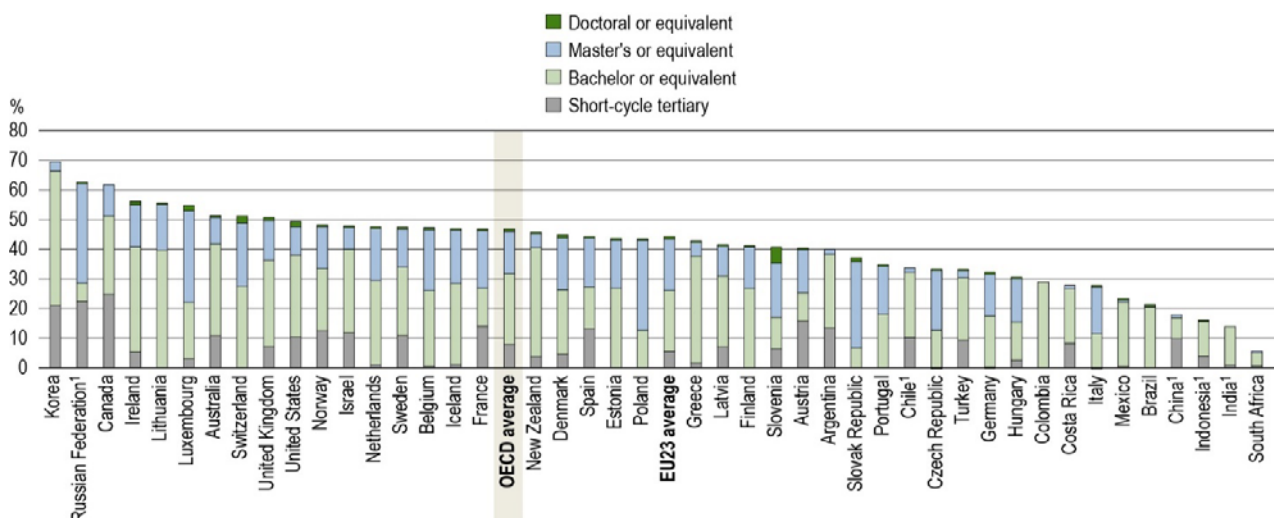


*Education at a Glance: OECD Indicators* (OECD, 2019<sup>[1]</sup>) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

## Russian Federation

- The Russian Federation has one of the highest tertiary attainment rates across OECD countries, at 63% of 25-34 year-olds compared with the OECD average of 44%.
- Participation in formal and/or non-formal education and training is about 14 percentage points higher for tertiary-educated adults than for those who completed upper secondary or post-secondary non-tertiary education.
- Enrolment of 3-5 year-olds in early childhood education and care increased from 53% in 2005 to 83% in 2017 (the OECD average in 2017 was 87%). However, spending per student is still low, about half of the OECD average.
- At upper secondary level, vocational programmes are relatively more common in the Russian Federation than in some other OECD countries: in 2017, 46% of Russian first-time upper secondary graduates had a vocational qualification compared to 40% on average across OECD countries.

Figure 1. Distribution of 25-34 year-olds with tertiary education, by level of tertiary education (2018)



**Note:** Some categories might be included in other categories. Please refer to Education at a Glance Database, <http://stats.oecd.org> for details.

1. Year of reference differs from 2018. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the total percentage of tertiary-educated 25-34 year-olds.

**Source:** OECD (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/8d7880d-en>).

## The Russian Federation has a well-educated population, but spending on tertiary education remains below the OECD average

- In 2018, more than six out of ten 25-34 year-olds (63%) in the Russian Federation had attained tertiary education, the second highest proportion after Korea and much higher than the average among OECD (44%) and G20 (38%) countries. Most of this age group have opted either for short studies or longer programmes: 22% of young adults have attained a short-cycle tertiary level compared to 8% on average across OECD countries, while 34% attained a master's or equivalent degree compared to 14% on average across OECD countries (Figure 1).
- At bachelor's level, the largest share of new entrants is found in the science, technology, engineering and mathematics (STEM) fields (35%), the second largest share after Germany, compared to 27% on average across OECD countries. This is followed by business, administration and law (25% against 22% across OECD countries). At master's long first degree level, 36% of new entrants enrol in the broad field of health and welfare and 25% in STEM fields in the Russian Federation compared to 55% and 11% respectively on average across OECD countries.
- The share of adults with engineering, manufacturing and construction degrees appears to be declining: the share of recent graduates who studied this broad field is 7 percentage points lower than in the tertiary-educated population as a whole.
- The Russian Federation's expenditure per student at tertiary level was USD 8 479<sup>1</sup> in 2016, one of the lowest levels among the OECD countries, compared with an OECD average of USD 15 556. The difference is even greater at short-cycle tertiary level than for longer programmes (bachelor's, master's and doctoral). Expenditure per short-cycle tertiary student was USD 5 289, less than half the OECD average of USD 11 745, while the expenditure at higher levels was just over half the OECD average (USD 9 516, compared with USD 16 756).
- Employment rates for adults (25-64 year-olds) with a tertiary education were lower in the Russian Federation than for OECD countries on average in 2018: 83% compared with 85%. However, their average employment advantage is 10 percentage points over those with upper secondary or post-secondary non-tertiary education and 29 percentage points over those below upper secondary education compared to 9 and 27 percentage points on average across OECD countries.
- Doctoral graduates have the highest employment rate among 25-64 year-olds (89%), higher than the rate for those with a bachelor's degree as their highest level of attainment (88%) and those with a master's degree (86%). Employment rates vary according to the field of study: the employment rate of tertiary-educated adults who studied information and communication technologies (ICT) was 13 percentage points higher than the average for tertiary-educated adults, compared to a difference of only 5 percentage points on average across OECD countries – one of the highest differences across OECD countries.

## Women are more likely to participate in adult education but age and educational attainment have less of an impact than in most countries

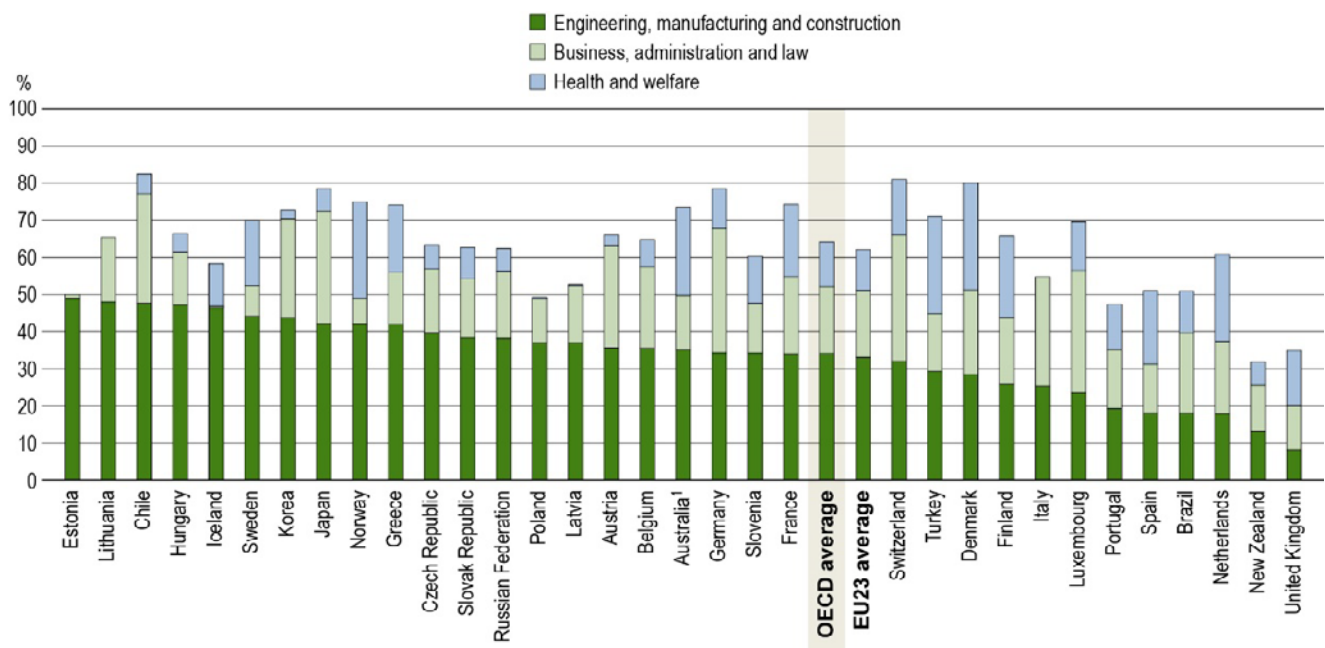
- In the Russian Federation, the participation of adults in formal and/or non-formal education and training is about 14 percentage points higher for those who completed tertiary education than for those who completed upper secondary or post-secondary non-tertiary education. Women are more likely to participate in formal and/or non-formal education than men, with a 7 percentage-point difference, higher than in most countries with available data. .
- In the Russian Federation, 30% of 25-34 year-olds took part in formal and/or non-formal education and training in 2012, compared with 23% of 35-44 year-olds, 15% of 45-54 year-olds and 8% of 55-64 year-olds. The participation gap between the youngest and the oldest age group is lower (22 percentage points) than in most countries with available data.

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

## Although enrolment among the youngest children has declined slightly, it has increased significantly for 3-5 year-olds

- The Russian Federation is one of the few countries where enrolment in early childhood educational and care (ECEC) for children under 3 declined between 2005 and 2010, from 21% to 17%. By 2017, the enrolment rate had recovered slightly to 19%, still below the OECD average of 36% (the OECD average was 18% in 2005 and 25% in 2010). In contrast, there has been a large increase in enrolment among 3-5 year-olds, from 53% in 2005 (OECD average: 76%) to 71% in 2010 (OECD average: 82%) and 83% in 2017 (OECD average: 87%). However, these averages mask large regional disparities: enrolment of 3-5 year-olds ranges from 41% in the region of Dagestan to 100% in Chukotka; the city of Moscow has one of the lowest enrolment rates for this age group, at 67.4% (OECD, 2019<sup>[2]</sup>).

Figure 2. Distribution of upper secondary vocational programmes by selected field of study (2017)



1. Year of reference 2016

Countries are ranked in descending order of the total percentage of tertiary-educated 25-34 year-olds.

Source: OECD/UIS/Eurostat (2019), Table B3.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Almost all children in early childhood education in the Russian Federation attend public institutions: 99% for both early childhood development and pre-primary levels. This proportion is above the OECD averages of 56% for early childhood development and 66% for pre-primary programmes.
- In 2016, the Russian government spent 0.9% of its gross domestic product (GDP) on ECEC, slightly above the OECD average of 0.8%. However spending per enrolled child is still low, at USD 4 394 per year, about half of the OECD average of USD 8 605. The ratio of children to teaching staff is an important indicator of the resources devoted to ECEC; in the Russian Federation there are 11 children per teaching staff member, fewer than the OECD average of 14.

## Vocational upper secondary education is well attended, particularly in engineering

- Most adults in the Russian Federation attain at least upper secondary or post-secondary non-tertiary education. The proportion of young adults (25-34 year-olds) who did not is just 4%, much lower than the average across OECD countries (15%).
- At upper secondary level, vocational programmes are relatively well attended in the Russian Federation compared to many OECD countries: in 2017, 46% of first-time upper secondary graduates had a vocational qualification in the Russian Federation compared to 40% on average across OECD countries.


Women make up 42% of graduates from upper secondary vocational programmes compared to 46% on average across OECD countries.

- Students in upper secondary vocational programmes are concentrated in the broad fields of engineering, manufacturing and construction (38% compared to 34% on average across OECD countries), followed by business, administration and law, and services (both 18%, compared to the OECD averages of 18% and 17%) (Figure 2).
- Post-secondary non-tertiary levels are very well established in the Russian Federation, and provide opportunities to gain further vocational qualifications. The Russian Federation has the highest proportion of adults (25-64 year-olds) with a post-secondary non-tertiary qualification (20%) among OECD countries with available data. Most graduates have studied engineering, manufacturing and construction (58% compared to 19% on average across OECD countries).
- The ratio of students to teaching staff in secondary public institutions remains the lowest among partner countries, at only 11 students per teaching staff member. For comparison, the OECD average is 13 and it is 16 among G20 countries.

## References

- OECD (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris, [1]  
<https://dx.doi.org/10.1787/f8d7880d-en>.
- OECD (2019), *OECD Regional Statistics (database)*, <http://dx.doi.org/10.1787/region-data-en>. [2]

For more information on **Education at a Glance 2019** 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.

Explore, compare and visualise more data and analysis using:   
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=RUS&treshold=10&topic=EO>.

<p><b>Questions can be directed to:</b></p> <p>Corinne Heckmann</p> <p>Directorate for Education and Skills</p> <p><a href="mailto:corinne.heckmann@oecd.org">corinne.heckmann@oecd.org</a></p>	<p><b>Country note author:</b></p> <p>Hajar Sabrina Yassine</p> <p>Directorate for Education and Skills</p> <p><a href="mailto:hajarsabrina.yassine@oecd.org">hajarsabrina.yassine@oecd.org</a></p>
---	---

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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.

## Key Facts for the Russian Federation in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Russian Federation		OECD average	
<b>Tertiary education</b>					
<b>Educational attainment of 25-64 year-olds</b>					
		<b>2018</b>			
Table A1.1	Short-cycle tertiary	25%		7%	
	Bachelor's or equivalent	2%		17%	
	Master's or equivalent	29%		13%	
	Doctoral or equivalent	0%		1%	
<b>Tertiary attainment of 25-34 year-olds, by gender</b>					
		<b>2008</b>	<b>2018</b>	<b>2008</b>	<b>2018</b>
Table A1.2	Men	**	56%	31%	38%
	Women	**	70%	40%	51%
	Total	**	63%	35%	44%
<b>Distribution of first-time tertiary entrants by education level</b>					
		<b>2017</b>			
Table B4.1	Short-cycle tertiary	54%		17%	
	Bachelor's or equivalent	37%		76%	
	Master's or equivalent	9%		7%	
<b>Share of international or foreign students, by education level<sup>1</sup></b>					
		<b>2017</b>			
Table B6.1	Bachelor's or equivalent	5%		4%	
	Master's or equivalent	7%		13%	
	Doctoral or equivalent	7%		22%	
	All tertiary levels of education	4%		6%	
<b>Employment rate of 25-64 year-olds, by educational attainment</b>					
		<b>2018</b>			
Table A3.1	Short-cycle tertiary	78%		82%	
	Bachelor's or equivalent	88%		84%	
	Master's or equivalent	86%		88%	
	Doctoral or equivalent	89%		92%	
	All tertiary levels of education	83%		85%	
<b>Employment rate of tertiary-educated 25-64 year-olds, by field of study</b>					
		<b>2018</b>			
Table A3.4	Education	82%		84%	
	Business and administration and law	81%		86%	
	Engineering, manufacturing and construction	84%		89%	
	Health and welfare	84%		87%	
<b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b>					
		<b>2017</b>			
Table A4.1	Short-cycle tertiary	**		120	
	Bachelor's or equivalent	**		144	
	Master's, doctoral or equivalent	**		191	
	All tertiary levels of education	**		157	
<b>Upper secondary and vocational education and training (VET)</b>					
<b>Upper secondary or post-secondary non-tertiary attainment rate</b>					
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	33%		41%	
			<b>2018</b>		
<b>Percentage of first-time upper secondary graduates with a vocational qualification</b>					
Table B3.1	Vocational programmes	46%		40%	
<b>Age at graduation from upper secondary education, by programme orientation</b>					
		<b>2017</b>			
Figure B3.1	General programmes	**		18	
	Vocational programmes	**		21	
<b>Share of women among upper secondary graduates, by programme orientation</b>					
		<b>2017</b>			
Figure B3.2	General programmes	53%		55%	
	Vocational programmes	42%		46%	
<b>Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education</b>					
		<b>2018</b>			
Table A3.3	Employment rate	80%		78%	
	Unemployment rate	8%		7%	
	Inactivity rate	13%		16%	
<b>Total expenditure on upper secondary educational institutions, in USD<sup>2</sup> per full-time equivalent student, by programme orientation</b>					
		<b>2016</b>			
Table C1.1	General programmes	**		USD 9 397	
	Vocational programmes	**		USD 10 922	
<b>Early childhood education and care (ECEC)</b>					
<b>Enrolment rate of 3-5 year-olds in education</b>					
Table B2.2	ECEC and primary education	83%		87%	
<b>Share of children enrolled in private institutions</b>					
Table B2.3	Pre-primary level (ISCED 02)	1%		34%	
<b>Ratio of children to teaching staff</b>					
Table B2.3	Pre-primary level (ISCED 02)	**		16	
<b>Expenditure on children aged 3-5 enrolled in education</b>					
Table B2.4	Annual expenditure per child, in USD <sup>2</sup> per child	**		USD 8 141	

Source	Main topics in <i>Education at a Glance</i>	Russian Federation		OECD average	
<b>Social outcomes and adult learning</b>					
<b>Participation in formal and/or non-formal education, by educational attainment</b>		2016			
Table A7.1	Below upper secondary	**			n.a.
	Upper secondary or post-secondary non-tertiary	**			n.a.
	Tertiary	**			n.a.
<b>Participation in cultural or sporting activities in the last 12 months, by educational attainment</b>		2017			
Table A6.1	Below upper secondary	23%			n.a.
	Upper secondary or post-secondary non-tertiary	31%			n.a.
	Tertiary	50%			n.a.
<b>Financial resources invested in education</b>					
<b>Total expenditure on educational institutions, by level of education<sup>2</sup></b>		2016			
		USD/student	% GDP	USD/student	% GDP
Table C1.1 and C2.1	Primary	**	**	USD 8 470	1.5%
	Lower secondary	**	**	USD 9 884	0.9%
	Upper secondary	**	**	USD 10 368	1.1%
	Tertiary (including R&D)	USD 8 479	1.1%	USD 15 556	1.5%
<b>Share of expenditure on educational institutions, by final source of funds</b>		2016			
		Public	Private	Public	Private
Table C3.1	Primary, secondary and post-secondary non-tertiary	95%	5%	90%	10%
	Tertiary (including R&D)	64%	35%	66%	32%
<b>Total public expenditure on primary to tertiary education</b>		2016			
Table C4.1	As a percentage of total government expenditure	7.3%		10.8%	
<b>Teachers, the learning environment and the organisation of schools</b>					
<b>Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education</b>		2017			
		Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	**	**	0.78	**
	Primary	**	**	0.84	1.25
	Lower secondary (general programmes)	**	**	0.88	1.34
	Upper secondary (general programmes)	**	**	0.93	1.43
<b>Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers<sup>2</sup></b>		2018			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	**	**	USD 31 276	USD 42 078
	Primary	**	**	USD 33 058	USD 45 947
	Lower secondary (general programmes)	**	**	USD 34 230	USD 47 675
	Upper secondary (general programmes)	**	**	USD 35 859	USD 49 804
<b>Organisation of teachers' working time in public institutions over the school year</b>		2018			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Tables D4.1a and D4.1b	Pre-primary	**	**	1 024 hours	1 613 hours
	Primary	561 hours	**	783 hours	1 612 hours
	Lower secondary (general programmes)	483 hours	**	709 hours	1 634 hours
	Upper secondary (general programmes)	483 hours	**	667 hours	1 629 hours
<b>Percentage of teachers who are 50 years old or over</b>		2017			
Table D5.1	Primary to upper secondary	**		36%	
<b>Share of female teachers, in public and private institutions</b>		2017			
Table D5.2	Primary	96%		83%	
	Lower secondary	81%		69%	
<b>Total number of compulsory instruction time, by level of education</b>		2019			
Table D1.1	Primary	2 393 hours		4 568 hours	
	Lower secondary	4 016 hours		3 022 hours	
	Upper secondary	1 785 hours		**	
<b>Average class size by level of education</b>		2017			
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. For some countries, data on foreign students are provided instead of international students.

2. Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.