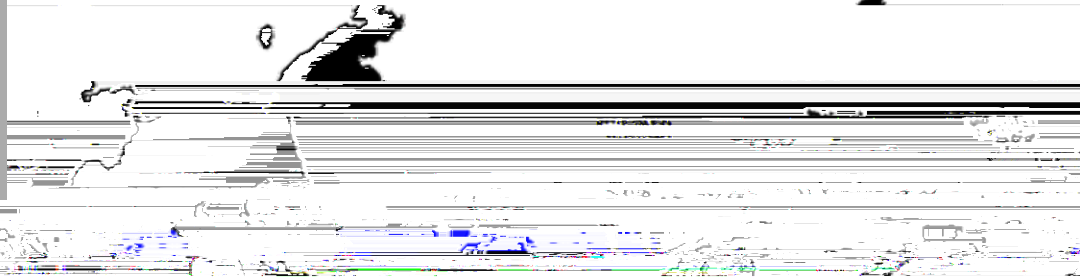


General Overview of the Russian Federation and its Education System



Population: 142,905,208



General Overview of Russian Federation and its Education System

(Higher education)

Grades 10-11 (12)

Upper secondary education
1.7 million students

3 years

Secondary vocational education
2,784 educational institutions
2.2 million students

2 years

Primary vocational education
2,860 educational institutions
1.1 million students

Grades 5-9

Lower secondary education
6.4 million students

Compulsory

Grades 1-4

Primary education
5 million students

Compulsory

Ages 3-6

Preprimary education
45,607 educational institutions
5.11 million children

Not compulsory

Focus and Key Questions for this Case Study

1. How are Unified State Exam and International Comparative Assessment information used to support student learning in the Russian Federation?
2. How have the uses changed over time?
3. What were the mechanisms and drivers that allowed for those changes?

General Overview of Student Assessment Activities in Russia: Unified State Exam

Multiple
choice items

Short response
items

14 subject areas

Russian language proficiency and mathematics are mandatory

Findings Use of the Results

Findings: How have the uses changed over time?

Findings: What were the mechanisms and drivers that allowed for changes?

Main drivers:

Academy of Education

Universities

Federal and regional centers for assessment of the quality of education

Findings: Major Barriers to Adequate Use of Results

Low credibility of the USE

The USE data are not available

Administrative and economic pressure on schools and teachers

No organization of teacher training based on identified USE deficiencies

General Overview of Student Assessment Activities in Russia: International Comparative Assessment

The Ministry of Education and the Russian Academy of Education have been conducting studies since 1988

TIMSS since 1995

PISA since 2000

PIRLS since 2001

Purposes:

to assess the educational achievements of students

to identify the factors affecting the quality of education

Findings: Use of the Results

The Academy of Education:

Reporting

Intensive professional discussions and wide media coverage of the results

Involving policy makers at all levels of educational system

Clear recommendations of the Academy of Education:

development of curricula

selection of textbooks

changing national educational standards

Findings: How have the uses changed
over time?

- Cultural shift changing attitude to ICA
- High level of credibility of ICA
-

Discussion and Lessons Learned

Sufficient resources (time and quality of assessment)

Conversation of the learning results into a policy-making process as the particular task

Access to the databases of results

Focused and clear messages based on analysis

No sanctions against the regional ministries and schools with poor performance