

COUNTRY PROFILE RUSSIA

GENERAL INFORMATION

Full name: Russian Federation

Population: 143.8 million (via UN, 2006)

Capital: Moscow

Area: 17 million sq km (6.6 million sq miles)

Major language: Russian

Major religions: Christianity, Islam

Life expectancy: 59 years (men), 72 years (women) (UN)

Monetary unit: 1 rouble = 100 kopecks

Main exports: Oil and oil products, natural gas, wood and wood products, metals, chemicals, weapons and military equipment

GNI per capita: US \$4,460 (World Bank, 2006)

TVET System¹

General Structure

The Russian VET system is made up of the initial and secondary VET (IVET and SVET respectively) under authority of federal Ministry of Education and Science (MoES). Both systems provide students with opportunities to receive upper-secondary education. Qualifications granted by SVET system are higher comparing to IVET. The MoES is in charge of the system of supplementary education (that is actually a kind of continuing VET) aimed at re-training specialists.

In the IVET (ISCED, 3C, 4) sector training of workers is implemented either within the IVET institutions, or directly at enterprises. The IVET sector comprises about 3,800 educational institutions with 1.65 million students. The number of IVE schools was decreasing since nineties while the number of students enrolled remains stable. About 22% of IVET institutions are lyceums (implementing advanced level programs). Annual intakes are about 1,270 thousand people, including 428 thousand adults (for fee-based supplementary/continuing training). Of the latter category tuition costs are met by employment agencies for 17% of students, for 21% - by enterprises and organizations, and 62% of trainees pay for their tuition. Entry requirements to IVET: after completing at least basic education (9 years of tuition). Some IVET programs do not include general education courses and do not provide graduates with full secondary education. Access to IVET is free for students receiving first vocational education, except private institutions which are rare. Duration of courses depends on the entry level, profession and varies from one to four years.

The SVET (ISCED 3B, 5B) sector is made up of 2,600 state-run and regional secondary VET institutions with 2.5 million students and over 200 private SVET colleges. SVET programs are also delivered at about 250 higher education institutions. In 2003 the intake amounted to 862 thousand people, and graduation – 671 thousand. SVET participation rates have shown a stable growth in the recent years. One third of SVET students enroll to the system after completing basic education (9 years of study in general school), and the rest complete secondary education (11 years of study). Entry to SVET is possible only after completion of basic or secondary

¹ Source – The World Bank Country Office in Russia

education, or IVET). Access to SVET is free for students receiving first vocational education, except private institutions. However, about 40% of students pay tuition because they preferred fee-based programs (of presumably better quality than their free equivalents).

There are On average, 15% of graduates fail to find job, about 15% continue education, and about half of SVET graduates (about 80% of male graduates) are conscripted to the army.

Financing and Expenditures

The VET systems are financed mostly by subjects of Russian Federation (regions) with some limited inputs from federal MoES, line ministries and private sources. This causes significant regional differences in the level of VET systems' development. In general, the system is underfunded suffering from poor and obsolete infrastructure, low salaries, and provides outputs of relatively low quality. Monthly stipends for VET students are about 300 rubles (about 12 dollars). Average staff salaries are less than 60% of the average for economy.

To improve their financial standing, VET schools offer paid educational services for adults and courses commissioned by employment services. In initial VET the share of revenues from paid educational services often amounts 15-20% of the budgetary funds. In SVET, this share is about the same and 5-10% is earned by entrepreneurial activities of SVET schools.

Total education expenditure as percent of GDP was 3.5 in 2004. The major indicators in spending on education for 2004 are given as follows:

	Public sources	Public and private sources*
ISCED 3C+4C		
IVET Expenditure (% of Total Education Expenditure)	5,9	5,5
IVET Expenditure (% of GDP)	0,2	0,3
IVET annual per capita expenditure, USD	885	1 150
IVET per capita expenditure (% of GDP per capita)	21,6	28,0
ISCED 5B		
SVET Expenditure (% of Total Education Expenditure)	3,8	3,53
SVET Expenditure (% of GDP)	0,1	0,2
SVET annual per capita expenditure, USD	772	614
SVET per capita expenditure (% of GDP per capita)	18,82	14,98
ISCED 3A		
General education, annual per capita expenditure, USD	661	790
General education, per capita expenditure (% of GDP per capita)	n/a	19,25
ISCED 5A		
HE annual per capita expenditure, without R&D, USD	1 033	1 250
HE annual per capita expenditure, with R&D, USD	1 177	1 320
HE per capita expenditure, without R&D (% of GDP per capita)	25,19	30,48
HE per capita expenditure, with R&D (% of GDP per capita)	28,69	32,17

Source: Center of Educational Statistics and Monitoring

* Estimation by Center of Educational Statistics and Monitoring

Quality Assurance

Currently all education institutions must have a license for delivering programs and a state accreditation entitling them to issue certificates of the state format. The persistent focus in assessing graduates is on how well they have mastered the program/curricula, and not on how good their competences are. There are no official standards for professional education in place. In general, employers are not satisfied with quality of new labor coming from VET institutions and some of them invest into in-plant retraining more money than the cost of prior formal vocational education was. To create an independent system of certification and quality assessment, amendments to the acting legislation have been drafted, prerequisites for forming regional certification/assessment systems have been laid down with support for federal center of qualifications' certifications. Recently, some regions invested into creation of infrastructure linking labor market and VET system, qualification evaluation centers were established with participation of employers. However, the issue of wide recognition of the qualification certificates is still to be resolved.

Role of the Private Sector

Since nineties, many enterprises have closed down their in-service training centers and curtailed in-company training, a certain share of supplementary training has been taken over by employment offices and educational institutions. The scope of training services provided by enterprises has shrunk by over one half. The level of employers' involvement into vocational education development varies from region to region and, in general, is quite low.

The Students of TVET Systems

Enrollment patterns for 2003/2004 are given as follows:

Number of Students in TVET (Total)	4,261,100
% of Total Enrollment	14.9
Number of Students in General Secondary Education (Total)	17,798,000
% of Total Enrollment	62.4
Number of Students in Tertiary Education (Total)	6,455,700
% of Total Enrollment	22.6

Source – ETF, Country Analysis 2005 Russia