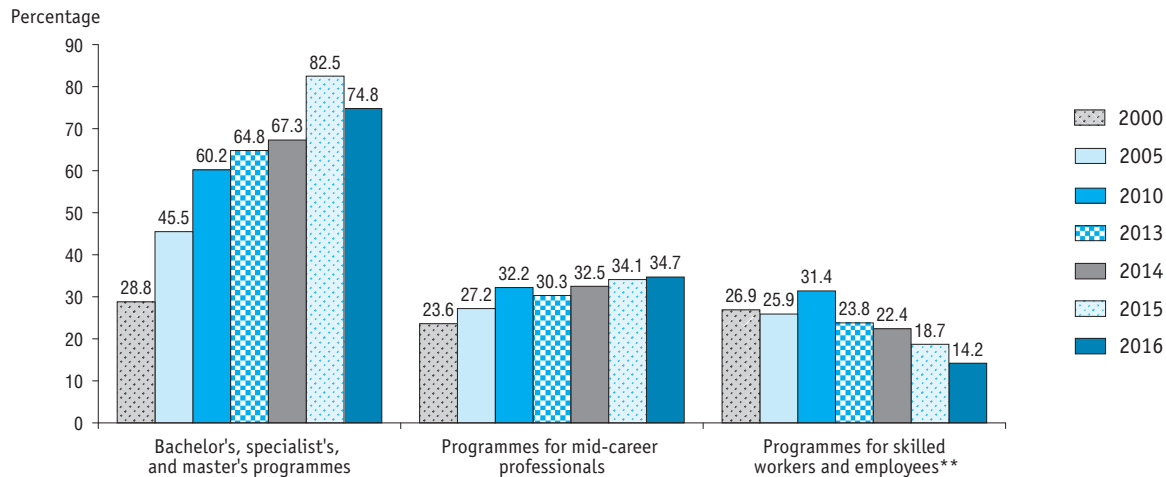
* According to the 2015 microcensus of Russia's population.

1.3. EDUCATION EXPECTANCY OF CHILDREN AGED 6



1.4. GRADUATION RATES AT PROFESSIONAL (VOCATIONAL) EDUCATION INSTITUTIONS

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

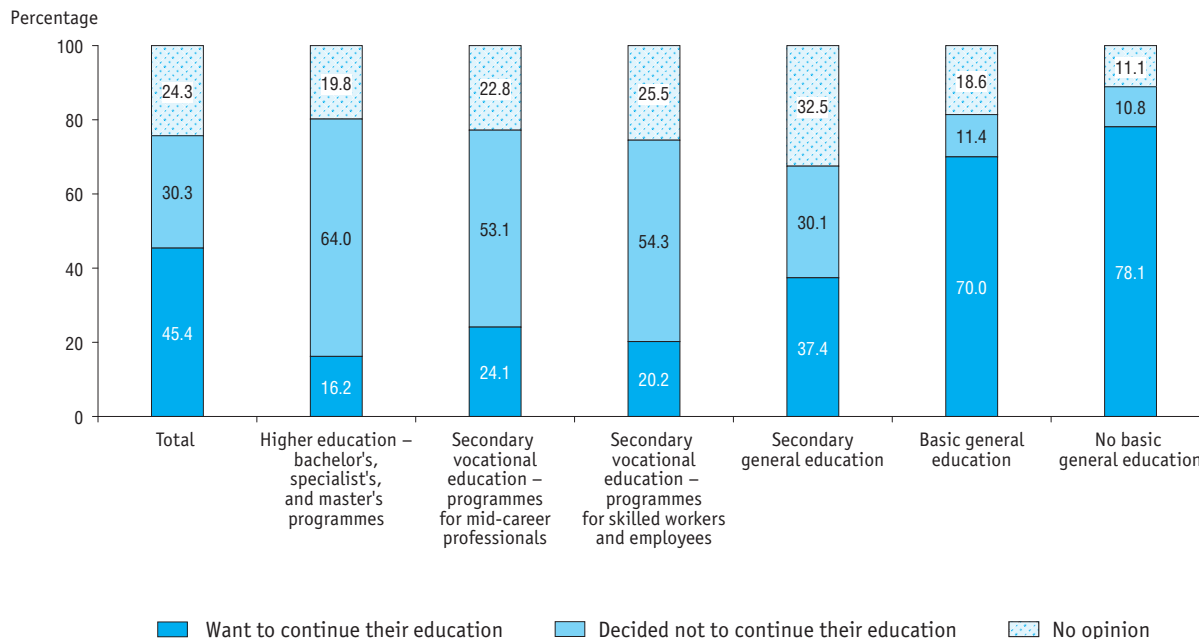


* 22 years – for graduates of bachelor's, specialist's, and master's programmes; 18 years – for graduates of programmes for mid-career professionals; and 17 years – for graduates of programmes for skilled workers and employees.

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

1.5. WILLINGNESS OF THE POPULATION TO CONTINUE THEIR EDUCATION BY EDUCATIONAL ATTAINMENT: 2016*

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

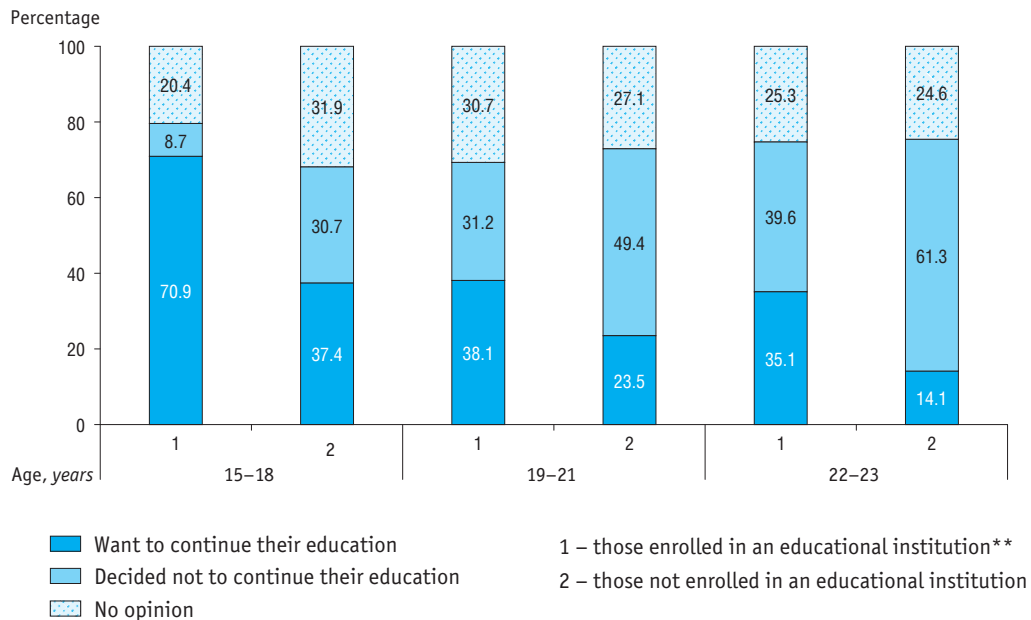


* According to the Comprehensive monitoring of living conditions.

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

1.6. WILLINGNESS OF POPULATION AGED 15-23 TO CONTINUE THEIR EDUCATION BY AGE: 2016*

(as a percentage of respondents aged 15-23 in each age group)



* According to the Comprehensive monitoring of living conditions.

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

1.7. EDUCATIONAL STRATEGIES OF THE POPULATION: 2016*

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

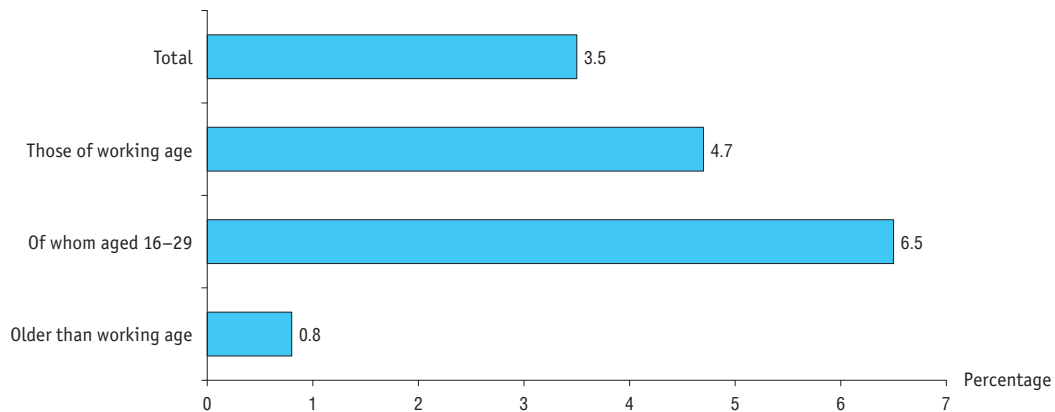
	Total	Of whom those who want to continue their education			
		at vocational education institutions implementing secondary vocational education programmes		at higher education institutions	in educational institutions according to postgraduate programmes (including postgraduate military studies), residency programmes and apprenticeship programmes
		for skilled workers and employees	for mid-career professionals		
Individuals aged 15–55 (females)/15–60 (males) enrolled in educational institutions** and young adults under 24 who want to continue their education, total	100	1.7	6.5	70.0	21.9
Of whom those enrolled at:					
secondary vocational education institutions under programmes:					
for skilled workers and employees	100	5.2	18.3	76.1	0.4
for mid-career professionals	100	1.4	12.3	86.3	0.0
higher education institutions	100	1.1	0.5	59.1	39.3

* According to the Comprehensive monitoring of living conditions.

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

1.8. PARTICIPATION OF POPULATION AGED 15 AND OVER IN ADDITIONAL EDUCATION BY AGE: 2016*

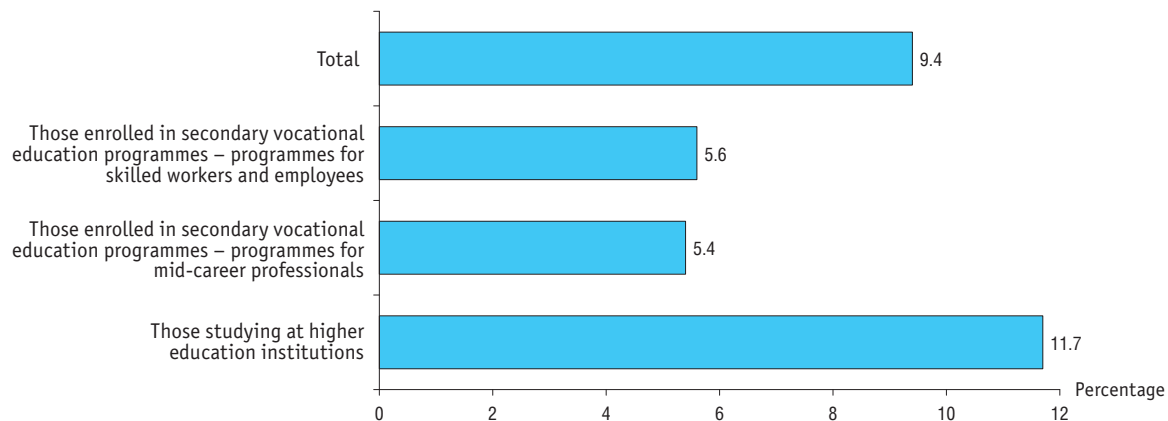
(respondents who indicated their attendance of courses or other participation in additional education as a percentage of respondents in each group)



* According to the Comprehensive monitoring of living conditions; excluding the students of general education institutions.

1.9. PARTICIPATION OF POPULATION AGED 15 AND OVER ENROLLED IN PROFESSIONAL (VOCATIONAL) EDUCATION PROGRAMMES IN ADDITIONAL EDUCATION: 2016*

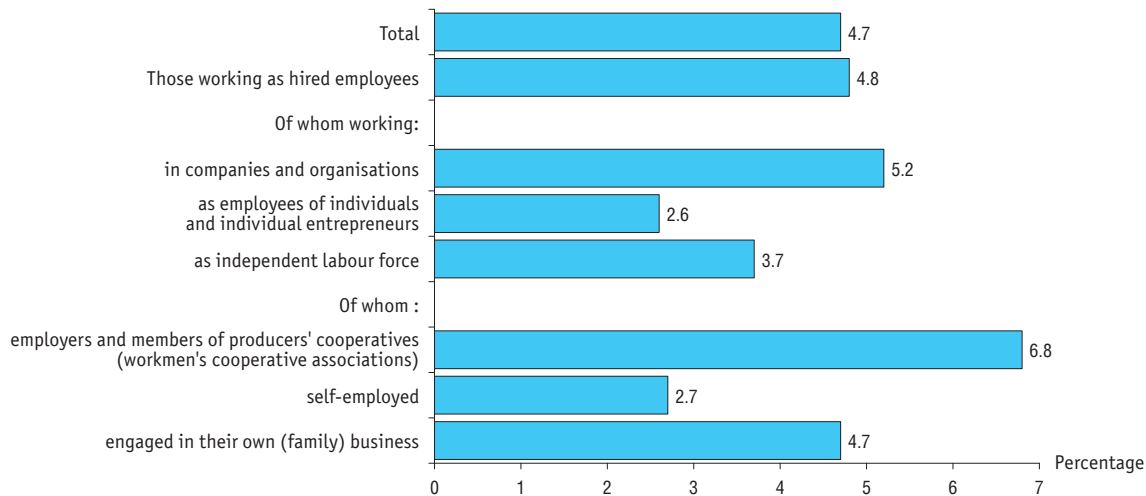
(respondents who indicated their attendance of courses or other participation in additional education as a percentage of respondents in each group)



* According to the Comprehensive monitoring of living conditions.

1.10. PARTICIPATION OF POPULATION EMPLOYED IN THE ECONOMY AGED 15 AND OVER IN ADDITIONAL EDUCATION BY EMPLOYMENT STATUS: 2016*

(respondents employed in the economy who indicated attendance of courses or other participation in additional education as a percentage of respondents employed in the economy in each group)



* According to the Comprehensive monitoring of living conditions.

1.11. PARTICIPATION OF THE POPULATION IN LIFELONG LEARNING

(as a percentage of respondents aged 25–64)

	2006	2008	2010	2012	2013	2014	2015	2016
Total participation within the last 12 months*	22.4	24.8	21.7	27.3	31.0	27.0**	24.0**	29.5**
Including the following types of lifelong learning:								
formal education	4.5	2.7	1.3	2.7	2.2	1.9	7.5	6.8
postgraduate studies, doctoral studies	0.2	0.2	0.0	0.2	0.3	0.2	0.5	0.4
higher education – bachelor's, specialist's, and master's programmes	2.3***	1.4***	1.0	1.8	1.7	1.3	2.0	2.0
secondary vocational education – programmes for mid-career professionals	1.3	0.4	0.1	0.1	0.1	0.3	3.3	2.6
secondary vocational education – programmes for skilled workers and employees	0.3	0.4	0.2	0.8	0.2	0.1	2.0	2.0
non-formal education	8.0	12.1	6.8	13.5	12.7	14.1**	12.2**	15.9**
higher education institution – second university degree programmes or master's programmes in a different sphere	...	...	0.1	0.6	0.2	0.5	0.9	1.1
career development courses	4.6	5.4	3.3	6.3	5.8	5.4	4.5	3.3
professional conferences, seminars, and regularly conducted training events	1.5	1.4	1.5	3.7	3.5	3.9	2.2	3.0
lectures, conferences, seminars, and one-off professional (vocational) training events	1.1	3.2	1.8	4.7	3.1	3.7	1.4	2.1
amateur (hobby) courses (housekeeping, dressmaking, driving, etc.)	0.9	2.3	1.2	2.1	2.1	1.5	1.3****	1.6****
professional courses (to acquire new professions)	1.6	1.6	1.0	1.3	1.4	0.7	0.5	2.0
private lessons with a tutor, instructor	...	...	0.3	1.4	0.5	0.6	0.3	0.5
MBA studies	0.0	0.0	0.0	0.5	0.1	0.2	0.3	0.3
internship	...	...	...	...	...	0.5**	0.7**	1.8**
supervised on-the-job training	...	...	...	...	...	1.3**	1.0**	1.5**

(continued)

	2006	2008	2010	2012	2013	2014	2015	2016
target-oriented training courses (aimed at mastering new equipment, technology, computer software, materials, labour laws, etc.)	...	...	...	...	...	1.4**	1.4**	2.0**
driving courses for vehicles of different categories	...	...	...	...	...	...	1.5**	1.0**
civil safety courses, labour protection courses, etc., concerning safety training and fire safety training	...	...	...	...	...	...	1.1**	2.1**
informal learning	17.4	20.9	17.8	24.4	28.5**	24.6**	20.4**	25.5**
self-education using printed materials (professional books, journals, etc.)	12.7	12.8	11.9	15.4	17.4	12.3	10.3	8.8
excursions to museums, cultural and historic sites, natural sites and industrial sites	...	...	2.0	5.2	5.9	3.5	3.8	4.5
using educational radio and TV programmes	2.0	3.1	3.1	4.3	5.5	3.1	3.7	2.7
learning useful skills (e.g. computer software, driving, dressmaking, knitting, etc.) under the supervision of a friend or a family member	...	...	4.1	5.1	5.3	2.7	3.7	5.5
learning in the workplace under the supervision of tutors, colleagues	3.7	5.6	3.2	4.2	5.1	2.4	3.9*****	4.8*****
computer-based learning, including online learning	0.8	2.1	4.4	4.6	3.6	2.6	3.3	4.0
learning with the use of audiovisual materials	2.9	3.1	1.3	3.6	2.2	0.8	1.9	1.8
attending learning centres, including libraries	6.3	4.4	1.5	2.8	1.8	1.4	1.7	2.6
getting advisory support on topic-specific Internet forums	...	...	...	...	3.8**	2.8**	2.6**	2.7**
self-education using podcasts or online apps for mobile phones, tablets, etc. (downloadable courses, one-off lectures, or masterclasses)	...	...	...	...	0.9**	2.0**	0.9**	1.3**
self-education based on online webcasts of lectures/presentations, webinars	...	...	...	...	0.5**	0.6**	1.0**	1.8**

(continued)

	2006	2008	2010	2012	2013	2014	2015	2016
self-education based on other materials available on the Internet	6.1**	7.4**	4.8**	5.9**
attending public talks, seminars, public speeches in parks, cafes, museums, etc.	2.3**	1.8**	1.6**	2.2**
attending foreign language clubs	0.5**	0.2**	0.4**	0.8**
attending public masterclasses, workshops	0.4**	0.7**	1.4**	1.6**

* Over the 12 months, the respondents could have received formal education, as well as additional (non-formal) education/training, and/or engage in informal learning. In 2014, for example, 15.4% of respondents received both formal and non-formal education (of at least one type).

** The indices are calculated on the basis of the extended list of educational activities.

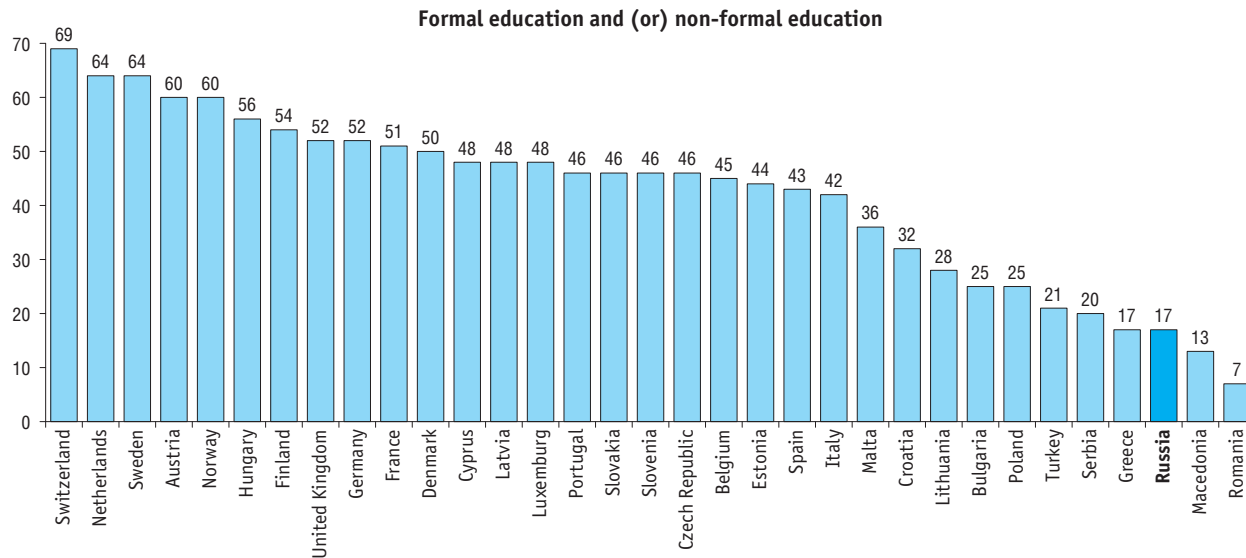
*** In the 2006, 2008 surveys, the 'higher education' section included second university degree programmes or master's degree programmes in a different sphere. For 2010, 2012–2014 data, this position was included into non-formal education.

**** Since 2015, without driving courses (given as a separate entry).

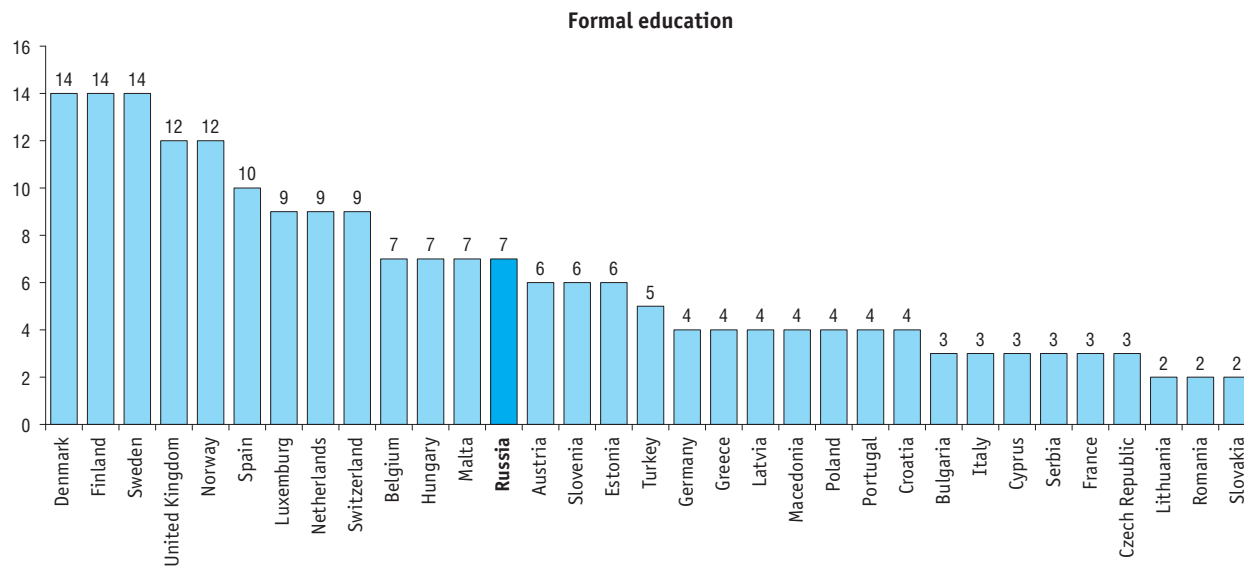
***** Since 2015, 'receiving vocational skills on-the-job (independent education or mentorship, excluding supervised training)'.

1.12. PARTICIPATION OF THE POPULATION OF RUSSIA AND EUROPEAN COUNTRIES IN LIFELONG LEARNING BY TYPE: 2016

(as a percentage of respondents aged 25–64)

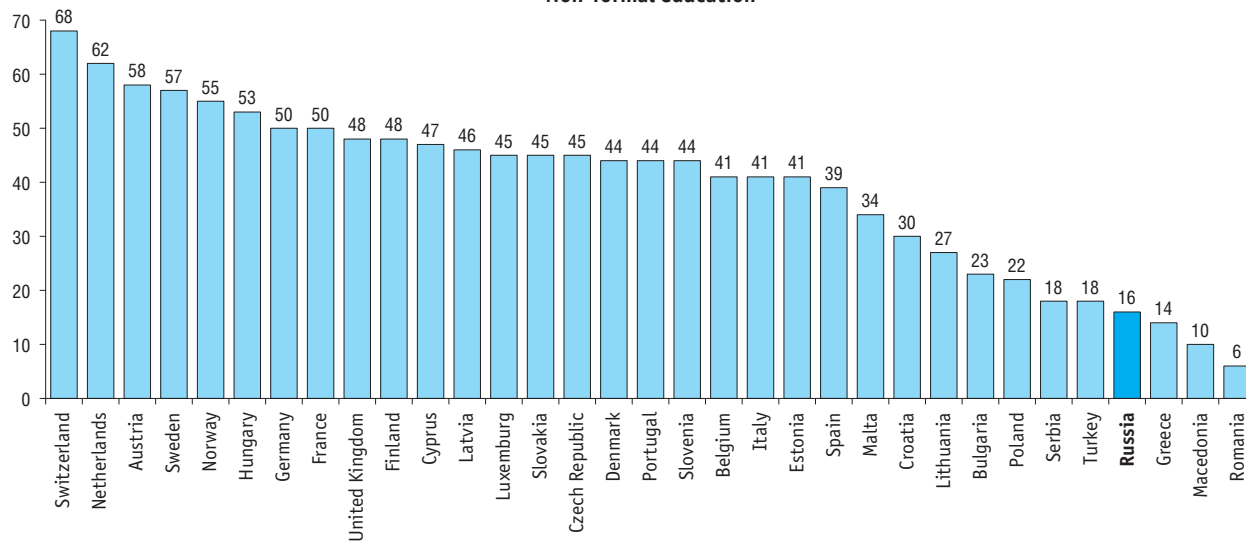


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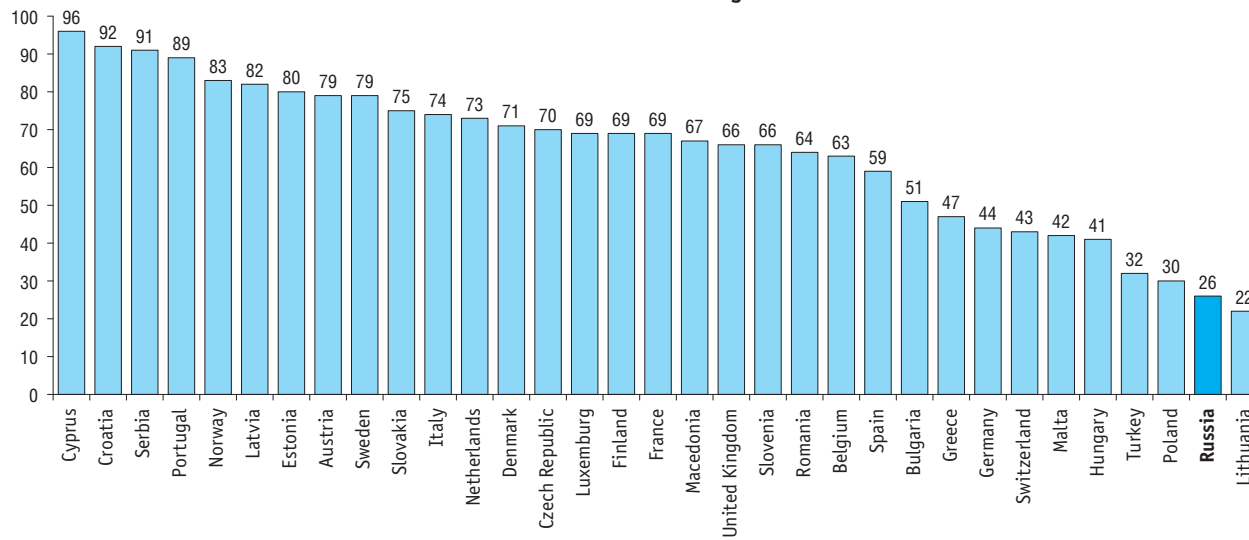
(continued)

Non-formal education



(continued)

Informal learning



TECHNICAL NOTES

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

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

Comprehensive monitoring of living conditions is conducted by the Federal State Statistics Service (Rosstat) in furtherance of Decree of the Government of the Russian Federation no. 946 'On the Organisation of a National Statistical System for Observing Socio-Demographic Issues and Monitoring Mortality, Morbidity and Disability Rates and the Resulting Economic Losses' of November 27, 2010.

The monitoring is carried out on the basis of a sampling method in all the constituent entities (regions) of the Russian Federation, covering 60 thousand households as of 2016. Population data was

gathered over a period from October 1, 2016 till October 16, 2016. After concluding the results of the monitoring, they will apply to all private households and all the people living in them by way of applying weighting factors calculated as inversely proportional to selection probabilities.

The data on the **participation of the population in lifelong learning** are given on the basis of representative surveys of the population. The source of the data for European countries is Eurostat (<http://epp.eurostat.ec.europa.eu>, results of the 'Adult Education Surveys – AES' conducted in 2007, 2011, and 2016); the source of the data for Russia is prepared by the HSE Institute for Statistical Studies and Economics of Knowledge (the results of the 'Lifelong Learning' surveys conducted in 2006, 2008, 2010, 2012, 2013, 2014, 2015, and 2016 jointly with the Levada Analytical Centre; with 1138, 1135, 2256, 1156, 1136, 1189, 1156, and 1175 individuals aged 25–64 surveyed, respectively).

The term **lifelong learning** encompasses all purposeful learning activities, formal, non-formal, or informal, undertaken on an ongoing basis with the goal of improving knowledge, skills, and competences.

Formal education includes education on different levels (secondary general, secondary vocational, higher) provided by educational institutions, including postgraduate education up to a doctor's degree. In international practice, there is an indicator called 'participation of population in formal education' which provides a

percentage of individuals aged 25–64, who enrolled into any programmes of any level of the formal education system over the last 12 months.

Non-formal (additional) education covers organised educational activities which are not part of formal education programmes: career development courses; professional and amateur courses; vocational lectures, seminars, training events (conducted on-the-job regularly or ad-hoc); additional education programmes (including MBA studies). In international practice, an indicator called ‘participation of the population in non-formal education’ which provides a percentage of individuals aged 25–64 who enrolled into any programmes of any level of the non-formal education over the last 12 months. An indicator called ‘participation of population in formal and (or) non-formal education’ is also used and provides a percentage of individuals aged 25–64, who par-

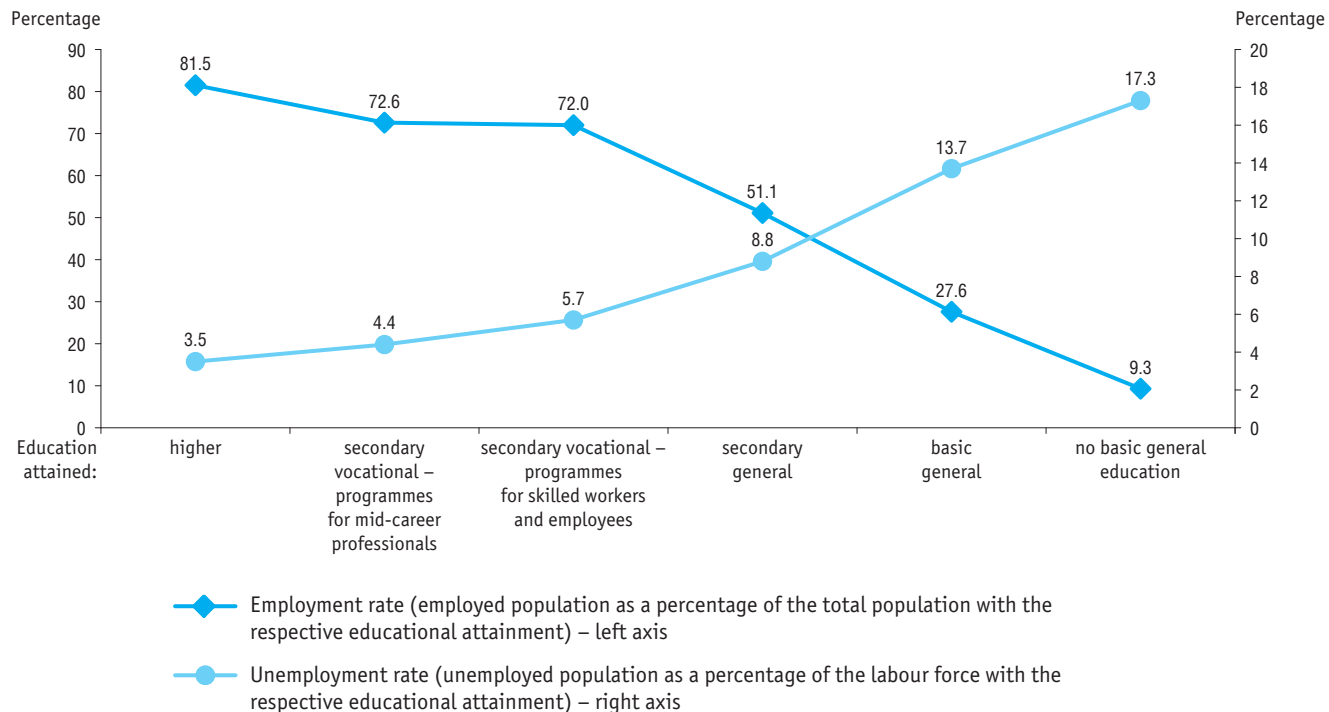
ticipated in all organised educational activities over the last 12 months.

Informal learning (self-education) is independent learning, which, unlike formal and non-formal education, is not recorded by way of a diploma or other document but broadens the knowledge and skills of individuals. In international practice, this indicator is called ‘participation of population in informal learning’. It provides a percentage of individuals aged 25–64 who have been independently acquiring knowledge and skills over the last 12 months using printed materials (professional books, journals, etc.); technical devices (audio-visual records, computers, the Internet); visiting knowledge dissemination organisations (libraries, museums, exhibitions, theatres, cinemas, etc.); using educational TV and radio programmes; studying under the tutelage of relatives, friends, or colleagues, etc.



2. Education and Labour Market

2.1. EMPLOYMENT AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT: 2016*



* Here and below (tables 2.2–2.5, 2.7–2.12, pic. 2.6) – the information is given according to the results of national labour force surveys.

2.2. EMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT

	2000	2005	2010	2012	2013	2014	2015	2016		
								Total	Male	Female
Total employment, thousand persons	65070	68339	69934	71545	71391	71539	72324	72393	37201	35192
Education attained:										
higher	13981	16646	20381	21740	22616	23045	23847	24216	10953	13263
incomplete higher*	2104	1290	–	–	–	–	–	–	–	–
secondary vocational – programmes for mid-career professionals	20118	17519	18960	18748	18400	18486	18668	18755	8255	10500
secondary vocational – programmes for skilled workers and employees	6603	12598	13683	13955	13237	13618	13853	13869	8773	5097
secondary general	15056	15446	13894	14236	14446	13745	13322	13107	7652	5455
basic general	5657	4367	2778	2671	2511	2484	2485	2315	1483	832
no basic general education	1551	474	237	196	181	160	147	129	85	44
Employment rate (employed population as a percentage of the total population with the respective educational attainment)	58.5	61.3	62.7	64.9	64.8	65.3	65.3	65.7	71.6	60.4
Education attained:										
higher	79.0	81.3	81.2	82.4	81.8	82.2	77.7	81.5	86.6	77.8
incomplete higher*	49.3	40.4	–	–	–	–	–	–	–	–
secondary vocational – programmes for mid-career professionals	72.5	75.0	73.3	74.3	73.8	73.8	72.8	72.6	81.1	67.0
secondary vocational – programmes for skilled workers and employees	68.1	75.5	72.3	73.7	73.0	72.8	72.1	72.0	77.9	63.7
secondary general	56.4	52.9	48.7	50.0	50.4	51.3	50.8	51.1	59.8	42.5
basic general	34.1	28.7	25.4	28.1	27.3	26.8	27.9	27.6	33.9	20.7
no basic general education	18.3	13.9	11.1	11.6	11.1	9.5	9.8	9.3	12.1	6.5

* As of 2009, incomplete higher education is included into the most recent completed level of education.

2.3. EMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT AND AGE: 2016

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

	Total	Education attained					
		higher	secondary vocational – programmes for mid-career professionals	secondary vocational – programmes for skilled workers and employees	secondary general	basic general	no basic general education
Total employment	65.7	81.5	72.6	72.0	51.1	27.6	9.3
Age, years:							
15–19	6.4	–	49.1	57.7	9.2	3.1	2.1
20–24	49.9	73.4	75.7	77.1	26.1	44.2	22.1
25–29	82.9	86.8	86.5	85.2	74.0	62.6	24.1
30–34	85.4	89.3	88.7	87.3	78.4	62.7	23.4
35–39	87.5	92.4	90.7	88.4	80.7	67.7	27.4
40–44	89.4	94.7	92.7	89.4	82.6	68.4	22.6
45–49	88.9	94.7	91.2	88.1	82.0	66.3	30.1
50–54	83.9	91.3	85.6	82.8	77.6	62.2	26.0
55–59	62.7	74.9	62.2	63.2	54.8	43.4	20.9
60–64	31.1	43.2	31.8	29.8	24.7	19.4	9.2
65–72	11.5	17.5	12.2	10.7	8.6	7.1	5.7

2.4. UNEMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT

	2000	2005	2010	2012	2013	2014	2015	2016		
								Total	Male	Female
Total unemployment, thousand persons	7700	5242	5544	4131	4137	3889	4264	4243	2269	1975
Education attained:										
higher	757	541	834	676	721	709	839	868	389	479
incomplete higher*	268	145	–	–	–	–	–	–	–	–
secondary vocational – programmes for mid-career professionals	2028	1020	1152	799	805	765	885	870	413	457
secondary vocational – programmes for skilled workers and employees	940	977	1154	839	803	786	859	846	529	316
secondary general	2425	1751	1799	1355	1376	1223	1257	1266	684	581
basic general	1084	744	547	416	395	372	385	368	234	134
no basic general education	198	64	58	46	38	35	40	27	19	8
Unemployment rate (unemployed population as a percentage of the labour force with the respective educational attainment)	10.6	7.1	7.3	5.5	5.5	5.2	5.6	5.5	5.7	5.3
Education attained:										
higher	5.1	3.1	3.9	3.0	3.1	3.0	3.4	3.5	3.4	3.5
incomplete higher*	11.3	10.1	–	–	–	–	–	–	–	–
secondary vocational – programmes for mid-career professionals	9.2	5.5	5.7	4.1	4.2	4.0	4.5	4.4	4.8	4.2
secondary vocational – programmes for skilled workers and employees	12.5	7.2	7.8	5.7	5.7	5.5	5.8	5.7	5.7	5.8
secondary general	13.9	10.2	11.5	8.7	8.7	8.2	8.6	8.8	8.2	9.6
basic general	16.1	14.6	16.4	13.5	13.6	13.0	13.4	13.7	13.6	13.8
no basic general education	11.3	11.9	19.7	18.9	17.2	17.7	21.3	17.3	18.3	15.3

* As of 2009, incomplete higher education is included into the most recent completed level of education.

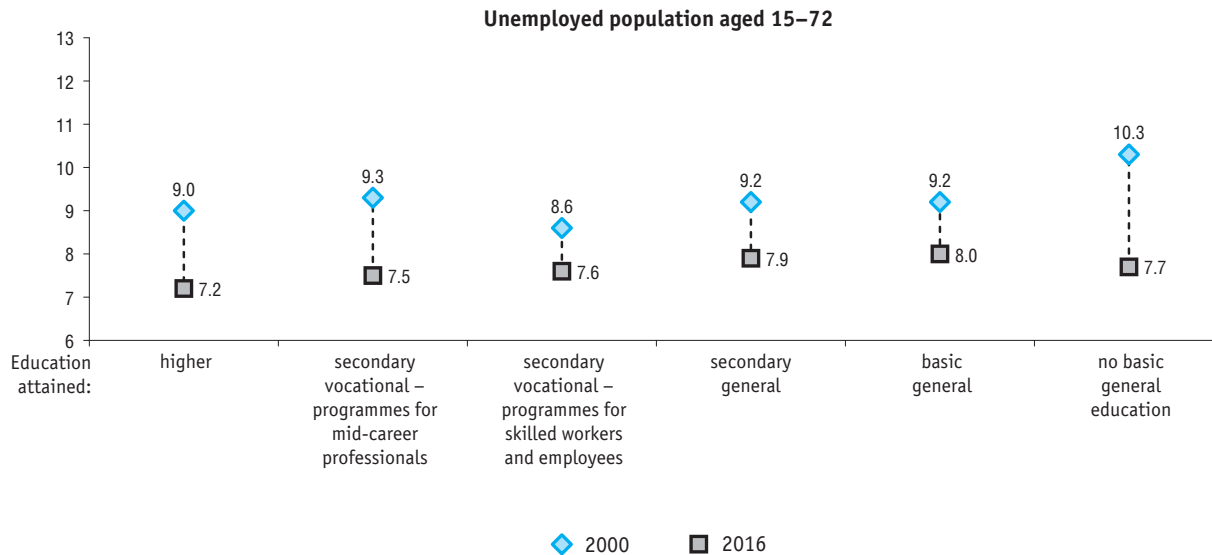
2.5. UNEMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT AND AGE: 2016

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

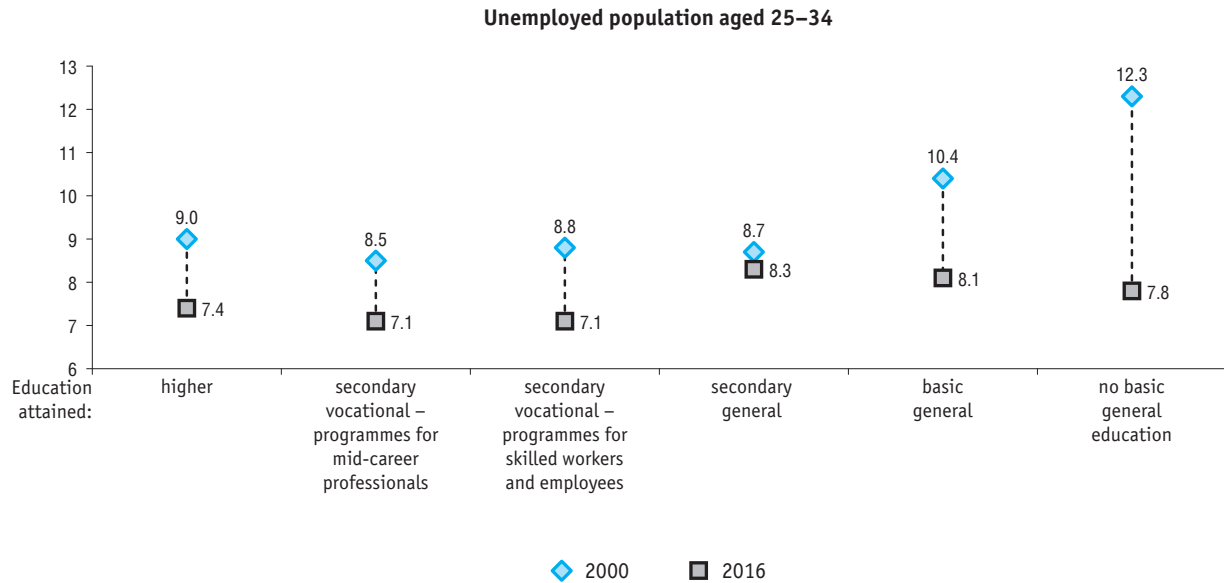
	Total	Education attained					
		higher	secondary vocational – programmes for mid-career professionals	secondary vocational – programmes for skilled workers and employees	secondary general	basic general	no basic general education
Total unemployment	5.5	3.5	4.4	5.7	8.8	13.7	17.3
Age, years:							
15–19	29.1	–	31.9	23.3	31.2	27.5	20.9
20–24	14.9	14.5	11.8	12.0	19.0	22.9	17.6
25–29	6.3	4.4	4.9	6.6	10.4	16.0	18.3
30–34	5.1	3.0	4.0	5.8	8.4	15.6	20.4
35–39	4.6	2.4	3.5	5.4	7.6	12.4	20.2
40–44	4.0	2.2	2.9	5.0	6.3	11.8	29.3
45–49	4.0	1.9	3.3	5.1	6.1	12.1	9.9
50–54	4.3	2.4	4.0	5.3	5.9	9.3	8.3
55–59	3.8	2.3	3.4	4.1	5.4	7.6	10.5
60–64	3.4	2.9	3.5	3.3	3.6	5.0	4.8
65–72	3.2	2.0	3.8	3.7	3.7	3.6	2.9

2.6. AVERAGE DURATION OF UNEMPLOYMENT BY EDUCATIONAL ATTAINMENT

(average job seeking period; months)



(continued)



2.7. LONG-TERM UNEMPLOYMENT BY EDUCATIONAL ATTAINMENT AND GENDER: 2016

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

	Unemployed population aged 15–72			Unemployed population aged 25–34		
	Total	Male	Female	Total	Male	Female
Total	29.6	28.6	30.6	29.6	28.3	30.9
Education attained:						
higher	24.9	24.6	25.1	27.3	28.6	26.3
secondary vocational – programmes for mid-career professionals	28.5	26.9	29.9	26.7	25.3	28.1
secondary vocational – programmes for skilled workers and employees	29.9	28.7	31.8	26.4	23.4	30.6
secondary general	31.9	30.3	33.8	34.4	32.7	36.1
basic general	34.1	32.9	36.1	33.7	30.9	38.4
no basic general education	34.0	34.6	32.5	31.1	30.0	33.3

2.8. LABOUR FORCE PARTICIPATION OF POPULATION WITH HIGHER EDUCATION BY FIELD OF EDUCATION: 2016

	Labour force, <i>thousand persons</i>	Of whom		Employment rate, <i>percentage*</i>	Unemployment rate, <i>percentage**</i>
		employed	unemployed		
Total	25084	24216	868	81.5	3.5
Fields of education:					
Economics and management	6796	6504	292	82.5	4.3
Education and educational research	4116	3997	119	78.6	2.9
Humanities	3198	3062	136	83.9	4.3
Healthcare	1553	1534	19	83.7	1.2
Architecture and construction	1214	1173	41	81.2	3.4
Power generation and engineering, electrical machinery	927	902	24	83.1	2.6
Agriculture and fisheries	759	729	29	75.8	3.9
Metallurgy, mechanical engineering, and materials processing	783	760	24	78.9	3.0
Computer engineering	714	694	20	91.7	2.8
Motor vehicles	649	626	23	84.8	3.5
Physics and mathematics	425	416	9	82.0	2.1
Electronic equipment, radio engineering, and communication	484	473	11	81.9	2.4
Culture and arts	462	446	17	80.8	3.6

* Employed population as a percentage of the total population with higher education in the corresponding field of education.

** Unemployed population as a percentage of labour force with higher education in the corresponding field of education.

2.9. LABOUR FORCE PARTICIPATION OF POPULATION WITH SECONDARY VOCATIONAL EDUCATION – PROGRAMMES FOR MID-CARRER PROFESSIONALS BY FIELD OF EDUCATION: 2016

	Labour force, <i>thousand persons</i>	Of whom		Employment rate, <i>percentage*</i>	Unemployment rate, <i>percentage**</i>
		employed	unemployed		
Total	19625	18755	870	72.6	4.4
Fields of education:					
Economics and management	3756	3563	193	67.8	5.2
Healthcare	2777	2718	59	75.1	2.1
Motor vehicles	1967	1870	97	80.5	4.9
Education and educational research	1728	1672	56	70.8	3.3
Metallurgy, mechanical engineering, and materials processing	1076	1025	51	72.4	4.7
Agriculture and fisheries	1008	959	49	69.2	4.9
Power generation and engineering, electrical machinery	1043	1003	40	77.0	3.8
Architecture and construction	1027	972	55	72.6	5.4
Technology of food products and consumer goods	1119	1062	57	66.3	5.1
Humanities	667	625	42	80.9	6.4
Electronic equipment, radio engineering, and communication	481	458	23	71.6	4.8
Culture and arts	496	474	22	69.9	4.4
Computer engineering	378	353	26	82.0	6.8

* Employed population as a percentage of the total population with secondary vocational education – programmes for mid-carrer professionals in the corresponding field of education.

** Unemployed population as a percentage of labour force with secondary vocational education – programmes for mid-carrer professionals in the corresponding field of education.

2.10. LABOUR FORCE PARTICIPATION OF POPULATION WITH SECONDARY VOCATIONAL EDUCATION – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY FIELD OF EDUCATION: 2016

	Labour force, <i>thousand persons</i>	Of whom		Employment rate, <i>percentage*</i>	Unemployment rate, <i>percentage**</i>
		employed	unemployed		
Total	14716	13870	846	72.0	5.7
Fields of education:					
Metalworking	2793	2629	164	76.5	5.9
Public catering, trade and manufacturing of food products	2799	2634	165	68.6	5.9
Transport	2624	2493	132	78.8	5.0
Agriculture	1144	1060	84	71.4	7.3
Construction	1302	1217	84	67.5	6.5
Light industry	950	895	55	61.3	5.8
Clerical occupations	456	427	30	65.5	6.5
Services	617	593	24	77.6	3.9
Common occupations for all types of economic activities	939	883	56	73.4	6.0

* Employed population as a percentage of the total population with secondary vocational education – programmes for skilled workers and employees in the corresponding field of education.

** Unemployed population as a percentage of labour force with secondary vocational education – programmes for skilled workers and employees in the corresponding field of education.

2.11. LABOUR FORCE PARTICIPATION OF 2013-2015 GRADUATES OF VOCATIONAL EDUCATION INSTITUTIONS AND HIGHER EDUCATION INSTITUTIONS: 2016

	Labour force, <i>thousand persons</i>	Of whom		Employment rate, <i>percentage*</i>	Unemployment rate, <i>percentage**</i>
		employed	unemployed		
Total	4827	4397	429	80.6	8.9
Education attained:					
higher	2974	2757	217	83.4	7.3
secondary vocational – programmes for mid-career professionals	1314	1170	144	76.9	11.0
secondary vocational – programmes for skilled workers and employees	539	470	69	75.1	12.8

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

** Unemployed population as a percentage of the total number of graduates with the corresponding educational attainment included into the labour force.

2.12. CORRESPONDENCE BETWEEN THE MAIN JOB AND OBTAINED PROFESSION OF THE EMPLOYED POPULATION BY EDUCATIONAL ATTAINMENT

	2014	2015	2016
Total employment, thousand persons	71539	72324	72393
Of whom having a job related to their profession, <i>percentage</i>			
Total	55.3	54.8	52.3
Education attained:			
higher	23.5	23.8	24.0
secondary vocational – programmes for mid-career professionals	15.6	15.4	15.4
secondary vocational – programmes for skilled workers and employees	10.9	10.7	10.5

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

	2000	2005	2010	2012	2013	2014	2015	2016
Total	315.3	342.0	393.7	364.3	354.8	343.3	437.2	318.7
Of whom female who upon graduation	172.2	186.2	216.9	203.9	201.4	193.2	240.2	176.5
Received a work placement	146.0	166.6	186.1	172.8	166.6	149.5	169.7	107.5
Did not receive a work placement	36.2	23.8	28.3	20.3	21.4	22.3	28.8	17.9
Of whom due to lack of job offers	21.5	11.7	8.8	5.8	6.2	7.2	9.7	6.2
Of whom female graduates who did not receive a work placement	22.1	14.2	17.0	11.9	13.5	13.0	16.9	10.2
Did not participate in work placement	133.1	151.5	179.2	171.3	166.8	171.5	238.6	193.3
Wanted to find a job independently	76.4	96.3	93.7	90.7	83.8	86.2	109.5	80.1
Of whom declined work placements due to unsatisfactory terms and conditions of the employer's contract	...	...	4.4	4.2	3.4	3.8	5.9	2.1
Continued their studies at the next level in intramural full-time mode	48.2	44.6	61.9	58.6	61.3	64.6	100.8	97.3
Were conscripted into the Russian Armed Forces	8.5	10.6	23.6	22.0	21.7	20.8	28.4	15.9

* Excluding graduates whose education was funded by individuals and/or legal entities under commercial contracts of paid educational services provision.

2.14. GRADUATION RATES BY JOB SEEKING METHOD AND EDUCATIONAL ATTAINMENT*

(as a percentage of graduates with the corresponding educational attainment)

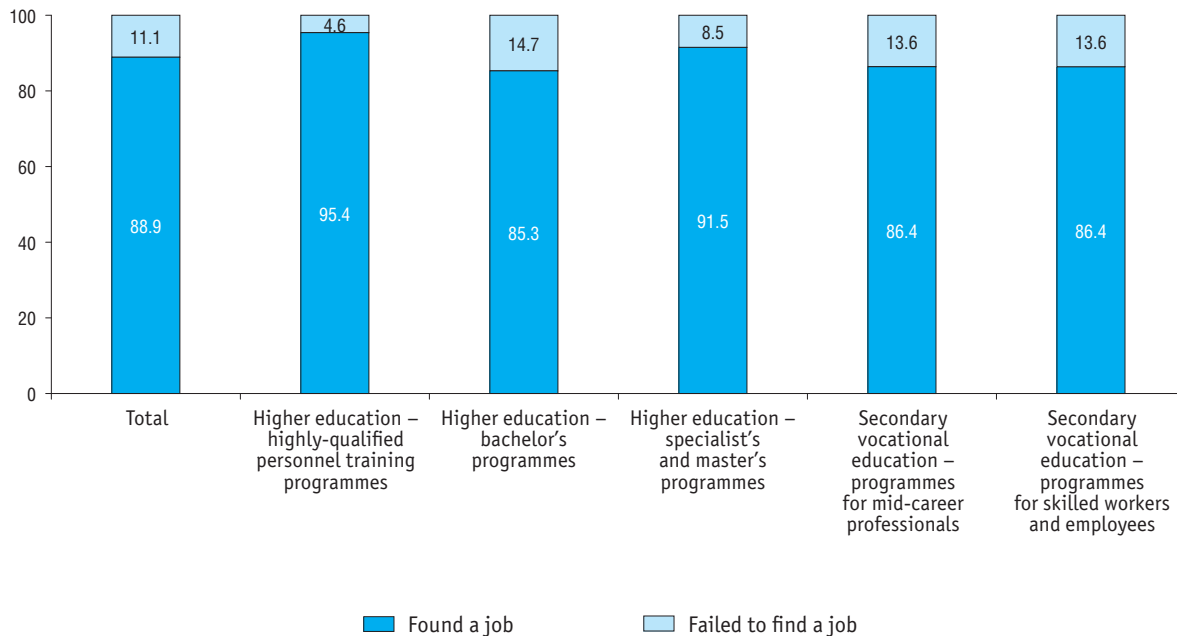
	Total	Education attained				
		higher – highly-qualified personnel training programmes	higher – bachelor's programmes	higher – specialist's and master's programmes	secondary vocational – programmes for mid-career professionals	secondary vocational – programmes for skilled workers and employees
Job seeking graduates – total**	100	100	100	100	100	100
Of whom used the following job seeking methods:						
looking through job advertisements	61.0	49.5	63.8	64.1	58.0	53.7
help of the educational institution	8.9	23.0	9.2	9.1	8.1	9.2
services of public employment agency	19.8	13.4	21.3	20.3	19.6	17.4
services of commercial employment agency	4.4	0.8	6.3	5.3	3.3	1.9
advice of friends, relatives, acquaintances	63.7	49.7	68.5	62.2	64.4	64.9
placing an advertisement	15.6	17.7	18.8	18.8	11.8	9.2
approaching the management / employer directly	41.0	54.3	42.8	39.8	42.5	40.8
participating in recruitment fairs	7.4	14.7	10.4	8.7	5.5	3.6
other	12.2	24.1	14.6	13.3	10.3	10.5

* Here and below (table 2.16–2.17, 2.19, pic. 2.15, 2.18) – in accordance with the recruitment survey results for 2010-2015 graduates (alumni). The survey was conducted by Rosstat in 2016 (http://www.gks.ru/free_doc/new_site/population/trud/itog_trudoustr/index.html).

** The sum of the values may exceed the total because a graduate could combine several job seeking methods.

2.15. GRADUATION RATES BY JOB SEARCH RESULTS AND EDUCATIONAL ATTAINMENT*

(as a percentage of graduates with the corresponding educational attainment)



2.16. GRADUATION RATES BY ENCOUNTERED DIFFICULTIES WHILE LOOKING FOR A JOB AND EDUCATIONAL ATTAINMENT*

(as a percentage of graduates with the corresponding educational attainment)

	Total	Education attained				
		higher – highly-qualified personnel training programmes	higher – bachelor's programmes	higher – specialist's and master's programmes	secondary vocational – programmes for mid-career professionals	secondary vocational – programmes for skilled workers and employees
Job seeking graduates – total	100	100	100	100	100	100
Encountered difficulties*	75.4	65.0	79.7	75.5	75.5	71.7
Of which related to:						
lack of experience (job record)	52.6	28.9	57.4	53.0	52.2	48.3
failed to meet eligibility criteria (e.g. the level of educational attainment, knowledge required for a job)	4.5	1.0	7.2	4.3	4.5	3.7
failed to find a job related to the obtained profession	16.4	11.5	20.8	15.7	17.6	12.7
low salary	31.1	33.0	36.6	31.1	29.5	30.2
lack of suitable positions	24.0	25.9	29.4	23.9	23.7	20.5
discrimination (based on gender, nationality and race, social class, parental status, place of living, etc.)	1.1	...	1.4	1.2	0.8	0.7
limited health capacities, disability	0.4	...	0.5	0.4	0.4	0.7
failed recruitment test, have insufficient computer skills, limited knowledge of a foreign language	1.1	...	2.1	1.1	0.9	0.5
other	4.2	4.2	4.6	4.7	3.6	3.4
Did not encounter any difficulties	24.6	35.0	20.3	24.5	24.5	28.3

* The sum of the values may exceed the total because a graduate could mark more than one difficulty encountered while looking for a job.

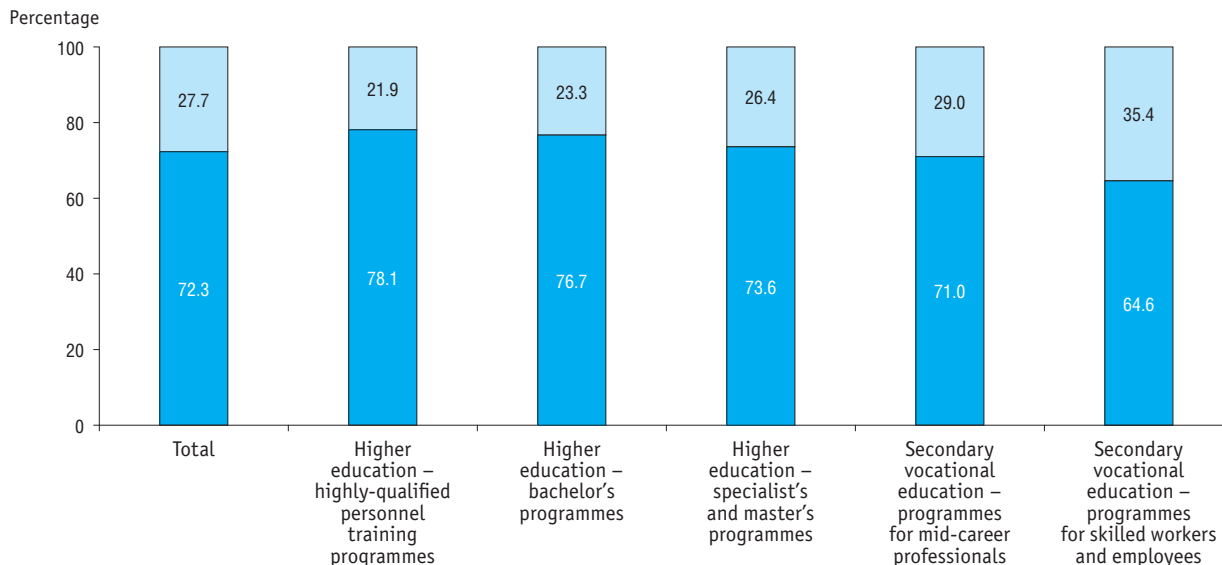
2.17. GRADUATES WHO LOOKED FOR A JOB AFTER GRADUATION (COMPLETION OF STUDIES)

BY JOB SEEKING PERIOD AND EDUCATIONAL ATTAINMENT

(as a percentage of graduates with the corresponding educational attainment)

	Total	Education attained				
		higher – highly-qualified personnel training programmes	higher – bachelor's programmes	higher – specialist's and master's programmes	secondary vocational – programmes for mid-career professionals	secondary vocational – programmes for skilled workers and employees
Job seeking graduates – total	100	100	100	100	100	100
Of whom found a job within the following period of time (from the moment of graduation and/or completion of studies):						
less than 1 month	32.7	50.1	28.3	32.0	33.1	37.6
1–3 months	14.5	7.7	15.3	14.1	15.0	14.2
3–6 months	20.4	17.3	23.3	21.5	19.1	16.8
6–9 months	9.7	7.1	11.3	9.8	9.4	9.2
9–12 months	3.3	1.0	4.0	3.2	3.6	2.8
1–3 years	9.7	12.3	6.4	10.2	9.9	9.8
more than 3 years	2.4	...	1.3	2.8	2.1	2.3
failed to find a job	7.2	4.4	10.2	6.3	7.7	7.3

2.18. GRADUATES WHO FOUND A JOB BY CORRESPONDENCE BETWEEN THE FIRST JOB (AFTER GRADUATION AND/OR COMPLETION OF STUDIES) AND THE CURRENT JOB: 2016
(as a percentage of employed graduates with the corresponding educational attainment)



- Individuals for whom their current job is their first after graduation (completion of studies)
- Individuals who changed their first job after graduation (completion of studies)

2.19. NUMBER OF GRADUATES REGISTERED WITH PUBLIC EMPLOYMENT AGENCIES*

(at the end of the year)

	2000	2005	2010	2012	2013	2014	2015	2016
Total unemployment, thousand persons	1037.0	1830.1	1589.4	1064.7	917.7	883.3	1001.1	894.6
Male	322.2	630.5	698.4	471.7	415.9	403.8	465.8	425.6
Female	714.8	1199.5	891.0	593.0	501.8	479.5	535.4	469.0
Of whom graduates of:								
general education institutions	21.6	57.8	...	...	...	3.4	2.8	2.4
male	6.5	22.8	...	...	...	1.6	1.4	1.1
female	15.1	34.9	...	...	...	1.8	1.5	1.3
vocational education institutions	44.7	87.9	34.4	12.9	11.1	9.1	10.6	11.1
male	35.8	28.5	14.3	5.0	4.4	3.6	4.3	4.6
female	8.9	59.4	20.1	7.9	6.7	5.5	6.2	6.5
higher education institutions (bachelor's, specialist's, and master's programmes)	9.5	24.7	15.5	7.4	5.9	4.5	8.7	6.3
male	1.9	6.6	5.0	2.3	1.9	1.5	2.6	2.1
female	7.6	18.1	10.5	5.1	4.0	3.1	6.2	4.2

* Source: Russian Federal Service for Labour and Employment.

TECHNICAL NOTES

The data for employment and unemployment rates are provided from the results of national labour force surveys conducted by statistical authorities of the Russian Federation. Chosen sample units are households and individuals aged 15–72 (members of these households). The 2000-2005 data do not include the information for the Chechen Republic. The data on all indicators are given as the annual average. The 2005 and 2010 indicators have been re-calculated using the 2010 National Population Census results. The 2014 data do not include information for the Republic of Crimea and the city of Sevastopol.

Labour force is comprised of individuals aged 15–72 who were considered employed or unemployed over the survey period.

Employed population (employment) are individuals aged 15–72 who were involved in any activities (taking at least one hour per week) over the survey period, related to manufacturing of goods or rendering of services for a payment or profit. The number of the employed population also includes those who were temporarily absent at the workplace of time but retained working activity during absence.

Employment rate is the number of employed individuals as a percentage of the total population.

Unemployed population (unemployment), according to International Labour Organisation (ILO) standards, are individuals aged 15–72 who simultaneously met the following criteria over the survey period:

- had no job (gainful activity);
- have been searching for a job, i.e. applied to public employment agencies or commercial employment agencies, made use of or placed advertisements in the media or on the Internet, approached the firm's management (employer) directly, used their own network or connections to get a job or made some steps to start their own business;
- were ready to start working over the week when the survey was conducted.

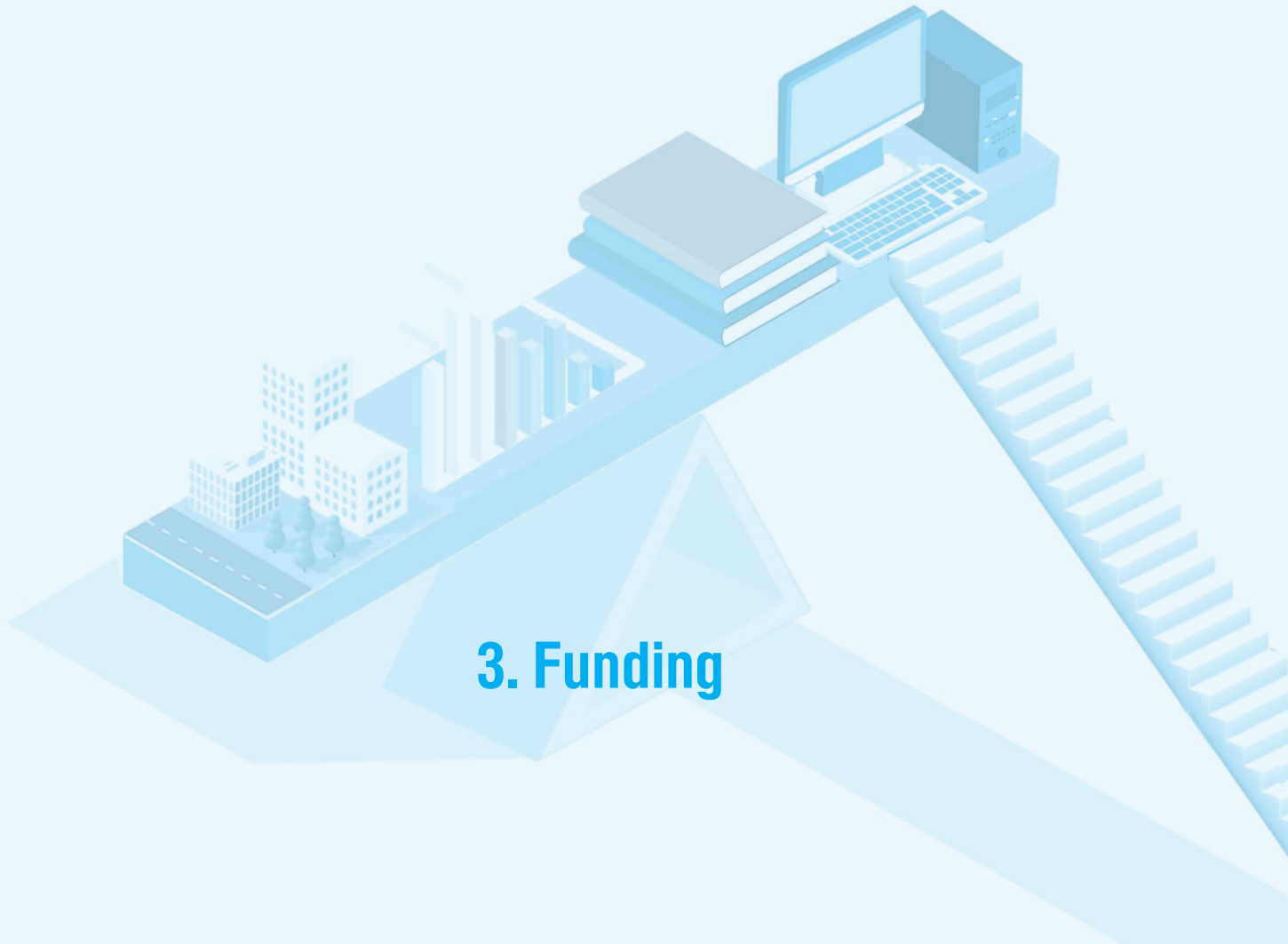
Students, pensioners, and the disabled people are included into the category of the unemployed population, if they did not have a job, were looking for a job and were ready to start working.

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

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

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

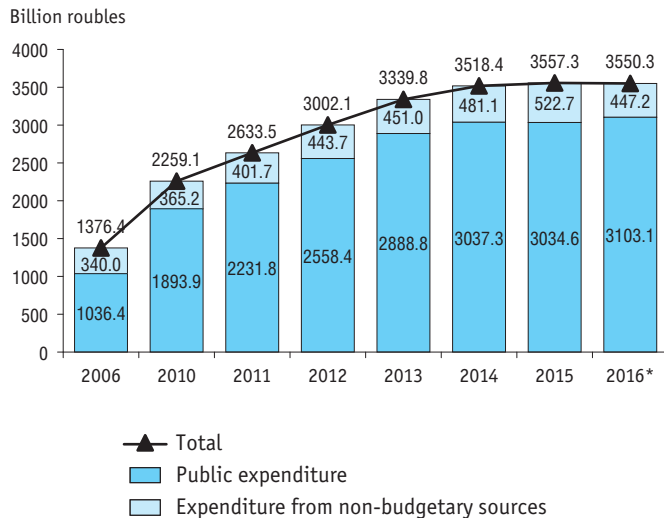
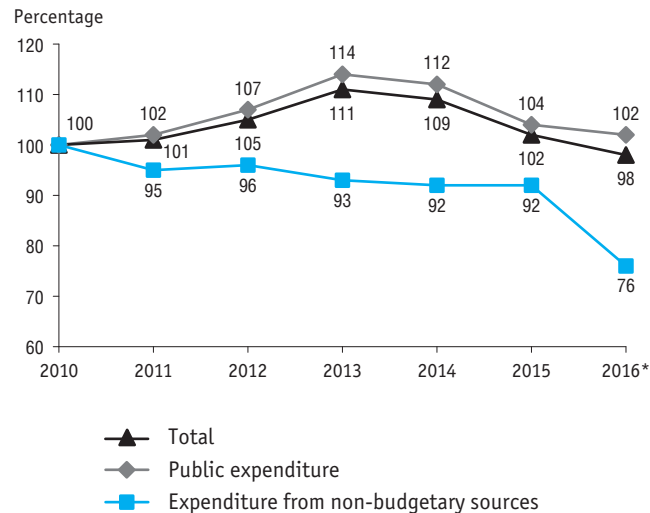
Information about **secondary vocational education graduates – programmes for skilled workers and employees**, is provided with consideration of corresponding educational programmes implemented by higher education institutions.



3. Funding

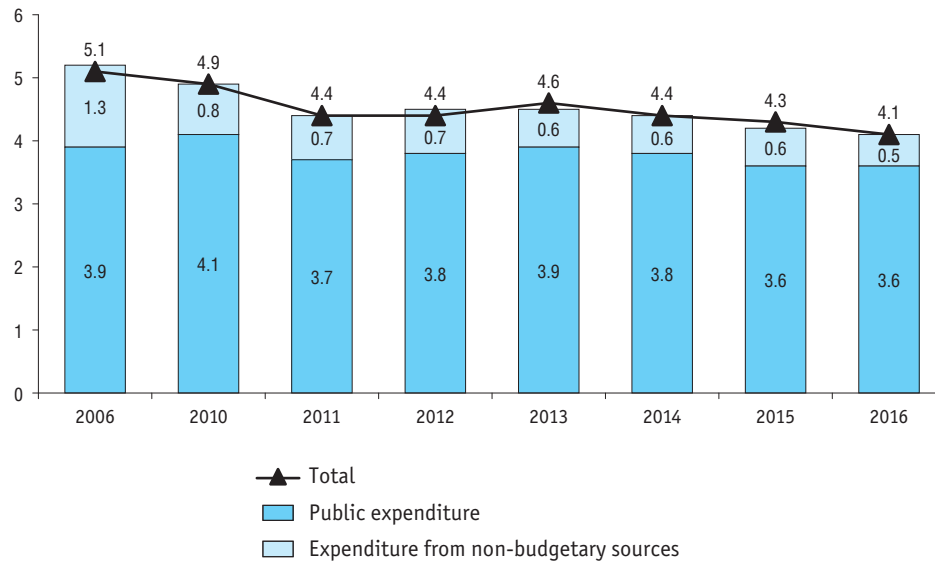
3.1. EXPENDITURE ON EDUCATION IN THE RUSSIAN FEDERATION*

At current prices

At constant 2016 prices
2010 = 100%

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

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



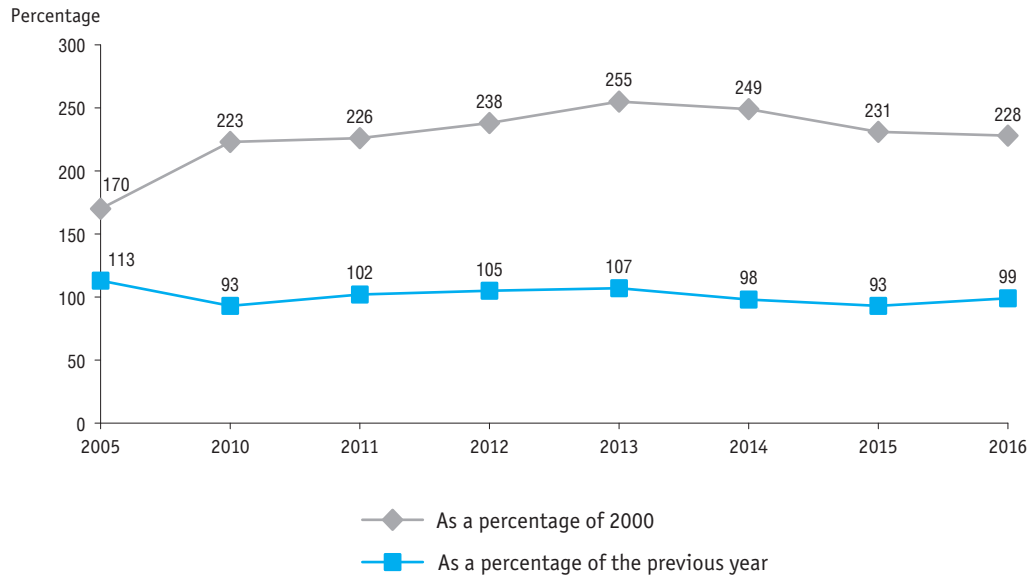
3.3. PUBLIC EXPENDITURE ON EDUCATION BY LEVEL OF BUDGET SYSTEM

(billion roubles)

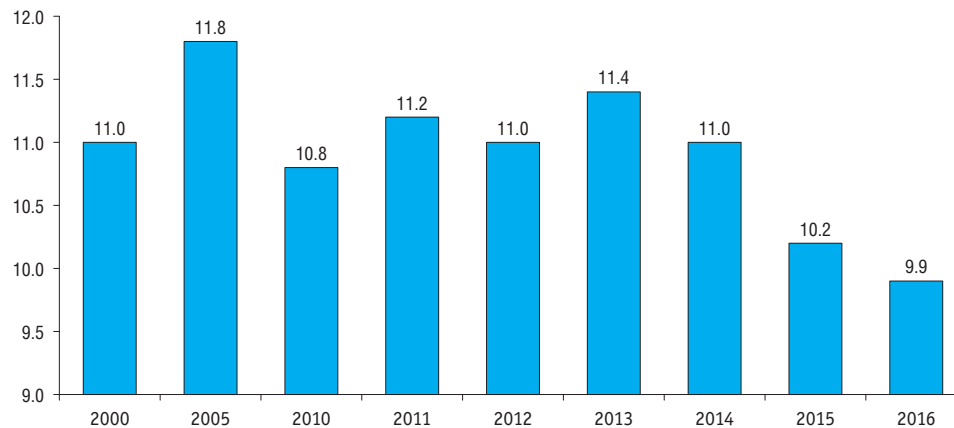
	2000	2005	2010	2011	2012	2013	2014	2015	2016
Consolidated budget of the Russian Federation and state extra-budgetary funds*	214.7	801.8	1893.9	2231.8	2558.4	2888.8	3037.3	3034.6	3103.1
Federal budget	38.1	162.1	442.8	553.4	603.8	672.3	638.3	610.6	597.8
State extra-budgetary funds	...	11.0	0.1	0.1	0.1	0.2	0.2	0.2	0.2
Consolidated budgets of Russian regions	176.6	628.6	1450.9	1728.4	2047.0	2333.8	2474.3	2472.5	2546.9
Budgets of territorial state extra-budgetary funds	...	0.01	0.0	0.0	0.0	0.0	0.0	-	-

* Here and below (pic. 3.4–3.6, 3.9; table 3.7) – the 2000 data excludes the budgets of state extra-budgetary funds.

3.4. TRENDS IN EXPENDITURE ON EDUCATION (at constant 2016 prices)



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



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



3.7. PUBLIC EXPENDITURE ON EDUCATION BY SUBSECTION OF BUDGET EXPENDITURE CLASSIFICATION

(billion roubles)

	2000	2005	2010	2011	2012	2013	2014	2015	2016
Consolidated budget of the Russian Federation and state extra-budgetary funds	214.7	801.8	1893.9	2231.8	2558.4	2888.8	3037.3	3034.6	3103.1
Preschool education	32.0	113.0	321.3	394.7	469.6	598.1	658.1	692.1	679.0
General education	107.9	356.0	827.4	989.7	1184.0	1329.2	1414.7	1405.9	1488.4
Lower vocational education*	13.4	39.4	61.7	62.4	58.4	52.5	–	–	–
Secondary vocational education	10.2	43.3	102.1	115.3	130.3	144.9	201.8	197.8	199.8
Higher and postgraduate education**	24.4	125.9	377.8	416.8	464.0	512.5	519.7	517.1	505.3
Vocational training, retraining, and vocational development***	1.4	6.7	13.2	16.0	16.5	17.5	21.1	19.5	21.0
Youth policies and children's rehabilitation and recovery	...	24.8	49.5	57.3	62.9	62.5	62.0	58.4	65.1
Applied research in education	...	1.8	15.7	20.2	13.7	8.8	15.5	13.4	11.8
Other issues in the field of education****	25.4	90.8	125.1	159.2	159.0	162.8	144.3	130.5	132.9

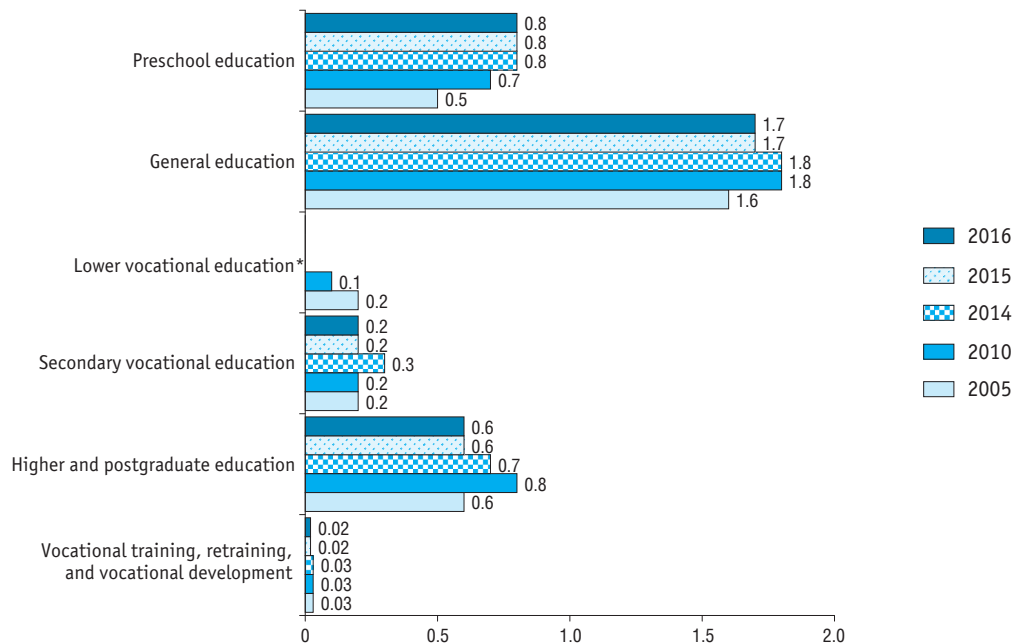
* Since 2014, the expenses are included in the 'Secondary vocational education' subsection of the budget expenditure classification.

** In 2000, 2005 – 'Higher education' subsection.

*** In 2000, 2005 – 'Retraining and vocational development' subsection.

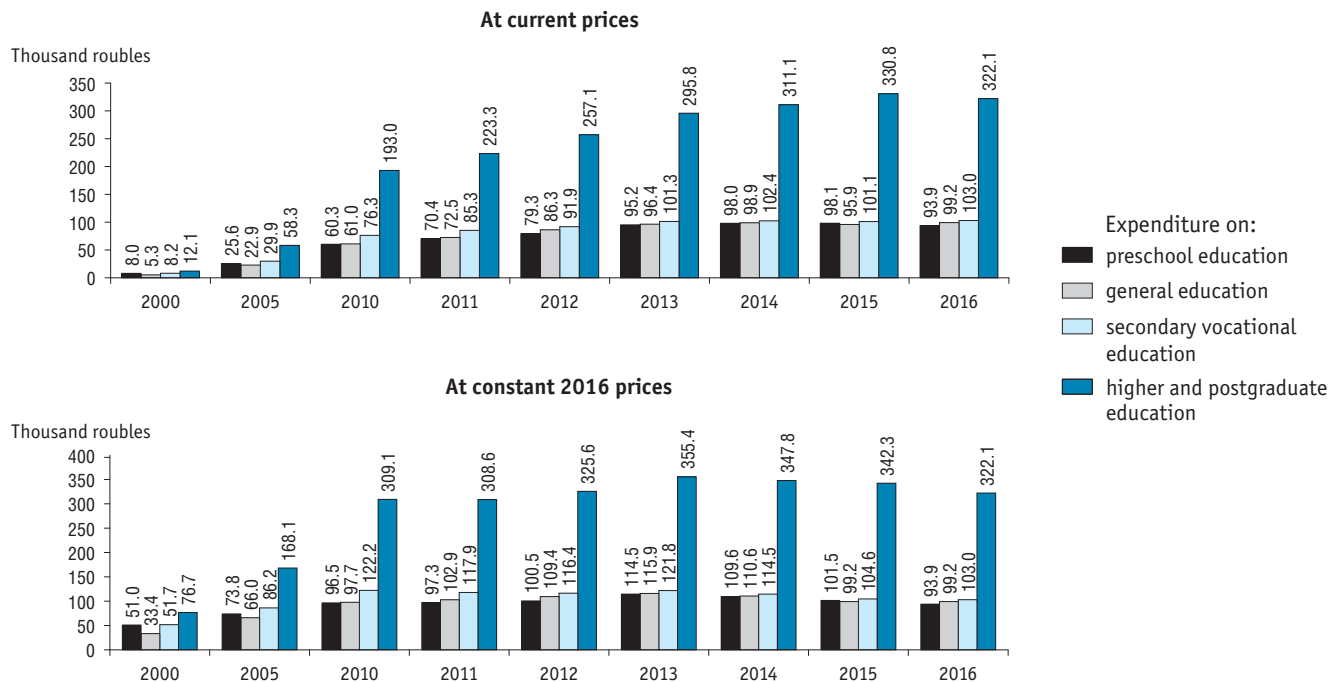
**** In 2000 – 'Other expenditure on education' subsection.

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



* Since 2014, the expenses are included in the 'Secondary vocational education' subsection of the budget expenditure classification.

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



3.10. PAID SERVICES IN THE EDUCATION SYSTEM

	2000	2005	2010	2011	2012	2013	2014	2015	2016
Million roubles	41530	152670	326100	347351	378931	449233	486543	539685	567312
As a percentage:									
of the previous year, <i>in comparable prices</i>	121.7	107.7	99.1	100.5	101.3	98.9	98.0*	96.8	98.0
of 2000, <i>in comparable prices</i>	100	152.6	172.4	173.2	175.5	173.5	170.1*	164.6	161.3
of the total volume of paid services rendered to the population	6.9	6.7	6.6	6.3	6.3	6.5	6.5	6.7	6.6
Paid services per capita, <i>roubles</i>	285.3	1063.8	2282.8	2429.7	2646.1	3130.4	3330.4	3686.2	3867.8

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

3.11. HOUSEHOLD EXPENDITURE ON EDUCATIONAL SERVICES*

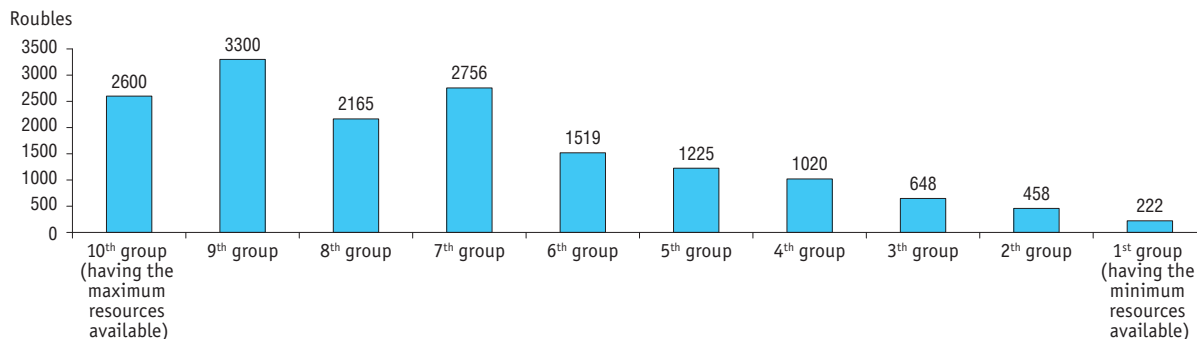
	Expenditure on educational services		
	Per household member a year, <i>roubles</i>	As a percentage of consumer expenditure	As a percentage of personal services expenditure
2000	137	1.0	7.2
2005	931	1.8	7.8
2010	1583	1.3	4.9
2011	1616	1.2	4.5
2012	1918	1.3	4.9
2013	1604	1.0	3.7
2014**	1766	1.0	3.8
2015	1574	0.9	3.4
2016	1591	0.8	3.0

* According to the household budget survey.

** Excluding the data for the Republic of Crimea and the city of Sevastopol.

3.12. HOUSEHOLD EXPENDITURE ON EDUCATIONAL SERVICES BY INCOME DECILES: 2016*

(average, per household member a year)



* According to the household budget survey.

3.13. HOUSEHOLD EXPENDITURE ON EDUCATIONAL SERVICES BY TYPE OF EDUCATIONAL INSTITUTION: 2016*

(average, per child/student per month; roubles)

	Households including			
	children attending preschool educational institution	students of educational institutions	of which	
			vocational education institutions implementing secondary vocational education programmes	higher education institutions
Expenditure connected with attending an educational institution (tuition fees)	1323	2662	2733	5053

* According to the household budget survey.

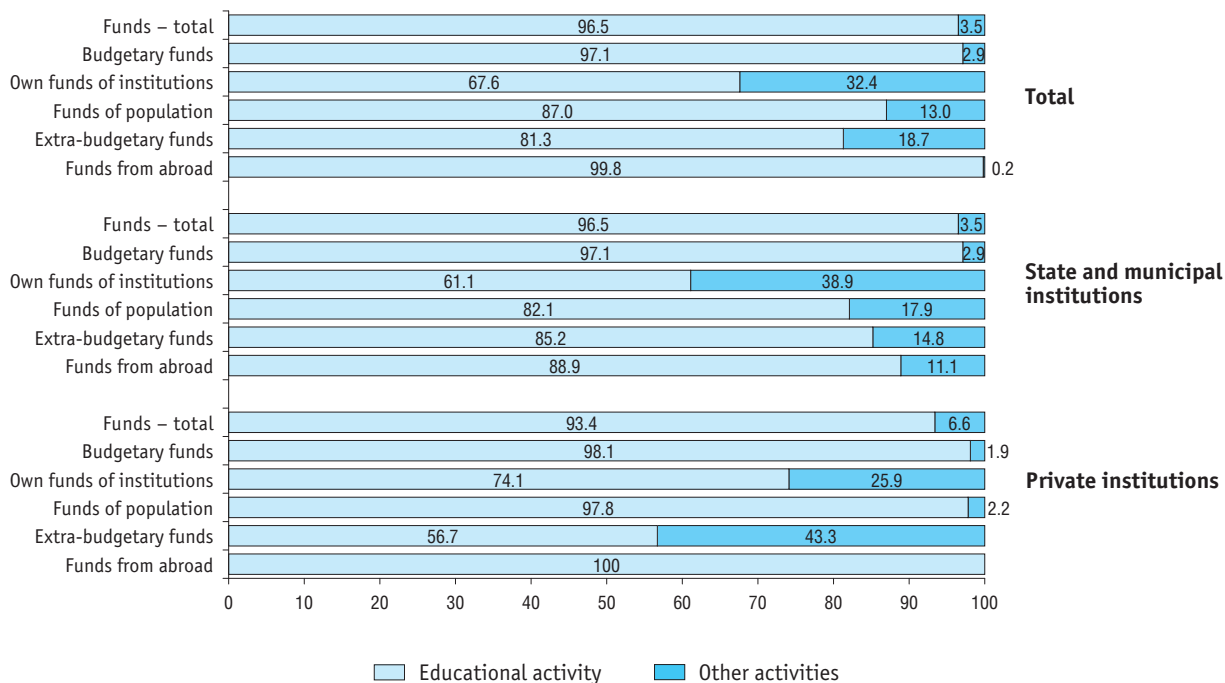
3.14. FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY SOURCE

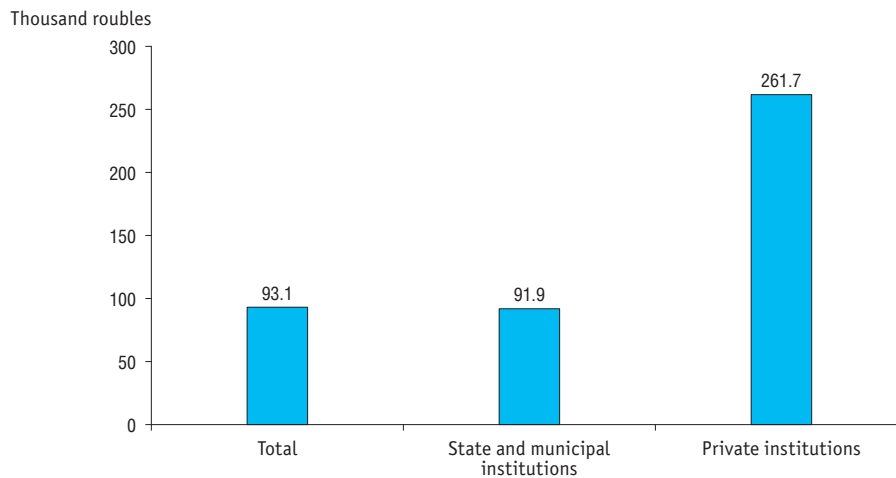
	Total				State and municipal institutions				Private institutions			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Million roubles												
Funds – total	1093717.4	1195331.3	1231160.0	1438772.5	1076080.5	1175218.1	1205958.3	1409436.0	17636.9	20113.2	25201.7	29336.5
Budgetary funds	1053188.1	1145741.0	1169070.2	1366937.2	1049493.2	1141247.2	1164221.5	1360995.0	3694.9	4493.9	4848.7	5942.2
Of which:												
federal budget	41613.1	18099.8	9853.6	13598.1	41481.0	17886.8	9678.5	12667.4	132.1	213.0	175.1	930.7
budgets of Russian regions	841220.2	911993.3	947907.6	1108674.6	838173.9	908097.0	943587.9	1104517.0	3046.3	3896.3	4319.7	4157.6
local budgets	170354.8	215647.9	211308.9	244664.5	169838.3	215263.4	210955.1	243810.6	516.5	384.6	353.9	853.9
Own funds of institutions	7431.2	8104.3	8898.8	8023.1	4104.8	4619.7	4454.7	4012.2	3326.3	3484.6	4444.1	4010.9
Funds of population	31281.4	39057.6	50767.0	57313.0	21143.5	27469.1	35446.4	39162.7	10138.0	11588.5	15320.6	18150.2
Extra-budgetary funds	1795.5	2410.3	2387.4	6088.9	1332.8	1873.2	1832.1	5259.3	462.7	537.1	555.3	829.5
Funds from abroad	21.2	18.0	36.6	410.3	6.3	8.9	3.6	6.7	15.0	9.1	33.0	403.6
Percentage												
Funds – total	100	100	100	100	100	100	100	100	100	100	100	100
Budgetary funds	96.3	95.9	95.0	95.0	97.5	97.1	96.5	96.6	20.9	22.3	19.2	20.3
Of which:												
federal budget	3.8	1.5	0.8	0.9	3.9	1.5	0.8	0.9	0.7	1.1	0.7	3.2
budgets of Russian regions	76.9	76.3	77.0	77.1	77.9	77.3	78.2	78.4	17.3	19.4	17.1	14.2
local budgets	15.6	18.0	17.2	17.0	15.8	18.3	17.5	17.3	2.9	1.9	1.4	2.9
Own funds of institutions	0.7	0.7	0.7	0.6	0.4	0.4	0.4	0.3	18.9	17.3	17.6	13.7
Funds of population	2.9	3.3	4.1	4.0	2.0	2.3	2.9	2.8	57.5	57.6	60.8	61.9
Extra-budgetary funds	0.2	0.2	0.2	0.4	0.1	0.2	0.2	0.4	2.6	2.7	2.2	2.8
Funds from abroad	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	1.4

3.15. FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY SOURCE AND ACTIVITY: 2016

	Million roubles			Percentage		
	Total	Educational activity	Other activities	Total	Educational activity	Other activities
	Total					
Funds – total	1438772.5	1387868.1	50904.4	100	100	100
Budgetary funds	1366937.2	1327203.4	39733.8	95.0	95.6	78.1
Own funds of institutions	8023.1	5424.0	2599.1	0.6	0.4	5.1
Funds of population	57313.0	49882.3	7430.7	4.0	3.6	14.6
Extra-budgetary funds	6088.9	4948.8	1140.1	0.4	0.4	2.2
Funds from abroad	410.3	409.5	0.7	0.0	0.0	0.0
	State and municipal institutions					
Funds – total	1409436.0	1360453.4	48982.5	100	100	100
Budgetary funds	1360995.0	1321375.7	39619.3	96.6	97.1	80.9
Own funds of institutions	4012.2	2452.7	1559.5	0.3	0.2	3.2
Funds of population	39162.7	32140.3	7022.4	2.8	2.4	14.3
Extra-budgetary funds	5259.3	4478.8	780.5	0.4	0.3	1.6
Funds from abroad	6.7	6.0	0.7	0.0	0.0	0.0
	Private institutions					
Funds – total	29336.5	27414.6	1921.9	100	100	100
Budgetary funds	5942.2	5827.8	114.5	20.3	21.3	6.0
Own funds of institutions	4010.9	2971.3	1039.6	13.7	10.8	54.1
Funds of population	18150.2	17742.0	408.3	61.9	64.7	21.2
Extra-budgetary funds	829.5	470.0	359.6	2.8	1.7	18.7
Funds from abroad	403.6	403.6	–	1.4	1.5	–

3.16. PERCENTAGE DISTRIBUTION OF FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY ACTIVITY AND SOURCE: 2016

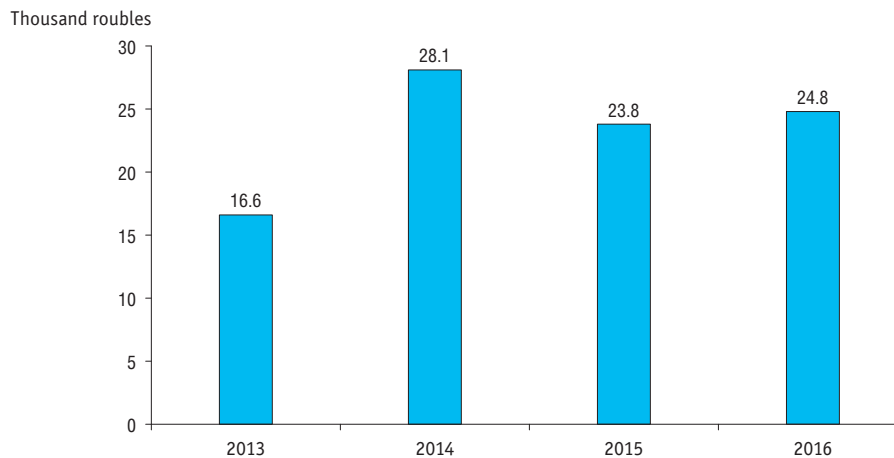


3.17. TOTAL FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES PER STUDENT: 2016

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

	2011	2012	2013	2014	2015	2016
Million roubles						
Funds – total	75765.4	95271.9	139104.5	253531.6	239867.6	250233.2
Budgetary funds	71236.1	88465.7	128229.7	232772.9	217299.2	224516.2
Remaining funds at the beginning of the year	230.9	305.1	707.8	1891.7	1547.8	1934.5
Gains from rendering fee-based additional education services	2430.6	3802.3	6008.2	11289.4	12338.5	14806.7
Gains from production	292.8	378.4	445.3	871.7	1308.9	1147.0
Charity	437.8	600.5	1013.0	2524.5	2264.8	2114.4
Other	1137.2	1720.0	2700.5	4181.4	5108.5	5714.3
Percentage						
Funds – total	100	100	100	100	100	100
Budgetary funds	94.0	92.9	92.2	91.8	90.6	89.7
Remaining funds at the beginning of the year	0.3	0.3	0.5	0.7	0.6	0.8
Gains from rendering fee-based additional education services	3.2	4.0	4.3	4.5	5.1	5.9
Gains from production	0.4	0.4	0.3	0.3	0.5	0.5
Charity	0.6	0.6	0.7	1.0	0.9	0.8
Other	1.5	1.8	1.9	1.6	2.1	2.3

* Source: Ministry of Science and Higher Education of the Russian Federation and Ministry of Education of the Russian Federation.

3.19. TOTAL FUNDS OF ADDITIONAL EDUCATION INSTITUTIONS PER STUDENT*

* Source: Ministry of Science and Higher Education of the Russian Federation and Ministry of Education of the Russian Federation.

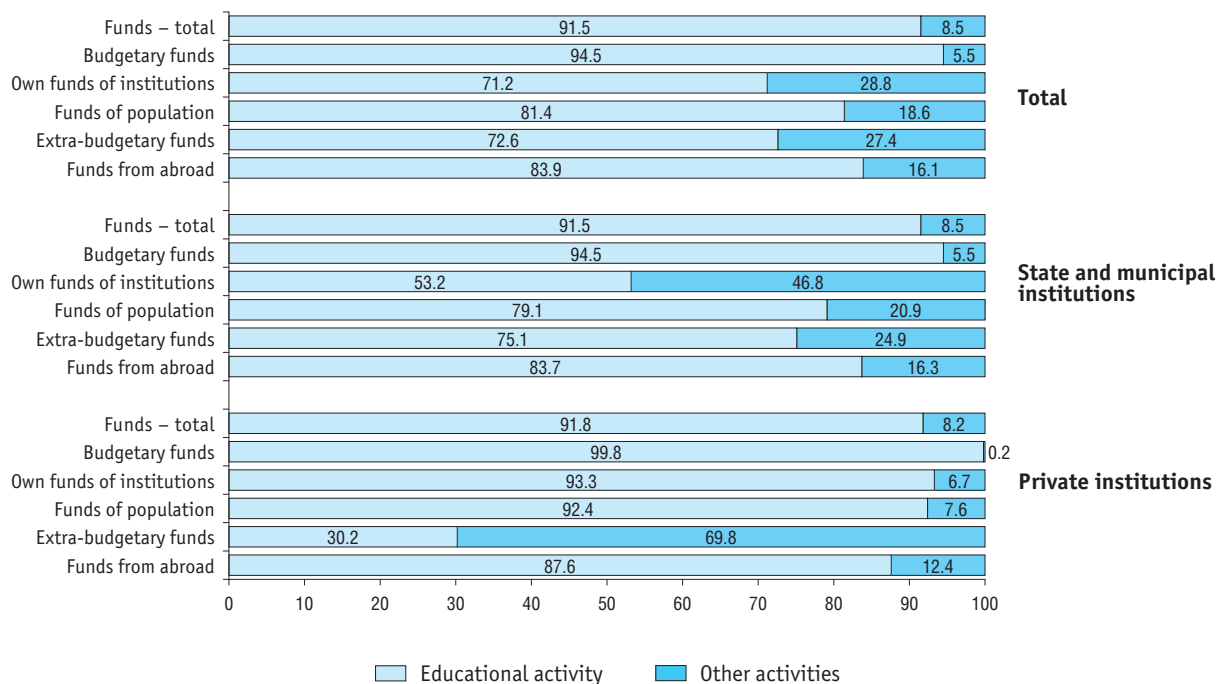
3.20. FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY SOURCE AND ACTIVITY

	Million roubles						Percentage					
	Total		Educational activity		Other activities		Total		Educational activity		Other activities	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
	Total											
Funds – total	199814.8	238079.7	184376.1	217826.0	15438.7	20253.7	100	100	100	100	100	100
Budgetary funds	167178.6	195019.0	159727.0	184316.9	7451.5	10702.0	83.7	81.9	86.6	84.6	48.3	52.8
Of which:												
federal budget	14991.8	14605.9	14009.7	13471.5	982.1	1134.4	7.5	6.1	7.6	6.2	6.4	5.6
budgets of Russian regions	149307.2	177854.9	142944.0	168450.9	6363.2	9404.0	74.7	74.7	77.5	77.3	41.2	46.4
local budgets	2879.5	2558.1	2773.3	2394.5	106.3	163.6	1.4	1.1	1.5	1.1	0.7	0.8
Own funds of institutions	7750.3	12179.9	4791.6	8671.6	2958.7	3508.3	3.9	5.1	2.6	4.0	19.2	17.3
Funds of population	21706.1	27517.7	17626.0	22393.4	4080.1	5124.3	10.9	11.6	9.6	10.3	26.4	25.3
Extra-budgetary funds	3139.9	3334.2	2207.2	2419.7	932.7	914.4	1.6	1.4	1.2	1.1	6.0	4.5
Funds from abroad	39.8	29.1	24.3	24.4	15.6	4.7	0.0	0.0	0.0	0.0	0.1	0.0
	State and municipal institutions											
Funds – total	194580.0	227653.6	179731.9	208250.8	14848.1	19402.8	100	100	100	100	100	100
Budgetary funds	167140.9	194909.6	159690.1	184207.7	7450.8	10701.8	85.9	85.6	88.8	88.5	50.2	55.2
Of which:												
federal budget	14986.0	14601.2	14004.6	13467.0	981.4	1134.2	7.7	6.4	7.8	6.5	6.6	5.8
budgets of Russian regions	149284.1	177753.6	142920.9	168349.6	6363.2	9404.0	76.7	78.1	79.5	80.8	42.9	48.5
local budgets	2870.8	2554.7	2764.5	2391.1	106.3	163.6	1.5	1.1	1.5	1.1	0.7	0.8

(continued)

	Million roubles						Percentage					
	Total		Educational activity		Other activities		Total		Educational activity		Other activities	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Own funds of institutions	5861.7	6711.0	3226.1	3569.6	2635.6	3141.4	3.0	2.9	1.8	1.7	17.8	16.2
Funds of population	18448.4	22858.5	14632.2	18087.3	3816.2	4771.2	9.5	10.0	8.1	8.7	25.7	24.6
Extra-budgetary funds	3089.4	3147.1	21595	2363.2	929.9	783.9	1.6	1.4	1.2	1.1	6.3	4.0
Funds from abroad	39.7	27.4	24.1	23.0	15.6	4.5	0.0	0.0	0.0	0.0	0.1	0.0
Private institutions												
Funds – total	5234.8	10426.2	4644.1	9575.3	590.6	850.9	100	100	100	100	100	100
Budgetary funds	37.7	109.4	37.0	109.2	0.7	0.2	0.7	1.0	0.8	1.1	0.1	0.0
Of which the budgetary funds:												
of federal budget	5.8	4.7	5.1	4.5	0.7	0.2	0.1	0.0	0.1	0.0	0.1	0.0
budgets of Russian regions	23.2	101.3	23.2	101.3	–	–	0.4	1.0	0.5	1.1	–	–
local budgets	8.7	3.4	8.7	3.4	–	–	0.2	0.0	0.2	0.0	–	–
Own funds of institutions	1888.6	5468.9	1565.5	5102.0	323.1	366.9	36.1	52.5	33.7	53.3	54.7	43.1
Funds of population	3257.8	4659.2	2993.8	4306.1	263.9	353.1	62.2	44.7	64.5	45.0	44.7	41.5
Extra-budgetary funds	50.6	187.1	47.7	56.5	2.9	130.5	1.0	1.8	1.0	0.6	0.5	15.3
Funds from abroad	0.1	1.7	0.1	1.5	–	0.2	0.0	0.0	0.0	0.0	–	0.0

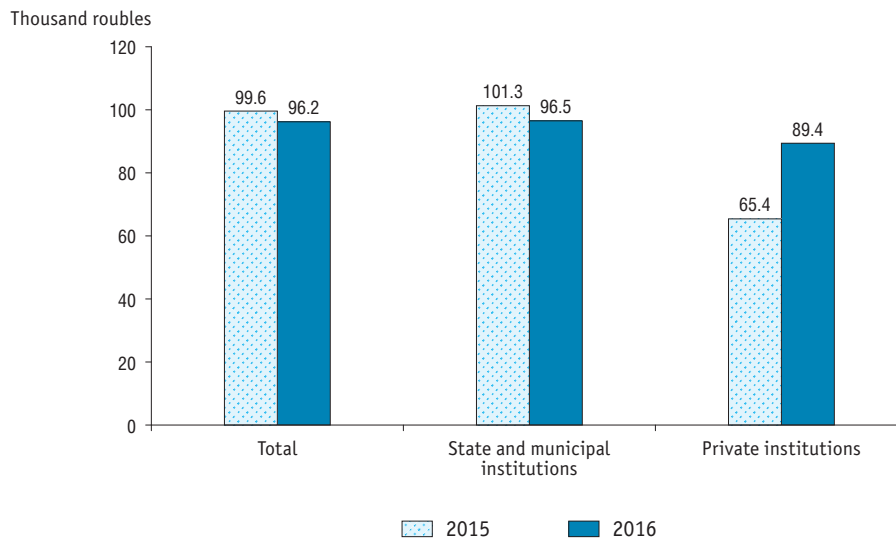
3.21. PERCENTAGE DISTRIBUTION OF FUNDS OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY ACTIVITY AND SOURCE: 2016



3.22. DISTRIBUTION OF FUNDS RECEIVED BY EDUCATIONAL INSTITUTIONS FROM IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY PROGRAMME AND SOURCE: 2016

	Million roubles					Percentage				
	Total	Of which				Total	Of which			
		programmes for skilled workers and employees	programmes for mid-career professionals	vocational training programmes	additional professional (vocational) programmes		programmes for skilled workers and employees	programmes for mid-career professionals	vocational training programmes	additional professional (vocational) programmes
Total										
Funds – total	217826.0	43713.8	133413.0	15176.3	5946.7	100	100	100	100	100
Budgetary funds	184316.9	42335.7	112086.8	11424.6	1211.3	84.6	96.8	84.0	75.3	20.4
Own funds of institutions	8671.6	373.1	4786.0	1027.3	2118.4	4.0	0.9	3.6	6.8	35.6
Funds of population	22393.4	711.8	15307.1	2479.6	2317.9	10.3	1.6	11.5	16.3	39.0
Extra-budgetary funds	2419.7	293.2	1231.1	244.7	276.8	1.1	0.7	0.9	1.6	4.7
Funds from abroad	24.4	–	2.0	–	22.4	0.0	–	0.0	–	0.4
State and municipal institutions										
Funds – total	208250.8	43526.2	126399.3	14397.1	5008.7	100	100	100	100	100
Budgetary funds	184207.7	42326.0	111996.6	11422.6	1208.4	88.5	97.2	88.6	79.3	24.1
Own funds of institutions	3569.6	304.1	1011.2	618.1	1350.2	1.7	0.7	0.8	4.3	27.0
Funds of population	18087.3	602.9	12210.9	2113.5	2153.0	8.7	1.4	9.7	14.7	43.0
Extra-budgetary funds	2363.2	293.1	1180.0	242.9	274.7	1.1	0.7	0.9	1.7	5.5
Funds from abroad	23.0	–	0.6	–	22.4	0.0	–	0.0	–	0.4
Private institutions										
Funds – total	9575.3	187.6	7013.7	779.1	938.0	100	100	100	100	100
Budgetary funds	109.2	9.7	90.2	2.0	2.9	1.1	5.2	1.3	0.3	0.3
Own funds of institutions	5102.0	69.0	3774.8	409.2	768.2	53.3	36.8	53.8	52.5	81.9
Funds of population	4306.1	108.9	3096.1	366.1	164.9	45.0	58.0	44.1	47.0	17.6
Extra-budgetary funds	56.5	0.1	51.1	1.9	2.1	0.6	0.0	0.7	0.2	0.2
Funds from abroad	1.5	–	1.5	–	–	0.0	–	0.0	–	–

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



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

3.24. FUNDS OF HIGHER EDUCATION INSTITUTIONS BY SOURCE

	Total				State and municipal institutions				Private institutions			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Million roubles												
Funds – total	739134.2	781671.7	768246.8	750142.8	686931.3	728747.6	718172.8	707912.8	52202.9	52924.1	50074.0	42229.9
Budgetary funds	426461.7	460806.1	438103.9	417840.2	425266.0	459261.6	436626.8	416541.7	1195.6	1544.5	1477.1	1298.4
Of which:												
federal budget	408942.7	438200.2	416297.2	397261.6	408053.2	437041.9	415075.2	396130.7	889.5	1158.2	1222.1	1130.9
budgets of Russian regions	16939.5	20477.0	20467.3	20021.7	16656.7	20286.5	20331.1	19870.2	282.9	190.6	136.2	151.5
local budgets	579.4	2128.9	1339.3	556.8	556.2	1933.2	1220.5	540.8	23.2	195.7	118.8	16.0
Own funds of institutions	100176.0	91533.9	93971.4	96408.2	92451.4	83842.2	86653.3	88533.8	7724.6	7691.7	7318.1	7874.4
Funds of population	201274.5	210915.1	212899.6	210589.4	159056.2	168245.9	173191.5	178812.9	42218.4	42669.2	39708.1	31776.5
Extra-budgetary funds	4937.6	9981.6	12330.8	14633.0	4497.8	9580.4	11928.1	13812.4	439.8	401.2	402.7	820.6
Funds from abroad	6284.4	8435.0	10941.2	10672.0	5659.9	7817.5	9773.2	10212.0	624.5	617.4	1168.0	460.1
Percentage												
Funds – total	100	100	100	100	100	100	100	100	100	100	100	100
Budgetary funds	57.7	59.0	57.0	55.7	61.9	63.0	60.8	58.8	2.3	2.9	2.9	3.1
Of which:												
federal budget	55.3	56.1	54.2	53.0	59.4	60.0	57.8	56.0	1.7	2.2	2.4	2.7
budgets of Russian regions	2.3	2.6	2.7	2.7	2.4	2.8	2.8	2.8	0.5	0.4	0.3	0.4
local budgets	0.1	0.3	0.2	0.1	0.1	0.3	0.2	0.1	0.0	0.4	0.2	0.0
Own funds of institutions	13.6	11.7	12.2	12.9	13.5	11.5	12.1	12.5	14.8	14.5	14.6	18.6
Funds of population	27.2	27.0	27.7	28.1	23.2	23.1	24.1	25.3	80.9	80.6	79.3	75.2
Extra-budgetary funds	0.7	1.3	1.6	2.0	0.7	1.3	1.7	2.0	0.8	0.8	0.8	1.9
Funds from abroad	0.9	1.1	1.4	1.4	0.8	1.1	1.4	1.4	1.2	1.2	2.3	1.1

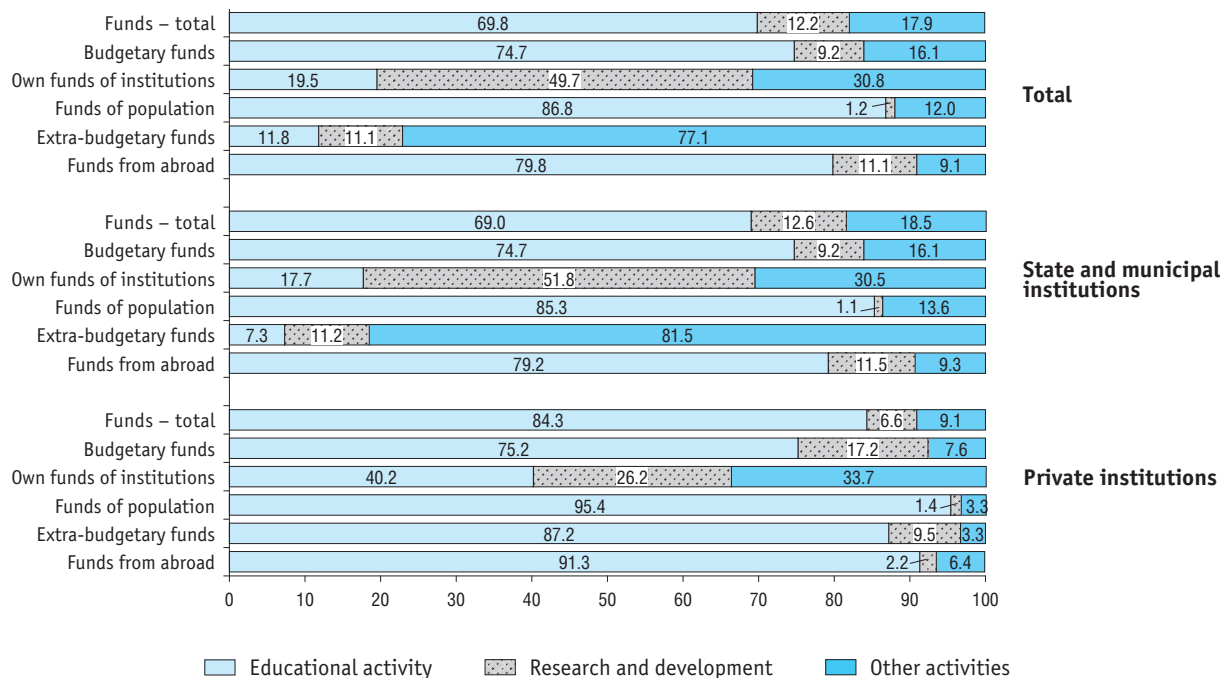
3.25. FUNDS OF HIGHER EDUCATION INSTITUTIONS BY SOURCE AND ACTIVITY

	Million roubles							
	Total		Educational activity		Research and development		Other	
	2015	2016	2015	2016	2015	2016	2015	2016
	Total							
Funds – total	768246.8	750142.8	538817.0	523826.1	96195.4	91694.9	133234.4	134621.8
Budgetary funds	438103.9	417840.2	326177.6	311959.8	41650.2	38524.9	70276.0	67355.5
Own funds of institutions	93971.4	96408.2	20736.1	18842.1	48457.8	47901.4	24777.4	29664.6
Funds of population	212899.6	210589.4	182550.4	182788.5	2570.6	2461.1	27778.6	25339.8
Extra-budgetary funds	12330.8	14633.0	1553.4	1722.8	1851.1	1623.6	8926.2	11286.6
Funds from abroad	10941.2	10672.0	7799.4	8512.9	1665.6	1183.8	1476.2	975.3
	State and municipal institutions							
Funds – total	718172.8	707912.8	496179.4	488243.9	93047.6	88887.0	128945.9	130781.9
Budgetary funds	436626.8	416541.7	325189.7	310983.5	41350.9	38301.0	70086.2	67257.2
Own funds of institutions	86653.3	88533.8	17634.9	15678.3	46284.2	45841.5	22734.2	27013.9
Funds of population	173191.5	178812.9	145368.6	152482.4	2059.3	2025.1	25763.5	24305.4
Extra-budgetary funds	11928.1	13812.4	1279.4	1006.9	1745.4	1545.9	8903.3	11259.7
Funds from abroad	9773.2	10212.0	6706.7	8092.8	1607.8	1173.6	1458.7	945.6
	Private institutions							
Funds – total	50074.0	42229.9	42637.6	35582.2	3147.8	2807.8	4288.5	3839.9
Budgetary funds	1477.1	1298.4	987.9	976.3	299.3	223.9	189.9	98.2
Own funds of institutions	7318.1	7874.4	3101.3	3163.8	2173.7	2059.9	2043.2	2650.7
Funds of population	39708.1	31776.5	37181.7	30306.1	511.3	436.1	2015.1	1034.4
Extra-budgetary funds	402.7	820.6	274.0	715.9	105.8	77.7	22.9	26.9
Funds from abroad	1168.0	460.1	1092.7	420.1	57.8	10.3	17.5	29.7

(continued)

	Percentage							
	Total		Educational activity		Research and development		Other	
	2015	2016	2015	2016	2015	2016	2015	2016
Total								
Funds – total	100	100	100	100	100	100	100	100
Budgetary funds	57.0	55.7	60.5	59.6	43.3	42.0	52.7	50.0
Own funds of institutions	12.2	12.9	3.8	3.6	50.4	52.2	18.6	22.0
Funds of population	27.7	28.1	33.9	34.9	2.7	2.7	20.8	18.8
Extra-budgetary funds	1.6	2.0	0.3	0.3	1.9	1.8	6.7	8.4
Funds from abroad	1.4	1.4	1.4	1.6	1.7	1.3	1.1	0.7
State and municipal institutions								
Funds – total	100	100	100	100	100	100	100	100
Budgetary funds	60.8	58.8	65.5	63.7	44.4	43.1	54.4	51.4
Own funds of institutions	12.1	12.5	3.6	3.2	49.7	51.6	17.6	20.7
Funds of population	24.1	25.3	29.3	31.2	2.2	2.3	20.0	18.6
Extra-budgetary funds	1.7	2.0	0.3	0.2	1.9	1.7	6.9	8.6
Funds from abroad	1.4	1.4	1.4	1.7	1.7	1.3	1.1	0.7
Private institutions								
Funds – total	100	100	100	100	100	100	100	100
Budgetary funds	2.9	3.1	2.3	2.7	9.5	8.0	4.4	2.6
Own funds of institutions	14.6	18.6	7.3	8.9	69.1	73.4	47.6	69.0
Funds of population	79.3	75.2	87.2	85.2	16.2	15.5	47.0	26.9
Extra-budgetary funds	0.8	1.9	0.6	2.0	3.4	2.8	0.5	0.7
Funds from abroad	2.3	1.1	2.6	1.2	1.8	0.4	0.4	0.8

3.26. PERCENTAGE DISTRIBUTION OF FUNDS OF HIGHER EDUCATION INSTITUTIONS BY ACTIVITY AND SOURCE: 2016



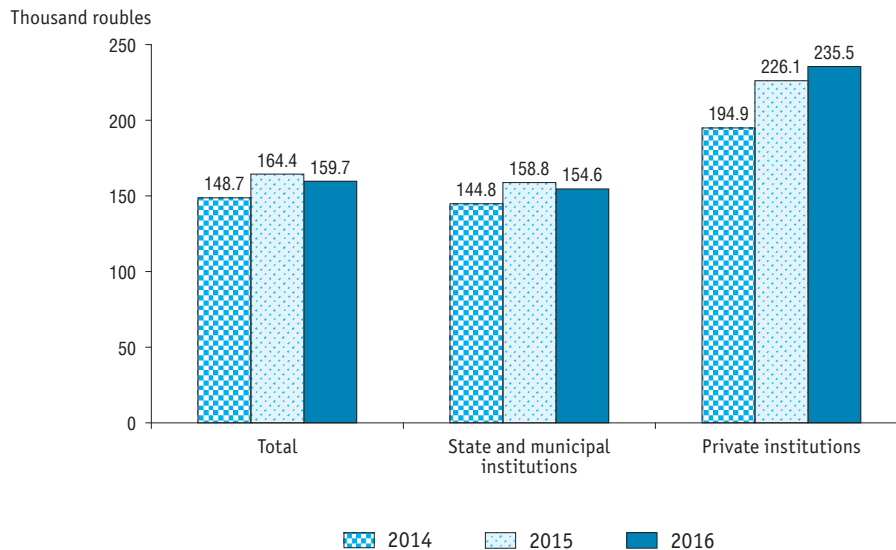
3.27. DISTRIBUTION OF FUNDS RECEIVED BY EDUCATIONAL INSTITUTIONS FROM IMPLEMENTING HIGHER EDUCATION PROGRAMMES BY PROGRAMME AND SOURCE: 2016

	Million roubles						
	Total	Of which					
		programmes for skilled workers and employees	programmes for mid-career professionals	bachelor's, specialist's, and master's programmes	postgraduate programmes, residency programmes, apprenticeship programmes (in the sphere of performing arts)	vocational training programmes	additional professional (vocational) programmes
Total							
Funds – total	523826.1	760.1	24689.3	402698.6	19351.0	2583.7	26114.6
Budgetary funds	311959.8	411.0	15066.4	239092.7	15202.3	879.9	4031.9
Own funds of institutions	18842.1	215.4	333.3	6261.6	380.8	458.3	10362.1
Funds of population	182788.5	133.3	9093.1	148936.2	3447.0	1128.7	11135.0
Extra-budgetary funds	1722.8	–	34.2	1548.1	0.3	10.0	111.6
Funds from abroad	8512.9	0.3	162.3	6859.9	320.6	106.7	474.0
State and municipal institutions							
Funds – total	488243.9	714.8	22152.7	373703.4	19002.5	2512.7	23771.2
Budgetary funds	310983.5	411.0	15046.4	238235.5	15192.9	878.8	3961.8
Own funds of institutions	15678.3	208.7	322.2	4313.9	262.3	437.6	9350.5
Funds of population	152482.4	94.7	6603.8	123783.9	3233.3	1079.6	9937.7
Extra-budgetary funds	1006.9	–	26.3	849.2	0.3	10.0	107.3
Funds from abroad	8092.8	0.3	154.0	6521.0	313.7	106.7	413.9
Private institutions							
Funds – total	35582.2	45.3	2536.7	28995.2	348.5	71.0	2343.4
Budgetary funds	976.3	–	20.1	857.3	9.3	1.1	70.2
Own funds of institutions	3163.8	6.6	11.1	1947.7	118.5	20.8	1011.6
Funds of population	30306.1	38.7	2489.3	25152.3	213.7	49.1	1197.3
Extra-budgetary funds	715.9	–	7.8	699.0	0.0	–	4.3
Funds from abroad	420.1	–	8.3	339.0	7.0	0.0	60.2

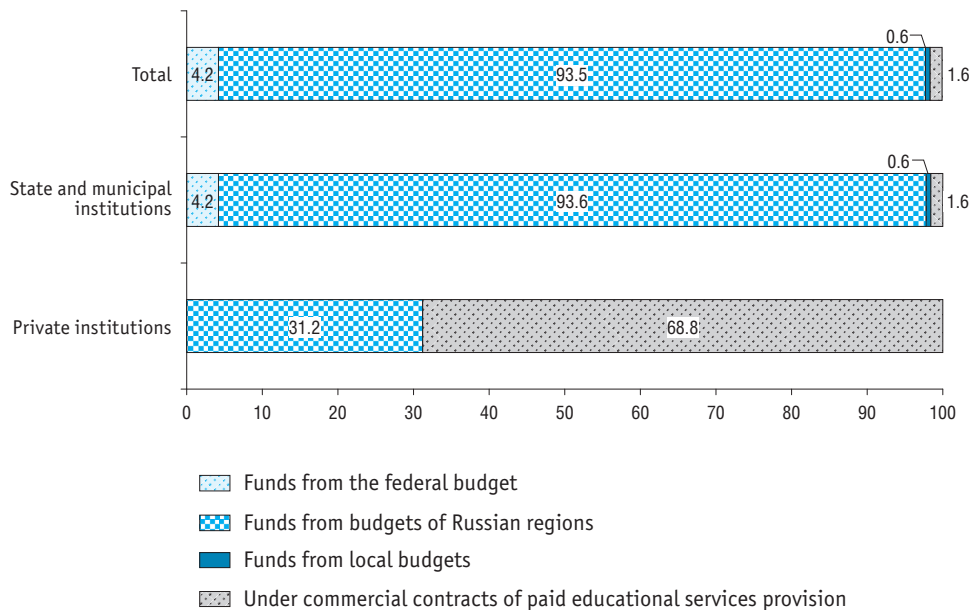
(continued)

	Percentage						
	Total	Of which					
		programmes for skilled workers and employees	programmes for mid-career professionals	bachelor's, specialist's, and master's programmes	postgraduate programmes, residency programmes, apprenticeship programmes (in the sphere of performing arts)	vocational training programmes	additional professional (vocational) programmes
Total							
Funds – total	100	100	100	100	100	100	100
Budgetary funds	59.6	54.1	61.0	59.4	78.6	34.1	15.4
Own funds of institutions	3.6	28.3	1.4	1.6	2.0	17.7	39.7
Funds of population	34.9	17.5	36.8	37.0	17.8	43.7	42.6
Extra-budgetary funds	0.3	–	0.1	0.4	0.0	0.4	0.4
Funds from abroad	1.6	0.0	0.7	1.7	1.7	4.1	1.8
State and municipal institutions							
Funds – total	100	100	100	100	100	100	100
Budgetary funds	63.7	57.5	67.9	63.7	80.0	35.0	16.7
Own funds of institutions	3.2	29.2	1.5	1.2	1.4	17.4	39.3
Funds of population	31.2	13.2	29.8	33.1	17.0	43.0	41.8
Extra-budgetary funds	0.2	–	0.1	0.2	0.0	0.4	0.5
Funds from abroad	1.7	0.0	0.7	1.7	1.7	4.2	1.7
Private institutions							
Funds – total	100	100	100	100	100	100	100
Budgetary funds	2.7	–	0.8	3.0	2.7	1.5	3.0
Own funds of institutions	8.9	14.7	0.4	6.7	34.0	29.3	43.2
Funds of population	85.2	85.3	98.1	86.7	61.3	69.2	51.1
Extra-budgetary funds	2.0	–	0.3	2.4	0.0	–	0.2
Funds from abroad	1.2	–	0.3	1.2	2.0	0.0	2.6

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



3.29. PERCENTAGE DISTRIBUTION OF SECONDARY VOCATIONAL EDUCATION ENROLMENT – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY SOURCE OF FUNDS: 2016/2017
(at the beginning of the academic year)

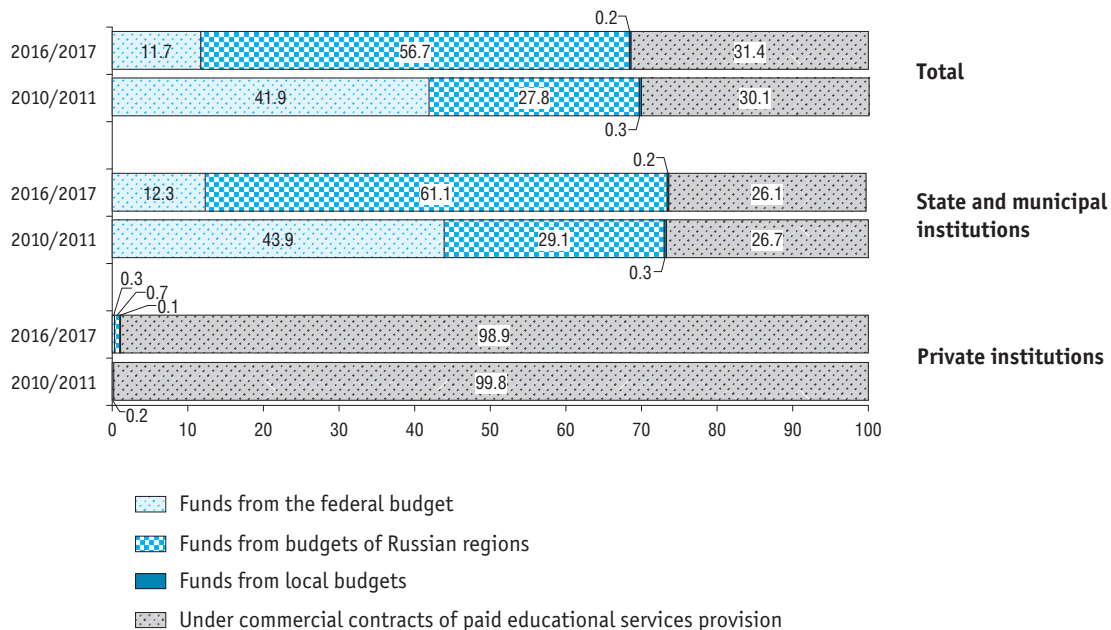


**3.30. ENROLMENT, ENTRANTS, AND GRADUATES OF SECONDARY VOCATIONAL EDUCATION INSTITUTIONS
IMPLEMENTING PROGRAMMES FOR MID-CAREER PROFESSIONALS BY SOURCE OF FUNDS**
(thousand persons)

	2000	2005	2010	2011	2012	2013	2014	2015	2016
Enrolment, at the beginning of the academic year	2360.8	2590.7	2125.7	2081.7	2087.1	1984.3	2103.1	2180.2	2304.8
Of whom studying:									
at the expense of budgetary funds	1590.1	1603.9	1485.9	1492.4	1524.2	1452.4	1516.0	1533.3	1581.7
at state and municipal institutions	1590.1	1603.9	1485.7	1491.9	1523.4	1450.5	1514.7	1531.0	1579.7
at private institutions	...	...	0.2	0.5	0.8	1.9	1.3	2.3	1.9
under commercial contracts of paid educational services provision	770.7	986.8	639.8	589.3	562.9	532.0	587.2	646.9	723.1
at state and municipal institutions	718.5	869.1	541.2	492.1	461.0	407.9	448.6	500.3	557.3
at private institutions	52.2	117.7	98.6	97.2	101.9	124.1	138.5	146.6	165.8
Entrants	867.2	854.1	705.3	659.6	656.2	637.7	672.8	699.3	727.0
Of whom studying:									
at the expense of budgetary funds	516.5	500.5	489.8	480.1	481.9	448.4	455.3	455.4	469.3
at state and municipal institutions	516.5	500.5	489.7	479.9	481.2	447.9	455.1	454.7	468.7
at private institutions	...	...	0.0	0.2	0.7	0.5	0.3	0.7	0.6
under commercial contracts of paid educational services provision	350.7	353.6	215.5	179.5	174.3	189.3	217.5	243.9	257.7
at state and municipal institutions	325.9	310.4	182.1	148.9	139.6	143.4	163.3	185.1	195.9
at private institutions	24.8	43.2	33.5	30.6	34.7	45.9	54.2	58.8	61.8
Graduates from secondary vocational education institutions implementing programmes for mid-career professionals	579.3	684.4	572.1	518.0	486.3	439.0	451.0	446.0	469.1
Of whom studying:									
at the expense of budgetary funds	414.2	399.3	356.8	331.0	319.1	299.7	319.3	320.1	330.4
at state and municipal institutions	414.2	399.3	356.8	330.9	319.0	299.4	319.3	319.4	329.7
at private institutions	...	...	0.0	0.1	0.0	0.4	0.1	0.7	0.8
under commercial contracts of paid educational services provision	165.1	285.1	215.3	187.0	167.3	139.3	131.6	125.9	138.6
at state and municipal institutions	153.5	252.1	178.9	153.3	135.9	104.6	98.7	91.6	100.0
at private institutions	11.6	33.0	36.4	33.7	31.4	34.7	32.9	34.3	38.7

3.31. PERCENTAGE DISTRIBUTION OF SECONDARY VOCATIONAL EDUCATION ENROLMENT – PROGRAMMES FOR MID-CAREER PROFESSIONALS BY SOURCE OF FUNDS

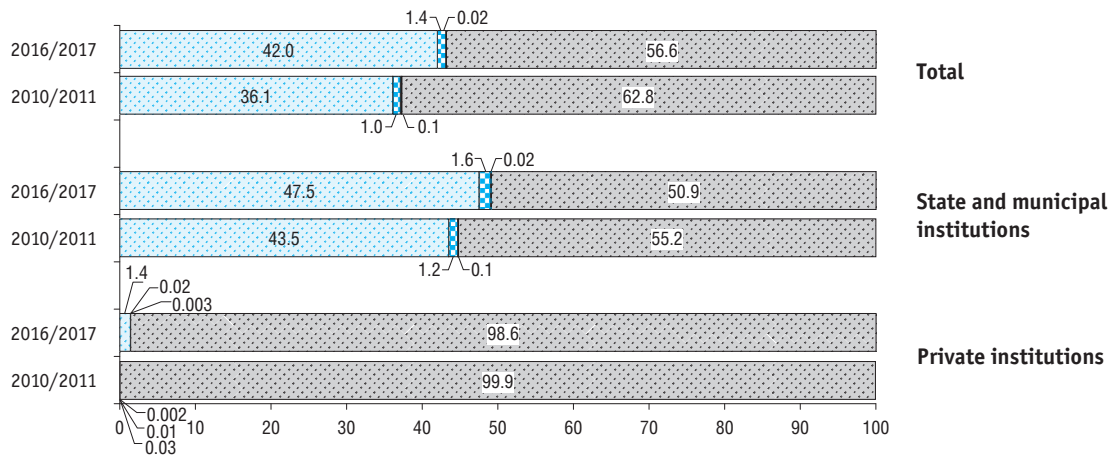
(at the beginning of the academic year)



3.32. ENROLMENT, ENTRANTS, AND GRADUATES OF HIGHER EDUCATION INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY SOURCE OF FUNDS
(thousand persons)

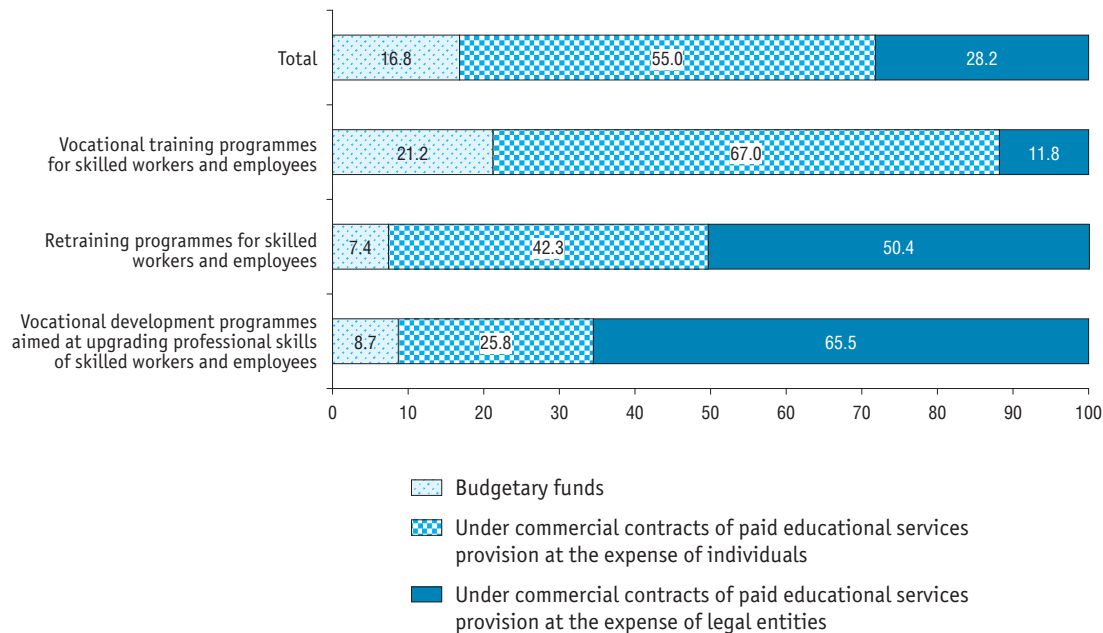
	2000	2005	2010	2011	2012	2013	2015	2016
Enrolment, at the beginning of the academic year	4741.4	7064.6	7049.8	6490.0	6075.4	5646.7	4766.5	4399.5
Of whom studying:								
at the expense of budgetary funds	2802.0	3002.7	2619.8	2455.8	2338.0	2196.9	1933.6	1908.5
at state and municipal institutions	2802.0	3002.7	2619.3	2455.2	2332.9	2190.3	1923.6	1901.2
at private institutions	...	...	0.5	0.6	5.1	6.6	10.0	7.3
under commercial contracts of paid educational services provision	1939.4	4061.9	4430.0	4034.1	3737.3	3449.7	2832.9	2491.0
at state and municipal institutions	1468.8	2982.6	3229.5	2998.6	2812.3	2571.6	2137.8	1972.6
at private institutions	470.6	1079.3	1200.6	1035.5	925.0	878.1	695.0	518.4
Entrants	1292.5	1640.5	1399.5	1207.4	1298.2	1246.5	1221.8	1157.8
Of whom studying:								
at the expense of budgetary funds	586.8	613.7	519.2	510.7	519.5	499.1	523.0	518.0
at state and municipal institutions	586.8	613.7	519.0	510.5	514.9	496.8	520.7	516.6
at private institutions	...	...	0.2	0.2	4.6	2.3	2.3	1.4
under commercial contracts of paid educational services provision	705.7	1026.8	880.1	696.6	778.7	747.4	698.8	639.8
at state and municipal institutions	553.5	758.8	676.4	547.2	596.7	569.9	528.8	521.7
at private institutions	152.2	268.0	203.8	149.5	182.0	177.5	169.9	118.2
Graduates from higher education institutions implementing bachelor's, specialist's, and master's programmes	635.1	1151.7	1467.9	1442.9	1397.2	1291.0	1300.5	1161.1
Of whom studying:								
at the expense of budgetary funds	451.8	517.2	546.7	521.3	496.8	473.4	536.1	434.9
at state and municipal institutions	451.8	517.2	546.6	521.0	496.7	473.3	535.6	432.3
at private institutions	...	...	0.1	0.3	0.1	0.1	0.5	2.6
under commercial contracts of paid educational services provision	183.3	634.5	921.2	921.6	900.5	817.6	764.4	726.1
at state and municipal institutions	127.1	461.2	631.2	636.3	628.7	586.7	574.4	540.1
at private institutions	56.2	173.3	290.1	285.3	271.8	230.9	190.0	186.0

3.33. PERCENTAGE DISTRIBUTION OF HIGHER EDUCATION ENROLMENT – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY SOURCE OF FUNDS (at the beginning of the academic year)

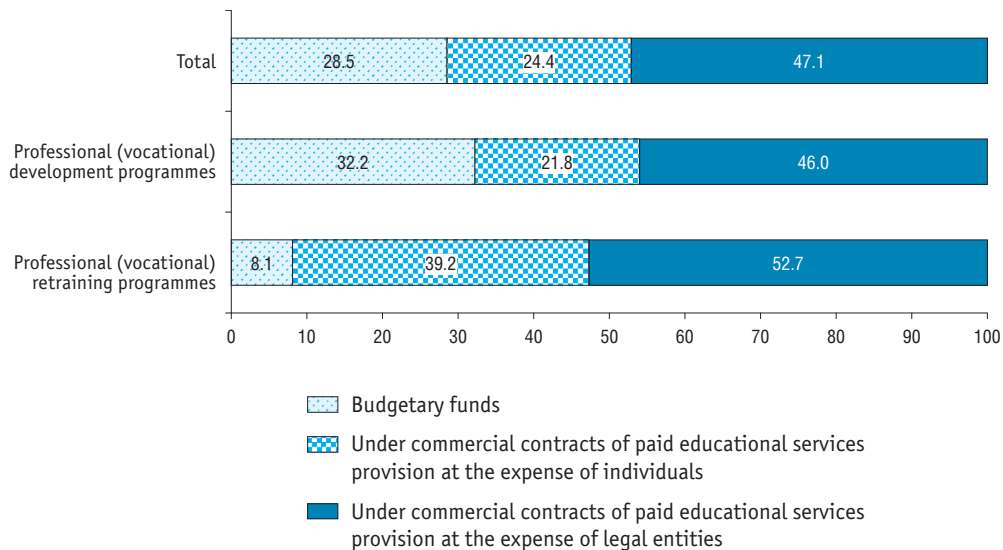


- Funds from the federal budget
- Funds from budgets of Russian regions
- Funds from local budgets
- Under commercial contracts of paid educational services provision

3.34. PERCENTAGE DISTRIBUTION OF INDIVIDUALS WHO COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY PROGRAMME AND SOURCE OF FUNDS: 2016



3.35. PERCENTAGE DISTRIBUTION OF INDIVIDUALS WHO COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY PROGRAMME AND SOURCE OF FUNDS: 2016



3.36. AVERAGE CONSUMER PRICES FOR EDUCATIONAL SERVICES

(at the end of the year; roubles)

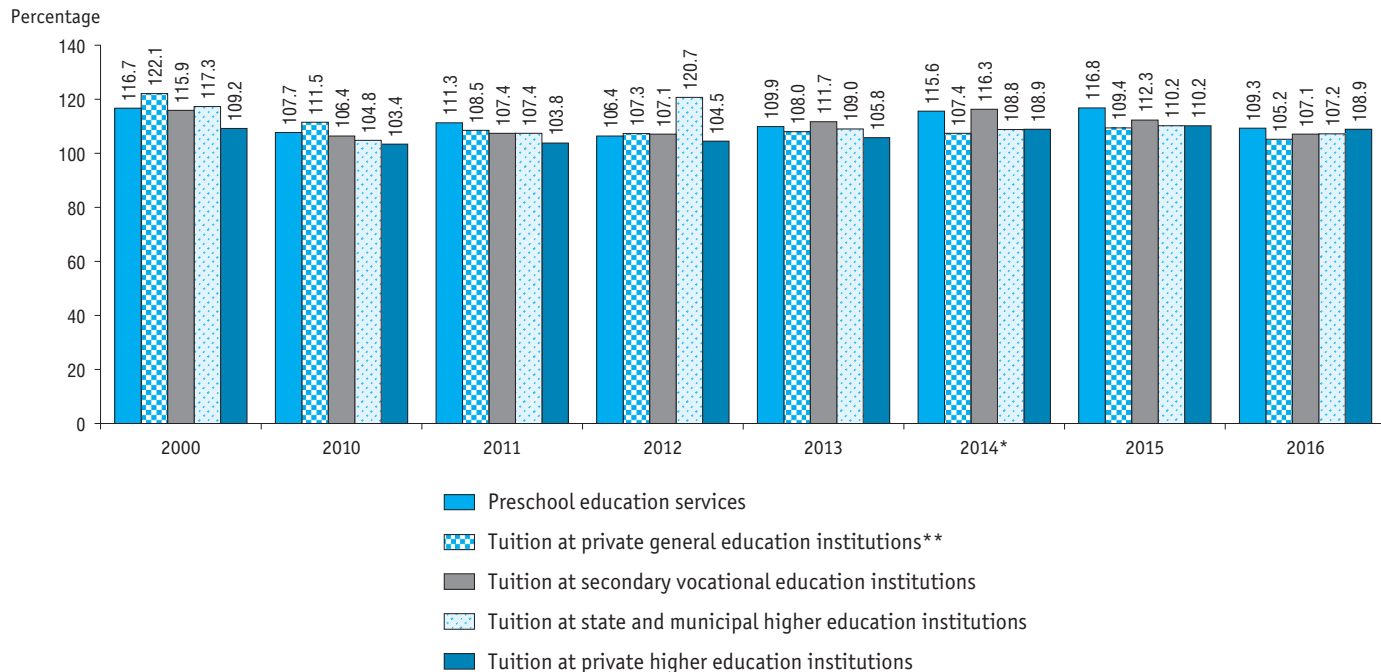
	2000	2005	2010	2011	2012	2013	2014*	2015	2016
Attending kindergartens, <i>per day</i>	9.19	26.53	54.86	56.97	61.66	67.30	76.55	85.19	93.12
Tuition at private general education institutions, <i>per month**</i>	1703.76	4168.46	9420.77	10002.34	11431.92	12008.43	14037.35	16029.83	16276.20
Additional studies at state and municipal intramural full-time general education institutions, <i>per academic hour</i>	...	...	79.08	71.52	83.74	94.54	113.05	124.85	130.03
Tuition at secondary vocational education institutions, <i>per semester</i>	4232.07	8672.05	13981.85	16516.96	17639.59	19943.13	23731.83	27371.91	28439.73
Tuition at state and municipal higher education institutions, <i>per semester</i>	7033.69	16026.90	25520.38	28211.22	35273.32	38813.35	42331.74	47626.92	51533.32
Tuition at private higher education institutions, <i>per semester</i>	8310.66	15153.15	22983.61	24793.75	27358.44	28840.34	33030.85	38085.28	40774.14
Foreign languages courses, <i>per academic hour</i>	31.09	72.24	148.21	181.84	206.34	221.36	236.85	261.77	266.64
Tuition at professional training courses, <i>per academic hour</i>	21.87	49.60	82.21	79.70	90.33	97.26	107.07	120.62	125.46
Basic category B driving course, <i>per course</i>	...	...	17725.13	18660.52	19058.30	19457.99	27234.47	28588.22	26459.58

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

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

3.37. CONSUMER PRICE INDICES FOR SELECTED TYPES OF EDUCATIONAL SERVICES

(December to December of the preceding year)



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

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

TECHNICAL NOTES

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

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

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

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

Consolidated budget of a Russian region aggregates the budget of a Russian region and all municipal organisations within the region (excluding inter-budgetary transfers between these budgets).

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

Budget expenditure on education in the Russian Federation (public expenditure on education) are funds appropriat-

ed for financial provision of education. The data are taken from Section 0700 'Education' of annual reports on implementation of the consolidated budget of the Russian Federation and federal extra-budgetary funds. Section 0700 'Education' includes eight subsections and aggregates expenditure on the purposeful education and cultivation of personality in the best interests of the nation, society and the state.

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

Public expenditure on education per student by budgetary expenditure classification is estimated by dividing the total public expenditure on each level of education by the number of students enrolled in the corresponding level of state-funded education.

Paid educational services rendered to the population are monetary equivalent of the following educational services rendered to the population: child care and instruction at preschool education institutions, fee-based learning activities at educational institutions of all forms of ownership, paid courses, extra-curricular activities, workshops, study (hobby) groups, studios under educational institutions, private tutors, day care camps under educational institutions and other services that, according to the National Classifier of Services Rendered to the Public

(OKUN), fall into Subsection 11 'Services of the Education System'. This indicator is calculated using the data of federal statistical surveys and invisible services market assessment (before and including 2012 – according to the procedure approved by Decree no. 15 of the Russian State Statistics Committee (Goskomstat) of February 25, 2000; since 2013 – according to the procedure approved by Order no. 234 of the Federal State Statistics Service (Rosstat) of June 26, 2013).

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

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

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

serves as a standard classification of personal consumption expenditure of households.

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

Consumer expenditure of households is a part of expenses used for acquiring consumer goods and services. It excludes expenditures on artwork, antiquities, and jewellery purchased as capital investment, payment for materials and construction works, or capital repairs of dwelling units and utility areas, regarded as investments.

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

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

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

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



4. Institutions Engaged in Educational Activity

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

	2000	2005	2010	2012	2013	2014	2015	2016		
								Total	Urban areas	Rural areas
Preschool education institutions	51329	46518	45111	44326	43187	41322	39533	38362	23886	14476
Separate subdivisions (branches) of preschool education institutions	...	...	401	620	795	1100	1148	1357	593	764
Separate subdivisions (branches) of general education institutions	...	...	1136	1504	1581	1808	2065	2215	497	1718
Separate subdivisions (branches) of vocational education institutions and higher education institutions**	...	...	...	...	...	15	18	23	19	4
Institutions with subdivisions (branches) implementing preschool education, baby and child care programmes:										
general education institutions	...	4073	6353	7250	7924	9440	10333	10736	2217	8519
vocational education institutions and higher education institutions**	...	...	...	...	...	10	26	25	24	1
additional education institutions	...	...	...	...	...	87	91	92	65	27
other institutions	...	...	...	...	...	120	132	155	112	43

* Here and below (table 4.2) – including institutions under major renovation.

** 2014 – excluding vocational education institutions.

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

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total	68804	63174	50793	46881	45419	44848	43376	42621
State and municipal institutions	68169	62448	50128	46166	44699	44097	42593	41804
Urban areas	22694	21743	19505	18759	18318	17958	17337	17280
Rural areas	45475	40705	30623	27407	26381	26139	25256	24524
Private institutions	635	726	665	715	720	751	783	817
Urban areas	...	...	620	663	668	692	720	723
Rural areas	...	...	45	52	52	59	63	94

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

	2000	2005	2010	2012	2013	2014	2015	2016
Additional education institutions implementing additional general education programmes for children*	8699	8876	8531	8386	10462	11791	14359	14172
Of which:								
encompassing all types of educational activities	3577	3654	3683	3487	3631	3703	3782	3612
art	371	418	780	896	1909	2393	4375	4489
ecological and biological	467	445	331	282	269	251	219	204
tourism and regional natural history	335	331	256	232	210	209	185	177
technical	570	536	327	287	261	245	217	225
sports	2968	3072	2760	2582	3245	3714	4445	4215
military and technical sports	112	89	101	90	85	83	68	52
other	299	331	293	530	852	1193	1068	1198
Junior sports schools**	1709	1839	2210	2645	2746	2902	2809	2399
Children's music schools, schools of arts, choreography schools***	5823	5555	5370	5270	5223	5186	5108	5007

* Source: Ministry of Science and Higher Education of the Russian Federation and Ministry of Education of the Russian Federation.

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

*** Source: Ministry of Culture of the Russian Federation. The 2014 data – excluding the information for the Republic of Crimea and the city of Sevastopol.

4.4. INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016/2017*

(at the beginning of the academic year)

	Total	State and municipal institutions	Private institutions
Vocational education institutions	3278	2995	283
Separate subdivisions (branches) of vocational education institutions	580	506	74
Higher education institutions	382	295	87
Separate subdivisions (branches) of higher education institutions	474	404	70

* Excluding the institutions of the Russian Federal Penitentiary Service.

4.5. VOCATIONAL EDUCATION INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES*

(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017**
Total	2703	2905	2850	2981	2709	2909	2891	3278
State and municipal institutions	2589	2688	2586	2725	2494	2665	2645	2995
Private institutions	114	217	264	256	215	244	246	283

* Here and below (table 4.6) – before the 2016/2017 academic year, the data are given for vocational education institutions implementing programmes for mid-career professionals.

** Here and below (table 4.6) – excluding institutions of the Russian Federal Penitentiary Service.

4.6. BRANCHES OF VOCATIONAL EDUCATION INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES

(at the beginning of the academic year)

	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total	489	511	352	339	362	580
State and municipal institutions	403	413	263	270	294	506
Private institutions	86	98	89	69	68	74

4.7. HIGHER EDUCATION INSTITUTIONS

(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017*
Total	965	1068	1115	1046	969	950	896	818
State and municipal institutions	607	655	653	609	578	548	530	502
Private institutions	358	413	462	437	391	402	366	316

* Here and below (table 4.8) – including research institutes implementing master's programmes.

4.8. BRANCHES OF HIGHER EDUCATION INSTITUTIONS

(at the beginning of the academic year)

	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total	1621	1668	1603	1482	1319	1079	840
State and municipal institutions	1102	1069	1013	949	843	727	567
Private institutions	519	599	590	533	476	352	243

4.9. INSTITUTIONS IMPLEMENTING POSTGRADUATE PROGRAMMES

(at the end of the year)

	2000	2005	2010	2012	2013	2014	2015	2016
Total	1362	1473	1568	1575	1557	1519	1446	1359
Research institutes	797	833	809	820	818	805	771	733
Higher education institutions	565	640	748	740	724	698	661	611
Additional professional (vocational) education institutions	...	...	11	15	15	16	14	15

4.10. INSTITUTIONS IMPLEMENTING VOCATIONAL TRAINING PROGRAMMES

(at the end of the year)

	2016
Vocational education institutions	2682
Separate subdivisions (branches) of vocational education institutions	141
General education institutions	206
Separate subdivisions (branches) of general education institutions	7
Higher education institutions	145
Separate subdivisions (branches) of higher education institutions	82
Additional education institutions	142
Separate subdivisions (branches) of additional education institutions	4
Additional professional (vocational) education institutions	797
Separate subdivisions (branches) of additional professional (vocational) education institutions	25
Other institutions*	591

* Including separate subdivisions (branches).

4.11. INSTITUTIONS IMPLEMENTING ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES

(at the end of the year)

	2016
Additional professional (vocational) education institutions	2278
Vocational education institutions	2254
Higher education institutions	1162
Research institutes	98
Other institutions	660

TECHNICAL NOTES

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

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

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

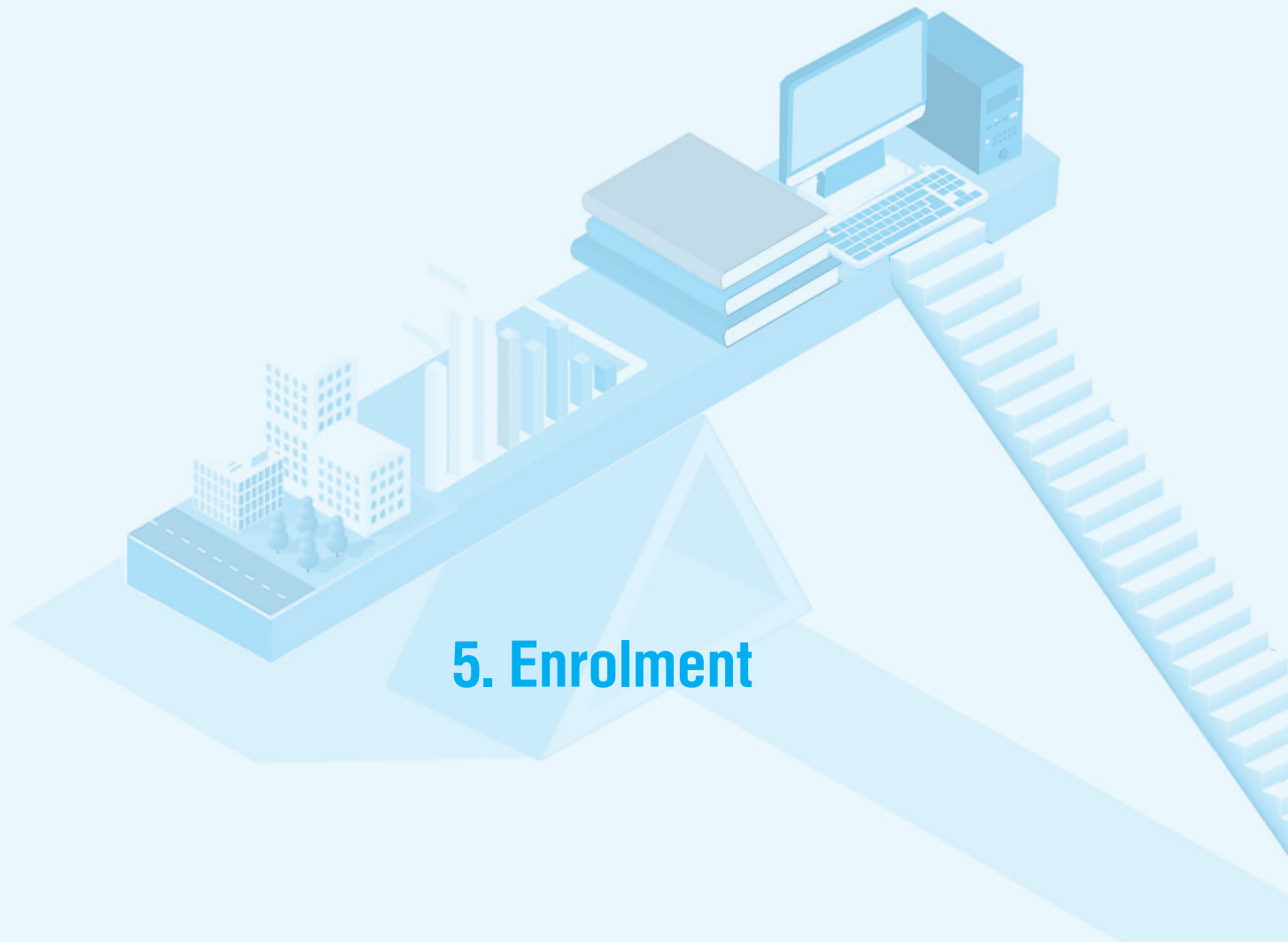
General education institution is an educational institution engaged in educational activity within primary general, basic general and/or secondary general education programmes as its main activity.

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

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

Additional education institutions is an educational institution engaged in educational activity within additional general education programmes as its main activity.

Additional professional (vocational) education institutions is an educational institution engaged in educational activity within additional professional (vocational) programmes as its main activity.



5. Enrolment

5.1. General education programmes

5.1.1. Preschool education programmes

5.1.1.1. ENROLMENT IN EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES*

(at the end of the year)

	2000	2005	2010	2012	2013	2014	2015	2016
Total, thousand persons	4263.0	4530.4	5388.0	5982.9	6347.3	6813.6	7151.6	7342.9
Urban areas	3408.5	3611.0	4280.6	4750.6	5037.1	5415.6	5693.8	5856.3
Rural areas	854.5	919.4	1107.3	1232.2	1310.2	1398.0	1457.7	1486.7
In the total enrolment – girls	2013.0	2144.1	2607.0	2892.4	3063.9	3289.3	3442.9	3534.1
In the total enrolment – students of private institutions, thousand persons	98.8	86.7	46.1	50.3	57.1	93.0	98.0	102.6
As a percentage of the total enrolment	2.3	1.9	0.9	0.8	0.9	1.4	1.4	1.4
Participation of children in preschool education, as a percentage of all children aged 1–6	53.7	55.3	57.8	60.8	61.8	63.4	65.1	65.5
Urban areas	63.3	63.2	65.3	68.5	69.3	71.1	72.6	72.3
Rural areas	33.5	37.1	40.0	42.4	43.5	44.7	46.3	47.6

* Here and below: before 2014 – preschool education institutions.

**5.1.1.2. ENROLMENT IN EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION,
BABY AND CHILD CARE PROGRAMMES: 2016**
(at the end of the year; thousand persons)

	Total	Urban areas	Rural areas
Total	7342.9	5856.3	1486.6
Preschool education institutions	6211.3	5077.3	1134.1
Separate subdivisions (branches) of preschool education institutions	113.2	85.4	27.8
Separate subdivisions (branches) of general education institutions	181.7	98.8	82.9
Separate subdivisions (branches) of vocational education institutions and higher education institutions	2.5	2.0	0.4
Educational institutions with subdivisions (branches) implementing preschool education, baby and child care programmes:			
general education institutions	811.4	573.1	238.4
vocational education institutions and higher education institutions	4.8	4.8	0.0
additional education institutions	5.2	4.4	0.9
other institutions	12.7	10.6	2.1

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

	2014	2015	2016		
			Total	Urban areas	Rural areas
Enrolment, thousand persons	6813.6	7151.6	7342.9	5856.3	1486.6
General groups	6028.4	6327.2	6381.9	4992.6	1389.3
Compensatory groups	410.7	411.0	404.5	381.9	22.6
Health groups	99.7	90.8	79.5	74.9	4.6
Combined groups	96.7	130.1	292.5	263.3	29.2
Early childhood groups	118.1	142.8	138.2	116.5	21.7
Baby and child care groups	42.3	31.1	26.7	18.7	8.1
Family preschool groups	17.8	18.5	19.5	8.4	11.1
Average group size, headcount	22	23	23	24	20
General groups	23	23	24	25	20
Compensatory groups	15	16	16	16	15
Health groups	20	20	20	20	16
Combined groups	22	23	24	24	22
Early childhood groups	20	21	21	22	18
Baby and child care groups	20	16	17	20	13
Family preschool groups	7	7	8	5	17

**5.1.1.4. ENROLMENT IN SHORT-TERM GROUPS AND ROUND-THE-CLOCK STAY GROUPS AT EDUCATIONAL INSTITUTIONS
IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES**
(at the end of the year)

	2010	2012	2013	2014	2015	2016		
						Total	Urban areas	Rural areas
Enrolment in short-term groups:								
thousand persons	126.2	138.4	147.4	160.6	173.5	173.5	119.9	53.6
per group, <i>headcount</i>	11	13	12	13	13	13	14	12
Enrolment in round-the-clock stay groups:								
thousand persons	43.7	33.9	30.7	27.6	23.4	19.4	16.4	3.0
per group, <i>headcount</i>	15	15	16	17	17	16	16	16

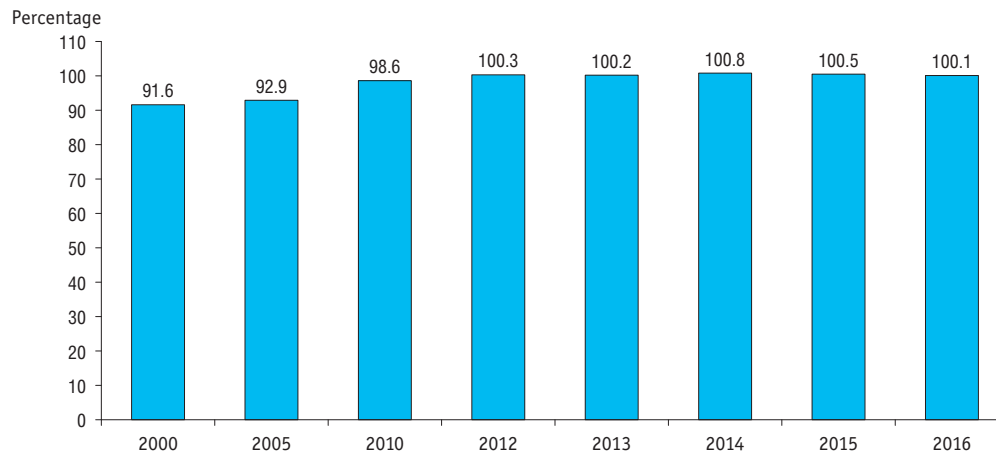
**5.1.1.5. STUDY PLACES AVAILABLE AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION,
BABY AND CHILD CARE PROGRAMMES**
(at the end of the year)

	2000	2005	2010	2012	2013	2014	2015	2016
Total								
Places at institutions:								
thousand places	5231.9	4765.5	5031.4	5708.9	6046.1	6453.2	6764.4	7012.1
per 1,000 children aged 1–6	675	597	553	592	600	612	626	635
Urban areas								
Places at institutions:								
thousand places	3862.2	3539.1	3796.2	4366.9	4643.1	4960.1	5210.2	5416.1
per 1,000 children aged 1–6	727	630	590	640	648	660	673	677
Rural areas								
Places at institutions:								
thousand places	1369.7	1226.4	1235.2	1342.0	1403.0	1493.0	1554.2	1596.0
per 1,000 children aged 1–6	561	517	463	477	481	493	508	524

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

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

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



5.1.2.2. PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION ENROLMENT

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

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017		
								Total	Boys	Girls
Total	20553.5	15630.9	13642.4	13804.5	13877.4	14398.9	14770.4	15219.0	7820.7	7398.3
State and municipal institutions	20492.9	15558.5	13568.9	13712.6	13782.6	14298.9	14665.9	15105.5	7758.2	7347.4
Urban areas	14389.1	10844.7	9761.3	10046.1	10167.7	10574.8	10911.0	11316.4	5793.3	5523.1
Rural areas	6103.8	4713.7	3807.6	3666.5	3614.9	3724.1	3754.8	3789.1	1964.9	1824.3
Private institutions	60.6	72.3	73.5	91.9	94.9	99.9	104.5	113.5	62.5	50.9
Urban areas	...	...	68.8	86.4	88.8	92.9	96.7	101.0	55.8	45.1
Rural areas	...	...	4.7	5.5	6.1	7.0	7.8	12.5	6.7	5.8

5.1.2.3. PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION ENROLMENT BY MODE OF STUDY: 2016/2017

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

	Total	State and municipal institutions	Private institutions
Total	15219.0	15105.5	113.5
Mode of study:			
intramural full-time	15092.2	14981.8	110.4
intramural part-time	71.2	70.2	1.0
extramural	55.6	53.5	2.1

5.1.2.4. PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION ENROLMENT BY GROUP OF GRADES*

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

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
	Total							
Total	19560.2	14755.4	12970.1	13195.8	13303.4	13848.8	14250.1	15030.3
Grades:								
1 st –4 th	5702.3	5164.7	5318.3	5651.7	5725.5	5982.6	6198.8	6556.9
5 th –9 th	11076.5	7131.3	6205.5	6119.6	6238.3	6548.8	6780.6	7086.4
10 th –11 th (12 th)	2781.3	2459.4	1446.3	1424.4	1339.6	1317.4	1270.7	1386.9
	State and municipal institutions							
Total	19499.7	14683.1	12896.6	13104.1	13208.6	13748.9	14145.7	14916.9
Grades:								
1 st –4 th	5682.4	5136.1	5285.0	5609.4	5681.4	5936.0	6149.6	6503.4
5 th –9 th	11047.9	7102.1	6174.9	6082.2	6199.2	6507.3	6737.2	7039.3
10 th –11 th (12 th)	2769.4	2444.8	1436.7	1412.5	1328.0	1305.7	1258.9	1374.2
	Private institutions							
Total	60.6	72.3	73.5	91.8	94.8	99.9	104.4	113.4
Grades:								
1 st –4 th	20.0	28.6	33.3	42.4	44.1	46.6	49.2	53.4
5 th –9 th	28.7	29.1	30.6	37.4	39.1	41.5	43.4	47.1
10 th –11 th (12 th)	12.0	14.6	9.6	12.0	11.6	11.8	11.8	12.8

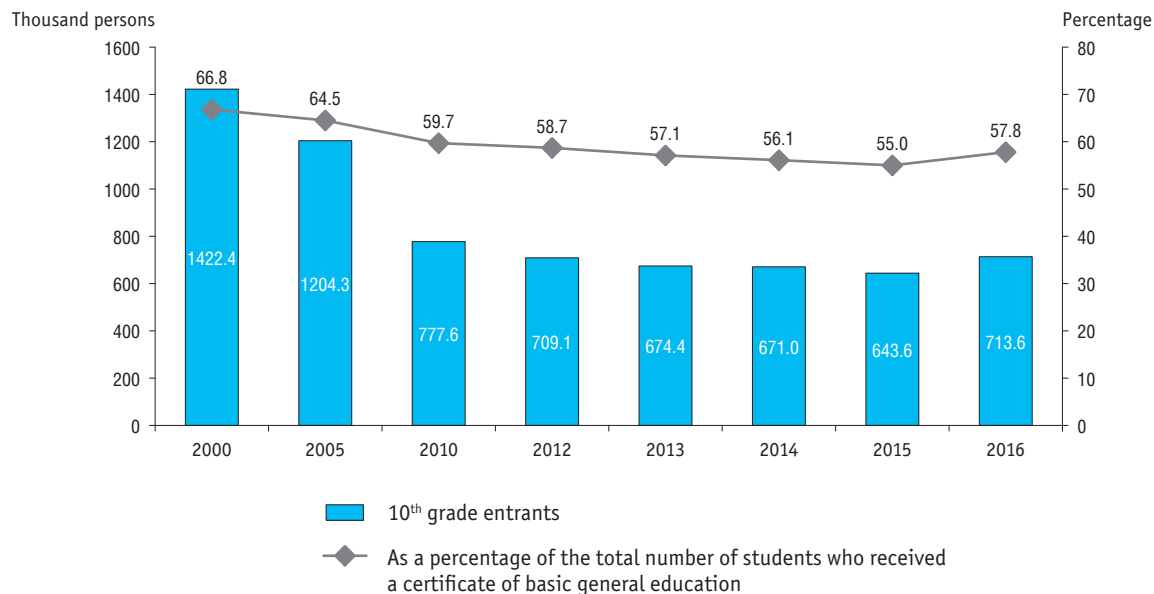
* Here and below (table 5.1.2.5) – before the 2016/2017 academic year – excluding separate general education institutions and classes for students with limited health capacities; special (correctional) educational institutions for students with deviant (socially dangerous) behaviour; sanatorium-type education institutions for students with long-term medical care needs; educational institutions for students who need psychological, medical, and social assistance (excluding intramural part-time (shift-based) general education institutions). The data for the 2016/2017 academic year – excluding separate institutions and classes for mentally handicapped students (students with mental development disorders).

**5.1.2.5. AVERAGE CLASS SIZE AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL,
BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES**

(at the beginning of the academic year; headcount)

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total								
Grades:								
1 st –4 th	18	18	20	20	20	21	21	20
5 th –9 th	21	18	18	18	19	19	19	19
10 th –11 th (12 th)	21	19	17	17	17	17	17	17
State and municipal institutions								
Grades:								
1 st –4 th	18	18	20	20	21	21	21	20
5 th –9 th	21	18	18	19	19	19	19	19
10 th –11 th (12 th)	21	19	17	17	17	17	17	17
Private institutions								
Grades:								
1 st –4 th	10	10	11	13	13	13	13	13
5 th –9 th	11	10	10	11	12	12	12	12
10 th –11 th (12 th)	12	11	9	10	10	10	10	10

5.1.2.6. 10TH GRADE ENTRANTS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES*



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

5.1.2.7. ENROLMENT IN CLASSES WITH IN-DEPTH STUDIES OF CERTAIN SUBJECTS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES 2016/2017*

(at the beginning of the academic year)

	Total	Urban areas	Rural areas
Total			
Enrolment in classes with in-depth studies of certain subjects:			
thousand persons	2213.8	2141.5	72.3
as a percentage of the total enrolment	14.9	19.2	1.9
State and municipal institutions			
Enrolment in classes with in-depth studies of certain subjects:			
thousand persons	2186.7	2117.3	69.3
as a percentage of the total enrolment	14.8	19.2	1.9
Private institutions			
Enrolment in classes with in-depth studies of certain subjects:			
thousand persons	27.1	24.2	3.0
as a percentage of the total enrolment	24.0	23.9	24.1

* Here and below (table 5.1.2.8) – excluding institutions and classes for students with limited health capacities.

5.1.2.8. ENROLMENT IN SUBJECT-ORIENTED CLASSES (GROUPS) AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016/2017

(at the beginning of the academic year)

	Total	Urban areas	Rural areas
Total			
Enrolment in subject-oriented classes (groups) (10 th –11 th (12 th) grade):			
thousand persons	711.7	618.5	93.2
as a percentage of the total enrolment (10 th –11 th (12 th) grade)	51.4	57.2	30.7
State and municipal institutions			
Enrolment in subject-oriented classes (groups) (10 th –11 th (12 th) grade):			
thousand persons	706.8	613.9	92.9
as a percentage of the total enrolment (10 th –11 th (12 th) grade)	51.5	57.4	30.7
Private institutions			
Enrolment in subject-oriented classes (groups) (10 th –11 th (12 th) grade):			
thousand persons	4.9	4.6	0.3
as a percentage of the total enrolment (10 th –11 th (12 th) grade)	38.5	39.7	26.6

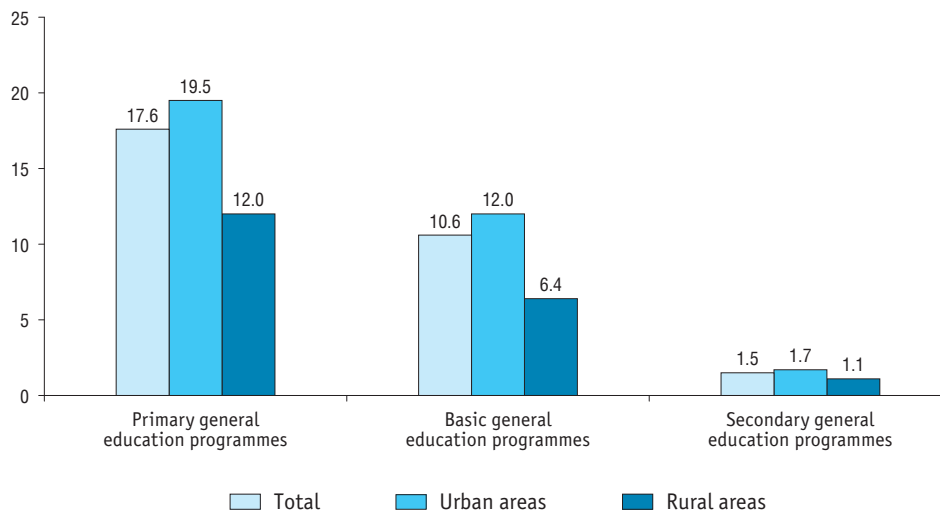
**5.1.2.9. SHIFTS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL,
BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES***
(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017**		
								Total	Urban areas	Rural areas
Enrolment at institutions with:										
one-shift schedule:										
thousand persons	15354.5	12456.1	11203.1	11359.1	11442.9	11982.3	12355.9	12840.4	9448.3	3392.1
as a percentage of the total enrolment	79.2	85.0	86.9	86.1	86.0	86.5	86.7	87.1	85.7	91.5
two- and three-shift schedule:										
thousand persons	4033.8	2191.2	1689.8	1835.3	1859.6	1865.8	1893.5	1894.2	1580.3	313.9
as a percentage of the total enrolment	20.8	15.0	13.1	13.9	14.0	13.5	13.3	12.9	14.3	8.5

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

** Here and below (pic. 5.1.2.10) – for intramural full-time classes, excluding separate institutions and classes for students with limited health capacities.

5.1.2.10. ENROLMENT AT EDUCATIONAL INSTITUTIONS WITH TWO- OR THREE-SHIFT SCHEDULE AS A PERCENTAGE OF THE TOTAL ENROLMENT AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016/2017
(at the beginning of the academic year)

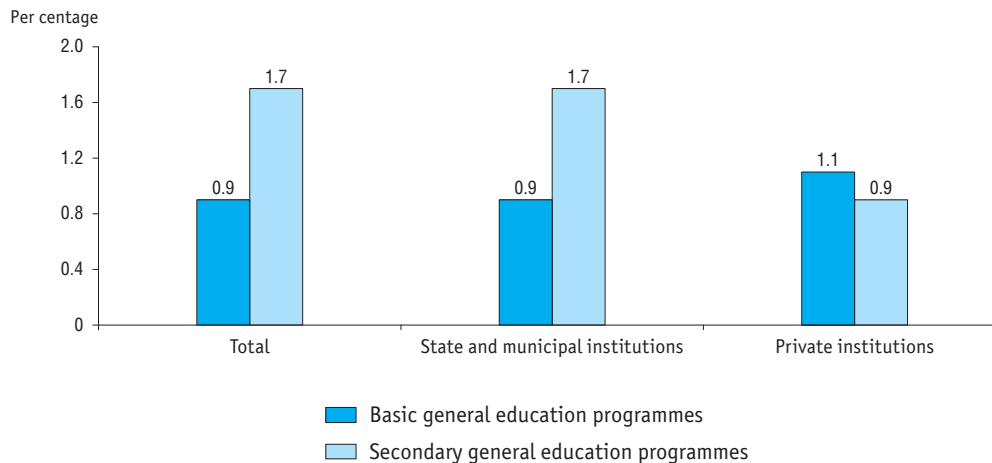


5.1.2.11. NUMBER OF GRADUATES OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

(thousand persons)

	2000	2005	2010	2012	2013	2014	2015	2016
Graduates who received:								
a certificate of basic general education	2199.5	1944.1	1354.1	1249.7	1220.3	1223.2	1198.3	1234.3
a certificate of secondary general education	1457.8	1466.0	789.3	765.8	735.2	701.4	647.8	635.2

5.1.2.12. STUDENTS WHO FAILED THEIR STATE FINAL EXAMINATION AS A PERCENTAGE OF THE TOTAL NUMBER OF STUDENTS WHO TOOK STATE FINAL EXAMINATION WITHIN BASIC GENERAL AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016



5.2. Secondary vocational education programmes

5.2.1. SECONDARY VOCATIONAL EDUCATION ENROLMENT – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES: 2000–2015*

(at the end of the year)

	2000	2005	2010	2011	2012	2013	2014	2015
Total enrolment, thousand persons	1614.9	1445.5	938.4	852.2	771.3	706.8	660.1	622.7
of whom female	639.2	537.1	339.7	305.1	272.0	242.9	217.7	202.1
Enrolment per 10,000 population, headcount	110	101	66	60	54	49	45	42

* Here and below (table 5.2.2, 5.2.4, pic. 5.2.3) – excluding vocational education institutions of the Russian Federal Penitentiary Service; before 2010 – excluding fee-paying students.

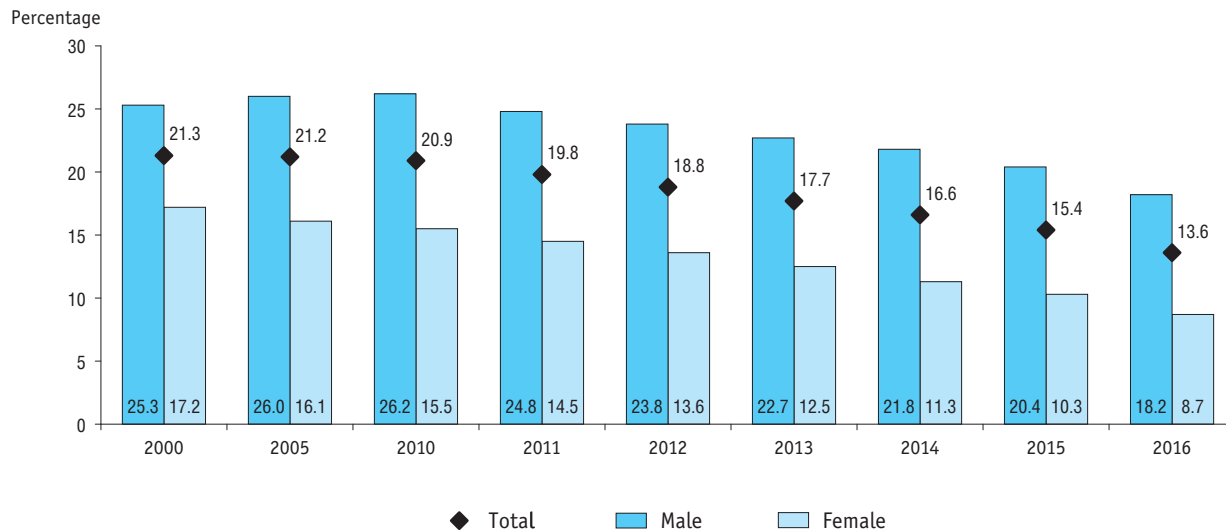
5.2.2. SECONDARY VOCATIONAL EDUCATION ENROLMENT – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES

(at the beginning of the academic year)

	2016/2017
Total enrolment, thousand persons	547.6
State and municipal institutions	547.3
Private institutions	0.3
Enrolment per 10,000 population, headcount	37
In the total enrolment – by mode of study:	
intramural full-time	543.4
intramural part-time	4.1
extramural	0.1

5.2.3. PARTICIPATION OF YOUNG ADULTS IN SECONDARY VOCATIONAL EDUCATION – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY GENDER

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



5.2.4. SECONDARY VOCATIONAL EDUCATION ENTRANTS – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES

	2016
Total, thousand persons	208.0
State and municipal institutions	207.8
Private institutions	0.2
As a percentage of population aged 15 (entrants ratio)	15.4
In the total number of entrants – by mode of study:	
intramural full-time	205.5
intramural part-time	2.4
extramural	0.1

5.2.5. SECONDARY VOCATIONAL EDUCATION GRADUATES – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY FIELD OF EDUCATION: 2001-2015*

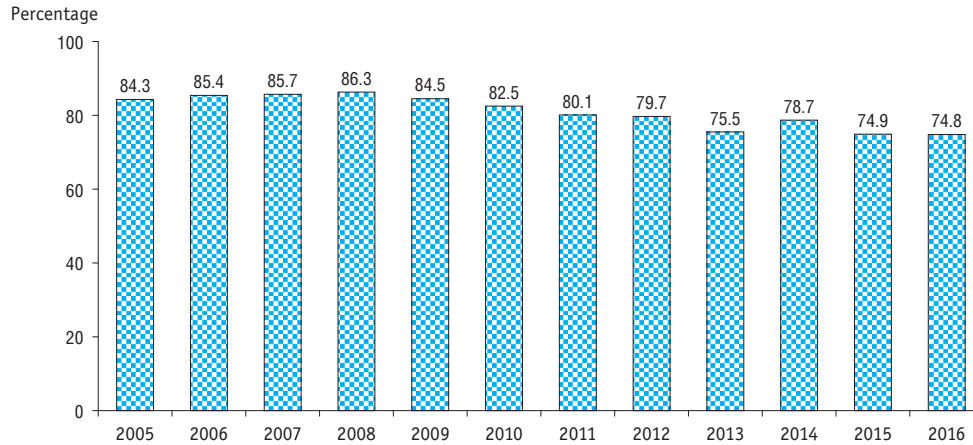
	2001	2005	2010	2011	2012	2013	2014	2015
Total, thousand persons	758.6	702.5	580.5	516.7	483.5	436.0	403.0	368.2
Fields of education:								
heavy industry	230.9	214.0	174.8	160.0	152.6	138.3	127.3	119.8
of which:								
production of ferrous and non-ferrous metals	2.1	2.1	1.5	1.3	0.8	1.2	1.0	0.9
manufacturing of chemicals and chemical products	1.0	0.6	0.4	0.4	0.3	0.2	0.3	0.1
metalworking	117.7	115.5	95.9	82.9	75.8	66.0	59.2	54.9
forest harvesting, woodworking, pulp and paper production	12.1	16.4	17.2	17.6	16.5	15.7	13.9	13.9
manufacturing of construction materials	0.3	0.2	0.6	0.4	0.5	0.7	0.7	0.5
light industry	67.7	50.7	32.4	32.7	34.6	32.5	31.6	31.8
of which:								
manufacture of textiles	1.5	1.0	0.4	0.2	0.2	0.2	0.2	0.2
manufacture of clothing	62.4	46.2	29.5	30.0	32.0	30.2	29.6	29.4
manufacture of footwear	1.3	1.3	1.5	1.5	1.5	1.6	1.6	1.8
agriculture	96.5	77.4	47.1	43.1	41.0	37.2	31.8	28.2
construction	88.1	83.5	74.9	69.4	67.0	61.3	60.4	55.8
transport	95.3	81.3	86.0	72.1	59.8	57.2	47.8	43.8
communication	4.1	3.9	3.1	2.6	2.4	2.0	2.1	1.7
public catering, trade and manufacture of food products	109.2	109.6	80.8	71.9	76.5	67.2	66.6	60.7
services sector	14.8	17.3	22.0	19.0	17.8	15.2	14.4	13.5
common occupations for all types of economic activities	61.2	62.1	56.5	47.6	43.0	39.8	36.9	33.9
other	58.6	53.4	35.5	30.9	23.4	17.8	15.8	10.7

* According to the Description of Lower Vocational Education Occupations as approved by Decree of the Government of the Russian Federation no. 1362 of December 8, 1999; including fee-paying students.

5.2.6. SECONDARY VOCATIONAL EDUCATION GRADUATES – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES BY FIELD OF EDUCATION: 2016

	Thousand persons	Percentage
Total	198.6	100
Fields of education:		
Industrial engineering and technology	18.6	9.4
Computer engineering	8.1	4.1
Electronics and communications engineering	1.9	0.9
Photonics, instrumentation engineering, optical and biomedical engineering	0.04	0.0
Power engineering and thermal power engineering	8.3	4.2
Mechanical engineering	29.2	14.7
Chemical engineering	1.8	0.9
Industrial ecology and biotechnology	33.8	17.0
Technosphere safety and environmental engineering	0.6	0.3
Applied geology, mining and quarrying, oil and gas engineering, geodesy	2.1	1.0
Materials engineering	0.6	0.3
Surface transport engineering and technology	37.1	18.7
Aircraft and aerospace engineering	0.3	0.1
Shipbuilding and water-borne transportation engineering and technology	1.5	0.7
Light industry technological processes	9.4	4.8
Nursing	1.5	0.8
Agriculture, forestry, and fisheries	19.7	9.9
Veterinary science and animal science	0.5	0.2
Economics and management	8.3	4.2
Sociology and social work	1.0	0.5
Mass media, library and information science	0.3	0.2
Services sector and tourism	9.7	4.9
History and archaeology	1.7	0.9
Fine arts and applied arts	2.6	1.3

5.2.7. DROPOUT RATIO WITHIN SECONDARY VOCATIONAL EDUCATION – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES*



* The interpretation of this indicator and its calculation method are given in Technical Notes (see also pic. 5.2.16 and 5.3.1.14).

5.2.8. SECONDARY VOCATIONAL EDUCATION ENROLMENT – PROGRAMMES FOR MID-CAREER PROFESSIONALS

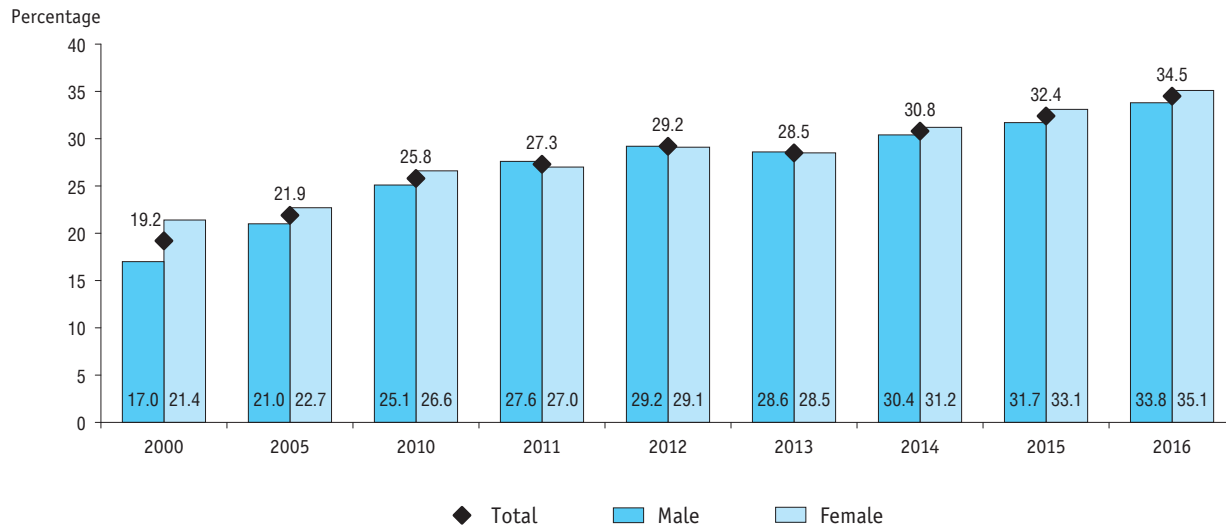
(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total, thousand persons	2360.8	2590.7	2125.7	2087.1	1984.3	2103.1	2180.2	2304.8
State and municipal institutions	2308.6	2473.0	2026.8	1984.4	1858.4	1963.3	2031.3	2137.0
Private institutions	52.2	117.7	98.9	102.7	126.0	139.8	148.9	167.7
Enrolment per 10,000 population, <i>headcount</i>	161	181	149	146	138	144	149	157
In the total enrolment – by mode of study:								
intramural full-time	1721.5	1960.3	1578.2	1608.2	1557.5	1674.7	1746.9	1853.3
intramural part-time	93.4	70.7	54.3	48.3	45.9	45.8	48.6	52.1
extramural*	545.9	559.7	493.2	430.6	380.9	382.6	384.7	399.4
In the total enrolment – within educational programmes of:								
basic general education	907.9	1095.6	1129.1	1304.1	1310.6	1421.4	1493.9	1590.8
secondary general education	1452.9	1495.1	996.6	783.0	673.7	681.7	686.3	713.9

* Here and below (table 5.2.12 и 5.2.13): before 2013 – including external degree programmes. Since the enactment of Federal Law no. 273-FL 'On Education in the Russian Federation' of December 29, 2012, the external degree programme was abolished.

5.2.9. PARTICIPATION OF YOUNG ADULTS IN SECONDARY VOCATIONAL EDUCATION – PROGRAMMES FOR MID-CAREER PROFESSIONALS BY GENDER

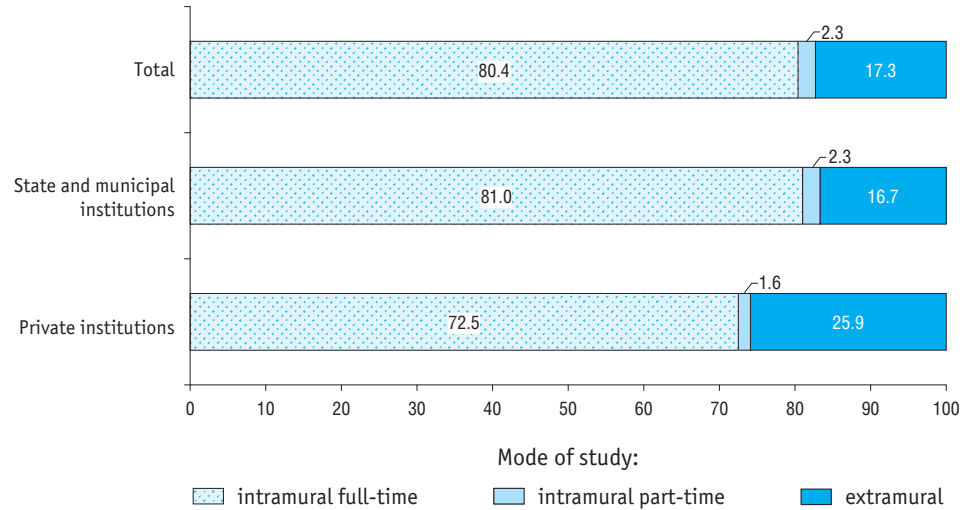
(ratio of secondary vocational education enrolment – programmes for mid-career professionals to population aged 15–19)



**5.2.10. SECONDARY VOCATIONAL EDUCATION ENROLMENT –
PROGRAMMES FOR MID-CAREER PROFESSIONALS BY GENDER AND AGE**
(at the beginning of the academic year; completed years as of January, 1; headcount)

	Total	Age, years											
		15 and under	16	17	18	19	20	21	22	23	24	25	26 and over
2010/2011													
Total	2125708	85699	277857	355219	396192	296912	167792	85332	56857	46781	39800	35375	281892
Male	1053896	46022	151748	184371	192782	138284	77462	39213	27649	23489	20567	18313	133966
Female	1071812	39677	126109	170848	203410	158628	90330	46119	29208	23292	19233	17062	147896
2016/2017													
Total	2304783	76079	340569	414797	462484	340126	160610	82004	51582	37927	32631	30108	275866
Male	1156255	38486	180006	215009	227358	171506	78404	41333	26809	19758	17010	15496	125080
Female	1148528	37593	160563	199788	235126	168620	82206	40671	24773	18169	15621	14612	150786

5.2.11. PERCENTAGE DISTRIBUTION OF SECONDARY VOCATIONAL EDUCATION ENROLMENT – PROGRAMMES FOR MID-CAREER PROFESSIONALS BY MODE OF STUDY: 2016/2017
(at the beginning of the academic year)



**5.2.12. SECONDARY VOCATIONAL EDUCATION ENROLMENT OF INTERNATIONAL STUDENTS –
PROGRAMMES FOR MID-CAREER PROFESSIONALS**
(at the beginning of the academic year)

	2000/2001	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total							
Total, headcount*	...	12131	16353	44111	36951	39377	26965
Of whom citizens of:							
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	...	10907	14005	19031	24462	27110	25210
of whom enrolled on general terms	...	10620	13833	16452	21606	24093	24454
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	...	259	434	373	486	523	597
of whom enrolled on general terms	...	–	–	315	449	494	580
As a percentage of the total enrolment	...	0.6	0.8	2.2	1.8	1.8	1.2
State and municipal institutions							
Total, headcount*	5111	10839	14817	37560	33145	35906	23563
Of whom citizens of:							
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	4922	9631	12483	16098	22015	24466	22009
of whom enrolled on general terms	...	9344	12311	13536	19177	21463	21255
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	189	247	424	353	462	486	547
of whom enrolled on general terms	–	–	–	296	425	457	530
As a percentage of the total enrolment	0.2	0.5	0.7	2.0	1.7	1.8	1.1
Private institutions							
Total, headcount*	...	1292	1536	6551	3806	3471	3402
Of whom citizens of:							
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	...	1276	1522	2933	2447	2644	3201
of whom enrolled on general terms	...	1276	1522	2916	2429	2630	3199
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	...	12	10	20	24	37	50
of whom enrolled on general terms	...	–	–	19	24	37	50
As a percentage of the total enrolment	...	1.3	1.5	5.2	2.7	2.3	2.0

* Since the 2010/2011 academic year – including persons without citizenship.

** 2000/2001, 2011/2012 academic years – excluding citizens of Abkhazia and South Ossetia.

5.2.13. SECONDARY VOCATIONAL EDUCATION ENTRANTS – PROGRAMMES FOR MID-CAREER PROFESSIONALS

	2000	2005	2010	2012	2013	2014	2015	2016
Total, thousand persons	867.2	854.1	705.3	656.2	637.7	672.8	699.3	727.0
State and municipal institutions	842.4	810.9	671.8	620.8	591.3	618.4	639.8	664.6
Private institutions	24.8	43.2	33.5	35.4	46.4	54.4	59.5	62.4
As a percentage of population aged 15 (entrants ratio)	35.1	39.7	49.0	50.8	47.8	51.9	50.8	54.0
In the total number of entrants – by mode of study:								
intramural full-time	625.1	662.0	537.9	518.6	507.8	544.8	567.7	590.7
intramural part-time	35.5	20.9	19.2	15.8	16.1	15.3	16.9	17.4
extramural	206.7	171.2	148.2	121.8	113.8	112.7	114.7	118.8

5.2.14. SECONDARY VOCATIONAL EDUCATION GRADUATES – PROGRAMMES FOR MID-CAREER PROFESSIONALS

	2000	2005	2010	2012	2013	2014	2015	2016
Total, thousand persons	579.3	684.4	572.1	486.3	439.0	451.0	446.0	469.1
State and municipal institutions	567.7	651.4	535.7	454.9	404.0	418.0	410.9	429.6
Private institutions	11.6	33.0	36.5	31.4	35.0	33.0	35.0	39.4
In the total number of graduates – by mode of study:								
intramural full-time	426.4	493.4	418.0	349.2	323.5	348.9	354.4	370.2
intramural part-time	25.7	22.7	15.2	12.9	11.0	10.6	9.8	10.0
extramural	127.2	168.3	139.0	124.2	104.5	91.4	81.8	88.3

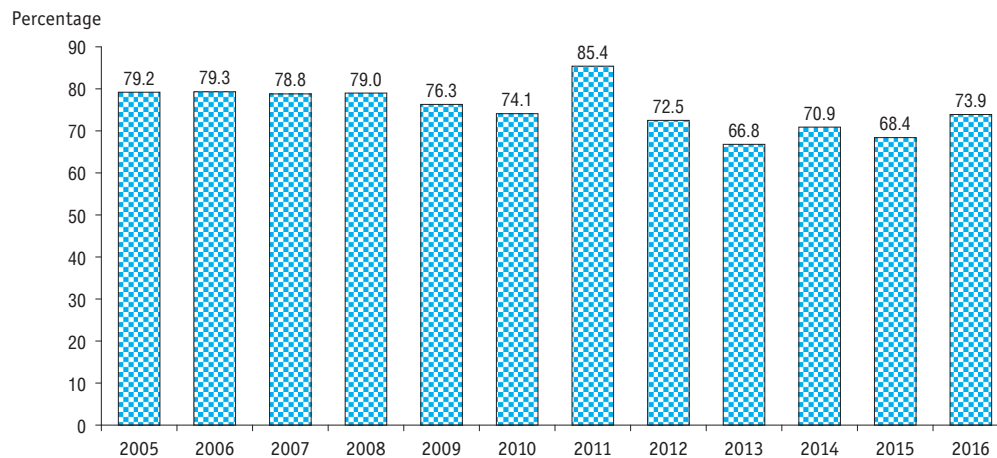
5.2.15. SECONDARY VOCATIONAL EDUCATION GRADUATES – PROGRAMMES FOR MID-CAREER PROFESSIONALS BY FIELD OF EDUCATION

	2014	2015	2016	
			headcount	percentage
Total, headcount	450966	445960	469058	100
Earth sciences	318	314	265	0.1
Architecture	1592	1696	1697	0.4
Civil engineering and technology	27321	25597	26356	5.6
Computer engineering	28575	29378	27688	5.9
Information security	629	1166	1623	0.3
Electronics and communications engineering	6766	6289	6156	1.3
Photonics, instrumentation engineering, optical and biomedical engineering	368	482	462	0.1
Power engineering and thermal power engineering	15534	15335	15963	3.4
Nuclear power engineering and technology	234	183	169	0.0
Mechanical engineering	18530	15613	17683	3.8
Chemical engineering	2869	2911	3048	0.6
Industrial ecology and biotechnology	16065	16791	16805	3.6
Technosphere safety and environmental engineering	3017	3467	3923	0.8
Applied geology, mining, oil and gas engineering and geodesics	18806	17534	18835	4.0
Materials engineering	4185	4363	4978	1.1
Surface transport engineering and technology	40107	40606	41950	8.9
Aircraft and aerospace engineering	664	764	662	0.1
Flight navigation and aircraft and aerospace equipment operation	1042	1654	1637	0.3
Shipbuilding and water-borne transportation engineering and technology	5707	4742	5220	1.1
Engineering systems management	2949	2495	2656	0.6
Light industry technological processes	3002	2609	2468	0.5

(continued)

	2014	2015	2016	
			headcount	percentage
Clinical medicine	17851	16423	17465	3.7
Health sciences and preventive medicine	100	134	143	0.0
Pharmacology and pharmacy	6345	7426	8148	1.7
Nursing	26477	26924	28940	6.2
Agriculture, forestry, and fisheries	16960	15025	15721	3.4
Veterinary science and animal science	2808	2459	2556	0.5
Economics and management	79163	72486	73722	15.7
Sociology and social work	2262	1860	1969	0.4
Law	27363	29937	36302	7.7
Mass media, library and information science	1877	2279	2277	0.5
Services sector and tourism	17352	18556	21385	4.6
Education and educational research	25746	27137	29194	6.2
History and archaeology	3845	3354	3776	0.8
Physical training and sport sciences	4934	5939	6830	1.5
Art (arts, history of arts, etc.)	–	–	–	–
Cultural studies and sociocultural projects	4691	4074	4571	1.0
Performing arts and creative writing	754	705	773	0.2
Musical arts	6456	6554	6320	1.3
Fine arts and applied arts	7297	8666	8291	1.8
Screen arts	405	493	431	0.1
Provision of national security	–	–	–	–

5.2.16. DROPOUT RATIO WITHIN SECONDARY VOCATIONAL EDUCATION – PROGRAMMES FOR MID-CAREER PROFESSIONALS



5.2.17. SECONDARY VOCATIONAL EDUCATION ENROLMENT BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION: 2016/2017
(at the beginning of the academic year)

	Total	Of whom studying under the following mode of educational programme implementation		
		online learning	e-learning	distance learning
Thousand persons				
Educational programmes:				
for mid-career professionals	2304.8	203.4	434.1	126.4
for skilled workers and employees	563.0	57.9	92.3	13.0
Percentage				
Educational programmes:				
for mid-career professionals	100	8.8	18.8	5.5
for skilled workers and employees	100	10.3	16.4	2.3

5.3. Higher education programmes

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

5.3.1.1. HIGHER EDUCATION ENROLMENT – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

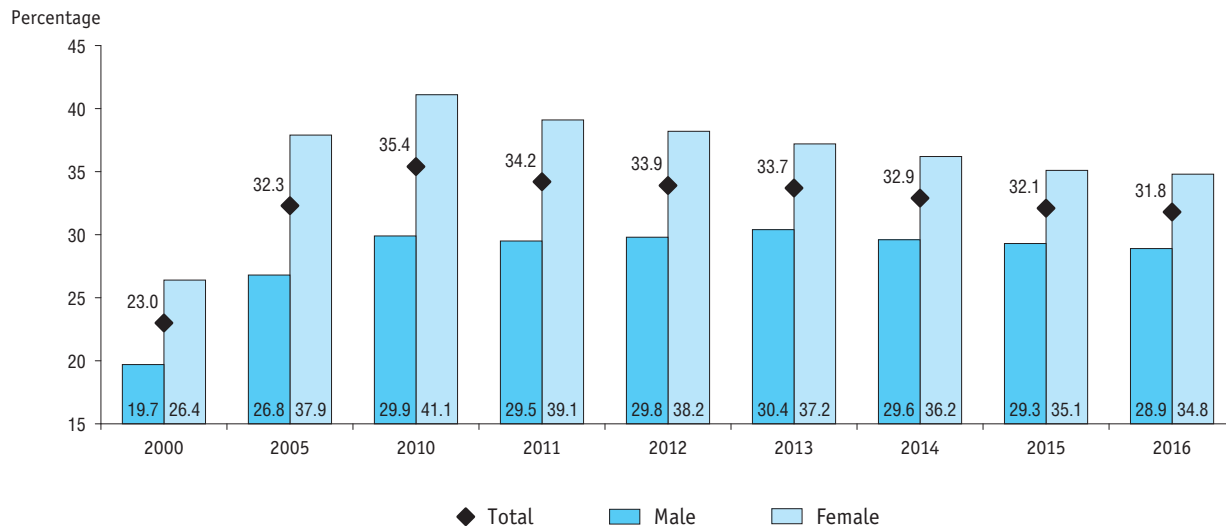
(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total, thousand headcount	4741.4	7064.6	7049.8	6075.4	5646.7	5209.0	4766.5	4399.5
State and municipal institutions	4270.8	5985.3	5848.7	5145.3	4762.0	4405.5	4061.4	3873.8
Private institutions	470.6	1079.3	1201.1	930.1	884.7	803.5	705.1	525.7
Enrolment per 10,000 population, <i>persons</i>	324	493	493	424	393	356	325	300
In the total enrolment – by mode of study:								
intramural full-time	2625.1	3508.0	3073.7	2724.3	2618.8	2575.0	2379.6	2403.0
intramural part-time	302.2	371.2	304.7	229.7	189.2	158.5	149.1	124.2
extramural*	1814.1	3185.4	3671.3	3121.4	2838.6	2475.5	2237.8	1872.3

* Here and below (table 5.3.1.9 и 5.3.1.12): before 2014 – including external degree programmes. Since the enactment of Federal Law no. 273-FL 'On Education in the Russian Federation' of December 29, 2012, the external degree programme was abolished.

5.3.1.2. PARTICIPATION OF YOUNG ADULTS IN HIGHER EDUCATION – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY GENDER

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



5.3.1.3. HIGHER EDUCATION ENROLMENT
(at the beginning of the academic year; thousand persons)

	Total	Of whom within		
		bachelor's programmes	specialist's programmes	master's programmes
		Total		
2012/2013	6075.4	2271.8	3634.8	168.8
2013/2014	5646.7	2994.8	2453.5	198.3
2014/2015	5209.0	3516.1	1465.9	227.0
2015/2016	4766.5	3530.9	904.9	330.7
2016/2017	4399.5	3263.4	689.2	446.9
		State and municipal institutions		
2012/2013	5145.3	1875.6	3113.1	156.6
2013/2014	4762.0	2453.3	2125.8	182.9
2014/2015	4405.5	2893.0	1300.1	212.4
2015/2016	4061.4	2924.8	823.3	313.3
2016/2017	3873.8	2788.7	657.4	427.7
		Private institutions		
2012/2013	930.1	396.2	521.7	12.2
2013/2014	884.7	541.5	327.8	15.5
2014/2015	803.5	623.1	165.8	14.6
2015/2016	705.1	606.1	81.6	17.4
2016/2017	525.7	474.8	31.8	19.2

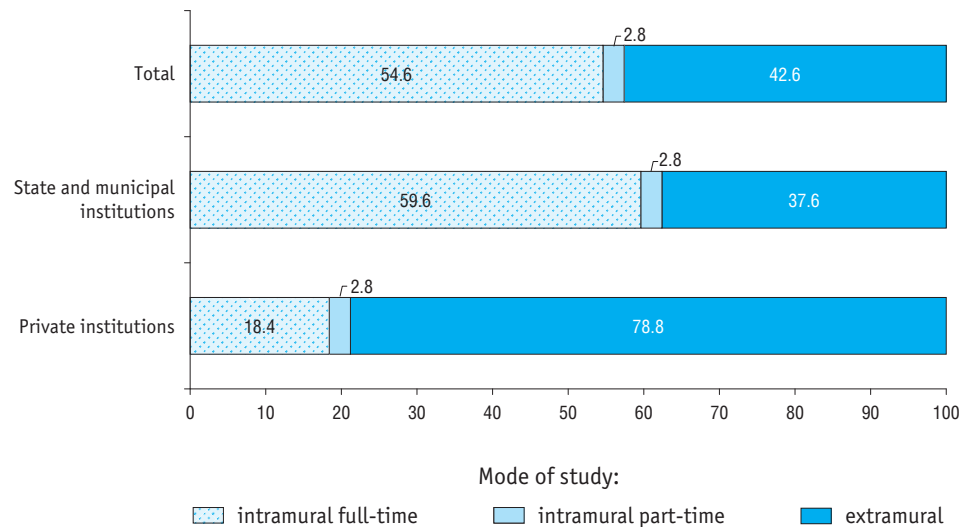
5.3.1.4. HIGHER EDUCATION ENROLMENT – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY GENDER AND AGE

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

	Total	Age, years									
		17 and under	18	19	20	21	22	23	24	25	26 and over
2010/2011											
Total	7049815	318444	617107	794153	906190	930911	719909	487230	360519	284754	1630598
Male	3019722	144419	270581	335345	377328	386551	303145	210584	159463	128524	703782
Female	4030093	174025	346526	458808	528862	544360	416764	276646	201056	156230	926816
2016/2017											
Total	4399487	110438	425041	528899	610284	618490	508109	338633	212672	153934	892987
Male	2041051	49792	188638	230554	266676	274615	234282	161941	107323	79791	447439
Female	2358436	60646	236403	298345	343608	343875	273827	176692	105349	74143	445548

5.3.1.5. PERCENTAGE DISTRIBUTION OF HIGHER EDUCATION ENROLMENT – BACHELOR'S, SPECIALIST'S AND MASTER'S PROGRAMMES BY MODE OF STUDY: 2016/2017

(at the beginning of the academic year)



5.3.1.6. HIGHER EDUCATION ENROLMENT OF INTERNATIONAL STUDENTS – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

(at the beginning of the academic year)

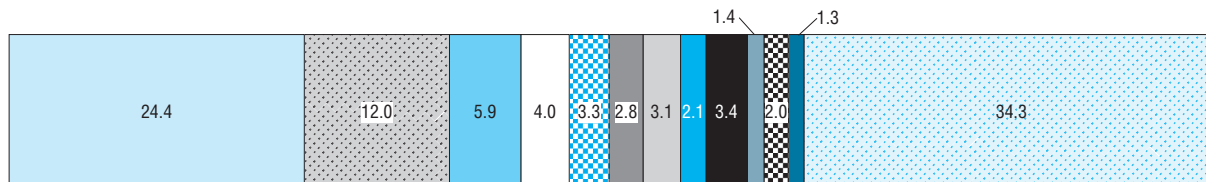
	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total						
Total, thousand persons*	160.9	171.6	205.7	224.6	242.5	244.6
Including citizens of:						
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	116.7	127.5	156.3	175.5	188.1	189.0
of whom enrolled on general terms	105.3	110.2	137.7	154.6	169.6	171.4
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	37.1	37.4	39.5	44.5	49.5	55.3
of whom enrolled on general terms	–	–	25.9	32.4	36.0	41.1
As a percentage of the total enrolment	2.3	2.8	3.6	4.3	5.1	5.5
State and municipal institutions						
Total, thousand persons*	130.6	139.4	160.3	178.6	195.6	207.4
Including citizens of:						
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	86.7	98.4	113.3	130.7	142.2	152.4
of whom enrolled on general terms	75.3	81.1	94.9	109.9	124.0	135.0
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	36.8	37.1	39.1	43.9	48.6	54.7
of whom enrolled on general terms	–	–	25.5	31.8	35.2	40.5
As a percentage of the total enrolment	2.2	2.7	3.3	4.0	4.8	5.4
Private institutions						
Total, thousand persons*	30.3	32.2	45.4	45.9	46.9	37.2
Including citizens of:						
CIS countries, Baltic States, Republic of Georgia, Abkhazia, and South Ossetia**	30.0	29.1	43.0	44.8	45.9	36.6
of whom enrolled on general terms	30.0	29.0	42.8	44.7	45.7	36.4
foreign countries excluding the CIS countries, Baltic States, Republic of Georgia	0.2	0.2	0.4	0.6	0.9	0.6
of whom enrolled on general terms	–	–	0.4	0.6	0.8	0.6
As a percentage of the total enrolment	2.5	3.5	5.1	5.7	6.7	7.1

* Including individuals without citizenship.

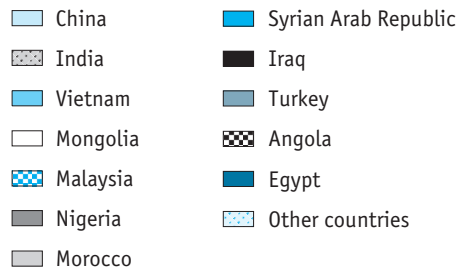
** The 2010/2011 academic year – excluding citizens of Abkhazia and South Ossetia.

5.3.1.7. PERCENTAGE DISTRIBUTION OF HIGHER EDUCATION ENROLMENT OF INTERNATIONAL STUDENTS – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY CITIZENSHIP: 2016/2017

(at the beginning of the academic year; percentage)



Countries:



5.3.1.8. HIGHER EDUCATION ENROLMENT BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION: 2016

(at the beginning of the academic year)

	Total	Of whom studying under the following mode of educational programme implementation		
		online learning	e-learning	distance learning
Thousand persons				
Educational programmes:				
bachelor's programmes	3263.4	25.4	589.3	349.6
specialist's programmes	689.2	6.9	119.9	29.1
master's programmes	446.9	7.1	91.4	28.8
Percentage				
Educational programmes:				
bachelor's programmes	100	0.8	18.1	10.7
specialist's programmes	100	1.0	17.4	4.2
master's programmes	100	1.6	20.5	6.5

5.3.1.9. HIGHER EDUCATION ENTRANTS – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

	2000	2005	2010	2012	2013	2014	2015	2016
Total, thousand persons	1292.5	1640.5	1399.5	1298.2	1246.5	1191.7	1221.8	1157.8
State and municipal institutions	1140.3	1372.5	1195.4	1111.6	1066.8	1020.8	1049.6	1038.2
Private institutions	152.2	268.0	204.0	186.6	179.7	170.9	172.2	119.6
As a percentage of population aged 17 (entrants ratio)	50.1	68.0	91.1	90.0	91.4	90.6	90.1	89.0
In the total number of entrants – by mode of study:								
intramural full-time	687.5	830.7	659.6	673.4	664.5	653.7	676.2	674.3
intramural part-time	81.9	86.1	52.4	40.8	34.6	32.4	36.3	34.4
extramural	523.1	723.7	687.5	584.0	547.5	505.6	509.3	449.1

5.3.1.10. HIGHER EDUCATION ENTRANTS BY PROGRAMME

(thousand persons)

	Total	Of whom entrants within		
		bachelor's programmes	specialist's programmes	master's programmes
		Total		
2012	1298.2	1061.9	143.5	92.9
2013	1246.5	995.1	147.3	104.1
2014	1191.7	930.9	142.0	118.8
2015	1221.8	866.6	147.7	207.5
2016	1157.8	773.9	150.1	233.9
		State and municipal institutions		
2012	1111.6	887.6	137.3	86.7
2013	1066.8	828.0	140.8	98.0
2014	1020.8	773.7	134.2	112.9
2015	1049.6	713.6	138.8	197.2
2016	1038.2	671.9	142.8	223.5
		Private institutions		
2012	186.6	174.3	6.1	6.2
2013	179.7	167.1	6.5	6.1
2014	170.9	157.3	7.7	5.9
2015	172.2	153.1	8.9	10.3
2016	119.6	101.9	7.3	10.3

5.3.1.11. HIGHER EDUCATION ENTRANTS – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY FIELD OF EDUCATION

	2014	2015	2016	
			Thousand persons	Percentage
Total, thousand persons	1191.7	1221.8	1157.8	100
Mathematics and mechanics	10.7	12.4	12.8	1.1
Computer and information sciences	4.8	5.1	5.5	0.5
Physics and astronomy	6.9	7.9	7.9	0.7
Chemistry	4.9	5.0	5.2	0.5
Earth sciences	11.0	11.4	11.6	1.0
Biological sciences	7.7	7.6	8.3	0.7
Architecture	5.8	6.1	7.0	0.6
Civil engineering and technology	43.6	45.1	41.9	3.6
Computer engineering	43.0	46.9	47.5	4.1
Information security	6.0	6.3	7.3	0.6
Electronics and communications engineering	16.2	18.6	18.8	1.6
Photonics, instrumentation engineering, optical and biomedical engineering	5.8	6.5	6.6	0.6
Power engineering and thermal power engineering	31.1	33.5	32.9	2.8
Nuclear power engineering and technology	2.0	2.3	2.1	0.2
Mechanical engineering	30.7	33.1	32.5	2.8
Engineering physics and technology	1.7	1.7	1.8	0.2
Weapons and armaments systems	0.7	0.8	0.8	0.1
Chemical engineering	11.5	13.4	12.8	1.1
Industrial ecology and biotechnology	12.8	12.9	13.2	1.1
Technosphere safety and environmental engineering	13.8	15.0	13.9	1.2

(continued)

	2014	2015	2016	
			Thousand persons	Percentage
Applied geology, mining and quarrying, oil and gas engineering, geodesy	29.4	30.4	31.6	2.7
Materials engineering	5.2	6.1	6.3	0.5
Surface transport engineering and technology	35.5	38.4	37.5	3.2
Aircraft and aerospace engineering	4.6	0.4	5.4	0.5
Flight navigation and aircraft and aerospace equipment operation	3.2	0.3	3.4	0.3
Shipbuilding and water-borne transportation engineering and technology	7.0	0.6	7.5	0.6
Engineering systems management	13.2	1.1	14.6	1.3
Nanotechnologies and nanomaterials	0.9	0.1	1.3	0.1
Light industry technological processes	3.3	0.3	3.4	0.3
Basic medicine	0.7	0.1	0.9	0.1
Clinical medicine	43.8	3.7	46.2	4.0
Health sciences and preventive medicine	1.9	0.2	1.9	0.2
Pharmacology and pharmacy	5.2	0.4	4.8	0.4
Nursing	1.4	0.1	1.1	0.1
Agriculture, forestry, and fisheries	33.4	2.8	33.5	2.9
Veterinary science and animal science	12.1	1.0	12.0	1.0
Psychology	21.1	1.8	18.4	1.6
Economics and management	323.9	300.5	247.6	21.4
Sociology and social work	12.9	1.1	11.7	1.0
Law	134.3	150.3	137.2	11.9
Political sciences and area studies	9.9	0.8	12.7	1.1

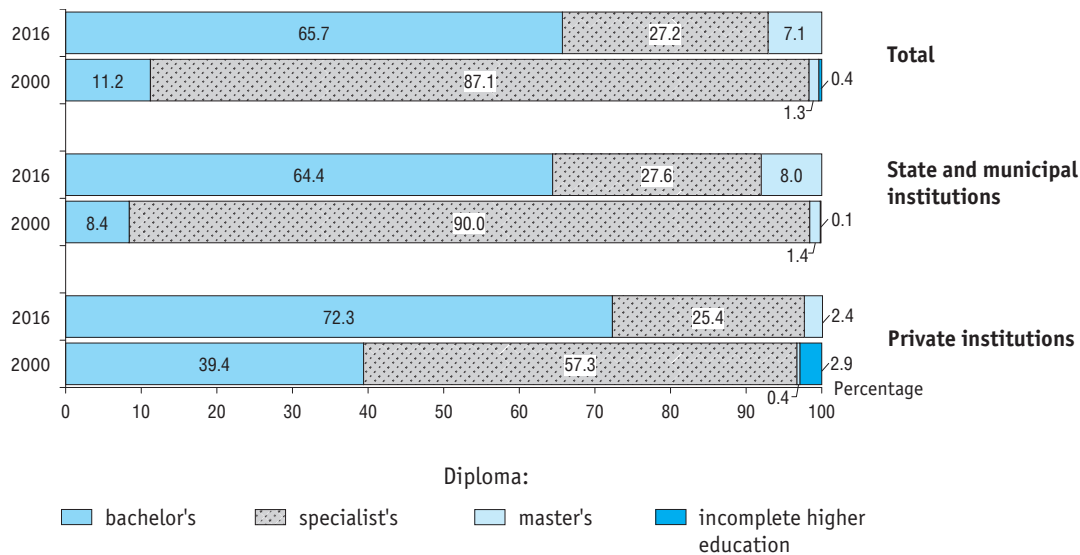
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	2014	2015	2016	
			Thousand persons	Percentage
Mass media, library and information science	16.2	1.4	19.6	1.7
Services sector and tourism	16.1	1.4	13.6	1.2
Education and educational research	113.0	9.5	114.8	9.9
Linguistics and literature studies	21.4	1.8	25.7	2.2
History and archaeology	6.7	0.6	7.6	0.7
Philosophy, ethics, and religion	1.5	0.1	2.0	0.2
Theological studies	1.1	0.1	1.5	0.1
Physical training and sport sciences	13.4	1.1	13.6	1.2
Art (arts, history of arts, etc.)	1.3	0.1	2.0	0.2
Cultural studies and sociocultural projects	8.2	0.7	8.1	0.7
Performing arts and creative writing	3.3	0.3	3.6	0.3
Musical arts	5.1	0.4	4.9	0.4
Fine arts and applied arts	9.6	0.8	10.4	0.9
Screen arts	1.3	0.1	1.5	0.1

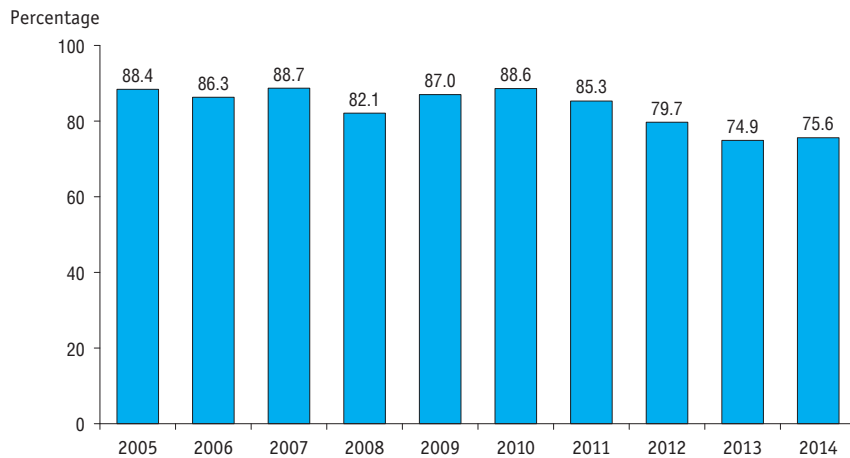
5.3.1.12. HIGHER EDUCATION GRADUATES – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES
(thousand persons)

	2000	2005	2010	2012	2013	2014	2015	2016
Total	635.1	1151.7	1467.9	1397.2	1291.0	1226.2	1300.5	1161.1
State and municipal institutions	578.9	978.4	1177.8	1125.4	1060.0	1017.7	1109.9	972.4
Private institutions	56.2	173.3	290.1	271.9	231.0	208.4	190.5	188.7
In the total number of graduates – by mode of study:								
intramural full-time	375.3	570.5	689.8	617.4	568.5	527.2	698.2	493.4
intramural part-time	39.8	59.9	68.0	61.2	53.1	48.4	38.5	36.2
extramural	220.0	521.3	710.0	718.8	669.3	650.6	563.8	625.7

5.3.1.13. PERCENTAGE DISTRIBUTION OF GRADUATES BY DIPLOMA



5.3.1.14. DROPOUT RATIO WITHIN HIGHER EDUCATION – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

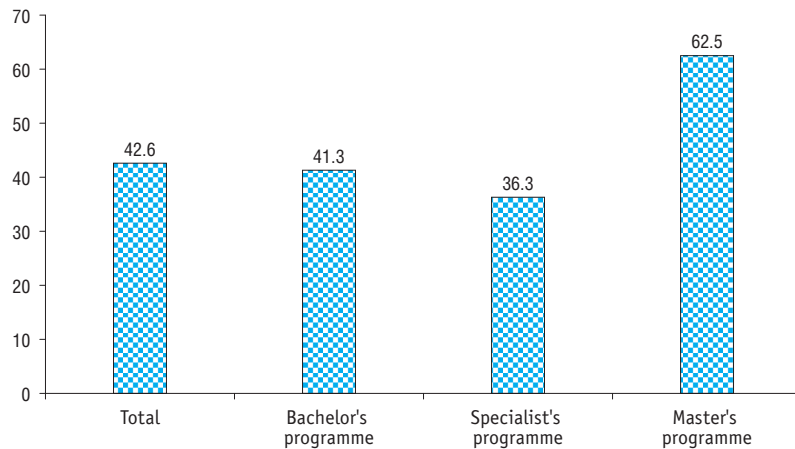


5.3.1.15. HIGHER EDUCATION ENROLMENT (INTRAMURAL FULL-TIME MODE OF STUDIES) OF STUDENTS WHO RECEIVE EDUCATION ALLOWANCES AND SCHOLARSHIPS BY TYPE OF EDUCATION ALLOWANCE: 2016
(at the beginning of the academic year)

	Total	Of whom students within		
		bachelor's programmes	specialist's programmes	master's programmes
Thousand persons				
Education allowances and scholarships:				
State academic scholarship	1023.5	658.0	195.0	170.5
Need-based state bursary	260.2	188.8	53.0	18.4
Scholarship of the President of the RF	3.0	1.1	1.0	0.9
Scholarship of the Russian Government	5.0	2.7	0.9	1.4
Personal scholarship established by authorities of Russian regions	4.9	3.3	1.0	0.7
Scholarship of local self-government bodies	0.9	0.6	0.1	0.1
Scholarship established by legal entity	6.5	4.3	1.4	0.8
Percentage				
Education allowances and scholarships:				
State academic scholarship	100	64.3	19.0	16.7
Need-based state bursary	100	72.6	20.4	7.1
Scholarship of the President of the RF	100	35.0	34.5	30.4
Scholarship of the Russian Government	100	53.5	18.5	28.1
Personal scholarship established by authorities of Russian regions	100	66.4	19.8	13.8
Scholarship of local self-government bodies	100	70.6	15.9	13.5
Scholarship established by legal entity	100	66.3	22.1	11.6

5.3.1.16. STUDENTS WHO RECEIVE STATE ACADEMIC SCHOLARSHIPS AS A PERCENTAGE OF THE TOTAL HIGHER EDUCATION ENROLMENT (INTRAMURAL FULL-TIME MODE OF STUDIES): 2016

(at the beginning of the academic year)



5.3.2. Higher education programmes – postgraduate programmes

5.3.2.1. TRAINING OF ACADEMIC PERSONNEL IN POSTGRADUATE STUDIES

(headcount)

	Enrolment, <i>at the end of the year</i>	Of whom international postgraduate students	Entrants	Of whom people who graduated from a higher education institution over the reporting period	Graduates	Of whom with defended dissertations
2000	117714	...	43100	26926	24828	7503
2005	142899	...	46896	31211	33561	10650
2010	157437	3471	54558	37528	33763	9611
2012	146754	4423	45556	28411	35162	9195
2013	132002	4831	38971	27736	34733	8979
2014	119868	5497	32981	21720	28273	5189
2015	109936	6081	31647	20585	25826	4651
2016:						
total	98352	6690	26421	14928	25992	3730
research institutes	10581	167	2949	1570	2954	331
higher education institutions	87180	6513	23281	13324	22917	3379
additional professional (vocational) education institutions	591	10	191	34	121	20

5.3.2.2. POSTGRADUATE ENROLMENT BY GENDER AND AGE

(at the end of the year; headcount)

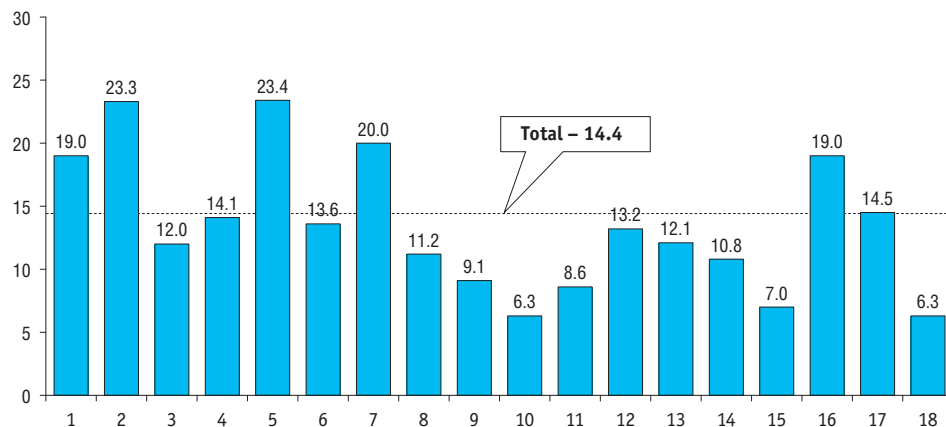
	Total	Age, years										
		22 and under	23	24	25	26	27	28	29	30–34	35–39	40 and over
2007												
Total	147719	19713	29092	30021	20115	12172	7570	4950	4046	9300	5037	5703
Male	84399	12920	19094	19510	12125	6528	3338	1963	1595	3236	1844	2246
Female	63320	6793	9998	10511	7990	5644	4232	2987	2451	6064	3193	3457
2016												
Total	98352	1854	8802	16499	15829	12036	8069	5917	4618	12033	6298	6497
Male	51152	1011	5130	9773	9039	6591	3977	2644	2046	5317	2777	2847
Female	47200	843	3672	6726	6790	5445	4092	3273	2572	6716	3521	3550

5.3.2.3. POSTGRADUATE GRADUATES BY FIELD OF SCIENCE AND TECHNOLOGY

(headcount)

	2000	2005	2010	2012	2013	2014	2015	2016	
								Total	Of whom with defended dissertations
Total	24828	33561	33763	35162	34733	28273	25826	25992	3730
Fields of science and technology:									
physics and mathematics	1933	1843	1771	2106	2069	1669	1230	1677	318
chemical sciences	725	823	878	935	919	694	497	658	153
biological sciences	1354	1616	1680	1763	1740	1371	1235	1437	173
engineering and technology	6279	7480	7761	8491	8738	7282	6723	7286	1030
agricultural sciences	1047	1212	1078	1188	1212	1024	1006	954	223
history and archaeology	892	1219	1093	1074	1072	932	855	823	112
philology and linguistics	1320	1724	1573	1516	1556	1323	1248	1204	241
philosophy	607	729	670	719	675	555	492	475	53
art (arts, history of arts, etc.)	438	635	521	569	558	549	304	287	26
psychology	483	694	770	854	718	621	544	504	32
economics	3807	6009	5887	5800	5479	4040	3839	3206	275
educational research	1414	2159	2179	2202	2095	1800	1580	1437	190
sociology	391	634	548	634	571	460	423	387	47
law	979	2222	2554	2309	2270	1737	1461	1371	148
political science	199	360	466	456	458	393	392	385	27
medical sciences	1730	2707	2798	2671	2883	2429	2611	2577	490
earth sciences	971	1160	1159	1422	1299	1103	1104	1050	152
other sciences	259	335	377	453	421	291	282	32	2

5.3.2.4. INDIVIDUALS WHO DEFENDED THEIR DISSERTATIONS OVER THE STUDYING PERIOD AS A PERCENTAGE OF THE TOTAL NUMBER OF POSTGRADUATE GRADUATES BY FIELD OF SCIENCE AND TECHNOLOGY: 2016



Fields of science and technology:

1 – physics and mathematics

2 – chemical sciences

3 – biological sciences

4 – engineering and technology

5 – agricultural sciences

6 – history and archaeology

7 – philology and linguistics

8 – philosophy

9 – art (arts, history of arts, etc.)

10 – psychology

11 – economics

12 – educational research

13 – sociology

14 – law

15 – political science

16 – medical sciences

17 – earth sciences

18 – other sciences

5.4. Vocational training programmes

5.4.1. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION: 2016

	Total	Of whom studying in accordance with the following mode of educational programme implementation		
		online learning	e-learning	distance learning
Thousand persons				
Programmes:				
vocational training programmes for skilled workers and employees	1030.9	63.7	87.0	10.4
retraining programmes for skilled workers and employees	214.1	19.1	19.8	8.9
vocational development programmes aimed at upgrading professional skills of skilled workers and employees	367.7	15.2	31.0	16.4
Percentage				
Programmes:				
vocational training programmes for skilled workers and employees	100	6.2	8.4	1.0
retraining programmes for skilled workers and employees	100	8.9	9.2	4.2
vocational development programmes aimed at upgrading professional skills of skilled workers and employees	100	4.1	8.4	4.5

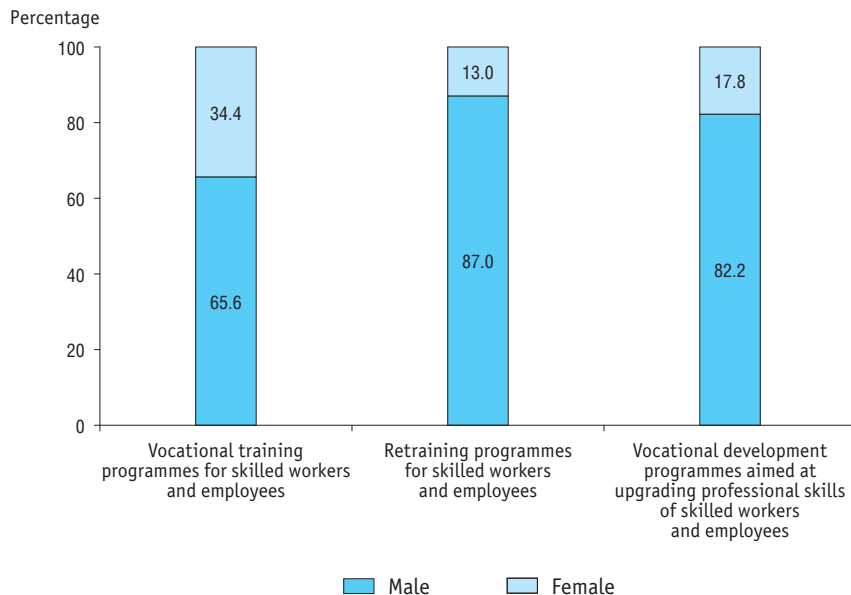
5.4.2. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY MODE OF STUDY: 2016 (percentage)

	Total	Of which by mode of study		
		intramural full-time	intramural part-time	extramural
Programmes:				
vocational training programmes for skilled workers and employees	100	86.6	10.9	2.5
retraining programmes for skilled workers and employees	100	80.2	16.5	3.4
vocational development programmes aimed at upgrading professional skills of skilled workers and employees	100	82.7	14.9	2.4

5.4.3. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY EDUCATIONAL ATTAINMENT: 2016 (percentage)

	Total	Education attained						
		higher	incomplete higher	secondary vocational – programmes for mid-career professionals	secondary vocational – programmes for skilled workers and employees	secondary general	basic general	no basic general education
Programmes:								
vocational training programmes for skilled workers and employees	100	13.3	1.1	10.9	17.0	27.9	27.3	2.6
retraining programmes for skilled workers and employees	100	13.1	0.9	19.2	33.4	21.4	11.7	0.3
vocational development programmes aimed at upgrading professional skills of skilled workers and employees	100	23.2	0.8	15.5	28.6	16.9	14.9	0.2

5.4.4. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY GENDER: 2016



5.4.5. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES BY AGE: 2016

(completed years as of January, 1; percentage)

	Total	Age, years						
		under 25	25–29	30–34	35–39	40–49	50–59	60 and over
Programmes:								
vocational training programmes for skilled workers and employees	100	44.3	19.0	11.0	8.6	11.2	4.9	0.9
retraining programmes for skilled workers and employees	100	22.2	23.8	14.9	13.7	17.4	7.1	0.8
vocational development programmes aimed at upgrading professional skills of skilled workers and employees	100	9.3	19.5	14.8	14.8	26.2	13.0	2.4

5.4.6. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN VOCATIONAL TRAINING PROGRAMMES

BY CATEGORY OF STUDENTS: 2016

(percentage)

	Vocational training programmes for skilled workers and employees	Retraining programmes for skilled workers and employees	Vocational development programmes aimed at upgrading professional skills of skilled workers and employees
Total	100	100	100
Of whom:			
unemployed	3.4	5.9	0.8
organisations' employees at the expense of the organisation	7.7	29.9	46.6
students who studied upon the request of organisations	1.3	2.0	2.6
women during their maternity leave (until the child is 3 years old)	0.3	0.4	0.1

5.5. Additional education programmes

5.5.1. Additional general education programmes

5.5.1.1. ENROLMENT IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(thousand persons)

	2000	2005	2010	2012	2013	2014	2015	2016
Enrolment in additional education institutions implementing additional general education programmes for children*	7905.8	8443.7	8083.3	7976.5	8881.6	9617.2	11010.0	11079.9
Enrolment into junior sports schools**	866.2	1097.3	1455.7	1782.4	1860.6	1981.3	2000.5	1677.0
Enrolment into children's music schools, schools of arts, choreography schools***	1284.5	1280.9	1433.0	1442.5	1458.6	1496.6	1533.4	1555.1

* According to the Ministry of Education of the Russian Federation; since 2010 – including children studying at scientific societies (excluding pic. 5.5.1.4).

** According to the Ministry of Sports of the Russian Federation.

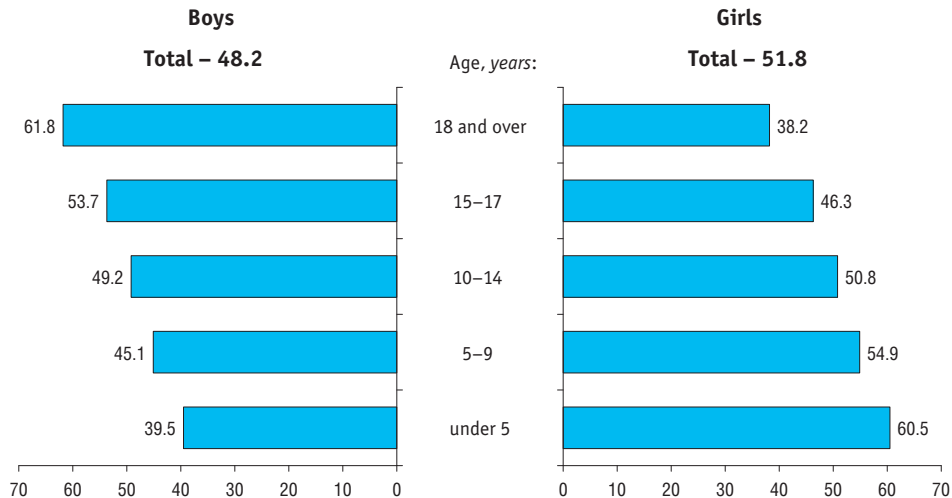
*** According to the Ministry of Culture of the Russian Federation; the 2014 data – excluding the information for the Republic of Crimea and the city of Sevastopol.

**5.5.1.2. ENROLMENT IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL
GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY EDUCATIONAL ACTIVITY**
(thousand persons)

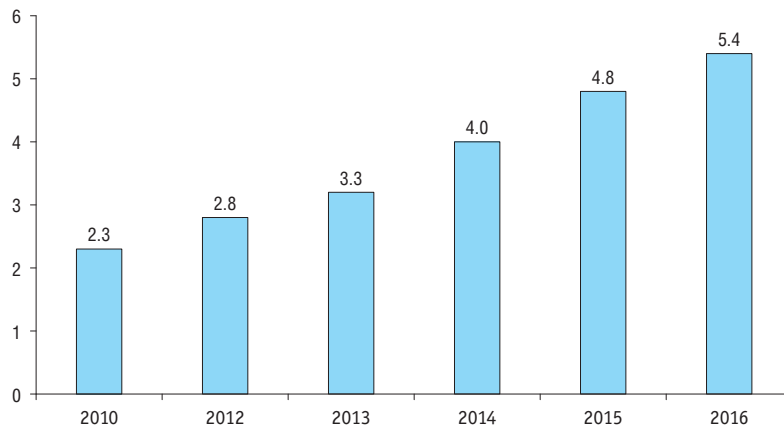
	2010	2012	2013	2014	2015	2016
Total	8083.3	7976.5	8881.6	9617.2	11010.0	11079.9
Of which:						
encompassing all types of educational activities	4645.5	4644.0	4789.0	4976.7	5097.4	5089.1
art	627.2	597.9	867.4	976.1	1736.7	1901.9
ecological and biological	281.2	253.0	235.7	216.0	206.6	194.8
technical engineering	268.4	252.9	232.8	213.0	200.8	207.1
tourism and regional natural history	175.3	167.5	159.5	160.4	149.6	153.3
sports	1790.5	1659.0	2106.1	2423.9	2978.8	2891.6
military and patriotic	35.6	34.3	26.9	22.1	27.4	22.8
technical sports	34.4	37.4	29.5	38.0	32.9	29.1
other	225.0	330.7	434.8	591.1	579.8	590.2

5.5.1.3. PERCENTAGE DISTRIBUTION OF ENROLMENT IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY GENDER AND AGE: 2016

(completed years as of January, 1)



5.5.1.4. FEE-PAYING STUDENTS AS A PERCENTAGE OF THE TOTAL ENROLMENT IN ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN



5.5.2. Additional professional (vocational) programmes

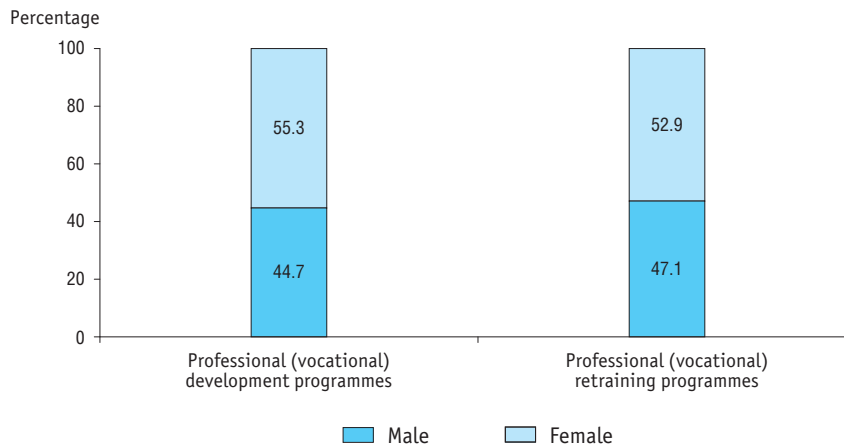
5.5.2.1. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY MODE OF EDUCATIONAL PROGRAMME IMPLEMENTATION: 2016

	Total	Of whom studying in accordance with the following mode of educational programme implementation		
		online learning	e-learning	distance learning
Thousand persons				
Educational programmes of:				
professional (vocational) development	4749.6	176.4	682.4	801.2
professional (vocational) retraining	537.6	31.1	71.7	101.0
Percentage				
Educational programmes of:				
professional (vocational) development	100	3.7	14.4	16.9
professional (vocational) retraining	100	5.8	13.3	18.8

5.5.2.2. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY MODE OF STUDY: 2016 (percentage)

	Total	Of which by mode of study		
		intramural full-time	intramural part-time	extramural
Educational programmes of:				
professional (vocational) development	100	72.1	21.5	6.4
professional (vocational) retraining	100	52.9	33.2	13.9

5.5.2.3. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY GENDER: 2016



5.5.2.4. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY AGE: 2016 (completed years as of January, 1; percentage)

	Total	Age, years						
		under 25	25-29	30-34	35-39	40-49	50-59	60 and over
Educational programmes of:								
professional (vocational) development	100	7.0	10.4	14.6	16.4	29.9	16.8	4.8
professional (vocational) retraining	100	15.8	14.0	16.2	20.7	22.6	9.0	1.9

5.5.2.5. STUDENTS WHO HAVE COMPLETED THEIR STUDIES WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES BY CATEGORY OF STUDENTS: 2016
(percentage)

	professional (vocational) development programmes	professional (vocational) retraining programmes
Total	100	100
Of which:		
employees of enterprises and organisations	60.9	55.4
of whom holders of managerial positions	9.7	4.9
personnel of educational institutions	27.0	21.8
of whom:		
holders of managerial positions	3.4	4.5
teaching personnel	24.0	18.1
public servants and Civil Service officers	3.4	1.2
holders of municipal public offices and municipal services positions	1.2	0.6
officers dismissed from military service	0.0	0.3
individuals who received a work placement from employment agency	0.5	3.6
students enrolled in secondary vocational education programmes	1.9	5.0
students enrolled in higher education programmes	1.9	5.1
other	3.2	7.1

TECHNICAL NOTES

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

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

General groups are groups with implementation preschool education programmes.

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

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

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

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

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

Family preschool groups are groups created to meet the demand of the population in domestic preschool education. They may be aimed at either general development or babysitting and providing baby and child care without implementation of a preschool education programme.

Short-term groups are part-time groups working for three to five hours a day, providing systematic educational activity for

the children attending the educational institution according to preschool education programmes, as well as for the purposes of babysitting and baby and child care.

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

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

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

Subject-oriented education (training) refers to educational activity within general education programmes usually organised around a more subject-oriented curriculum based on educational needs and interests of students, which provides an advanced

study of certain subjects within corresponding educational programmes. Students of secondary general education programmes choose a specialisation (field of education), and, accordingly, a course of advanced studies for certain subjects; other subjects are taught at a common level required for this type of educational institution. Subject-oriented groups may be created within a single class or include students from several classes. An entire subject-oriented class (with one specialisation (field of education)) may be created. In this case a 'class' and a 'group' have the same meaning.

Total secondary vocational education enrolment – programmes for mid-career professionals, and higher education enrolment – bachelor's, specialist's and master's programmes, as well as the total number of entrants and graduates do not include foreign citizens, individuals without citizenship studying in the Russian Federation under international contracts.

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

Dropout ratio secondary vocational and higher education programmes is the ratio of the number of graduates who have completed their education within educational programmes at a certain level in the reporting year (t) to the number of entrants of the same year (t-p), where (p) is a theoretical duration of education.

Theoretical duration of education within educational programmes is as follows:

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

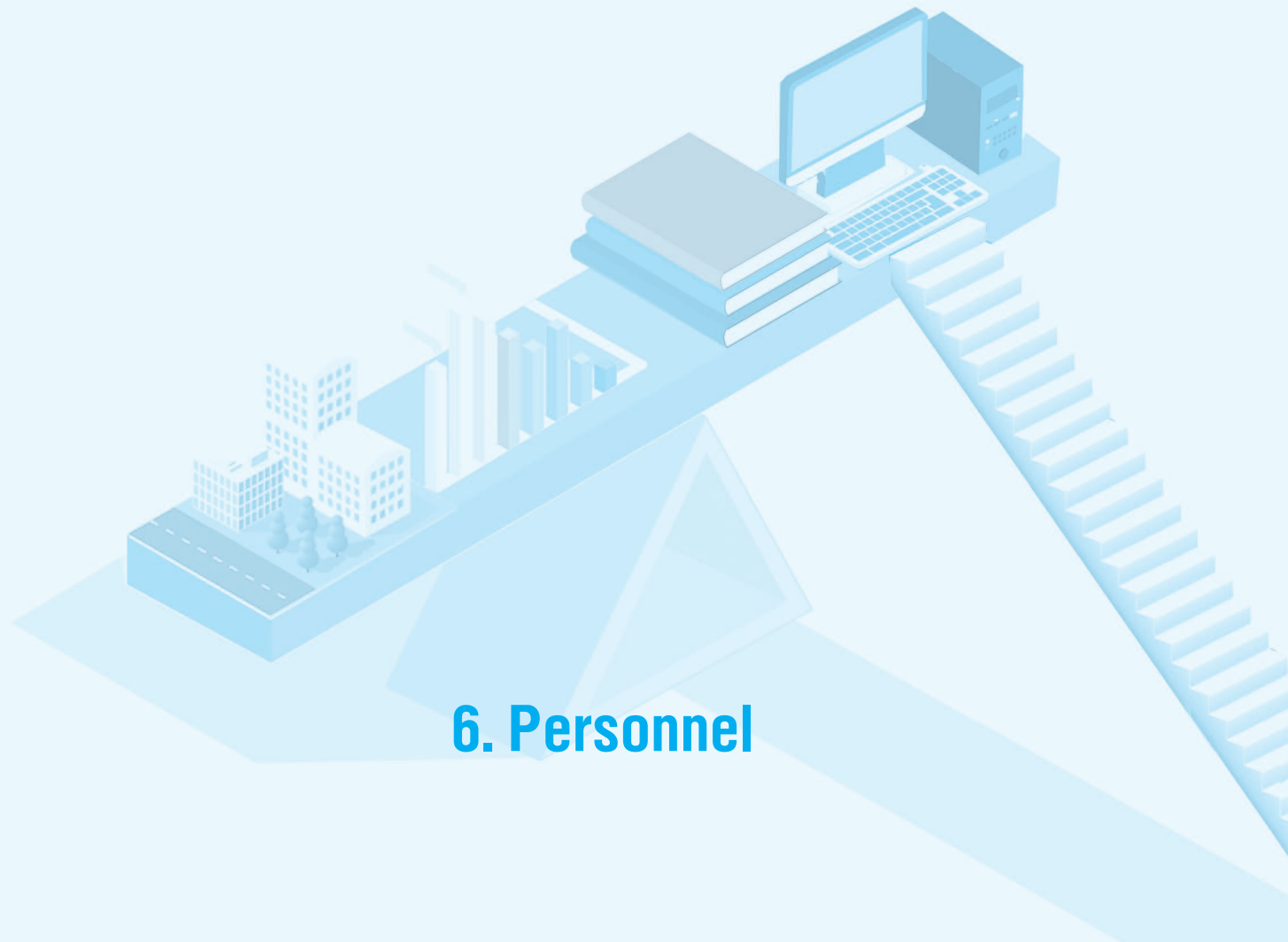
Since statistical data regarding fee-paying students within educational programmes for skilled workers and employees are available

only after the 2010 report, the dropout ratio for the said category of students was included later into this data book: for programmes within secondary general education – in 2011; for programmes within basic general education – in 2013.

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

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

Postgraduate enrolment is calculated at the end of the year, including the citizens of CIS countries and other foreign citizens.



6. Personnel

6.1. Employment in education

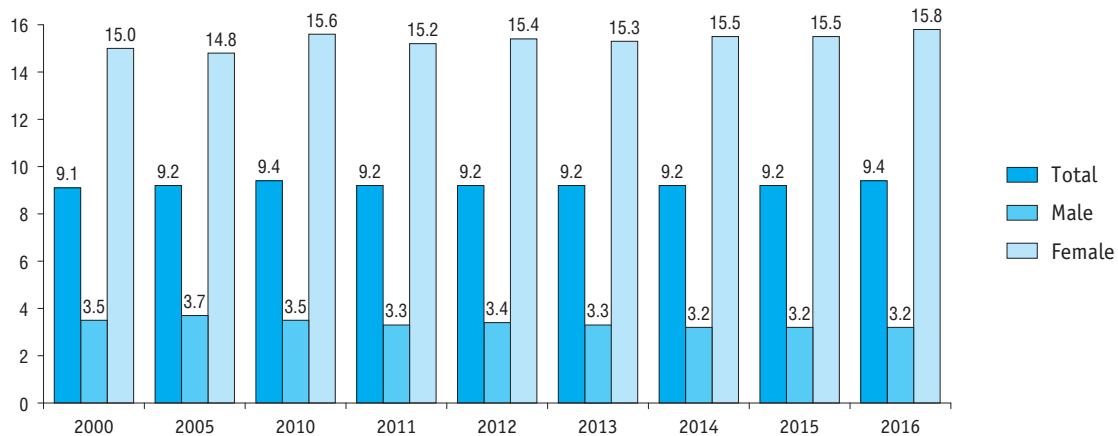
6.1.1. AVERAGE ANNUAL NUMBER OF EMPLOYED POPULATION BY TYPE OF ECONOMIC ACTIVITY*

	2000	2005	2010	2011	2012	2013	2014	2015**	2016**
Employment in the economy	64517	66683	67493	67644	67968	67901	67813	72425	72065
Agriculture, hunting, and forestry	8996	7489	6622	6565	6467	6364	6247	5418	5374
Fishing and aquaculture	138	138	138	144	142	139	139	128	129
Mining and quarrying	1110	1122	1054	1062	1080	1075	1064	1096	1119
Manufacturing	12297	11631	10260	10272	10170	10065	9872	10296	10247
Electricity, gas, and water supply	1886	1923	1941	1950	1947	1936	1914	1988	1991
Construction	4325	4986	5399	5479	5642	5712	5664	6404	6231
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	8806	11038	12073	12143	12292	12408	12695	13685	13633
Hotels and restaurants	948	1017	1181	1218	1250	1267	1272	1626	1652
Transport and communication	5056	5262	5336	5353	5430	5420	5409	5965	5978
Financial services	657	865	1121	1182	1223	1309	1312	1443	1437
Real estate, renting, and service activities	4490	4980	5374	5504	5709	5815	5889	7176	7157
Public administration and defense; compulsory social security	3098	3367	3901	3801	3734	3711	3732	3786	3729
Employment in education	5979	6048	5897	5785	5697	5570	5520	5574	5552
Human health and social services	4408	4433	4617	4603	4573	4523	4496	4625	4606
Other community (residential care), social work activities, and personal services	2313	2359	2524	2526	2547	2520	2513	3145	3164

* The 2005, 2010–2016 data are given by main economic activity.

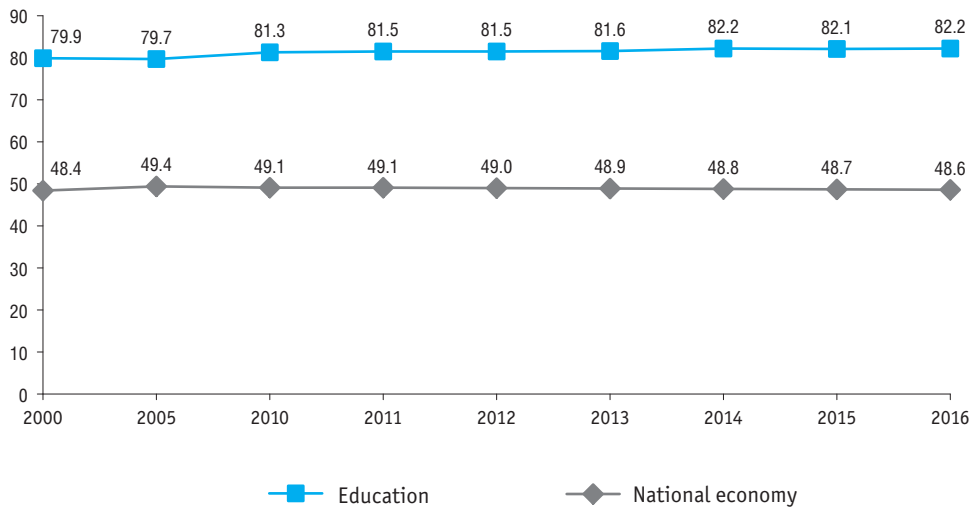
** The data are calculated based on an updated method for calculating labour force balance and labour costs.

6.1.2. POPULATION EMPLOYED IN EDUCATION AS A PERCENTAGE OF THE TOTAL POPULATION EMPLOYED IN THE ECONOMY*

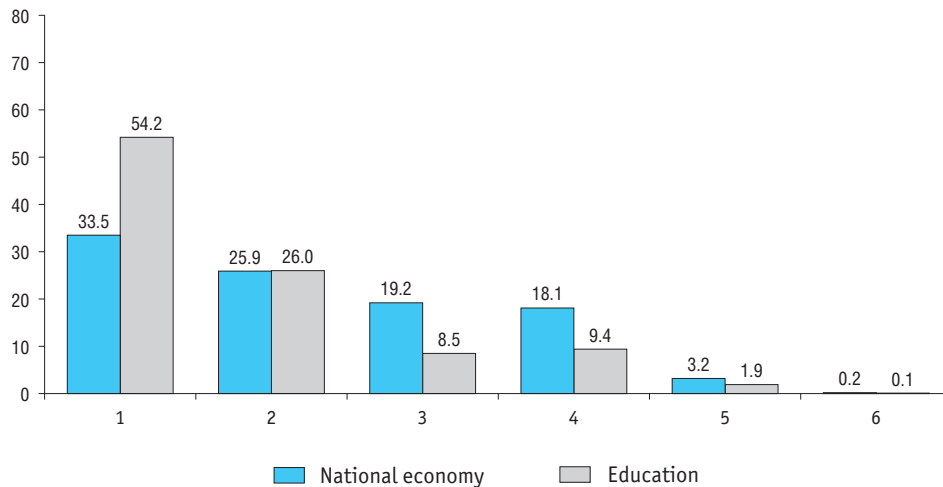


* Here and below (pic. 6.1.3–6.1.5) – according to the results of national labour force surveys.

6.1.3. PERCENTAGE OF FEMALE EMPLOYEES IN THE TOTAL POPULATION EMPLOYED IN THE ECONOMY AND IN EDUCATION



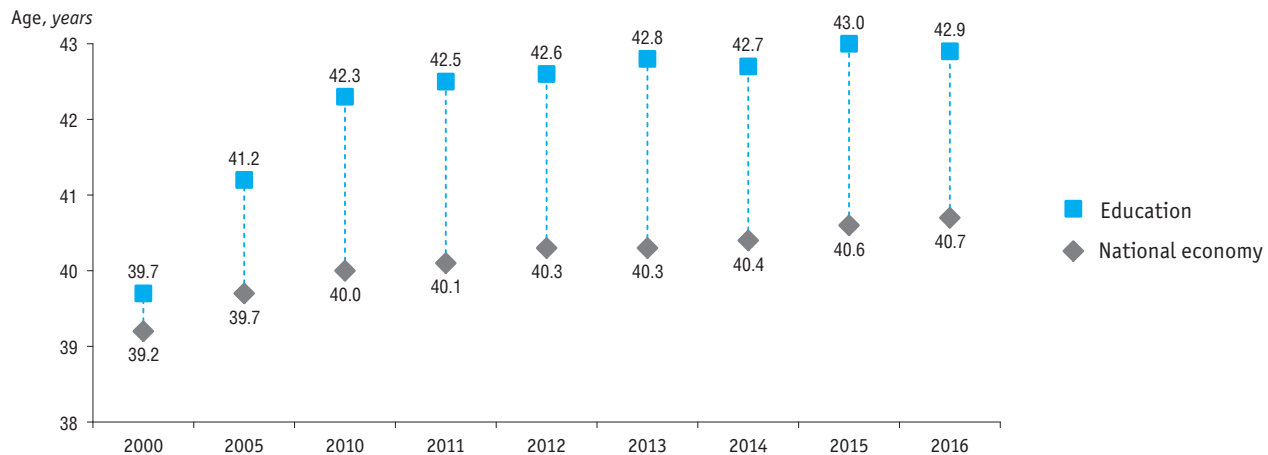
6.1.4. PERCENTAGE DISTRIBUTION OF THE POPULATION EMPLOYED IN THE ECONOMY AND IN EDUCATION BY EDUCATIONAL ATTAINMENT: 2016



Education attained:

- 1 – higher
- 2 – secondary vocational – programmes for mid-career professionals
- 3 – secondary vocational – programmes for skilled workers and employees
- 4 – secondary general
- 5 – basic general
- 6 – no basic general education

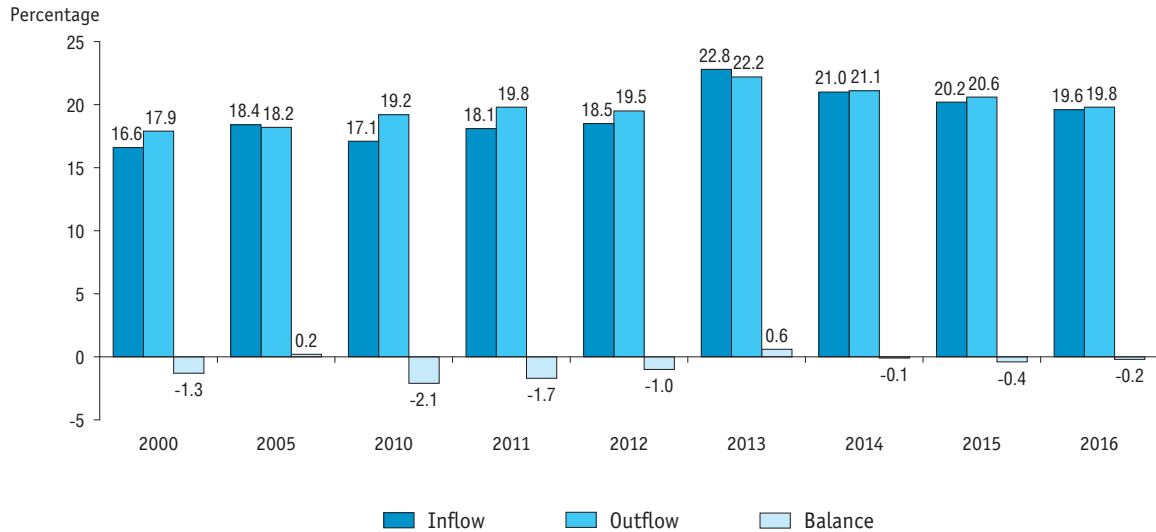
6.1.5. AVERAGE AGE OF THE POPULATION EMPLOYED IN THE ECONOMY AND IN EDUCATION



6.1.6. AVERAGE EMPLOYMENT IN EDUCATION (thousand persons)

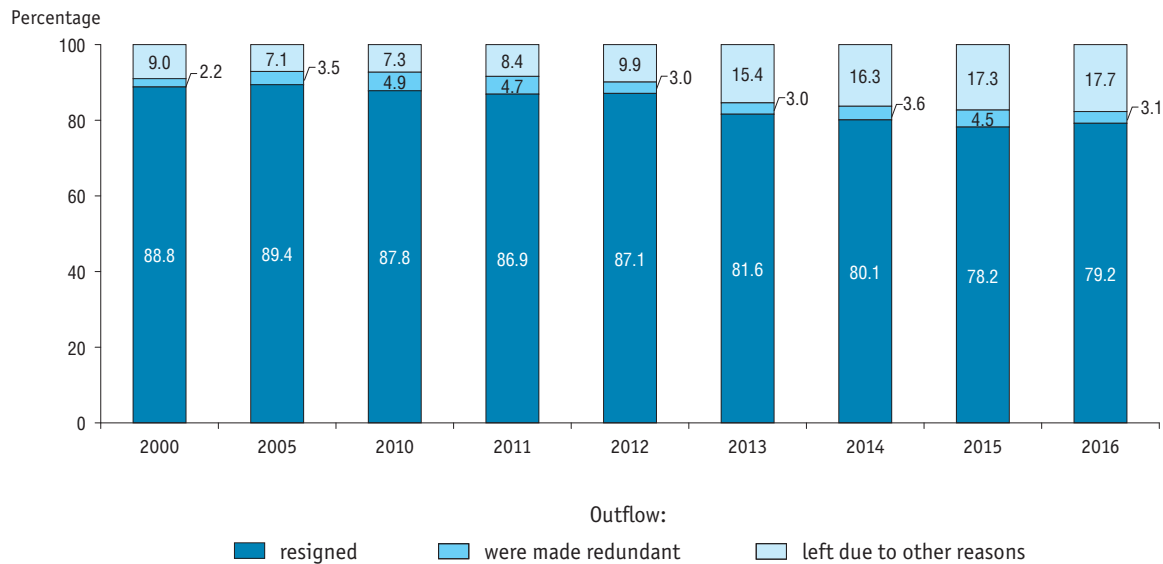
	2005	2010	2011	2012	2013	2014	2015	2016	
								Thousand persons	As a percentage of the total
Total	5834	5523	5364	5268	5168	5098	5102	5039	100
Preschool and primary education	1737	1840	1828	1847	1840	1818	1840	1862	37.0
Preschool education	...	1427	1421	1441	1434	1408	1424	1438	28.5
Primary education	...	53	50	47	47	51	49	47	0.9
Additional education of children	...	360	357	359	359	359	368	377	7.5
Basic general, secondary (complete) general, lower vocational, and secondary vocational education	3186	2728	2607	2514	2461	2449	2466	2431	48.2
Basic general and secondary (complete) general education	...	2196	2102	2035	2005	2017	2043	2024	40.2
Basic general education	...	339	322	300	289	280	288	298	5.9
Secondary (complete) general education	...	1857	1780	1735	1717	1727	1755	1726	34.3
Lower vocational and secondary vocational education	...	532	505	479	455	433	422	406	8.1
Lower vocational education	...	187	167	141	116	82	51	33	0.7
Secondary vocational education	...	345	338	338	339	351	371	373	7.4
Higher education	857	902	876	854	807	769	729	684	13.6
Education of adults and other types of education	54	53	53	53	61	62	68	63	1.2

6.1.7. PERSONNEL TURNOVER IN EDUCATION*



* Excluding small businesses. The 2000-2012 indices of inflow and outflow are calculated as a percentage of the average employment; since 2013 – as a percentage of the headcount.

6.1.8. PERSONNEL OUTFLOW FROM EDUCATIONAL INSTITUTIONS*



* Excluding small businesses.

6.2. Personnel at educational institutions implementing preschool education, baby and child care programmes

6.2.1. TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES BY POSITION

(at the end of the year; thousand persons)

	Personnel (excluding external multiple jobholders and independent contractors)						External multiple jobholders					
	2010	2012	2013	2014	2015	2016	2010	2012	2013	2014	2015	2016
Total	605.1	626.6	652.2	630.3	642.8	656.2	21.2	21.9	21.1	19.2	18.4	18.9
Of whom:												
senior educators	17.9	18.5	19.7	19.8	21.2	22.5	0.6	0.6	0.6	0.5	0.5	0.5
educators	467.3	487.1	507.1	491.1	500.2	507.6	2.6	3.0	2.8	2.4	2.2	2.3
music instructors	43.2	43.1	44.4	43.3	44.0	44.5	8.3	9.1	8.6	8.1	7.8	7.9
physical training instructors	19.3	19.6	21.0	20.3	20.8	21.7	1.6	1.9	1.9	1.8	1.8	1.8
speech therapists	27.9	28.5	29.5	27.4	28.2	29.5	2.8	3.0	2.8	2.6	2.5	2.5
special needs teachers	4.9	4.9	4.9	4.5	4.5	4.8	0.3	0.3	0.2	0.2	0.2	0.3
educational psychologists	14.9	14.8	15.3	14.4	14.7	15.4	1.7	1.8	1.8	1.6	1.5	1.6
child and youth counsellors	1.6	1.4	1.4	1.2	1.1	1.1	0.1	0.1	0.1	0.1	0.1	0.1
teachers with organisational duties	0.4	0.3	0.3	0.2	0.2	0.3	0.2	0.1	0.1	0.0	0.0	0.0
teachers of additional education	7.5	6.7	6.6	6.1	5.4	5.5	1.7	1.8	1.7	1.6	1.5	1.5

6.2.2. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES BY POSITION: 2016

(excluding external multiple jobholders and independent contractors; at the end of the year; percentage)

	Total	Education attained			
		higher	of which pedagogical	secondary vocational – programmes for mid-career professionals	of which pedagogical
Total	100	52.6	49.9	46.3	43.5
Of whom:					
senior educators	100	84.1	81.8	15.6	15.1
educators	100	46.6	44.0	52.2	49.3
music instructors	100	46.1	42.1	53.1	47.9
physical training instructors	100	60.5	56.6	38.8	36.4
speech therapists	100	98.5	97.7	1.4	1.3
special needs teachers	100	98.7	97.7	1.1	1.0
educational psychologists	100	97.3	94.4	2.5	2.3
child and youth counsellors	100	78.5	72.1	20.6	19.3
teachers with organisational duties	100	64.8	56.1	34.4	25.7
teachers of additional education	100	69.6	62.8	29.6	25.8

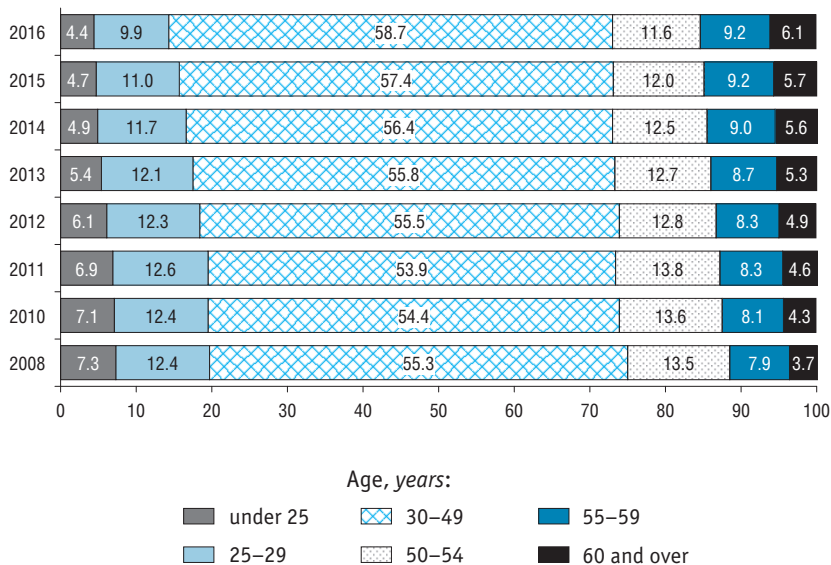
6.2.3. FEMALE TEACHERS AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES BY POSITION

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

	Total, thousand persons						As a percentage of the total personnel					
	2010	2012	2013	2014	2015	2016	2010	2012	2013	2014	2015	2016
Total	602.5	623.2	648.2	626.8	638.7	650.2	99.6	99.5	99.4	99.5	99.3	99.1
Of whom:												
senior educators	17.7	18.5	19.6	19.7	21.2	22.3	99.2	99.6	99.5	99.6	99.6	99.2
educators	465.5	486.1	505.8	490.2	498.9	505.3	99.6	99.8	99.8	99.8	99.7	99.5
music instructors	41.8	42.0	43.3	42.2	43.0	43.3	96.8	97.4	97.5	97.6	97.6	97.4
physical training instructors	18.6	18.9	20.1	19.4	19.7	20.3	96.5	96.6	95.9	95.7	94.8	93.6
speech therapists	27.7	28.4	29.3	27.3	28.1	29.3	99.3	99.6	99.4	99.6	99.5	99.4
special needs teachers	4.8	4.9	4.9	4.4	4.5	4.7	99.5	99.7	99.7	99.6	99.8	99.6
educational psychologists	14.7	14.6	15.1	14.3	14.6	15.2	98.4	99.0	98.8	99.1	99.0	98.5
child and youth counsellors	1.6	1.4	1.4	1.2	1.1	1.0	98.1	98.2	97.7	98.4	97.4	97.8
teachers with organisational duties	0.4	0.3	0.3	0.2	0.2	0.2	94.9	96.8	96.5	96.5	95.8	96.4
teachers of additional education	7.3	6.5	6.5	5.9	5.2	5.2	97.1	97.2	97.3	96.8	96.4	95.1

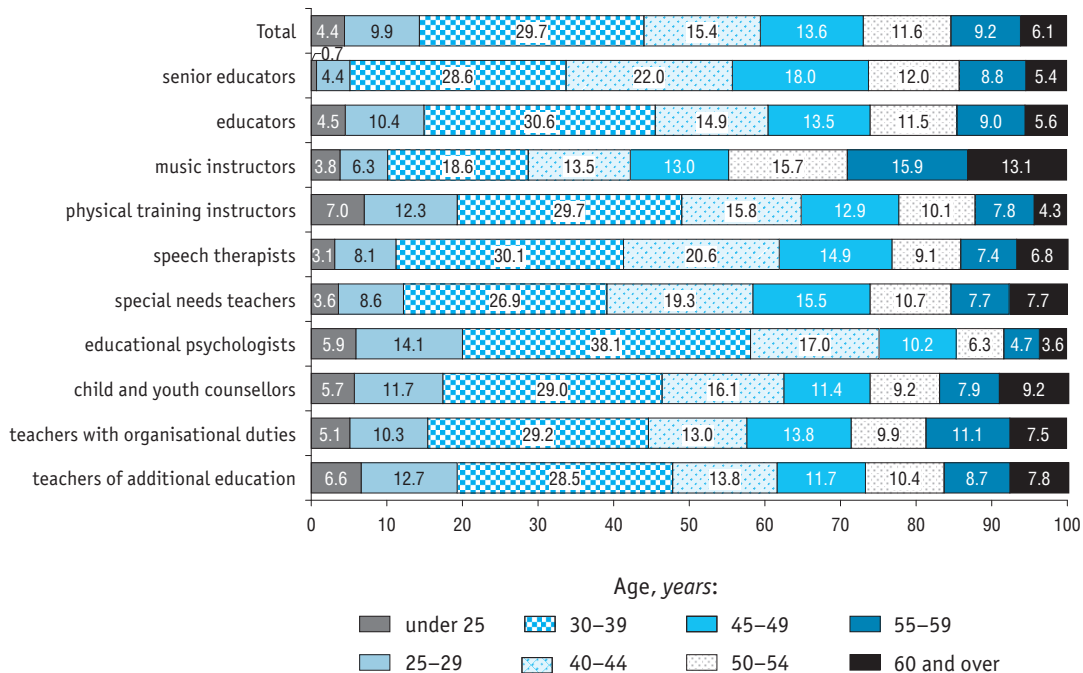
6.2.4. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES BY AGE

(excluding external multiple jobholders and independent contractors; at the end of the year; completed years as of January, 1)



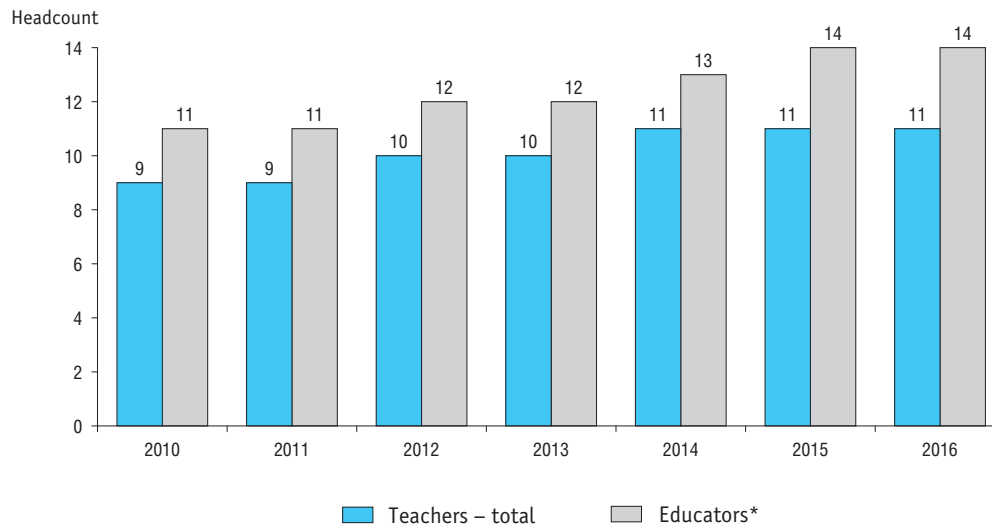
6.2.5. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES BY POSITION AND AGE: 2016

(excluding external multiple jobholders and independent contractors; at the end of the year; completed years as of January, 1)



6.2.6. NUMBER OF CHILDREN ATTENDING EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES PER TEACHER

(at the end of the year)



* Including senior educators.

6.3. Personnel at educational institutions implementing primary general, basic general, and secondary general education programmes

6.3.1. PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY CATEGORY

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

	Personnel (excluding external multiple jobholders)						External multiple jobholders					
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total												
Total	2138.6	2130.3	2136.2	2215.8	2202.2	2144.5	128.5	130.1	126.1	123.2	114.5	120.8
Managerial personnel	188.6	184.0	178.5	175.2	165.9	154.7	2.0	2.0	2.0	2.0	1.9	2.3
Teaching personnel	1248.2	1251.6	1265.5	1316.2	1321.0	1314.8	84.5	85.0	80.0	76.5	70.7	79.0
Educational support staff	105.4	110.1	113.4	128.0	130.2	143.1	7.0	7.3	7.6	8.0	7.4	7.9
Maintenance personnel	596.5	584.6	578.9	596.4	585.0	531.8	35.0	35.8	36.4	36.7	34.5	31.6
State and municipal institutions												
Total	2109.4	2100.0	2104.9	2182.8	2167.9	2113.6	124.0	125.8	121.6	118.6	110.1	116.2
Managerial personnel	185.3	180.6	175.0	171.6	162.2	151.5	1.8	1.8	1.8	1.8	1.7	2.2
Teaching personnel	1230.4	1233.1	1246.4	1296.0	1300.2	1295.1	80.8	81.5	76.5	72.9	67.2	75.3
Educational support staff	103.9	108.6	111.8	126.3	128.4	140.9	6.8	7.2	7.5	7.9	7.3	7.7
Maintenance personnel	589.8	577.7	571.8	588.9	577.2	526.0	34.5	35.3	35.9	36.0	33.9	31.1
Private institutions												
Total	29.2	30.3	31.3	33.0	34.2	30.9	4.5	4.3	4.4	4.6	4.4	4.6
Managerial personnel	3.3	3.4	3.5	3.7	3.8	3.2	0.2	0.2	0.2	0.2	0.2	0.2
Teaching personnel	17.8	18.4	19.1	20.2	20.8	19.7	3.7	3.5	3.5	3.6	3.5	3.7
Educational support staff	1.5	1.6	1.6	1.7	1.8	2.2	0.1	0.1	0.2	0.2	0.1	0.1
Maintenance personnel	6.7	6.9	7.2	7.5	7.9	5.8	0.6	0.5	0.6	0.6	0.6	0.5

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

	Personnel (excluding external multiple jobholders)						External multiple jobholders					
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
	Total											
Total	1248.2	1251.6	1265.5	1316.2	1321.0	1314.8	84.5	85.0	80.0	76.5	70.7	79.0
Teachers	1060.4	1054.8	1056.2	1076.2	1077.3	1074.1	64.2	62.3	57.7	54.5	50.0	55.5
Speech therapists	10.6	10.6	11.1	13.1	13.4	13.3	1.2	1.2	1.2	1.2	1.0	1.2
Educational psychologists	20.4	20.4	20.9	22.6	23.0	23.5	1.5	1.5	1.4	1.4	1.3	1.5
Child and youth counsellors	17.9	17.5	17.7	17.9	17.6	17.9	0.4	0.4	0.4	0.3	0.3	0.3
Educators	86.6	91.3	98.5	115.4	114.2	117.1	1.6	1.7	1.5	1.4	1.1	1.4
Tutors	0.3	0.4	0.6	1.0	1.4	1.8	0.1	0.1	0.1	0.1	0.1	0.2
Industrial training instructors	3.0	2.6	2.2	2.1	1.6	1.4	0.3	0.3	0.2	0.2	0.2	0.2
Other	49.0	54.0	58.2	67.9	72.5	65.7	15.3	17.7	17.5	17.4	16.7	18.8
	State and municipal institutions											
Total	1230.4	1233.1	1246.4	1296.0	1300.2	1295.1	80.8	81.5	76.5	72.9	67.2	75.3
Teachers	1046.6	1040.8	1041.7	1061.0	1061.8	1059.4	61.0	52.9	54.7	51.5	47.0	52.4
Speech therapists	10.4	10.3	10.8	12.8	13.1	13.0	1.1	1.1	1.1	1.1	1.0	1.1
Educational psychologists	19.9	19.9	20.4	22.1	22.4	22.9	1.4	1.4	1.4	1.3	1.3	1.4
Child and youth counsellors	17.8	17.5	17.7	17.8	17.5	17.8	0.4	0.4	0.3	0.3	0.3	0.3
Educators	84.1	88.7	95.7	112.6	111.5	114.1	1.5	1.6	1.5	1.3	1.1	1.3
Tutors	0.3	0.4	0.5	0.9	1.3	1.7	0.1	0.1	0.1	0.1	0.1	0.2
Industrial training instructors	3.0	2.5	2.2	2.1	1.6	1.4	0.3	0.3	0.2	0.2	0.2	0.2
Other	48.3	53.2	57.3	66.7	71.0	64.7	15.0	17.4	17.2	17.1	16.3	18.3

(continued)

	Personnel (excluding external multiple jobholders)						External multiple jobholders					
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Private institutions												
Total	17.8	18.4	19.1	20.2	20.8	19.7	3.7	3.5	3.5	3.6	3.5	3.7
Teachers	13.7	14.1	14.5	15.2	15.5	14.6	3.2	3.0	3.0	3.0	2.9	3.1
Speech therapists	0.3	0.3	0.3	0.3	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.1
Educational psychologists	0.5	0.5	0.5	0.5	0.6	0.5	0.1	0.1	0.1	0.1	0.1	0.1
Child and youth counsellors	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Educators	2.5	2.7	2.7	2.8	2.6	3.0	0.0	0.0	0.0	0.1	0.0	0.1
Tutors	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.2	0.0
Industrial training instructors	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	–	–	–	–
Other	0.7	0.8	0.9	1.2	1.5	1.1	0.3	0.3	0.3	0.4	0.4	0.5

6.3.3. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

(excluding external multiple jobholders; at the beginning of the academic year; percentage)

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
	Total					
Total	100	100	100	100	100	100
Education attained:						
higher	80.9	81.2	81.6	82.0	82.7	83.3
of which pedagogical	75.8	75.9	76.3	76.7	77.5	78.9
secondary vocational – programmes for mid-career professionals	17.5	17.3	16.9	16.6	16.2	15.0
of which pedagogical	14.8	14.7	14.4	14.2	14.0	13.3
	State and municipal institutions					
Total	100	100	100	100	100	100
Education attained:						
higher	80.8	81.1	81.5	81.9	82.6	83.2
of which pedagogical	75.7	75.8	76.3	76.6	77.4	78.8
secondary vocational – programmes for mid-career professionals	17.6	17.4	17.0	16.7	16.3	15.1
of which pedagogical	14.9	14.8	14.5	14.3	14.1	13.3
	Private institutions					
Total	100	100	100	100	100	100
Education attained:						
higher	87.8	88.7	88.7	89.2	89.5	89.3
of which pedagogical	78.3	79.7	79.9	80.5	80.6	83.1
secondary vocational – programmes for mid-career professionals	10.8	10.2	10.0	9.8	9.6	8.6
of which pedagogical	8.2	7.8	7.9	7.8	7.8	7.4

6.3.4. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY POSITION: 2016/2017

*(excluding external multiple jobholders and independent contractors;
at the beginning of the academic year; percentage)*

	Total	Education attained			
		higher	of which pedagogical	secondary vocational – programmes for mid-career professionals	of which pedagogical
		Total			
Total	100	83.3	78.9	15.0	13.3
Teachers	100	86.6	83.0	12.3	11.2
Speech therapists	100	97.8	95.7	1.7	1.5
Special needs teachers	100	96.2	93.4	3.1	2.8
Educational psychologists	100	96.9	89.6	2.3	1.8
Child and youth counsellors	100	82.1	71.1	15.3	11.6
Teachers of additional education	100	72.6	54.0	22.2	13.4
Educators	100	55.4	50.2	40.3	36.1
Tutors	100	84.0	71.6	13.0	10.1
Industrial training instructors	100	45.0	25.8	35.1	10.2
Other	100	72.0	57.9	22.4	15.1

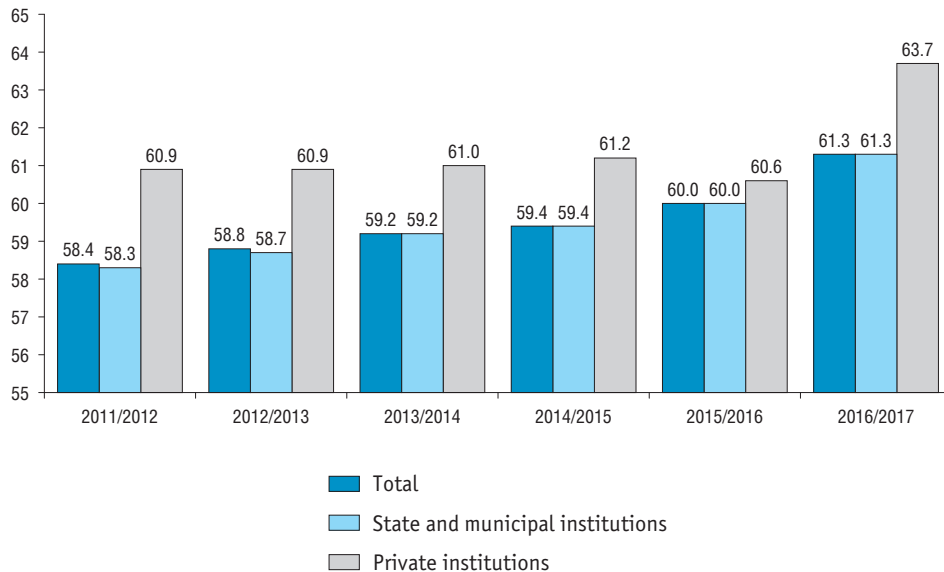
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	Total	Education attained			
		higher	of which pedagogical	secondary vocational – programmes for mid-career professionals	of which pedagogical
State and municipal institutions					
Total	100	83.2	78.8	15.1	13.3
Teachers	100	86.5	83.0	12.3	11.2
Speech therapists	100	97.8	95.7	1.7	1.6
Special needs teachers	100	96.2	93.4	3.2	2.8
Educational psychologists	100	96.8	89.6	2.3	1.8
Child and youth counsellors	100	82.1	71.0	15.3	11.6
Teachers of additional education	100	72.4	53.8	22.4	13.5
Educators	100	55.0	49.7	40.8	36.5
Tutors	100	84.0	71.9	13.2	10.4
Industrial training instructors	100	44.9	25.9	35.2	10.2
Other	100	72.0	58.0	22.5	15.1
Private institutions					
Total	100	89.3	83.1	8.6	7.4
Teachers	100	92.9	87.6	5.9	5.2
Speech therapists	100	98.7	95.6	0.7	0.7
Special needs teachers	100	96.4	92.9	–	–
Educational psychologists	100	99.6	88.9	0.4	–
Child and youth counsellors	100	86.8	75.0	10.5	9.2
Teachers of additional education	100	78.9	60.2	15.1	9.4
Educators	100	73.6	68.3	21.3	19.1
Tutors	100	85.9	62.5	7.8	4.7
Industrial training instructors	100	100	–	–	–
Other	100	72.0	53.8	19.8	11.3

6.3.5. FEMALE TEACHERS AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY POSITION
(excluding external multiple jobholders; at the beginning of the academic year)

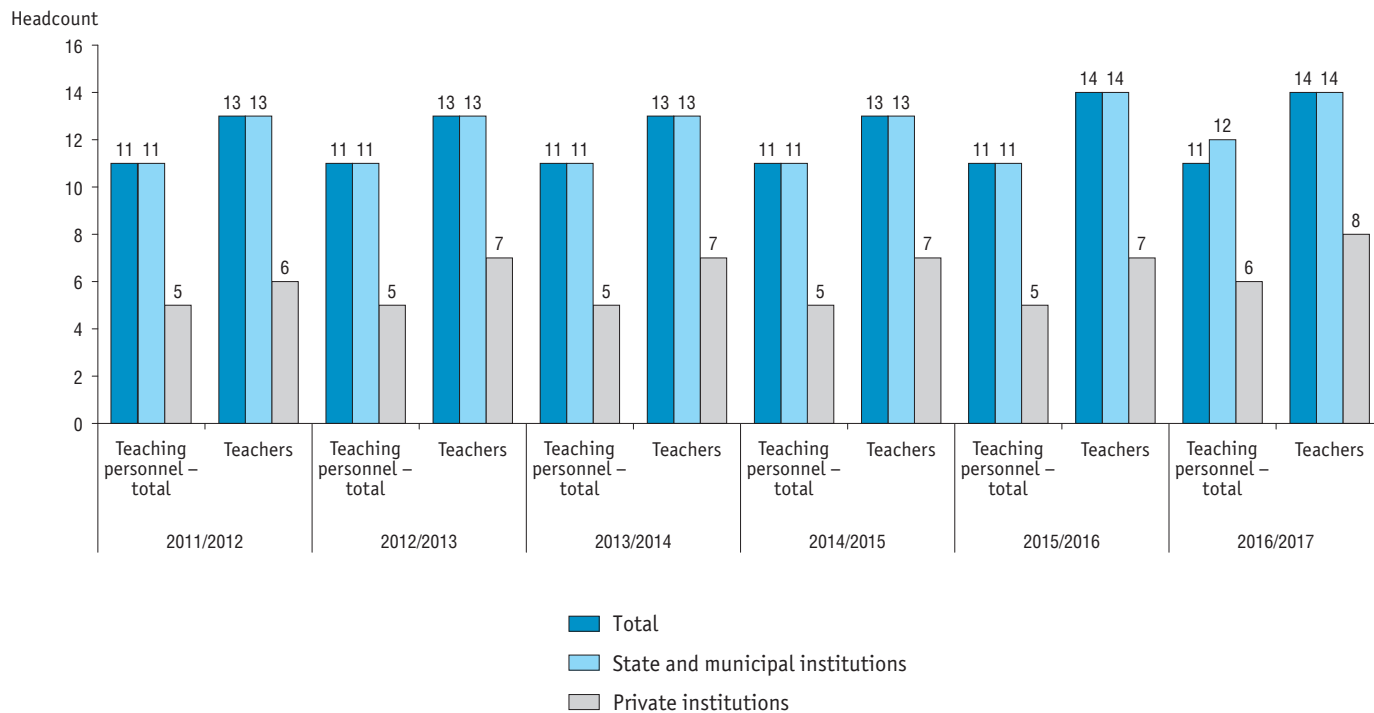
	Total				State and municipal institutions				Private institutions			
	2011/2012	2014/2015	2015/2016	2016/2017	2011/2012	2014/2015	2015/2016	2016/2017	2011/2012	2014/2015	2015/2016	2016/2017
thousand persons												
Total	1098.9	1160.8	1165.7	1123.1	1083.0	1143.0	1147.4	1107.1	15.8	17.8	18.2	16.0
Teachers	930.6	943.8	943.3	912.6	918.6	930.6	930.0	900.7	12.0	13.2	13.4	11.8
Speech therapists	10.5	12.9	13.3	12.8	10.2	12.6	12.9	12.5	0.3	0.3	0.3	0.3
Educational psychologists	19.3	21.4	21.9	21.3	18.9	21.0	21.4	20.9	0.4	0.5	0.5	0.5
Child and youth counsellors	17.0	16.9	16.7	16.1	16.9	16.8	16.6	16.0	0.1	0.1	0.1	0.1
Educators	82.1	109.8	109.8	107.9	79.6	107.1	107.2	105.3	2.4	2.7	2.6	2.6
Tutors	0.3	0.8	1.2	1.5	0.3	0.8	1.1	1.4	0.0	0.0	0.1	0.0
Industrial training instructors	0.5	0.4	0.4	0.3	0.5	0.4	0.4	0.3	0.0	–	–	–
Other	38.6	54.7	59.1	50.7	38.1	53.8	57.9	49.9	0.5	0.9	1.2	0.8
As a percentage of the total personnel												
Total	88.0	88.2	88.2	85.4	88.0	88.2	88.3	85.5	88.8	87.9	87.8	81.4
Teachers	87.8	87.7	87.6	85.0	87.8	87.7	87.6	85.0	87.4	86.5	86.3	80.7
Speech therapists	98.6	98.7	98.9	96.1	98.6	98.7	98.9	96.3	99.3	97.4	97.4	88.6
Educational psychologists	94.6	94.7	95.1	90.7	94.7	94.8	95.3	90.9	92.4	91.4	89.3	82.7
Child and youth counsellors	94.7	94.5	95.0	89.9	94.7	94.5	95.0	89.9	96.3	84.6	92.4	85.5
Educators	94.8	95.1	96.1	92.1	94.7	95.1	96.1	92.3	97.7	97.1	97.3	87.1
Tutors	91.1	86.1	87.0	83.1	90.9	85.7	86.5	83.5	92.7	93.3	97.1	71.9
Industrial training instructors	18.3	21.0	21.9	22.0	18.3	21.1	21.9	22.0	66.7	–	–	–
Other	78.8	80.6	81.6	77.2	78.8	80.6	81.6	77.2	78.1	81.0	83.2	73.9

6.3.6. TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES (excluding external multiple jobholders; at the beginning of the academic year)



6.3.7. PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION ENROLMENT PER MEMBER OF TEACHING PERSONNEL

(at the beginning of the academic year)



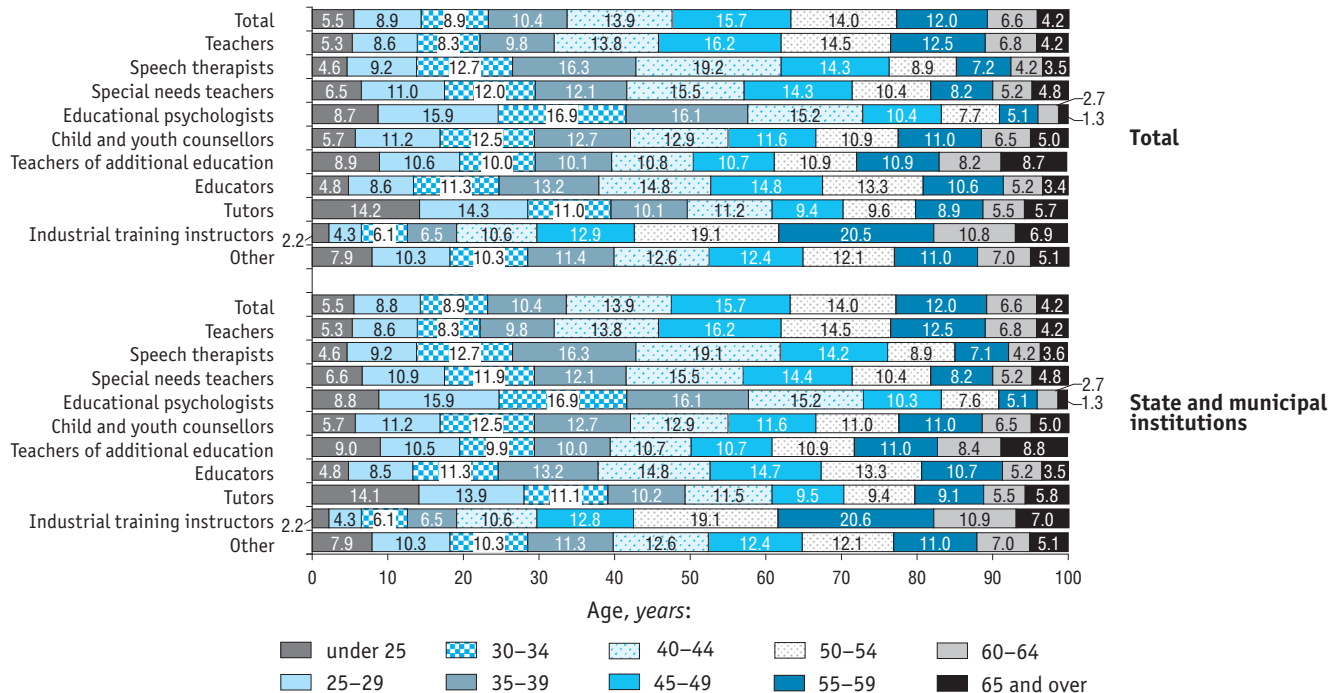
6.3.8. PARTICIPATION OF MANAGERIAL AND TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION: 2016/2017

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year)

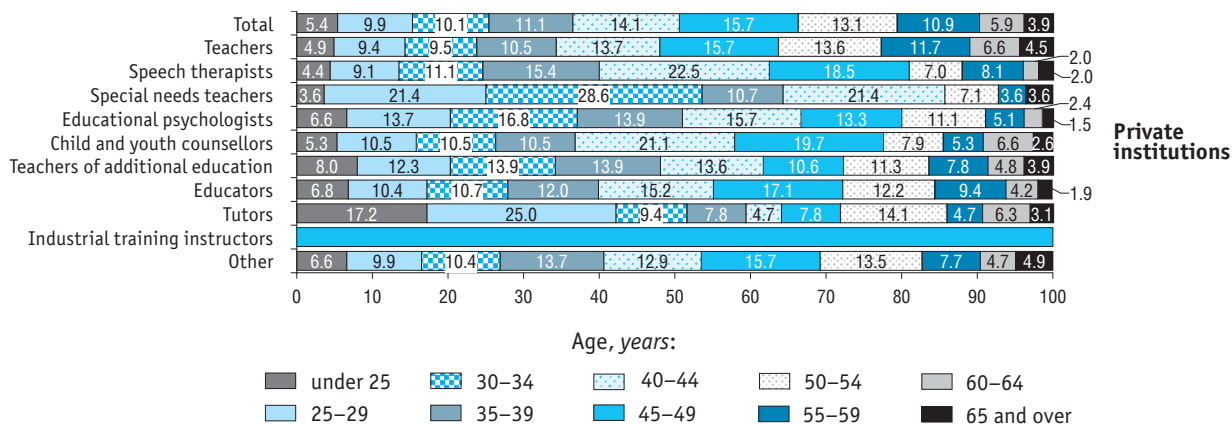
	Individuals who undertook professional (vocational) development and/or retraining within the last 3 years							
	Managerial personnel – total		Of whom school principals		Teaching personnel – total		Of whom teachers	
	thousand persons	as a percentage of the total personnel	thousand persons	as a percentage of the total personnel	thousand persons	as a percentage of the total personnel	thousand persons	as a percentage of the total personnel
Total	95.7	61.8	31.3	75.1	894.1	68.0	715.0	66.6
State and municipal institutions	94.4	62.3	30.9	75.6	884.8	68.3	708.0	66.8
Private institutions	1.3	40.5	0.4	50.6	9.3	47.1	6.9	47.5

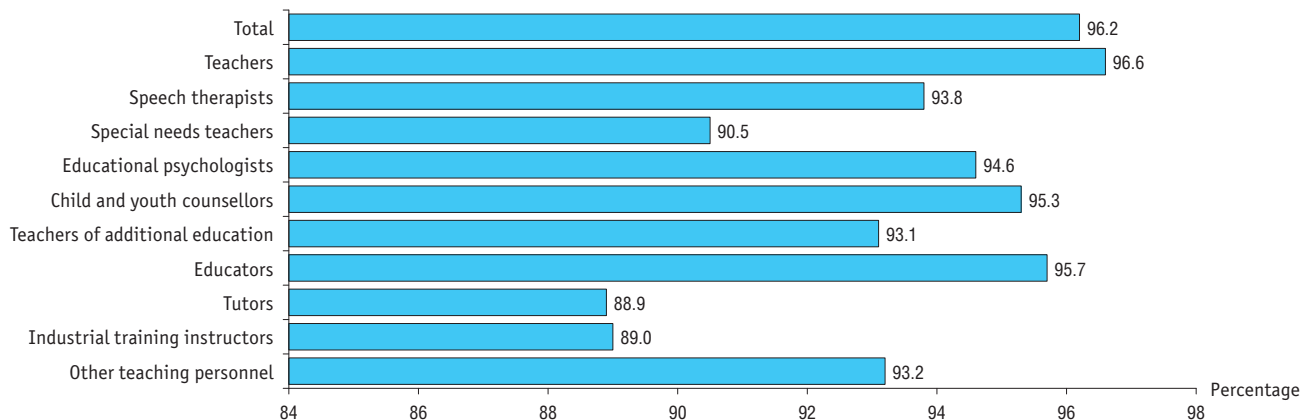
6.3.9. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY AGE AND POSITION: 2016/2017

(excluding external multiple jobholders and independent contractors;
at the beginning of the academic year; completed years as of January, 1)



(continued)



6.3.10. TEACHING PERSONNEL STAFFING LEVEL AT STATE AND MUNICIPAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY POSITION: 2016/2017*(at the beginning of the academic year)*

6.3.11. TEACHERS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY SPECIALISATION: 2016/2017

(at the beginning of the academic year)

	Personnel (excluding external multiple jobholders and independent contractors), thousand persons	Of whom, <i>percentage</i>						External multiple jobholders, thousand persons
		attained higher education	of which pedagogical	attained secondary vocational education – programmes for mid-career professionals	of which pedagogical	female	under 35	
Total	1074.1	86.6	83.0	12.3	11.2	85.0	22.2	55.5
Teachers engaged in implementation of programmes:								
primary general education	305.1	74.7	73.4	23.9	23.4	95.7	19.1	4.1
Russian language and literature	126.8	97.0	95.9	2.5	2.4	94.6	17.1	3.5
languages and literature of the peoples of the RF	18.6	91.6	90.6	7.9	7.6	91.8	21.3	0.5
history, economics, law, social science	66.3	97.1	93.6	2.4	2.0	78.1	26.5	4.0
computer science and ICT	29.1	92.8	80.0	6.2	4.7	70.4	40.6	3.2
physics	33.1	98.5	93.0	1.1	0.8	74.1	15.0	3.9
mathematics	100.2	97.5	94.5	1.9	1.7	90.6	16.4	3.3
chemistry	25.7	98.9	93.9	0.8	0.5	89.6	14.7	3.6
geography	32.1	96.6	93.4	2.9	2.5	85.0	17.1	1.9
biology	32.7	97.5	94.2	1.9	1.6	90.4	17.8	2.1
foreign languages	116.4	95.1	91.8	4.4	4.1	92.8	38.3	6.0
of which:								
English	99.5	94.9	91.3	4.1	3.8	91.0	41.2	4.5
German	12.8	92.8	90.4	5.9	5.4	91.7	20.5	0.8
French	3.3	98.8	97.0	0.7	0.7	93.2	19.3	0.2

(continued)

	Personnel (excluding external multiple jobholders and independent contractors), thousand persons	Of whom, <i>percentage</i>						External multiple jobholders, thousand persons
		attained higher education	of which pedagogical	attained secondary vocational education – programmes for mid-career professionals	of which pedagogical	female	under 35	
physical training	77.6	78.7	74.6	19.2	17.5	43.0	33.6	4.6
labour training (handicrafts)	45.4	70.8	59.2	24.9	16.1	59.9	12.1	3.3
music and singing	21.4	63.4	57.2	34.0	28.3	87.4	17.5	4.7
art, drawing	17.3	73.1	64.6	24.6	20.2	88.1	19.8	1.6
health and safety	13.7	83.9	65.9	13.7	9.4	23.4	17.9	1.0
other subjects	12.6	82.3	74.3	15.3	12.3	83.3	24.5	4.1
State and municipal institutions								
Total	1059.4	86.5	83.0	12.3	11.2	85.0	22.2	52.4
Teachers engaged in implementation of programmes:								
primary general education	301.3	74.6	73.3	24.0	23.5	95.7	19.1	4.0
Russian language and literature	125.2	97.0	95.9	2.6	2.4	94.6	17.1	3.3
languages and literature of the peoples of the RF	18.5	91.6	90.5	7.9	7.6	91.8	21.2	0.5
history, economics, law, social science	65.4	97.0	93.6	2.4	2.0	78.3	26.5	3.8
computer science and ICT	28.7	92.8	80.0	6.2	4.7	70.5	40.6	3.0
physics	32.7	98.4	93.0	1.1	0.9	74.2	15.0	3.7
mathematics	98.9	97.5	94.5	1.9	1.8	90.7	16.4	3.2
chemistry	25.3	98.9	94.0	0.8	0.5	89.7	14.8	3.4
geography	31.7	96.5	93.4	2.9	2.5	85.1	17.1	1.7
biology	32.3	97.5	94.2	2.0	1.6	90.5	17.7	1.9

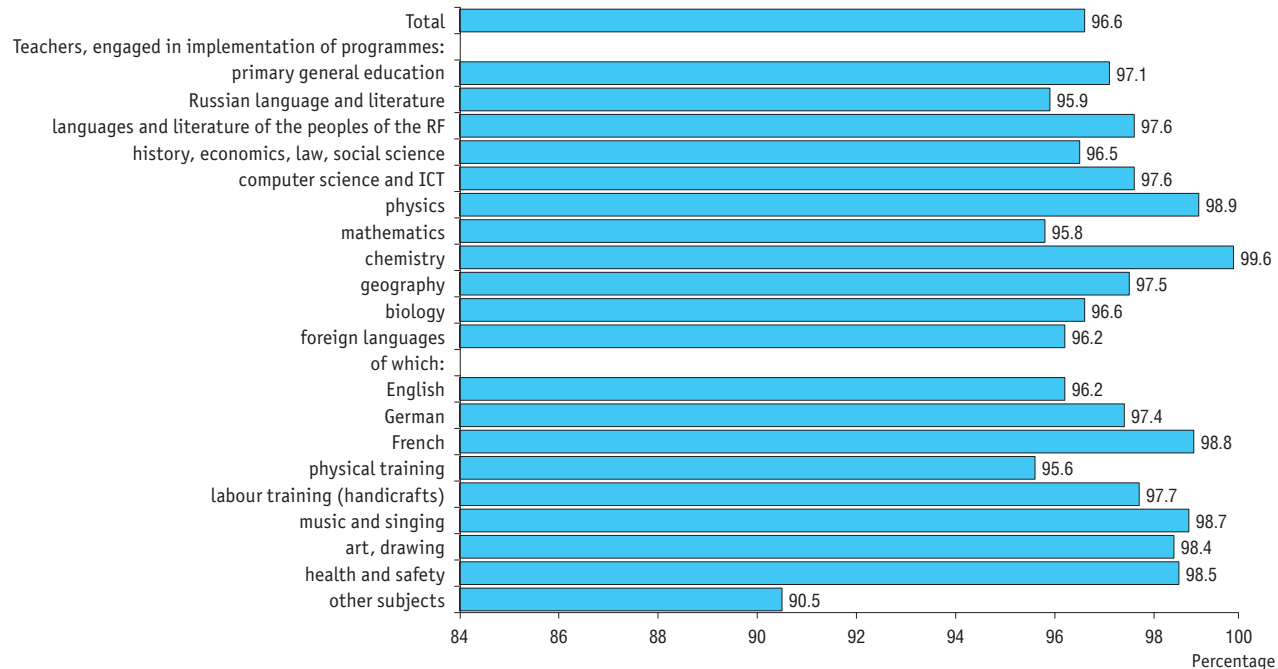
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	Personnel (excluding external multiple jobholders and independent contractors), thousand persons	Of whom, <i>percentage</i>						External multiple jobholders, thousand persons
		attained higher education	of which pedagogical	attained secondary vocational education – programmes for mid-career professionals	of which pedagogical	female	under 35	
foreign languages	114.0	95.0	91.8	4.4	4.1	92.9	38.3	5.7
of which:								
English	97.4	94.9	91.3	4.2	3.9	91.1	41.3	4.3
German	12.6	92.7	90.3	6.0	5.5	91.7	20.5	0.8
French	3.2	98.8	97.1	0.7	0.7	93.1	18.7	0.2
physical training	76.7	78.6	74.6	19.3	17.6	43.0	33.6	4.4
labour training (handicrafts)	45.1	70.7	59.2	24.9	16.2	59.8	12.1	3.1
music and singing	20.9	63.0	56.9	34.3	28.6	87.5	17.4	4.5
art, drawing	16.9	72.9	64.4	25.0	20.5	88.2	19.7	1.4
health and safety	13.5	83.8	65.8	13.8	9.5	23.3	17.9	1.0
other subjects	12.3	82.1	74.6	15.6	12.5	83.8	24.4	3.9
Private institutions								
Total	14.6	92.9	87.6	5.9	5.2	80.7	23.8	3.1
Teachers engaged in implementation of programmes:								
primary general education	3.8	86.5	85.2	12.2	11.8	91.4	19.9	0.1
Russian language and literature	1.6	98.8	96.5	0.7	0.7	89.8	17.2	0.2
languages and literature of the peoples of the RF	0.1	93.9	93.9	6.1	6.1	90.9	22.7	0.0
history, economics, law, social science	0.9	99.2	94.9	0.3	0.2	63.7	28.9	0.2
computer science and ICT	0.4	96.6	80.9	1.9	1.5	61.5	39.2	0.2
physics	0.4	99.0	89.8	–	–	65.1	15.2	0.2

(continued)

	Personnel (excluding external multiple jobholders and independent contractors), thousand persons	Of whom, <i>percentage</i>						External multiple jobholders, thousand persons
		attained higher education	of which pedagogical	attained secondary vocational education – programmes for mid-career professionals	of which pedagogical	female	under 35	
mathematics	1.3	99.1	94.3	0.4	0.3	83.6	13.7	0.2
chemistry	0.4	99.2	90.5	–	–	83.7	12.8	0.2
geography	0.4	97.9	92.6	1.3	1.1	73.7	17.6	0.2
biology	0.4	98.5	90.9	0.3	0.3	80.6	21.7	0.1
foreign languages	2.4	97.8	93.8	1.7	1.6	88.8	37.7	0.3
of which:								
English	2.1	97.2	92.6	1.6	1.5	85.7	38.7	0.2
German	0.2	98.2	95.3	1.2	1.2	89.3	24.1	0.0
French	0.1	97.7	94.7	0.8	0.8	95.5	34.6	0.0
physical training	0.9	88.2	81.6	9.8	8.8	41.9	32.8	0.2
labour training (handicrafts)	0.4	75.5	60.4	20.1	12.0	65.7	14.2	0.2
music and singing	0.5	78.3	71.2	19.3	15.4	82.8	20.9	0.2
art, drawing	0.4	84.5	71.4	11.5	8.6	82.6	23.7	0.1
health and safety	0.1	93.8	75.4	4.6	3.1	32.3	24.6	0.1
other subjects	0.3	88.6	64.8	6.0	4.0	62.1	29.2	0.3

6.3.12. TEACHING PERSONNEL STAFFING LEVEL AT STATE AND MUNICIPAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY SPECIALISATION: 2016/2017



6.4. Personnel at educational institutions implementing secondary vocational education programmes

6.4.1. PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016/2017

(at the beginning of the academic year; headcount)

	Personnel (excluding external multiple jobholders and independent contractors)			External multiple jobholders		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Total	395645	383170	12475	41948	38202	3746
Managerial personnel	29508	28120	1388	382	223	159
Teaching personnel	194464	187391	7073	32565	29408	3157
Educational support staff	41745	40303	1442	2068	1926	142
Maintenance personnel	129928	127356	2572	6933	6645	288

6.4.2. TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY POSITION: 2016/2017
(at the beginning of the academic year; headcount)

	Personnel (excluding external multiple jobholders and independent contractors)			External multiple jobholders		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Total	194464	187391	7073	32565	29408	3157
Teachers	135424	129380	6044	29137	26105	3032
Industrial training instructors	28117	27979	138	487	462	25
Child and youth counsellors	2887	2856	31	38	33	5
Educational psychologists	2356	2297	59	94	84	10
Teachers with organisational duties	2337	2279	58	153	145	8
Teachers of fundamentals of health and safety with organisational duties	2327	2199	128	68	47	21
Physical training instructors	2698	2526	172	87	60	27
Methodologists	5299	5034	265	162	150	12
Tutors	305	274	31	4	–	4
Others	12714	12567	147	2335	2322	13

6.4.3. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY POSITION: 2016/2017

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year; percentage)

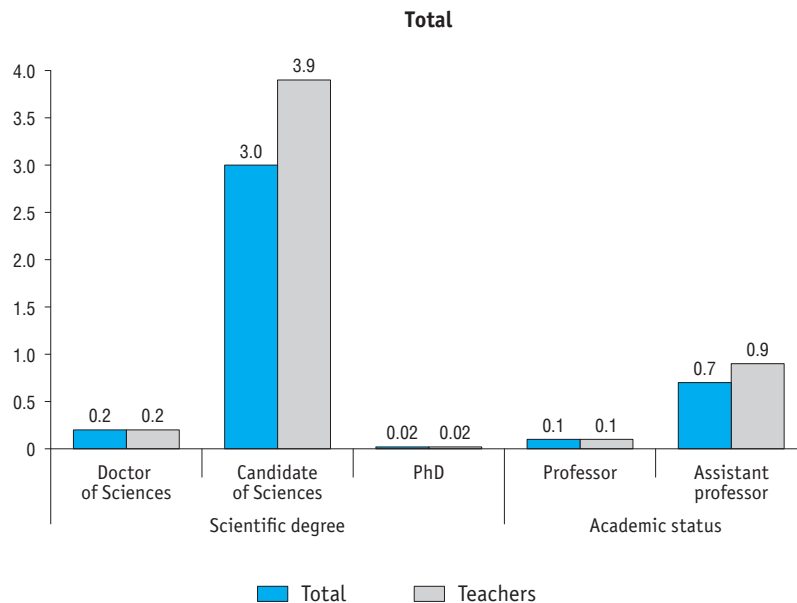
	Total	Education attained			
		higher	of which pedagogical	secondary vocational – programmes for mid-career professionals	of which pedagogical
Total					
Total	100	87.5	53.3	10.0	2.9
Teachers	100	96.6	60.0	2.9	1.0
Industrial training instructors	100	47.7	17.7	41.3	9.3
Child and youth counsellors	100	86.8	62.2	11.6	5.2
Educational psychologists	100	98.0	78.1	1.4	0.9
Teachers with organisational duties	100	82.0	51.7	15.0	5.1
Teachers of health and safety with organisational duties	100	93.0	45.5	6.1	2.1
Physical training instructors	100	91.6	78.0	7.3	5.2
Methodologists	100	96.4	61.0	2.7	0.8
Tutors	100	86.6	54.4	12.8	3.0
Others	100	72.6	47.5	21.6	9.0
State and municipal institutions					
Total	100	87.1	53.3	10.4	3.0
Teachers	100	96.4	60.2	3.0	1.1
Industrial training instructors	100	47.5	17.7	41.5	9.3
Child and youth counsellors	100	86.7	62.0	11.7	5.2

(continued)

	Total	Education attained			
		higher	of which pedagogical	secondary vocational – programmes for mid-career professionals	of which pedagogical
Educational psychologists	100	98.0	77.9	1.5	1.0
Teachers with organisational duties	100	81.7	51.6	15.2	5.2
Teachers of health and safety with organisational duties	100	92.6	45.2	6.4	2.2
Physical training instructors	100	91.1	77.8	7.6	5.5
Methodologists	100	96.5	61.7	2.6	0.8
Tutors	100	85.0	54.4	14.2	3.3
Others	100	72.4	47.7	21.7	9.1
Private institutions					
Total	100	98.3	54.0	1.5	0.3
Teachers	100	99.2	54.5	0.7	0.1
Industrial training instructors	100	84.1	16.7	15.2	0.7
Child and youth counsellors	100	100	80.6	–	–
Educational psychologists	100	100	83.1	–	–
Teachers with organisational duties	100	93.1	55.2	6.9	1.7
Teachers of health and safety with organisational duties	100	98.4	49.2	1.6	0.8
Physical training instructors	100	98.3	80.8	1.7	1.2
Methodologists	100	94.0	47.2	4.9	0.8
Tutors	100	100	54.8	–	–
Others	100	83.7	32.0	11.6	2.7

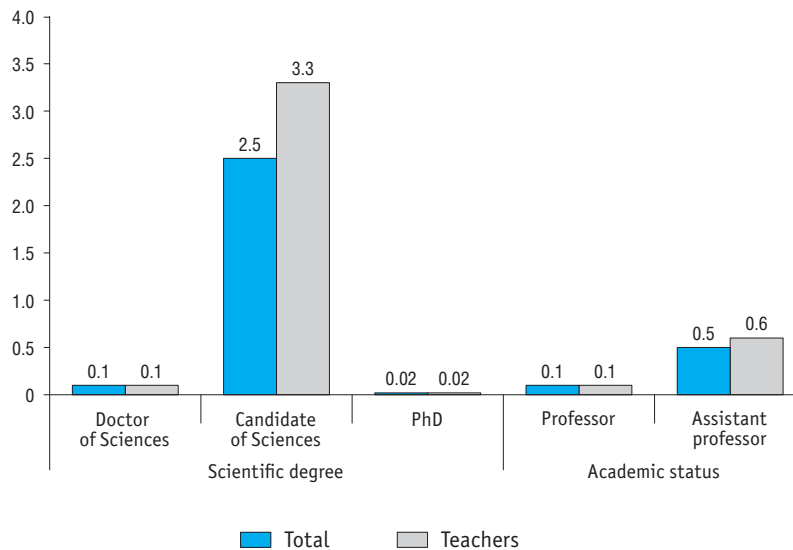
6.4.4. TEACHING PERSONNEL WITH SCIENTIFIC DEGREES AND/OR ACADEMIC STATUS AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016/2017

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year)

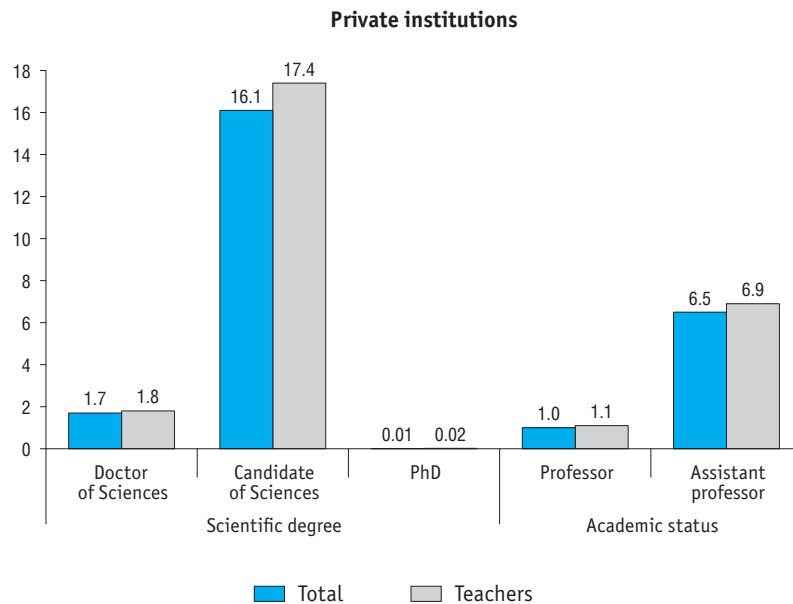


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State and municipal institutions



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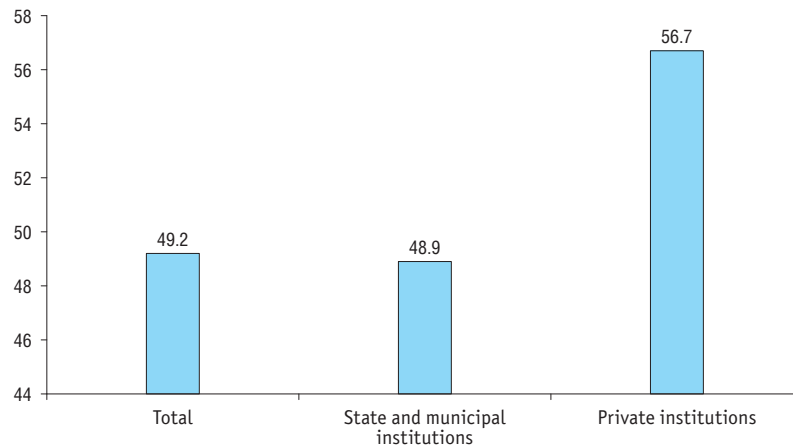


6.4.5. FEMALE TEACHERS AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY POSITION: 2016/2017

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year)

	Headcount			As a percentage of the total personnel		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Total	142029	136729	5300	73.0	73.0	74.9
Teachers	105360	100735	4625	77.8	77.9	76.5
Industrial training instructors	13611	13535	76	48.4	48.4	55.1
Child and youth counsellors	2775	2747	28	96.1	96.2	90.3
Educational psychologists	2231	2176	55	94.7	94.7	93.2
Teachers with organisational duties	1966	1917	49	84.1	84.1	84.5
Teachers of health and safety with organisational duties	294	267	27	12.6	12.1	21.1
Physical training instructors	839	790	49	31.1	31.3	28.5
Methodologists	4947	4697	250	93.4	93.3	94.3
Tutors	260	237	23	85.2	86.5	74.2
Others	9746	9628	118	76.7	76.6	80.3

**6.4.6. TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL PERSONNEL AT INSTITUTIONS
IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES**
(excluding external multiple jobholders and independent contractors; at the beginning of the academic year)



6.4.7. TEACHERS AND INDUSTRIAL TRAINING INSTRUCTORS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016/2017

(at the beginning of the academic year)

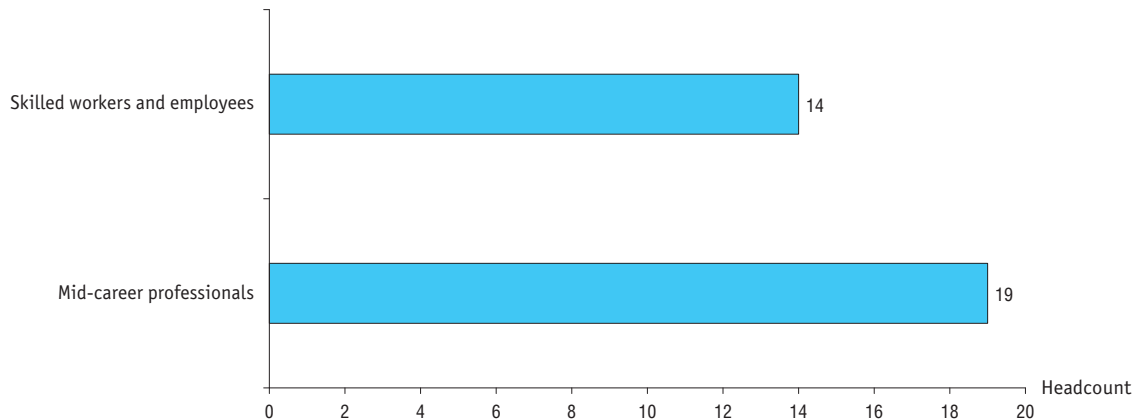
	Personnel (excluding external multiple jobholders and independent contractors)					External multiple jobholders, headcount
	Total, headcount	Of whom have educational attainment, <i>percentage</i>				
		higher	of which pedagogical	secondary vocational – programmes for mid-career professionals	of which pedagogical	
Total						
Teachers – total	135424	96.6	60.0	2.9	1.0	29137
Of whom engaged within educational programmes:						
for skilled workers and employees	21602	88.9	57.9	4.4	1.5	2003
for mid-career professionals	97759	93.3	52.7	2.0	0.6	20992
Industrial training instructors – total	28117	47.7	17.7	41.3	9.3	487
Of whom engaged within educational programmes:						
for skilled workers and employees	19485	43.3	16.0	35.6	8.2	209
for mid-career professionals	4991	49.4	15.6	35.5	5.0	138
State and municipal institutions						
Teachers – total	129380	96.4	60.2	3.0	1.1	26105
Of whom engaged within educational programmes:						
for skilled workers and employees	21537	88.9	57.9	4.4	1.5	1976
for mid-career professionals	92805	93.3	53.0	2.1	0.7	18651

(continued)

	Personnel (excluding external multiple jobholders and independent contractors)					External multiple jobholders, headcount
	Total, headcount	Of whom have educational attainment, <i>percentage</i>				
		higher	of which pedagogical	secondary vocational – programmes for mid-career professionals	of which pedagogical	
Industrial training instructors – total	27979	47.5	17.7	41.5	9.3	462
Of whom engaged within educational programmes:						
for skilled workers and employees	19444	43.2	16.0	35.7	8.2	209
for mid-career professionals	4903	48.9	15.6	35.9	5.0	113
		Private institutions				
Teachers – total	6044	92.2	54.5	0.7	0.1	3032
Of whom engaged within educational programmes:						
for skilled workers and employees	65	98.5	38.5	1.5	–	27
for mid-career professionals	4954	93.0	45.8	0.6	0.1	2341
Industrial training instructors – total	138	84.1	16.7	15.2	0.7	25
Of whom engaged within educational programmes:						
for skilled workers and employees	41	95.1	7.3	4.9	–	–
for mid-career professionals	88	77.3	18.2	15.9	1.1	25

6.4.8. SECONDARY VOCATIONAL EDUCATION ENROLMENT PER TEACHER AND INDUSTRIAL TRAINING INSTRUCTOR AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016/2017

(at the beginning of the academic year)



6.4.9. PARTICIPATION OF MANAGERIAL AND TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION: 2016/2017

(excluding external multiple jobholders and; at the beginning of the academic year)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total	Of whom			
		within their field of pedagogical activity	developed their ICT skills	in the form of internship (practical training)	in organisations and enterprises of the real sector of economy
Total					
Managerial personnel:					
headcount	17235	13534	3686	1851	–
as a percentage of the total personnel	58.4	45.9	12.5	6.3	–
Teaching personnel:					
headcount	130993	109659	24256	30826	22885
as a percentage of the total personnel	67.4	56.4	12.5	15.9	11.8
Of whom:					
teachers – total:					
headcount	99747	83834	19260	22075	16080
as a percentage of the total personnel	73.7	61.9	14.2	16.3	11.9
of whom engaged within educational programmes:					
for skilled workers and employees:					
headcount	14565	12182	2422	2201	1592
as a percentage of the total personnel	67.4	56.4	11.2	10.2	7.4
for mid-career professionals:					
headcount	68850	57709	13464	16506	12214
as a percentage of the total personnel	70.4	59.0	13.8	16.9	12.5

(continued)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total	Of whom			
		within their field of pedagogical activity	developed their ICT skills	in the form of internship (practical training)	in organisations and enterprises of the real sector of economy
industrial training instructors – total:					
headcount	19759	16397	2685	7407	5850
as a percentage of the total personnel	70.3	58.3	9.5	26.3	20.8
of whom engaged within educational programmes of:					
for skilled workers and employees:					
headcount	13138	10727	1617	4817	3810
as a percentage of the total personnel	67.4	55.1	8.3	24.7	19.6
for mid-career professionals:					
headcount	3091	2534	447	1212	985
as a percentage of the total personnel	61.9	50.8	9.0	24.3	19.7
State and municipal institutions					
Managerial personnel:					
headcount	16348	12875	3385	1704	–
as a percentage of the total personnel	58.1	45.8	12.0	6.1	–
Teaching personnel:					
headcount	126004	105696	22763	29796	22180
as a percentage of the total personnel	67.2	56.4	12.1	15.9	11.8
Of whom:					
teachers – total:					
headcount	95261	80204	17924	21097	15400
as a percentage of the total personnel	73.6	62.0	13.9	16.3	11.9

(continued)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total	Of whom			
		within their field of pedagogical activity	developed their ICT skills	in the form of internship (practical training)	in organisations and enterprises of the real sector of economy
of whom engaged in educational activity within educational programmes of:					
for skilled workers and employees:					
headcount	14527	12142	2421	2198	1589
as a percentage of the total personnel	67.5	56.4	11.2	10.2	7.4
for mid-career professionals:					
headcount	65364	54917	12408	15673	11605
as a percentage of the total personnel	70.4	59.2	13.4	16.9	12.5
industrial training instructors – total:					
headcount	19650	16310	2669	7384	5832
as a percentage of the total personnel	70.2	58.3	9.5	26.4	20.8
of whom engaged within educational programmes:					
for skilled workers and employees:					
headcount	13099	10689	1617	4816	3809
as a percentage of the total personnel	67.4	55.0	8.3	24.8	19.6
for mid-career professionals:					
headcount	3030	2490	436	1191	969
as a percentage of the total personnel	61.8	50.8	8.9	24.3	19.8
		Private institutions			
Managerial personnel:					
headcount	887	659	301	147	–
as a percentage of the total personnel	63.9	47.5	21.7	10.6	–

(continued)

	Personnel who undertook professional (vocational) development and/or retraining within the last 3 years – total	Of whom			
		within their field of pedagogical activity	developed their ICT skills	in the form of internship (practical training)	in organisations and enterprises of the real sector of economy
Teaching personnel:					
headcount	4989	3963	1493	1030	705
as a percentage of the total personnel	70.5	56.0	21.1	14.6	10.0
Of whom:					
teachers – total:					
headcount	4486	3630	1336	978	680
as a percentage of the total personnel	74.2	60.1	22.1	16.2	11.3
of whom engaged within educational programmes:					
for skilled workers and employees:					
headcount	38	40	1	3	3
as a percentage of the total personnel	58.5	61.5	1.5	4.6	4.6
for mid-career professionals:					
headcount	3486	2792	1056	833	609
as a percentage of the total personnel	70.4	56.4	21.3	16.8	12.3
industrial training instructors – total:					
headcount	109	87	16	23	18
as a percentage of the total personnel	79.0	63.0	11.6	16.7	13.0
of whom engaged within educational programmes:					
for skilled workers and employees:					
headcount	39	38	–	1	1
as a percentage of the total personnel	95.1	92.7	–	2.4	2.4
for mid-career professionals:					
headcount	61	44	11	21	16
as a percentage of the total personnel	69.3	50.0	12.5	23.9	18.2

6.4.10. INTERNATIONAL TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES 2016/2017

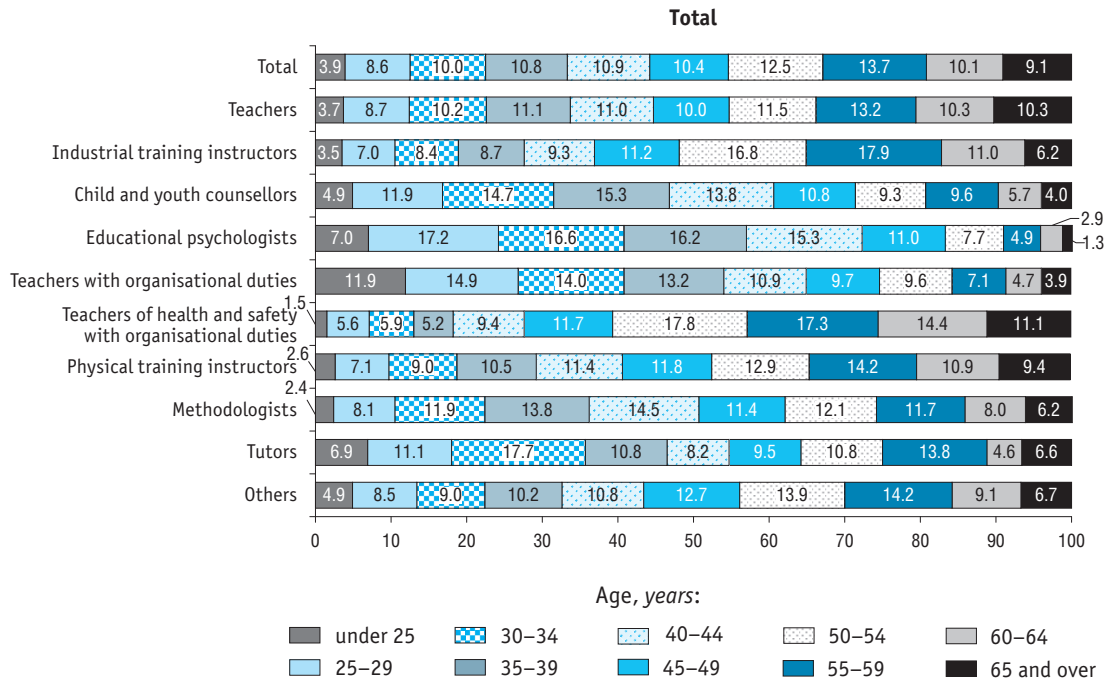
	Personnel (excluding external multiple jobholders and independent contractors)				External multiple jobholders			
	headcount	As a percentage of the total personnel	Of whom the citizens of, <i>percentage</i>		headcount	As a percentage of the total personnel	Of whom the citizens of, <i>percentage</i>	
			CIS countries	the EU and the USA			CIS countries	the EU and the USA
Total								
International teaching personnel – total	605	0.3	69.3	1.2	55	0.2	78.2	5.5
Of whom:								
teachers – total	365	0.3	89.3	1.6	41	0.1	73.2	7.3
of whom engaged within educational programmes:								
for skilled workers and employees	59	0.3	91.5	–	2	0.1	100	–
for mid-career professionals	209	0.2	90.9	1.9	25	0.1	68.0	12.0
industrial training instructors – total	74	0.3	64.9	–	–	–	–	–
of whom engaged within educational programmes:								
for skilled workers and employees	30	0.2	96.7	–	–	–	–	–
for mid-career professionals	11	0.2	90.9	–	–	–	–	–

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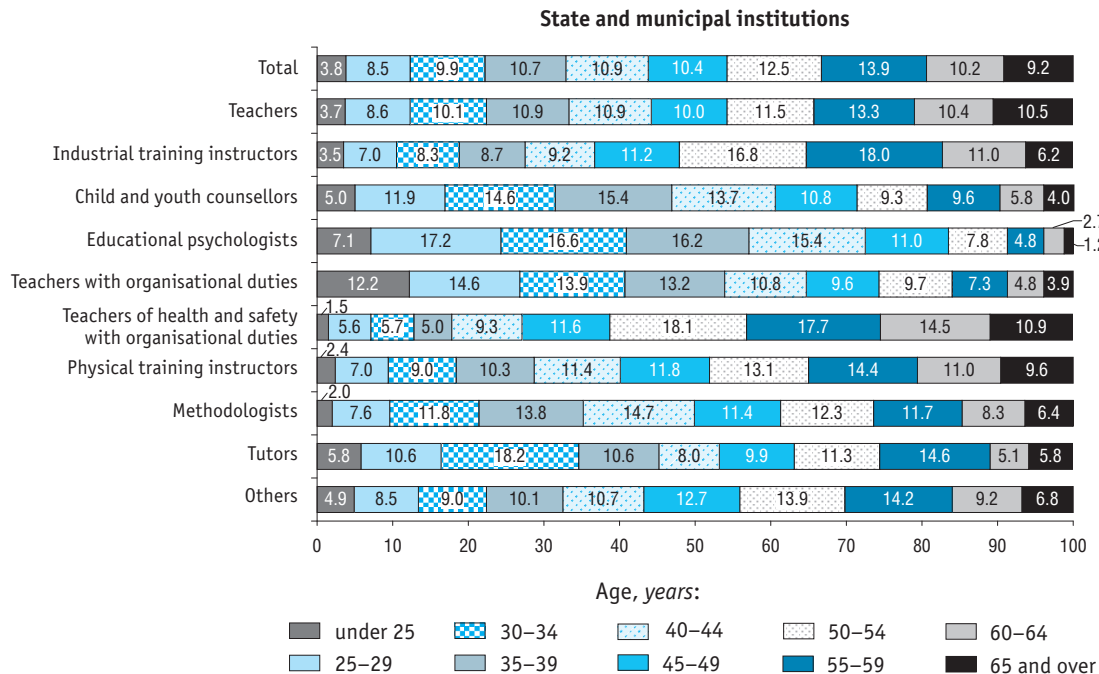
	Personnel (excluding external multiple jobholders and independent contractors)				External multiple jobholders			
	headcount	As a percentage of the total personnel	Of whom the citizens of, <i>percentage</i>		headcount	As a percentage of the total personnel	Of whom the citizens of, <i>percentage</i>	
			CIS countries	the EU and the USA			CIS countries	the EU and the USA
State and municipal institutions								
International teaching personnel – total	586	0.3	68.8	1.0	53	0.2	79.2	3.8
Of whom:								
teachers – total	346	0.3	89.6	1.4	39	0.1	74.4	5.1
of whom engaged within educational programmes:								
for skilled workers and employees	59	0.3	91.5	–	2	0.1	100	–
for mid-career professionals	195	0.2	90.8	1.5	23	0.1	69.7	8.7
industrial training instructors – total	74	0.3	64.9	–	–	–	–	–
of whom engaged within educational programmes:								
for skilled workers and employees	30	0.2	96.7	–	–	–	–	–
for mid-career professionals	11	0.2	90.9	–	–	–	–	–

6.4.11. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY AGE AND POSITION: 2016/2017

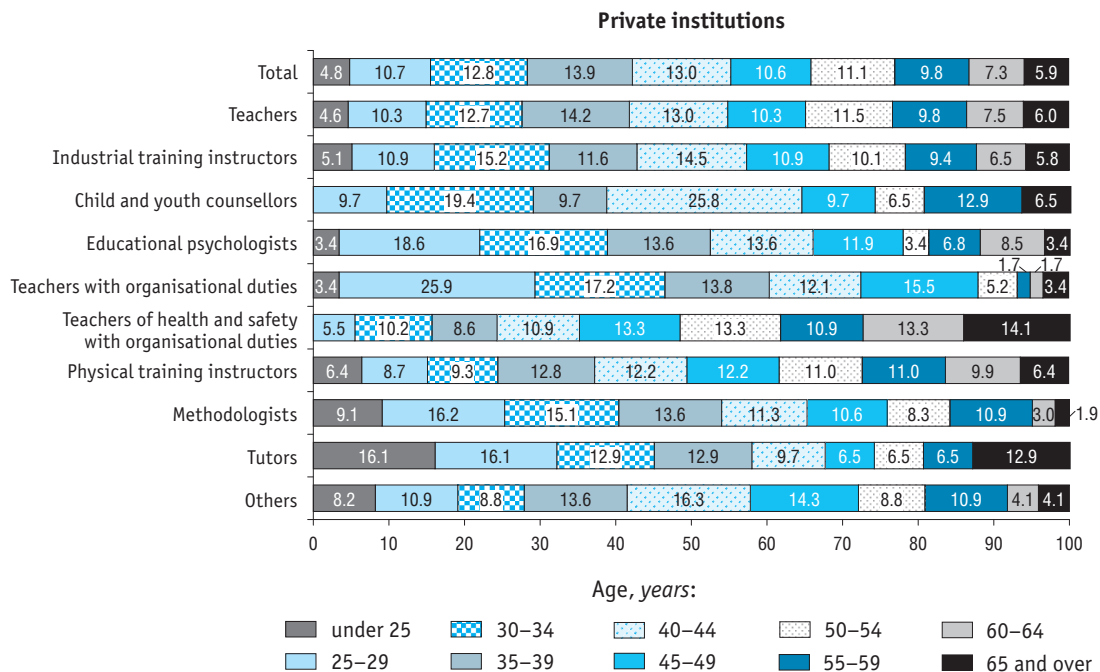
(excluding external multiple jobholders and independent contractors;
at the beginning of the academic year; completed years as of January, 1)



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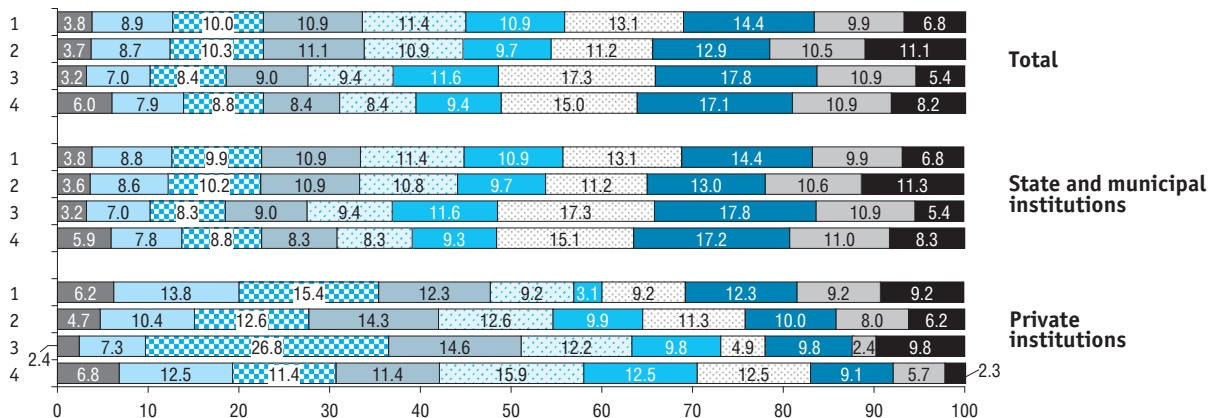


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6.4.12. PERCENTAGE DISTRIBUTION OF TEACHERS AND INDUSTRIAL TRAINING INSTRUCTORS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY AGE AND EDUCATIONAL PROGRAMME: 2016/2017

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year; completed years as of January, 1)



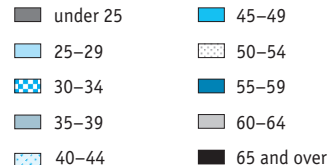
Teachers engaged within educational programmes:

- 1 – for skilled workers and employees
- 2 – for mid-career professionals

Industrial training instructors within educational programmes:

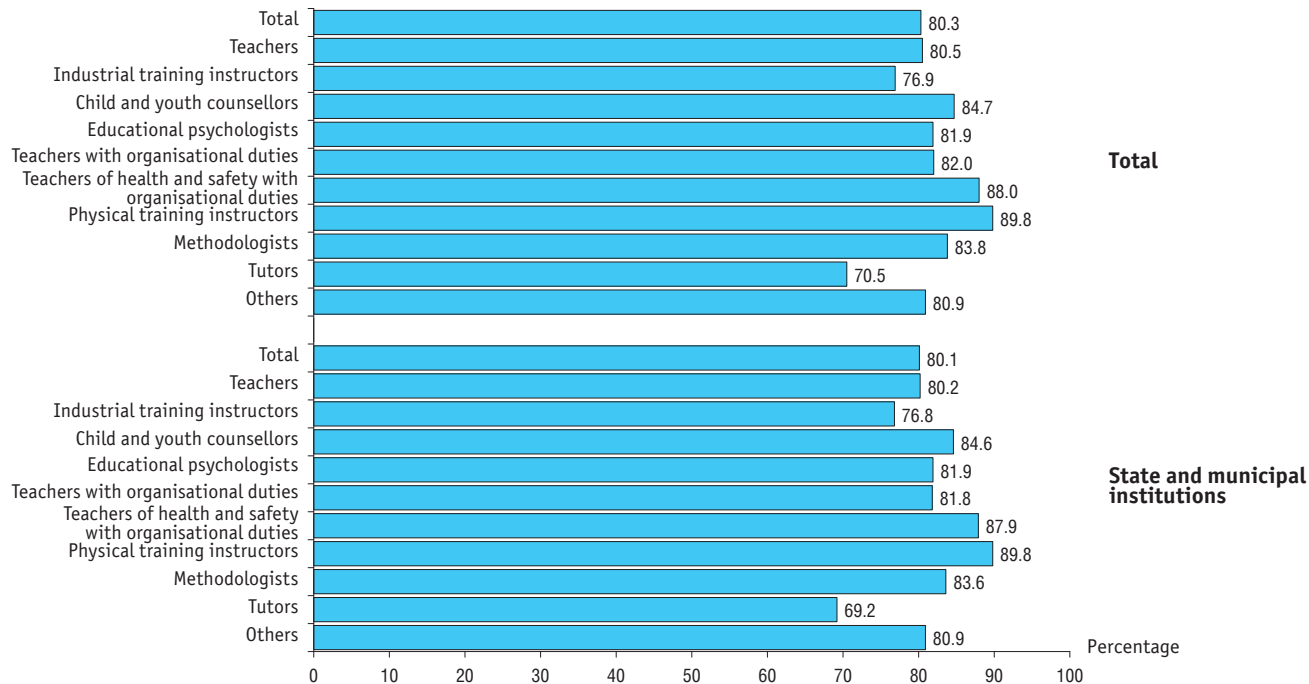
- 3 – for skilled workers and employees
- 4 – for mid-career professionals

Age, years:

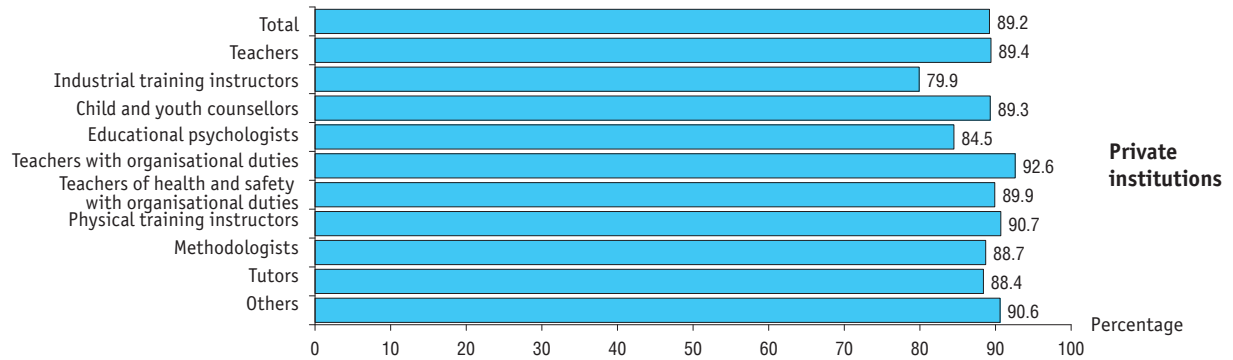


6.4.13. TEACHING PERSONNEL STAFFING LEVEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY POSITION: 2016/2017

(at the beginning of the academic year)

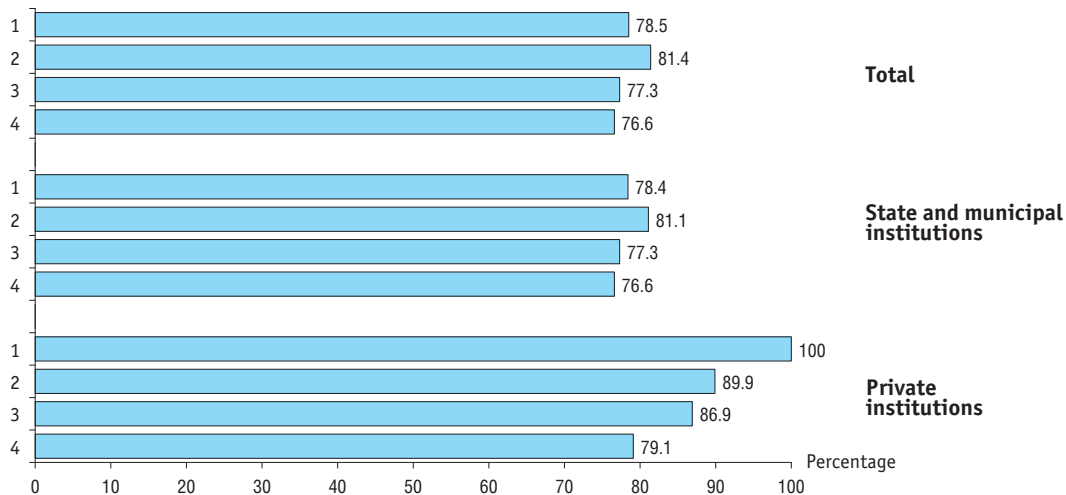


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6.4.14. TEACHERS AND INDUSTRIAL TRAINING INSTRUCTORS STAFFING LEVEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY EDUCATIONAL PROGRAMME: 2016/2017

(at the beginning of the academic year)



Teachers engaged within educational programmes:

- 1 – for skilled workers and employees
- 2 – for mid-career professionals

Industrial training instructors engaged within educational programmes:

- 3 – for skilled workers and employees
- 4 – for mid-career professionals

6.5. Personnel at educational institutions implementing higher education programmes – bachelor's, specialist's, and master's programmes

6.5.1. PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING HIGHER EDUCATION PROGRAMMES – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY CATEGORY

*(excluding external multiple jobholders and independent contractors;
at the beginning of the academic year; thousand persons)*

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
	Total						
Total	903.4	886.2	880.2	824.0	779.4	724.5	673.8
Managerial personnel	26.5	27.2	28.9	27.2	26.6	24.0	28.2
Higher education faculty staff	356.8	348.2	342.0	319.3	299.8	279.8	261.0
Researchers	21.6	22.1	21.9	18.9	17.7	18.4	17.6
Engineers and technicians	47.2	49.7	49.3	48.1	48.4	46.7	44.6
Administrative personnel	96.1	94.7	96.9	90.9	87.1	83.8	76.6
Operational personnel	16.1	14.6	13.0	13.1	14.0	11.7	9.9
Educational support staff	163.4	157.8	154.9	141.8	130.5	121.8	110.6
Maintenance personnel	175.6	172.0	173.2	164.6	155.4	138.3	125.3

(continued)

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
State and municipal institutions							
Total	837.4	826.3	820.4	764.6	723.2	676.1	636.2
Managerial personnel	22.9	23.6	25.1	23.6	23.1	21.1	25.3
Higher education faculty staff	324.8	319.0	312.8	288.2	271.5	255.8	242.8
Researchers	21.3	21.8	21.6	18.5	17.0	17.7	16.8
Engineers and technicians	45.4	47.8	47.4	46.3	46.6	45.2	43.4
Administrative personnel	88.2	87.5	90.3	85.3	81.1	78.2	72.0
Operational personnel	14.9	14.0	12.3	12.4	13.4	11.3	9.6
Educational support staff	151.3	146.9	144.1	131.8	120.8	113.5	104.5
Maintenance personnel	168.6	165.7	166.8	158.4	149.7	133.3	121.8
Private institutions							
Total	66.0	59.9	59.8	59.4	56.2	48.3	37.6
Managerial personnel	3.7	3.6	3.8	3.7	3.5	2.9	2.8
Higher education faculty staff	32.0	29.2	29.2	31.1	28.2	23.9	18.2
Researchers	0.3	0.3	0.3	0.4	0.7	0.8	0.7
Engineers and technicians	1.8	1.8	1.9	1.7	1.8	1.5	1.3
Administrative personnel	7.9	7.2	6.6	5.6	6.0	5.7	4.6
Operational personnel	1.2	0.6	0.6	0.7	0.5	0.4	0.3
Educational support staff	12.1	10.9	10.9	10.0	9.7	8.2	6.1
Maintenance personnel	7.0	6.3	6.5	6.2	5.7	5.0	3.6

**6.5.2. HIGHER EDUCATION FACULTY STAFF AT EDUCATIONAL INSTITUTIONS IMPLEMENTING
HIGHER EDUCATION PROGRAMMES – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES***
(at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total									
Higher education faculty staff (excluding external multiple jobholders and independent contractors), <i>thousand persons</i>	279.6	358.9	356.8	348.2	342.0	319.3	299.8	279.8	261.0
Higher education faculty staff working as external multiple jobholders, <i>thousand persons</i>	78.4	118.4	107.5	104.2	102.3	86.3	75.6	67.7	62.1
Higher education enrolment per member of faculty staff (excluding external multiple jobholders), <i>headcount</i>	10	11	10	9	9	9	10	9	10
State and municipal institutions									
Higher education faculty staff (excluding external multiple jobholders and independent contractors), <i>thousand persons</i>	265.2	322.1	324.8	319.0	312.8	288.2	271.5	255.8	242.8
Higher education faculty staff working as external multiple jobholders, <i>thousand persons</i>	50.6	89.9	89.1	87.7	86.3	70.6	61.4	56.4	53.7
Higher education enrolment per member of faculty staff (excluding external multiple jobholders), <i>headcount</i>	10	11	10	9	9	10	10	10	10

(continued)

	2000/2001	2005/2006	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Private institutions									
Higher education faculty staff (excluding external multiple jobholders and independent contractors), <i>thousand persons</i>	14.4	36.7	32.0	29.2	29.2	31.1	28.2	23.9	18.2
Higher education faculty staff working as external multiple jobholders, <i>thousand persons</i>	27.8	28.5	18.4	16.5	16.0	15.7	14.2	11.3	8.4
Higher education enrolment per member of faculty staff (excluding external multiple jobholders), <i>headcount</i>	15	11	10	9	8	7	7	7	8

* Here and below (table 6.5.4, 6.5.6): the data for the beginning of the 2000/2001 and 2005/2006 academic years – including rectors, vice-rectors, directors of branches.

**6.5.3. HIGHER EDUCATION FACULTY STAFF AT EDUCATIONAL INSTITUTIONS IMPLEMENTING
HIGHER EDUCATION PROGRAMMES – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY POSITION: 2016/2017**
(at the beginning of the academic year; headcount)

	Personnel (excluding external multiple jobholders and independent contractors)			External multiple jobholders		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Total	260980	242772	18208	62116	53685	8431
Deans of Faculties	3606	3090	516	73	38	35
Heads of Chairs (Departments)	20153	17668	2485	2168	1792	376
Directors of Institutes	990	962	28	14	12	2
Professors	35683	32742	2941	14643	12564	2079
Assistant professors	127321	118878	8443	25831	21789	4042
Senior teachers	46144	43169	2975	8353	7082	1271
Teachers	8676	8013	663	2789	2305	484
Assistants	18407	18250	157	8245	8103	142

6.5.4. HIGHER EDUCATION FACULTY STAFF AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES WITH SCIENTIFIC DEGREES AND/OR ACADEMIC STATUS

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total									
Individuals with a scientific degree:									
Doctor of Sciences:									
thousand persons	29.8	43.2	44.0	44.8	45.0	45.1	44.1	42.4	40.3
as a percentage of the total personnel	10.7	12.0	12.3	12.9	13.2	14.1	14.7	15.1	15.5
Candidate of Sciences:									
thousand persons	131.3	172.1	185.5	183.6	183.0	174.6	169.2	160.0	149.8
as a percentage of the total personnel	47.0	48.0	52.0	52.7	53.5	54.7	56.4	57.2	57.4
Individuals with an academic status of:									
Professor:									
thousand persons	28.7	38.5	35.8	35.9	35.6	34.5	33.1	30.7	28.5
as a percentage of the total personnel	10.3	10.7	10.0	10.3	10.4	10.8	11.0	11.0	10.9
Assistant professor:									
thousand persons	94.2	112.7	115.7	115.7	115.2	109.4	106.7	100.3	94.6
as a percentage of the total personnel	33.7	31.4	32.4	33.2	33.7	34.2	35.6	35.8	36.2
State and municipal institutions									
Individuals with a scientific degree:									
Doctor of Sciences:									
thousand persons	28.0	37.3	40.2	41.1	41.0	39.7	39.4	38.4	37.4
as a percentage of the total personnel	10.6	11.6	12.4	12.9	13.1	13.8	14.5	15.0	15.4
Candidate of Sciences:									
thousand persons	125.4	155.3	169.2	168.5	167.8	157.8	152.8	145.5	138.5
as a percentage of the total personnel	47.3	48.2	52.1	52.8	53.6	54.7	56.3	56.9	57.0

(continued)

	2000/2001	2005/2006	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Individuals with an academic status of:									
Professor:									
thousand persons	27.0	33.3	32.6	32.8	32.3	29.9	29.2	27.5	26.1
as a percentage of the total personnel	10.2	10.3	10.0	10.3	10.3	10.4	10.7	10.8	10.8
Assistant professor:									
thousand persons	89.8	102.2	106.7	107.3	106.6	100.0	97.4	92.2	88.3
as a percentage of the total personnel	33.9	31.7	32.8	33.6	34.1	34.7	35.9	36.0	36.4
Private institutions									
Individuals with a scientific degree:									
Doctor of Sciences:									
thousand persons	1.7	5.9	3.8	3.7	4.0	5.3	4.7	4.0	3.0
as a percentage of the total personnel	11.8	16.1	11.9	12.5	13.7	17.1	16.5	16.6	16.4
Candidate of Sciences:									
thousand persons	5.9	16.8	16.3	15.0	15.2	16.8	16.3	14.4	11.3
as a percentage of the total personnel	41.0	45.8	51.0	51.4	52.0	54.0	58.0	60.3	62.1
Individuals with an academic status of:									
Professor:									
thousand persons	1.8	5.2	3.2	3.1	3.3	4.6	3.9	3.2	2.3
as a percentage of the total personnel	12.5	14.2	10.0	10.6	11.4	14.7	13.8	13.2	12.9
Assistant professor:									
thousand persons	4.4	10.5	9.0	8.4	8.5	9.3	9.3	8.1	6.3
as a percentage of the total personnel	30.6	28.6	28.2	28.8	29.3	29.9	32.9	33.8	34.6

6.5.5. HIGHER EDUCATION FACULTY STAFF AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES WITH SCIENTIFIC DEGREES AND/OR ACADEMIC STATUS BY POSITION: 2016/2017
(excluding external multiple jobholders and persons employed under civil law contracts; at the beginning of the academic year)

	Scientific degree						Academic status			
	Doctor of Sciences		Candidate of Sciences		PhD		Professor		Assistant professor	
	headcount	as a percentage of the total personnel	headcount	as a percentage of the total personnel	headcount	as a percentage of the total personnel	headcount	as a percentage of the total personnel	headcount	as a percentage of the total personnel
	Total									
Total	40343	15.5	149773	57.4	591	0.2	28461	10.9	94577	36.2
Deans of Faculties	1026	28.5	2287	63.4	2	0.1	761	21.1	1871	51.9
Heads of Chairs (Departments)	9661	47.9	9656	47.9	23	0.1	7553	37.5	9340	46.3
Directors of Institutes	425	42.9	524	52.9	6	0.6	320	32.3	481	48.6
Professors	27918	78.2	6245	17.5	176	0.5	19724	55.3	12322	34.5
Assistant professors	1254	1.0	117432	92.2	313	0.2	88	0.1	70138	55.1
Senior teachers	17	0.0	7703	16.7	45	0.1	5	0.0	276	0.6
Teachers	18	0.2	912	10.5	12	0.1	5	0.1	52	0.6
Assistants	24	0.1	5014	27.2	14	0.1	5	0.0	97	0.5
	State and municipal institutions									
Total	37363	15.4	138469	57.0	535	0.2	26119	10.8	88271	36.4
Deans of Faculties	971	31.4	1921	62.2	2	0.1	724	23.4	1698	55.0
Heads of Chairs (Departments)	9013	51.0	7920	44.8	16	0.1	7016	39.7	8074	45.7
Directors of Institutes	418	43.5	509	52.9	6	0.6	315	32.7	471	49.0
Professors	25683	78.4	5585	17.1	156	0.5	17987	54.9	11540	35.2
Assistant professors	1222	1.0	109605	92.2	285	0.2	66	0.1	66109	55.6
Senior teachers	16	0.0	7114	16.5	44	0.1	3	0.0	239	0.6
Teachers	16	0.2	820	10.2	12	0.1	3	0.0	44	0.5
Assistants	24	0.1	4995	27.4	14	0.1	5	0.0	96	0.5

(continued)

	Scientific degree						Academic status			
	Doctor of Sciences		Candidate of Sciences		PhD		Professor		Assistant professor	
	headcount	as a percentage of the total personnel	headcount	as a percentage of the total personnel	headcount	as a percentage of the total personnel	headcount	as a percentage of the total personnel	headcount	as a percentage of the total personnel
Private institutions										
Total	2980	16.4	11304	62.1	56	0.3	2342	12.9	6306	34.6
Deans of Faculties	55	10.7	366	70.9	–	–	37	7.2	173	33.5
Heads of Chairs (Departments)	648	26.1	1736	69.9	7	0.3	537	21.6	1266	50.9
Directors of Institutes	7	25.0	15	53.6	–	–	5	17.9	10	35.7
Professors	2235	76.0	660	22.4	20	0.7	1737	59.1	782	26.6
Assistant professors	32	0.4	7827	92.7	28	0.3	22	0.3	4029	47.7
Senior teachers	1	0.0	589	19.8	1	0.0	2	0.1	37	1.2
Teachers	2	0.3	92	13.9	–	–	2	0.3	8	1.2
Assistants	–	–	19	12.1	–	–	–	–	1	0.6

**6.5.6. FEMALE TEACHERS AS A PERCENTAGE OF THE TOTAL HIGHER EDUCATION FACULTY STAFF
AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES**
(excluding external multiple jobholders and independent contractors; at the beginning of the academic year)

	2000/2001	2005/2006	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Thousand persons									
Total	138.5	191.5	200.8	196.1	193.2	180.9	170.3	159.5	150.1
State and municipal institutions	130.3	171.7	182.4	179.3	176.5	163.6	154.6	146.3	139.9
Private institutions	8.2	19.8	18.4	16.8	16.7	17.3	15.7	13.2	10.3
As a percentage of the total personnel									
Total	49.5	53.4	56.3	56.3	56.5	56.6	56.8	57.0	57.5
State and municipal institutions	49.1	53.3	56.1	56.2	56.4	56.8	56.9	57.2	57.6
Private institutions	57.1	53.8	57.6	57.6	57.1	55.4	55.7	55.3	56.3

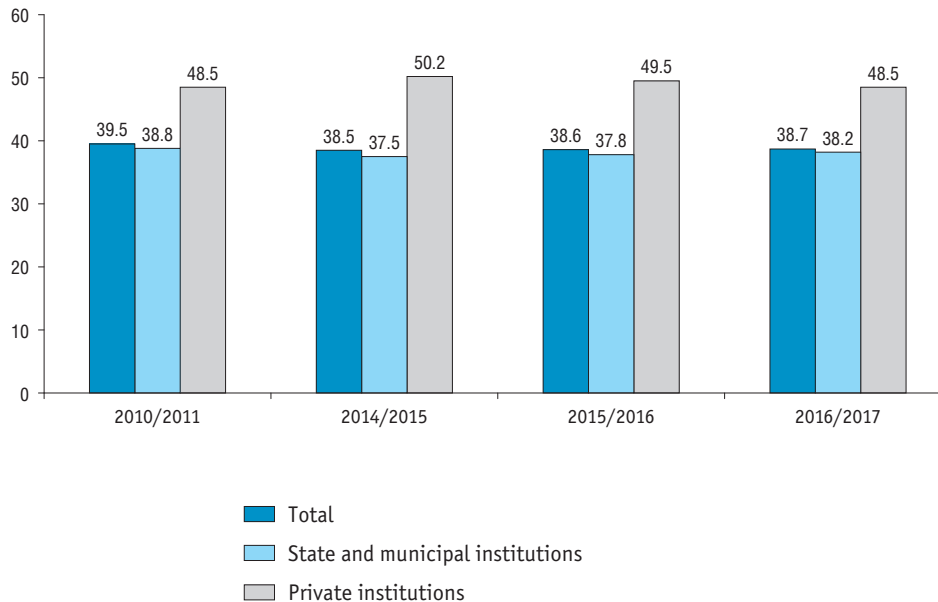
**6.5.7. FEMALE TEACHERS AS A PERCENTAGE OF THE TOTAL HIGHER EDUCATION FACULTY STAFF
AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S,
AND MASTER'S PROGRAMMES BY POSITION: 2016/2017**

(excluding external multiple jobholders independent contractors; at the beginning of the academic year)

	Female teachers, <i>persons</i>			As a percentage of the total personnel		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Total	150114	139856	10258	57.5	57.6	56.3
Deans of Faculties	1671	1332	339	46.3	43.1	65.7
Heads of Chairs (Departments)	8918	7697	1221	44.3	43.6	49.1
Directors of Institutes	394	382	12	39.8	39.7	42.9
Professors	12136	11239	897	34.0	34.3	30.5
Assistant professors	76367	71201	5166	60.0	59.9	61.2
Senior teachers	32398	30328	2070	70.2	70.3	69.6
Teachers	5873	5429	444	67.7	67.8	67.0
Assistants	12357	12248	109	67.1	67.1	69.4

6.5.8. HIGHER EDUCATION FACULTY STAFF AS A PERCENTAGE OF THE TOTAL PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY POSITION

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year)



**6.5.9. PARTICIPATION OF MANAGERIAL PERSONNEL, HIGHER EDUCATION FACULTY STAFF, AND RESEARCHERS
AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES
IN ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION: 2016/2017**

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year)

	Personnel who undertook professional (vocational) development programmes and/or retraining within the last 3 years	Of whom			
		within their field of pedagogical activity	developed their ICT skills	in the form of internship (practical training)	in the leading Russian and foreign universities and research centres
Total					
Managerial personnel:					
headcount	10365	5324	3934	812	641
as a percentage of the total personnel	36.8	18.9	14.0	2.9	2.3
Higher education faculty staff:					
headcount	189615	130951	69713	17331	10766
as a percentage of the total personnel	72.7	50.2	26.7	6.6	4.1
Researchers:					
headcount	4676	2457	1531	1072	919
as a percentage of the total personnel	26.6	14.0	8.7	6.1	5.2
State and municipal institutions					
Managerial personnel:					
headcount	8822	4294	3255	742	584
as a percentage of the total personnel	34.8	16.9	12.8	2.9	2.3
Higher education faculty staff:					
headcount	174225	120549	62144	16644	10471
as a percentage of the total personnel	71.8	49.7	25.6	6.9	4.3

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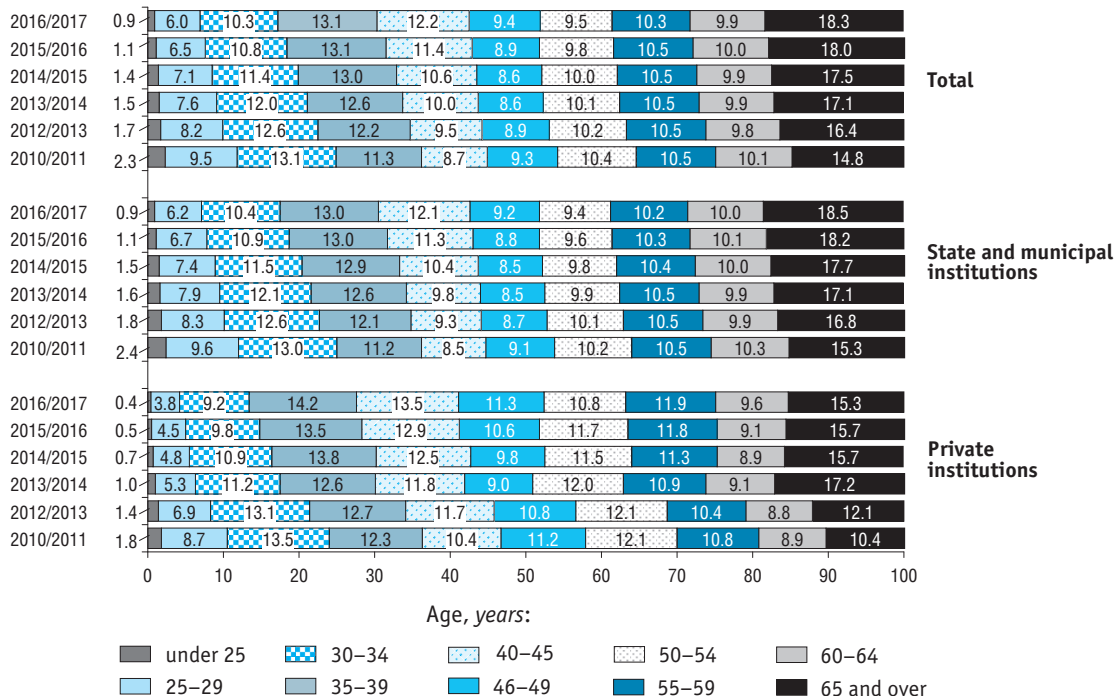
	Personnel who undertook professional (vocational) development programmes and/or retraining within the last 3 years	Of whom			
		within their field of pedagogical activity	developed their ICT skills	in the form of internship (practical training)	in the leading Russian and foreign universities and research centres
Researchers:					
headcount	4272	2185	1343	1059	914
as a percentage of the total personnel	25.4	13.0	8.0	6.3	5.4
Private institutions					
Managerial personnel:					
headcount	1543	1030	679	70	57
as a percentage of the total personnel	54.4	36.3	23.9	2.5	2.0
Higher education faculty staff:					
headcount	15390	10402	7569	687	295
as a percentage of the total personnel	84.5	57.1	41.6	3.8	1.6
Researchers:					
headcount	404	272	188	13	5
as a percentage of the total personnel	57.2	38.5	26.6	1.8	0.7

6.5.10. INTERNATIONAL PERSONNEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES: 2016/2017

	Personnel (excluding external multiple jobholders and independent contractors)				External multiple jobholders			
	Headcount	As a percentage of the total personnel	Of whom the citizens of, <i>percentage</i>		Headcount	As a percentage of the total personnel	Of whom the citizens of, <i>percentage</i>	
			CIS countries	the EU and the USA			CIS countries	the EU and the USA
Total								
Higher education faculty staff	1454	0.6	42.8	35.2	587	0.9	45.1	41.6
Researchers	505	2.9	40.4	33.5	144	1.9	41.0	45.8
State and municipal institutions								
Higher education faculty staff	1369	0.6	42.4	34.9	554	1.0	44.2	41.9
Researchers	501	3.0	40.3	33.3	144	2.0	41.0	45.8
Private institutions								
Higher education faculty staff	85	0.5	48.2	40.0	33	0.4	60.6	36.4
Researchers	4	0.6	50.0	50.0	–	–	–	–

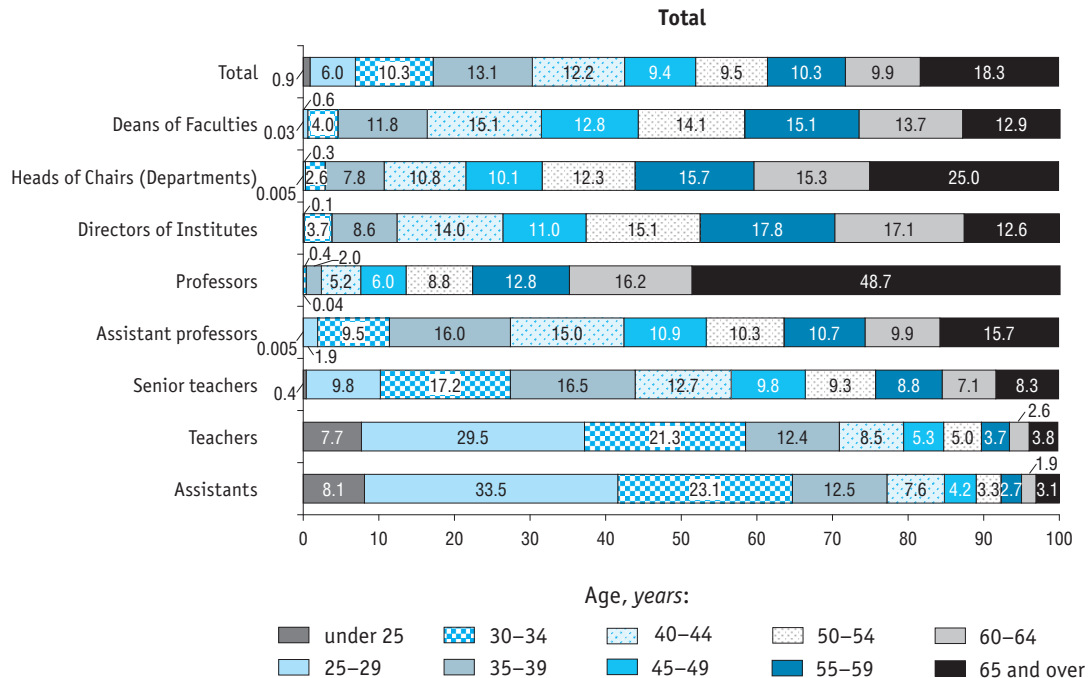
6.5.11. PERCENTAGE DISTRIBUTION OF HIGHER EDUCATION FACULTY STAFF AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY AGE

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year; completed years as of January, 1)

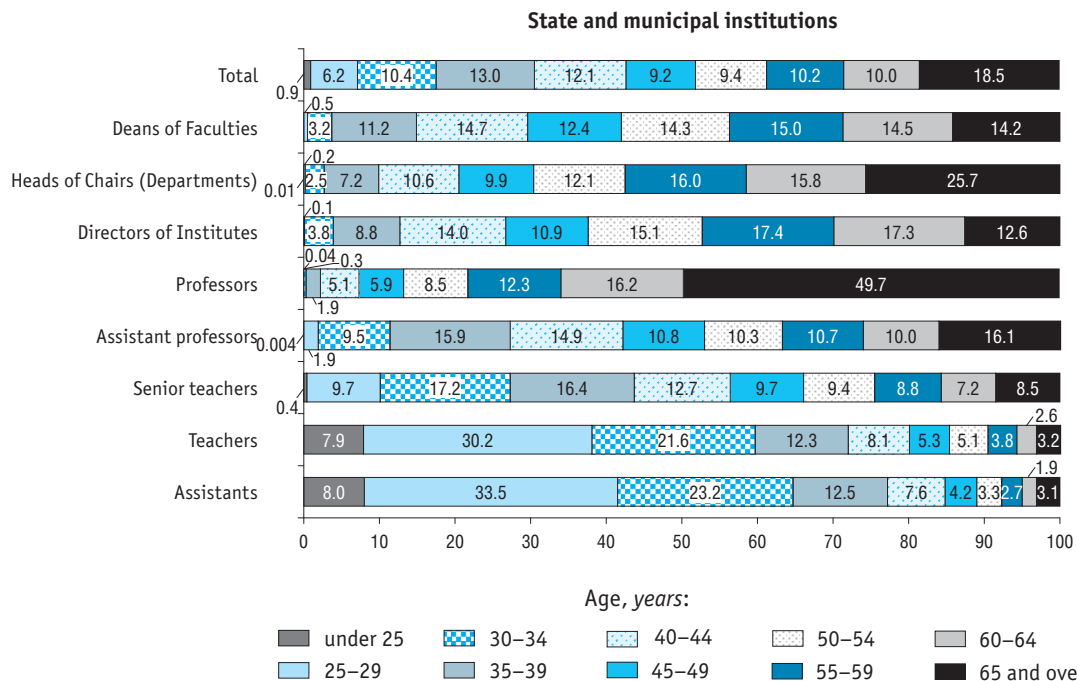


6.5.12. PERCENTAGE DISTRIBUTION OF HIGHER EDUCATION FACULTY STAFF AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY AGE AND POSITION: 2016/2017

(excluding external multiple jobholders and independent contractors; at the beginning of the academic year; completed years as of January, 1)



(continued)

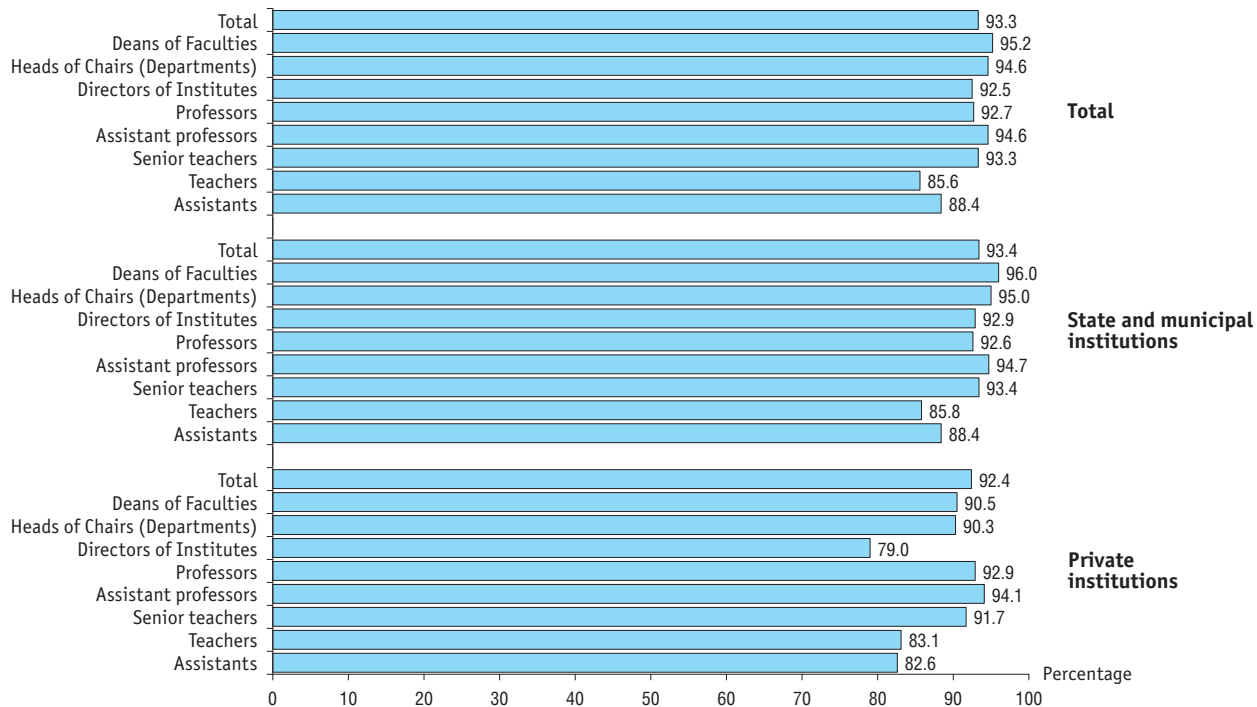


(continued)



6.5.13. HIGHER EDUCATION FACULTY STAFF STAFFING LEVEL AT EDUCATIONAL INSTITUTIONS IMPLEMENTING BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES BY POSITION: 2016/2017

(at the beginning of the academic year)



6.6. Personnel at additional education institutions implementing additional general education programmes for children

6.6.1. PERSONNEL AT ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY CATEGORY

(at the end of the year; thousand persons)

	Personnel (excluding external multiple jobholders)							External multiple jobholders						
	2010	2011	2012	2013	2014	2015	2016	2010	2011	2012	2013	2014	2015	2016
Total	307.4	291.1	306.8	371.1	424.0	522.1	517.4	118.0	115.4	114.8	119.2	115.4	121.8	118.7
Managerial personnel	30.4	29.0	31.0	36.3	40.1	47.7	46.8	0.6	0.6	0.7	0.7	0.8	0.9	1.0
Teaching personnel	185.5	175.5	183.2	218.1	245.6	304.2	302.5	105.7	103.4	101.8	102.7	97.2	100.1	97.0
Educational support staff	14.9	14.4	15.7	17.9	20.5	24.8	25.3	2.3	2.2	2.5	3.1	3.3	4.1	4.2
Maintenance personnel	76.6	72.2	76.9	98.8	117.8	145.3	142.8	9.4	9.3	9.7	12.7	14.1	16.8	16.4

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

	Personnel (excluding external multiple jobholders)							External multiple jobholders						
	2010	2011	2012	2013	2014	2015	2016	2010	2011	2012	2013	2014	2015	2016
Total	185.5	175.5	183.2	218.1	245.6	304.2	302.5	105.7	103.4	101.8	102.7	97.2	100.1	97.0
Teachers	1.6	1.3	1.9	4.6	6.6	7.7	6.1	1.6	1.5	1.3	1.7	2.1	2.2	2.2
Teachers of additional education	110.0	106.0	107.7	117.7	118.5	132.0	138.9	77.3	76.5	74.1	70.3	62.1	58.0	58.0
Teachers with organisational duties	9.6	9.5	9.5	9.7	9.9	9.7	9.7	1.5	1.6	1.6	1.5	1.2	1.2	1.2
Child and youth counsellors	0.6	0.7	0.5	0.5	0.5	0.7	0.6	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Coach-instructors	39.1	34.9	37.5	49.1	57.5	72.9	68.5	18.9	17.5	17.6	20.2	21.0	23.2	21.1
Methodologists	12.7	12.1	11.9	13.3	14.2	15.5	15.3	2.0	1.9	1.9	2.1	1.8	1.8	1.8
Other	11.8	11.0	14.2	23.2	38.4	65.7	63.4	4.2	4.2	5.2	6.8	9.0	13.5	12.7

6.6.3. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL AT ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(excluding external multiple jobholders; at the end of the year; percentage)

	2010	2011	2012	2013	2014	2015	2016
Total	100	100	100	100	100	100	100
Education attained:							
higher	66.2	66.9	67.5	68.2	69.1	69.4	70.8
of which pedagogical	51.3	51.8	52.1	53.4	53.9	55.5	57.1
secondary vocational – programmes for mid-career professionals	26.5	26.2	26.3	26.4	25.6	26.3	25.9
of which pedagogical	16.1	15.8	16.4	17.6	17.4	19.3	19.5

6.6.4. EDUCATIONAL ATTAINMENT OF TEACHING PERSONNEL AT ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY POSITION: 2016

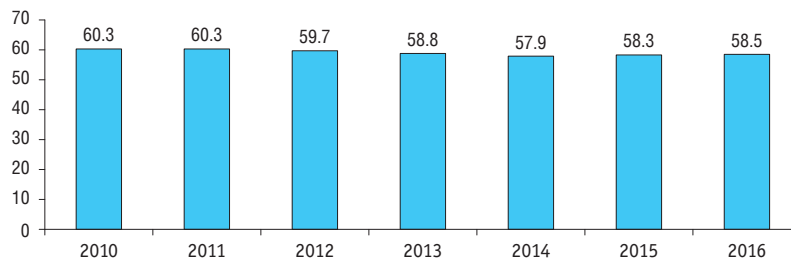
(excluding external multiple jobholders; at the end of the year; percentage)

	Total	Education attained:			
		higher	of which pedagogical	secondary vocational – programmes for mid-career professionals	of which pedagogical
Total	100	70.8	57.1	25.9	19.5
Teachers	100	73.7	65.8	25.8	21.4
Teachers of additional education	100	67.5	54.1	29.5	21.9
Teachers with organisational duties	100	72.6	48.9	22.4	11.9
Child and youth counsellors	100	76.5	62.4	20.2	13.2
Coach-instructors	100	80.0	66.3	15.5	11.0
Methodologists	100	89.5	68.9	8.4	5.1
Other	100	63.1	51.2	34.1	27.9

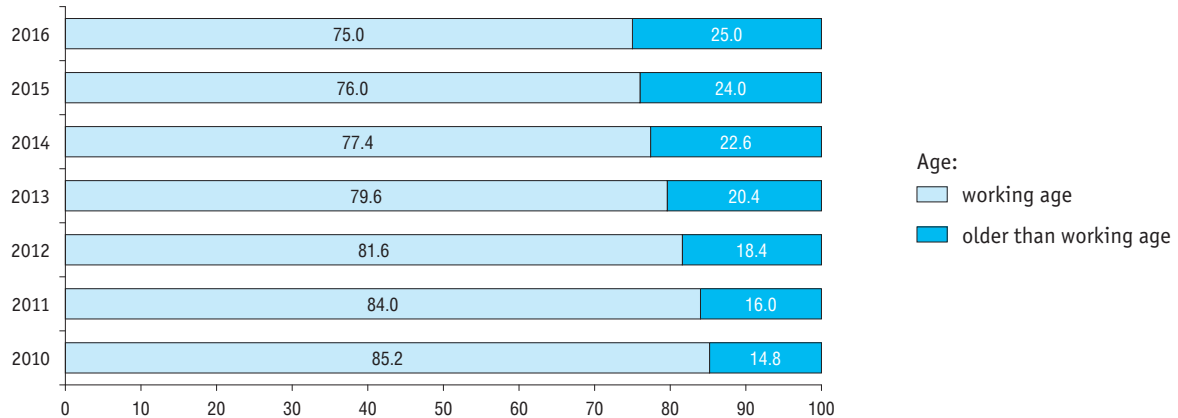
6.6.5. FEMALE TEACHERS AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL AT ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY POSITION
(excluding external multiple jobholders; at the end of the year)

	Total, thousand persons							As a percentage of the total personnel						
	2010	2011	2012	2013	2014	2015	2016	2010	2011	2012	2013	2014	2015	2016
Total	118.5	112.6	119.0	142.4	160.8	200.5	201.4	63.9	64.1	65.0	65.3	65.5	65.9	66.5
Teachers	1.2	1.1	1.5	3.9	5.5	6.4	5.2	76.7	83.5	83.1	84.5	83.5	82.7	84.8
Teachers of additional education	79.3	76.5	79.3	87.6	88.6	100.0	106.0	72.0	72.2	73.6	74.4	74.8	75.7	76.3
Teachers with organisational duties	7.8	7.7	7.7	7.8	8.0	7.8	7.8	81.3	81.7	81.1	80.6	81.0	80.7	80.4
Child and youth counsellors	0.6	0.5	0.5	0.5	0.5	0.6	0.5	90.5	67.2	89.5	87.4	90.9	82.7	91.8
Coach-instructors	10.9	9.1	9.9	14.1	16.0	21.1	19.5	27.9	25.9	26.4	28.8	27.8	29.0	28.4
Methodologists	10.5	9.9	9.7	10.9	11.5	12.6	12.5	82.3	82.0	81.9	81.4	81.5	81.3	81.8
Other	8.2	7.8	10.4	17.6	30.6	52.0	49.8	70.0	71.0	72.8	76.0	79.7	79.2	78.5

6.6.6. TEACHING PERSONNEL AS A PERCENTAGE OF THE TOTAL PERSONNEL AT ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN
(excluding external multiple jobholders; at the end of the year)

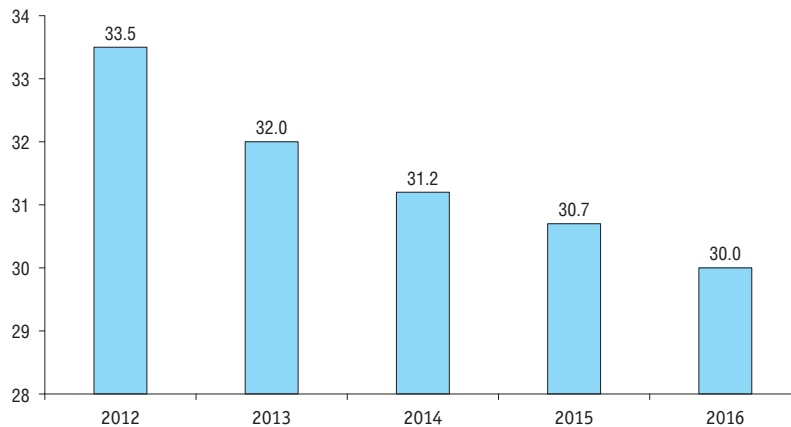


6.6.7. PERCENTAGE DISTRIBUTION OF TEACHING PERSONNEL AT ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN BY AGE
(excluding external multiple jobholders; at the end of the year)



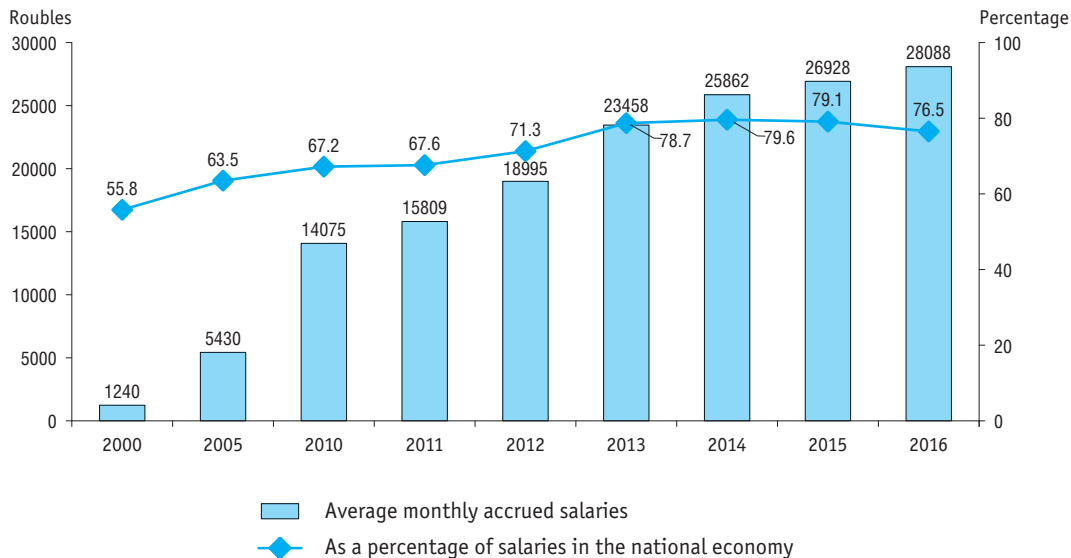
6.6.8. TEACHING PERSONNEL UNDER 35 AS A PERCENTAGE OF THE TOTAL TEACHING PERSONNEL AT ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(excluding external multiple jobholders; at the end of the year)



6.7. Salaries in education

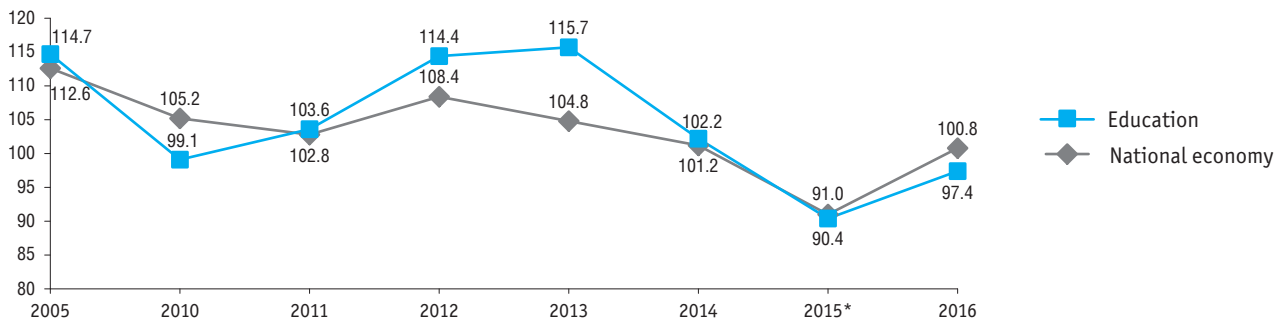
6.7.1. AVERAGE MONTHLY NOMINAL ACCRUED SALARIES IN EDUCATION*



* Here and below (pic. 6.7.2, 6.7.5, table 6.7.3, 6.7.4) – the 2014 data are given excluding the data for the Republic of Crimea and the city of Sevastopol.

6.7.2. REAL ACCRUED SALARIES IN THE ECONOMY AND IN EDUCATION

(as a percentage of the previous year)



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

6.7.3. AVERAGE MONTHLY NOMINAL ACCRUED SALARIES IN EDUCATION BY OWNERSHIP

(roubles)

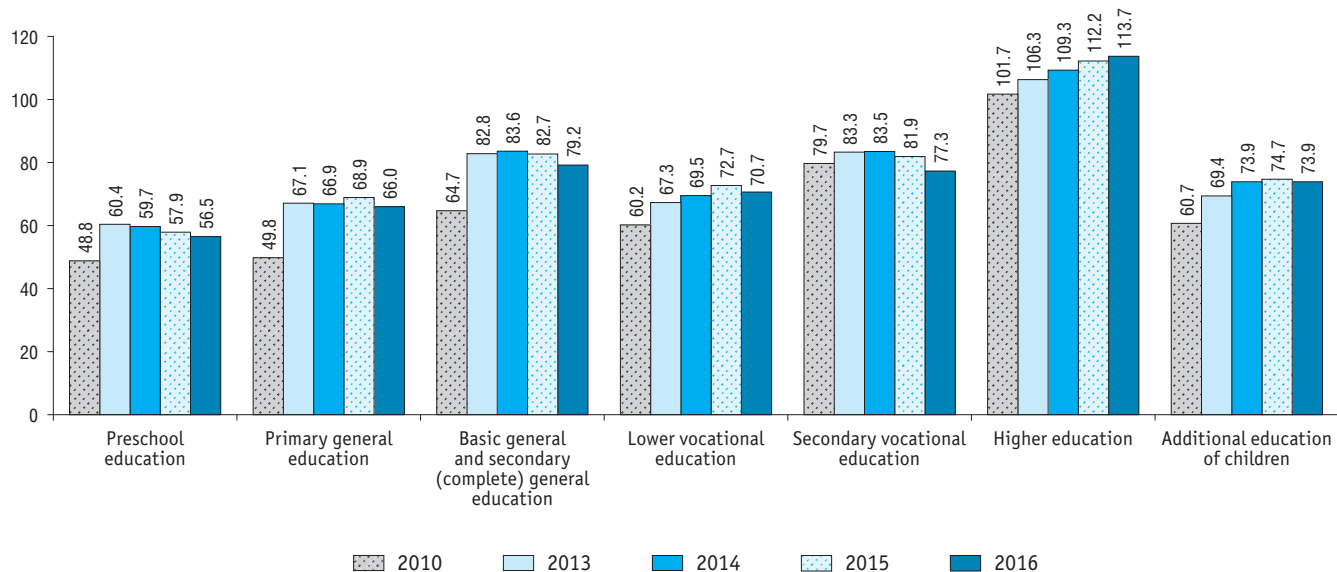
	2005	2010	2011	2012	2013	2014	2015	2016
Total	5430	14075	15809	18995	23458	25862	26928	28088
Ownership:								
public	7189	19974	22056	25707	30938	34406	36068	38253
municipal	4380	10682	12294	15258	19490	21665	22497	23305
private	9527	21430	22191	23733	27832	26425	28692	30714
non-profit and religious organisations (associations)	7449	15715	16361	17504	18388	19903	20314	21377
mixed (without foreign participation)	11075	22827	24698	27461	27513	29890	35812	35827
foreign, joint Russian and foreign	12758	33425	29006	35088	39260	39926	46102	59261

6.7.4. AVERAGE MONTHLY NOMINAL ACCRUED SALARIES IN EDUCATION

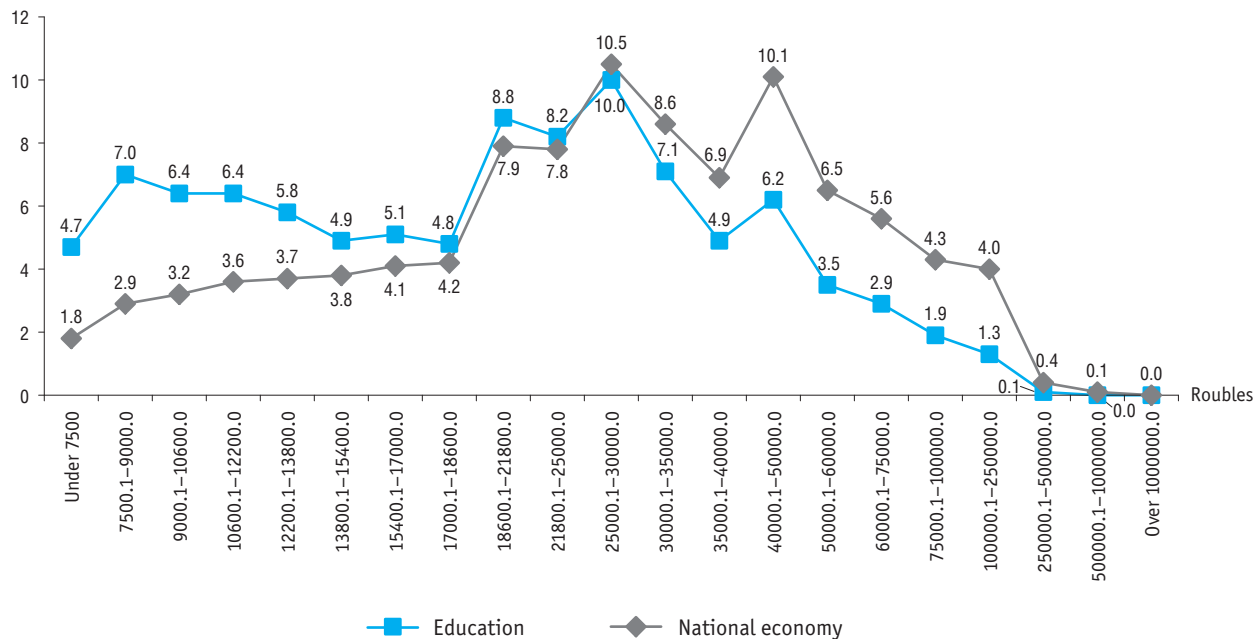
(roubles)

	2005	2010	2011	2012	2013	2014	2015	2016
Total	5430	14075	15809	18995	23458	25862	26928	28088
Preschool and primary general education	4235	10718	12103	14492	18577	20382	20958	22120
Preschool education	...	10222	11562	13919	18008	19407	19717	20740
Primary education	...	10436	12115	15626	20000	21724	23454	24230
Additional education of children	...	12722	14250	16649	20664	24020	25433	27122
Basic general, secondary (complete) general, lower vocational, and secondary vocational education	5238	13898	15890	19797	24479	27007	28037	28933
Basic general and secondary (complete) general education	...	13566	15658	19735	24678	27162	28151	29086
Basic general education	...	11347	13062	16525	20988	23289	23971	28371
Secondary (complete) general education	...	13971	16129	20290	25298	27813	28838	29209
Lower vocational and secondary vocational education	...	15266	16856	20061	23601	26285	27483	28172
Lower vocational education	...	12620	14139	16734	20060	22600	24745	25935
Secondary vocational education	...	16702	18194	21453	24809	27144	27857	28370
Higher education	8503	21319	23180	26321	31666	35503	38185	41747
Education of adults and other education	6394	16426	17786	19861	20898	21736	27621	23601

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



6.7.6. PERCENTAGE DISTRIBUTION OF PERSONNEL BY ACCRUED SALARY IN THE ECONOMY AND IN EDUCATION: APRIL 2017*



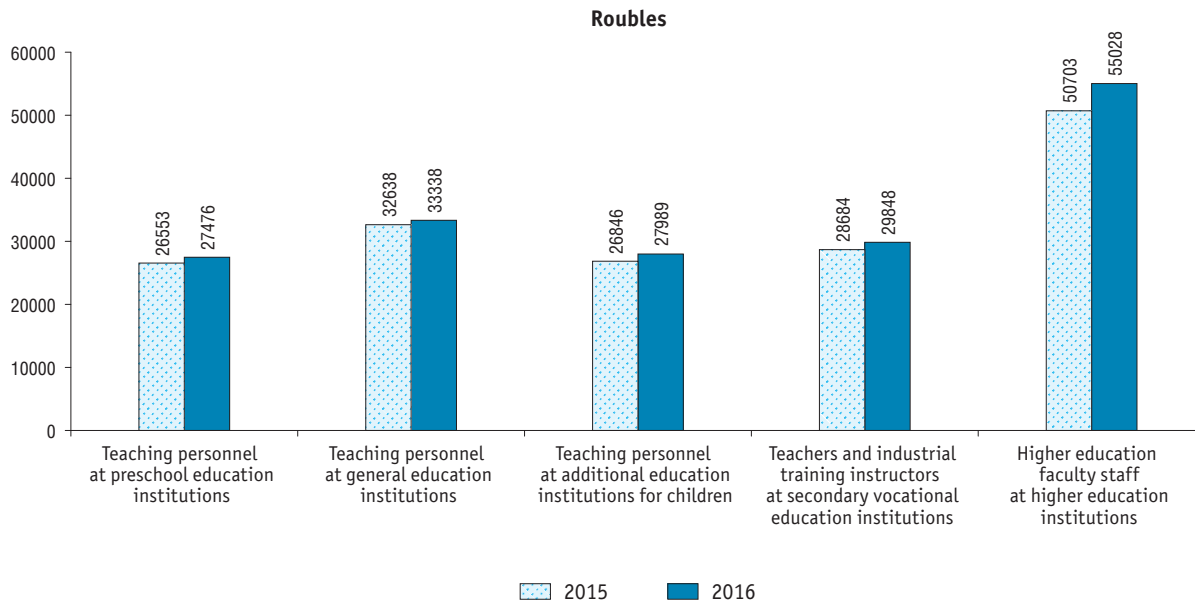
* According to the results of sample surveys of organisations, the purpose of the surveys was to receive information regarding the distribution of the number of employees by their accrued salary.

6.7.7. AVERAGE SALARIES OF PERSONNEL WITH HIGHEST AND LOWEST SALARIES BY TYPE OF ECONOMIC ACTIVITY: APRIL 2017*

	Average salary, <i>roubles</i>		Average salary ratio of 10% of employees with the highest salary to 10% of employees with the lowest salary, <i>times</i>
	10% of employees with the highest salary	10% of employees with the lowest salary	
Agriculture, forestry and fishing	73371.6	7974.5	9.2
Mining and quarrying	197326.3	17793.0	11.1
Manufacturing	121194.5	12207.8	9.9
Electricity, gas, steam and conditioning supply	117572.7	12357.6	9.5
Water supply; sewerage, waste management and remediation activities	77955.3	9241.6	8.4
Construction	139270.0	10996.5	12.7
Wholesale and retail trade; repair of motor vehicles and motorcycles	154171.9	9718.1	15.9
Transportation and storage	126484.5	9214.8	13.7
Accommodation and food service activities	94934.5	8291.3	11.4
Information and communication	207307.5	13057.1	15.9
Financial and insurance activities	253668.3	15838.5	16.0
Real estate activities	117556.4	8220.3	14.3
Professional, scientific and technical activities	199302.2	10238.6	19.5
Research and development	176438.2	13035.4	13.5
Administrative and support service activities	115347.4	8054.6	14.3
Public administration and defence; compulsory social security	115638.6	10927.8	10.6
Education	77355.4	7407.6	10.4
Human health and social work activities	82537.4	8779.0	9.4
Arts, entertainment and recreation	131474.2	7164.2	18.4
Other service activities	151848.0	6684.7	22.7

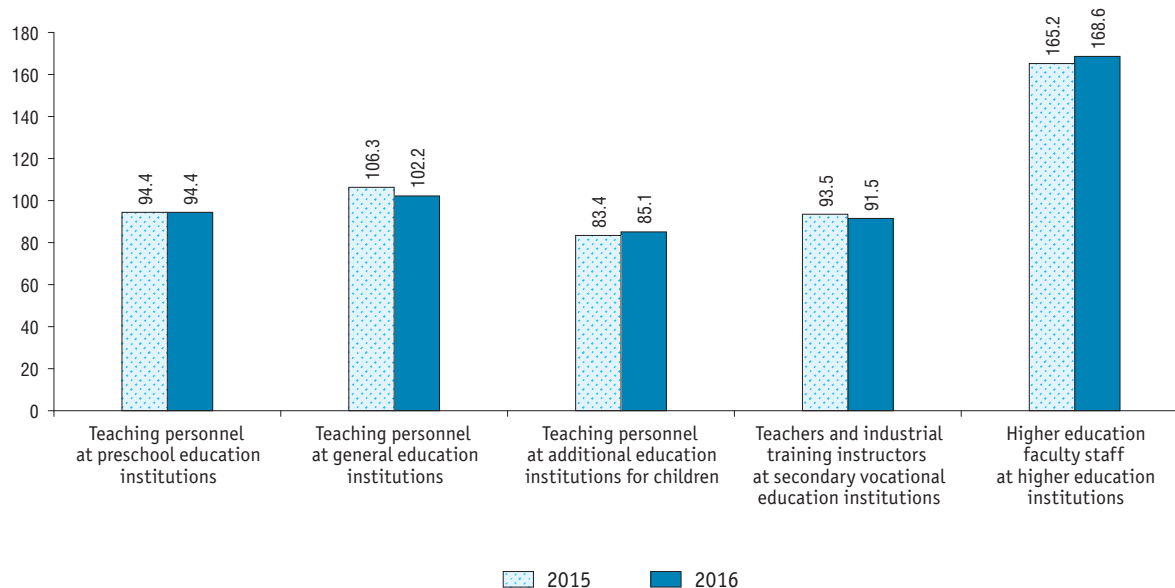
* According to the results of sample surveys of organisations, the purpose of the surveys was to receive information regarding the distribution of the number of employees by their accrued salary (according to the (OKVED, rev. 2 (ISIC/NACE-compatible Russian Classification of Economic Activities)).

6.7.8. AVERAGE SALARIES OF TEACHING PERSONNEL AT STATE AND MUNICIPAL EDUCATIONAL INSTITUTIONS



(continued)

As a percentage of monthly salaries of employees hired by companies and organisations, individual entrepreneurs, and individuals (average monthly income from working activity)*



* The salaries of teaching personnel at preschool education institutions is given as a percentage of average salary in the general education, the salaries of teaching personnel institutions of additional education of children – as a percentage of the average salary of teaching personnel.

TECHNICAL NOTES

Data for average annual employment in the economy are gathered once a year on the basis of the main job of civilian citizens, when preparing a labour force balance that includes the data of organisations, materials of national labour force surveys, and data of executive authorities. The average annual employment includes employed international citizens, both residents and non-residents, on the territory of the Russian Federation. The 2000, 2005 data do not include information concerning the Chechen Republic.

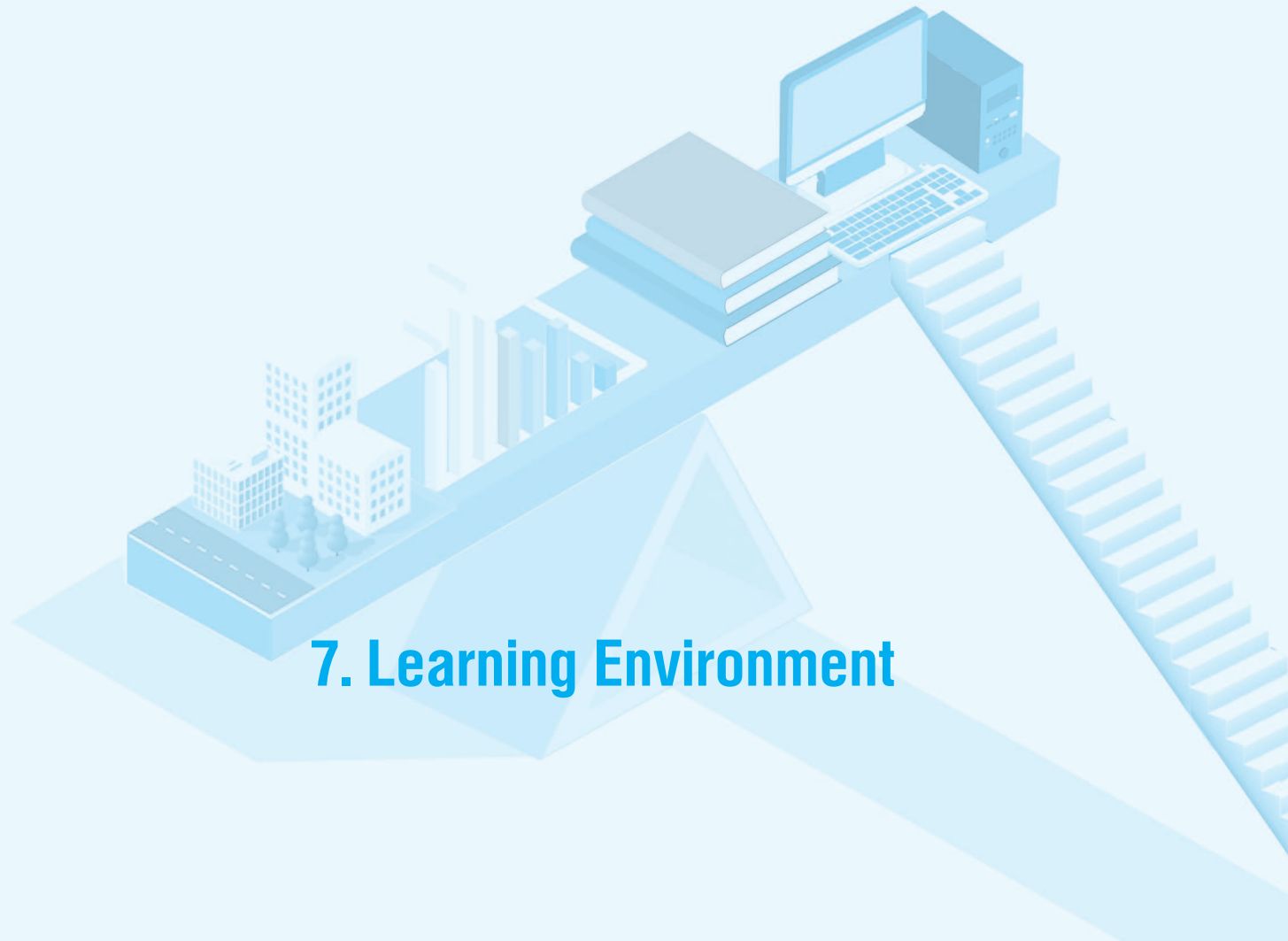
Average number of employees (average staff strength) in education is calculated by summing up the average number of employees for each month of the year and dividing the sum by 12. Average number of employees (average staff strength) per month is calculated by summing up the number of employees (staff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

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

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

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

Enrolment per member of teaching personnel (teacher) is calculated as the ratio of the enrolment to the number of teaching staff (excluding external multiple jobholders). Since the 2016/2017 academic year, for general education programmes of primary general, basic general, and secondary general education, the following calculation system is used: the enrolment is calculated as intramural fulltime enrolment plus 25% of intramural part-time enrolment plus 10% of extramural enrolment; for secondary vocational education programmes and higher education programmes – bachelor's, specialist's, and master's degree programmes, the following calculation system is used: the enrolment is calculated as intramural fulltime enrolment plus 25% of intramural part-time enrolment plus 10% of extramural enrolment.



7. Learning Environment

7.1. State of buildings

7.1.1. TECHNICAL STATE OF BUILDINGS AND AMENITIES AT PRESCHOOL EDUCATION INSTITUTIONS

(at the end of the year)

	2013	2014	2015	2016
Buildings:				
which require capital repair	5584	4228	3991	3532
as a percentage of the total number of buildings	10.6	8.2	7.8	7.1
urban areas	9.8	7.0	6.8	6.0
rural areas	11.8	9.9	9.3	8.7
are in the emergency state (in disrepair)	452	253	232	160
as a percentage of the total number of buildings	0.9	0.5	0.5	0.3
urban areas	1.0	0.4	0.3	0.2
rural areas	0.6	0.6	0.7	0.5
Institutions, which facilities have all kinds of amenities (water supply and plumbing, central heating, sewerage systems)	40847	40122	38568	37278
as a percentage of the total number of institutions	90.3	91.1	90.5	89.0
urban areas	96.8	97.1	95.9	94.7
rural areas	81.5	82.8	82.7	80.7

7.1.2. TECHNICAL STATE OF BUILDINGS AND AMENITIES AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016

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

	Total	State and municipal institutions	Private institutions
	Total		
Buildings:			
which require capital repair	13.1	13.2	4.9
are in emergency state (in disrepair)	1.0	1.0	–
have the following:			
water supply and plumbing	85.5	85.3	95.1
sewerage	85.2	85.1	94.9
central heating	87.7	87.7	89.3
automatic fire alarm	92.3	92.3	94.1
	Urban areas		
Buildings:			
which require capital repair	11.8	12.0	5.2
are in emergency state (in disrepair)	0.6	0.6	–
have the following:			
water supply and plumbing	93.5	93.5	95.1
sewerage	93.5	93.4	94.9
central heating	94.1	93.4	90.1
automatic fire alarm	94.1	94.1	94.1
	Rural areas		
Buildings:			
which require capital repair	14.0	14.0	3.6
are in emergency state (in disrepair)	1.3	1.3	–
have the following:			
water supply and plumbing	79.7	79.6	94.6
sewerage	79.2	79.2	94.6
central heating	83.1	83.1	84.4
automatic fire alarm	91.1	91.1	94.0

7.1.3. TECHNICAL STATE OF BUILDINGS AND AMENITIES AT ADDITIONAL EDUCATION INSTITUTIONS IMPLEMENTING ADDITIONAL GENERAL EDUCATION PROGRAMMES FOR CHILDREN

(at the end of the year)

	2001	2005	2010	2012	2013	2014	2015	2016
Institutions, the buildings of which:								
require capital repair	3757	3697	2034	1675	2107	2215	2737	2662
as a percentage of the total number of institutions	43.1	41.7	23.8	20.0	20.1	18.8	19.1	18.8
are in the emergency state (in disrepair)	399	338	122	97	141	142	156	186
as a percentage of the total number of institutions	4.6	3.8	1.4	1.2	1.3	1.2	1.1	1.3
have all kinds of amenities (water supply and plumbing, central heating, sewerage)	4849	5384	5934	6315	7980	9109	11375	11154
as a percentage of the total number of institutions	55.6	60.7	69.6	75.3	76.3	77.3	79.2	78.7

7.1.4. TECHNICAL STATE OF BUILDINGS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016

(at the end of the year)

	Floor area that requires capital repair			Floor area in emergency state (in disrepair)		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Thousand square metres						
Total floor area	5256.1	5248.6	7.5	473.9	473.9	–
Education and laboratory spaces (buildings)	3170.8	3163.8	6.9	241.6	241.6	–
Dormitories	1775.6	1775.1	0.5	148.9	148.9	–
Other facilities (premises)	309.7	309.7	–	83.3	83.3	–
As a percentage of the total floor area						
Total floor area	12.6	12.9	0.7	1.1	1.2	–
Education and laboratory spaces (buildings)	11.0	11.4	0.8	0.8	0.8	–
Dormitories	18.8	19.1	0.3	1.6	1.6	–
Other facilities (premises)	8.8	8.9	–	2.4	2.4	–

7.1.5. TECHNICAL STATE OF BUILDINGS AT HIGHER EDUCATION INSTITUTIONS (at the end of the year)

	Floor area that requires capital repair							Floor area in emergency state (in disrepair)						
	2009	2010	2012	2013	2014	2015	2016	2009	2010	2012	2013	2014	2015	2016
Thousand square metres														
Total floor area	6143.3	6319.1	8052.3	8042.6	9023.4	8582.0	10077.2	456.9	396.1	496.2	467.0	567.3	602.6	666.6
Education and laboratory spaces (buildings)	3748.7	3929.6	4725.1	4563.1	5293.5	5097.0	6205.1	273.5	226.5	297.1	242.4	268.4	317.0	326.4
Dormitories	2183.3	2202.8	3009.4	3082.2	3337.5	3061.1	3388.2	163.8	151.5	166.0	148.7	191.2	189.2	185.3
Other facilities (premises)	211.3	186.7	317.8	397.3	392.3	423.9	483.9	19.6	18.1	33.1	75.9	107.6	96.4	154.8
As a percentage of the total floor area														
Total floor area	9.2	9.4	12.2	12.1	13.0	13.2	15.8	0.7	0.6	0.8	0.7	0.8	0.9	1.1
State and municipal institutions	10.0	10.1	13.1	13.0	13.8	13.8	16.5	0.7	0.6	0.8	0.8	0.9	1.0	1.1
Private institutions	0.4	0.5	0.4	0.1	0.7	0.4	0.3	0.0	0.0	0.0	–	–	–	–
Education and laboratory spaces (buildings)	7.6	7.9	10.0	9.6	10.8	11.3	14.3	0.6	0.5	0.6	0.5	0.5	0.7	0.8
State and municipal institutions	8.5	8.8	11.0	10.5	11.7	12.0	15.1	0.6	0.5	0.7	0.6	0.6	0.8	0.8
Private institutions	0.4	0.5	0.2	0.1	0.8	0.4	0.3	0.0	0.0	–	–	–	–	–
Dormitories	16.2	16.0	20.7	21.2	21.6	20.3	22.4	1.2	1.1	1.1	1.0	1.2	1.3	1.2
State and municipal institutions	16.3	16.1	20.9	21.5	21.8	20.5	22.6	1.2	1.1	1.2	1.0	1.3	1.3	1.2
Private institutions	–	1.1	3.7	–	–	–	–	–	–	–	–	–	–	–
Other facilities (premises)	5.5	4.9	7.4	9.2	8.1	8.6	9.4	0.5	0.5	0.8	1.8	2.2	2.0	3.0

7.1.6. TECHNICAL STATE OF BUILDINGS AT ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION INSTITUTIONS: 2016
(at the end of the year)

	Floor area that requires capital repair		Floor area in emergency state (in disrepair)	
	Thousand square metres	As a percentage of the total floor area	Thousand square metres	As a percentage of the total floor area
Total floor area	2211.6	12.3	250.6	1.4
Education and laboratory spaces (buildings)	1294.5	10.3	141.5	1.1
Dormitories	698.8	18.4	82.1	2.2
Other facilities (premises)	184.5	11.5	27.0	1.7

7.1.7. FLOOR AREA OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES AND HIGHER EDUCATION INSTITUTIONS EQUIPPED WITH SECURITY AND FIRE ALARM SYSTEMS: 2016
(at the end of the year)

	Floor area equipped with security and fire alarm systems, <i>thousand square metres</i>			As a percentage of the total floor area		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Educational institutions implementing secondary vocational education programmes:						
education and laboratory spaces (buildings)	22654.8	21961.3	693.5	78.8	78.8	78.0
dormitories	7614.4	7465.8	148.6	80.5	80.3	86.8
Higher education institutions:						
education and laboratory spaces (buildings)	37090.5	35012.0	2078.6	85.4	85.3	86.5
dormitories	13705.5	13565.9	139.6	90.5	90.6	80.6

**7.1.8. SAFETY LEVELS SATISFACTION AT EDUCATIONAL INSTITUTION AND ITS PREMISES
(STATE OF THE BUILDINGS, AMENITIES, PREMISES SECURITY): 2016***
(at the end of the year; percentage)

	All respondents	Of whom			
		completely satisfied	not completely satisfied	completely dissatisfied	have no opinion
Preschool education institutions**	100	76.6	19.7	3.1	0.6
Urban areas	100	77.8	18.5	3.0	0.7
Rural areas	100	72.2	24.1	3.6	0.1
General education institutions**	100	72.1	23.3	4.1	0.5
Urban areas	100	73.0	22.7	3.7	0.6
Rural areas	100	69.9	24.8	5.1	0.1
Vocational education institutions, higher education institutions***	100	84.9	13.6	0.9	0.5
Entrants	100	84.7	13.5	1.5	0.3
Students who continue their education	100	86.1	12.5	0.8	0.7
Graduates	100	81.0	12.5	0.8	0.3

* According to results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion.

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

*** According to individuals under 30 who studied in the 2016/2017 academic year.

7.2. Infrastructure (facilities and equipment)

7.2.1. FLOOR AREA OF PRESCHOOL EDUCATION INSTITUTIONS (at the end of the year)

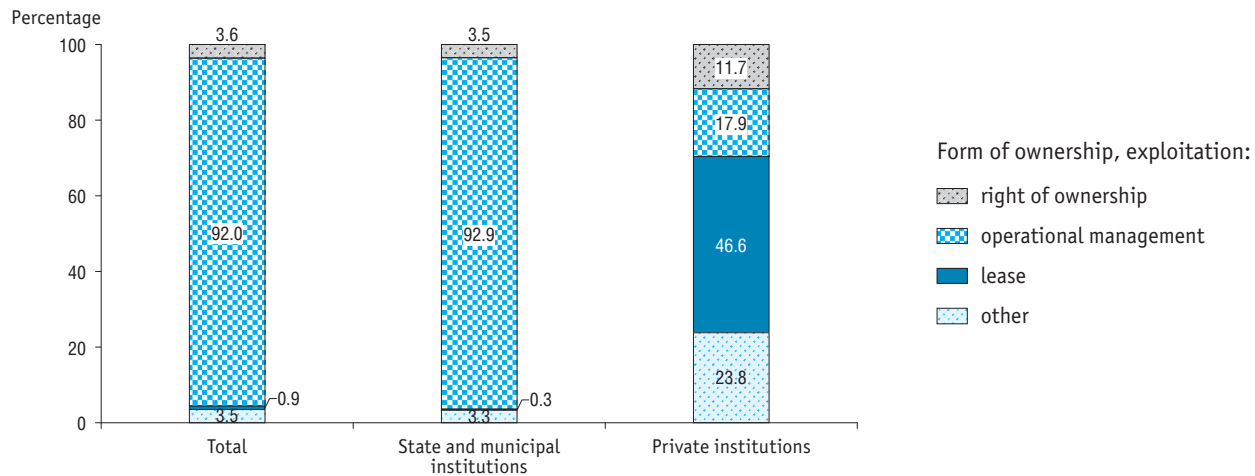
	2001	2004	2010	2012	2013	2014	2015	2016
Total floor area, <i>million square metres</i>	59.3	55.7	58.5	61.1	64.0	61.6	63.5	64.1
Of which floor area, used directly for the educational institution's needs	...	...	49.7	52.2	55.2	52.4	54.1	54.7
Of which floor area for groups	33.2	31.2	31.3	32.6	33.2	32.6	33.1	33.4
Total floor area, used directly for the educational institution's needs per child, <i>square metres</i>	...	...	9.2	8.7	8.7	8.6	8.5	8.4
Urban areas	...	...	9.0	8.5	8.5	8.2	8.2	8.0
Rural areas	...	...	10.0	9.5	9.4	10.3	10.0	10.0

7.2.2. FLOOR AREA OF EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016 (at the end of the year; thousand square metres)

	Total	State and municipal institutions	Private institutions
Total floor area	161657.2	159639.6	2017.5
Study spaces	73135.4	72125.5	1009.9
Educational support floor areas	26213.4	25926.5	286.9
Utility spaces	42867.1	42458.9	408.3
Other facilities (premises)	19441.2	19128.7	312.5

7.2.3. FLOOR AREA DISTRIBUTION OF BUILDINGS AT INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY OWNERSHIP AND EXPLOITATION FORM: 2016*

(at the end of the year)



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

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

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017**
Study spaces, million square metres	64.1	63.6	63.8	58.5	73.1
As a percentage of the total floor area of the buildings of institutions	34.3	33.8	33.6	33.2	45.2
Per student, square metres	5.5	5.4	5.2	4.6	4.5
State and municipal institutions	5.5	5.4	5.2	4.6	4.5
Private institutions	5.3	5.2	5.7	5.8	7.9

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

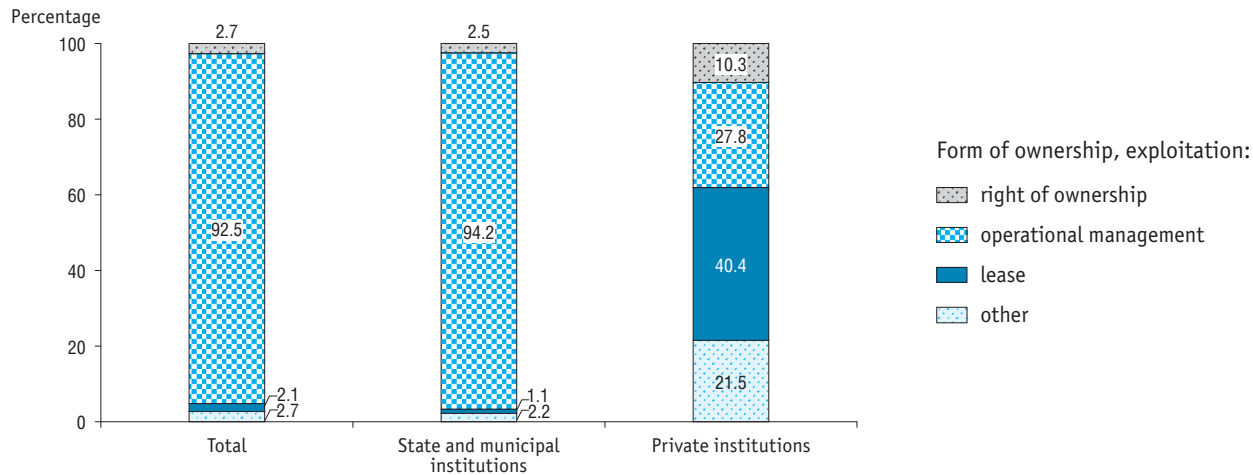
** As of 2016.

7.2.5. FLOOR AREA OF EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016
(at the end of the year; thousand square metres)

	Total	State and municipal institutions	Private institutions
Total floor area	41728.5	40651.5	1076.9
Education and laboratory spaces (buildings)	28754.1	27865.2	888.8
Dormitories	9464.6	9293.4	171.3
Other facilities (premises)	3509.8	3492.9	16.9

7.2.6. FLOOR AREA DISTRIBUTION OF BUILDINGS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY OWNERSHIP AND EXPLOITATION FORM: 2016*

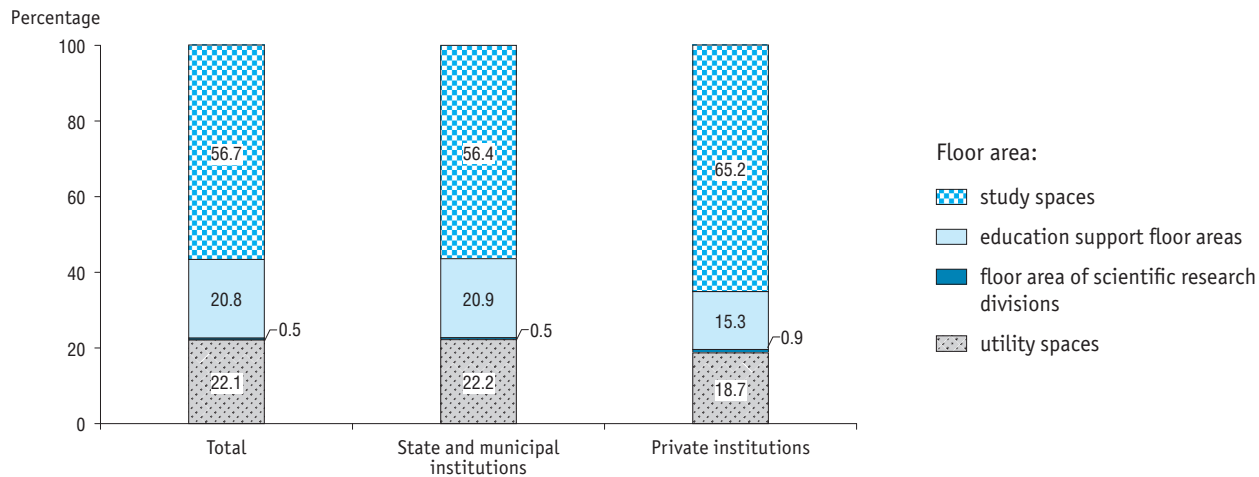
(at the end of the year)



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

7.2.7. FLOOR AREA DISTRIBUTION OF EDUCATION AND LABORATORY SPACES (BUILDINGS) AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES BY INTENDED PURPOSE: 2016*

(at the end of the year)

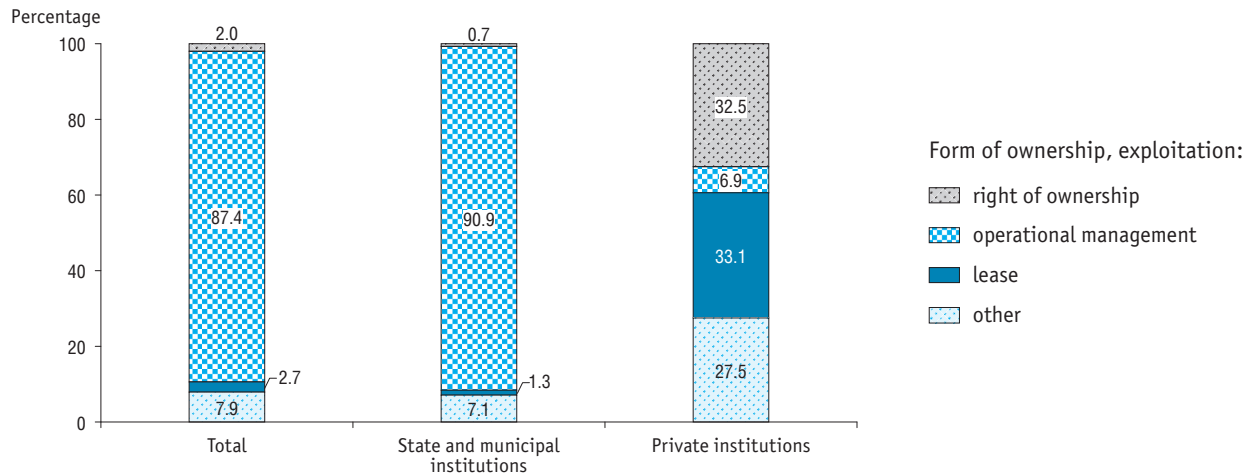


* Including floor areas that are leased, subleased, or under capital repair.

7.2.8. FLOOR AREA OF HIGHER EDUCATION INSTITUTIONS*(at the end of the year; thousand square metres)*

	2009	2010	2012	2013	2014	2015	2016
Total							
Total floor area	66538.2	67270.1	65933.4	66557.5	69253.7	65206.1	63738.3
Education and laboratory spaces (buildings)	49205.7	49624.5	47117.5	47689.7	48960.9	45202.2	43438.4
Dormitories	13502.6	13799.0	14544.5	14563.7	15471.1	15085.6	15150.4
Other facilities (premises)	3829.9	3846.6	4271.4	4304.1	4821.7	4918.2	5149.5
State and municipal institutions							
Total floor area	61132.8	62025.8	61428.3	62067.1	65148.7	61911.0	61058.8
Education and laboratory spaces (buildings)	44052.0	44582.3	42947.5	43516.0	45157.2	42205.9	41035.0
Dormitories	13357.2	13658.0	14330.1	14362.4	15292.2	14920.3	14977.3
Other facilities (premises)	3723.7	3785.4	4150.7	4188.8	4699.2	4784.9	5046.4
Private institutions							
Total floor area	5405.4	5244.3	4505.2	4490.3	4105.0	3295.0	2679.5
Education and laboratory spaces (buildings)	5153.7	5042.2	4170.0	4173.7	3803.7	2996.3	2403.3
Dormitories	145.4	141.0	214.4	201.3	178.8	165.4	173.1
Other facilities (premises)	106.2	61.2	120.8	115.3	122.5	133.3	103.1

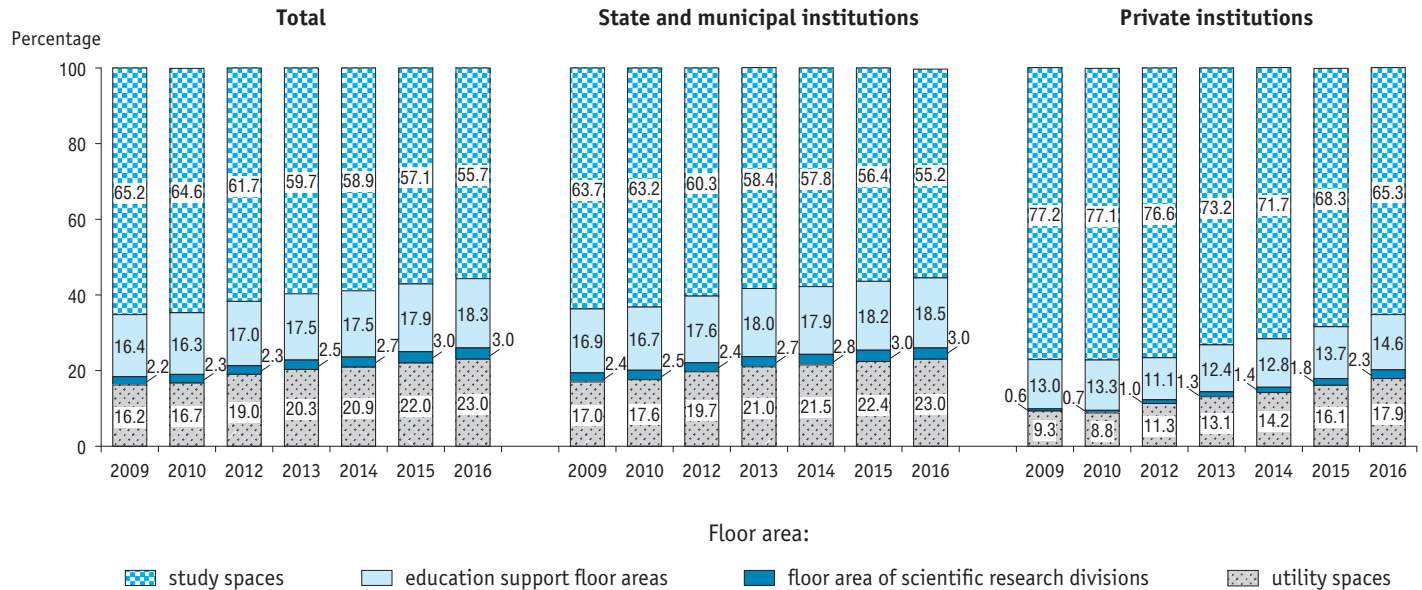
7.2.9. FLOOR AREA DISTRIBUTION OF BUILDINGS AT HIGHER EDUCATION INSTITUTIONS BY OWNERSHIP AND EXPLOITATION FORM: 2016* (at the end of the year)



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

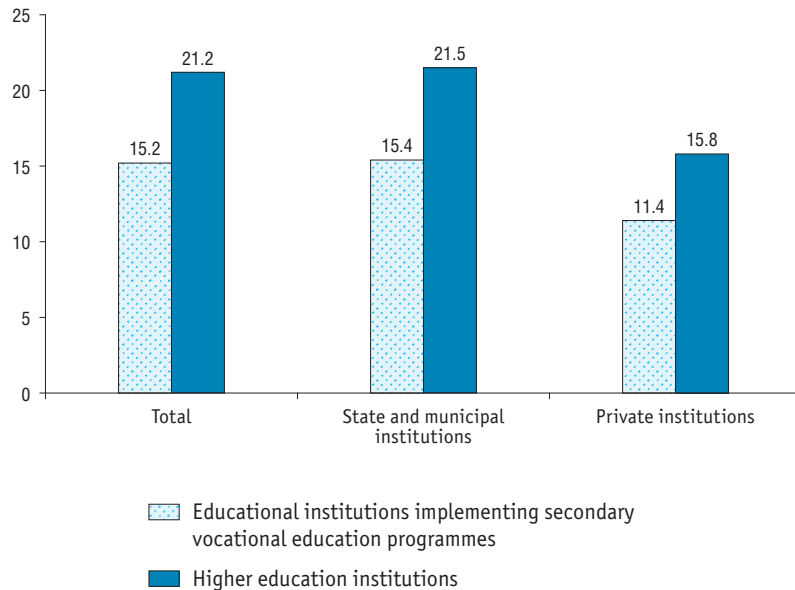
7.2.10. FLOOR AREA DISTRIBUTION OF EDUCATION AND LABORATORY SPACES (BUILDINGS) AT HIGHER EDUCATION INSTITUTIONS BY INTENDED PURPOSE*

(at the end of the year)



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

7.2.11. FLOOR AREA OF EDUCATION AND LABORATORY SPACES (BUILDINGS) PER STUDENT: 2016* (at the end of the year; square metres)



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

7.2.12. EDUCATIONAL PROCESS FACILITIES AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016

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

	Total	Urban areas	Rural areas
Institutions having the following facilities:			
Assembly hall	56.9	76.7	42.6
Gym	88.3	93.3	84.7
Indoor swimming pool	4.8	9.4	1.5
Library	93.9	95.3	92.9
Equipped classrooms of:			
basics of computer engineering	90.6	92.6	89.1
foreign languages	55.3	68.1	46.0
health and safety	51.8	65.5	41.8
extracurricular activities	36.8	49.4	27.8
Labour instruction classrooms (workshops)	69.5	71.9	67.7
Household arts classroom	55.7	75.0	41.8

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

	2001/2002	2005/2006	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017*
Educational institutions with a refectory (canteen, dining room), as a percentage of the total number of institutions	79.0	84.4	92.0	93.5	94.2	95.0	95.5	96.8
Urban areas	95.8	97.5	98.1	97.8	97.7	98.3	98.5	96.9
Rural areas	71.5	78.2	88.7	91.0	92.1	93.1	93.7	96.6
Number of students who get hot meals, thousand persons	11300.3	9923.6	10175.5	10782.0	11084.5	11540.0	11900.7	12163.3
As a percentage of the total enrolment	60.3	67.8	76.9	79.7	81.3	81.3	81.5	80.2
Urban areas	56.0	64.0	74.9	78.4	80.0	80.2	80.5	79.1
Rural areas	69.8	76.2	81.7	83.2	84.7	84.5	84.7	83.5

* At the end of 2016.

7.2.14. AVAILABILITY OF HOT MEALS TO STUDENTS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL AND SECONDARY GENERAL EDUCATION PROGRAMMES BY GROUP OF GRADES: 2016

(at the end of the year)

	Total	1 st -4 th grade	5 th -9 th grade	10 th -11 th (12 th) grade
Total				
Number of students who get hot meals:				
thousand persons	12163.3	6132.2	5173.0	858.1
as a percentage of the total enrolment	80.2	92.2	72.3	62.8
State and municipal institutions				
Number of students who get hot meals:				
thousand persons	12062.8	6082.0	5132.9	847.8
as a percentage of the total enrolment	80.1	92.3	72.2	62.6
Private institutions				
Number of students who get hot meals:				
thousand persons	100.5	50.1	40.1	10.3
as a percentage of the total enrolment	86.2	89.3	84.6	79.1

7.2.15. AVAILABILITY OF PUBLIC CATERING TO STUDENTS AT EDUCATIONAL INSTITUTIONS COMPUTER ENGINEERING: 2016
(at the end of the year)

	Total	State and municipal institutions	Private institutions
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	417.6	399.1	18.6
As a percentage of the total standard number of seats	129.3	128.9	137.3

7.2.16. AVAILABILITY OF PUBLIC CATERING TO STUDENTS AT HIGHER EDUCATION INSTITUTIONS
(at the end of the year)

	2009	2010	2012	2013	2014	2015	2016
Total							
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	354.6	369.3	366.8	356.2	356.6	297.6	282.6
As a percentage of the total standard number of seats	51.1	57.8	63.3	62.8	60.5	57.0	53.7
State and municipal institutions							
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	304.7	316.3	308.0	293.7	301.1	256.1	248.0
As a percentage of the total standard number of seats	48.9	54.7	57.8	56.4	54.8	52.9	49.9
Private institutions							
Number of seats in the catering facilities (divisions) at education and laboratory spaces (buildings), <i>thousand</i>	49.9	52.9	58.8	62.5	55.5	41.5	34.6
As a percentage of the total standard number of seats	69.8	86.5	127.5	136.1	137.9	108.9	118.3

7.2.17. MEALS QUALITY SATISFACTION AT EDUCATIONAL INSTITUTIONS: 2016*

(at the end of the year; percentage)

	All respondents	Of whom			
		completely satisfied	not completely satisfied	completely dissatisfied	have no opinion
Preschool education institutions**	100	76.4	22.1	1.3	0.2
Urban areas	100	75.8	22.7	1.4	0.1
Rural areas	100	78.6	20.1	0.8	0.6
General education institutions**	100	51.6	38.0	9.5	1.0
Urban areas	100	49.6	39.4	10.0	0.9
Rural areas	100	56.3	34.5	8.1	1.1
Vocational education institutions, higher education institutions***	100	58.8	30.5	8.9	1.9
Entrants	100	66.5	26.0	6.7	0.7
Students who continue their education	100	57.0	30.7	9.9	2.4
Graduates	100	55.0	35.3	8.0	1.7

* According to results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion.

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

*** According to individuals under 30 who studied in the 2016/2017 academic year.

7.2.18. LIBRARY STOCK AT EDUCATIONAL INSTITUTIONS: 2016

(at the end of the year)

	Educational institutions implementing primary general, basic general, and secondary general education programmes		Educational institutions implementing secondary vocational education programmes*		Higher education institutions*	
	Million copies	As a percentage of the total	Million copies	As a percentage of the total	Million copies	As a percentage of the total
Library stock	619.3	100	120.9	100	1189.0	100
Of which:						
e-documents	4.6	0.7	7.8	6.4	745.2	62.7
acquired in the reporting year	61.4	9.9	4.9	4.0	218.8	18.4

* Including libraries in dormitories.

7.2.19. AVAILABILITY OF STUDENT DORMITORIES

(at the end of the year)

	2015	2016
Students, enrolled in secondary vocational education programmes – programmes for skilled workers and employees, who need a place in a dormitory, <i>thousand persons</i>	103.6	116.5
Of whom living in dormitories, <i>percentage</i>	92.8	94.1
Students, enrolled in secondary vocational education programmes – programmes for mid-career professionals, who need a place in a dormitory, <i>thousand persons</i>	311.4	332.8
Of whom living in dormitories, <i>percentage</i>	90.8	91.9
Students, enrolled in higher education programmes – bachelor's, specialist's, and master's programmes, who need a place in a dormitory, <i>thousand persons</i>	897.4	872.1
Of whom living in dormitories, <i>percentage</i>	86.7	89.6

7.2.20. AVAILABILITY OF TRANSPORTATION TO STUDENTS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016

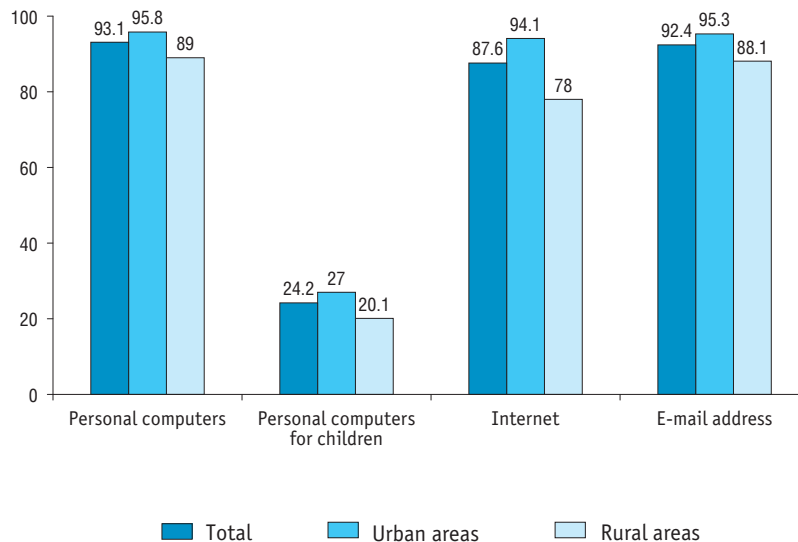
(at the end of the year)

	Total	1 st -4 th grade	5 th -9 th grade	10 th -11 th (12 th) grade
Total				
Students who need transportation, <i>thousand persons</i>	934.2	403.1	457.0	74.1
Of whom get transportation, <i>percentage</i>	88.2	88.6	88.2	85.8
State and municipal institutions				
Students who need transportation, <i>thousand persons</i>	927.0	400.0	453.9	73.3
Of whom get transportation, <i>percentage</i>	88.3	88.7	88.3	86.0
Private institutions				
Students who need transportation, <i>thousand persons</i>	7.2	3.3	3.1	0.8
Of whom get transportation, <i>percentage</i>	74.5	75.3	74.3	71.5

7.3. Information and communication technologies in education

7.3.1. PRESCHOOL EDUCATION INSTITUTIONS USING ICT: 2016

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



7.3.2 PERSONAL COMPUTERS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES*
(at the beginning of the academic year; thousand units)

	2009/2010	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017**
Personal computers	1057.0	1169.8	1771.8	2053.0	2248.8	2325.1	2448.5
Of which:							
within local area networks	555.8	630.1	1008.7	1183.8	1334.2	1410.3	1312.8
with Internet access	524.8	611.0	1084.0	1304.0	1497.8	1597.5	1767.9
acquired in the reporting year	191.5	128.1	386.0	353.9	225.8	121.0	118.9
used for educational purposes	826.4	918.8	1430.6	1689.4	1862.6	1932.4	2051.3

* For the 2015/2016 academic year and earlier – excluding intramural part-time (shift-based) general education institutions; for the 2010/2011 academic year and earlier – also excluding private general education institutions.

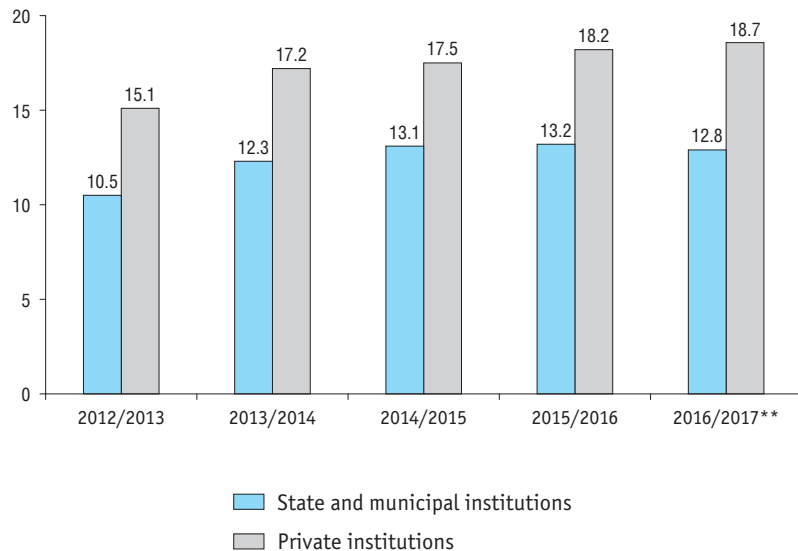
** At the end of 2016.

7.3.3. PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016
(at the end of the year)

	Total		State and municipal institutions		Private institutions	
	Thousand units	As a percentage of the total	Thousand units	As a percentage of the total	Thousand units	As a percentage of the total
Personal computers	2051.3	100	2028.0	100	23.3	100
Of which:						
within local area networks	1103.4	53.8	1090.8	53.8	12.6	54.1
with Internet access	1464.9	71.4	1446.5	71.3	18.3	78.6
acquired in the reporting year	91.4	4.5	89.5	4.4	1.9	8.2

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

(at the beginning of the academic year; units per 100 students)



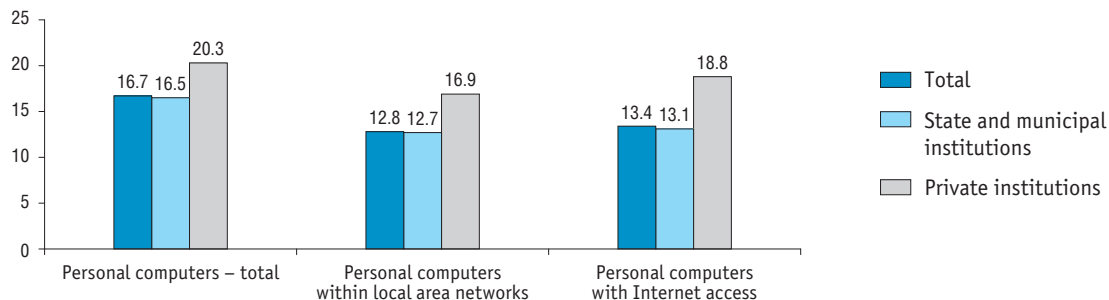
* For the 2015/2016 academic year and earlier – excluding intramural part-time (shift-based) general education institutions.

** At the end of 2016.

**7.3.5. PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES AT EDUCATIONAL INSTITUTIONS
IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016**
(at the end of the year)

	Total		State and municipal institutions		Private institutions	
	Thousand units	As a percentage of the total	Thousand units	As a percentage of the total	Thousand units	As a percentage of the total
Personal computers	308.4	100	293.1	100	15.3	100
Of which:						
within local area networks	237.8	77.1	225.0	76.8	12.8	83.4
with Internet access	247.6	80.3	233.4	79.6	14.2	92.8
acquired in the reporting year	15.4	5.0	14.0	4.8	1.4	9.0

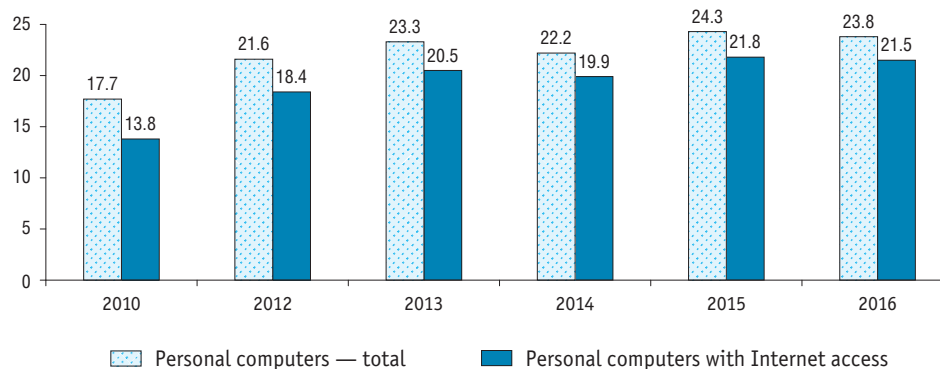
**7.3.6. AVAILABILITY OF PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES TO STUDENTS
AT EDUCATIONAL INSTITUTIONS IMPLEMENTING SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016**
(at the end of the year; units per 100 students)



7.3.7. PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES AT HIGHER EDUCATION INSTITUTIONS (at the end of the year)

	Thousand units							As a percentage of the total						
	2009	2010	2012	2013	2014	2015	2016	2009	2010	2012	2013	2014	2015	2016
Total														
Personal computers	626.2	643.3	700.2	733.8	744.0	712.4	696.0	100	100	100	100	100	100	100
Of which:														
within local area networks	520.5	548.0	613.2	652.6	674.0	631.1	626.9	83.1	85.2	87.6	88.9	90.6	88.6	90.1
with Internet access	488.0	504.2	598.1	645.6	668.9	639.3	628.9	77.9	78.4	85.4	88.0	89.9	89.7	90.4
acquired in the reporting year	52.6	46.3	57.4	57.2	50.8	43.4	34.6	8.4	7.2	8.2	7.8	6.8	6.1	5.0
State and municipal institutions														
Personal computers	563.8	580.9	640.8	664.9	679.6	652.9	642.3	100	100	100	100	100	100	100
Of which:														
within local area networks	463.5	490.3	557.5	587.4	612.8	582.2	586.3	82.2	84.4	87.0	88.4	90.2	89.2	91.3
with Internet access	437.1	452.6	543.1	579.9	606.3	581.5	576.7	77.5	77.9	84.7	87.2	89.2	89.1	89.8
acquired in the reporting year	46.8	40.9	52.1	49.8	44.6	35.4	27.3	8.3	7.0	8.1	7.5	6.6	5.4	4.2
Personal computers														
Personal computers	62.4	62.4	59.4	68.9	64.5	59.6	53.7	100	100	100	100	100	100	100
Of which:														
within local area networks	57.0	57.7	55.7	65.1	61.2	48.9	40.6	91.3	92.5	93.8	94.5	95.0	82.1	75.6
with Internet access	50.9	51.6	55.0	65.8	62.7	57.8	52.3	81.5	82.7	92.6	95.4	97.2	97.1	97.3
acquired in the reporting year	5.7	5.4	5.3	7.3	6.2	7.9	7.3	9.2	8.7	9.0	10.7	9.6	13.3	13.6

7.3.8. AVAILABILITY OF PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES TO STUDENTS AT HIGHER EDUCATION INSTITUTIONS
(at the end of the year; units per 100 students)



7.3.9. PERSONAL COMPUTERS USED FOR EDUCATIONAL PURPOSES AT ADDITIONAL PROFESSIONAL (VOCATIONAL) EDUCATION INSTITUTIONS: 2016
(at the end of the year)

	Thousand units	As a percentage of the total	Per 100 students, units
Personal computers	258.7	100	108.3
Of which:			
within local area networks	139.4	53.9	58.4
with Internet access	142.3	55.0	59.6
acquired in the reporting year	8.3	3.2	3.5

7.3.10. DISTRIBUTION OF EDUCATIONAL INSTITUTIONS BY TOP INTERNET ACCESS SPEED: 2016

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

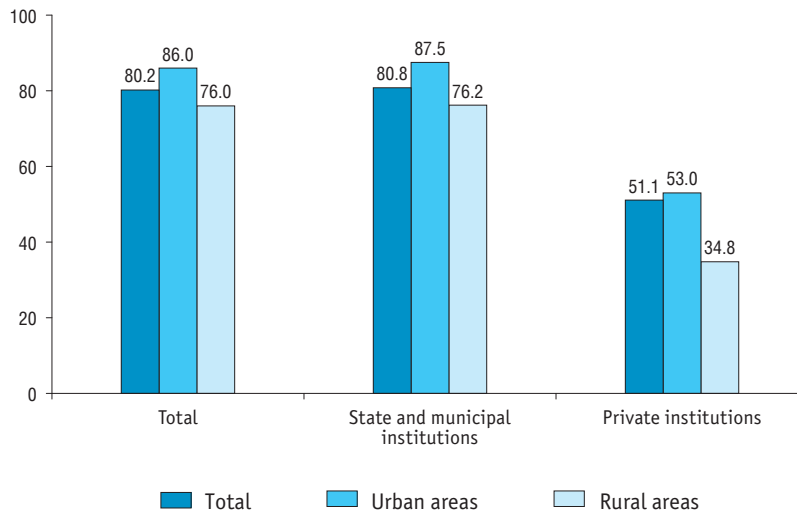
	256 kbit/s and under	256–511 kbit/s	512–999 kbit/s	1.0–1.9 Mbit/s	2.0– 30.0 Mbit/s	30.1–100.0 Mbit/s	Over Mbit/s
Educational institutions implementing primary general, basic general, and secondary general education programmes	11.9	9.6	9.4	13.6	40.2	13.5	1.8
State and municipal institutions	12.0	9.7	9.5	13.6	40.2	13.3	1.7
Private institutions	2.7	3.6	5.7	11.4	44.0	24.7	8.0
Urban areas	2.3	3.4	4.5	9.8	55.1	22.6	2.4
Rural areas	18.8	14.1	13.0	16.3	29.7	6.8	1.2
Educational institutions implementing secondary vocational education programmes	2.1	4.0	6.0	10.1	58.5	17.5	1.8
State and municipal institutions	2.2	3.8	6.0	10.3	59.3	16.7	1.7
Private institutions	0.8	5.6	6.5	8.3	50.3	25.5	3.0
Higher education institutions	0.3	0.3	0.7	1.7	42.7	38.7	15.6
State and municipal institutions	0.4	0.1	0.9	1.6	38.3	38.2	20.4
Private institutions	0.2	0.6	0.4	1.9	52.1	39.7	5.0

7.3.11. NUMBER OF LIBRARY SEATS EQUIPPED WITH A COMPUTER AT EDUCATIONAL INSTITUTIONS: 2016

(at the end of the year)

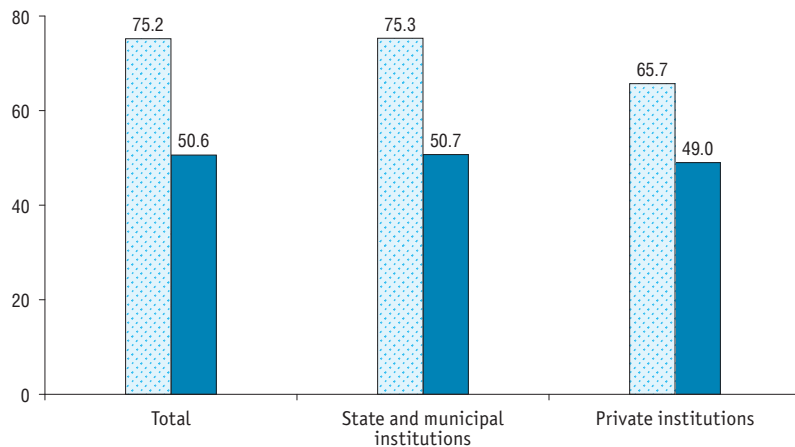
	Library seats equipped with a computer		Of which with Internet access	
	Total	As a percentage of the total number of seats in libraries	Total	As a percentage of the total number of seats in libraries
Educational institutions implementing primary general, basic general, and secondary general education programmes	49871	10.9	42401	9.3
State and municipal institutions	48629	10.8	41233	9.2
Private institutions	1242	15.4	1168	14.5
Educational institutions implementing secondary vocational education programmes	18188	14.1	16945	13.1
State and municipal institutions	15068	12.8	13920	11.8
Private institutions	3120	26.8	3025	26.0
Higher education institutions	36361	18.1	35604	17.8
State and municipal institutions	25761	14.7	25025	14.3
Private institutions	10600	42.6	10579	42.5

**7.3.12. EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL,
AND SECONDARY GENERAL EDUCATION PROGRAMMES USING ELECTRONIC SCHOOL DIARIES AND ELECTRONIC GRADEBOOKS: 2016**
(at the end of the year; as a percentage of all institutions)




7.3.13. TEACHERS USING PERSONAL COMPUTERS IN EDUCATIONAL PROCESS AS A PERCENTAGE OF THE TOTAL NUMBER OF TEACHERS AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES: 2016/2017

(at the beginning of the academic year)



 Teachers (excluding external multiple jobholders and independent contractors)

 Teachers who work as external multiple jobholders

TECHNICAL NOTES

The information about **learning environment** includes the data on educational institutions, including separate subdivisions (and branches thereof), whose main activity is educational activity directed at implementation of corresponding educational programmes (excluding table 7.1.3).

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

Study spaces are floor areas where educational process is performed: group study rooms, classrooms, lecture halls, laboratories, training rooms, drawing rooms for preparing course and graduation designing papers, training workshops, showrooms, assembling and testing premises, indoor athletic facilities (all kinds of sports halls, indoor swimming pools).

Educational support floor area is the area where activities, auxiliary to the teaching (educational) process, are conducted: teachers' rooms, department managers' offices, administrative offices, premises of social organisations, libraries (reading rooms, book depositories), office and production premises, recreation rooms for employees, offices of the management, registries, vi-

varia, computer centres, conference halls, and related premises (assembly hall, amateur art rooms, projection booth, broadcasting studio, storeroom for utensils).

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

Sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion are conducted by statistical authorities of the Russian Federation in furtherance of RF Governmental Decree no. 946 'On the Organization of a National Statistical System for Observing Socio-Demographic Issues and Monitoring Mortality, Morbidity and Disability Rates and the Resulting Economic Losses' as

of November 27, 2010. The survey is performed in order to obtain statistical data illustrating the actual needs of the population in sectors of education, healthcare, employment promotion, and social services, reflecting the satisfaction level of the population

regarding the quality and scope of the received services and their influence on the welfare of families. The survey units are households and members of these households.

An isometric illustration on a light blue background. A large, light blue pyramid is the central focus. On top of the pyramid, there is a long, thin platform. On the left side of the platform, there is a small cityscape with several buildings and trees. In the middle of the platform, there is a bar chart with five vertical bars of varying heights. On the right side of the platform, there is a stack of three books, a computer monitor, a keyboard, and a tower PC case. A set of stairs leads up the right side of the pyramid. The overall theme is education and technology.

8. Education of Students with Limited Health Capacities and Disabilities

8.1. ACCESSIBILITY OF EDUCATIONAL INSTITUTIONS TO STUDENTS WITH LIMITED MOBILITY: 2016

(at the end of the year)

	Total	State and municipal institutions	Private institutions
<i>Buildings accessible to people with limited mobility, as a percentage of all buildings:</i>			
educational institutions implementing primary general, basic general, and secondary general education programmes	36.1	36.2	29.7
urban areas	45.2	45.7	29.7
rural areas	29.5	29.5	29.3
professional (vocational) education institutions implementing secondary vocational education programmes			
education and laboratory spaces (buildings)	39.8	38.3	78.6
dormitories	29.3	28.9	51.9
higher education institutions:			
education and laboratory spaces (buildings)	42.5	38.4	87.6
dormitories	30.6	29.4	75.0
Additional education institutions implementing additional general education programmes for children, with classes suitable for people with limited mobility, as a percentage of all institutions	42.0	42.3	25.4

**8.2. CHILDREN WITH LIMITED HEALTH CAPACITIES AND DISABLED CHILDREN AS A PERCENTAGE OF THE TOTAL ENROLMENT
AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRESCHOOL EDUCATION, BABY AND CHILD CARE PROGRAMMES BY GROUP: 2016**
(at the end of the year)

	Children with limited health capacities		Disabled children	
	Headcount	As a percentage of the total enrolment	Headcount	As a percentage of the total enrolment
Total	403568	5.5	66801	0.9
General groups	39748	0.6	29288	0.5
Compensatory groups	305243	75.5	29019	7.2
Including the following categories of children:				
with hearing impairment	3441	66.6	2453	47.5
with speech impediment	212301	73.0	5520	1.9
with visual impairment	27818	87.5	2514	7.9
with mental deficiency (mental development disorders)	5076	82.7	4056	66.1
with mental retardation	28122	91.3	5179	16.8
with musculoskeletal disorders	16270	71.5	3754	16.5
with multiple special needs (multiple disorders)	3869	79.3	3457	70.9
with other limited health capacities	8346	68.1	2086	17.0
Health groups	5727	7.2	560	0.7
Combined groups	51976	17.8	7160	2.4
Early childhood groups	273	0.2	286	0.2
Baby and child care groups	355	1.3	171	0.6
Family preschool groups	246	1.3	317	1.6

8.3. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS ENROLLED AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY PROGRAMME: 2016/2017

(at the beginning of the academic year)

	Total	Primary general education programmes	Basic general education programmes	Secondary general education programmes	Educational programmes for students with mental deficiency (mental development disorders)
Students with limited health capacities (with or without disability):					
thousand persons	572.8	170.7	209.4	10.1	182.5
as a percentage of the total enrolment	3.8	2.6	3.0	0.7	96.7
In the total enrolment of students with limited health capacities – disabled persons:					
thousand persons	187.5	47.6	51.8	6.8	81.1
as a percentage of the total enrolment	1.2	0.7	0.7	0.5	43.0
Disabled students (excluding students with limited health capacities):					
thousand persons	85.7	31.0	43.3	9.8	1.7
as a percentage of the total enrolment	0.6	0.5	0.6	0.7	0.9

8.4. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS ENROLLED AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES

(at the beginning of the academic year)

	2012/2013	2014/2015	2015/2016	2016/2017
Students with limited health capacities (with or without disability):				
thousand persons	407.4	455.5	507.1	572.8
as a percentage of the total enrolment	3.0	3.2	3.4	3.8
Disabled students:				
thousand persons	255.8	235.5	250.5	273.2
as a percentage of the total enrolment	1.6	1.6	1.7	1.8

8.5. STUDENTS ENROLLED IN ADAPTED EDUCATIONAL PROGRAMMES AT EDUCATIONAL INSTITUTIONS IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL EDUCATION PROGRAMMES BY TYPE OF PROGRAMME: 2016/2017

(at the beginning of the academic year; headcount)

	Total	State and municipal institutions	Private institutions
Students enrolled in adapted educational programmes	479578	479041	537
Of which within programmes for:			
deaf	6997	6988	9
hearing-impaired and with late hearing impairment	9183	9169	14
blind	2178	2178	–
visually impaired	15886	15873	13
with severe speech pathology	23642	23636	6
with musculoskeletal disorders	14633	14594	39
with mental retardation	187889	187663	226
with autism spectrum disorders	2063	2034	29
with mental deficiency (mental development disorders)	217022	216821	201

**8.6. AVAILABILITY OF MEDICAL FACILITIES AND SPECIAL DOCTORS' OFFICES AT EDUCATIONAL INSTITUTIONS
IMPLEMENTING PRIMARY GENERAL, BASIC GENERAL, AND SECONDARY GENERAL
EDUCATION PROGRAMMES: 2016***

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

	Total	Urban areas	Rural areas
Institutions equipped with:			
medical station (room)	62.0	92.0	40.3
logopedic room (speech therapist's office)	23.4	41.0	10.6
special needs teacher's office	6.3	11.8	2.4
educational psychologist's office	45.6	73.9	25.0

* Including separate subdivisions (branches).

8.7. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS ENROLLED IN SECONDARY VOCATIONAL EDUCATION PROGRAMMES: 2016/2017

(at the beginning of the academic year)

	Total	Programmes for skilled workers and employees	Programmes for mid-career professionals
Students with limited health capacities (with or without disability):			
headcount	21411	5839	15572
as a percentage of the total enrolment	0.7	1.0	0.7
of whom under adapted educational programmes, <i>headcount</i>	5170	2722	2448
In the total enrolment of students with limited health capacities – disabled students:			
headcount	14335	3431	10904
as a percentage of the total enrolment	0.5	0.6	0.5
of whom under adapted educational programmes, <i>headcount</i>	3279	1251	2028
Disabled students (excluding students with limited health capacities):			
headcount	7164	1272	5892
as a percentage of the total enrolment	0.2	0.2	0.3
of whom under adapted educational programmes, <i>headcount</i>	1651	379	1272

8.8. STUDENTS WITH LIMITED HEALTH CAPACITIES AND DISABLED STUDENTS ENROLLED IN HIGHER EDUCATION PROGRAMMES – BACHELOR'S, SPECIALIST'S AND MASTER'S PROGRAMMES: 2016/2017

(at the beginning of the academic year)

	Total	Bachelor's programmes	Specialist's programmes	Master's programmes
Students with limited health capacities (with or without disability):				
headcount	12237	8898	2851	488
as a percentage of the total enrolment	0.3	0.3	0.4	0.1
of whom under adapted educational programmes, <i>headcount</i>	1414	1174	158	82
In the total enrolment of students with limited health capacities – disabled students:				
headcount	10076	7321	2325	430
as a percentage of the total enrolment	0.2	0.2	0.3	0.1
of whom under adapted educational programmes, <i>headcount</i>	1215	976	157	82
Disabled students (excluding students with limited health capacities):				
headcount	9462	6959	2067	436
as a percentage of the total enrolment	0.2	0.2	0.3	0.1
of whom under adapted educational programmes, <i>headcount</i>	1029	866	94	69

8.9. DISABLED STUDENTS WHO HAVE COMPLETED THEIR EDUCATION WITHIN ADDITIONAL PROFESSIONAL (VOCATIONAL) PROGRAMMES: 2016

	Total	Professional (vocational) development programmes	Professional (vocational) retraining programmes
Disabled students			
headcount	2161	1962	199
as a percentage of the total enrolment	0.04	0.04	0.04

8.10. SATISFACTION OF STUDENTS WITH LIMITED HEALTH CAPACITIES WITH THE LEARNING ENVIRONMENT: 2016*

	All respondents	Of whom			
		completely satisfied	not completely satisfied	completely dissatisfied	have no opinion
Preschool education institutions**	100	45.6	23.0	16.5	14.9
Urban areas	100	46.0	22.2	15.6	16.2
Rural areas	100	44.2	25.9	19.4	10.5
General education institutions – total**	100	36.5	30.5	18.6	14.4
Urban areas	100	34.7	31.6	17.2	16.5
Rural areas	100	41.0	27.8	22.0	9.2
General education institutions where disabled children have been enrolled**	100	38.5	35.4	19.6	6.4
Urban areas	100	36.7	31.8	23.4	8.0
Rural areas	100	43.3	44.7	9.7	2.2
Vocational education institutions, higher education institutions***	100	50.0	28.1	12.1	9.9
Entrants	100	52.2	26.9	9.7	11.3
Students who continue their education	100	50.0	27.9	12.4	9.7
Graduates	100	46.8	30.3	14.1	8.8

* According to results of sample surveys on the quality and accessibility of services in education, healthcare, social services sector, and employment promotion (see Technical Notes to Chapter 7).

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

*** According to individuals under 30 who studied in the 2016/2017 academic year.

TECHNICAL NOTES

Students with limited health capacities are individuals who have physical and/or mental development impairments, as confirmed by a board of psychologists, doctors, and teachers (educational committee), which make pursuit of education impossible without accommodating the learning environment to special needs of such students.

Disabled students are individuals who suffer from a serious health condition with a bodily dysfunction as a result of an illness, injury, or impairment, which led to disability and require social protection (art. 1 of Federal Law no. 181-FL 'On the Social Protection of Disabled Individuals in the Russian Federation' as of November 24, 1995). A person must be considered disabled by a federal social security medical assessment board according to the regulations laid down by Decree of the Government of the Russian Federation no. 95 as of February 20, 2006. It should be noted, however, that

according to the Russian law the terms 'disabled individual' and 'individual with limited health capacities' are not interchangeable.

Disabled children are individuals who were considered disabled before they turned 18.

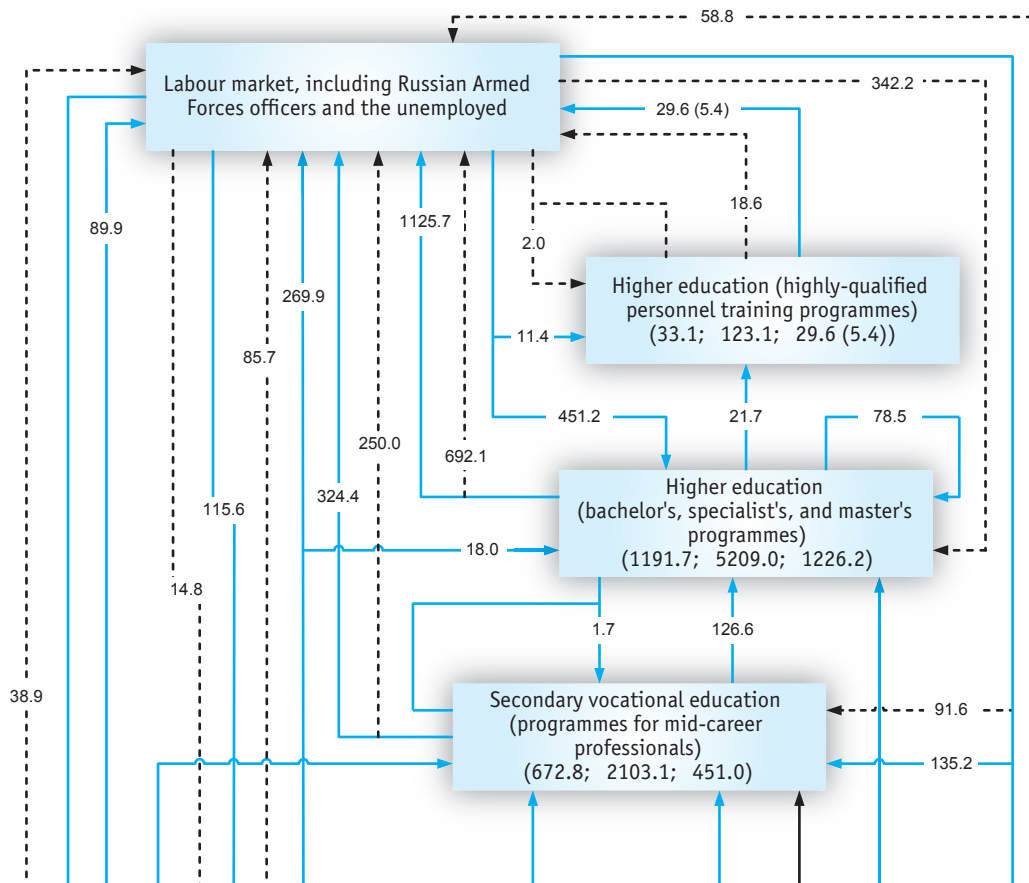
Accessibility (inclusive environment) of buildings to individuals with limited mobility is the quality of a building (room) that enables one to freely access the place of destination and receive a service.

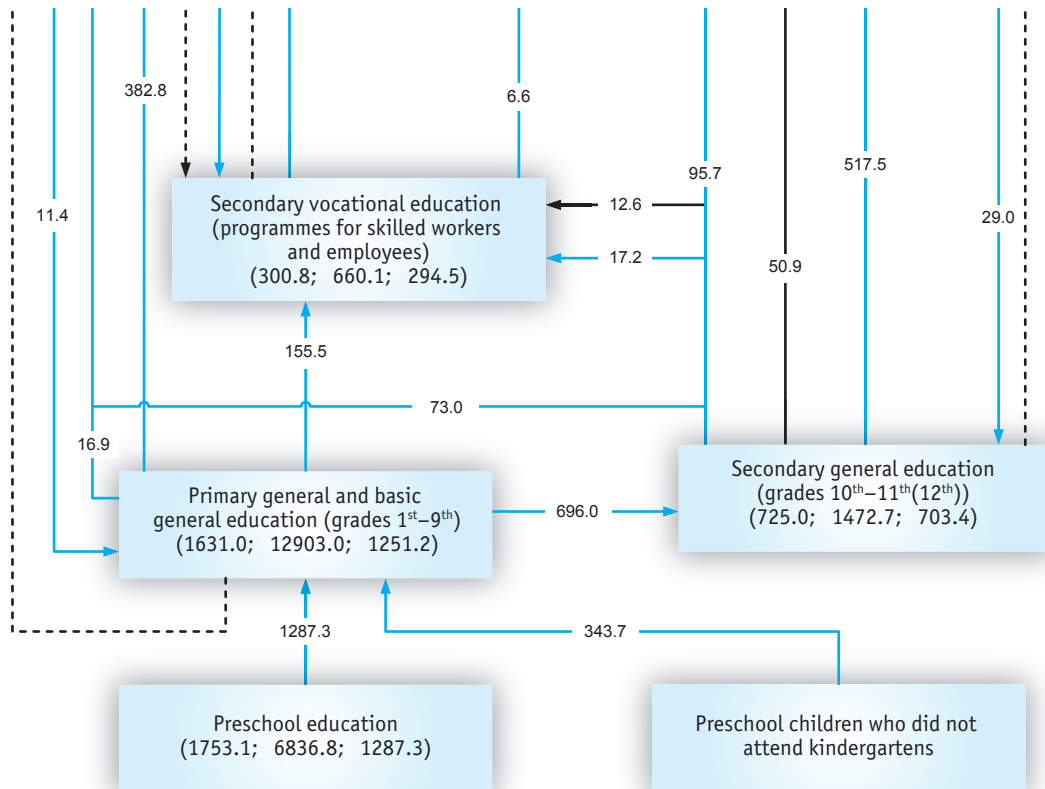
Adapted educational programme is an educational programme adapted for people with limited health capacities. Such a programme takes into account special psychophysical development and individual capacities; if necessary, the programme in question ensures the correction of developmental disorders and social adaptation of said categories of individuals.

An isometric illustration on a light blue background. A wide, light blue path leads from the bottom left towards the top right. On the left side of the path, there is a small town with buildings and trees. In the middle, there is a bar chart with five bars of increasing height. On the right side, there is a set of white stairs leading up the path. At the top of the path, there is a desk with a computer monitor, keyboard, and mouse, and a stack of three books. The overall theme is the transition of students from a traditional school environment to a modern, technology-driven educational path.

9. Transition of Students in Education

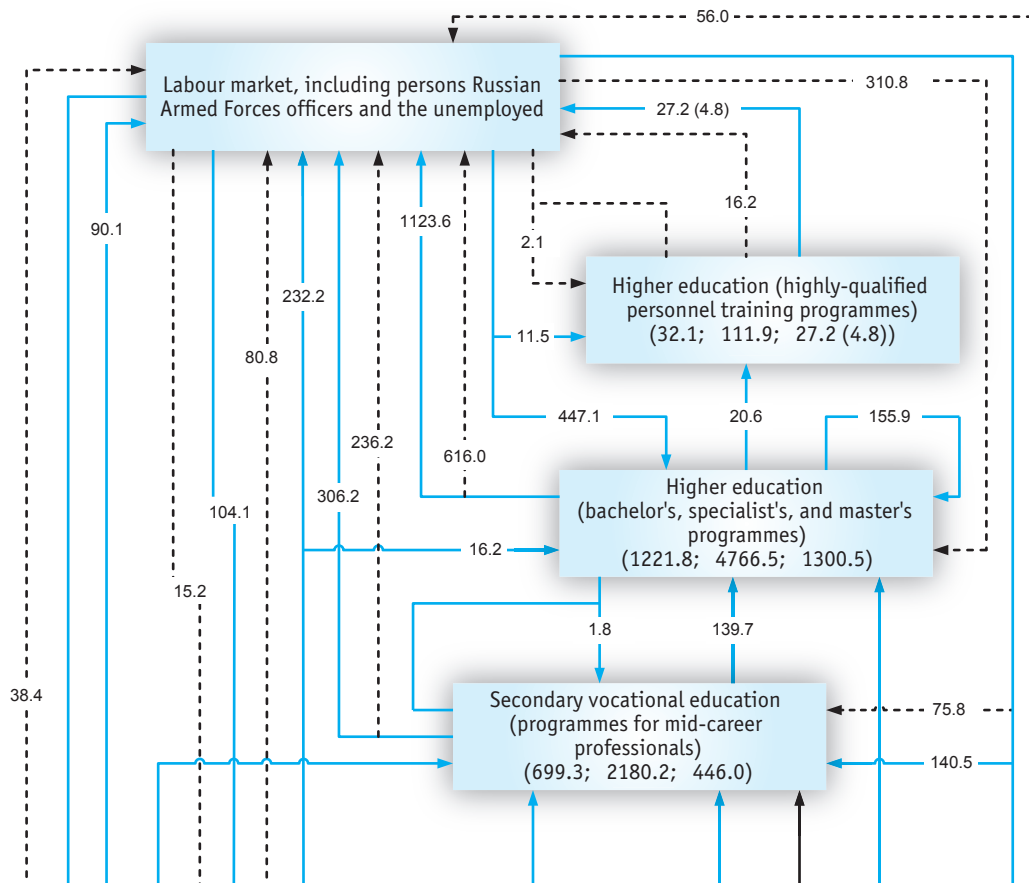
9.1. STUDENT TRANSITION MAP: 2014

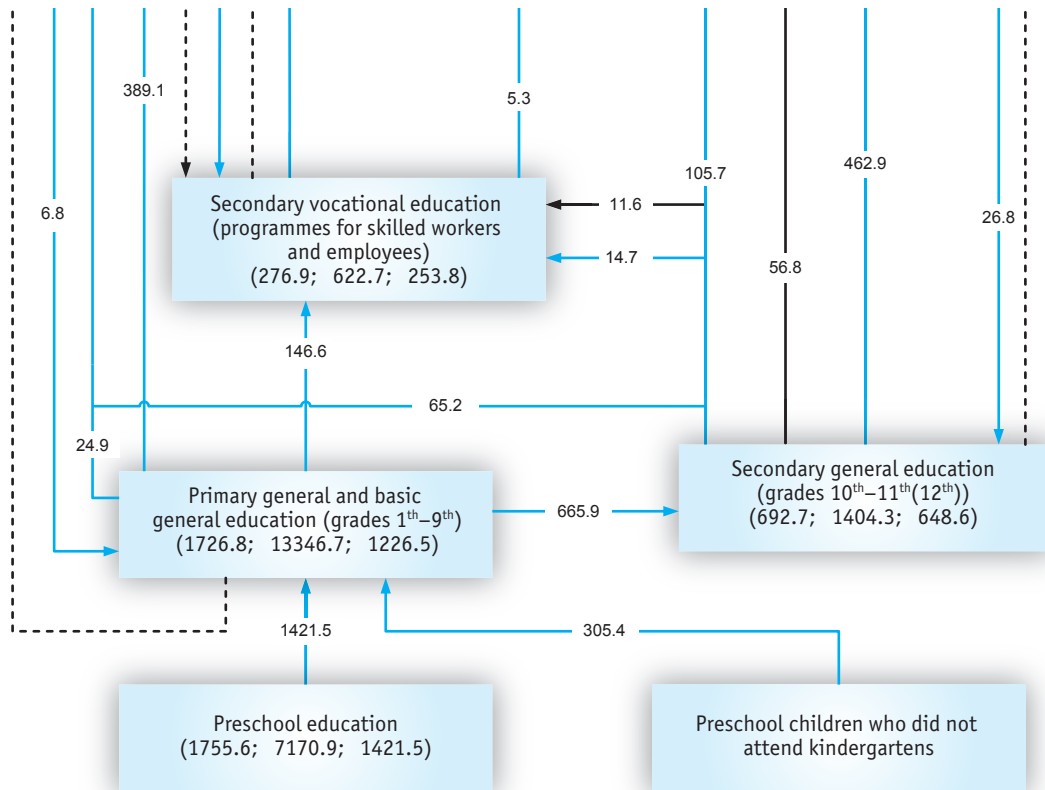




- Students of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level
- Dropouts without a certificate/diploma of an educational level as inflow within programmes of a different educational level
- - - - Dropouts without a certificate/diploma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

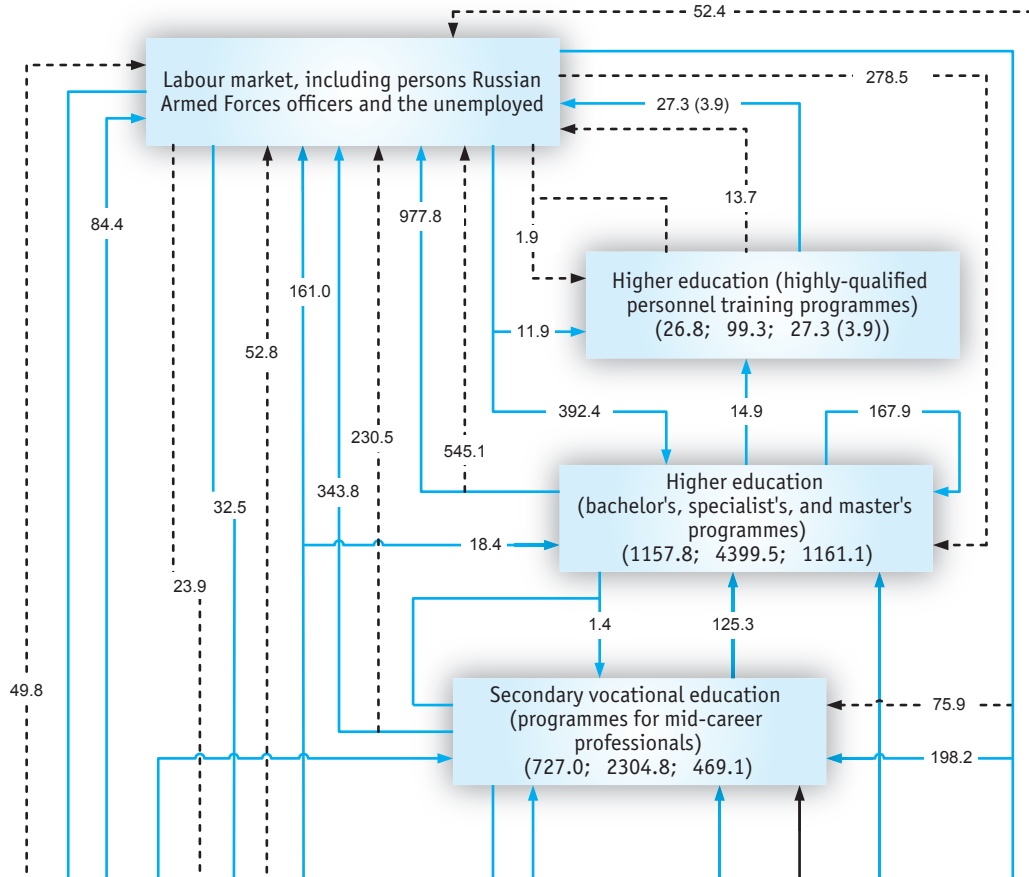
9.2. STUDENT TRANSITION MAP: 2015

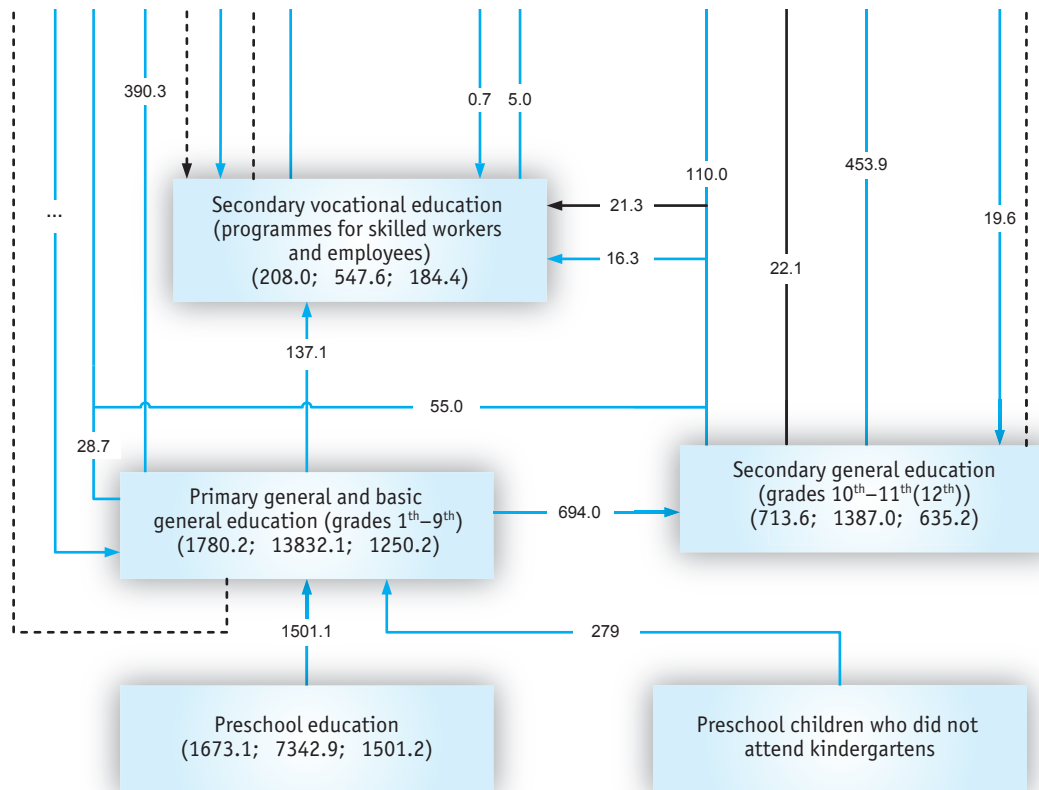




- Students of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level
- Dropouts without a certificate/diploma of an educational level as inflow within programmes of a different educational level
- - - - Dropouts without a certificate/diploma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

9.3. STUDENT TRANSITION MAP: 2016



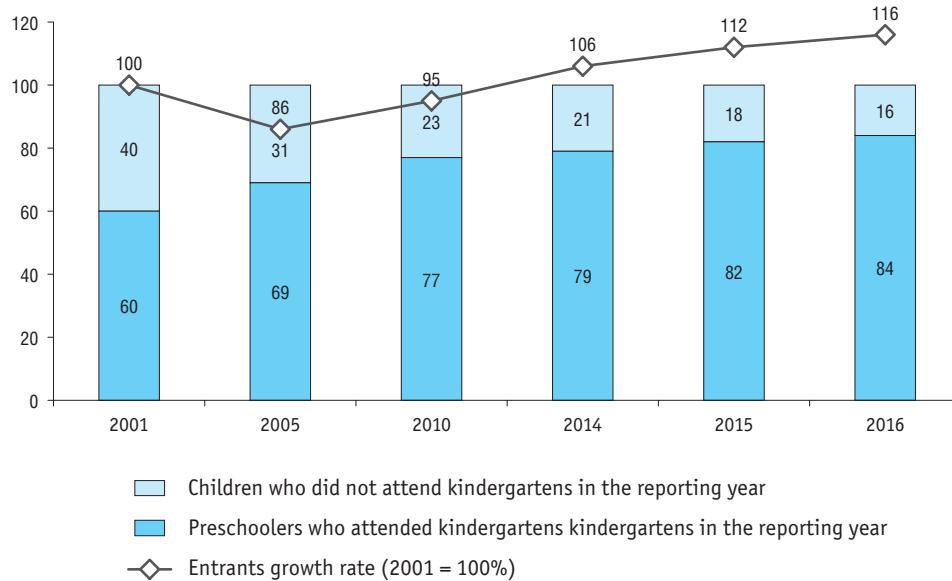


— Students of an educational level (or those who came from the labour market) as inflow within programmes of a different educational level

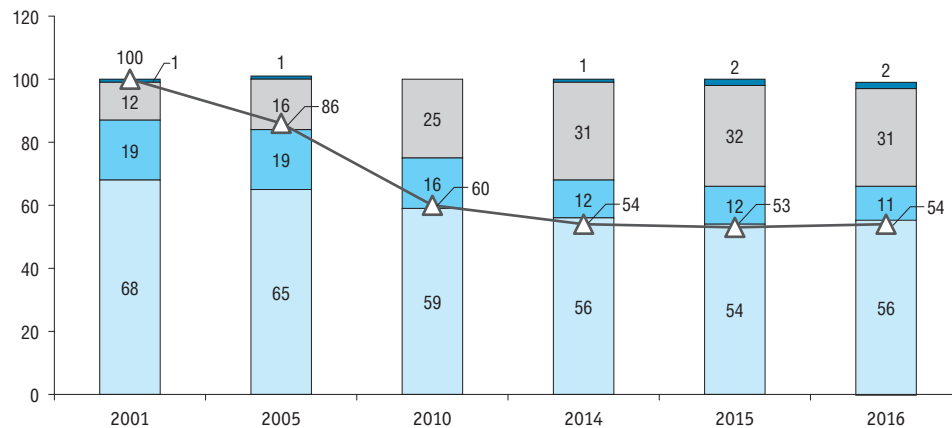
— Dropouts without a certificate/diploma of an educational level as inflow within programmes of a different educational level

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

9.4. PERCENTAGE DISTRIBUTION OF ENTRANTS WITHIN PRIMARY GENERAL AND BASIC GENERAL EDUCATION PROGRAMMES

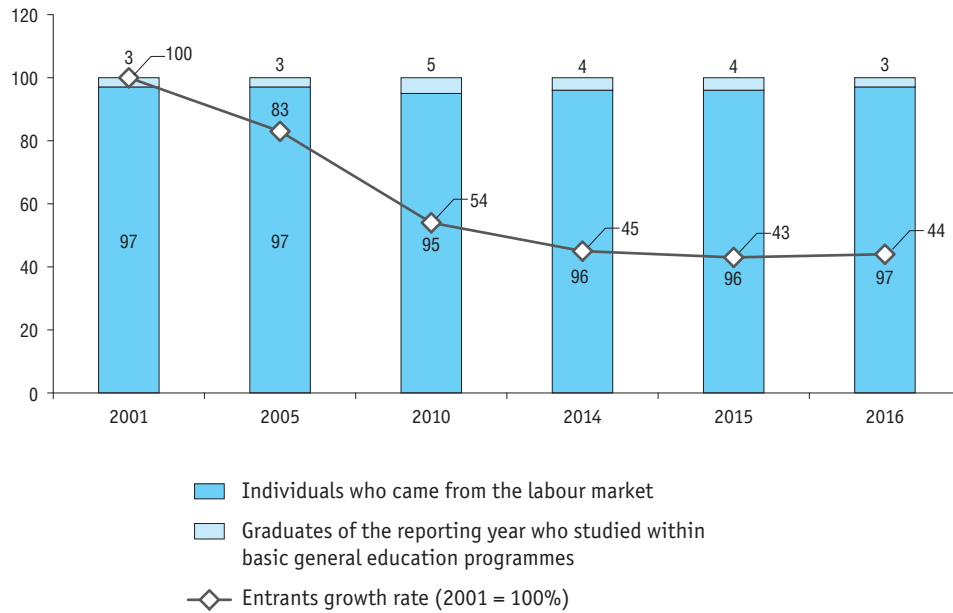


9.5. PERCENTAGE DISTRIBUTION OF GRADUATES WITHIN BASIC GENERAL EDUCATION PROGRAMMES

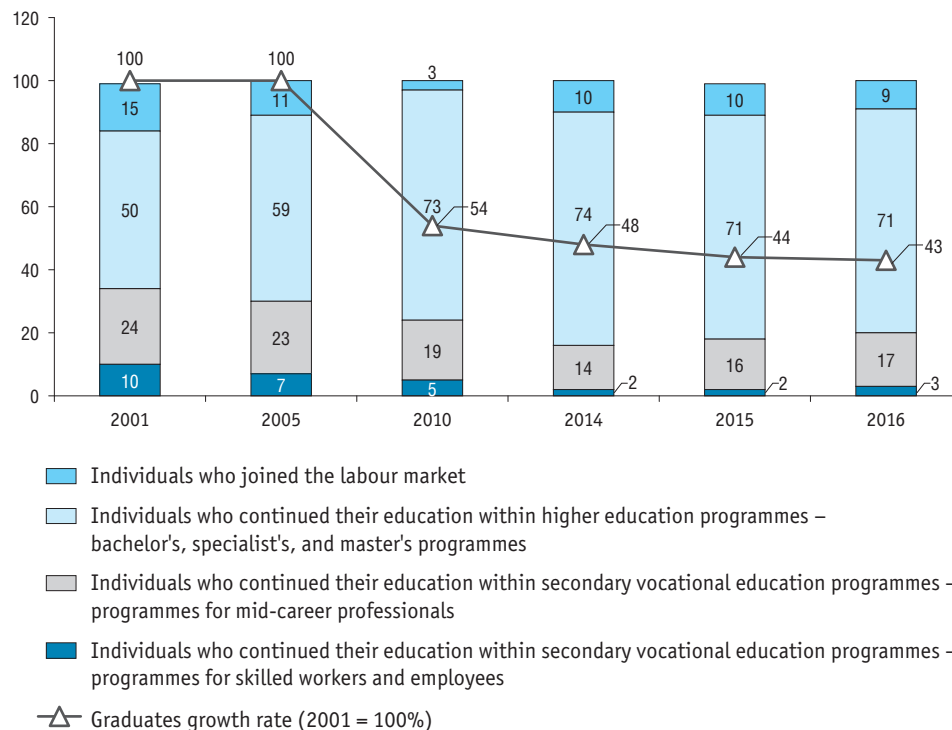


- Individuals who joined the labour market
- Individuals who continued their education within secondary vocational education programmes – programmes for mid-career professionals
- Individuals who continued their education within secondary vocational education programmes – programmes for skilled workers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

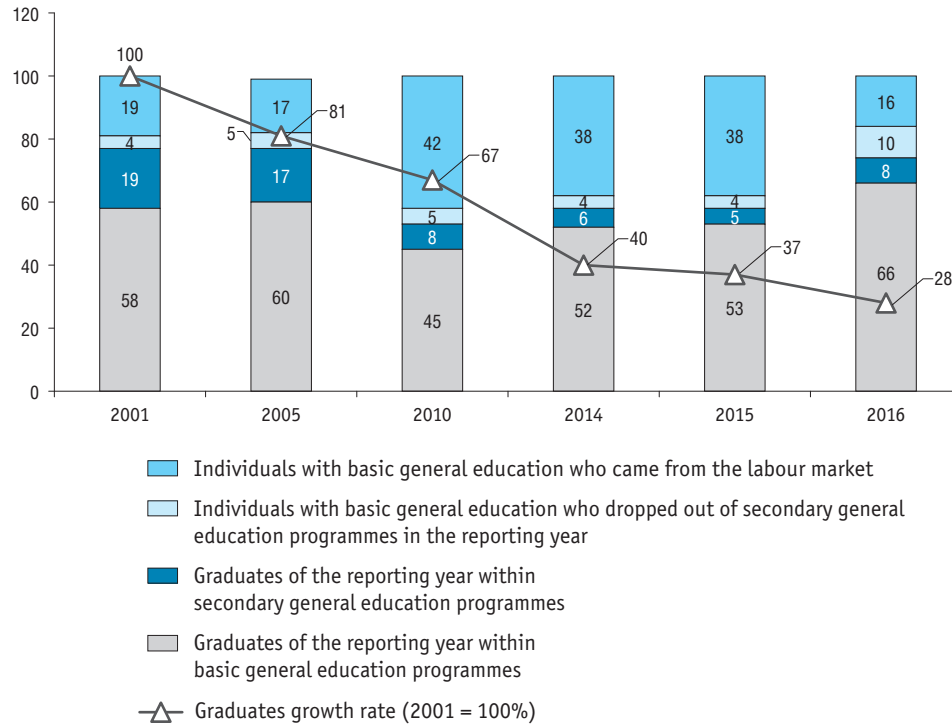
9.6. PERCENTAGE DISTRIBUTION OF ENTRANTS WITHIN SECONDARY GENERAL EDUCATION PROGRAMMES



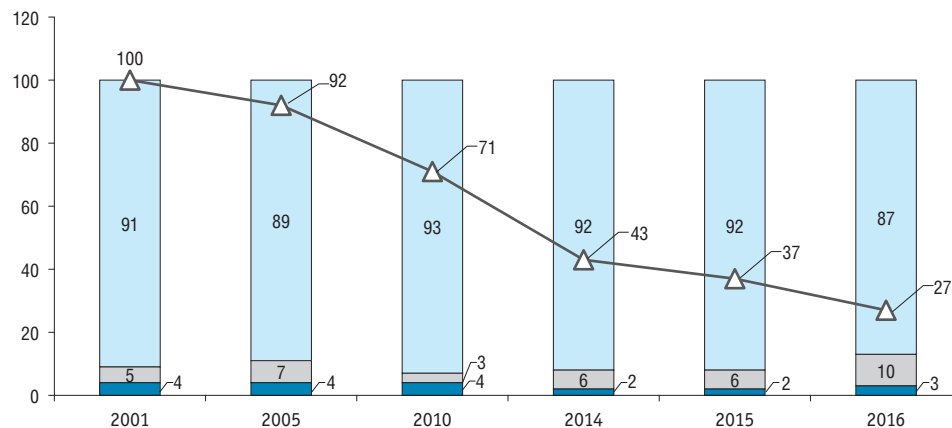
9.7. PERCENTAGE DISTRIBUTION OF GRADUATES WITHIN SECONDARY GENERAL EDUCATION PROGRAMMES



9.8. PERCENTAGE DISTRIBUTION OF ENTRANTS WITHIN SECONDARY VOCATIONAL EDUCATION PROGRAMMES – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES



9.9. PERCENTAGE DISTRIBUTION OF GRADUATES WITHIN EDUCATIONAL SECONDARY VOCATIONAL EDUCATION PROGRAMMES – PROGRAMMES FOR SKILLED WORKERS AND EMPLOYEES



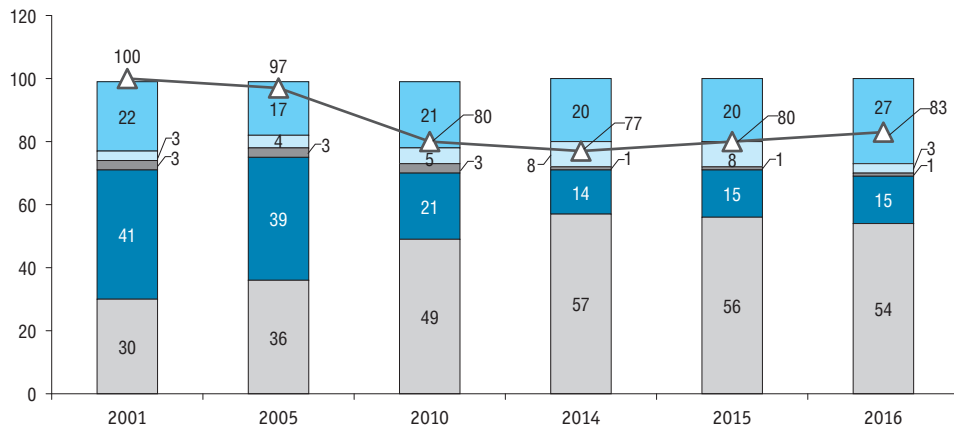
■ Individuals who joined the labour market

■ Individuals who continued their education within higher education programmes – bachelor's, specialist's, and master's programmes

■ Individuals who continued their education within secondary vocational education programmes – programmes for mid-career professionals

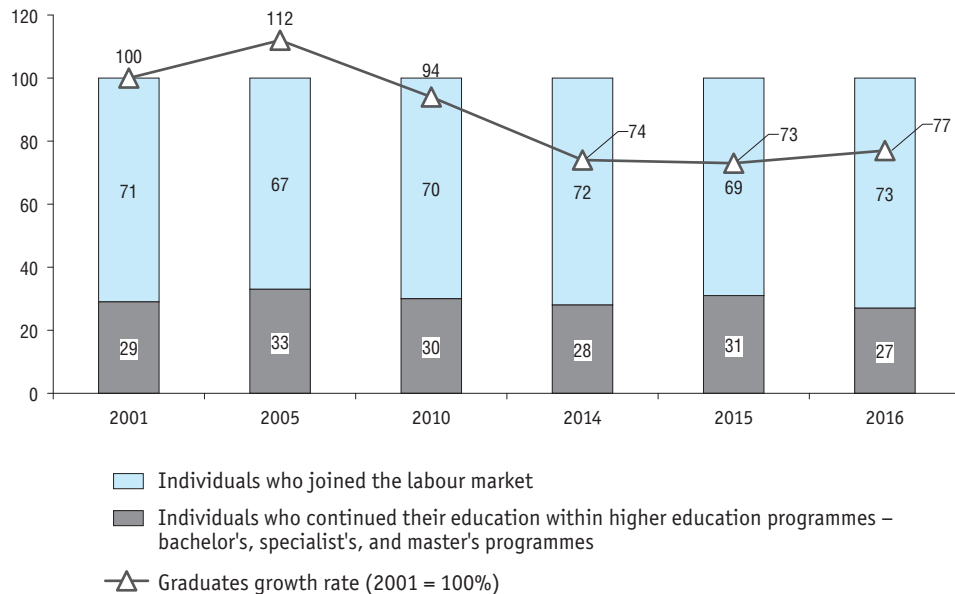
△ Graduates growth rate (2001 = 100%)

9.10. PERCENTAGE DISTRIBUTION OF ENTRANTS WITHIN SECONDARY VOCATIONAL EDUCATION PROGRAMMES – PROGRAMMES FOR MID-CAREER PROFESSIONALS

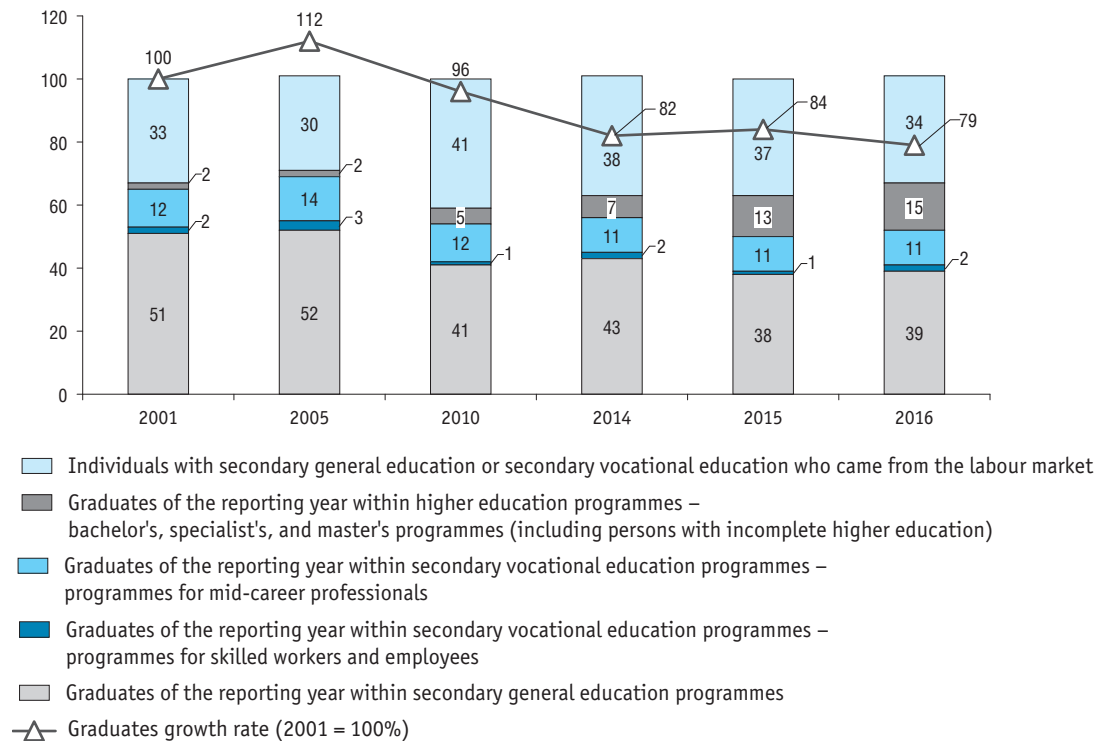


- Individuals with basic general education or secondary general education who came from the labour market
- Individuals with basic general education who dropped out of secondary general education programmes in the reporting year
- Graduates of the reporting year within secondary vocational education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

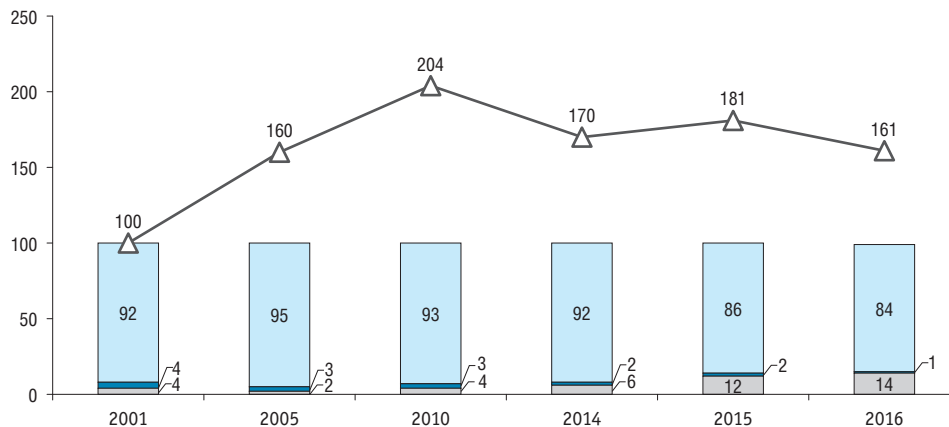
9.11. PERCENTAGE DISTRIBUTION OF GRADUATES WITHIN SECONDARY VOCATIONAL EDUCATION PROGRAMMES – PROGRAMMES FOR MID-CAREER PROFESSIONALS



9.12. PERCENTAGE DISTRIBUTION OF ENTRANTS WITHIN HIGHER EDUCATION PROGRAMMES – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES

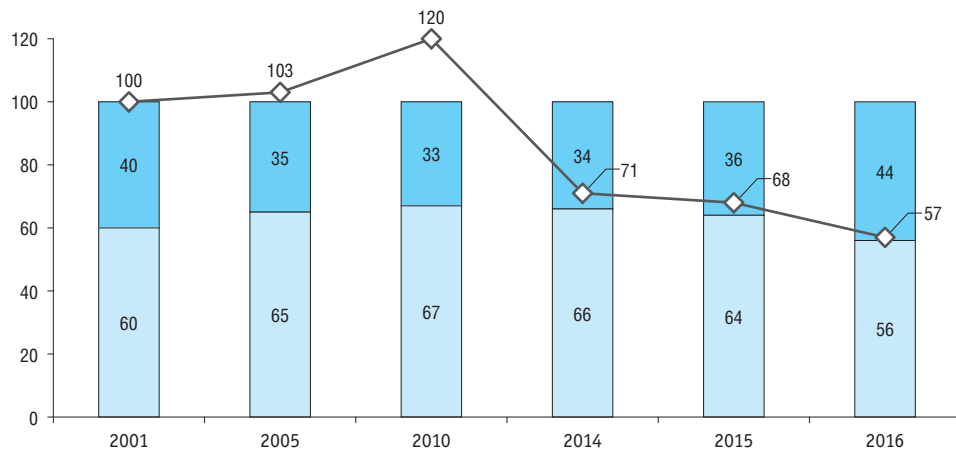


9.13. PERCENTAGE DISTRIBUTION OF GRADUATES WITHIN HIGHER EDUCATION PROGRAMMES – BACHELOR'S, SPECIALIST'S, AND MASTER'S PROGRAMMES



- Individuals who joined the labour market
- Individuals who continued their education within higher education programmes – postgraduate programmes, residency programmes, apprenticeship programmes
- Individuals who continued their education within higher education programmes – bachelor's, specialist's, and master's programmes
- Graduates growth rate (2001 = 100%)

9.14. PERCENTAGE DISTRIBUTION OF ENTRANTS WITHIN HIGHER EDUCATION PROGRAMMES – POSTGRADUATE PROGRAMMES, RESIDENCY PROGRAMMES, APPRENTICESHIP PROGRAMMES AND DOCTORAL PROGRAMMES



- Individuals with higher education who came from the labour market
- Graduates of the reporting year within higher education programmes – bachelor's, specialist's, and master's programmes (including persons with incomplete higher education)
- ◆ Graduates growth rate (2001 = 100%)

TECHNICAL NOTES

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

According to Federal Law no. 273-FL of December 29, 2012 'On Education in the Russian Federation' (as amended on March 7, 2018), the following main educational programmes are subject to estimation: pre-school education programmes (PE); primary general, basic general and secondary general education programmes (GE); secondary vocational education programmes – programmes for skilled workers and employees (SVE-1); secondary vocational education programmes – programmes for mid-career professionals (SVE-2); higher education programmes – bachelor's, specialist's, and master's programmes (HE-1); and higher education programmes – highly-qualified personnel training programmes (HE-2), including doctoral programmes for researchers formation. The main programmes of vocational training, as well as additional education programmes, are not included.

Student transition maps (pic. 9.1–9.3) illustrate student flows: the transitions from a lower educational level to a higher one (within the reporting year), transitions of young adults from an educational institution to labour market, transitions back to the education system after some

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

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

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

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

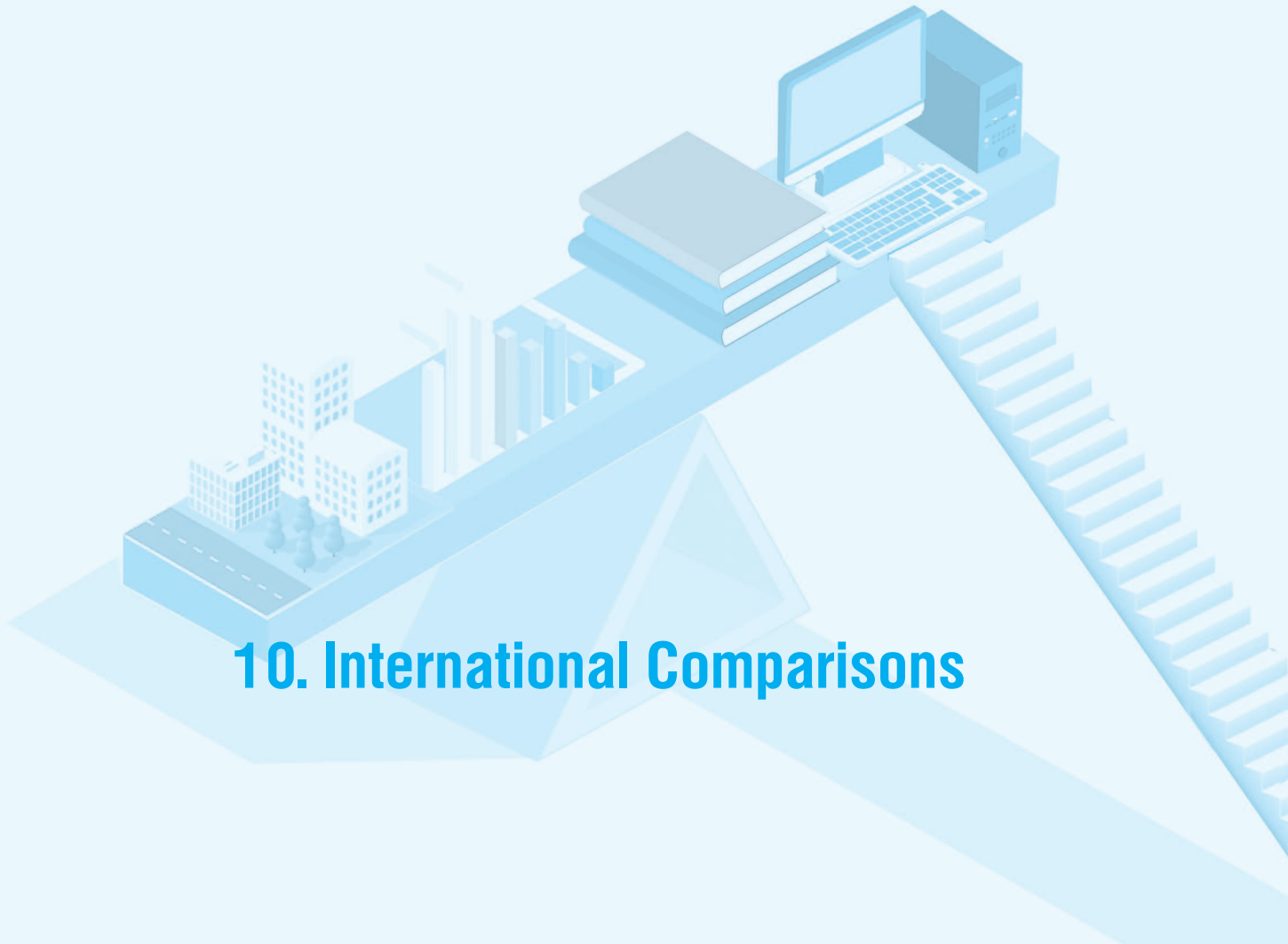
Percentage distribution charts of entrants and graduates (pic. 9.4–9.14) show the demand proportions by educational level and the trends in percentage distributions illustrate the changes in educational trajectories of students, and, therefore, indirectly allows to notice the changes in their preferences and priorities.

Below you shall find basic technical notes concerning the interpretation of statistical indicators from Chapter 9.

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

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

- **Secondary vocational education – programmes for skilled workers and employees:** the data concerning education of students at vocational educational institutions of the Russian Federal Penitentiary Service are excluded from the calculation; since 2010, the fee-paying students are included (the corresponding statistical monitoring was not previously conducted).
- **Higher education – bachelor’s, specialist’s and master’s programmes:** up to 2012, the number of graduates includes individuals who graduated with a diploma of incomplete higher education.
- **Higher education – highly-qualified personnel training programmes:**
 - include doctoral programmes for researchers formation;
 - show with graduates indicators – the current number and those who defended their dissertations (the second one – in parentheses), however, the number of defences of dissertations of dissertations by candidates are excluded.



10. International Comparisons

10.1. EDUCATIONAL ATTAINMENT OF THE ADULT POPULATION IN RUSSIA AND OECD COUNTRIES: 2016*

(aged 25–64; as a percentage population in each age group)

	Total	Educational attainment			
		basic general education and below (ISCED 0, 1 and 2)	secondary general and secondary vocational education – programmes for skilled workers and employees	secondary vocational education – programmes for mid-career professionals	higher education (ISCED 6, 7 and 8)
	(1)	(2)	(3)	(4)	(5)
Russia	100	5.8	26.8	34.5	30.2
Australia	100	20.1	36.2	11.7	32.1
Austria	100	15.5	53.1	15.6	15.8
Belgium	100	24.9	37.6	0.4	37.1
Canada	100	9.4	34.3	25.7	30.6
Chile	100	35.1	42.4	7.9	14.6
Czech Republic	100	6.6	70.5	0.2	22.8
Denmark	100	19.3	42.6	4.8	33.3
Estonia	100	11.1	50.1	6.8	31.9
Finland	100	12.1	44.3	12.1	31.5
France	100	21.9	43.5	14.3	20.2
Germany	100	13.5	58.2	0.6	27.7
Greece	100	28.3	41.4	1.7	28.5
Hungary	100	16.6	59.6	1.3	22.4
Iceland	100	22.0	37.5	2.8	37.7
Ireland	100	20.2	37.0	13.0	29.8
Israel	100	13.2	36.9	14.4	35.5
Italy	100	39.9	42.4	0.0	17.7
Japan	100	n(3)	49.5***	21.1***	29.4
Latvia	100	11.3	55.3	2.7	30.7

(continued)

	Total	Educational attainment			
		basic general education and below (ISCED 0, 1 and 2)	secondary general and secondary vocational education – programmes for skilled workers and employees	secondary vocational education – programmes for mid-career professionals	higher education (ISCED 6, 7 and 8)
	(1)	(2)	(3)	(4)	(5)
Luxembourg	100	21.2	36.0	4.6	38.3
Mexico	100	63.4	19.8	0.5	16.3
Netherlands	100	22.9	41.1	2.3	33.7
New Zealand	100	23.4	40.3	4.0	32.2
Norway	100	17.8	39.2	11.9	31.1
Poland	100	8.7	62.6	0.1	28.6
Portugal	100	53.1	23.1	–	23.8
Republic of Korea	100	13.1	40.0	13.2	33.7
Slovakia	100	8.3	69.8	0.2	21.8
Slovenia	100	12.7	56.6	7.3	23.4
Spain	100	41.7	22.6	10.9	24.8
Sweden	100	17.3	41.6	9.9	31.2
Switzerland	100	12.6	46.2	n(5)**	41.2
Turkey	100	61.5	19.2	5.5	13.9
United Kingdom	100	19.3	34.8	10.7	35.0
United States	100	9.9	44.5	10.7	35.0

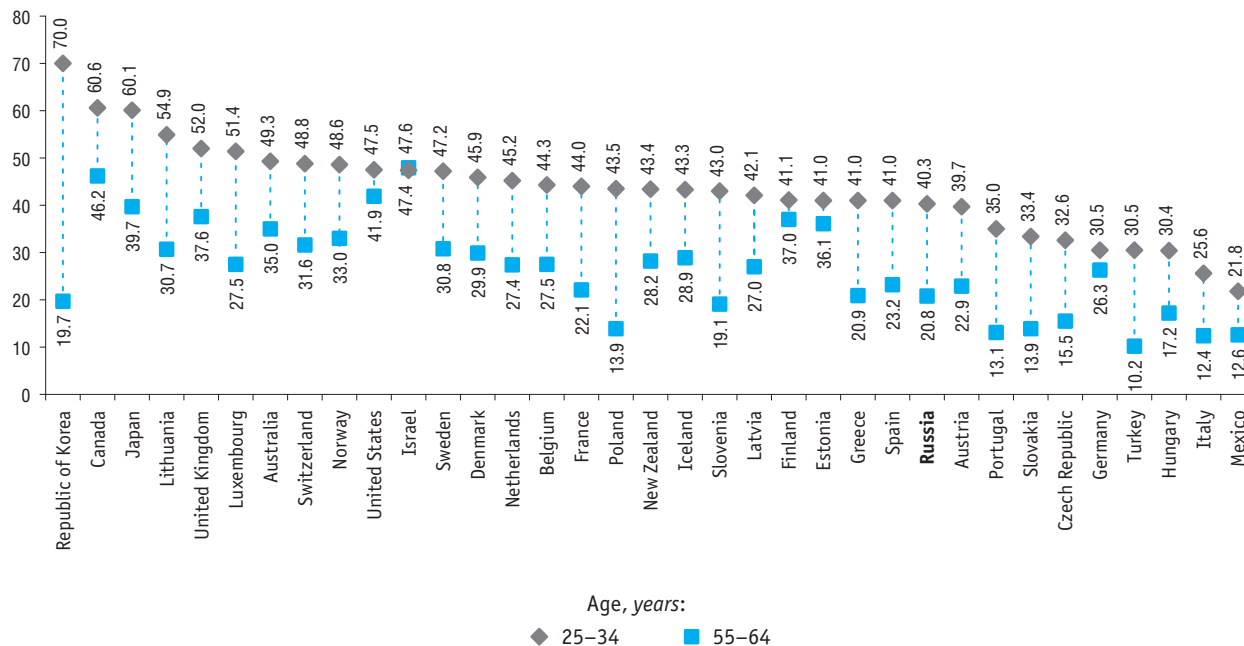
* The data for foreign countries refer to 2016 or the previous or following years for which the data are available; for Russia – according to the 2015 microcensus.

** Here and below – the ‘n’ symbol in a field means that the data from this field are posted in another field, which number is indicated in parentheses after ‘n’.

*** Number of individuals with educational attainment of ISCED 4 are excluded from column 3 and included in column 4.

10.2. ADULT POPULATION IN RUSSIA AND OECD COUNTRIES HAVING ATTAINED HIGHER EDUCATION (ISCED 6, 7 AND 8) BY AGE: 2016*

(as a percentage of population in each age group)



* The data for foreign countries refer to 2016 or the previous or following years for which the data are available (including ISCED 5); for Russia – according to the 2015 microcensus.

10.3. EMPLOYMENT AND UNEMPLOYMENT IN RUSSIA AND OECD COUNTRIES BY EDUCATIONAL ATTAINMENT: 2016*

(aged 25–64; percentage)

	Employment rate by educational attainment (employed population as a percentage of the total population with the respective educational attainment)			Unemployment rate by educational attainment (unemployed population as a percentage of the labour force with the respective educational attainment)		
	Basic general education and below (ISCED 0, 1 and 2)	Secondary general and secondary vocational education – programmes for skilled workers and employees (ISCED 3 and 4)	Secondary vocational education – programmes for mid-career professionals, higher education (ISCED 5, 6, 7 and 8)	Basic general education and below (ISCED 0, 1 and 2)	Secondary general and secondary vocational education – programmes for skilled workers and employees (ISCED 3 and 4)	Secondary vocational education – programmes for mid-career professionals, higher education (ISCED 5, 6, 7 and 8)
Russia**	51.3	72.7	82.5	12.4	6.2	3.2
Australia	58.1	78.2	83.5	7.5	4.5	3.2
Austria	53.9	75.9	86.2	11.7	5.2	3.4
Belgium	46.4	73.0	85.2	14.5	7.0	3.7
Canada	54.6	73.6	81.8	10.9	7.0	4.9
Chile	62.2	71.8	84.4	5.8	6.4	5.0
Czech Republic	45.1	80.7	85.6	19.2	3.2	1.8
Denmark	63.5	81.1	85.9	6.6	4.4	4.9
Estonia	61.4	76.9	84.9	11.5	7.6	3.7
Finland	53.7	73.2	83.1	11.7	8.1	5.9
France	51.3	72.9	85.0	15.9	9.0	5.1
Germany	59.4	81.0	88.3	10.0	3.7	2.2
Greece	48.5	58.1	70.4	26.2	24.2	17.2
Hungary	51.7	76.1	85.0	11.8	4.2	1.7
Iceland	78.8	88.4	93.6	2.8	3.0	1.7
Ireland	48.8	68.9	82.1	15.9	9.9	5.1
Israel	48.1	72.7	87.0	7.1	4.9	3.2
Italy	51.2	70.6	79.7	14.3	8.8	6.6
Japan	83.3	2.5

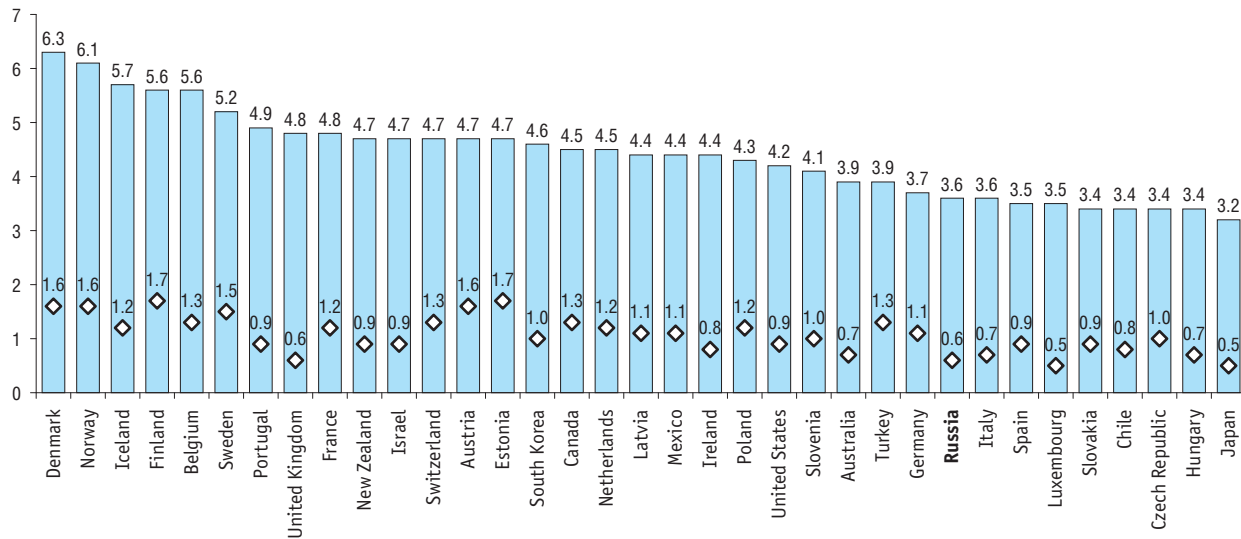
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	Employment rate by educational attainment (employed population as a percentage of the total population with the respective educational attainment)			Unemployment rate by educational attainment (unemployed population as a percentage of the labour force with the respective educational attainment)		
	Basic general education and below (ISCED 0, 1 and 2)	Secondary general and secondary vocational education – programmes for skilled workers and employees (ISCED 3 and 4)	Secondary vocational education – programmes for mid-career professionals, higher education (ISCED 5, 6, 7 and 8)	Basic general education and below (ISCED 0, 1 and 2)	Secondary general and secondary vocational education – programmes for skilled workers and employees (ISCED 3 and 4)	Secondary vocational education – programmes for mid-career professionals, higher education (ISCED 5, 6, 7 and 8)
Latvia	58.8	71.2	87.2	18.1	11.3	4.0
Luxembourg	59.6	70.5	85.7	6.9	5.7	3.8
Mexico	64.8	70.5	79.8	2.6	3.8	4.4
Netherlands	60.7	79.4	88.4	7.6	5.7	3.4
New Zealand	71.7	82.1	87.3	5.4	3.9	2.6
Norway	61.7	80.2	88.8	7.5	3.4	3.0
Poland	40.7	68.4	87.5	12.8	5.8	3.0
Portugal	65.5	79.4	85.1	11.6	10.5	7.4
Republic of Korea	65.5	72.5	77.3	2.8	3.4	3.3
Slovakia	37.7	74.3	81.3	29.0	8.3	5.1
Slovenia	46.1	71.0	85.2	14.0	7.6	6.0
Spain	53.9	69.2	79.8	26.1	17.0	10.9
Sweden	65.9	85.3	89.6	13.2	4.3	3.8
Switzerland	67.6	81.9	88.5	9.9	4.4	3.3
Turkey	51.4	61.9	75.0	9.3	10.1	9.4
United Kingdom	61.6	80.3	84.8	6.3	3.5	2.6
United States	56.6	68.8	81.6	8.1	5.7	2.7

* The data for foreign countries refer to 2016 or the previous or following years for which the data are available.

** The information is given according to the results of national labour force surveys.

10.4. PUBLIC EXPENDITURE ON EDUCATION IN RUSSIA AND OECD COUNTRIES AS A PERCENTAGE OF GDP: 2016*



Expenditure on education:

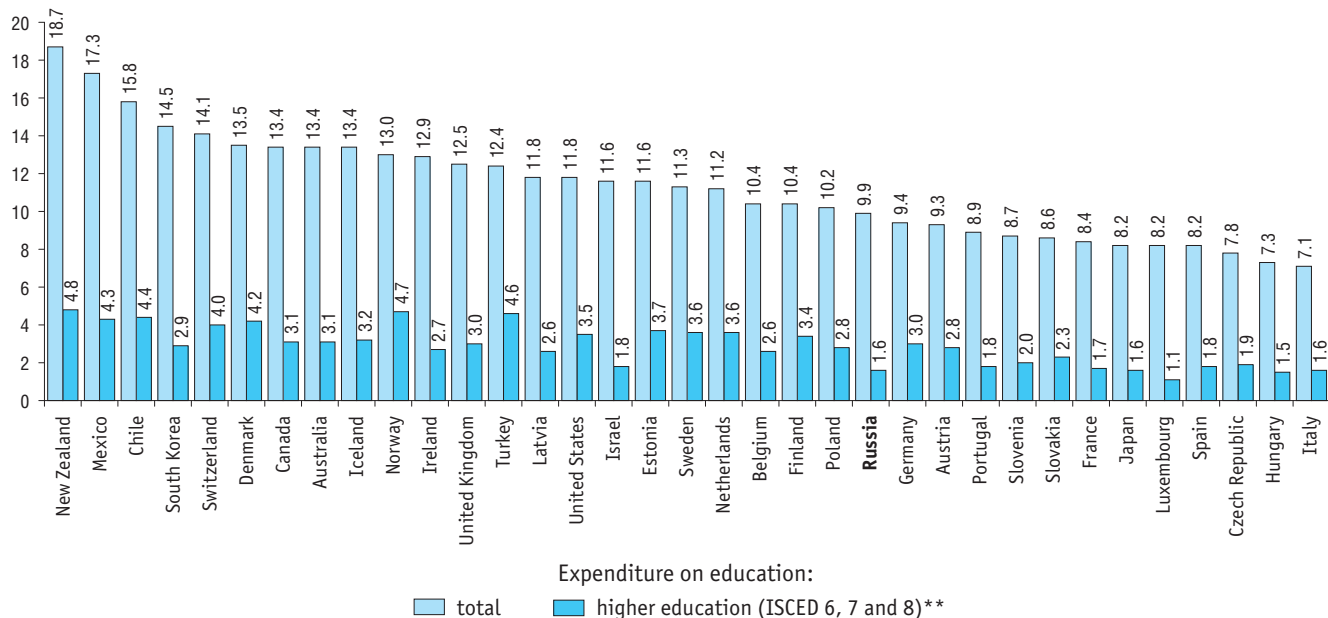
■ total

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

* The data for foreign countries refer to 2014 or the previous or following years for which the data are available, excluding the expenditure on preschool education and the expenditure that was not allocated to programmes; including state subsidies to households at the expense of educational institutions' funds and the direct expenditure on educational institutions financed from abroad (for Australia, Chile, and the Republic of Korea – excluding funds from abroad). The data for Russia include the expenditure from the consolidated budget and state extra-budgetary funds.

** The data for foreign countries include the expenditure on ISCED 5 (excluding Portugal, Slovakia, Finland, and Estonia). The data for Japan and Portugal partly include the expenditure on ISCED 4.

10.5. PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF THE TOTAL PUBLIC EXPENDITURE IN RUSSIA AND OECD COUNTRIES: 2015*



* The data for foreign countries refer to 2014 or the previous or following years for which the data are available, excluding the expenditure on preschool education (excluding Canada) and the expenditure that was not allocated to programmes (excluding the expenditure on research and development in higher education); including state subsidies / payments allocated to both private sector outside the educational system, but pertaining to educational institutions, and those that are given to households to cover the accommodation expenses and that are not used at educational institutions; the data for Russia include the expenditure from the consolidated budget and state extra-budgetary funds.

** The data for foreign countries include expenditure on R&D. The data for the United Kingdom, Denmark, Ireland, Mexico, the United States, Turkey, Switzerland include expenditure on ISCED 5, the data for Portugal and Japan partly include expenditure on ISCED 4.

10.6. PARTICIPATION IN EDUCATION OF POPULATION AGED 5–29 IN RUSSIA AND OECD COUNTRIES: 2016*
(percentage)

	Participation in education of the population by age, years			
	5–14	15–19	20–24	25–29
Russia**	97.6	87.4	35.4	6.7
Australia	100	92.1	58.9	30.8
Austria	98.5	79.8	34.3	18.2
Belgium	98.0	91.7	45.7	14.3
Canada***	100	72.2	33.9	10.7
Chile	97.7	80.2	42.7	16.1
Czech Republic	97.7	90.7	42.3	10.3
Denmark	99.3	86.9	57.2	32.8
Estonia	96.0	89.2	41.7	17.0
Finland	96.5	86.8	51.7	31.0
France	99.1	85.2	35.8	6.8
Germany	98.9	88.4	49.3	20.8
Greece	...	...	...	...
Hungary	95.9	85.0	37.0	10.2
Iceland	98.7	87.7	48.4	27.0
Ireland	100	97.2	52.1	12.1
Israel	97.5	66.1	22.0	21.4
Italy	97.8	83.9	33.8	10.6
Japan	100
Latvia	97.6	91.9	43.1	14.2

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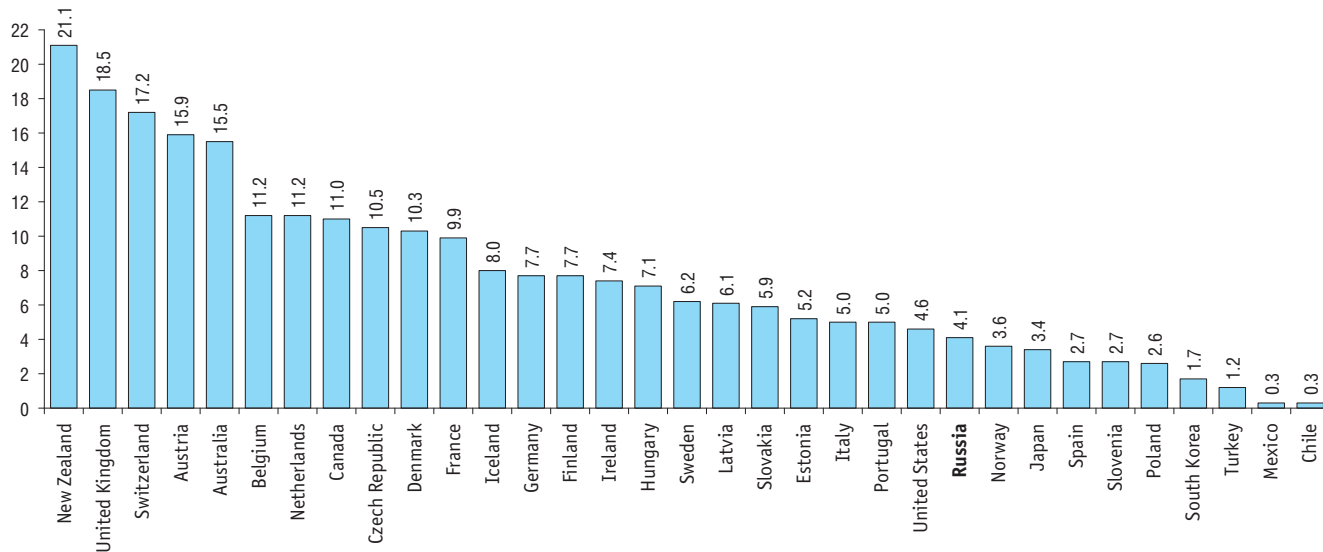
	Participation in education of the population by age, years			
	5–14	15–19	20–24	25–29
Luxembourg	97.0	76.0	20.5	6.6
Mexico	100	57.3	22.5	6.7
Netherlands	100	93.6	53.4	17.6
New Zealand	98.7	81.8	39.2	17.7
Norway	99.3	86.6	44.3	17.8
Poland	95.3	92.9	51.1	10.4
Portugal	98.9	89.1	37.4	9.9
South Korea	98.4	86.4	50.8	9.6
Slovakia	93.4	84.5	34.1	7.2
Slovenia	97.4	94.1	55.3	12.8
Spain	97.1	87.1	49.1	16.1
Sweden	98.5	86.3	41.9	27.5
Switzerland	99.8	85.7	38.7	16.4
Turkey	95.8	69.7	49.9	25.7
United Kingdom	98.4	84.3	32.0	10.0
United States	98.0	81.5	34.6	14.9

* The data for foreign countries refer to 2015 or the previous or following years for which the data are available. The discrepancy between the data concerning the number of population and the number of students can give erroneously high or low results (e.g. if the majority of the population studies abroad; if there is a discrepancy in time properties underlying indices, used in the calculation, etc.). For countries, where the index exceeds 100%, the value given is 100.

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

*** Excluding ISCED 4 programmes.

10.7. INTERNATIONAL STUDENTS AND POSTGRADUATE STUDENTS AS A PERCENTAGE OF THE TOTAL ENROLMENT IN RUSSIA AND OECD COUNTRIES: SECONDARY VOCATIONAL EDUCATION – PROGRAMMES FOR MID-CAREER PROFESSIONALS AND HIGHER EDUCATION (ISCED 5, 6, 7 AND 8): 2016*



* The data for foreign countries refer to 2015 or the previous or following years for which the data are available; for Spain and Italy – excluding ISCED 8 programmes.

10.8. FEMALE TEACHERS AS A PERCENTAGE OF THE TOTAL NUMBER OF TEACHERS IN RUSSIA AND OECD COUNTRIES: 2016*

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary general education (ISCED 3)**	Secondary vocational education – programmes for mid-career professionals, higher education (ISCED 5, 6, 7 and 8)
	(1)	(2)	(3)	(4)
Russia	95.7	n(3)	80.7	63.0
Australia	...	...	...	44.9***
Austria	91.6	72.3	63.2	42.7
Belgium	81.8	63.5	62.9	48.6
Canada	74.4*****	n(1)	74.4	49.4
Chile	81.3	68.4	57.6	...
Czech Republic	94.0	77.6	59.4	40.1
Denmark	...	...	...	...
Estonia	91.1	82.4	77.1	48.9
Finland	79.8	72.8	69.9	51.1
France	82.1	64.5	55.3	37.9*****
Germany	86.8	66.2	55.6	38.2
Greece	70.0	65.9	54.9	...
Hungary	96.8	77.0	67.7	42.1
Iceland	81.9	81.9	...	...
Ireland	87.0	n(3)	71.0	44.0
Israel	85.3	78.8	70.0	...
Italy	95.9	77.6	71.5	37.3
Japan	64.8	42.4	30.0*****	26.8*****
Latvia	92.8	84.5	84.1	55.7
Luxembourg	75.8	58.0	53.7	37.8
Mexico	67.7	52.7	47.0	...
Netherlands	86.2	52.1	52.1	44.4

(continued)

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary general education (ISCED 3)**	Secondary vocational education – programmes for mid-career professionals, higher education (ISCED 5, 6, 7 and 8)
	(1)	(2)	(3)	(4)
New Zealand	83.8	66.1	60.7	48.8
Norway	75.0	75.0	52.7	45.5
Poland	85.4	73.7	69.9	44.4
Portugal	80.1	74.7	65.4*****	44.4*****
Slovakia	89.7	76.4	73.9	45.4
Slovenia	97.2	79.4	70.2	41.1
South Korea	78.4	69.7	52.1	35.0
Spain	76.2	59.5	56.7	42.5
Sweden	77.1	77.0	53.1	44.3
Switzerland	81.8	54.0	46.1	34.3
Turkey	...	...	...	43.1
United Kingdom	84.5****	64.2	n(2)	44.4
United States	87.1	66.8	57.0	49.1*****

* The data for foreign countries refer to 2015; the data for Ireland – only for state institutions, the data for Israel – including state institutions concerning ISCED 3. For Russia, the data refer to the number of teaching personnel at educational institutions implementing primary general, basic general, and secondary general education (ISCED 1, 2 and 3), the number of teaching personnel at educational institutions implementing secondary vocational education programmes – programmes for mid-career professionals, and the number of teaching personnel at educational institutions implementing higher education programmes – bachelor's, specialist's, and master's degree programmes (ISCED 5, 6 and 7).

** For foreign countries – general ISCED 3 programmes; for Israel, Canada, Mexico, Portugal, the United States, Sweden, and Japan – all programmes (general and vocational).

*** Excluding ISCED 5 programmes.

**** Including ISCED 0 programmes.

***** Including ISCED 4 programmes.

10.9. ENROLMENT PER MEMBER OF TEACHING PERSONNEL (TEACHER) IN RUSSIA AND OECD COUNTRIES: 2016*
(*headcount*)

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary general education (ISCED 3)**	Secondary vocational education – programmes for mid-career professionals, higher education (ISCED 5, 6, 7 and 8)
	(1)	(2)	(3)	(4)
Russia	n(3)	n(3)	14	13
Australia	15	n(3)	12	15***
Austria	12	9	10	14
Belgium	13	10	10	23
Canada	17****	n(1)	13	...
Chile	21	22	23	...
Czech Republic	19	12	11	23
Denmark	...	...	...	...
Estonia	13	10	14	14
Finland	14	9	14	15
France	19	15	9	19*****
Germany	15	13	13	12
Greece	...	...	...	...
Hungary	11	11	11	15
Iceland	11	10	...	...
Ireland	16	n(3)	14	20
Israel	15	12	11	...
Italy	12	12	13	20
Japan	17	14	12*****	...
Latvia	12	8	8	19
Luxembourg	11	11	8	8
Mexico	27	34	20	15
Netherlands	17	16	16	15

(continued)

	Primary general education (ISCED 1)	Basic general education (ISCED 2)	Secondary general education (ISCED 3)**	Secondary vocational education – programmes for mid-career professionals, higher education (ISCED 5, 6, 7 and 8)
	(1)	(2)	(3)	(4)
New Zealand	16	16	12	17
Norway	10	10	11	10
Poland	11	10	12	15
Portugal	14	10	10****	14*****
Slovakia	17	12	14	13
Slovenia	16	8	12	17
South Korea	17	16	15	...
Spain	14	12	12	13
Sweden	13	12	14	10
Switzerland	16	12	11	...
Turkey	18	17	14	22
United Kingdom	18	14	n(2)	16
United States	15	15	15	14*****

* The data for foreign countries refer to 2015 in full-time equivalent; the data for Ireland – only for state institutions, the data for Israel – including state institutions concerning ISCED 3, for Switzerland – concerning ISCED 1, 2 and 3; the data for France – including state institutions and state-dependent private institutions. For Russia, the data refer to the number of teaching personnel at educational institutions implementing programmes of primary general, basic general, secondary general education (ISCED 1, 2 and 3), the number of teaching personnel at educational institutions implementing secondary vocational education programmes – programmes for mid-career professionals, and the number of teaching personnel at educational institutions implementing higher education programmes – bachelor's, specialist's, and master's degree programmes (ISCED 5, 6 and 7).

** For foreign countries – general ISCED 3 programmes; for Israel, Canada, Mexico, Portugal, the United States, Sweden, and Japan – all programmes (general and vocational).

*** Excluding ISCED 5 programmes.

**** Including ISCED 0 programmes.

***** Including ISCED 4 programmes.

10.10. AVERAGE CLASS SIZE IN RUSSIA AND OECD COUNTRIES: 2015*
(*headcount*)

	Primary general education (ISCED 1)			Basic general education (ISCED 2)		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Russia	20	20	13	19	19	12
Australia	24	23	25	23	22	24
Austria	18	18	19	21	21	21
Belgium (Flemish)	20	19	21	...	...	...
Canada	...	...	...	...	...	...
Chile	30	28	31	31	29	31
Czech Republic	21	21	15	22	22	19
Denmark	...	22	...	...	21	...
Estonia	19	19	15	18	18	15
Finland	19	19	17	20	20	20
France	23	23	23	25	25	26
Germany	21	21	21	24	24	24
Greece	17	17	20	21	21	23
Hungary	21	21	21	21	21	21
Iceland	19	19	15	20	21	13
Ireland	...	25	...	...	...	...
Israel	27	28	24	28	29	24
Italy	19	19	19	21	21	21
Japan	27	27	29	32	32	33
Latvia	16	16	9	15	15	12
Luxembourg	16	15	20	19	19	19
Mexico	22	22	20	28	28	24

(continued)

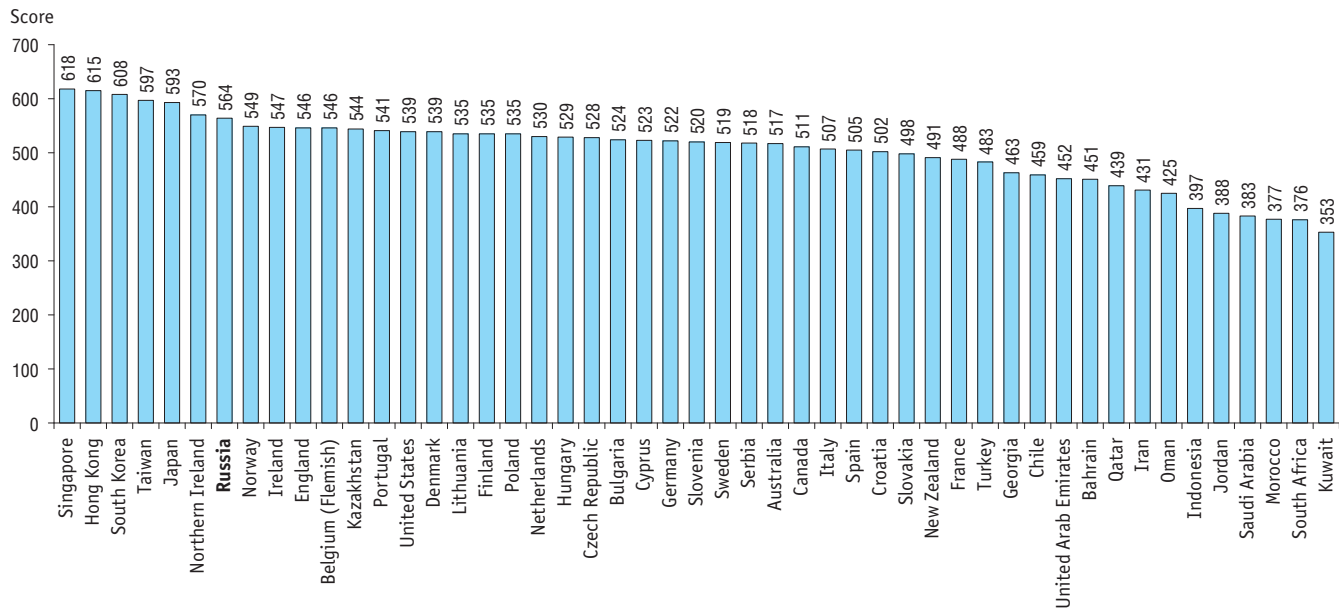
	Primary general education (ISCED 1)			Basic general education (ISCED 2)		
	Total	State and municipal institutions	Private institutions	Total	State and municipal institutions	Private institutions
Netherlands	...	23**	...	...	...	...
New Zealand	...	...	...	...	...	...
Norway	...	...	...	...	...	...
Poland	19	19	12	22	23	17
Portugal	21	21	21	23	22	24
Slovakia	18	18	17	19	19	18
Slovenia	19	19	20	20	20	21
South Korea	23	23	28	30	30	29
Spain	22	21	25	26	25	26
Sweden	19	19	17	21	21	22
Switzerland	...	19	...	...	19	...
Turkey	23	24	11	34	35	20
United Kingdom	26	27	...	19	20	...
United States	21	22	18	27	28	20

* The data for foreign countries refer to 2015. For Russia – the data refer to the beginning of the 2016/2017 academic year without separate institutions or classes for students with mental deficiency (mental development disorders).

** Including ISCED level 0 programmes.

10.11. MATHEMATICS ACHIEVEMENT OF 4th GRADE STUDENTS BY COUNTRY: 2015*

(average scale score according to the international 1000-score scale)



* Here and below – according to the results of an international assessments of the mathematics and science knowledge of students around the world – TIMSS (Trends in Mathematics and Science Study); data source: IEA's TIMSS & PIRLS International Study Center (<https://timssandpirls.bc.edu>).

10.12. TRENDS AND DIFFERENCES IN MATHEMATICS ACHIEVEMENT OF 4th GRADE STUDENTS BY COUNTRY

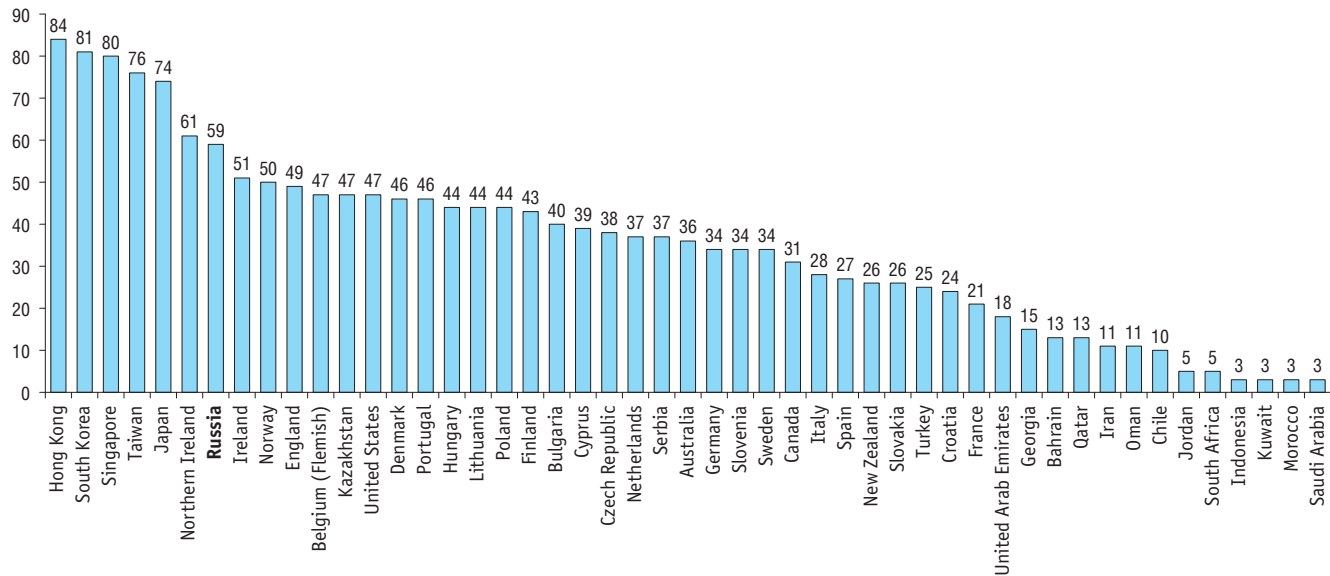
(average scale score according to the international 1000-score scale)

	2003	2007	2011	2015
Russia	532	544	542	564
Australia	499	516	516	517
Bahrain	...	...	436	451
Belgium (Flemish)	551	...	549	546
Chile	...	...	462	459
Croatia	...	...	490	502
Cyprus	510	...	...	523
Czech Republic	...	486	511	528
Denmark	...	523	537	539
England	531	541	542	546
Finland	...	...	545	535
Georgia	...	438	450	463
Germany	...	525	528	522
Hong Kong	575	607	602	615
Hungary	529	510	515	529
Iran	389	402	431	431
Ireland	...	...	527	547
Italy	503	507	508	507
Japan	565	568	585	593
Kazakhstan	...	...	501	544

(continued)

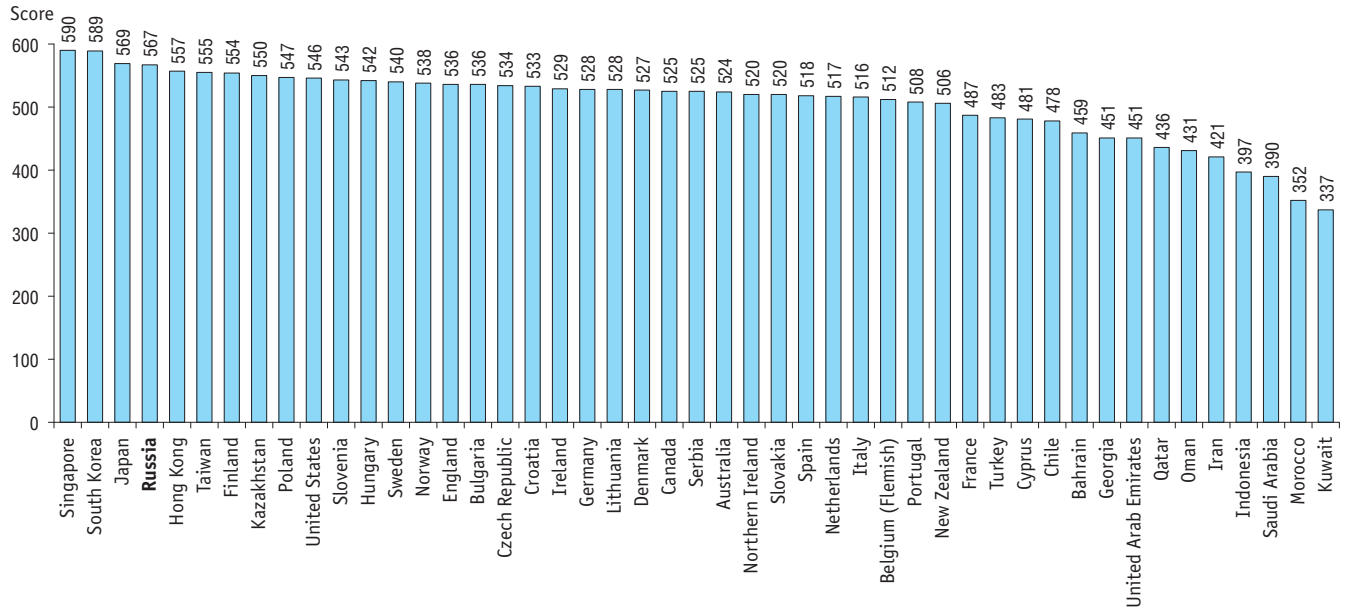
	2003	2007	2011	2015
Morocco	...	...	335	377
Netherlands	540	535	540	530
New Zealand	493	492	486	491
Northern Ireland	...	...	562	570
Oman	...	...	385	425
Portugal	...	...	532	541
Qatar	...	...	413	439
Republic of Korea	...	...	605	608
Saudi Arabia	...	...	410	383
Serbia	...	...	516	518
Singapore	594	599	606	618
Slovakia	...	496	507	498
Slovenia	479	502	513	520
Spain	...	...	482	505
Sweden	...	503	504	519
Taiwan	564	576	591	597
Turkey	...	...	469	483
United Arab Emirates	...	...	434	452
United States	518	529	541	539

10.13. 4th GRADE STUDENTS REACHING THE HIGH AND ADVANCED BENCHMARK OF MATHEMATICS ACHIEVEMENT AS A PERCENTAGE OF THEIR TOTAL NUMBER BY COUNTRY: 2015



10.14. SCIENCE ACHIEVEMENT OF 4th GRADE STUDENTS BY COUNTRY: 2015

(average scale score according to the international 1000-score scale)



10.15. TRENDS AND DIFFERENCES IN SCIENCE ACHIEVEMENT OF 4th GRADE STUDENTS BY COUNTRY

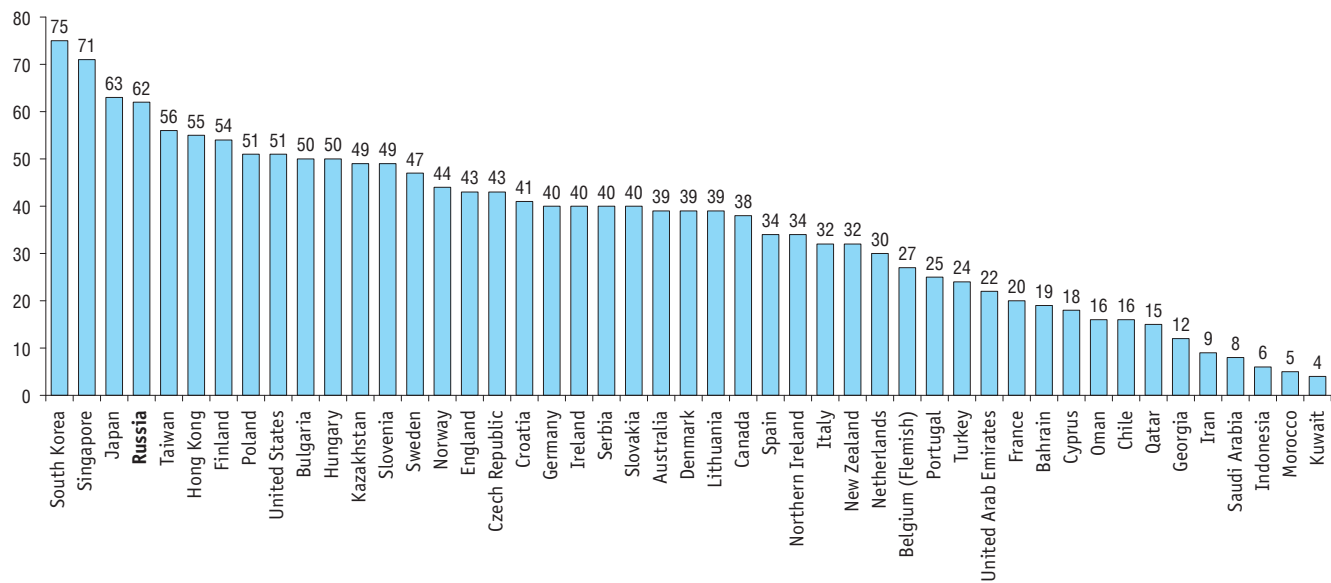
(average scale score according to the international 1000-score scale)

	2003	2007	2011	2015
Russia	526	546	552	567
Australia	521	527	516	524
Bahrain	...	...	449	459
Belgium (Flemish)	518	...	509	512
Chile	...	...	480	478
Croatia	...	...	516	533
Cyprus	480	...	...	481
Czech Republic	...	515	536	534
Denmark	...	517	528	527
England	540	542	529	536
Finland	...	...	570	554
Georgia	...	418	455	451
Germany	...	528	528	528
Hong Kong	542	554	535	557
Hungary	530	536	534	542
Iran	414	436	453	421
Ireland	516	529
Italy	516	535	524	516
Japan	543	548	559	569
Kazakhstan	495	550

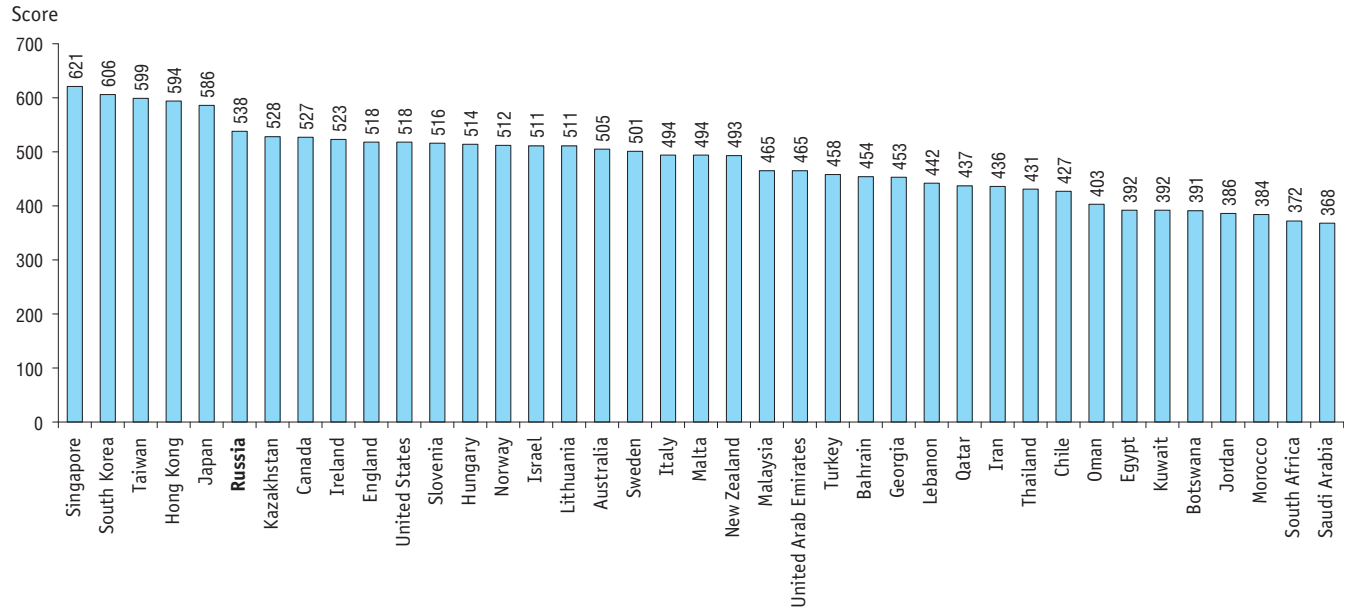
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	2003	2007	2011	2015
Morocco	264	352
Netherlands	525	523	531	517
New Zealand	520	504	497	506
Northern Ireland	...	...	517	520
Oman	...	...	377	431
Portugal	...	...	522	508
Qatar	...	...	394	436
Saudi Arabia	...	...	429	390
Serbia	...	...	516	525
Singapore	565	587	583	590
Slovakia	...	526	532	520
Slovenia	490	518	520	543
South Korea	...	...	587	589
Spain	...	...	505	518
Sweden	...	525	533	540
Taiwan	551	557	552	555
Turkey	...	...	463	483
United Arab Emirates	...	...	428	451
United States	536	539	544	546

10.16. 4th GRADE STUDENTS REACHING THE HIGH AND ADVANCED BENCHMARK OF SCIENCE ACHIEVEMENT AS A PERCENTAGE OF THEIR TOTAL NUMBER BY COUNTRY: 2015



10.17. MATHEMATICS ACHIEVEMENT OF 8th GRADE STUDENTS BY COUNTRY: 2015
(average scale score according to the international 1000-score scale)



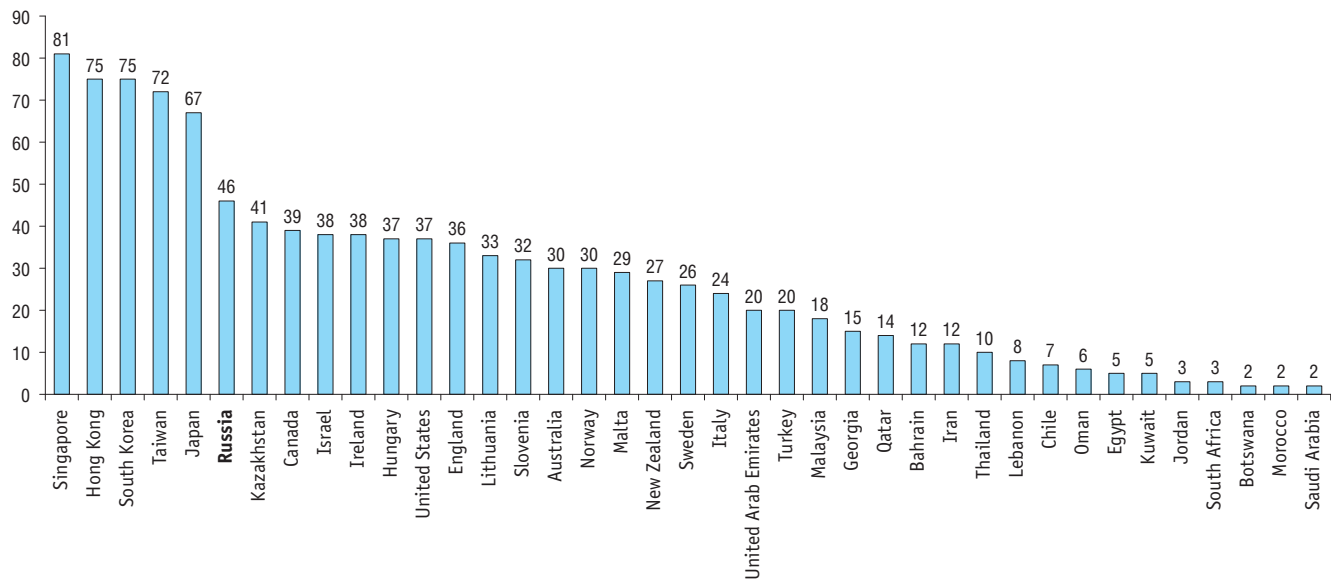
10.18. TRENDS AND DIFFERENCES IN MATHEMATICS ACHIEVEMENT OF 8th GRADE STUDENTS BY COUNTRY
(average scale score according to the international 1000-score scale)

	2003	2007	2011	2015
Russia	508	512	539	538
Australia	505	496	505	505
Bahrain	401	398	409	454
Botswana	...	...	397	391
Chile	387	...	416	427
Egypt	406	391	...	392
England	498	513	507	518
Georgia	...	410	431	453
Hong Kong	586	572	586	594
Hungary	529	517	505	514
Iran	411	403	415	436
Israel	...	...	516	511
Italy	484	480	498	494
Japan	570	570	570	586
Jordan	424	427	406	386
Lebanon	433	449	449	442
Malaysia	508	474	440	465
Malta	...	488	...	494
Morocco	...	...	371	384

(continued)

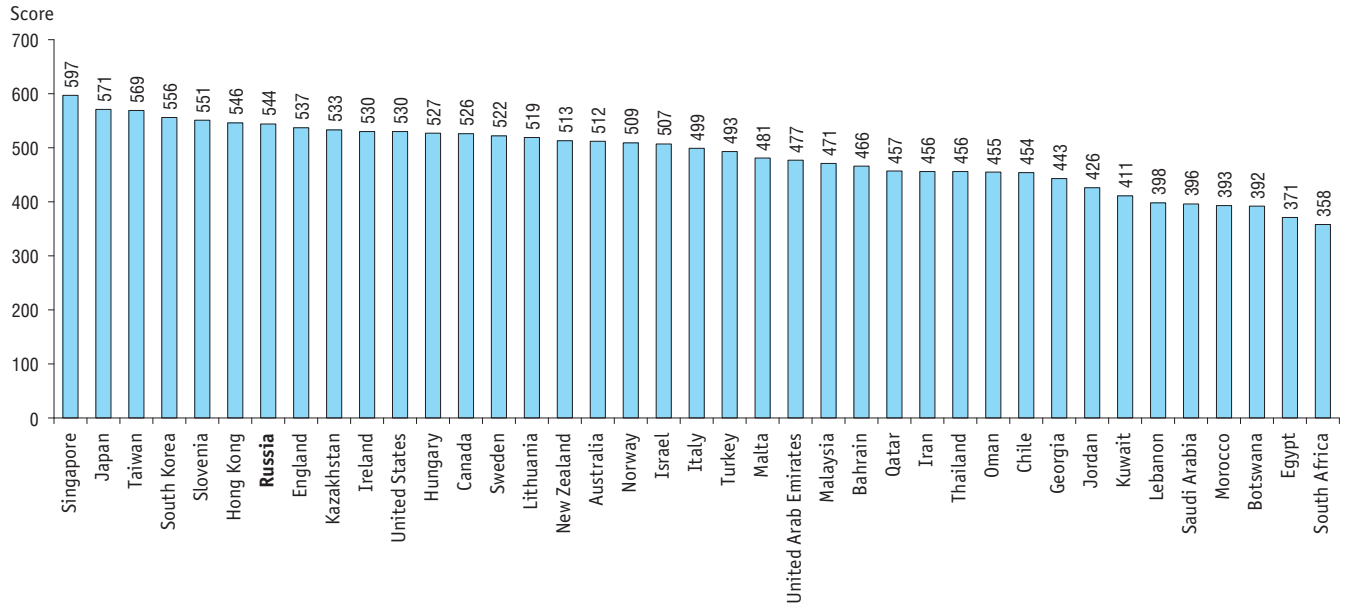
	2003	2007	2011	2015
New Zealand	494	...	488	493
Oman	...	372	366	403
Qatar	...	...	410	437
Saudi Arabia	...	...	394	368
Singapore	605	593	611	621
Slovenia	493	501	505	516
South Africa	...	...	352	372
South Korea	589	597	613	606
Sweden	499	491	484	501
Taiwan	585	598	609	599
Thailand	...	441	427	431
Turkey	...	...	452	458
United Arab Emirates	...	...	456	465
United States	504	508	509	518

10.19. 8th GRADE STUDENTS REACHING THE HIGH AND ADVANCED BENCHMARK OF MATHEMATICS ACHIEVEMENT AS A PERCENTAGE OF THEIR TOTAL NUMBER BY COUNTRY: 2015



10.20. SCIENCE ACHIEVEMENT OF 8th GRADE STUDENTS BY COUNTRY: 2015

(average scale score according to the international 1000-score scale)



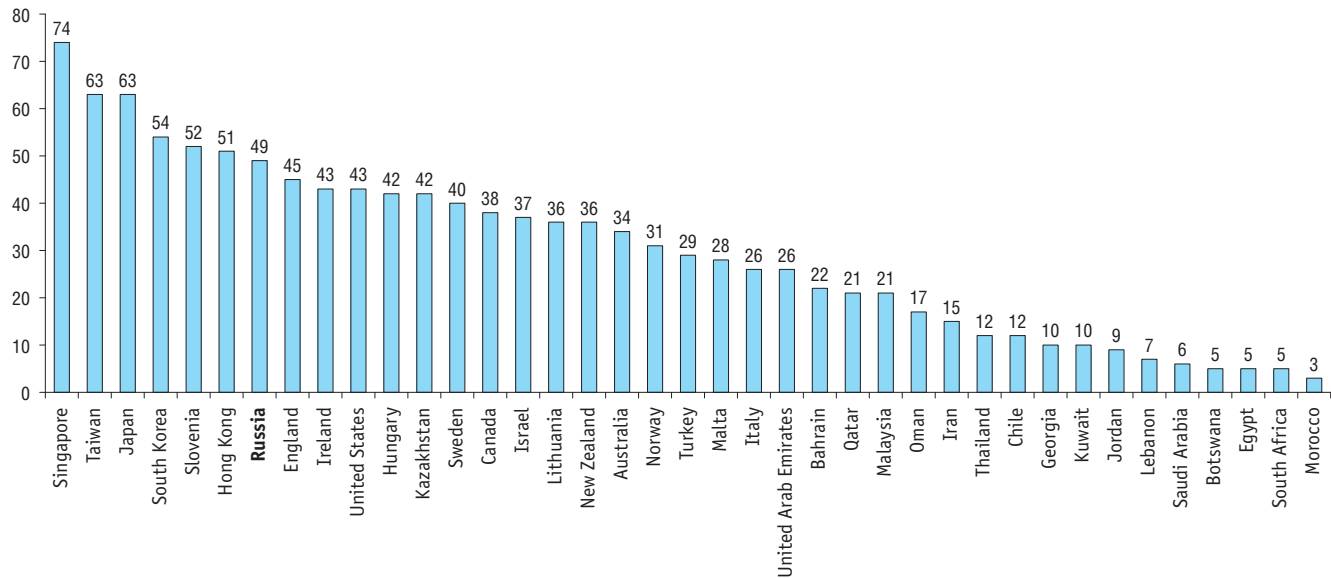
10.21. TRENDS AND DIFFERENCES IN SCIENCE ACHIEVEMENT OF 8th GRADE STUDENTS BY COUNTRY
(average scale score according to the international 1000-score scale)

	2003	2007	2011	2015
Russia	514	530	542	544
Australia	527	515	519	512
Bahrain	438	467	452	466
Botswana	...	...	404	392
Chile	413	...	461	454
Egypt	421	408	...	371
England	544	542	533	537
Georgia	...	421	420	443
Hong Kong	556	530	535	546
Hungary	543	539	522	527
Iran	453	459	474	456
Israel	...	...	516	507
Italy	491	495	501	499
Japan	552	554	558	571
Jordan	475	482	449	426
Kazakhstan	...	...	490	533
Lebanon	393	414	406	398
Malaysia	510	471	426	471
Malta	...	457	...	481
Morocco	...	...	376	393

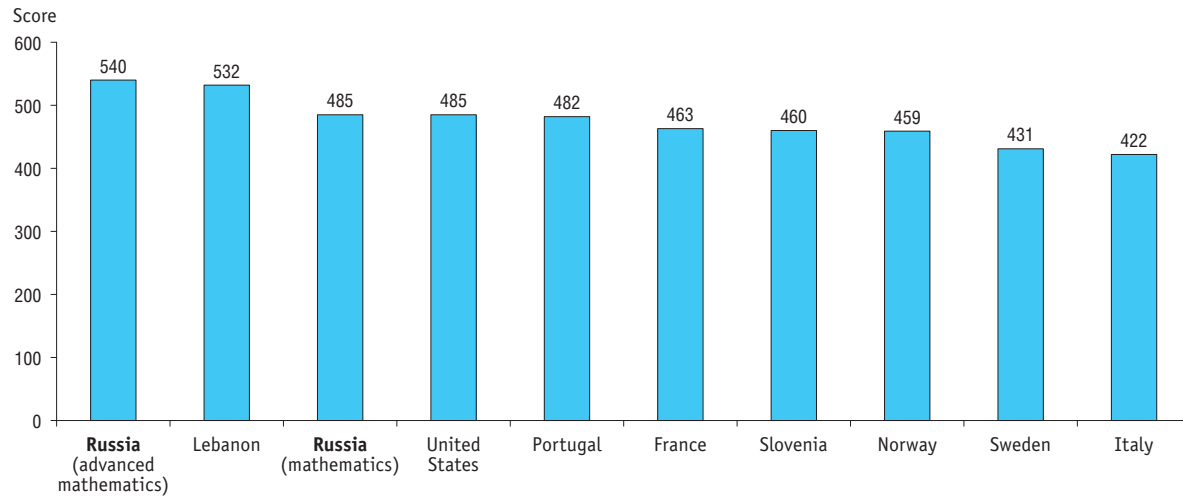
(continued)

	2003	2007	2011	2015
New Zealand	520	...	512	513
Oman	...	423	420	455
Qatar	...	...	419	457
Saudi Arabia	...	...	436	396
Singapore	578	567	590	597
Slovenia	520	538	543	551
South Africa	...	...	332	358
South Korea	558	553	560	556
Sweden	524	511	509	522
Taiwan	571	561	564	569
Thailand	...	471	451	456
Turkey	...	...	483	493
United Arab Emirates	...	...	465	477
United States	527	520	525	530

10.22. 8th GRADE STUDENTS REACHING THE HIGH AND ADVANCED BENCHMARK OF SCIENCE ACHIEVEMENT AS A PERCENTAGE OF THEIR TOTAL NUMBER BY COUNTRY: 2015

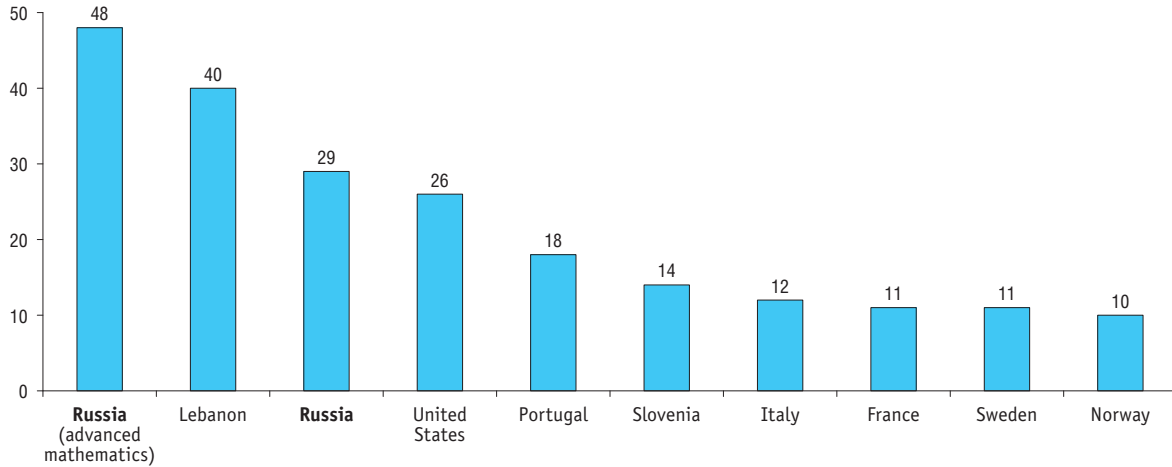


10.23. MATHEMATICS ACHIEVEMENT OF 11th GRADE STUDENTS BY COUNTRY: 2015
(average scale score according to the international 1000-score scale)



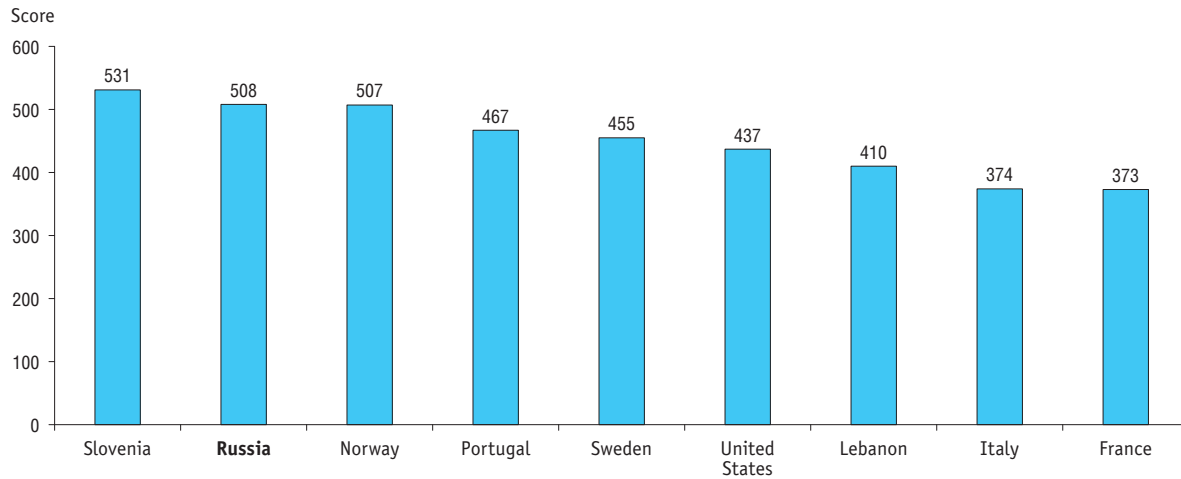
10.24. TRENDS AND DIFFERENCES IN MATHEMATICS ACHIEVEMENT OF 11th GRADE STUDENTS BY COUNTRY
(average scale score according to the international 1000-score scale)

	1995	2008	2015
Russia (advanced mathematics)	549	561	540
France	569	...	463
Italy	483	449	422
Lebanon	...	545	532
Norway	...	439	459
Slovenia	478	457	460
Sweden	502	412	431
United States	497	...	485

10.25. 11th GRADE STUDENTS REACHING THE HIGH AND ADVANCED BENCHMARK OF MATHEMATICS ACHIEVEMENT AS A PERCENTAGE OF THEIR TOTAL NUMBER BY COUNTRY: 2015

10.26. PHYSICS ACHIEVEMENT OF 11th GRADE STUDENTS BY COUNTRY: 2015

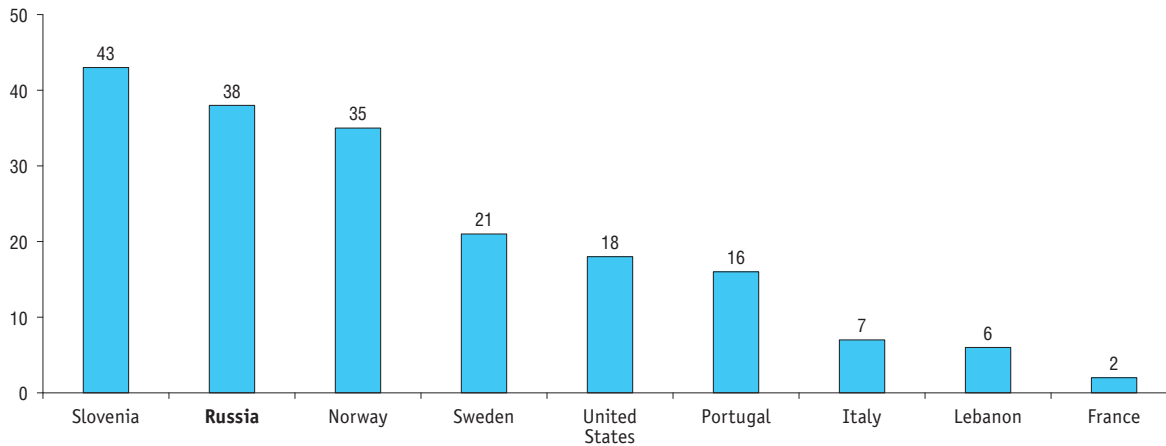
(average scale score according to the international 1000-score scale)



10.27. TRENDS AND DIFFERENCES IN PHYSICS ACHIEVEMENT OF 11th GRADE STUDENTS BY COUNTRY*(average scale score according to the international 1000-score scale)*

	1995	2008	2015
Russia	546	521	508
France	469	...	373
Italy	...	422	374
Lebanon	...	444	410
Norway	581	534	507
Slovenia	532	535	531
Sweden	578	497	455
United States	454	...	437

10.28. 11th GRADE STUDENTS REACHING THE HIGH AND ADVANCED BENCHMARK OF PHYSICS ACHIEVEMENT AS A PERCENTAGE OF THEIR TOTAL NUMBER BY COUNTRY: 2015



TECHNICAL NOTES

Sources of statistical data for foreign countries: Education at a Glance 2017. OECD Indicators (<http://www.oecd.org/education/education-at-a-glance-19991487.htm>); OECD Online Education Database (Organisation for Economic Co-operation and Development; <http://stats.oecd.org/>).

When education systems are compared across countries, the Russian education system is presented in accordance with the levels of education of the International Standard Classification of Education (ISCED 2011), used for generating comparable data on key indicators of education systems in different countries.

Russian education system as compared to the International standard classification of education

Level by ISCED-2011*	Equivalent in the Russian education system
<p>ISCED 0 – Early childhood education</p> <p>Programmes have an educational intent and are typically designed with a holistic approach in mind, in order to support early cognitive, physical, social, and emotional development of children and then introduce them to organised instruction outside the family. ISCED 0 programmes target children below the age of entry into ISCED 1.</p> <p>There are two categories of ISCED 0 programmes: early childhood educational development (ISCED 01) and preschool education (ISCED 02). The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is typically designed for children from the age of 3 and until they start ISCED 1.</p> <p>Programmes are usually school-based or otherwise institutionalised for a group of children. The duration of the programme must be at least 2 hours per day during 100 days a year</p>	<p>Preschool education – preschool education programmes (including, baby and child care without implementing educational programmes of preschool education)</p>

Level by ISCED-2011*	Equivalent in the Russian education system
<p>ISCED 1 – Primary education Programmes are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for ISCED 2. Education is conducted at a basic level of complexity with little, if any, specialisation. Age is typically the only legal entry requirement at this level (in most of the countries the typical or legal age of entry is usually between 5 and 7 years of age). This level usually lasts 6 years, although its duration can range between 4 and 7 years. Usually, only one teacher is responsible for the whole educational process</p>	<p>Primary general education</p>
<p>ISCED 2 – Lower secondary education Programmes are typically designed to build on the learning outcomes of the previous level. Usually, the goal is to lay the foundation for lifelong learning and personal development. As a rule, ISCED 2 programmes are organised around a more subject-oriented curriculum. This level requires the completion of ISCED 1 or the ability to study ISCED 2 content through a combination of prior education, as well as life experiences. ISCED 2 ends after 8–11 years of education since the beginning of ISCED 1 and typically lasts 9 years in total</p>	<p>Basic general education</p>

(continued)

Level by ISCED-2011*	Equivalent in the Russian education system
<p>ISCED 3 – Upper secondary education Programmes are typically designed to complete secondary education and prepare for tertiary education or provide skills relevant to employment, or both. ISCED 3 programmes may be either general or vocational. ISCED 3 usually lasts from 11 to 13 years since the beginning of ISCED 1. ISCED 3 requires the completion of lower secondary education (ISCED level 2) or the ability to study ISCED 3 content through a combination of prior education, as well as life experiences</p> <p>ISCED 4 – Post-secondary non-tertiary education Post-secondary non-tertiary education is designed to provide learning experiences building on secondary education and prepare for joining the labour market and receiving tertiary education. It is aimed at the independent acquisition of knowledge, skills, and competencies at a level of complexity that is lower than tertiary education. ISCED 4 programmes are typically designed to provide individuals who completed ISCED 3 with non-tertiary qualifications required for progression to tertiary education or employment, if their ISCED 3 qualification does not grant such access. ISCED 4 programmes are not considered to be tertiary education and are typically vocational programmes that prepare for the labour market. Such programmes target students who have completed ISCED 3. Programmes are often not significantly more advanced than programmes at ISCED 3 but the content is typically more specialised or detailed. At the same time the programmes are clearly less advanced than those at the tertiary level</p>	<p>Secondary general education; secondary vocational education – programmes for skilled workers and employees based on secondary general education (both with or without attaining the secondary general level of education); vocational training – vocational training programmes for skilled workers and employees (for individuals without secondary general education)</p> <p>Secondary vocational education – programmes for skilled workers and employees based on secondary general education programmes; vocational training – vocational training programmes for skilled workers and employees; retraining programmes for skilled workers and employees; vocational development programmes aiming at upgrading professional skills of skilled workers and employees (for individuals who have attained at least secondary general level of education)</p>

Level by ISCED-2011*	Equivalent in the Russian education system
<p>ISCED 5 – Short-cycle tertiary education Programmes are designed to provide participants with professional knowledge and develop their professional skills and competencies. ISCED 5 programmes are usually based on practical application of skills, occupation-specific specialisation and preparation of students to joining the labour market. However, they may also open up a way to enter other tertiary education programmes. Some academic tertiary education programmes below the level of a bachelor's programme or equivalent may also be classified as ISCED 5. Entry into ISCED 5 programmes requires the successful completion of ISCED 3 or 4 that give access to tertiary education. ISCED 5 has a minimum duration of 2 years, not exceeding 3 years</p>	<p>Secondary vocational education – programmes for mid-career professionals (including programmes based on basic general education)</p>
<p>ISCED 6 – Bachelor's or equivalent level Programmes are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically based on acquisition of theoretical knowledge but may include practical components and are characterised by state-of-the-art research and/or best professional practice. Entry into these programmes normally requires the successful completion of ISCED 3 or 4 that give access to tertiary education. Programmes at this level typically have a duration of 3–4 years of intramural full-time study. Programmes at this level typically lead to first degrees or equivalent qualification in tertiary education</p>	<p>Higher education – bachelor's programmes</p>
<p>ISCED 7 – Master's or equivalent level Programmes are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree of tertiary education or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification (PhD). Entry into ISCED 7 programmes normally requires the successful completion of an ISCED 6 or 7 programme</p>	<p>Higher education – specialist's and master's programmes</p>

(continued)

Level by ISCED-2011*	Equivalent in the Russian education system
<p>ISCED 8 – Doctoral or equivalent level Programmes are primarily designed to acquire an advanced research qualification. Programmes at this level are devoted to advanced study and original research and usually conclude with the submission and defence of a thesis, dissertation, or equivalent written paper of publishable quality, representing a significant contribution to knowledge in the respective field of study. Entry into ISCED 8 programmes normally requires the successful completion of an ISCED 7 programme. ISCED level 8 requires at least three years of intramural full-time equivalent study with accumulative duration of intramural full-time education at tertiary level of at least 7 years</p>	<p>Higher education – postgraduate programmes (including postgraduate military studies), residency programmes and apprenticeship programmes (in the sphere of performing arts)</p>

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