

TEACHING PERSONNEL WAGES

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In 2013, the principle focus in the Russian education system was placed upon raising teaching personnel wages, because these wages are linked to wages of the nursery-school teacher and teaching personnel of the extended education system. During the same year, the Center for Continuing Education Economics under the Russian Presidential Academy of National Economy and Public Administration conducted a monitoring of teachers' reaction to changes to their financial conditions. The monitoring-based study showed that growth in wages had no significant effect on the teaching personnel's self-sentiment, most of whom (almost 80%) didn't consider it significant. Additionally, lots of teachers consider that there is direct relationship between wage raise and growth in their workload.

The year 2013 in Russia's system of education was distinguished by a "fight for higher wages" for all categories of teaching personnel. However, the principal focus was placed on the growth in teachers' wages, because they (average wages in the general education system) are linked to wages of nursery-school teachers and teachers of the extended education system. No special measures were provided for to the latter by the Order No. 597 of May 7, 2012, however the Federal State Statistics Service (Rosstat) Rosstat links wages of teachers employed in the children extended education system to the average wages in the general education system.

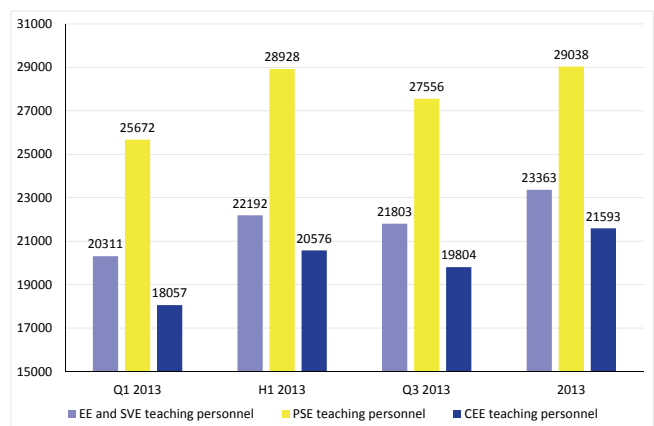
Wages of all other categories of the teaching personnel (teachers and masters of vocational training of public and municipal elementary education and secondary vocational education institutions, as well as higher-education teaching personnel) should see by 2018 an increase of up to 100% and 200% of a respective region's economy-wide average.

Wages of the employees employed at respective levels of the education system (its public and municipal sectors) saw the following changes by an average across the Russian Federation (Fig. 1).

It is seen from Fig. 1 that teaching personnel wages at all levels of education saw an increase in H1 2013, a decline in Q3 2013, and a new growth in Q4 2013. Overall, teaching personnel wages increased as follows (Q4 against Q1):

- preschool education (PSE) – 15%;
- general education (GE) – 13.1%
- children extended education (CEE) – 19.6%
- in elementary education and secondary vocational education (EE and SVE) – 19.4%
- in higher education – 31.9%.

Therefore, teaching personnel in general education saw the least increase in their wages against other levels of education. Wages in higher education increased



Source: Rosstat.

Fig. 1. Teaching personnel wages at various levels of the education system in 2013

almost by one third. This is determined by the fact that wages in the higher education should see a substantial increase by 2018.

Higher-education teaching personnel wages is currently accounting for 134% of the economy-wide average in Russia. At the same time, the results obtained in 2013 show that teaching personnel wages in general education failed to reach 100% of the Russian economy-wide average, falling to 96.9% (100.6% in H1 2013). Teaching personnel wages in the elementary education and secondary vocational education accounted for merely 83.8% of the economy-wide average. The children extended education saw the lowest teaching personnel wages accounting for 73.5% of the average in the general education system.

The North Caucasian Federal District (NCFD) showed the worst situation with teaching personnel wages (97.3% of the economy-wide average) against other federal districts, followed by the Central Federal District (CFD) with 99.4%. The Far Eastern Federal District

was the leader in general education, where teaching personnel wages reached 108.4% at the end of 2013.

In the summer of 2013, when teaching personnel wages saw a visible growth, the Center for Continuing Education Economics under the Russian Presidential Academy of National Economy and Public Administration (CCEE RANEPa), conducted the first round of monitoring of the teaching personnel's reaction to changes to their financial conditions, as well as what they think about the changes¹. The survey was conducted in three regions representing the Russian Federation, namely the Sverdlovsk Region, the Voronezh Region, and the Ivanovo Region.

The monitoring revealed that the teaching personnel at public and municipal schools noticed no substantial increase whatsoever in their financial conditions and wages (Figs. 2 and 3).

Almost 80% of the teaching personnel in the regions which differ largely in their socio-economic situation (classified as donor regions, medium regions, and most donated regions) answered that their financial conditions saw no changes (improved insignificantly or saw no changes). Only 6.7% of the teaching personnel in the Sverdlovsk Region noted that their income increased substantially. Half as much (3.1%) persons answered the same in the Voronezh Region, and 3.5% in the Ivanovo Region. Furthermore, 2.7% of the teachers in the Sverdlovsk Region said that their financial conditions deteriorated substantially (2.5% of the respondents in the Voronezh Region, and 2% in the Ivanovo Region).

Regarding the wage raise, 12.8% of the respondents in the Voronezh Region and 7.8% in the Sverdlovsk and in the Ivanovo Region said that their wage raise was substantial. Forty percent of the teachers in the Sverdlovsk Region said that their wage raise was insignificant while about 65% of the respondents in the Voronezh Region and a bit more than 50% of them in the Ivanovo Region said that they noticed insignificant growth in their wages. At the same time, 80% of the respondents in the three regions didn't consider their wage raise substantial whatsoever (they said that their wages either increased insignificantly or saw no changes).

However, there was a downside of raising teaching personnel wages: growth in their workload (Fig. 4).

It is seen from the data presented in Fig. 4 that from 41.8% of the respondents in the Voronezh Region to 56% of those in the Ivanovo Region saw an increase in their workload.

1 The CCEE RANEPa Project, Concept Development, Evaluation, and Monitoring of the Enhancement in the Effectiveness and Quality of Services in General Education Within the Context of Raising Wages for the Teaching Personnel.

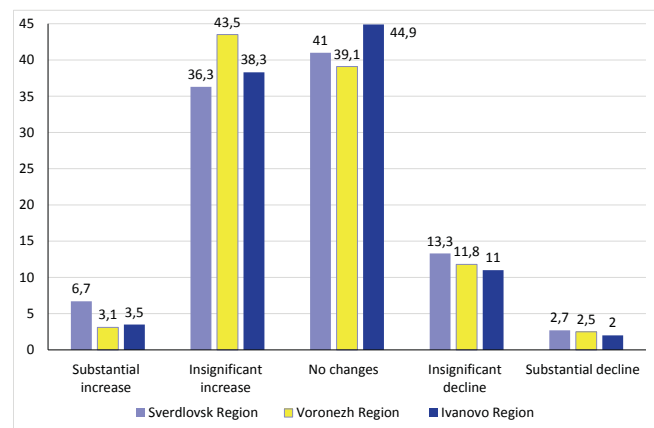


Fig. 2. Teaching personnel's perception of changes to their financial conditions for the last year in the Sverdlovsk Region, Voronezh Region, and Ivanovo Region, %

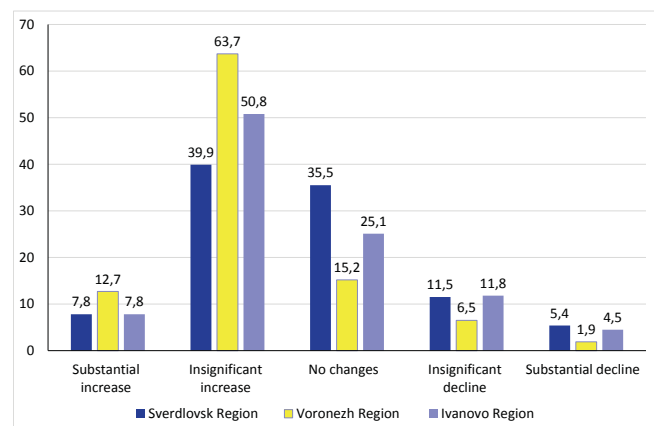


Fig. 3. Teaching personnel's perception of changes to their wages for the last year in the Sverdlovsk Region, Voronezh Region, and Ivanovo Region, %

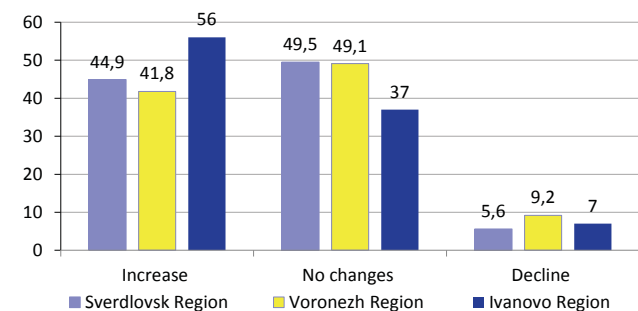


Fig. 4. Growth in the teaching personnel workload in the Sverdlovsk Region, Voronezh Region, and Ivanovo Region, %

However, the objective of raising teaching personnel wages across the country in 2013 was therefore failed despite hard efforts, although many regions managed to reach 100% of the economy-wide average in a respective constituent entity of the Russian Federation. However, the study based on the monitoring of teachers' reaction to changes to their financial conditions conducted by the Center

for Continuing Education Economics under the Russian Presidential Academy of National Economy and Public Administration showed that growth in wages had no significant effect on the teaching personnel's self-sentiment, most of whom (almost 80%) didn't consider it significant. Additionally, lots of teachers

consider that there is direct relationship between wage raise and growth in their workload. And this diminished seriously the effect of the taken measures and showed that the wage raise itself cannot encourage the teaching personnel to enhance the effectiveness of their work. ●