

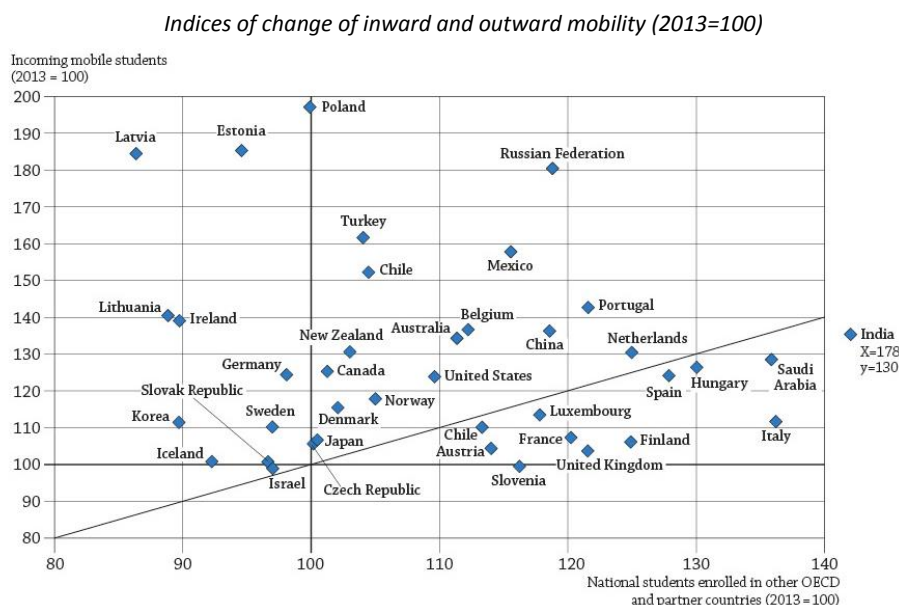
## EDUCATION AT A GLANCE 2018

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

- Based on the Survey of Adult Skills (PIAAC), in 2012, 67% of adults had attained tertiary education in the Russian Federation, compared to the OECD average of 36%. However, children of highly educated parents are still more likely to enter tertiary education than those whose parents do not have a tertiary qualification.
- The number of international students coming to study in the Russian Federation grew by 80% between 2013 and 2016, one of the largest increases across all OECD and partner countries.
- Enrolment rates in early childhood education and care (ECEC) services have increased for children aged 3 and above, reaching 83% in 2016, and are also relatively high for 2-year-olds (48% against an OECD average of 45%), but are still low for children under 2 (only 4% compared to an OECD average of 24%).
- Educational spending in the Russian Federation remains below the OECD average, both in terms of expenditure per student and of share of national wealth, at 3.1% of Russian gross domestic product (GDP), compared to 4.5% on average across OECD countries.

**Figure 1. Change in the outflow compared to the inflow of mobile students (2013 to 2016)**



**Note:** Excludes incoming mobile students in short-cycle tertiary education for Italy and Spain. The black diagonal line represents where the inward mobility change equals the outward mobility change.

**Source:** OECD (2018), Education at a Glance Database, <http://stats.oecd.org>. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

## Tertiary education attainment is widespread but still depends on parents' education

- Based on the Survey of Adult Skills (PIAAC) (see note below), the Russian Federation appeared to have a much higher percentage of adults who completed tertiary education than the OECD average in 2012, at 67% against 36%. In the Russian Federation, 26% of the parents of 25-64 year-olds are tertiary-educated, higher than the OECD average of 22%. Generally, the children of highly educated parents in the Russian Federation are more likely to enter into tertiary education than in OECD countries overall. On the other hand, 46% of adults whose parents did not attain upper secondary education gained a tertiary education, more than double the OECD average of 21%. However, tertiary attainment increases dramatically when at least one parent has attained upper secondary or post-secondary non-tertiary education (70%) or tertiary education (86%). These percentages are meaningfully greater than the OECD averages (41% and 68% respectively), suggesting that the attainment of tertiary education still depends on the educational level of the parents.
- The Russian Federation is also one of the few OECD and partner countries where the share of tertiary graduates with a master's degree (32%) is larger than the share with a bachelor's or short-cycle tertiary degree (3% and 22% respectively).
- As in most OECD and partner countries, young women (25-34 year-olds) in the Russian Federation are generally more qualified than their male counterparts. On average across OECD countries, 50% of young women have a tertiary degree against 38% of young men. In the Russian Federation, 65% of 25-34 year-old women have a tertiary education qualification, compared with 50% of their male counterparts.
- In 2017, 12.4% of 15-29 year-olds in the Russian Federation were neither employed nor in education or training (NEET), below the OECD average of 13.4%. Among 18-24 year-olds there is some gender imbalance: 15% of women in this age group are NEET, 4 percentage points more the rate among men (11%). This gender gap is twice that found on average across OECD countries, where 15% of 18-24 year-old women are NEET and 13% of men.

## Tertiary education in the Russian Federation is growing more international

- First-time entry rates record the proportion of people expected to enter a tertiary education programme at some point during their lifetime. The first-time entry rate to tertiary education in the Russian Federation was 83% in 2016. This high figure, compared to the OECD average of 66%, signals that tertiary education is widely accessible and that the Russian Federation is developing a highly educated labour force. The entry rates for different types of tertiary education programmes indicate the degree of skills and knowledge the population is acquiring, and in 2016 the commonest programme in the Russian Federation was the bachelor's degree or equivalent, with a first-time entry rate of 63% if international students were included and 56% if they were not. The first-time new entry rates for short-cycle tertiary, master's and doctoral programmes were 45%, 20% and 1.5%, respectively. These rates do not change substantially when accounting for international students.
- There were about 250 000 foreign students enrolled in the Russian Federation in 2016, representing 4% of all students enrolled in tertiary education in the country, compared to 6% across the OECD countries as a whole. Less than 1% of students from the Russian Federation are enrolled abroad, half then across OECD countries in aggregate (2%). Although both the inflow and outflow of students are thus below the OECD totals, the number of both incoming foreign students and of Russian students going abroad increased between 2013 and 2016 (Figure 1). Inward tertiary student mobility increased particularly significantly, by 80%, while outflows expanded by 19%.
- The Russian Federation is a "net importer" of tertiary students. In particular, 4% of foreign tertiary students in the Russian Federation come from the People's Republic of China. Tertiary students from the Russian Federation mainly head to Estonia, Latvia and Lithuania.

## Enrolment rates for 3-5 year-olds have improved but they are still low for younger children

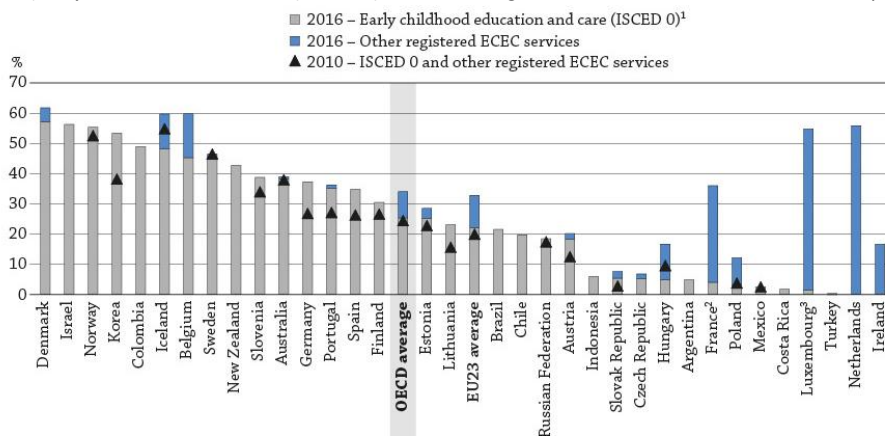
- Enrolment in early childhood educational programmes for children under 3 declined in the Russian Federation between 2005 and 2010, from 21% to 17%. By 2016, the enrolment rate had recovered slightly to 18%, still below

the OECD average of 33% (Figure 2). In contrast, there has been a large increase in the enrolment of 3-5 year-olds between 2005 and 2016, from 53% in 2005 to 71% in 2010 and 83% in 2016 (OECD average in 2016: 86%).

- Only 4% of children aged under 2 were enrolled in some form of early childhood education and care services in the Russian Federation in 2016, substantially below the OECD average of 24%. In contrast, enrolment rates for 2-year-olds are higher than the OECD average: 48% in 2017, against an OECD average of 45%.
- In the Russian Federation, expenditure on early educational institutions amounted to approximately 1% of GDP in both 2014 and 2015, higher than the OECD averages of 0.6% and 0.8%, respectively. This might be due to the sheer number of hours of pre-primary education attended by children in the Russian Federation (50 hours per week), which is the highest across all the countries with available data. However, in 2015 the Russian Federation spent USD 5 062<sup>1</sup> per child enrolled in early childhood education (ISCED 0). This level of education comprises two subcategories: ISCED 01 or early childhood educational development, and ISCED 02 or pre-primary education. Annual expenditure on overall ISCED 0 is much lower than the USD 8 638 spent by OECD countries on average.
- The share of public funding for pre-primary education (ISCED 02) in the Russian Federation fell slightly between 2014 and 2015, from 90% to 88%. In 2015, the remaining 12% was covered by private sources, mainly household expenditure. Effectively all (99%) children in ISCED 01 and 02 are enrolled in public institutions.

**Figure 2. Enrolment rates of children under the age of 3 in early childhood education and care, by type of service (2010 and 2016)**

*All ECEC services (early childhood education (ISCED 0) and other registered ECEC services outside the scope of ISCED 0)*



**Note:** Early childhood education = ISCED 0, other registered ECEC services = ECEC services outside the scope of ISCED 0, because they are not in adherence with all ISCED criteria. To be classified in ISCED 0, ECEC services should: 1) have adequate intentional educational properties; 2) be institutionalised (usually school-based or otherwise institutionalised for a group of children); 3) have an intensity of at least two hours per day of educational activities and a duration of at least 100 days a year; 4) have a regulatory framework recognised by the relevant national authorities (e.g. curriculum); and 5) have trained or accredited staff (e.g. requirement of pedagogical qualifications for educators).

1. According to ISCED criteria.

2. Data for "Other registered ECEC services" come from the survey "Enquête Modes de garde et d'accueil des jeunes enfants 2013" conducted by the statistical division of the French Ministry for Solidarities and Health (DREES). Figures refer to the primary custody arrangements.

3. Year of reference 2014 instead of 2016 for children under the age of 3 enrolled in "Other registered ECEC services". Data come from the OECD family database ([www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)).

Countries are ranked in descending order of the enrolment rates in ISCED 0 of children under the age of 3 in 2016.

**Source:** OECD (2018), Table B2.1a. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933803216>

## Public spending on education in the Russian Federation has increased, but overall expenditure remains below the OECD average

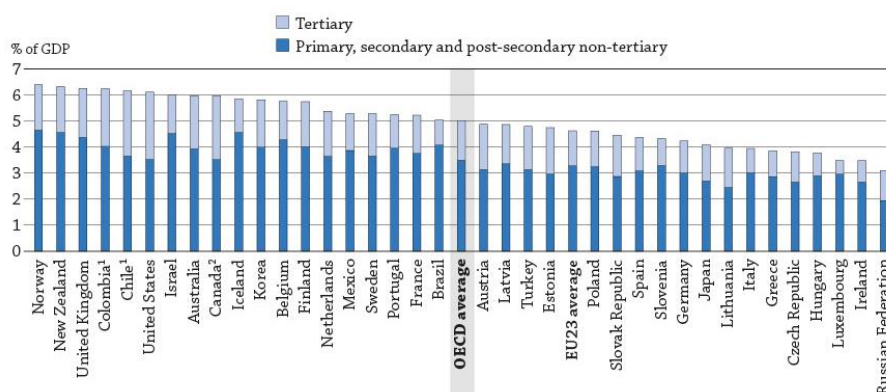
- Expenditure on primary to post-secondary non-tertiary institutions was USD 4 473 per student in 2015 in the Russian Federation. At tertiary level, expenditure was USD 7 527 per student. These totals are roughly half of what is spent per student in OECD countries on average (USD 9 276 for primary to post-secondary non-tertiary institutions and USD 11 049 for tertiary institutions). Of the countries where subnational data were sampled, the Russian Federation has the highest variation in annual expenditure per student on primary and secondary

<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

levels combined, with expenditure in the highest-spending regions almost 10 times that in the lowest-spending regions. This is partly due to the Russian Federation having heterogeneous subnational regions with large differences in terms of living conditions.

- The Russian Federation spends a relatively low share of its national wealth on educational institutions (Figure 3). Spending on primary to tertiary education amounted to 3.1% of GDP in 2015, compared to an OECD average of 4.5%. The share for tertiary educational institutions was 1% of GDP, comparable to the OECD average of 1.1%. In contrast, expenditure on primary to post-secondary non-tertiary education represents just 1.9% of Russian GDP, significantly below the OECD average of 3.5%. This imbalance persists despite the fact that, between 2010 and 2015, expenditure on non-tertiary education relative to GDP increased slightly, by 1.7%, while expenditure on tertiary education showed a significant decrease (20.6%).
- Public funds made up 83% of all expenditure on primary to tertiary education in the Russian Federation in 2015, in line with the average across OECD countries (83%). Public expenditure on educational institutions saw a slight increase (by 2%) between 2010 and 2015.
- Low expenditure on educational institutions might be explained by lower levels of compulsory time allocated to primary and lower secondary education compared to the OECD average. While the theoretical duration of primary and lower secondary education amounts to 9 years in both the Russian Federation and on average across OECD countries, cumulative compulsory instruction time for these two levels amounted to 6 410 hours in the Russian Federation against an OECD average of 7 520 hours.

**Figure 3. Total expenditure on educational institutions as a percentage of GDP (2015)**  
From public, private and international sources, by level of education




1. Year of reference 2016.

2. Primary education includes data from pre-primary and lower secondary education.

Countries are ranked in descending order of total expenditure on primary to tertiary educational institutions.

Source: OECD / UIS / Eurostat (2018), Table C2.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933804318>

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#### Note regarding data from the Survey of Adult Skills (PIAAC)

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). Data from the Survey of Adult Skills (PIAAC) are based on ISCED-97.

#### Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

The sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in the Russian Federation, but rather the population of the Russian Federation excluding the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation, as well as that of other countries, can be found in the *Technical Report of the Survey of Adult Skills, Second Edition* (OECD, 2016).

### Note regarding data from Israel


The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

### References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.  
OECD/NCES (2018), *Education at a Glance Subnational Supplement*, OECD/National Center for Education Statistics, Paris and Washington, DC, <https://nces.ed.gov/surveys/annualreports/oecd/>.  
OECD (2016), *Technical Report of the Survey of Adult Skills (PIAAC), 2nd Edition*, OECD, Paris, [http://www.oecd.org/skills/piaac/PIAAC\\_Technical\\_Report\\_2nd\\_Edition\\_Full\\_Report.pdf](http://www.oecd.org/skills/piaac/PIAAC_Technical_Report_2nd_Edition_Full_Report.pdf).

**For more information on Education at a Glance 2018** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

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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<http://gpseducation.oecd.org/CountryProfile?primaryCountry=RUS&treshold=10&topic=EO>.

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## Key Facts for the Russian Federation in Education at a Glance 2018

| Source      | Main topics in <i>Education at a Glance</i>  | Russian Federation |              | OECD average |              |
|-------------|--|--------------------|--------------|--------------|--------------|
|             | Equity   |                    |              |              |              |
|             | Educational attainment of 25-34 year-olds by gender  | 2017               |              |              |              |
|             |  | % Men              | % Women      | % Men        | % Women      |
| Table A1.2  | Below upper secondary  | 7%                 | 5%           | 17%          | 14%          |
|             | Upper secondary or post-secondary non-tertiary   | 42%                | 31%          | 46%          | 37%          |
|             | Tertiary   | 50%                | 65%          | 38%          | 50%          |
|             | Percentage of 15-29 year-olds NEETs by country of birth  | 2017               |              |              |              |
| Table A2.3  | Native-born  | **                 |              | 13%          |              |
|             | Foreign-born   | **                 |              | 18%          |              |
|             | Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment                                      | 2017               |              |              |              |
|             |  | Native-born        | Foreign-born | Native-born  | Foreign-born |
| Table A3.4  | Below upper secondary  | **                 | **           | 56%          | 60%          |
|             | Upper secondary or post-secondary non-tertiary   | **                 | **           | 76%          | 72%          |
|             | Tertiary   | **                 | **           | 87%          | 79%          |
|             | Earnings of 25-64 women relative to men, by educational attainment   | 2016               |              |              |              |
| Table A4.3  | Below upper secondary  | **                 |              | 78%          |              |
|             | Upper secondary or post-secondary non-tertiary   | **                 |              | 78%          |              |
|             | Tertiary   | **                 |              | 74%          |              |
|             | Share of girls among repeaters in secondary general programmes   | 2016               |              |              |              |
| Table B1.3  | Lower secondary  | 49%                |              | 39%          |              |
|             | Upper secondary  | 55%                |              | 42%          |              |
|             | Percentage of women and men entering doctoral programmes by field of study   | 2016               |              |              |              |
|             |  | % Men              | % Women      | % Men        | % Women      |
| Table B4.1  | Natural sciences, mathematics and statistics   | **                 | **           | 22%          | 20%          |
|             | Engineering, manufacturing and construction  | **                 | **           | 22%          | 10%          |
|             | Health and welfare   | **                 | **           | 12%          | 19%          |
|             | First-time tertiary graduates  | 2016               |              |              |              |
| Table B5.1  | Share of female first-time tertiary graduates  | 57%                |              | 57%          |              |
|             | Participation of 25-64 year-olds in formal and/or non-formal education   | 2012 <sup>1</sup>  |              |              |              |
| Table A7.1  | Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25                      | **                 |              | 49%          |              |
|             | Participation of foreign-born adults who arrived in the country at 26 or older   | **                 |              | 48%          |              |
|             | Early childhood education and care (ECEC)  |                    |              |              |              |
|             | Enrolment rates in ECEC at age 3   | 2016               |              |              |              |
| Table B2.1a | ECEC services (ISCED 0) and other registered ECEC services   | 79%                |              | 76%          |              |
|             | Share of children enrolled in pre-primary education (ISCED 02), by type of institution                                       | 2016               |              |              |              |
| Table B2.2  | Public institutions  | 99%                |              | 68%          |              |
|             | Private institutions   | 1%                 |              | 32%          |              |
|             | Expenditure on pre-primary level (ISCED 02)  | 2015               |              |              |              |
| Table B2.3a | Annual expenditure per child in USD (converted to PPPs)  | **                 |              | USD 8 426    |              |
|             | Vocational education and training (VET)  |                    |              |              |              |
|             | Percentage of upper secondary students enrolled in vocational education, by programme orientation                            | 2016               |              |              |              |
| Table B1.3  | All vocational programmes  | 54%                |              | 44%          |              |
|             | Combined school- and work-based programmes   | **                 |              | 11%          |              |
|             | Share of women among upper secondary graduates, by programme orientation   | 2016               |              |              |              |
| Figure B3.1 | General programmes   | 55%                |              | 54%          |              |
|             | Vocational programmes  | 37%                |              | 46%          |              |
|             | Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation     | 2015               |              |              |              |
| Table C1.1  | General programmes   | **                 |              | USD 8 981    |              |
|             | Vocational programmes  | **                 |              | USD 10 831   |              |
|             | Tertiary education   |                    |              |              |              |
|             | Share of international or foreign students, by education level <sup>2</sup>  | 2016               |              |              |              |
| Table B6.1  | Bachelor's or equivalent   | **                 |              | 4%           |              |
|             | Master's or equivalent   | 4%                 |              | 12%          |              |
|             | Doctoral or equivalent   | 5%                 |              | 26%          |              |
|             | All tertiary levels of education   | 4%                 |              | 6%           |              |
|             | Share of first-time tertiary graduates by education level  | 2016               |              |              |              |
| Table B5.1  | Short-cycle tertiary   | 27%                |              | 14%          |              |
|             | Bachelor's or equivalent   | 34%                |              | 75%          |              |
|             | Master's or equivalent   | 39%                |              | 10%          |              |
|             | Employment rate of 25-64 year-olds, by educational attainment  | 2017               |              |              |              |
| Table A3.1  | Short-cycle tertiary   | 77%                |              | 81%          |              |
|             | Bachelor's or equivalent   | 88%                |              | 84%          |              |
|             | Master's or equivalent   | 85%                |              | 88%          |              |
|             | Doctoral or equivalent   | 89%                |              | 92%          |              |
|             | All tertiary levels of education   | 81%                |              | 85%          |              |
|             | Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100) | 2016               |              |              |              |
| Table A4.1  | Short-cycle tertiary   | **                 |              | 123          |              |
|             | Bachelor's or equivalent   | **                 |              | 145          |              |
|             | Master's, doctoral or equivalent   | **                 |              | 191          |              |
|             | All tertiary levels of education   | **                 |              | 155          |              |

## Russian Federation - Country Note - Education at a Glance 2018: OECD Indicators

| Source      | Main topics in <i>Education at a Glance</i>  | Russian Federation |                                     | OECD average      |                                     |
|-------------|--|--------------------|-------------------------------------|-------------------|-------------------------------------|
|             | Financial resources invested in education  |                    |                                     |                   |                                     |
|             | Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)  | 2015               |                                     |                   |                                     |
| Table C1.1  | Primary  | **                 |                                     | USD 8 539         |                                     |
|             | Secondary  | **                 |                                     | USD 9 868         |                                     |
|             | Tertiary (excluding R&D activities)  | USD 7 527          |                                     | USD 11 049        |                                     |
|             | Total expenditure on primary to tertiary educational institutions  | 2015               |                                     |                   |                                     |
| Table C2.1  | As a percentage of GDP   | 3.1%               |                                     | 5.0%              |                                     |
|             | Share of expenditure on tertiary educational institutions by source of funds <sup>3</sup>  | 2015               |                                     |                   |                                     |
| Figure C3.1 | Public expenditure   | **                 |                                     | 73%               |                                     |
|             | Private expenditure  | **                 |                                     | 21%               |                                     |
|             | Public to private transfers  | **                 |                                     | 6%                |                                     |
|             | Total public expenditure on primary to tertiary education  | 2015               |                                     |                   |                                     |
| Table C4.1  | As a percentage of total government expenditure  | 7.5%               |                                     | 11.1%             |                                     |
|             | Teachers, the learning environment and the organisation of schools   |                    |                                     |                   |                                     |
|             | Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education                               | 2016               |                                     |                   |                                     |
|             |  | Teachers           | School heads                        | Teachers          | School heads                        |
| Table D3.2a | Pre-primary  | **                 | **                                  | 0.82              | **                                  |
|             | Primary  | **                 | **                                  | 0.86              | 1.21                                |
|             | Lower secondary (general programmes)   | **                 | **                                  | 0.91              | 1.34                                |
|             | Upper secondary (general programmes)   | **                 | **                                  | 0.96              | 1.42                                |
|             | Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs) | 2017               |                                     |                   |                                     |
|             |  | Starting salary    | Salary after 15 years of experience | Starting salary   | Salary after 15 years of experience |
| Table D3.1a | Pre-primary  | **                 | **                                  | USD 30 229        | USD 40 436                          |
|             | Primary  | **                 | **                                  | USD 31 919        | USD 44 281                          |
|             | Lower secondary (general programmes)   | **                 | **                                  | USD 33 126        | USD 46 007                          |
|             | Upper secondary (general programmes)   | **                 | **                                  | USD 34 534        | USD 47 869                          |
|             | Organisation of teachers' working time in public institutions over the school year   | 2017               |                                     |                   |                                     |
|             |  | Net teaching time  | Total statutory working time        | Net teaching time | Total statutory working time        |
| Table D4.1  | Pre-primary  | **                 | **                                  | 1 029 hours       | 1 628 hours                         |
|             | Primary  | **                 | **                                  | 778 hours         | 1 620 hours                         |
|             | Lower secondary (general programmes)   | **                 | **                                  | 701 hours         | 1 642 hours                         |
|             | Upper secondary (general programmes)   | **                 | **                                  | 655 hours         | 1 638 hours                         |
|             | Percentage of teachers who are 50 years old or over  | 2016               |                                     |                   |                                     |
| Table D5.1  | Primary to upper secondary   | **                 |                                     | 35%               |                                     |
|             | Share of female teachers, in public and private institutions   | 2016               |                                     |                   |                                     |
| Table D5.2  | Primary  | 99%                |                                     | 83%               |                                     |
|             | Lower secondary  | 83%                |                                     | 69%               |                                     |
|             | Upper secondary  | **                 |                                     | 60%               |                                     |
|             | Tertiary   | 59%                |                                     | 43%               |                                     |
|             | Average class size by level of education   | 2016               |                                     |                   |                                     |
| Table D2.1  | Primary  | 20                 |                                     | 21                |                                     |
|             | Lower secondary  | 19                 |                                     | 23                |                                     |

The reference year is the year cited or the latest year for which data are available.

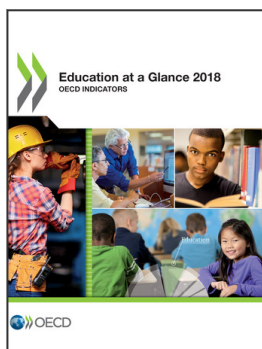
1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

\*\* Please refer to the source table for details on these data.

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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## Education at a Glance 2018

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