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Introduction

The Russian Federation proceeds on the basis of the belief that quality education ensures the sustainable growth of the national economy, reduces poverty, increases opportunities for employment, safeguards public goods, stimulates social life and contributes generally to a better future.

The Russian Federation confirms its attachment to the principal goals and operational strategy of UNESCO with regard to education, as proclaimed inter alia at the World Education Forum held in Dakar (Senegal) in April 2000, which adopted the document entitled “The Dakar Framework for Action. Education for All: Meeting Our Collective Commitments”. Starting in the year 2000, the Russian Federation has been methodically implementing the strategy of the “Education for All” programme up to 2015 and is devoting great attention to the following goals:

- extension and improvement of integrated measures for early childhood care and education;
- provision of free and compulsory primary education;
- satisfaction of the learning needs of young people and adults through equal access to appropriate learning and life skills programmes;
- improvement in the level of adult literacy, especially for women, and equal access to basic and continuing education for all adults;
- achievement of gender equality in education and equal access for boys and girls to basic education of good quality;
- improvement in all aspects of the quality of education, ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy and essential life skills.

Two of the listed goals – free and compulsory primary education – are included in the United Nations Millennium Goals.

In order to implement the goals set in international instruments the Russian Federation is moving to harmonize the national education system with international standards and approaches.

The 2011-2015 Federal target programme for the development of education, approved by Government Order N 163-r of 7 February 2011, is continuing to be implemented.

A new Russian Federation Law No.273-FZ “On education in the Russian Federation” was adopted on 29 December 2012 concerning community relations in education, in connection with the application of the right to education, the provision of State guarantees for human rights and freedoms in the area of education and the establishment of conditions for the realization of the right to education. This Federal law establishes the legal, organizational and economic basis of education in the Russian Federation, the basic principles of the Russian Federation’s State policy on education and the general rules for the functioning of the education system and the implementation of education activities, and it defines the legal position of those involved in such relations in the area of education.

A Russian Federation Government Decree No. 295 of 15 April 2014 adopted a government programme on “the development of education” 2013-2020 (hereafter the State Programme on “the Development of Education”) containing specific sections on the development of pre-school, general and additional education for children and vocational education, the development of a system for the evaluation of quality education and transparency of the education system, and the involvement of young people in social experience.

Standard-setting documents of the Russian Federation define the following priority goals: ensuring the high quality of Russian education in connection with the changing needs of the population and the long-term
challenges for the development of Russian society and the economy; more effective implementation of youth policy with a view to innovative, socially oriented national development.

Tasks of the State Programme on “the Development of Education”:

- organization of a flexible, socially accountable system of continuing education developing human potential and meeting current and long-term needs for the socio-economic development of the Russian Federation;
- development of infrastructure together with organizational and economic mechanisms enabling equality of access to pre-school, general and additional education services for children’s education;
- modernization of education programmes in pre-school, general and additional education systems for children, geared to achievement of an up-to-date quality of educational outcomes and socialization;
- establishment of a modern system for evaluation of the quality of education, based on the principles of openness, objectivity, transparency and socio-professional participation;
- provision of an effective system for the socialization and self-realization of young people, and the development of their potential.

The present stage in the development of education in the Russian Federation should be completed by 31 December 2015. Budget appropriations for the State Programme on “the Development of Education” for 2013 amounted to 506233060.5 thousand roubles and for 2014 to 458 939 972 thousand roubles. In the draft budget for 2015 the Government is assigning 444 447 607 thousand roubles.

The expected results of the State Programme on “the Development of Education” include:

- improvement of the results of Russian school pupils in relation to international comparative research on the quality of general education (PIRLS, TIMSS, PISA);
- greater public satisfaction with the quality of educational services;
- more effective use of budget resources, financial independence of educational institutions through the application of new principles for funding (on the basis of State (municipal) tasks;
- increased attractiveness of the teaching profession and raised level of qualifications of teaching staff;
- satisfaction of the requirements of the economy of the Russian Federation in terms of highly qualified personnel for branches assigned priority for the purposes of modernization and technological development;
- establishment of conditions permitting any citizen of the country to obtain vocational education, advanced training and training throughout life;
- increased proportion of educational services provided through public-private partnerships;
- guaranteed provision of pre-school education;
- elimination of queues for the enrolment of children of the ages of 3 to 7 in pre-school educational institutions;
- establishment of conditions corresponding to the requirements of Federal State educational standards in all general education institutions; inclusion in additional education programmes of not less than 75% of children between the ages of 5 and 18;
- increased percentage of young people participating in the activities of youth organizations from 17% in 2010 to 28% by 2020;
- more effective implementation of youth policy with a view to innovative national development.

Increasing the effectiveness and quality of education is one of the main lines of emphasis of State policy, the basic frame for the systematic transformations enabling the solution of the challenges of socio-
economic development. The main aims of Russian Federation State policy in the area of education are as follows: ensuring the conformity of the quality of Russian education with the needs of the population and the long-term challenges for the development of Russian society and the Russian economy, and increasing the effectiveness of youth policy in the interest of the innovative, socially oriented development of the country.

Qualitative changes in the education system are taking place today at all educational levels and in all Subjects and regions of the Russian Federation.

Thus, Order No. 722-p of the Government of the Russian Federation of 30 April 2014 defined changes in different areas of the social sphere, aimed at increasing the effectiveness of education and science, and also launched a programme of regional branch “road maps”. Key tasks and lines of development were defined for each level of education. The main line of action is improvement of the structure and network of educational institutions.

The priorities for the State education policy of the Russian Federation in respect of general education, including the pre-school level, are:

- achievement of 100% access to pre-school education for children between the ages of 3 and 7 by 2016;
- introduction of a Federal State educational standard for pre-school education in all institutions providing pre-school education programmes;
- satisfaction of the need for more places in general education institutions;
- reduction of the gap in educational outcomes of school pupils (according to the results of the common State examination) by carrying out appropriate education programmes;
- provision of conditions of instruction in line with the requirements of Federal State educational standards;
- implementation of a complete programme of integrated changes in the system of teacher education, advanced training of teaching staff, procedures for the evaluation of qualifications and the attestation of teachers, terms of remuneration based on content and the requirements relating to the professional standard for teachers.

Expanding the potential of the additional education system for children in the Subjects of the Russian Federation is being planned by means of measures aimed at providing additional education programmes covering 75% of children from 5 to 18 through:

- the design and implementation of programmes for the additional education of children, ensuring their socialization, activity and good health;
- the development of network models for additional education programmes by institutions for the general and additional education of children and by cultural and sports establishments.

The proportion of children and young people enrolled in additional education is being increased through measures introduced in the Subjects of the Russian Federation; these include an increase in the proportion of children and young people attending technical programmes, active in sport sections and participating in activities concerned with patriotic education.

The Subjects of the Russian Federation and local government agencies are helping to achieve the goals of the “Education for All” programme. In particular:

- They provide State guarantees for rights to free-of-charge public pre-school education in municipal pre-school educational institutions and to free-of-charge public pre-school, primary and secondary general education in municipal educational institutions;
− They provide conditions for child supervision and care and the maintenance of children in State educational institutions;
− They fund pre-school education and primary, basic and secondary general education in educational institutions conducting educational activities in line with State accredited general education programmes;
− They organize the provision of additional education for children in State educational institutions;
− They organize the provision of secondary vocational education, including State guarantees for the right to free-of-charge public secondary vocational education;
− They conduct monitoring within the education system in the Subjects of the Russian Federation and implement State youth policy.

In order to implement State policy on the sustainable development of rural regions, and to coordinate and monitor the modernization of regional education systems, the Government of the Russian Federation devotes particular attention to rural areas.

A separate task relating to the modernization of the education system consists of the development and implementation of solutions ensuring the coordination of cooperation between the Federal and regional components of State policy in education. The appropriate solutions lie in optimization measures enabling teachers released from the vocational education network to be offered positions in general education institutions (given the necessary further training, advanced training etc.). Similar approaches may be employed in relation to the rational exploitation of the property holdings of the education system. Another area for coordination of the Federal and regional components of State policy in education involves linking the State assignment from the Federal budget for vocational education with the real needs of the regions for appropriate specialists. Today such approaches are being developed by means of tools for the compilation and distribution of scheduled figures for the admission of citizens to the appropriate programmes funded from the State budget.

Regional “road maps” for changes in education provide a tool for coordinating the work of the Ministry of Education and Science of the Russian Federation and of the executive agencies of the Subjects of the Russian Federation with a view to achieving the corresponding indicators and indices of the Programme.

In accordance with the legislation covering the delimitation of powers between the different levels of authority in the Russian Federation, the powers of the Subjects of the Russian Federation are exercised independently by them on the basis of their respective budgets. Financial provision for the activities needed in order to achieve the target values of the corresponding indices (indicators) is made in the consolidated budgets of the Subjects of the Russian Federation.

The tools assisting the implementation of State education policy also include targeted subsidies for the corresponding programmes and projects in the Subjects of the Russian Federation. Subsidies are allotted in accordance with the decisions of the Government of the Russian Federation on support for complex projects aimed at achieving one or several target indices representing qualitative changes in pre-school and general education, additional education for children and secondary vocational education.

Significant amounts of Federal resources are assigned to the Subjects of the Russian Federation for interventions to reduce queuing for pre-school education services. Large-scale projects in the area of pre-school education are determined by the demographic situation and are geared to tackling a growing child population of pre-school age. In this regard, trends in the number of children up to 2020, the severe shortage of places in general education institutions and the shift system for education in particular regions require a range of measures to be taken for the development and reinforcement of the school network’s physical infrastructure and technical resources.
According to the estimate of the Ministry of Education and Science of the Russian Federation, on the basis of Rosstat’s demographic projection for school year 2020/21, two and a half million more places will be required than in school year 2012/2013. That means that, in the medium term, considerable financial resources will be required to resolve the problem of accessibility in schools providing conditions of instruction which meet the requirements of Federal State standards for general education.

Thus, the Russian Federation has established all of the conditions – in terms of standards, finance and other resources – required in order to implement the strategy of UNESCO’s “Education for All” programme.

1. Pre-school education

The Government of the Russian Federation is expanding and improving comprehensive arrangements for early childhood care and education. Great importance is attached to maintaining the high quality of care for young children. State support for maternity and children’s health in the first days and years of life lays the foundation for the provision of pre-school education for such children. Good support and targeted mental development contribute to the successful teaching of children at pre-school and, later, at school level.

The need for early education is established in the Convention on the Rights of the Child as well as by scientific findings on the development potential of young children. A solid basis of early childhood care and education, including good health, proper nutrition and a favourable environment for the child can help to prepare it for primary school, provide a good opportunity to complete basic education and help the child avoid poverty and other conditions prejudicial to its development.

Early childhood education in the Russian Federation is directed towards the formation of a general culture, the development of physical, intellectual, moral, aesthetic and personal qualities, formation of the pre-conditions for study, and the preservation and reinforcement of young children’s health.

Pre-school education programmes are directed towards the all-round development of young children, taking account of their age and individual characteristics, and include the achievement by young children of the development level needed in order to assimilate primary education programmes successfully, on the basis of an individual approach to the young child and activities specifically for children of pre-school age. The assimilation of pre-school education programmes is not accompanied by intermediate and final assessments of pupils.

Parents (legal representatives) of minors providing children with pre-school education in the form of family education have the right to receive methodological, psychological and diagnostic assistance and counseling without payment, including in pre-school educational institutions and general education institutions if these institutions possess the corresponding counselling centres. State agencies of the Subjects of the Russian Federation ensure the provision of such forms of assistance.

The State Programme on “the Development of Education” has a subprogramme on “the Development of pre-school, general and additional education for children”. The goal of that subprogramme is to establish, within the system of pre-school, general and additional education for children, equal opportunities for modern quality education and the beneficial socialization of children.

Tasks in the domain of pre-school, general and additional education for children are as follows:

- formation of an educational network and financial/economic mechanisms ensuring equal access by the population to the services of pre-school, general and additional education for children;
- modernization of educational content and the educational environment in order to ensure that the graduates of general education institutions are prepared for further study and work in a high-tech economy;
– renewal of personnel and the skills of teaching staff, establishment of mechanisms motivating teachers to improve the quality of their work and engage in continuing professional development;
– establishment of a modern infrastructure of non-formal education to inculcate social skills, civic attitudes and a healthy lifestyle in learners.

Particular attention is focused on such target indicators and indices as:

– the enrolment of children in pre-school educational institutions (ratio of children from 2 months to 3 years attending pre-school educational institutions to the total number of children from 2 months to 3 years);
– the proportion of children in pre-school educational institutions between the ages of 3 and 7 who are enrolled in education programmes corresponding to the new educational standard for pre-school education;
– the enrolment of children between the ages of 5 and 18 in additional education programmes (proportion of children receiving additional education services in the overall number of children between 5 and 18);
– the number of children in pre-school educational institutions per teacher, per person;
– the proportion of general education teachers up to 35 years of age in the overall number of teachers in general education institutions;
– the proportion of learners in general education institutions meeting Federal State educational standards within the overall number of learners in general education;
– the number of learners per teacher in general education;
– the proportion of children with disabilities in classes (other than special/corrective) of general education institutions within the overall number of children with disabilities in general education institutions;
– the proportion of Russian children reaching the basic level of educational achievement in international comparative studies on the quality of education (PIRLS, TIMSS, PISA);
– the ratio of average monthly wages of teachers, State/municipal:
  in pre-school educational institutions to average monthly wages in general education in Subjects of the Russian Federation;
  in general education institutions to the average wage in the corresponding Subjects of the Russian Federation;
  in institutions for additional education compared with the average wages of teachers in Subjects of the Russian Federation;
– the proportion of learners in programmes of primary, general and secondary education participating in Olympiads and competitions at different levels within the overall number of learners in such education;
– the proportion of children participating in circles organized in daytime general education institutions in the overall number of learners in such institutions (in urban settlements and rural districts);
– the proportion of children participating in sport circles organized in general education institutions, in the overall number of learners in such institutions (in urban settlements and rural districts);
– the proportion of children participating in additional education institutions with an emphasis on sports and technical subjects, in the overall number of children from 5 to 18 years of age;
– the proportion of educational institutions possessing fire alarms, smoke detectors, fire cocks and hoses, in the total number of such institutions;
– the proportion of educational institutions possessing CCTV systems, in the total number of such institutions;
– the proportion of general education institutions possessing a water supply, central heating and a drainage system, in the total number of such institutions (in urban settlements and rural districts);
– the proportion of general education institutions possessing a rapid Internet connection of 1 Mgb or more, in the total number of such institutions with an Internet connection (in urban settlements and rural districts).

The planned total of budget appropriations for this subprogramme in the period 2013-2020 is 148950037.8 thousand roubles, including: for 2013 – 106343083.6 thousand roubles; for 2014 – 56582447.5 thousand roubles.

The expected outcomes of this subprogramme are as follows:
– provision of 100% access to pre-school education for children from 3 to 7 years by 2016;
– provision by 2018 of modern conditions for pre-school education in accordance with the Federal State educational standard of pre-school education for all children attending pre-school institutions;
– raising of the average wage of teachers in State (municipal) general education institutions to the level of the average wage in the corresponding region;
– raising of the average wage of teachers in State (municipal) pre-school educational institutions to 100% of the average wage in general education in the corresponding region;
– raising of the average wage of teachers in State (municipal) additional education institutions for children to the level of the average wage for teachers in the corresponding region by 2018;
– reduction in the gap between the educational outcomes of learners by increasing the effectiveness and quality of work in schools with low educational outcomes for leavers;
– improvement of results in international comparative studies for the quality of general education based on the results of such studies (PIRLS, TIMSS, PISA, ICCSS);
– proportion of children from 5 to 18 years of age enrolled in programmes of additional education within the overall number of children at those ages [increased] by 2020 to 70-75 %, partly by expanding programmes of additional education;
– support for talented young people in the form of prizes and scholarships of the President of Russia;
– payment of incentive grants for the best teachers and implementation of other measures supporting the development of staff potential, provided for in plans (“road maps”) aimed at raising the effectiveness of the education system;
– elimination of the practice of completing education programmes in a third shift;
– establishment in general education institutions of an inclusive environment to ensure the full integration in the educational process of children with disabilities who are given this opportunity.

The subprogramme provides support for regional projects aimed at the creation of more places for the provision of pre-school education services. Grants from the Federal budget are allocated between the Subjects of the Russian Federation on the basis of the corresponding directions by the Government of the Federation. Grants for comprehensive programmes of support for the development of pre-school educational institutions in the regions are earmarked for the provision of furniture, lights, sports equipment, toys and other equipment and learning tools for the additional places created for children of pre-school age.

Support from the Federal budget for measures to modernize regional systems of pre-school education in 2013 and 2014 was provided for the procurement of equipment for the additional places in pre-school educational institutions, the establishment of additional places in those and other institutions through the
effective use of premises, the return to the pre-school system of buildings used for other purposes, the reconstruction, overhaul and repair of pre-school education buildings, construction of buildings for pre-school educational institutions, procurement of buildings and premises for pre-school education programmes, support for the development of the non-State pre-school education sector and the development of other forms of provisions of pre-school education.

As noted above, since 2013 pre-school education has become a level of general education and may be provided in educational institutions of the Russian Federation to children from the age of two months. A Federal State educational standard for pre-school education has been adopted for the first time in the history of Russian education, based on the principles of support for children’s diversity, the preservation of the uniqueness and intrinsic value of this most important stage of human development. The pre-school education standard seeks to provide equal opportunities for the all-round development of each child at the pre-school stage, irrespective of its place of residence, gender, nationality, language, social status, psychophysical and other characteristics (including poor health prospects).

Specialized education programmes for children from birth to school age have been designed and are being implemented in accordance with the State standard. These innovative general education programmes for pre-school institutions have been prepared taking account of the latest scientific and applied achievements of Russian and foreign pre-school education.

Pre-school education programmes highlight the developmental functions of education, ensuring the formation of the child’s personality and directing the teacher towards its individual characteristics, in line with modern scientific conceptions of pre-school education concerning recognition of the value of the pre-school stage of childhood. The programmes are based on a humane and personal relationship to the child and directed towards its all-round development, the formation of spiritual and common human qualities, in addition to capabilities and competences. The rigid regulation of children’s knowledge and subject-centred learning are absent from pre-school programmes; concerns addressed relate to the protection of the child’s life and health, all-round education, and development based on the organization of different forms of child creativity. Play has a special role as the leading form of activity in early childhood, together with communication, work, pupil activity, productive, musical and artistic activity and reading. The child comes to participate in the main components of human culture (knowledge, morality, art, work). Due account is taken of national values and traditions. The main aims of pre-school education programmes are the establishment of conditions conducive to a full life for pre-school children, formation of the individual’s basic culture, the all-round development of psychological and physical qualities in step with age and individual characteristics, preparation for life in a modern society and for study in school, and provision of security for the activity of pre-school children.

The following points are of capital importance for achievement of the goals of pre-school education: concern for the health, emotional well-being and timely all-round development of each child; the establishment in groups of a humane and benevolent attitude to each pupil in order to raise them as sociable, decent and inquiring individuals, full of initiative and striving to be independent and creative; maximum use of varied forms of child activity, integrating them to make the educational process more effective; creative organization (creativity) of the educational process; variation in the use of educational material to stimulate creativity in line with the interests and inclinations of each child; a respectful attitude to the products of child creativity; unity of approach to child rearing in pre-school educational institutions and in the family; maintenance of continuity in the work of kindergartens and primary schools, avoiding intellectual and physical overload in the educational content for children of pre-school age and ensuring that there is no pressure in subject teaching.

Such programmes are based on the use of the child’s native tongue, facilitating the identification of children with special needs and refining measures for their care and education. The coaching of parents and other people looking after the children is an important contributory factor in the success of such programmes. Pre-school education programmes tackle problems requiring corrective training, in particular:
they correct speech defects, develop phonemic hearing, skills in sound analysis and the grammatical structure of speech, speech development, communicativeness and successful communication, thus paving the way to later learning.

Pre-school education in the Russian Federation is thus growing, in accordance with the strategy of the “Education for All” programme. The criteria of the EFA programme have been satisfied in the area of pre-school education in the Russian Federation.

2. Free and compulsory general primary education

Primary general education is a compulsory level of education in the Russian Federation. Article 66, paragraph 1, of Federal Law No.273-FZ “On Education in the Russian Federation” states that “Primary general education is focused on the formation of the learner’s personality, the development of individual capabilities, positive motivation and abilities in learning activities (mastery of reading, writing, numeracy, basic learning skills, elements of abstract thought, basic self-control, correct behaviour and speech, basic personal hygiene and a healthy lifestyle).”

Primary education is a compulsory level of education. Learners who have not assimilated the basic educational programme of primary general education are not admitted to study at the following levels of general education.

In educational institutions dispensing the educational programme of primary general education, conditions may be provided for the accommodation of learners as boarders, and for the supervision and care of children in extended-day groups. In return for the maintenance of children in an educational institution with boarding facilities, including the provision to learners, in accordance with established norms, of clothes, footwear, linen and bedding, items of personal hygiene, school writing equipment, games and toys, household equipment, nutrition, the organization of their household and general services and of supervision and care for children in extended-day groups, the founder of the institution is entitled to obtain payment from parents (legal representatives) of under-age learners and to determine the amount of such payment if not defined by the present Federal law. The founder may reduce the amount of such payment or not collect it from certain categories of parents (legal representatives) of under-age learners, in such circumstances and according to the procedure he or she has determined.

Expenditure on the implementation of the primary education programme and on the maintenance of the immovable property of State and municipal educational institutions may not be included in the payments by parents for the maintenance of children in educational institutions with boarding facilities or for supervision and care of children in extended-day groups in such institutions.

Instruction in primary education programmes is organized in the home or in medical facilities for learners requiring long-term treatment or children with disabilities who are unable to attend educational institutions for reasons of health. The procedure for the registration of relations between the State or municipal educational institution and the learners and/or their parents (legal representatives) in the section of the institution responsible for teaching primary education programmes in the home or in medical facilities is laid down in a legal act by the authorized State agency in the Subject of the Russian Federation.

For learners with deviant (socially dangerous) behaviour needing special conditions of nurture and education and requiring a special educational approach for the delivery of primary general education, the authorized agencies of the Russian Federation or of the Subjects of the Russian Federation establish special open and closed educational institutions, the conditions of stay in such institutions being defined by Federal Law No.120-FZ of 24 June 1999 “On the basis of the system for the prevention of neglect and infringements of the law by minors”.

The universal accessibility and free status of primary general education is guaranteed in accordance with Federal Law No.273-FZ. Education programmes consisting of compulsory subjects and optional studies in
addition to extracurricular activities at primary level in State and municipal educational institutions are free of charge.

Foreign citizens and Stateless persons have the same rights as citizens of the Russian Federation in respect of access to pre-school and primary general education.

In respect of content and in the area of methods and learning/teaching technologies the general education system is focused at all stages, starting at the pre-school level, on the formation and development of the skills and competences needed for innovative activity. The place of the “content standard” (education as a sum of knowledge about the world) is being taken by the “activity standard” – the Federal State Education Standard (hereafter: FSES). Following extensive professional and public discussions, the Russian Ministry of Education and Science is gradually introducing FSES in primary general education, taking account of the educational requirements of children with disabilities.

It is important to note that learning on the FSES standard for children with disabilities can be organized together with other pupils or in separate classes, groups or institutions providing suitably adapted general education programmes.

Parents, who are required to lay the foundations for the physical, moral and intellectual development of the child’s personality, have preference vis-à-vis all other persons in relation to the education and upbringing of children. Parents are entitled to provide the child with pre-school and primary general education in the family. A child being educated in the family is entitled at any stage to continue education in an educational institution.

In accordance with Russian legislation, parents are entitled to select for their child (whose opinion is taken into account) not only the school where the child will learn and the form of education, but also the form of learning, the language of instruction and the optional and elective subjects and courses from the list proposed by the school. As full participants in educational relations, parents have the right to take part in the administration of the school, as prescribed by the regulations.

The Russian Federation takes all possible steps to reduce expenditure on education, such as the outlay on teaching aids, school uniforms, school meals and transport. Particular attention is paid to raising the quality of primary general education and maintaining it at the proper level, to which end the age and individual capabilities of pupils are taken into account and the appropriate educational material is provided in an accessible and absorbing form.

One of the main tasks of Russian policy in the field of primary general education is the provision of State guarantees for accessibility and equal opportunities in relation to a full primary general education for all. The Russian Federation guarantees equality for all pupils in primary general education, including citizens of the Russian Federation and foreign citizens, boys and girls alike, living in all regions of Russia.

Thus, the criteria of the “Education for All” programme have been satisfied in respect of primary general education in the Russian Federation. No less than 99% of young school-age children are included in primary general education.

3. Achievement of the right to education of children with disabilities

One of the most important aspects of the Russian Federation’s State policy in the field of education is the guarantee for fulfillment of the right to education for children with disabilities and disablement.

The efforts of the Russian Ministry of Education and Science are focused on establishing, within the context of the modernization of Russian education, an educational environment ensuring access to quality education for that category of pupils, taking account of their psychological and physical development and state of health.
In accordance with Article 43, paragraphs 1 and 2, of the Constitution of the Russian Federation and the provisions of the Convention on the Rights of Persons with Disabilities, ratified by the Russian Federation on 3 May 2012, everyone shall have the right to access free pre-school, secondary and secondary vocational education in State and municipal educational institutions and at enterprises.

Federal Law No.273-FZ of 29 December 2012 “On Education in the Russian Federation” (hereafter: the Law) entered into force on 1 September 2013. It regulates comprehensively relations in the sphere of education, including the education of invalids and persons with disabilities and prescribes the organizational details of the educational process for that category of pupils. Article 5 of the Law defines the responsibilities of Federal State agencies, State agencies in Subjects of the Russian Federation and local government bodies with regard to the establishment of the necessary conditions for the provision, on a non-discriminatory basis, of quality education for persons with disabilities; the correction of developmental troubles and social adaptation; the delivery of early corrective support by means of special educational approaches and the employment of the most suitable languages, methods and means of communication for those persons; and the conditions most conducive to the delivery of education of a certain level and orientation and of social development to those concerned, including by providing inclusive education for persons with disabilities.

The Law has a separate article concerning the organization of education for persons with disabilities (Article 79), according to which State agencies in the Subjects of the Russian Federation shall establish separate institutions conducting educational activities on the basis of adapted basic general education programmes for deaf, hearing-impaired, late-deafened, blind and visually impaired persons and those with serious speech disorders, impairment of the locomotor system, delayed psychic development, mental retardation, autistic disorders, complex defects and other pupils with disabilities.

General education for pupils with disabilities is provided in institutions conducting educational activities on the basis of adapted basic general education programmes. In such institutions special conditions are provided for the education of such pupils.

By special conditions for the education of pupils with disabilities the Law understands conditions of instruction, training and development for such pupils, including the use of special education programmes and methods of instruction and training, special textbooks, educational supplies and teacher’s aids, special technical equipment for collective and individual use, the services of an assistant providing technical assistance to pupils, the conduct of individual and group corrective exercises, access to buildings of the institutions conducting educational activities, and other conditions without which pupils with disabilities would find it impossible or very difficult to assimilate education programmes.

The Law provides that education for pupils with disabilities may be organized jointly with other pupils or in separate classes or groups or in separate institutions conducting educational activities.

The development of co-education for invalids and healthy pupils does not indicate a rejection of the best achievements of the Russian system of special (corrective) educational institutions, since it is more effective to teach a proportion of the children in such institutions. Such institutions are now capable of performing the functions of instruction and methods (resource) centres providing guidance on methods to teachers of general education institutions and psychological and educational support to children and their parents, coordinating the work in this area of the education system in the Subjects of the Russian Federation.

The Russian Ministry of Education and Science set out its position regarding the maintenance and extension of the network of special (corrective) educational institutions in a letter No.ИР-535/07 of 7 June 2013 “On corrective and inclusive education of children”, sent to State agencies in the Subjects of the Russian Federation responsible for administration in the field of education.

At the same time, the organization of education for children with disabilities in general educational institutions at the place of residence of the child and its parents dispenses with the need to place children
in boarding schools for long periods and makes it possible to establish conditions enabling them to live with and be brought up in the family, and to be in constant contact with normally developing children, which helps to solve the problem of their social adjustment and integration in society.

A differentiated network of specialized educational institutions for the education of children with disabilities now exists in Russia. It includes special (corrective) educational institutions for pupils with disabilities (schools, boarding schools) and special (corrective) classes for such children. The nomenclature will remain unchanged until 2016 in accordance with the legislation.

At the start of the 2014/2015 school year, 426,000 children with disabilities were studying in educational institutions of the Russian Federation: of those, 218,000 were studying in general educational institutions, 108,000 in regular classes and 110,000 in corrective classes. Thus, the number of pupils with disabilities being educated in inclusive educational institutions amounts to over 50% of such children studying in educational institutions.

In connection with the ratification by the Russian Federation in 2012 of the Convention on the Rights of Disabled Persons of 13 December 2006, the development of inclusive education has become a priority in education for children with disabilities.

The concept of inclusive education as the provision of equal access to education for all pupils, taking account of the diversity of special educational needs and individual capabilities, was introduced for the first time in the Federal Law “On Education in the Russian Federation”, which has a separate article (Article 79 of the Law) concerning the organization of education for persons with disabilities.

There are various models of inclusion and integration for children with disabilities. The first, most widely distributed in Russia, provides for the education of children with disabilities in special (corrective) classes in general educational institutions. The second version of inclusion provides for the education of such children in the same class as children with no developmental disorders. The establishment of an obstacle-free environment affording those with disabilities unhindered access to buildings and premises of the educational institution is essential for the fully inclusive education of such children.

The year 2011 saw the launch of the Russian Federation State Programme “Accessible environment” for 2011-2015 (hereafter: the Programme) for the establishment in the Subjects of the Federation of a network of basic educational institutions offering general education programmes with the co-education of persons with disabilities and those with no developmental disorders; it provides for:

- the establishment in regular educational institutions providing general education programmes of a universal obstacle-free environment facilitating the full integration of children with disabilities;
- the provision to educational institutions of special renovated computer equipment, including educational computers, and vehicle transport for the organization of corrective work and study for pupils with optical, auditory and locomotor disabilities;
- the conduct of training activities for specialists from psychological-medical-pedagogical commissions and educational institutions on issues relating to the execution of individual programmes for children with disabilities in the units for their education within regular educational institutions.

A universal, obstacle-free environment for the education of children with disabilities will be established by 2015 by creating conditions for unhindered access in 900 basic educational institutions providing general education programmes with co-education of children with disabilities and those with no developmental disorders. This will represent no less than 20% of the overall number of regular educational institutions. Information about the basic educational institutions established in 2011 and 2012 in the Subjects of the Russian Federation is presented on the “Accessible environment” website (www.zhitymeste.ru).
Thus, an adequate normative basis has now been established for the provision of education to persons with disabilities, irrespective of their place of residence, gender, ethnicity, psychological and physical capabilities and state of health.

The Russian Ministry of Education and Science is currently formulating State policy on the uninterrupted and continuous levels of education: from the development of services providing early assistance to children with disabilities and their families, and the organization of comprehensive psychological, pedagogical, medical and social support for their education up to the level of professional rehabilitation.

The implementation in 2014 and subsequent years of the plans announced by the Ministry will substantially alter the situation concerning the rights of children with disabilities to accessible quality education in accordance with the legislation in force in the Russian Federation and will provide a genuine basis for a more dynamic development of this area of education within the framework of regional programmes for the development of education.

4. Basic and secondary general education

Basic and secondary general education are compulsory levels of education in the Russian Federation.

Secondary general education continues to be compulsory up to the age of 18.

The purpose of basic education is the establishment and shaping of the pupil’s personality, the formation of moral convictions, aesthetic taste and a healthy lifestyle, a strong culture of interpersonal and inter-ethnic communication, mastery of the bases of science, the State language of the Russian Federation, skills relating to mental and physical work, the development of inclinations, interests and a capacity for social self-definition.

The purpose of general secondary education is the further establishment and shaping of the pupil’s personality, the development of an interest in learning and a creative capacity, the formation of skills relating to independent study based on the individualization and vocational orientation of the content of general secondary education, the preparation of the pupil for life in society, an independent life choice, the continuation of education and the commencement of professional activity.

The organization of educational activity within the programmes of basic and secondary general education is based on the differentiation of content, taking account of the educational needs and interests of pupils, ensuring in-depth study of separate subjects and subject areas of the corresponding educational programme (profiled education).


Educational institutions in the Russian Federation teaching basic and secondary general education programmes are autonomous and conduct independently their own educational, scientific, administrative, financial and economic activities. Educational institutions are free to determine educational content and to select teaching and methodological support, educational technology (including distance educational technology and e-learning) for their education programmes. They focus on the formation and development of the skills and competences necessary for innovative activity. The Ministry of Education and Science is gradually introducing Federal State educational standards for basic and secondary general education following extensive professional and public discussions, taking account of the educational needs of children with disabilities.
Federal educational legislation has consolidated the rights of pupils in basic and secondary general education programmes, in particular the right to:

- free use of library and information resources, the school’s educational, industrial and scientific base, etc.;
- conditions for study corresponding to their particular psychological and physical development and state of health, including social and educational support and free psychological, medical and educational corrective assistance;
- instruction on the basis of an individual study plan within the limits of the educational programme, as laid down in local standard-setting documents;
- respect for human dignity, protection from all forms of physical and psychological violence and insults, and the protection of life and health.

Parents have the right to provide their child with basic and secondary general education in the family. Children receiving education in the family may, at any stage, continue their education in an educational institution.

As indicated above, parents have the right to select for their child (taking its opinion into account) not only a school where the child will learn and the form of education, but also the form of learning, the language of instruction and the optional and elective subjects and courses from the list proposed by the school. As full participants in educational relations, parents have the right to take part in the administration of the school, as prescribed by the regulations.

The school guarantees children of any ethnicity, gender or citizenship a successful education, i.e. the assimilation by pupils of basic skills, in addition to equal opportunities, irrespective of their family’s social security and their region of residence.

The Federal programme for the development of education for 2011-2015 (hereafter: the Programme) continues to be successfully implemented in basic and secondary general education, as approved by Federal Government order No.163-r of 7 February 2011.

The Programme aims to provide access to a quality education corresponding to the requirements for the innovative socially oriented development of the Russian Federation.

The Programme’s task are: the modernization of general education as an institution of social development; the introduction of content and structures for vocational education matching the needs of the labour market; and development of the system for evaluating the quality of education and the demand for educational services.

The Programme’s most important indicators and indices are: the degree of accessibility of education in line with modern standards for all categories of citizen, irrespective of place of residence, social status and property, and state of health; and the degree to which education meets modern standards.

The Programme’s basic indices, reflecting the progress of implementation:

- the proportion of schoolchildren given the opportunity to learn in accordance with basic modern requirements, in the overall number of schoolchildren;
- the proportion of teachers trained according to the new models of targeted advanced training with the opportunity to select programmes of instruction, in the overall number of teachers;
- the proportion of 9th grade leavers residing in rural localities or remote and inaccessible areas who have been given the opportunity to select a study profile, including distance education or placement
in a vocational education institution, in the overall number of 9th grade leavers residing in such locations;

- the proportion of learners in the overall number of learners at all levels whose achievements have been assessed *(inter alia* with the use of information and communication technology) through voluntary and compulsory procedures of assessment for the purpose of constructing an individual educational trajectory contributing to the socialization of the individual;

- the proportion of education administrations in the Subjects of the Russian Federation with a unified information management and analysis system for the educational environment, in the overall number of education administrations in the Subjects of the Russian Federation.

The first stage (2011-2013) saw the formation of strategic projects for the development of education, including a number of new interrelated directions. These projects are being implemented by the Subjects of the Russian Federation, educational and other establishments and institutions with Federal support and the participation of the professional educational community.

As a result of the first stage, sustainable models were obtained for the subsequent mass introduction of reforms and evaluation of their effectiveness; scenarios were developed for different types of educational institution, regions and socio-economic conditions. The strategic projects begun during the first stage are to be completed during the second stage (2014-2015), ensuring consistent changes in education throughout the Russian Federation. New models of education administration will be developed with the widespread use of information and telecommunication technologies; the basic position will be defined with regard to the aims and tasks of the Federal targeted programme for the development of education in the next period.

The overall total funding for the Programme’s activities amounts to 155,049.34 million roubles, including: Federal budget resources – 68,747.96 million roubles, of which subsidies – 11,751.16 million roubles; budget resources of the Subjects of the Russian Federation – 67,874.43 million roubles; extrabudgetary sources – 18,426.95 million roubles.

Expected final outcomes of the Programme and indices for its socio-economic effectiveness:

- increased share of educational services in the gross domestic product of not less than 7%;
- reduction by 8-12% of expenditure on social adaptation mechanisms for vulnerable groups in the population; establishment and introduction of new educational and leisure programmes at all levels of the education system;
- introduction and effective utilization of new information services, learning systems and technologies, educational e-resources of a new generation;
- introduction of procedures for the independent evaluation of the activities of educational institutions at all levels and of educational processes;
- establishment of resources and programmes for gifted children;
- introduction of and support for public-private partnership mechanisms ensuring effective funding for the education system; introduction of and support for mechanisms and models of economic independence for educational institutions, etc.

Thus, the Russian Federation has successfully achieved the goals of the UNESCO “Education for All” programme in basic and secondary general education. The share of the population between the ages of 5 and 18 covered by general and vocational education, in the overall population in that age range, is 99% as of 2014.
5. **The socialization of youth**

The Russian Federation is implementing a whole range of programmes for the socialization of youth with a view to their effective self-realization, their involvement in social experience and social activities. Particular attention is attached to the effective socialization of young people in difficult circumstances; the establishment of mechanisms forming an integral system for the advancement of talented young people with initiative; and effective cooperation with youth associations and non-commercial organizations.

Today, 22% of young people between the ages of 14 and 30 are involved in projects and programmes organized by the authorities for the support of talented youth. The Russian Federation has earmarked special subsidies in support of youth socialization, amounting to 6,066,296.2 thousand roubles for the period 2013-2020, of which 1,005,342 thousand roubles were allocated for 2013 and 725,057.8 thousand roubles for 2014.

The following tasks are to be completed as a result of the youth socialization programmes:

- the necessary conditions will be established for raising the effectiveness of State youth policy;
- there will be an increase in the number of Subjects of the Russian Federation implementing programmes for work with young people in difficult circumstances;
- there will be an increase in the proportion of young people between the ages of 14 and 30 participating in youth socialization programmes, including in particular activities concerned with patriotic education.

The socialization of young people helps to make the younger generation more active and stimulates the growth of interest in basic and secondary general education with a view to making a further vocational choice.

6. **Raising the literacy level of adults**

UNESCO’s “Education for All” programme defines as a strategic task a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

In addressing this goal special attention is directed towards expanding continuing education and the education system for adults, since particular significance should be attached to a wider recognition of the role of literacy in ensuring lifelong education, stable earnings, good health, active citizenship and an improved quality of life for individuals and society as a whole. Literacy is a fundamental pre-condition for the elimination of gender disparities. The corresponding resources, specially oriented programmes and better trained teachers are needed to sustain this activity.

In this area a favourable situation is developing in Russia. According to the data of the 2002 population census, the proportion of illiterate persons aged 10 and above declined from 1.9% in 1989 to 0.5% in 2002. The majority of the illiterate population is composed of people aged 60 and above; the great majority of other illiterate persons have serious physical and mental deficiencies.

The Government of the Russian Federation makes provision for the education of the elderly and people with disabilities, providing medical and psychological support and special conditions. At the same time it must be admitted that there is a shortage of education programmes for the elderly and persons with disabilities.

In the area of open education (accessible and free of charge, delivered *inter alia* over the Internet), the popularity of which approaches that of the social networks, foreign programmes in foreign languages are dominant. In order to reduce this lag in the shortest possible time, what is needed is accelerated development of the Russian system of open education, e-learning and distance educational technologies.
Since the problem of adult education is largely due to migration policy, the Russian Federation is interested in establishing an effective system for attracting the attention of the foreign community to the Russian language, and extending conditions for its study. The introduction of a single examination for migrants, with compulsory testing on the Russian language, would help to protect Russian’s geopolitical interests.

In order to achieve these ends, support is being provided for programmes which aim to increase the Russian presence in the global education system, to popularize the Russian language in the world and to extend assistance to fellow-citizens living abroad for the preservation of their culture and linguistic identity.

In order to integrate the global educational space and promote open education in the Russian language, a large-scale project Programme has been launched for the promotion of the Russian language and education in Russian under the “Pushkin Institute” brand, developed in accordance with the decision of the Russian Government’s Russian Language Council.

The Programme for the Promotion of the Russian Language and Education in Russian is being developed in the following directions: formation and development of an organizational infrastructure, perfection of the technological infrastructure for the development of open education in and the promotion of the Russian language, development of Russian language teaching and open education, and advanced training for teachers of Russian, etc.

The formation and development of organizational infrastructure has led to the establishment of a “Pushkin Institute” methodological, information and analytical centre for open education in the Russian language and the promotion of Russian, based on the Pushkin State Russian Language Institute, in cooperation with Rosstrudnichestvo, the Russkiy Mir Foundation, the International Association of Teachers of Russian Language and Literature, leading Russian institutions of higher education, IR companies and other partners.

The formation of the partner network of participants in the Programme for the Promotion of the Russian Language and Education in Russian started on the basis of bilateral and multilateral agreements. The integration of leading Russian educational institutions based on the establishment and progress of the latest IR net technologies and open education resources has made it possible to attract resource and intellectual investment to the area of educational resources and the technologies for their promotion.

A system has been developed for the registration and support of data on participants and users of the Programme for the Promotion of the Russian Language and Education in Russian, and on a broad spectrum of indices concerning the demand and opportunities for study of the Russian language and education in Russian, in addition to use of the Programme’s services.

The perfection of the technological infrastructure for the development of open education in the Russian language and the promotion of Russian has contributed to: the establishment and operation of a cross-communication multilingual portal providing extensive access for users with PC and mobile devices to the large-scale system “Open education in Russian”; the coordination of institutions, activities and programmes; and the registration of users and participants.

Electronic content is developed and used in programmes for the teaching of adults and learners enjoy comprehensive technical and methodological support, consultations and tutoring. E-textbooks and guidance material on learning Russian are produced, updated and re-issued, together with other multimedia educational products.

Open education programmes in Russian are promoted on social networks and through a range of activities (congresses, forums, presentations, exhibitions, conferences, seminars).

The development of Russian language education under the “Pushkin Institute” brand has enabled the creation of resources (an interactive Internet system) for open education: in Russian as a foreign language (6 levels); Russian for compatriots living abroad and foreigners.
An online Russian language school has opened and is in operation, on a service platform; it is accessible 24 hours a day, 7 days a week, 365 days a year. The range of products for people studying Russian on the Internet, mobile devices, radio and television and in print is constantly expanding.

Consultations and tutoring are provided by way of support by the organizers of education in Russian as a foreign language abroad. Distance systems for testing knowledge of Russian have been developed and introduced.

The open education system under the “Education in Russian” brand is being implemented along the following lines:

- establishment of e-resources for distance learning on the basis of the following programmes: preschool education (Russian FSES); general education for children and adults; additional education for children and adults;
- organization of an effective educational process, including virtual group and individual lessons, with independent study as well as study with a teacher;
- renewal and extension of the range of programmes in line with the demand from users and the educational services market;
- evaluation of the academic achievements of users of open education programmes.

The advanced training of Russian language teachers includes the following types of activity:

- development of an interactive system for advanced training of Russian teachers of the Russian language (including Russian as a non-native tongue) using a wide range of modular programmes;
- distance advanced training of Russian language teachers, and of subject teachers teaching in the Russian language in educational institutions abroad;
- promotion of professional development, advanced training of foreign teachers of Russian as a foreign language, including through remote access;
- systematic conduct of networked theoretical activities, webinars, online lectures, conferences, training sessions for Russian teachers;
- provision to Russian language teachers and subject teachers teaching in Russian of a personal educational space within the programme’s educational platforms.

The promotion of the resources of the Programme for the Promotion of the Russian Language and Education in Russian is conducted by means of:

- internal and distance competitions, actions and olympiads on the Russian language and general education programmes;
- training of teachers, including those sent to work abroad, in the technology for use of the Programme’s resources;
- production and hire to foreign television networks of video films and materials on the promotion of the Russian language and the Programme’s resources;
- Internet marketing of the Programme’s educational resources;
- use of the potential of international activities to promote the Programme’s resources.

In the course of the Programme’s implementation, partner networks and brand attributes (logo, corporate style) have been formed.

The formation of partner networks on the basis of bilateral agreements providing for the use and promotion of the “Pushkin Institute” and “Education in Russian” brands and of intellectual products has depended in the first place on effective operating centres: Russian centres of science and culture; the
Russian centres abroad of the Russkiy Mir Foundation; Slavic universities; Russian universities and their foreign branches; foreign educational institutions; IR companies, language companies and commercial structures; community organizations, the International Association of Teachers of Russian Language and Literature and the Russian Society of Teachers of Russian Language and Literature.

Thus, the Russian Federation is endeavouring to provide all foreign citizens with equal educational rights and opportunities in the territory of the Russian Federation and to facilitate the adaptation of migrant labour to Russian society.

7. Gender equality in education

The education of girls and women is a powerful tool for ensuring the continuity between generations and also a prime factor in social development. The establishment of a safe educational environment taking account of gender eliminates the main obstacle preventing girls and women from realizing their full potential in the education system. At all levels and in all areas, the Government of the Russian Federation is taking comprehensive steps towards the elimination of gender disparities and the induction of boys and girls in the educational process on an equal basis, ensuring equal access to education, a suitable school environment, freedom from discrimination, and equal opportunities for the development of potential.

A sound gender policy is bearing fruit. The 2002 population census identified a trend towards a higher percentage of women than men with higher education in the Russian Federation.

Consequently, it may be affirmed that that most vital strategy of UNESCO’s “Education for All” programme – gender equality in education – is being fully applied in the Russian Federation.

8. The quality of education

Quality is the essence of education. UNESCO documents note that the success of education programmes depends on:

- healthy, well-fed and motivated pupils;
- well-prepared teachers and active teaching methods;
- appropriate premises, equipment and teaching aids;
- the appropriate curricula, on the basis of which teaching and learning may be conducted in the local language, supported by the knowledge and experience of teachers and pupils;
- an educational environment which is not only conducive to education but is also characterized by goodwill, due account for factors concerning gender and the assurance of health and protection;
- clearly defined and accurately assessed educational results, covering knowledge, skills, social attitudes and valuable ideas;
- systems of administration and organization enabling all interested parties to participate in these processes;
- respect for the local communities and their culture, involving them in this effort.

Article 2, paragraph 29, of Law No.273-FZ “On Education in the Russian Federation” states that “The quality of education is a complex measure of educational activity and the preparation of the student, expressing the extent to which they correspond to Federal State educational standards, Federal State requirements and/or the requirements of a physical or legal person in whose interest the educational activity is conducted, including the extent to which the planned results of the educational programme have been achieved.”

The Russian Ministry of Education and Science monitors and supervises the extent and quality of the application of devolved powers by State agencies in Subjects of the Russian Federation and has the right to...
check the corresponding agencies and institutions conducting educational activities. It has the right to issue mandatory instructions concerning the elimination of identified infringements, and to make proposals for the dismissal of officials of the executive authorities in Subjects of the Russian Federation applying devolved powers, for the non-exercise or inappropriate use of such powers.

In accordance with Russian legislation, educational institutions are responsible as laid down in that legislation for the non-performance or inappropriate discharge of functions attributed to them, the incomplete implementation of education programmes in line with the study plan, the quality of education of their leavers, and the lives and health of the learners and workers in those institutions. Educational institutions and their officials bear administrative responsibility, in accordance with the Russian Federation Code on Administrative Infringements, for the infringement or illegal restriction of the right to education and the rights and freedoms, prescribed by educational legislation, of learners and parents (legal representatives) of under-age learners, and for infringement of the requirements for such institutions and the performance of educational activity.

The most important institutional component of the Russian Federation’s education system is the all-Russian system for the evaluation of the quality of education, including:

- the procedures for State regulation of educational activity;
- the procedures for the independent evaluation of the quality of education, and public and professional accreditation of education programmes;
- the participation of the Russian Federation in international comparative research on the quality of educational results.

Action in the interests of consumers of educational services and the improvement of consumer information concerning the quality of educational institutions in the Subjects of the Russian Federation includes:

- enlisting community and public-professional organizations, non-State, autonomous non-commercial organizations, and individual experts in the evaluation of educational quality;
- coordinating the action of Federal agencies and those of the Subjects of the Russian Federation, non-State structures, community and public-professional organizations aimed at raising the quality of conditions of the educational process; of the education programmes conducted by educational institutions; of the outcomes of education programmes defined by Federal State educational standards and corresponding to the interests of the consumers of educational services;
- improving the content and methods of organization of the educational process in educational institutions to ensure that the outcomes of education programmes meet modern requirements in accordance with Federal State educational standards;
- conducting activities to improve the effectiveness, quality and accessibility of educational services;
- monitoring the education system and ensuring transparency of information about the activities of educational institutions.

As a result of the State’s “Development of Education” programme, a complete and balanced system of procedures and mechanisms for the evaluation of the quality of education is expected to be introduced at Federal and regional levels.

Under the State’s “Development of Education” programme access will be provided on the Internet to open data held in the information systems of State agencies of the Russian Federation and Federation Subjects responsible for administration in the area of education. As a result of the transfer to electronic form (e-queue) of services for the receipt of applications, registration and enrolment of children in educational institutions delivering the basic programme of pre-school education (kindergartens), the proportion of citizens accessing State and municipal services in electronic form will increase by 2018.
One of the main components of State social policy with a view to ensuring the high quality of educational services is the provision of wage increases for teachers in line with indices for the effectiveness and quality of their work.

Specific indices for teachers’ wages are fixed in sector “road maps” of the Subjects of the Russian Federation and are based on the plan of activities, approved by the Government of the Federation in accordance with Presidential Decree No.597 of 7 May 2012 “On activities for the implementation of State social policy”, which sets out the specific values of wage increases for each category of teaching staff (in accordance with the Programme for the gradual improvement of the system of remuneration in State (municipal) organizations for 2012-2018, approved by Order No.2190-r of the Government of the Russian Federation of 26 November 2012.

Increasing the wages of teaching staff requires the coordination of the entire education system at each level – from the Federal level to that of educational institutions. This is connected with the reinforcement of powers for the organization and financial support of different levels of education. The Federal level is responsible for higher education, the regional level for vocational and additional education for children, and local government agencies for pre-school, general and, principally, additional education for children.

The country’s leadership has pointed to the need to draw up an effective contract with teaching staff. An effective contract in education is a mechanism for linking remuneration to the quality and results of teaching.

Each type of organization (medical, educational, scientific) should have its own programme for development and staff renewal. One of the Programme’s key priorities is the implementation of a set of measures for the renewal of teaching staff, first and foremost in all general education institutions.

The set of measures agreed upon, taking account of the views of the professional, expert community and the users of educational services, will make it possible to solve a number of major problems in the system of training and advanced training of teaching staff, and to improve the quality of their work to achieve high educational outcomes for learners. In this connection, guidance will be provided from the Federal level to State agencies in the Subjects of the Russian Federation responsible for the administration of education, with regard to the process for the approbation and introduction of a professional standard for teachers in the context of Federal, regional and municipal pilot projects.

**Support for teaching has been raised to the level of 4 State strategies:**

- the first strategy is to attract to the profession the most motivated candidates, with good previous education and a sufficient level of knowledge of subjects and the way they are taught in school; explain and reinforce the conclusion that teaching is not a second-class job; raise the prestige of the profession and attract teachers from ethnic groups for children belonging to those groups;

- the second strategy is to improve teacher education. Teachers must fully master the knowledge and skills which they impart to schoolchildren; a good level of teacher education must be ensured, giving teachers the ability to associate with pupils, helping them to tackle learning difficulties and teach thinking and professional skills;

- the third strategy consists in sending teachers where they are most needed;

- the fourth strategy consists in retaining the best teachers by means of higher wages, other motivations and professional retraining.

The level of teachers’ wages affects the quality of teaching but equally important is the social environment: a strong school administration, support for young teachers and school unions.
The policy of the Russian Federation aims to:

- promote education as a basic human right;
- raise the quality of education by diversifying its content and methods;
- promote experiments, innovation, publications and exchanges of data and best practices, and to stimulate dialogue on policy issues in education;
- support quality education programmes;
- supply teachers with the technical resources necessary for modern education;
- introduce innovations in education;
- distribute the best teaching materials and methods;
- provide regular advanced training for teachers in line with changing educational standards.

Targeted programmes on the quality of education and support for teachers contribute to the successful implementation of UNESCO’s “Education for All” programme. The Government of the Russian Federation considers that the general level of quality of education is equivalent to 95% of modern standards (as of 2014).

Conclusion

The Government of the Russian Federation provides the information, organizational and methodological conditions, including public participation, for the implementation of UNESCO’s “Education for All” programme.

The legal standard-setting, methodological and other documents necessary for the effective implementation of the goals of the Russian Federation’s “Development of Education” programme have been elaborated. On an annual basis the progress of the programme’s implementation is monitored, information support provided, processes and results analysed to ensure the timely adoption of administrative decisions, and the main ideas on the development of education promoted to attract support and to involve experts and the community at large.

1. Taking account of the goals of UNESCO’s “Education for All” programme, the Government of the Russian Federation is expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

The implementation of these plans is taken into account in the Russian Federation’s State programme on the “Development of Education” and provides for the training of parents and teachers in effective methods of care and education for young children.

2. The Russian Federation provides children – boys and girls, children in difficult circumstances and those belonging to ethnic minorities – with free and compulsory primary education of good quality.

The Russian Federation guarantees equal access to a full education for all learners, including citizens of the Russian Federation and foreign citizens, boys and girls alike, living in every region of Russia.

The Government of the Russian Federation assumes responsibility for action to ensure access to primary education of good quality, employing innovative methods and modern teaching and laboratory equipment.

3. The Government of the Russian Federation guarantees the provision of educational requirements to all young people and adults on a basis of equal access to appropriate learning and life skills programmes.

In the interests of sustainable development of the national economy, all young people and adults are afforded equal access to appropriate learning programmes and vocational training, with the opportunity to continue their education.
Within the Federal State education standards guaranteeing the level of education necessary for society, provision is made for free basic and secondary general education, and free education at other levels within the limits established by the legislation of the Russian Federation, in addition to equal access for all Russian and foreign citizens to education at different levels irrespective of their place of residence or level of family income. Information is also provided to learners about the condition and real requirements of the labour market, and the cost to the State and society of their education.

4. Achievement of a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education in the Russian Federation.

The achievement of literacy of the adult population is considered to be a necessary pre-condition for the development of programmes of additional vocational education, advanced training and education throughout life.

5. Elimination of gender discrimination in primary and secondary education by 2005, and achievement of gender equality in education by 2015, with a focus on providing girls with full and equal access to and achievement in basic education of good quality: that goal has also been achieved in the Russian Federation.

The Federal Programme for the development of education is based on the recognition of gender equality, affirming the principles of equal access to education for boys and girls and ensuring success and good quality in basic education.

6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The quality of education is guaranteed by Federal Law No.273-FZ of 29 December 2012 “On Education in the Russian Federation”; by the accreditation of education programmes in accordance with Federal State educational standards; by public information about effective and ineffective educational institutions. The development of national evaluation mechanisms, including those in the subprogramme “Development of the system for evaluation of the quality of education and transparency of the education system” of the State Programme on “the Development of Education” has enabled the Russian Federation to participate in the global rating of education.

Thus, the goals of UNESCO’s “Education for All” programme have been achieved in Russia, taking account of the specific nature of the national education system. In that connection, supplementary goals have been added to the basic ones, for example: attention to issues involving the social status of teachers, and of teachers working in rural areas; education for the prevention of HIV/AIDS; the development and introduction of effective strategies and alternative economic educational services.

In all, it may be stated the Russian Federation is fulfilling its responsibilities in the areas of pre-school, primary, basic and secondary general education within the framework of UNESCO’s strategy.