

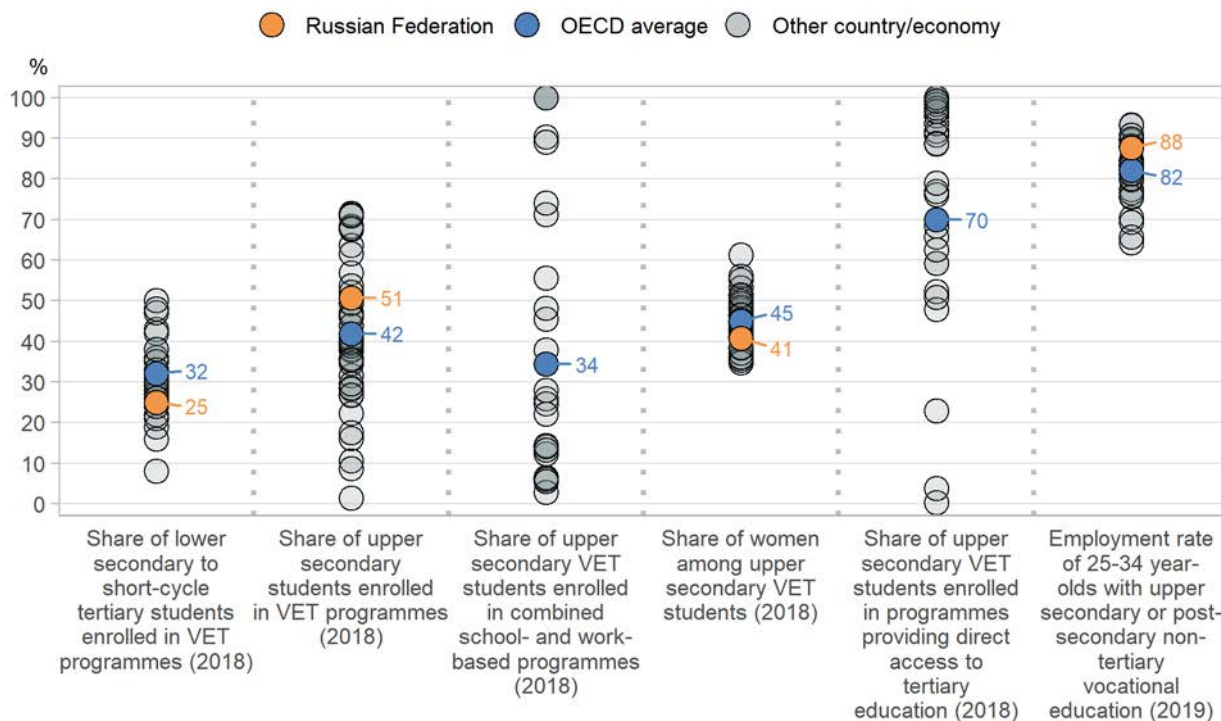
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Russian Federation

Participation and outcomes of vocational education and training

- Vocational education and training (VET) programmes attract a diverse range of students, including those seeking qualifications and technical skills to enter the labour market, adults wishing to increase their employability by developing their skills further, and students who may seek entry into higher education later on.
- About one in three students from lower secondary to short-cycle tertiary level are enrolled in a VET programme on average across OECD countries. However, there are wide variations across countries, ranging from less than 20% of students enrolled in vocational education to more than 45% in a few countries. In the Russian Federation, 25% of students are enrolled in vocational programmes, lower than the OECD average (32%), with the majority of lower secondary to short-cycle tertiary VET students (50%) found in upper secondary education (Figure 1).

Figure 1. Snapshot of vocational education



Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

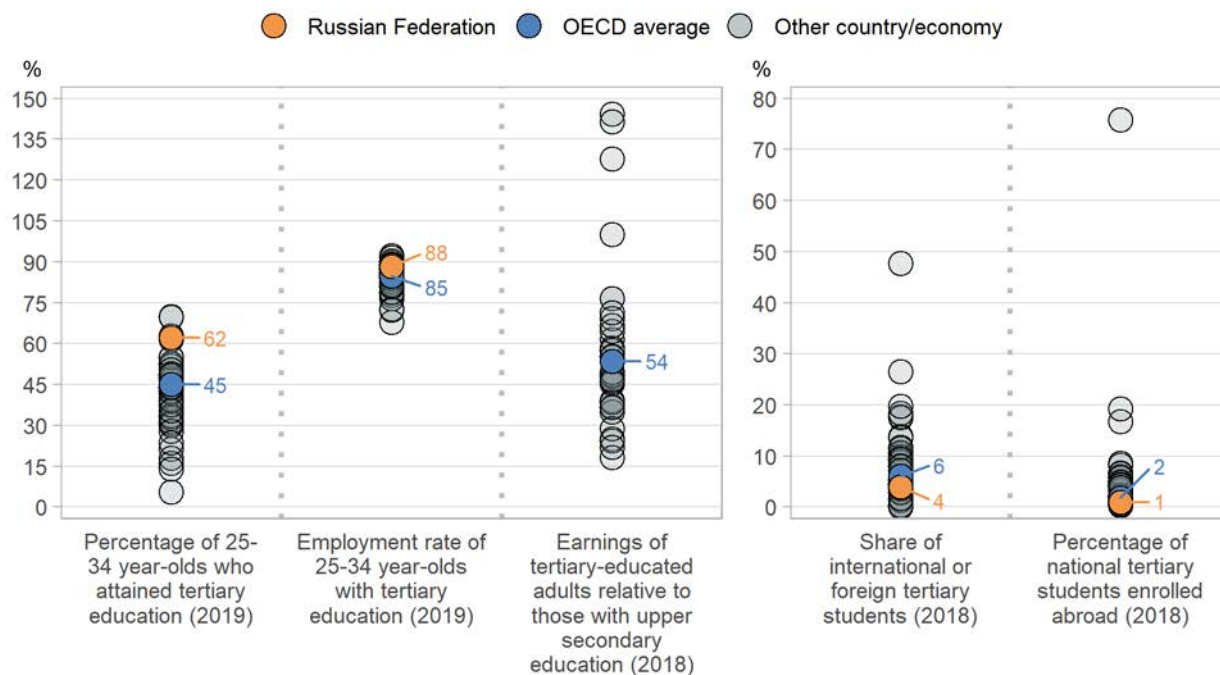
Source: OECD (2020), indicator A3 and B7. See Education at a Glance Database. <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

- VET is an important part of upper secondary education in most OECD countries. On average, 51% of all upper secondary students opt for VET programmes in the Russian Federation, a higher proportion than the OECD average of 42% (Figure 1). Certain fields of study are more common than others at this level. In the Russian Federation, the most common broad field is engineering, manufacturing and construction with 39% of upper secondary vocational graduates earning a qualification in this field, compared to 33% on average across OECD countries.
- The average age of enrolment in upper secondary vocational programmes across OECD countries (21 years) tends to be higher than for general programmes (17 years), a pattern also found in the Russian Federation. The average age of enrolment in upper secondary education is higher for students in vocational programmes (18 years) than for students in general programmes (17 years). The share of upper secondary vocational students tends to increase with age. In the Russian Federation, the share of upper secondary students enrolled in VET is 25% among 15-19 year-olds (OECD average: 37%), and 61% among 20-24 year-olds (OECD average: 62%).
- In 2018, 16% of 25-34 year-olds in the Russian Federation held an upper secondary or post-secondary non-tertiary vocational qualification as their highest educational level while 17% held a general one. The employment rate of younger adults with a vocational upper secondary or post-secondary non-tertiary education tend to be higher than the employment rate of those with general qualifications at this level (by 9 percentage points on average across OECD countries). The Russian Federation follows this pattern, as 88% of 25-34 year-olds with an upper secondary or post-secondary non-tertiary vocational qualification are employed compared with 78% of those with a general qualification (Figure 1).
- Poorer labour-market prospects of VET qualifications combined with higher tertiary attainment may have contributed to the decline in the share of adults with an upper secondary vocational qualification across generations in many countries. In the Russian Federation, among those with upper secondary or post-secondary non-tertiary education as their highest attainment, 51% of 55-64 year-olds (older adults), compared with 49% of 25-34 year-olds (younger adults) held a vocational qualification. In comparison, the equivalent OECD averages are 72% for older adults and 59% for younger adults.

The rising demand for tertiary education

- From the gender perspective, younger women are more likely than younger men to achieve tertiary education in all OECD countries. In the Russian Federation, 69% of 25-34 year-old women had a tertiary qualification compared to 55% of their male peers, while on average across OECD countries the shares are 51% of younger women and 39% of younger men.
- International student mobility has been expanding quite consistently in the past twenty years. In 2018, 5.6 million tertiary students worldwide had crossed a border to study, more than twice the number in 2005. In the Russian Federation, the share of foreign or international students increased from 3% in 2014 to 4% in 2018. Meanwhile 1% of Russian tertiary students are enrolled abroad compared to 2% in total across OECD countries (Figure 2). English-speaking countries are the most attractive student destinations overall in the OECD area, with Australia, Canada, the United Kingdom and the United States receiving more than 40% of all internationally mobile students in OECD and partner countries. Among students leaving the Russian Federation to study, the most popular destination country is Germany.

Figure 2. Snapshot of tertiary education



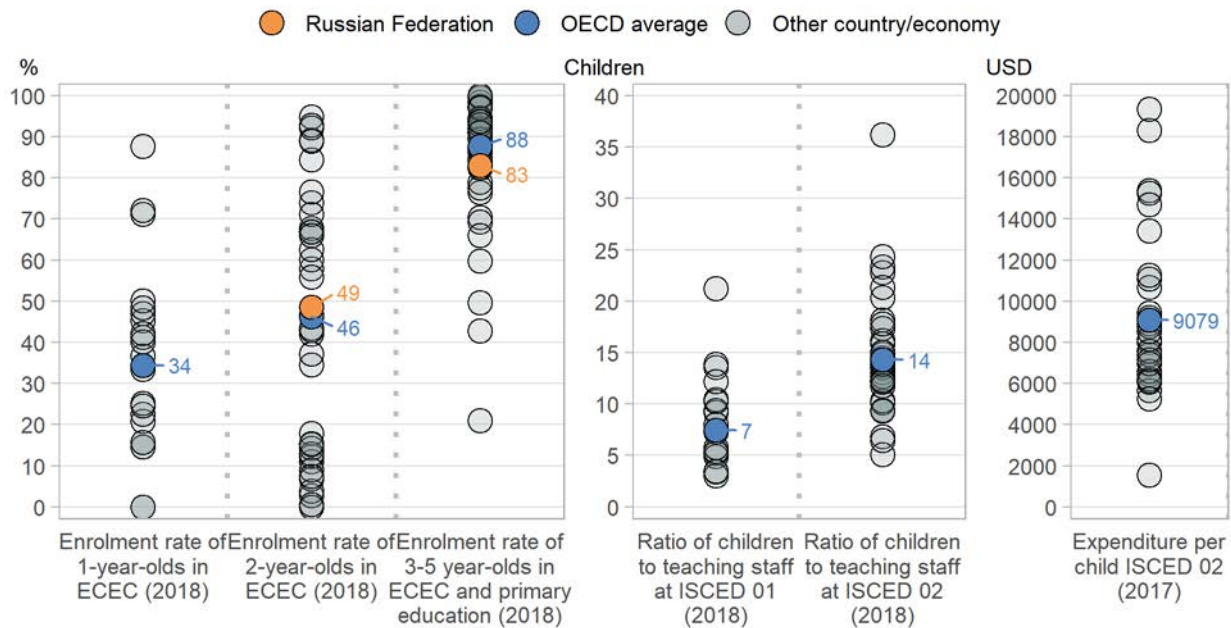
Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

Source: OECD (2020), indicator A1, A3, A4 and B6. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

Starting strong

- Early childhood education and care (ECEC) has experienced a surge of policy attention in OECD countries in recent decades, with a focus on children under the age of 3 in many countries. Among 2 year-olds, the enrolment rate at ISCED 0 is 49% in the Russian Federation, 2 percentage points slightly above the OECD average of 46% (Figure 3).
- In many OECD countries, ECEC begins for most children long before they turn 5 and there are universal legal entitlements to a place in ECEC services for at least one or two years before the start of compulsory schooling. While compulsory education begins at age 7 in the Russian Federation, 83% of 3-5 year-olds in 2018 are enrolled in ECEC programmes and primary education in the Russian Federation, compared to 88% on average across OECD countries (Figure 3).
- Public provision of early childhood education and care is an important factor in ensuring broad access to affordable ECEC. On average across OECD countries, more than one in two of the children in early childhood educational development services (ISCED 01) are enrolled in private institutions. In the Russian Federation, 2% of children enrolled in ISCED 01 programmes attend private ECEC institutions. Enrolment in private institutions is usually less common for 3-5 year-olds, who are usually enrolled in pre-primary education (ISCED 02), than for younger children. In the Russian Federation, 2% of children attending pre-primary education are enrolled in private institutions, compared to one in three children on average across OECD countries.

Figure 3. Snapshot of early childhood education and care



Note: Only countries and economies with available data are shown. Annual expenditure per child is shown in equivalent USD converted using PPPs. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

Source: OECD (2020), indicator B2. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

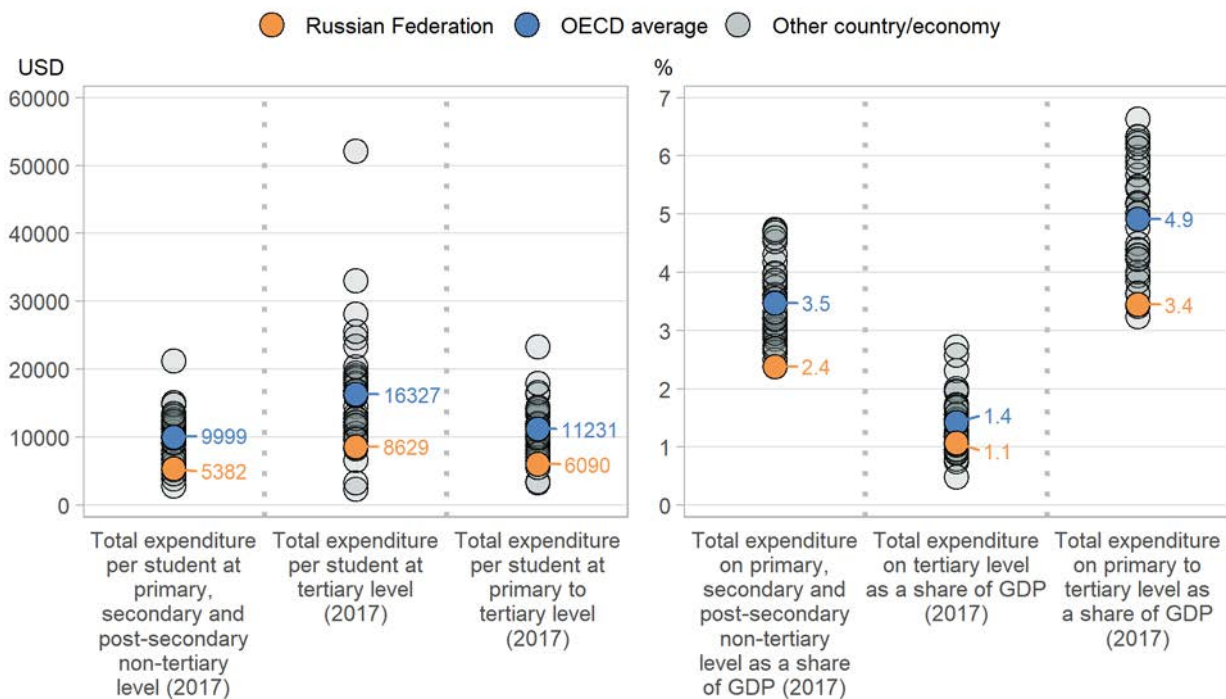
Investing in education

- Annual expenditure per student on educational institutions from primary to tertiary level provides an indication of the investment countries make in each student. In 2017, the Russian Federation spent less on primary to tertiary educational institutions per full-time student than the OECD average, investing a total of USD 6 090 per student compared to USD 11 231 on average across OECD countries (Figure 4).
- In most OECD countries, expenditure per upper secondary student varies according to programme orientation. Spending per student on upper secondary vocational programmes tends to be higher than for upper secondary general ones due to the higher cost of equipment, lower student-to-teacher ratios, and work-based requirements of such programmes. On average across OECD countries, expenditure per student in upper secondary vocational programmes was USD 1 470 higher than in general programmes in 2017. The Russian Federation follows a different pattern: spending per student amounted to USD 2 582 in upper secondary vocational programmes, USD 3 070 lower than spending per student on general ones at the same level.
- Among OECD countries, the Russian Federation was among the countries that spent the lowest proportion of its gross domestic product (GDP) on primary to tertiary educational institutions. In 2017, the Russian Federation spent 3.4% of GDP on primary to tertiary educational institutions, which is 1.5 percentage points lower than the OECD average. Across levels of education, the Russian Federation devoted a below average share of GDP at non-tertiary levels and a lower share at tertiary level (Figure 4).
- Between 2012 and 2017, expenditure per student from primary to tertiary education increased by an average annual growth rate of 1.3% across OECD countries. In the Russian Federation,

expenditure on educational institutions grew at an average rate of 0.9% a year, while the number of students grew on average by 1.2% per year. This resulted in an average annual growth rate of -0.2% in expenditure per student over this period.

- Capital costs represent an average share of expenditure on primary to tertiary institutions in the Russian Federation. At primary, secondary and post-secondary non-tertiary level, capital costs account for 7% of total spending on educational institutions, similar to the OECD average. At the tertiary level, capital costs represent 10%, the same as the average across OECD countries.
- Compensation of teachers and other staff employed in educational institutions represents the largest share of current expenditure from primary to tertiary education. In 2017, the Russian Federation allocated 77% of its current expenditure to staff compensation, compared to 74% on average across OECD countries. Staff compensation tends to make up a smaller share of current expenditure on tertiary institutions due to the higher costs of facilities and equipment at this level. In the Russian Federation, staff compensation represents 70% of current expenditure on tertiary institutions compared to 81% at non-tertiary levels. On average across OECD countries, the share is 67% at tertiary level and 77% at non-tertiary level.

Figure 4. Snapshot of the financial resources invested in educational institutions



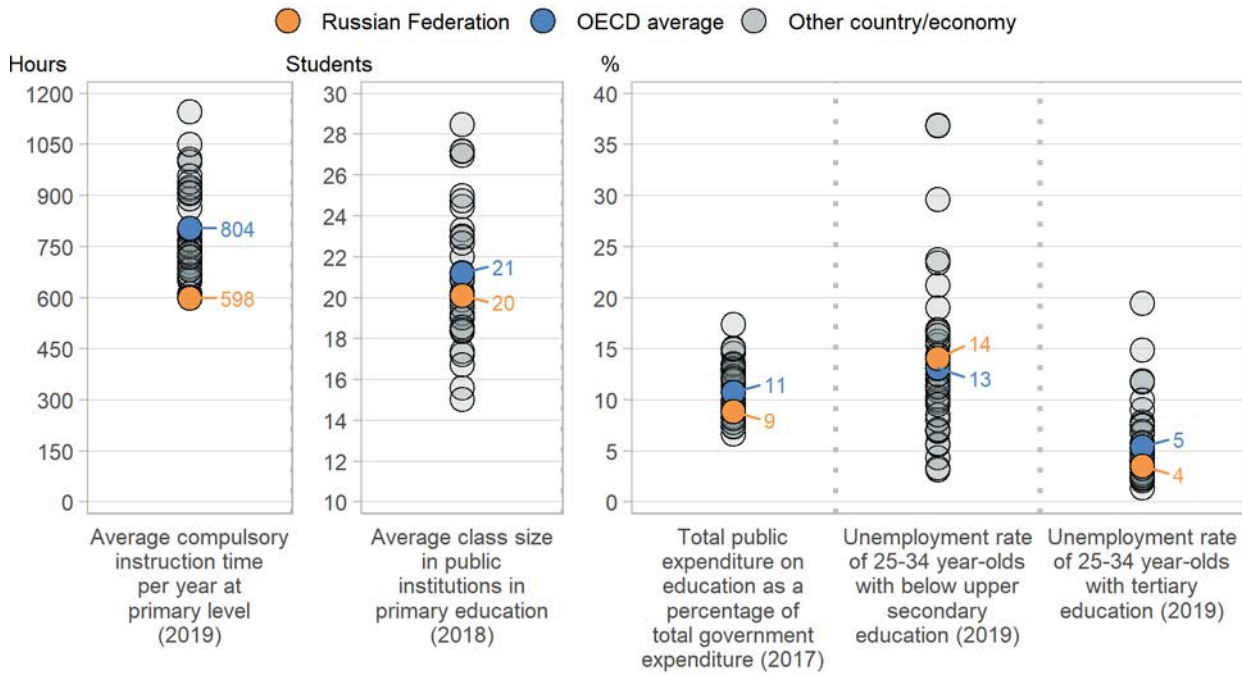
Note: Only countries and economies with available data are shown. Expenditure in national currencies is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

Source: OECD (2020), indicator C1 and C2. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

The impact of COVID-19 on education

- The global 2020 COVID-19 pandemic has sent shockwaves around the world. In a first effort to contain the virus, many countries have imposed a lockdown and schools and/or universities have closed for several months across all OECD and partner countries. In the Russian Federation, the closures were nationwide from 9 March 2020. By the end of June, the Russian Federation had experienced 16 weeks of effective school closures in some form, compared to 14 weeks on average across OECD countries (UNESCO, 2020). However, the actual impact in some countries may have been less severe as some of these periods included scheduled school breaks.
- Excluding the non-compulsory part of the curriculum, students in public institutions in the Russian Federation attended classes for 598 hours per year on average at primary level and 803 hours at lower secondary level in 2019. Each week of school closure therefore represents about 18 hours of compulsory instruction time at the primary level and 23 hours of compulsory instruction time at lower secondary level during which students have physically not attended school (Figure 5). During this time, many OECD and partner countries have turned to distance learning to ensure the continuity of education.
- School reopening in the context of the pandemic is contingent on the capacity to maintain a safe distance of 1-2 metres between pupils and staff. Countries with smaller class sizes may find it easier to comply with new restrictions on social distancing. In the Russian Federation, the average class size at primary level is 20 students in public institutions, which is smaller than the OECD average of 21. In public lower secondary institutions, there are 19 students per class in the Russian Federation, compared to 23 students per class on average across OECD countries. However, the need to reduce class size may depend on other factors such as physical space, the availability of rooms and staff, and personal decisions by students and staff on whether to return to school (Figure 5).
- While there is uncertainty about the likely overall impact of the COVID-19 pandemic on education expenditure, governments will face difficult decisions on the allocation of resources, as government funds are injected into the economy and the health sector. In 2017, public spending on primary to tertiary education as a share of government expenditure in the Russian Federation was 9%, lower than the OECD average of 11% (Figure 5).
- The crisis may have a severe impact on the internationalisation of higher education as the delivery of online course material and travel restrictions may raise questions among international students' perception on the value of obtaining their degree from an institution abroad. The Russian Federation, with a lower share of foreign students than in total across the OECD, may be less strongly affected than other countries.
- Unemployment may increase, as the economy struggles to cope with the reduced activity that resulted from the lockdown. Those with lower educational attainment are the most vulnerable, as they are the most unlikely to benefit from remote working. In 2019, before the pandemic hit, 14% of young adults with below upper secondary education in the Russian Federation were unemployed compared to 4% of tertiary-educated 25-34 year-olds (Figure 5).

Figure 5. Snapshot of indicators relevant to the impact of COVID-19 on education



Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

Source: OECD (2020), indicator A3, D1, D2, and C4. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

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More information

For more information on Education at a Glance 2020 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm

For more information on to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, visit Annex 3 of the publication (<https://doi.org/10.1787/69096873-en>).

For general information on methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (<https://doi.org/10.1787/9789264304444-en>).

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the *StatLinks*  under the tables and charts in the publication.

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<https://gpseducation.oecd.org/>

The calculation on the number of weeks of school closures due to the COVID-19 pandemic is based on data from UNESCO (UNESCO, 2020). For general information on the methodology considered for the data, please refer to the [methodological note](#).

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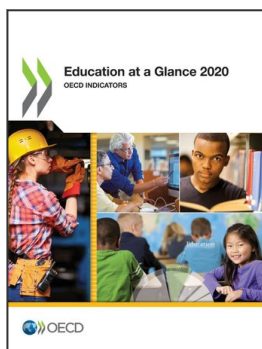
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On 15 May 2020, the OECD Council invited Costa Rica to become a Member. While Costa Rica is included in the OECD averages reported in this note, at the time of its preparation, Costa Rica was in the process of completing its domestic procedures for ratification and the deposit of the instrument of accession to the OECD Convention was pending.

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From:
Education at a Glance 2020
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/69096873-en>

Please cite this chapter as:

OECD (2020), "Russian Federation", in *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/5d8cce53-en>

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