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## **UDMURT**

**The Udmurt language in education in the Udmurt  
Republic in Russia**

| Regional dossiers series |



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**Glossary**

- Oblast (Region)** an administrative-territorial unit within the Russian Federation in which the overwhelming majority of the population consists of ethnic Russians. It is the most common type of federal entity with a local government and locally elected legislature. The only autonomous region (oblast) of the Russian Federation is the Jewish Autonomous Region, located in the Far East of the country, which has just over 1% of Jewish inhabitants. In English, the oblasts are also indicated as provinces (Forsyth, 1992, p.403)
- Kray (Territory)** an administrative territory of the Russian Federation with a majority of Russian, which also can include autonomous areas (okrugs) of ethnic minorities. The title kray (frontier) is historical and related to a geographic frontier position in certain periods of history.
- Republic** a unit of national-state formation, often representing the form of statehood of a particular people (the so-called “titular nation”) within the Russian Federation. In Article 5 of the Russian Constitution the republics are characterized as states. However, this does not mean that they are carriers of state sovereignty. They do not have the right of secession.
- Okrug (Area)** a unit of one of the minor constituent entities of the Russian Federation, formed according to the national-territorial division, often also translated as region (Forsyth, 1992, p.403).
- Rayon (District)** a low-level administrative-territorial unit located within direct (first-level) constituent entities of the Russian Federation, including in towns. There are about 2000 rayons, some of which are home to specific, low-number ethno-linguistic groups, and are called after them.
- FGOS** Federal State Educational Standard.
- RONO** District Department of Public Education.
- Rosobrnadzor** Federal Service for Supervision in Education and Science

## Foreword

**background** Regional and minority languages are languages that differ from the official state language. The Mercator Research Centre on Multilingualism and Language Learning uses the definition for these languages defined by the European Charter for Regional or Minority Languages (ECRML):

“Regional and minority languages are languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state’s population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants”. The Mercator Research Centre aims at the acquisition, application and circulation of knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional dossiers series: documents that provide the most essential features of the education system of regions with a lesser used regional or minority language.

**aim** The aim of the Regional dossiers series is to provide a concise description of European minority languages in education. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements and support structures, as well as quantitative aspects such as the number of schools, teachers, pupils, and financial investments. Because of this fixed structure the dossiers in the series are easy to compare.

**target group** The dossiers serve several purposes and are relevant for policymakers, researchers, teachers, students and journalists who wish to explore developments in minority language schooling in Europe. They can also serve as a first orientation towards further research, or function as a source of ideas for improving educational provisions in their own region.

**link with Eurydice** The format of the Regional dossiers follows the format of Eurydice – the information network on education in Europe – in

order to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

**contents**

Every Regional dossier begins with an introduction about the region concerned, followed by six sections that each deals with a specific level of the education system (e.g. primary education). Sections eight and nine cover the main lines of research into education of the concerned minority language, the prospects for the minority language in general and for education in particular. The tenth section gives a summary of statistics. Lists of regulations, publications and useful addresses concerning the minority language, are given at the end of the dossier.

## 1 Introduction

The Russian Federation occupies a vast territory of 17,125,191 square kilometers in Eastern Europe and Northern Asia and has a population of 146,804,372 (Rosstat, 2016). It is a multinational federal state inhabited by more than 180 peoples (ethnic groups) (Shabaev and Sadokhin, 2015). According to other data, the number of ethnic groups is even reported to be as high as 245 with more than 100 indigenous minorities (Kuzmin, 2015).

The administrative-territorial structure of the Russian Federation was inherited from its predecessor, the Russian Soviet Federative Socialist Republic (RSFSR), the largest of the fifteen Union Republics of the Soviet Union. The administrative structure of the Soviet Union, which has kept changing in significant ways till almost the end of the Soviet era, was multi-layered and reflected to a large extent the ethno-linguistic composition of the population. At the highest level there were the 15 Union republics: the Russian Federation (RF) and 14 Socialist Soviet Republics (SSRs), most of which had a non-Russian majority group (Georgia, Ukraine, Estonia, Uzbekistan, etc.). The RF and the 14 former SSRs are the successor states to the Soviet Union.

In the late 1980s, more than 50% of the territory of the RSFSR was covered by ethnically defined administrative units, that were inhabited by roughly speaking 17.5% of the total population. In all, the RSFSR had 86 constituent entities (“administrative subjects”); in 31 of which one or more specific ethno-linguistic groups (“nationalities”) enjoyed special rights. The other constituent entities were ethno-linguistically neutral. All of the “ethnic” units but one (the Dagestan ASSR which has over 30 local ethno-linguistic groups) was named after their “titular groups”. Many aspects of the pre-1991 system were maintained in the modern Russian Federation. Main differences were that the two types of higher-level “ethno-linguistic” units were fused: the former 16 Autonomous Republics and the 5 Autonomous Oblasts (Regions) became Republics, that some of the Autonomous Okrugs were reduced in status, and that the scope of local autonomy has been systematically reduced in all

constituent entities of the Russian Federation since the end of the Yeltsin period.

In this way, several national minorities of the Russian Empire after the Russian revolution received their own administrative territorial structures. Some of them were given separate states (Finland, Poland, the Baltic Countries) and other minorities, such as Tatars, Yakuts and Buryats, stayed within the Soviet Union and at the end of the century, they received their own state structure within the Russian Federation. Examples include the Republic of Udmurtia, which received its name from the Udmurt population, and the Republic of Sakha (Yakutia), named after the Yakuts.

At present (2018), according to the Constitution of the Russian Federation, the federal structure consists of 85 different federal entities (subyekty federatsii). In principle, these entities are equal parts of the Russian Federation and have the same representation, i.e. two delegates each, in the Federation Council, the Upper House of the Russian Federation's Federal Assembly. In the English literature on the topic, some of these entities are indicated by different names (such as kray or territory), and no unique and unambiguous translation is given. A region (oblast) or a territory (kray) is an administrative territorial entity with a predominantly Russian population and less than 1% minority peoples. Within these entities, special autonomous areas or regions (four okrugs and one oblast) are organized for some smaller minorities: these areas are named after these minorities. Examples are the Jewish Autonomous Area (Avtonomnaya Oblast) and the Yamal-Nenets Autonomous Region (Avtonomnyj Okrug), which is part of the Tyumen Region or Province (Oblast). Thus, the Russian Federation includes 85 constituent entities, of which 22 are republics, 46 are regions (oblasts), 9 are territories or provinces (krays), 3 are cities of federal importance (like Moscow), 4 are autonomous areas (okrugs) and 1 is an autonomous region (oblast). The various constituents of the Russian Federation have all different regulations, with different levels of autonomy in – for instance – the domains of education and language policies. For the names of these entities one encounters different translations both in the media and in specialized publications.

A Region (Oblast) and a Territory (Kray) have majority Russian populations and less than 1% minority peoples. The differences between the 46 ethnically unspecified Regions and the 9 Territories is mainly historical. Most Republics and all Autonomous Areas and the Autonomous Regions have more or less sizable non-Russian speaking groups (“titular nations”) after which they are named. There are a few lower level “ethno-linguistic” units that are subordinated to krays or oblasts, some of these until recently still had the status of Autonomous Okrugs. In the public system of education 89 languages are used: 30 of them as the language of education and 59 as a subject of study (Ministry of National Policy). Most of the languages of ethnic groups within Russia belong to one of the following four language families: Indo-European, Altaic, Uralic and North Caucasian. In addition, Russia has many speakers of languages, which are the languages of other states, such as Ukrainians, Byelorussians, Kazakhs, Armenians, Azerbaijanis and Bulgarians, to name but a few. The Udmurt language is the native language of the indigenous population of the Udmurt Republic. The Republic is located west of the Ural Mountains between the Vyatka and Kama rivers, between the Perm Region in the East and the Kirov Region in the West and North, the Republic of Tatarstan in the South, and the Republic of Bashkortostan in the Southeast. In 1920, the modern Udmurt Republic originated from the Votskaya Autonomous Region. In 1932 it was renamed as Udmurt Autonomous Region, and in 1934 the region was reorganized to become the Udmurt Autonomous Soviet Socialist Republic. After the collapse of the Soviet Union, the Udmurt Autonomous Soviet Socialist Republic became a subject of the Russian Federation under the name of the Udmurt Republic (in Udmurt: the Udmurt El’kun) (Law of the Russian Federation No. 2708-I of April 21, 1992).



Fig. 1: The Udmurt Republic on the map of the Russian Federation  
(source: <https://ru.wikipedia.org/wiki/>) [Accessed: October 2017].

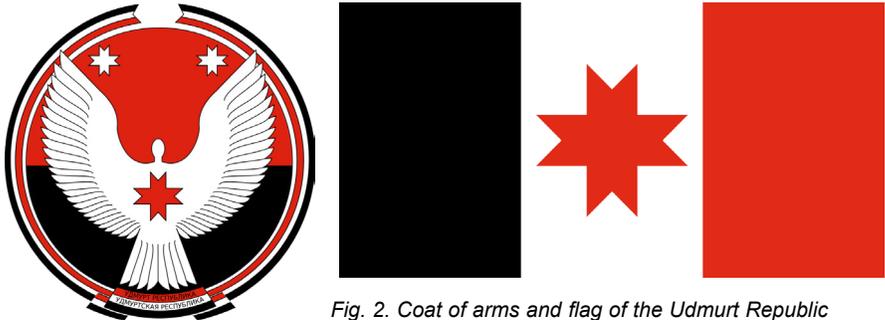


Fig. 2. Coat of arms and flag of the Udmurt Republic

**Population** Udmurts are the indigenous people of the Udmurt Republic, one of the relatively numerous groups of Finno-Ugric peoples (in number the fifth, after the Hungarians, Finns, Estonians and Mordvins). According to the statistical data for 2017, the population of the Udmurt Republic amounts to 1,516,826 people. Of these, 460,584 are Udmurts, who thus form 29.3%, of the total number of inhabitants. The number of Russians by nationality is twice as high: 944,108 people or 60.1%. Thus, Udmurts do not constitute a majority in their Republic. The third largest group is formed by the Tatars (109,218 people or 7.0%). Of the other nationalities, a significant part is represented by Ukrainians (11,527) and Mari (8,985). The rest of the nationalities make up less than 0.5% of the total number of inhabitants (Federal State Statistics Service, 2017).

The majority of Udmurts (237,066 people) live in rural areas, while 173,518 are urban dwellers. According to the 2010 census, the Udmurts are also compactly settled elsewhere in the Russian Federation: in Tatarstan (23,454 people), Bashkortostan (21,477), Perm Kray (20,819 people), Sverdlovsk Region (13,789 people) and Kirov Region (13,639 people). In addition, Udmurts live in the Republic of Mari El, as well as – in Siberia: – in the Krasnoyarsk Kray and Tomsk Region. In Soviet times a significant number of Udmurts moved to Kazakhstan and Ukraine. According to the 2010 census the total number of Udmurts in the Russian Federation is 552,299 people. According to worldgeo.ru on the national composition of the population of the Udmurt Republic, Representatives of more than 100 nationalities of the Russian Federation currently reside in the Udmurt Republic.



Fig. 3. Districts and cities of the Udmurt Republic. Source: Atlas of the Udmurt Republic (ed. by I.I.Rysin). Moscow: Feoria Publishing house, 2016. P.21.

The Udmurt Republic occupies 42,061 square kilometers and is administratively divided into 25 rayons (districts) and 5 urban districts: I. Izhevsk; II. Votkinsk; III. Glazov; IV. Mozhga; V. Sarapul. The rayons are presented in Figure 3 and the following Table.

1. Yarsky	14. Zavyalovsky
2. Glazovsky	15. Votkinsky
3. Balezinsky	16. Vavozhsky
4. Kezsky	17. Kiznersky
5. Yukamensky	18. Mozhginsky
6. Krasnogorsky	19. Malopurginsky
7. Igrinsky	20. Kiyasovsky
8. Debyossky	21. Sarapulsky
9. Seltinsky	22. Kambarsky
10. Yakshur-Bodyinsky	23. Grakhovsky
11. Sharkansky	24. Alnashsky
12. Syumsinsky	25. Karakulinsky
13. Uvinsky	

**language status** Both Russian and Udmurt are both state languages of the Udmurt Republic. The official status of the Udmurt language is recognized by the regional law adopted by the State Council of the Udmurt Republic on November 27, 2001, which says “*The Udmurt Republic, being the only state formation of the Udmurt people, provides care for the preservation and development of the Udmurt language as the basis of its national culture*” (Regional Law No. 60-RZ). At the same time, citizens who live in the territory of the Udmurt Republic and whose native language is not Russian or Udmurt are guaranteed the use of their native language as a means of communication in their community.

**status of language education** Legal documents related to the languages of education in the territory of the Udmurt Republic are consistent with the basic documents regarding the language and educational policy of the Russian Federation, which are mentioned in the legislative

acts entitled “On the Languages of the Peoples of the Russian Federation” (Law No. 1807-1, 1991) and “On Education” (Rossiyskaya Gazeta, 1992). The Law “On Education” guarantees all citizens of the Russian Federation the right not only to receive basic general education in their native language, but also to choose the language of instruction within the limits of the opportunities provided by the educational system (Article 6, paragraph 2). On the one hand, the law provides protection and development in the schools for ethnic cultures and regional cultural traditions (Article 2, paragraph 2), on the other hand, it ensures the unity of the country’s cultural and educational space.

Article 5 of the Law of the Republic of Udmurtia (No. 11-RZ, 2014) guarantees the creation of conditions for teaching and studying the Udmurt and Russian languages as state languages of the Udmurt Republic, and conditions for studying and teaching the languages of the peoples of the Russian Federation residing in the Udmurt Republic – again within the scope of the opportunities provided by the education system. It is especially noted that state and municipal educational institutions of the Udmurt Republic should have state accreditation for educational programs in compliance with federal educational standards. Also, teaching and studying the Udmurt language as the state language of the Udmurt Republic should not take place at the expense of teaching and studying the state language of the Russian Federation, which is Russian.

In recent years a change in attitude towards the national schools on the part of the federal authorities has manifested itself. On September 1, 2009, the Federal Law No. 309 (On Amendments to Certain Legislative Acts of the Russian Federation Concerning Changes in the Concept and Structure of the State Educational Standard) which entered into force abolished the previous state educational standard, which consisted of three components: a federal one, a national and regional one and a component for particular educational institutions. Since then, a single Federal State Educational Standard (FGOS) has been developed and approved by the

Russian government, which is exemplary for basic educational programs set up by the Federal Ministry of Education. It is this Federal Law on the basis of which the Ministry of Education and Science of the Russian Federation have developed a unified state educational standard. It does not allow national republics to teach and study their local languages on the same level as the Russian language.

**education system**

The structure of the state education in the Russian Federation is represented by three levels:

- First level - compulsory primary education which lasts from the first to the fourth class (age 6-10 years);
- Second level - compulsory incomplete secondary education from the fifth to the ninth class (age 11-15 years);
- Third level - complete secondary education: from the tenth to the eleventh classes (age 16-18 years).

Education is free, but only the first two levels are mandatory. This means that every Russian child is required to attend school for at least nine years between the ages of 7 and 16. This is enshrined in a Russian government resolution of March 23, 2001 (*Resheniye Pravitel'stva Rossiyskoy Federatsii № 224 ot 23 marta 2001 g / Decison of the Government of the RF number 224 from March 23, 2001*) [On conducting an experiment on improving the structure of education].

**private and public**

In the Udmurt Republic there are at present no private schools. Public-private partnership in education is developing extremely slowly. As for preschool education, only one private kindergarten officially operates in the Republic. All other preschool and school institutions are public and funded by the state.

**bilingual education forms**

Teaching in the native Udmurt language has a fairly long tradition. It started as early as the end of the 19th century with the efforts of Udmurt enlighteners – teachers, scholars and writers, such as G. Y. Vereshchagin, K. A. Andreyev, I. V. Vasilyev, I. S. Mikheyev, and others. It was during this period, that together with the formation of the Udmurt literary language

and the beginning of book printing in the Udmurt language, the creation of national schools became possible and the training of Udmurt teachers started in teachers' seminaries for national minorities. At the same time, cultural and educational societies emerged in Kazan, Yelabuga, Glazov, and Malmyzh. These institutions were actively engaged in propagating the ideas of national education and in the organization of Udmurt schools. After the February Revolution of 1917, the issue of creating a school in the native language became a subject of wide discussion among Udmurt teachers and the regional public. For the first time in the history of Udmurt education, a set of rules regulating the work of primary schools was developed and adopted. The Udmurt language was supposed to be studied during the entire school period and the Russian language was to be studied as one of the school subjects.

After the October Revolution, the Soviet government proposed a new strategy in the field of public education, taking into account the education of national minorities. Among the first documents developed by the People's Commissariat of Education of the RSFSR was the resolution of October 31, 1918, "On the Schools of National Minorities". This resolution stated the right of nationalities in the territory of the RSFSR to organize education in their native language at all levels – from elementary to high school<sup>1</sup>. The creation of the Autonomous Region in November 1920 intensified the development of Udmurt schools. In 1926 at the 4th All-Russian Congress of Udmurt Educators, the resolution entitled "The Mother tongue in the Udmurt school" was adopted, which supported the official educational policies of the time. Thus, in the 1920s a network of Russian, Udmurt and mixed Udmurt/Russian schools was established in Udmurtia.

#### **administration**

The organization of local educational institutions nowadays is coordinated by the District Department of Public Education (*Rayonnyi otdel narodnogo obrazovaniya*, abbreviated RONO). The RONO depends on the local municipal authorities and

<sup>1</sup> *Narodnoye obrazovaniye. 1917-1973. Sbornik dokumentov* [Public education. 1917-1973. Collection of documents].

coordinates its activities with the Ministry of Education and Science of the Udmurt Republic. Its main tasks concern the implementation of a unified educational policy, while ensuring the educational rights and meeting the requests of citizens of the district in the domain of education. The RONO supervises the organization of work of subordinate educational institutions (kindergartens and schools, including private ones) in conformity with the Law "On Education" of the Russian Federation. A strategic program is developed for the educational system of the district, together with an expert analysis of the local education system. This reveals prospects and tendencies of the development. Finally, attestations of pedagogical personnel are carried out in the sphere of education in the district.

The RONO carries out its activities on the basis of the following regulations:

- *Federal'nyi zakon "Ob utverzhdenii federal'noy programmy razvitiya obrazovaniya" ot 10.04.2000, № 51 - FZ (redaktsiya 26.06.2007)* [Federal Law «On Affirmation of the Federal Program for the Development of Education» from April 10, 2000, No. 51-FZ (version of 26.06.2007)];
- The National Doctrine of Education in the Russian Federation: *Postanovleniye Pravitel'stva RF ot 4 oktyabrya 2000 g., № 751* [Decree of the Government of the Russian Federation from October 4, 2000, No. 751];
- The concept of modernization of Russian education: *Postanovleniye Pravitel'stva RF ot 29 dekabrya 2001 № 1756 – r.* [Decree of the Government of the Russian Federation from December 29, 2001, No. 1756].

**inspection**

The Ministry of Education and Science of the Udmurt Republic oversees education, in compliance with the legislation of the Russian Federation, and with federal state educational standards.

Under the Ministry of Education and Science of the Udmurt Republic, the Supervision and Control Service in the field of Education (*Sluzhba po nadzoru i kontrolyu v sfere obrazovaniya*) supervises the implementation of legislation on education as

well as educational quality control. At the municipal level, control functions are assigned to the district departments of public education (RONO).

**support structure** In 1990, the Department of National Education was established in order to coordinate the activities of national educational institutions in the Ministry of Education and Science of the Udmurt Republic. Personnel for the system of national education is currently trained in Izhevsk, at the Udmurt State University, at the Institute of Udmurt Philology, Finno-Ugrian Studies and Journalism, and in the only special medium educational institution, the Mozhga Teachers College.

Of all the institutions that make valuable contributions to the development of curricula and teaching aids in the Udmurt language, the Budgetary Scientific Institution of the Udmurt Republic (*Nauchno-issledovatel'sky Institut natsional'nogo obrazovaniya* = BNUUR NIINO) of the Udmurt Republic deserves a special mention. Another institution that directly deals with the improvement of the skills of public education staff, including Udmurt language teachers, is the Autonomous Educational Institution of Additional Professional Education of the Udmurt Republic (*Avtonomnoye uchebnoye zavedeniye dopolnitel'nogo professional'nogo obrazovaniya Udmurtskoy Respubliki*). This institute implements programs of additional professional education for employees in the educational system in the Udmurt Republic.

Public organizations of the Republic, such as the All-Udmurt Association “*Udmurt Kenesh*”, actively try to influence the status of the Udmurt language as a viable state language and promote the preservation of the traditional culture of the Udmurt people. As early as 2014, this association introduced a legislative initiative to amend the draft law of the Udmurt Republic “On the implementation of powers in the field of education”. The essence of the amendments was a step-by-step introduction of compulsory study of the Udmurt language in all general educational institutions of the Republic from

September 1, 2014. Unfortunately, these amendments were not included in the Draft Law.

Currently in the Republic the following periodicals are issued in the Udmurt language:

- the Republican social and political newspaper “*Udmurt Dunne*” (Udmurt World) (with a circulation of 5 000 copies);
- the children’s newspaper “*Dzechbur*” (Hello) (1,200 copies, once a week);
- the interdistrict newspaper “*Idnakar*” (City of Idna) (1,450 copies, twice a week);
- the literary and art magazine “*Kenesh*” (Council) (1,700 copies, 10 issues per year);
- the magazine for young people “*Invozho*” (Summer solstice) (1,050 copies, 10 issues per year);
- the children’s magazine “*Kizil*” (Star) (1,700 copies, 10 issues a year);
- The scientific and methodical journal for teachers and educators “*Vordskem kyl*” [Native Word] is among the Finno-Ugric regions of Russia the only scientific and methodical publication in the national language (700 copies, 10 issues per year).

As for television programs, one fifth of broadcasting on the TV channel “*Moya Udmurtiya*” [My Udmurtiya] is done in Udmurt, and one fourth on the radio channel of the same name. For an audience of more than 500,000 Udmurt language speakers residing in the Republic and beyond the periodicals listed above are clearly not sufficient, and neither is the volume of television and radio broadcasting in Udmurt.

## 2 Pre-school education

### target group

According to the Federal “Law On Education in the Russian Federation”, № 273-FZ from December 29, 2012 (edition July 29, 2017) (*Ob obrazovanii v Rossiyskoy Federatsii” № 273-FZ*) the following levels of general education are established:

- 1) pre-school education;
- 2) primary general education;
- 3) basic general education;
- 4) secondary general education.

Pre-school education is the first step in the system of education in the Russian Federation. It promotes and assesses the intellectual, personal and physical development of a child between the ages of 3 and 7 on the basis of the Russian Federation’s educational standards for pre-school education.

### structure

There are several types of pre-school institutions, but the main and most common is the kindergarten. Kindergartens in the Russian Federation provide pre-school education for children aged 3 to 7 years. During their final year in kindergarten, children are purposefully prepared for primary school education. Kindergarten days start at 07.30 and finish at 18:30, which basically corresponds to the schedule of the parents’ working day.

The pedagogical staff of the kindergarten is usually complemented with graduate students who have been trained in a pedagogical school or a pedagogical institute. In addition, there are staff members who assist in the care and upbringing of the children. This process of upbringing and caring for children in pre-school educational organizations of the Udmurt Republic is carried out by 10,100 pedagogical workers, 52% of whom have completed higher education (Division Udmurtstat, 2017).

All kindergartens are funded from local municipal budgets, but parents must pay a monthly fee for placing their child in a kindergarten. The amount due is calculated on the basis of the parents’ monthly income. Single mothers or single fathers receive compensation for kindergarten payments and

an additional monthly allowance for the child. No parent fee is charged for the care of children with disabilities, orphans, and children left without parental care, and no fee is due for children with tuberculosis who study in state and municipal educational organizations that implement the educational program for pre-school education,

**legislation** The basic law regulating the policy of pre-school education in Russia and the Udmurt Republic is the Federal Law on Education (Article 64. № 273-FZ, 2012) on Pre-school Education. The law dictates that all childcare institutions must conduct their activities in accordance with the Federal Law on Pre-school Education. The law obliges local authorities to organize the necessary day care for pre-school children in their local municipalities.

**language use** The main language of communication and education in kindergartens is Russian. In a number of kindergartens in the Udmurt Republic, mostly in rural areas, in places where the Udmurt population is compactly settled, and in certain urban kindergartens, children have the opportunity to speak and learn in their native language. Pre-school institutions that use the Udmurt language as a means of training exist in the Udmurt Republic, but none of them provides a full language immersion program. This is because the Russian federal authorities consider the “language nest” approach to be dividing children according to ethnicity, thereby prohibiting full immersion in pre-school institutions at pre-school level (*Doklad Rossiyskoy Federatsii... = Report of the Russian Federation..., 2010*).

**teaching material** Most kindergartens in Russia work according to a standard educational program in which most of the teaching materials are aimed at Russian-speaking children. In the Udmurt Republic, they also work in accordance with state educational programs for kindergarten and pre-school education in Russia. Nevertheless, in accordance with the Federal State Educational Standard of Pre-school Education, which came into force in January 2014, kindergartens can independently develop their own educational programs, taking into account their own varieties up to 40%.

This may partly relate to the use of the Udmurt language and the national component in working with children. Unfortunately, teachers decide individually whether to develop and apply their own programs. A significant contribution to the development and publication of programs and teaching aids for pre-school education is made by the Budgetary Scientific Institution of the Udmurt Republic or Research Institute for National Education (*Nauchno-issledovatel'sky Institut natsional'nogo obrazovaniy*) (BNUUR NIINO), whose experts have prepared and published a whole range of programs and teaching aids that are actively used in the practical activities of pre-school institutions in the Republic.

**statistics**

In 2016, approximately 850 state educational organizations in the Udmurt Republic, including 612 independent educational organizations and 213 pre-school units with educational and other organizations, carried out activities concerning educational programs for pre-school education. The total number of pupils in these organizations was 102,200 children. In the process of upbringing and caring for children in pre-school educational organizations of the Republic 10,100 pedagogical workers are employed, 52% of whom have received higher education (Division Udmurtstat, 2017).

As for information on the number of kindergartens in which Udmurt is purposefully used as a language of instruction and communication, this can unfortunately not be found on the official websites of the Ministry of Education and Science and the Ministry of National Policy of the Udmurt Republic.

To date, there is only one private kindergarten in the Republic. By law this kindergarten has the right to receive part of the subsidies for educational activities, but because of bureaucratic problems the process is being hampered, as is the development of this promising and important type of activity in the system of pre-school education.

### 3 Primary education

**target group** According to Article 66 Point 1 of the Law “On Education in the Russian Federation” (*stat’ya 66 punkta 1 “Zakona ob obrazovanii v Rossiyskoy Federatsii”*), primary general education is compulsory for all children. It is aimed at mastering reading, writing, counting, basic learning skills, elements of theoretical thinking, the simplest skills of self-control, the culture of behaviour and speech, the fundamentals of personal hygiene and a healthy lifestyle. Getting primary general education in educational organizations begins when children reach the age of six years and six months, in the absence of contra-indications for health reasons, and no later than the age of eight. Training lasts four years and, as a rule, is led by the same teacher for all four years.

**structure** In the Russian Federation, all public primary schools are free of charge. Most textbooks are issued to parents free of charge. When entering the preparatory classes, schoolchildren undergo special testing to determine their level of development. Depending on the results, they are sent to classes for further training. Mentally retarded and disabled children with physical disabilities, as well as children with other disabilities, are usually sent to special schools. In the absence of such schools in their area, they attend classes with their peers or are trained individually. After completing primary school at the age of 10-11 years, pupils receive a certificate for successfully completing the primary stage of general education. With this document they can continue their education in secondary school.

**legislation** All educational activities of primary schools in the Udmurt Republic are conducted on the basis of the Federal Law “On Education in the Russian Federation” (*Zakona ob obrazovanii v Rossiyskoy Federatsii*) and are controlled by the Ministry of Education and Science of the Udmurt Republic. At the municipal level these issues fall within the competence of the District Department of Public Education (RONO).

The teaching and learning of the national language in primary school follows Article 5 of the Law of the Udmurt Republic "On the implementation of powers in the field of education" (*Stat'ya 5 Zakona Udmurtskoy Respubliki "O realizatsii polnomochiy v sfere obrazovaniya"*), which guarantees the creation of conditions for teaching and studying the Udmurt language in primary education, within the scope of the system's education in the field.

**language use** Despite the fact that the official language of education in the primary schools of the Udmurt Republic is Russian, the Udmurt language is the language of instruction in some classes of primary schools in Udmurtia, Tatarstan, Bashkortostan and Mari El. Still, and in most schools, the Udmurt language is generally only a subject of study.

**teaching material** The development of textbooks and teaching aids, in accordance with the requirements of the Federal State Education Standard (*Federal'nyi gosudarstvennyi standart obrazovaniya, FGOS*) of 2012 and modern teaching methods, is professionally handled by the Budgetary Scientific Institution of the Udmurt Republic (*Nauchno-issledovatel'sky Institut natsional'nogo obrazovaniya*) (BNUUR NIINO). In particular, their experts have prepared and published various series of textbooks, curricula and workbooks for pupils of all four classes of primary school.

**statistics** Data on the number of primary schools with Udmurt components and the number of pupils studying the Udmurt language are not available on official websites of the Ministry of Education and Science of the Udmurt Republic.

## 4 Secondary education

**target group** After completing their primary school curriculum, pupils move on to the next phase, the second stage of general school education. The compulsory part of secondary school education lasts five years. The third and final stage of education for teenagers in Russia is called complete general education and lasts two years. As a rule, students complete these last two classes of secondary school at the age of 17-18.

**structure** The first level of secondary school education lasts from the fifth grade to the ninth, and is called basic general secondary education. This level of education is compulsory for all school-children in the Russian Federation. After finalizing the ninth grade, students take exams and receive a “Certificate of Secondary Education”. This certificate presents the final grades in all the subjects that they studied during the previous five years.

From 2014 onwards, on the basis of the Law of the Russian Federation “On Education” (*Zakon Rossiyskoy Federatsii “Ob obrazovanii”*) and in accordance with the Order of the Ministry of Education and Science of the Russian Federation No. 1394 (*Prikaz Ministerstva obrazovaniya i nauki RF ot 25.12.2013 g. № 1394*), the final certification of students (GIA) has been implemented in the schools of the Russian Federation for those who completed the educational programs of basic general education. The state final certification of graduates in the 9th grade takes the form of standardized examinations, which enables examiners to determine the level of mastery in terms of the federal state standard of basic general education. The Order of the Ministry of Education and Science of the Russian Federation (*Prikaz Ministerstva obrazovaniya i nauki RF ot 07.07.2015 g. № 692* (dated 07.07.2015, № 692) amended the procedure for conducting the state final certification for educational programs of basic general education. In accordance with the changes introduced for all graduates of 9<sup>th</sup> (ninth) grades from September 1, 2015, it is necessary to pass four

exams in order to obtain a certificate. These are compulsory exams in the Russian language and mathematics and two additional topics – at the choice of the student themselves. In 2015, it was still necessary to pass the native language exam to obtain a certificate. Today, the native language and literature, along with other topics, are subjects of choice. This has caused the number of students wishing to pass the Udmurt language exam to increase every year. So, if in 2015 there were only 8 pupils, this means that in 2016 there were about 250, and in 2017 – almost 500 in 9 classes (*V Udmurtii pochti 500 vypusnikov 9 klassov sdayut ekzamen po rodnomu yazyku*).

In order for a student to finish an average and complete general education program, it is necessary to undergo training in the tenth and eleventh grades. At the end of this period, students must pass the Unified State Exam (EGE), which is organized and conducted by the Federal Service for Supervision in Education and Science (Rosobrnadzor), in conjunction with the executive authorities of the subjects of the Russian Federation that are in charge of public administration in the field of education. The EGE includes the following general educational subjects:

- Russian language
- Mathematics (basic and profile)
- Physics
- Chemistry
- History
- Social Studies
- Informatics and information and communication technologies (ICT)
- Biology
- Geography
- Foreign languages (English, German, French and Spanish)
- Literature.

To obtain a certificate, graduates take exams in compulsory subjects – the Russian language and Mathematics at basic or profile level. Other subjects of the Unified State Examination

are taken on a voluntary basis for admission into educational institutions of higher education, including students' native language (Udmurt) and literature (in the native language).

**Legislation**

The educational activities of secondary schools in the Udmurt Republic are also conducted within the framework of the Federal Law "On Education in the Russian Federation" (*Federal'nyy zakon "Ob obrazovanii v Rossiyskoy Federatsii"*) and are controlled by the Ministry of Education and Science of the Udmurt Republic. At the municipal level, issues related to the organization of educational activities fall within the competence of the District Department of Public Education (RONO).

**language use**

In the secondary educational schools of the Udmurt Republic, the Udmurt language is not a language of instruction. The main language of instruction is Russian. Even in the so-called "national" schools, the Udmurt language and literature are studied only as a subject. At the same time its study is not obligatory and is not legislated – the Udmurt language and literature are studied on a voluntary basis in schools. As a rule, this takes place two hours a week: one hour the Udmurt language and the other the Udmurt literature. As part of the inclusion of the regional component in the education in school, the history of the native land is still being studied.

Based on the study of the ethno-linguistic situation in the Republic, a three-level standard for the Udmurt language has been developed:

- for children who have only limited proficiency in the Udmurt language;
- for children who know the Udmurt language;
- for children who do not know the Udmurt language, but who want to study it.

*Udmurt schools also operate in Bashkortostan, Tatarstan, the Republic of Mari El and Perm Krai. In Tatarstan, for example, where there are more than 23,000 Udmurts, there are 34 Udmurt schools with a national component of education, in*

*some of them all subjects are taught in the Udmurt language, in others it is included in the curriculum as a subject.*

**teaching  
material**

For many years, educational materials and manuals on the Udmurt language and literature for schools have been developed in the Budgetary Scientific Institution of the Udmurt Republic (*Nauchno-issledovatel'sky Institut natsional'nogo obrazovaniya*). On the website of this institution textbooks, programs and methodological manuals are widely presented for the schools of the Udmurt Republic and neighbouring regions, where Udmurt language and literature are taught. Materials are printed in the local publishing house "Udmurtia", which has extensive and long-term experience in the publication of such kinds of literature.

**Statistics**

In the mid-2000s, the number of pupils studying Udmurt in the schools of the Udmurt Republic had decreased by 11,000 pupils over 10 years. This was in part the ultimate consequence of the demographic downfall caused by the loss of a great number of people during the Second World War, and it resulted in the closure of 224 primary and secondary schools. Half of these were rural national schools, which were closed due to the small number of pupils, in the process known as the "optimization" (Karaulov B. I., 2013). The process of closing down national schools continued: in the 2016-17 school year, there were only 229 comprehensive schools in the Udmurt Republic where 18,365 pupils studied their native language and literature. This amounted to 11% of all pupils in the Republic's schools (taking into account the fact that 17,383 pupils studied Udmurt language and literature, 746 studied Tatar language and literature, and 236 studied Mari language and literature). Thus, over a period of 16 years, the number of "national" schools and children studying in the regional languages decreased by almost by 50% (from 415 to 229 schools, from 33,299 to 18,365 students) (V.S.Vorontsov and D.A. Cherniyenko, 2017, p. 3-4). In this situation the reduction of the number of schools cannot exclusively be explained by the demographic decline in the population.

## 5 Vocational education

**target group** Secondary vocational education in the Russian Federation is not only aimed at intellectual, cultural and professional development, but also at preparing skilled workers or employees and mid-level specialists. Young people aged 15-16 years who have an education no lower than the basic general (9 classes of a general education school) or secondary general education (11 classes) are allowed to study in institutions of secondary vocational education, unless otherwise stated by law.

**structure** In Russia, there are four levels of professional education. The first level of professional education can be attained in primary vocational schools – lyceums, colleges and technical schools or colleges. As a rule, the term of study is two years on the basis of completed secondary education, and four years on the basis of incomplete secondary school studies. The qualifications received in primary vocational education concern workers and entry-level specialists. Young people studying on the basis of incomplete secondary school studies, in addition to these qualifications, receive a completed secondary education certificate. Students in the primary vocational educational system are *учащиеся* (learners), unlike *студенты* (students) studying in secondary specialized educational institutions.

The second level of vocational education can be attained in secondary specialized educational institutions, or at the first level of educational institutions of higher professional education. In this case, the educational program of secondary vocational education is based on the requirements of the relevant federal state educational standards for secondary general and secondary vocational education, taking into account the profession or specialization of secondary vocational education.

Secondary vocational education is at the expense of the public budget, except in the following cases:

- when admission tests for professions and specialties require applicants to have certain creative abilities, physical and (or) psychological qualities tested;

- if the number of applicants exceeds the number of places financed from the budgets, the students' results achieved in the basic general or secondary general education program are taken into account.

After graduating from secondary specialized educational institutions, students receive a diploma of secondary vocational education. With this diploma, they have the opportunity to continue their studies in various universities throughout the country. In some educational institutions, students can be enrolled immediately in the third year of study.

**legislation**

Vocational education in Russia is regulated by the Federal Law of the Russian Federation "On Education in the Russian Federation" "Vocational Education" (*Federal'nyy zakon om "Ob obrazovanii v Rossiyskoy Federatsii" "Professional'noye obrazovaniye"*), No. 273-FZ dated December 29, 2012, Article 68 which entered into force on September 1, 2013. All vocational educational institutions, both state and non-state, are controlled by the Ministry of Education and Science of the Udmurt Republic.

**language use**

The main language of education in secondary vocational schools in the Udmurt Republic is Russian. Nevertheless, in connection with the introduction of the new generation Federal State Educational Standards (FGOS), almost all secondary vocational schools have introduced the ethno-cultural education component into the curriculum. Its implementation in the Udmurt Republic is necessary since it helps to educate students on identity, tolerance, and the culture of interethnic communication, as well as on the prevention of interethnic conflicts (Ivshina, 2013, p. 117). However, the ethno-cultural component does not imply the direct teaching of the Udmurt language itself in the curriculum at secondary vocational schools in the Udmurt Republic. Only some subjects are taught in the Udmurt language in the Budget Professional Educational Institution (Mozhginsky Pedagogical College named after T.K. Borisov), which prepares specialists in the Udmurt language and literature for primary

schools of the Republic. In addition, for all other students of this college the Udmurt language is taught one hour per week. Moreover, there is a language course program for those who speak the Udmurt language and for those who do not. Students who know the Udmurt language often use it in everyday life.

**teaching  
material**

Programs in secondary vocational education, implemented on the basis of nine classes, include disciplines as distinguished in secondary general education. The development of such programs is carried out in accordance with the requirements that are laid down in the federal state educational standards for secondary vocational and secondary general education, as well as with the professional profile for which students are trained. The educational program of secondary vocational education implemented on the basis of basic general education is developed following the requirements of the corresponding federal state educational standards for secondary general and secondary vocational education, taking into account the profession or specialty of secondary vocational education.

The textbooks and programs on the Udmurt language and literature for the Budget Professional Educational Institution “Mozhginsky Pedagogical College named after T. K. Borisov”, a unique educational institution in the Republic, are developed independently and through the institution’s own efforts. The Ministry of Education and Science of the Udmurt Republic does not consider it appropriate to allocate funding for this purpose since, according to the Pedagogical College, it is considered unprofitable.

**statistics**

In the Udmurt Republic, there are currently 60 vocational educational institutions, both state and non-state (departmental), of which 32 prepare mid-level professionals, and 28 prepare skilled workers and employees. These are the Professional Educational Organizations of the Udmurt Republic (*Professional'nyye Obrazovatel'nyye Organizatsii UR*). Only one of them trains specialists in the Udmurt language and literature: the Udmurt language can be studied in the professional educational

institution “Mozhginsky Pedagogical College, named after T.K. Borisov” which annually brings forth 25 young specialists to work in the Republic’s primary schools, as well as in neighbouring regions where schools offer Udmurt programs.

## 6 Higher education

### Structure

Modern higher education in the Russian Federation allows students to obtain a Bachelor's degree (after four years of study), a specialist degree (after five years of study) and a Master's degree (after an additional two-year training program) regardless of whether the program is run by an institute, an academy or a university (see *Scheme No. 1, "Structure of Higher Education in Russia"*). In Glazov, in the north of the Republic, Glazov State Pedagogical Institute, named after V. G. Korolenko, prepares pedagogical cadres.

The capital of the Udmurt Republic – Izhevsk is the largest educational and scientific centre of the region and houses four state institutions of higher professional education:

- Udmurt State University;
- Izhevsk State Technical University named after M.T. Kalashnikov;
- Izhevsk State Medical Academy;
- Izhevsk State Agricultural Academy.

Izhevsk there also has two private higher educational institutions:

- Kama Institute of Humanitarian and Engineering Technologies;
- International East European University.

In addition, Izhevsk has several branches of higher educational institutions from other regions of the Russian Federation, but they do not have a significant impact on the overall picture of the Republic's higher education system.

All higher educational institutions in the Republic of Udmurtia are completely Russian-speaking. The only exception is the Udmurt State University, where the Udmurt language and literature are taught in the Institute of Udmurt Philology, with Finno-Ugrian Studies and Journalism as main subjects. Students should also learn an additional language. As a second language of instruction, students can choose Russian, English, German,

Finnish and Hungarian. Udmurt language and literature as a main specialization is also offered as a correspondence course. Finally, there are paid and free (budgetary) forms of education, and the Institute does not prepare specialists for pre-school and primary schools.

**legislation** All higher educational institutions of the Udmurt Republic are controlled by the Ministry of Education and Science, as well as is the case for the entire Russian Federation. The activities of higher education institutions are regulated by the Federal Law of the Russian Federation on Education (*Federal'nyy zakonom Rossiyskoy Federatsii ob obrazovanii*), Chapter 8, Article 69 "On Higher Education" ("*O vysshem obrazovanii*") of 2015.

**language use** As mentioned above, the Udmurt language and literature are only taught in the Udmurt language at the Institute of Udmurt Philology, Finno-Ugrian Studies and Journalism. For all other disciplines, the main language of instruction is Russian.

**teacher training** After a few years of practical work graduates of the Institute of Udmurt Philology, Finno-Ugrian Studies and Journalism can take part in additional Udmurt courses of professional development in the Autonomous Educational Institution of Additional Professional Education of the Udmurt Republic's "Institute for the Development of Education" (for more details see Chapter 7 "Adult Education").

**statistics** Every year, approximately 75 students graduate in the specialization "Udmurt Language and Literature" from the Institute of Udmurt Philology, Finno-Ugrian Studies and Journalism. Of these, 25 will be active as teachers in the schools of the Udmurt Republic and neighbouring regions with schools where the Udmurt language and literature are taught. As a rule, not all of these 25 are in demand, so the others have to change their specialization and teach other disciplines, such as Russian language and literature, for example.

## 7 Adult education

### structure and language courses

Practical adult education is viewed not only as an effective instrument for social and economic transformations and as a way of adapting an adult person to new conditions, but also as a specific investment in the social sphere which provides the highest return. In the Russian Federation, increasing general and structural unemployment, the rapid obsolescence of previously acquired knowledge, and the change in activities of many enterprises, provides new tasks for adult education. Meanwhile, in the Russian Federation, a theoretically based legal field for the development of adult education has not yet been defined.

The RF Law “On Education” N 3266-1 (*Zakon Rossiyskoy Federatsii “Ob obrazovanii” N 3266-1*) from 1992 and its new edition from 12.11.2012 primarily regulates relations in the field of children’s and youth education; educational services designed for adults are considered in the framework of the so-called supplementary - general and professional – education. Therefore, considering the issue of education for adults in the Udmurt language, we can entrust this only to teachers who offer Udmurt language and literature training in schools. They can be trained in the Udmurt language in additional advanced training courses at the Autonomous Educational Institution of Additional Professional Education of the Udmurt Republic’s “Institute for the Development of Education”. These programs include:

- special refresher courses from 16 to 250 hours as well as modules and seminars that are part of the regular system and vary from 8 to 36 hours;
- professional retraining courses (250 hours and more).

According to information from the Republican newspaper “*Udmurtskaya Pravda*” (Udmurt Truth, January 26, 2017) the capital city Izhevsk offered free Udmurt language courses for adults on five locations situated at:

- the Udmurt State University;
- the Humanitarian Lyceum of Izhevsk;

- the Udmurt National Gymnasium, named after Kuzebay Gerd;
- the Houses of Friendship of Peoples;
- the National Theatre of the Udmurt Republic.

Since February 1, 2018, free Udmurt language courses have been made available in three cities and seven regions of the Republic. They are organized by the Ministry of National Policy and the Regional Public Movement, the Association of Teachers of the Native Language “Vyzhy”. Since 2017, courses have also been available on-line: these courses consist of 20 interactive Internet lessons on the Udmurt language, conducted by teachers of the Department of General and Finno-Ugric Linguistics at the Institute of Udmurt Philology, Finno-Ugrian Studies and Journalism of Udmurt State University. These lessons are presented on the website of the Encyclopedia of Udmurt culture “Tangyra”, Udmurt language on-line (*Entsiklopediya udmurtskoy kul'tury “Tangyra”, Udmurtsky yazyk on-line*).

In 2001, three-week summer courses in the Udmurt language were organized at the Udmurt State University. The courses offered training to foreign students and interested listeners from around the world in groups of six to ten listeners.

**language use**

Training in the Institute for the Development of Education is conducted in Russian and in Udmurt. Forms of training include full-time or part-time education and distance learning. This Institute is the only educational institution in the Udmurt Republic for adults, in which the Udmurt language is used for teaching.

The Udmurt language is also used in the summer courses offered by the Udmurt State University, although initial training is in English. The program includes three-week courses consisting of fifty-six hours of instruction in the Udmurt language, ten hours of Udmurt folklore and literature, and twenty-four hours of Udmurt traditions. During the weekends, students stay in Udmurt families so that they can practice their Udmurt language skills through the “immersion” method.

**statistics**

In the summer courses on Udmurt language for foreign citizens, six to ten students are trained every year. No information is available on the number of residents of the Udmurt Republic who study Udmurt in language courses.

## 8 Educational research

Research activities in the field of education are carried out by several research and educational structures of the Udmurt Republic. The history of Udmurt education and the use of the Udmurt language in Udmurtia have often been the subject of research for scientists of the Udmurt State University and the Udmurt Institute of History, Language and Literature of the Udmurt Federal Research Centre of the Ural Branch of the Russian Academy of Sciences. In addition, the scientists of these two leading scientific and educational institutions have taken an active part in the development of the basic teaching materials on the Udmurt language for the system of higher and secondary education in the Republic. (Perevoshchikov et al., 1962, Alatyrev et al., 1970, Ushakov, 1982, Vakhrushev and Denisov, 1992). A major contribution to Udmurt philology was the fundamental “Udmurt-Russian Dictionary”, created by order of the Ministry of National Policy of the Udmurt Republic (Kirillova et al. 2008).

Among the institutions that are directly involved in the preparation of educational programs and teaching materials, the Budgetary Scientific Institution of the Udmurt Republic (*Nauchno-issledovatel'sky Institut natsional'nogo obrazovaniya*) should be mentioned. The scope of this Institute includes:

- the study of cultural and translational functions of national education, its functions in the reproduction of ethnoculture and the development and stabilization of the ethnos;
- the analysis and generalization of the advanced pedagogical experience of teachers, Finno-Ugric peoples, authors of textbooks, development technologies and conceptual ideas of national education in schools;
- the study of the history of educational development in Udmurtia, prospects and trends in the development of the network of educational institutions, taking into account ethnodemography, ethnopolitics and migration processes.

For the national education system, the Institute's specialists develop new generation textbooks, programs and scientific-methodological aids on the literature, language, culture and history of Udmurtia. The Institute's website has published works which in recent years have been prepared by its staff. Employees of the Institute assist pre-school institutions, primary and secondary schools in assessing the developed educational and methodological literature. Furthermore, the Institute is engaged not only in training highly qualified scientific personnel, but also in popularizing and propagating scientific and methodological achievements and scientific knowledge in the national education system of the Udmurt Republic.

Another institution dealing directly with the development of the skills of public education workers, including teachers of the Udmurt language and literature, is the Autonomous Educational Institution of Additional Professional Education of the Udmurt Republic "Institute for the Development of Education" (*Avtonomnoye uchebnoye zavedeniye dopolnitel'nogo professional'nogo obrazovaniya Udmurtskoy Respubliki "Institut razvitiya obrazovaniya"*). The Institute implements programs of additional vocational education for employees of the educational system of the Udmurt Republic as well as neighbouring regions, which operate with the national Udmurt component.

## 9 Prospects

Currently, according to UNESCO experts, about half of the approximately 6,000 languages of the world are threatened with extinction (UNESCO, Atlas of the World's Languages in Danger). One of the main reasons for languages disappearing is that they are absorbed by the most common and universally recognized languages of which documentation, schooling and communication are well maintained. The first signs of a threat are manifested when more than 30% of children cease to use and study their native language in a given community. In the Udmurt provinces, the native language is often used in everyday life: it is spoken at home, at work, and used in every day communication. In the cities of the Republic, the Udmurt language is used less and less in this way. Efforts on the part of the authorities as well as public and amateur enthusiasts to preserve the language have not yet resulted in success. This is despite the fact that today in Udmurtia the language of public communication as used, for example, on road signs and in other public utterances, is often the Udmurt language. The Republic has created programs for publishing works of Udmurt literature, books by young authors and books for children, and Udmurt-Russian and Russian-Udmurt dictionaries are actively produced. Every year, the Udmurt youth public organization "Shundy" organizes Finno-Ugric scientific-practical conferences and language camps for young people. Another possible approach is to create an environment for the Udmurt language to be the most favoured language in those areas where it can be used.

Nevertheless, the situation with the Udmurt language in the Udmurt Republic is such that it can be categorized as a language in the danger zone. According to UNESCO experts, at present the Udmurt language belongs to vulnerable languages: most children can speak it, but its distribution is limited to specific areas (for example, the language is used only at home).

On the basis of recent research it has been suggested that the Udmurt language will "survive" no more than a hundred years.

According to the daily online publication “Orthodoxy and World” (2013), the Udmurt language is included by UNESCO in the Atlas of the World’s Languages in Danger (*Udmurtskiy yazyk vklyuchen YUNESKO v chislo vymirayushchikh. Yezhednevnoye internet-izdaniye “Pravoslaviye i mir”*) and in the updated atlas, the Udmurt language is also mentioned as one of the endangered languages of the world.

The dynamics of the decrease in the number of speakers of the Udmurt language over the last several decades demonstrates this most clearly (see following table).

Table № 5.

Year of the census	1959	1989	2002	2010
Udmurts living in the Republic	75 900	496 522	460 582	410 584
% of the total number of inhabitants	35.6%	30.9%	29.3%	28%
% speaking their native language	93.2%	75.7%	71.2%	65%

At the same time, a decrease can be witnessed in the percentage of Udmurts in the population of Udmurtia. This is explained on the one hand by a large influx of people to Udmurtia from beyond its borders, and on the other hand by the migration of Udmurts to other regions of the country and their subsequent assimilation. In general, according to Rosstat, there were 552,299 Udmurts in the Russian Federation at the time of the 2010 census and 410,584 of the indigenous population in the Udmurt Republic itself. Here, it is important to recall that in 2010, 640,000 people indicated in the graph that their nationality was “Udmurt”. Udmurts make up 0.4% of the total number of inhabitants of the Russian Federation. At the same time, the Udmurt language is spoken by 324,338 people or 0.23% of the inhabitants.

In conclusion, the problem of the disappearance of national languages is relevant not only in the Udmurt Republic, but also in other regions of the Russian Federation. A refusal to use the traditional native language is often linked to the need to speak the dominant language – Russian – in everyday life.

## 10 Summary statistics

Ethnic groups living in the Udmurt Republic.

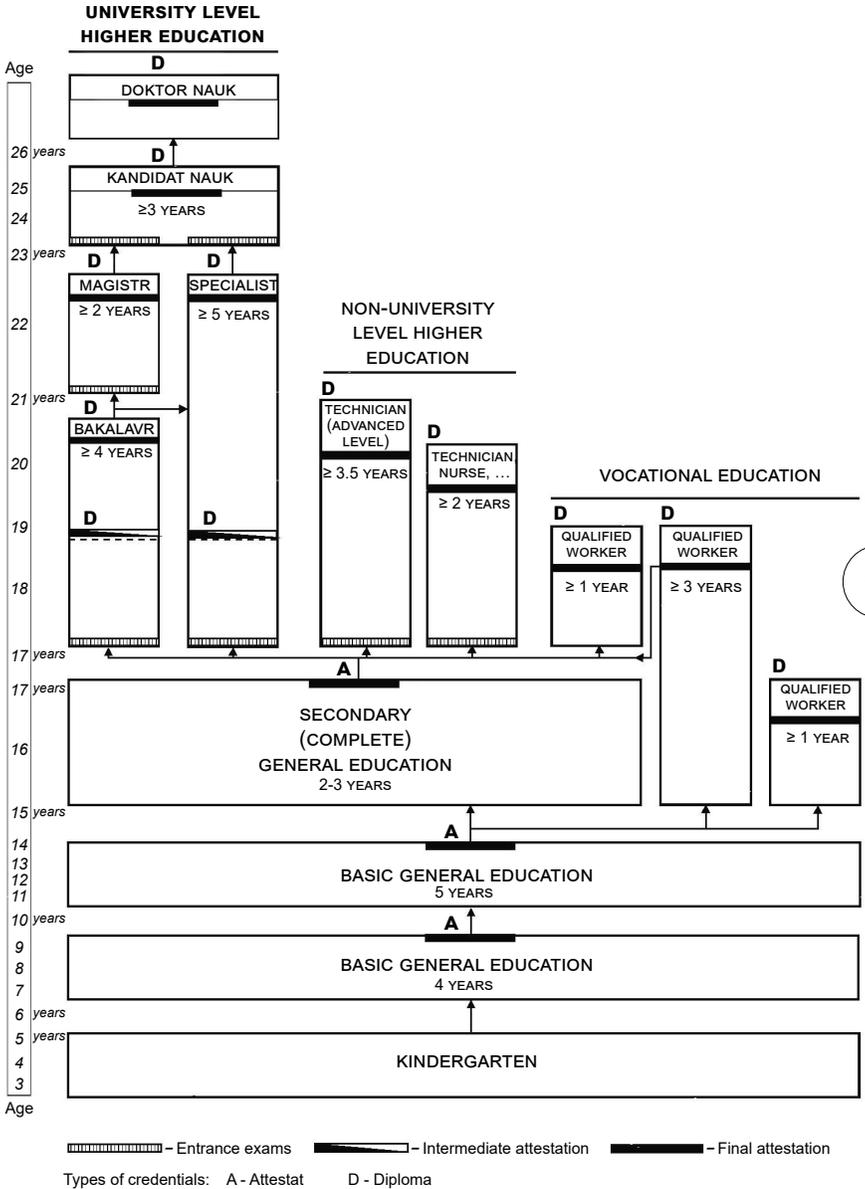
(Source: All-Russia Population Census 2010 for the national composition of the Russian Federation.)

Available at: [www.ru.wikipedia.org/wiki/Население\\_Удмуртии](http://www.ru.wikipedia.org/wiki/Население_Удмуртии)  
[Accessed: January 2018].

Table № 5.

Ethnic group	All-Russia Population Census 1989.		All-Russia Population Census 2002		All-Russia Population Census 2010	
	number	per cent	number	per cent	number	per cent
The entire population	1 605663	100.00%	1 570316	100.00%	1 521 420	100.00%
Russians	945 216	58.87%	944 108	60.12%	912 539	59.98%
Udmurts	496 522	30.92%	460 584	29.33%	410 584	26.99%
Besermyans	-	-	2 998	0.2%	2 111	0.14%
Tatars	110 490	6.88%	109 218	6.96%	98 831	6.50%
Ukrainians	14 167	0.88%	11 527	0.73%	8 332	0,55%
Maris	9 543	0.59%	8 985	0.57%	8 067	0.53%
Azerbaijans	1 799	0.11%	3 908	0.2%	3 895	0.26%
Armenians	880	0.05%	3 283	0.2%	3 170	0.21%
Bashkirs	5 217	0.32%	4 320	0.3%	3 454	0.23%
Byelorussians	3 847	0.24%	3 308	0.2%	2 313	0.15%
other nationalities	17 985	1.14%	18 077	1.19%	68 124	4.46%

Education system in Russia



Source: *Education in Russia for Foreigners, "Overview of the Educational System"* (available at: [www.en.russia.edu.ru/edu/description/sysobr902/](http://www.en.russia.edu.ru/edu/description/sysobr902/) [accessed: January 2018]).

## References and further reading

### Regulations

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## Other websites on minority languages

**Mercator Research Centre** [www.mercator-research.eu](http://www.mercator-research.eu)  
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.

**Mercator Network** [www.mercator-network.eu](http://www.mercator-network.eu)  
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.

**European Commission** <http://ec.europa.eu/languages>  
The website of the European Commission gives information about the EU's support for language diversity.

**Council of Europe** <http://conventions.coe.int>  
*European Charter for Regional or Minority Languages* (1992) and *Framework Convention for the Protection of National Minorities* (1995). European Treaty Series 148 and 157, Strasbourg.

**Eurydice** <http://eacea.ec.europa.eu/education/eurydice>  
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.

### European Parliament Committee – supporting analyses database

<http://www.europarl.europa.eu/committees/en/supporting-analyses-search.html>.

In this database you will find research papers produced by the European Parliament's research service. A study for the CULT Committee, conducted by Mercator, is published in 2017: *Minority Languages and Education: Best Practices and Pitfalls*.

**NPLD**

**<http://www.npld.eu/>**

The Network to Promote Linguistic Diversity (NPLD) is a European wide network working in the field of language policy & planning for Constitutional, Regional and Small-State Languages (CRSS) across Europe.

**FUEN**

**<https://www.fuen.org/>**

The Federal Union of European Nationalities is the umbrella organisation of the autochthonous, national minorities/ethnic groups in Europe and represents the interests of European minorities on regional, national and European level.

## What can the Mercator Research Centre offer you?

**mission & goals** The Mercator European Research Centre on Multilingualism and Language Learning addresses the growing interest in multilingualism and endeavours to promote linguistic diversity within and outside Europe. The centre focuses on research, policy, and practice in the field of multilingualism and language learning. Through the creation, circulation and application of knowledge in the field of language learning at school, at home and through cultural participation, the Mercator Research Centre aims to provide for the increasing need of language communities to exchange experiences and to cooperate. Not only in European context, but also beyond the borders of Europe. Though the main focus lies in the field of regional and minority languages, immigrant languages are topics of study as well.

**partners** The Mercator Research Centre is the leading partner of the European Mercator network, initiated by the European Commission in 1987. The Mercator network partners are: Mercator Media, hosted at the University of Wales in Aberystwyth, Mercator Legislation, hosted at the Ciemen Foundation, the University of Barcelona in Barcelona, the Stockholm University in Sweden and the Research Institute for Linguistics of the Hungarian Academy of Sciences in Hungary. Mercator also works and co-operates closely with a large number of research organisations and universities. This cooperation includes partners in the province Fryslân and other parts of the Netherlands, as well as partners across Europe and beyond. The main funding body of the Mercator Research Centre is the provincial government of Fryslân. The EU and regional authorities in Europe also regularly fund projects and activities.

**research** The research activities of the Mercator Research Centre focus on various aspects of bilingual and trilingual education such as language proficiency in different languages, interaction in the multilingual classroom, and teachers' qualifications for working in a multilingual classroom. Latest developments look at how educational models for minority languages can also cater for

immigrant pupils. Whenever possible, research is carried out in a comparative perspective. Results are disseminated through publications, conferences and publications in collaboration with Mercator's partners.

**conferences**

The Mercator Research Centre organises conferences and seminars on a regular basis. The main target groups are professionals, researchers and policymakers from all member states of the Council of Europe and beyond. Themes for the conferences are: assessment & best practice, educational models, development of minimum standards, teacher training and the application of the Common European Framework of Reference.

**q&a**

If you have any questions, please contact us at:  
[mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl).





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