

The University - Higher School of Economics (HSE) was established in 1992 on the initiative of renowned Russian economists and leading reformers.

The university's mission is to promote economic and social reforms in Russia by educating a new generation of researchers and experts. Thus, the HSE does not focus exclusively on economics, but encompasses a wide range of social and humanitarian disciplines, as well as computer science and mathematics.

In 2008, the HSE established itself as a leading Russian university. It is firmly in the top five in terms of the quality of student intake. Since 2009, the university operates under the auspices of the Government of the Russian Federation. In October 2009 HSE was selected as the only national research university in the area of economics, social sciences, humanities among 29 national research universities in the Russian Federation.

The HSE development programme envisages achieving world-class quality research in socio-economic sciences and overcoming the historical isolation from global humanitarian and social ideas.

The HSE is comprised of a network of research centres, some of which combine research and education. The university has 26 research institutes and centres and 35 laboratories.

The HSE publishes 20 academic journals and supports Russia's largest educational web-portal "Economics. Sociology. Management".

Research and development in the field of education is one of the key aspects of the HSE's activities. The university's specialists provided analytical background for education reform in 1996 and 2000. The HSE introduced the idea of the unified national exam (which in 2009 became the key instrument of entering universities), as well as a new model of financing education, and approaches to differentiating universities, including the idea of special support for research universities.

At the HSE, educational research is conducted in various institutes and centres, laboratories and academic departments. This booklet outlines the most active academic groups in this area and their projects.



Yaroslav Kuzminov,
HSE Rector, one of the leaders
of Russian education reform.

"Education, as a system of forming our nation's intellectual capital and one of the main forums for producing innovation, builds the foundation for rapid market growth by quickly improving technology and products. This is the first link in the chain of innovation: education – research – venture projects – mass innovative development.

This approach is accepted and not disputed by anyone. This creates the illusion that it is an easy problem to solve. The rise of education leads to expansion of the resource base of existing structural elements. In Russia today there is the real risk that a lot of money will be invested in reproducing the educational system of yesteryear...

It would be a mistake to restore the old system of education, no matter how good it may seem to its graduates. Soviet education was one of the best examples of the industrial era (if not the best). Today, we need to create the best system of education for the epoch of global innovation.

We must support a healthy tradition of national education, assimilating all the best world practices, out of which can grow a fundamentally new system of educational institutions tailored to the needs of the post-industrial economy and 21st century society."

*(Kuzminov Y.I., Remorenko I.M., Rudnik B.L., Frumin I.D., Yakobson L.I., Vokov A.E.
Russian Education 2020: An Educational Model
for an Innovation Economy, 2008).*

INSTITUTE FOR EDUCATIONAL STUDIES (IRO)

The Institute for Educational Studies (Russian acronym: IRO) was established in 2001 with the goal of providing academic support for modernizing the educational system.

STRUCTURE

- Center of socioeconomic development of schools.
- Center of applied legal development.
- Center of applied economic research and development.
- Institute of educational content.
- Center for coordinating educational projects.
- Center for monitoring educational quality.
- Graduate school of education (Master's programmes).

CURRENT PROJECTS

- «Problems and Prospects for Developing Education in Rural Areas in Transition Economies». *Project leader – Irina Abankina.* A comparative analysis of the local conditions and structure of relationships of key players in education in rural regions of Russia and China is conducted with the goal of identifying problems in educational development in rural areas of transition economies. The impact of education on rural society is evaluated. Based on the analysis, a national strategy for conserving and developing education in rural areas will be created.
- «Modeling Economic Behaviour of Universities and Conditions of Reform». *Project leader – Irina Abankina.* A study of how various types of Russian universities are clustered depending on their economic behaviour. A characteristic effect is brought to light by the authors and called the “Leviathan Effect”.
- «Schools with Consistently Low Results in Difficult Social Contexts: Causes of Underperformance and Possibilities for Improving». *Director – Marina Pinskaya.* The research is devoted to developing ways to diagnose the schools that have the greatest need for support; identifying the main types of problems and developing assistance programmes that improve the quality of education in problem schools.
- «University Applicants’ Behaviour and Their Choice of Universities». *Project leaders: Yaroslav Kuzminov and Maria Dobryakova.* The project,



Isak Froumin

IRO Academic Supervisor, Doctor of Science (Pedagogy), Professor, Distinguished Teacher of the Russian Federation



Irina Abankina,

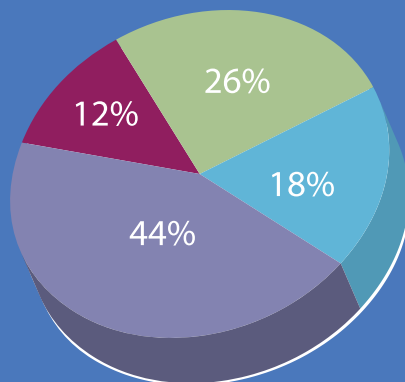
IRO Director, Candidate of Science (Economics)

IRO's research prospects are related to the study of how financial and economic mechanisms can provide more than just functioning, but also the development of education, the preservation of its potential freedom and creativity. We hope to become the leading researchers in economics of education in Russia and expand our cooperation with the leading international research centres in this field.

launched in 2009, centers around possible ways of obtaining information from what Russian universities publish at their websites pertaining to admission of new students, and tracing/reconstructing trends in education development thereupon. Quality of student intake by different types of universities and their faculties is explored. A special focus is made on interpretation of the National Unified Test scores as a criterion of assessing a university's quality and attractiveness. Stronger and weaker, more and less popular majors/specializations are identified.

- «Factors Behind the Results of the 2010 Unified National Exam for Various Groups of students». *Project leader – Victor Bolotov.* The connection between unified national exam results and a wide array of school and extracurricular factors is analyzed. These factors include the family's educational potential, socioeconomic context of a school, motivating characteristics of students, school resources, characteristics of the teachers, influence of peers, and many others. The main goal is to define the most and least important groups of factors.
- «The Programme for the International Assessment for Adult Competencies (PIAAC)». *National programme manager – Dmitry Popov.* The Programme for the International Assessment of Adult Competencies (PIAAC) in literacy, numeracy and problem solving is managed by the OECD. This research is conducted in 27 countries. Over 5 thousand people are interviewed in Russia.
- «Tracing Study of Secondary School and High School Graduates». *Directors: Dmitry Popov, Sergey Roshchin, Isak Froumin.* The research is devoted to the analysis of key factors influencing young people at the break points of their life: during the selection of educational institution, job, and new life strategies. This is a longitudinal survey, the research is to be completed in 15 years, 5 rounds will have been conducted by that time. In the long run, such a type of panel research allows creating a portrait of the whole generation.
- «Russian Students' Results in International Educational Research». *Director – Yulia Tyumeneva.* A secondary analysis of the connection of individual characteristics of families and schools with PIRLS and PISA results and identification of the factors that have a negative impact on reading literacy. The main task is to understand why Russian students' exemplary PIRLS results do not translate into success in PISA.
- «Higher Education in the Global Knowledge Economy». *Directors: Martin Carnoy, Isak Froumin and Maria Dobryakova.* The project is

IRO research topics in 2001-10



- Education content
- Assessment of quality of education
- Legal foundations of education
- Economics of education

being conducted in cooperation with Stanford University, Peking University and the National University of Educational Planning and Administration of India. It studies the changes in higher professional education (engineering and economic profiles) in BRIC countries in connection with their inclusion in global knowledge economy.



IRO holds weekly scientific seminar involving leading Russian and foreign experts.

INTERNATIONAL COOPERATION

OECD, The World Bank, Education Testing Service, Center for Human Resource Research, Ohio State University (USA), UNESCO International Research and Training Centre for Rural Education (China), Department for Academic Cooperation and Culture of the French Embassy in Russia, Wuhan University (China), Central Academy of Educational Research of China, Higher School of Economics in Prague (Czech Republic), UNICORN.

ACHIEVEMENTS:

- The model of education in Russia that was used to develop new educational standards and the President's "Our New School" initiative.
- Models of public-civic management at schools.
- Models and mechanisms of regulatory, organizational and methodological support for the functioning and development of educational systems in small, remote areas.
- Models and mechanisms for creating and operating autonomous institutions in the field of education.
- Mechanisms for introducing specialized education at the senior level of general education.
- Principles and mechanisms for government education loans and state support for non-government education loans.
- Models for restructuring networks of small rural schools based on the principles of network optimization for general educational institutions.

CLIENTS:

- Public agencies of the Russian Federation: Ministry of Education and Science, Federal Service for Supervision in the Sphere of Education and Science, Ministry of Economic Development, Audit Chamber, Ministry of Finance, State Duma.
- Public agencies of the RF subjects: Government of the Republic of Sakha (Yakutiya), Ministries of Education and Science of Altai Territory, Republics of Chuvashiya and Kalmikiya, Kaliningrad, Samara and Tver regions.
- Academic and educational organizations: The Academy of National Economy under the Government of the RF, Finance Academy under the Government of the RF, Federal Institute for Development of Education, Educational Policy Institute «Eureka», Institutes of teachers' training in the Republic of Sakha (Yakutiya), Belgorod, Lipetsk, Chelyabinsk and Ulyanovsk regions.

Web-site: <http://iro.hse.ru/lingua/en/>

INSTITUTE OF EDUCATIONAL CONTENT (ISO)

The Institute of educational content (Russian acronym: ISO) was established in 2001. The main areas of research include:

- problems of educational content;
- psychology of activity and ability;
- psychology of mental qualities;
- formation of identity;
- individualization of human abilities.

CURRENT PROJECTS

- «Development and Pilot Testing of Approaches to Certification of Teachers and Educational Managers at Regional Level». *Project leader – Vladimir Shadrikov.* The main aims of the project are to develop forms and procedures for certification, and appropriate supporting materials for all positions of educational personnel.
- «Development and Piloting of the Methodology to Define the Qualification Level of Teaching Staff on the Basis of Professional Teaching Standards». *Project leader – Vladimir Shadrikov.* Methodological materials (instructions on application of diagnostic tools of teachers' competencies) to train managers to define teachers' professional levels have been developed on the basis of studying 2 regions of the Russian Federation.
- «Development of Criteria for Division of Bachelor's and Master's Programmes as the Ground for Further Development of Sample Basic Educational Programmes for Higher Professional Pedagogical Education». *Project leader – Vladimir Shadrikov.* The aims of training at the bachelor's and master's levels are set; methodological grounds for this training are defined; the bachelor's and master's qualifications, their correlation with the educational levels, and types of educational institutions are specified; the decomposition of professional teaching standards on bachelor's and master's level is done and teaching competencies are identified. Generalisation and systematisation of this material allowed to formulate the criteria for the division of bachelor' and master's programmes.
- «Development of Methodological Grounds for Evaluation of Level of Pedagogical Personnel Qualification». *Project leader – Vladimir Shadrikov.* Methodological grounds for assessment of



Vladimir Shadrikov,
ISO Director, Doctor of
Science (Psychology),
Professor, Member of
the Russian Academy
of Education, the First
Deputy Head of the
Federal Agency for
Education (1987-1991)

In prospect, our Institute offers a new concept of pedagogical education.

the qualification level of pedagogical staff are designed and piloted.

- «Development of the Theory of Abilities and Its Application to Educational and Professional Activities». *Project leader – Vladimir Shadrikov.*

ACHIEVEMENTS

- Elaboration of professional teaching standards and corresponding diagnostic tools for assessing the professional level of pedagogical staff.
- Development and verification of Vladimir Shadrikov's original psychological theory of abilities.

CLIENTS

Ministry of Education and Science of the Russian Federation, Russian Academy of Education, National Training Foundation; regional educational authorities (Yaroslavl, Pskov and Stavropol regions).

INTERNATIONAL COOPERATION

- Research Centre for Behaviour and Psychology, Tyanzin Teacher Training University (China).
- Department of Psychology, College of Arts and Science, University of Saskatchewan (Canada).

Web-site: <http://hse.ru/org/hse/261663/>

INSTITUTE FOR THEORETICAL AND HISTORICAL STUDIES IN THE HUMANITIES (IGITI) NAMED AFTER ANDREI POLETAYEV

The Institute for theoretical and historical studies (Russian acronym: IGI TI) was established in 2002. Among its research areas is the analysis of educational institutions as 'places of knowledge', i.e. the environment and conditions for production, organization and communication of socio-humanitarian knowledge. The main emphasis is made on reconstruction of Western and Russian historical traditions that explain the role of science and knowledge policy in modern society. Accordingly, the research in education is conducted in the following areas:

- reproduction of intellectuals at university;
- character of scientific and learning cooperation;
- disciplinisation of socio-humanitarian knowledge in educational sphere.

CURRENT PROJECTS

In the area of educational research the following IGI TI projects are of scientific and practical interest:

- «**Russian Humanitarian Science in the World Context: Mechanisms of Interaction and Mutual Influence**». *Project leaders: Irina Savelieva and Andrei Poletayev.* The project is aimed at evaluation of Russian social-humanitarian science contribution to the development of humanitaristica in the modern world: matching the research activity level of Russian schools, educational subdivisions, and some outstanding scholars with the requirements of the most reputable institutions as well as with the research and educational standards that summarize the most valued experience of a European university.
- «**Expert Knowledge and Popular Representations: The Mechanisms of Formation and Interrelation**». *Project leaders: Irina Savelieva and Andrei Poletayev.* The key problem is to find out a mechanism of formation of popular representations of the social world. To solve this problem it is necessary to analyze the entire process of the reproduction of social and humanitarian knowledge.
- «**Classics in Modern Social Sciences and the Humanities**». *Project leaders: Irina Savelieva and Andrei Poletayev.* The project is focused on the two interrelated problems: changes in the classics



Irina Savelieva,
IGITI Director, Doctor
of Science (History),
HSE Tenured Professor

In perspective it is important to fix a certain shift of the central research area of IGI TI for the nearest years – the shift to history of humanitarian and social sciences. IGI TI has good reasons to become the main Russian and world-famous centre where theoretical and historical research is systematically conducted in this area.

buildup mechanism (namely, the corpus of texts that is recognized as classical in a particular field of social and humanitarian knowledge; and the list of classical writers); changes of the functions of the classics (i.e. the role of the classical theories and classical authors in the contemporary social sciences).

- «**Classical University: Tradition and Novelty**». *Project leader – Elena Vishlenkova.* The purpose of the project is deconstruction of the 'classical' (i.e. 'positive') tradition for the Russian university. It means the analysis of corporative rhetoric and languages of (self)description; examination of principle characteristics of the ideal model of the university; criteria of the 'classical' applied to Russian university as compared with Western university.
- «**Classical Tradition and Authority in the Social Dimension**». *Project leaders: Irina Savelieva and Julia Ivanova.* Research and training project. Within the project activities undergraduate and postgraduate students participate in researching scientific and educational practices that had been a part of European culture before the modern age.
- «**Polemical Strategies and Means of Argumentation in Philosophy, Theology and Science in Western Europe in the XIII–XVI centuries**». *Project leaders: Elena Dragalina-Chyornaya and Julia Ivanova.* The project is focused upon reconstruction of the contextual history of argumentative practices in different fields of the Western European intellectual culture in the XIII–XVI centuries: theological thought, humanist literature and natural sciences. The project seeks to overcome the perspectivistic model of scientific and philosophical knowledge, dominant in modern historiography.



ACHIEVEMENTS:

- Development of a concept of the PhD programme in the field of humanitarian studies that has been approved and supported by the European Union. This is a joint project prepared in collaboration with 24 foreign partners from Europe and USA (http://igiti.hse.ru/Teaching/Inter_PhD).
- Analytical deconstruction of the “Classical University” notion, definition of necessary conditions and ways of its creation, including ways of political manipulations.
- Definition of classicalization mechanisms in science and their use in education.
- Creation of a concept of the innovative historical education at HSE.
- Creation of a model of life-long humanitarian education (<http://igiti.hse.ru/fakul/index.html>).

INTERNATIONAL COOPERATION

- Eberhard Karls University in Tübingen (Germany).
- School for Advanced Studies in the Social Sciences (Paris, France).
- Institute for Interdisciplinary Studies “Artes Liberales” at the University of Warsaw (Poland).
- George Mason University (USA).
- German Historical Institute in Moscow (Russia)
- Ruhr University in Bochum (Germany).
- Johannes Gutenberg University in Mainz (Germany).
- Free University of Berlin (Germany).
- Research Center for Eastern Europe at the University of Munich (Germany).

Web-site: <http://igiti.hse.ru/eng.html>



Yaroslav Kuzminov,
Rector, IIA Director,
Candidate of Science
(Economics),
Professor



Maria Yudkevich,
Head of Laboratory for
Institutional Analysis
of Economic Reforms,
Candidate of Science
(Economics)



Grigory Andrushak,
Head of Laboratory for
Analysis and Modelling
of Institutional
Dynamics, Candidate
of Science (Economics)



Leonid Polishuk,
Head of Laboratory
for Applied Analysis of
Institutions and Social
Capital, Candidate of
Science (Economics),
Professor



INII holds regular scientific workshops involving leading experts from the U.S. and European Universities

INSTITUTE FOR INSTITUTIONAL ANALYSIS

Institute for Institutional Analysis was established in 2010 with the goal of solving several major issues. Among them:

- Creation of a scientific centre in the field of economics and sociology of education as a part of an international cooperation network, and promoting international standards of research.
- Expertise and analysis in the field of educational policy based on international academic standards.
- Development of decent conditions and incentives to encourage young and talented university graduates to participate in both scientific and teaching activities at the HSE.

STRUCTURE

- Laboratory for Analysis and Modelling of Institutional Dynamics.
- Laboratory for Applied Analysis of Institutions and Social Capital.
- Laboratory for Institutional Analysis of Economic Reforms.
- Department of Institutional Economics.

CURRENT PROJECTS

- «Academic Salaries and Academic Profession: International Aspects».
- «Social Capital and Development of Russian Cities».
- «The Analysis of Connections Between Social Capital and Education».

The projects are aimed at the analysis of current socio-economic institutions in the higher education markets, their dynamics and efficiency.

INTERNATIONAL COOPERATION

Institute's experts participate in various international conferences on the education economics.

The project «Academic salaries and academic professions: international aspect» is conducted in cooperation with the Center for International Higher Education (CIHE, Boston College, USA).

Web-site: <http://cinst.hse.ru/>

SOCIOLOGY OF EDUCATION AND SCIENCE RESEARCH LABORATORY (SLON, HSE SAINT PETERSBURG)

Sociology of Education and Science Research Laboratory (Russian acronym: SLON) was established in 2007 with the goal of developing modern analytical and comparative sociology of education and science in the international context.

The main areas of research are as follows:

- School education in a context of social inequality.
- Migration processes and the system of education: migrant children at school.
- Social organization of higher education and science.

CURRENT PROJECTS

- «Educational Choice and Educational Opportunities of the 9-graders: Social Horizons, Parental Capital and School Quality». *Project leader - Daniil Alexandrov.*
- «School Organization, School Differentiation and Student Integration». *Project leader - Daniil Alexandrov.*

ACHIEVEMENTS

- Development of models showing how socio-economic, cultural and other background characteristics influence educational choices students make in the 9th grade; models incorporate peer choices, educational and other aspirations of students and their parents.
- Some unique data has been collected by SLON experts: data related to the allocation and integration of migrant children in schools in St.Petersburg, their performance and both educational and professional aspirations.
- At the present moment SLON is working on a project aimed at the development of an original method to evaluate social cohesion and efficacy at schools.

INTERNATIONAL COOPERATION

- The Interuniversity Center for Social Science Theory and Methodology (ICS) of the University of Groningen, Utrecht University, and the Uni-

versity of Nijmegen – cooperation aimed at the analysis of social networks, ethnic diversity and migrant students' integration.

- Cultural Diversity: Opportunities & Socialisation (CUDOS) Programme in the University of Ghent (Belgium) – cooperation in the field of research of organizational school structure, ethnic diversity and migrant students' integration.
- Spencer Foundation (Chicago, USA) – the Foundation has supported SLON projects aimed at the study of issues related to social inequality and children from migrant families.

Web-site: <http://slon.hse.spb.ru/>



Daniil Alexandrov,
Laboratory Head,
Candidate of Science
(Biology)



Svetlana Savelyeva,
SLON Deputy
Head

At SLON I have an opportunity to engage in both research and teaching activities. People who work here have to develop and learn something new all the time. I enjoy working here every day!



Professor Leonid Gokhberg,
Doctor of Science
(Economics),
ISSEK Director

The Institute was established for resolution of emerging research problems in the new economy as well as for the advancement of constantly relevant issues of the statistics of science, innovation, education, and Information Society, i.e., the sectors making up the knowledge economy. These issues fully correspond with my professional interests, and there is no other organization in Russia where these could be addressed in full.

INSTITUTE FOR STATISTICAL STUDIES AND ECONOMICS OF KNOWLEDGE (ISSEK)

OBJECTIVES:

- Development of statistics on S&T and innovation, education, Information Society in Russia;
- Modernisation of Russian statistics: development of methodology and toolkits for statistical studies; advancing collection, processing, analysis, presentation, and dissemination of statistical data in the sphere of science, innovations, information and communication technology (ICT), and education; as well as harmonization of Russian statistics with international standards;
- Integrated problem analysis and forecasting trends in the new economy, integration of science and education, and the development of continuing education;
- Development of recommendations on for government's policy-making in the socioeconomic sphere, S&T, innovation, education and ICT

STRUCTURE

The Institute encompass the following research centres in the field of education:

- Centre for Statistics and Monitoring of Education.
- Centre for Statistics and Monitoring of S&T and Innovation.
- International Foresight Center.

CURRENT PROJECTS

The areas of ISSEK activity in the sphere of education cover:

- Undertake research of tendencies in the sphere of education.
- Monitor education economy.
- Implement education Foresight.
- Advance education statistics.
- Develop education indicators.
- Undertake international comparative studies.
- Publish statistical data books.

ДОСТИЖЕНИЯ ИНСТИТУТА

Monitoring the Economics of Education. Project leaders: Yaroslav Kuzminov, Leonid Gokhberg and Natalia Kovaleva. This project comprises a system of statistical and sociological surveys and analytic studies aimed at measuring the economic parameters of education. The project has been implemented on an annual basis under the aegis of the Russian Ministry of Education and Science since 2002. This project, being unique in Russia and internationally, is an integrated undertaking that examines all the segments of the educational market and its different actors (households, educational institutions at all levels, students, teachers and employers). It has led to the creation of a totally new information base for developing public policy in the field of education.

EDUCATION FORESIGHT

Study of the Long-term Technology Foresight of Demand for Qualified Manpower in the Economy.

Project leaders: Alexander Sokolov and Natalia Shmatko. The project aims at the development of a new methodology for assessing future demand for qualified manpower in the high-technology industries based on a combination of expert and statistical methods and reflecting the quantitative and qualitative characteristics of employees.

ADVANCING THE EDUCATION STATISTICS

Development of a Unified System for Statistical Monitoring of Educational Institutions.

Project leaders: Leonid Gokhberg and Natalia Kovaleva. The project has analyzed the situation with surveys in the national statistics of education and studied Russian statistical standards and international recommendations for indicators and statistics in the sphere of education. The project outcome was a concept and process for a unified system for statistical monitoring of activities of educational institutions and questionnaires for statistical surveys in educational institutions implementing preschool, general, primary, secondary and higher professional, as well as continuing education for children and adults.

Development of a Balanced Scoreboard for Advancement of Education in the Russian Federation, in line with requirements of decision-making bodies at federal and regional levels and international statistical standards. Project leader - Natalia Kovaleva. This study was based on the work of ISSEK specialists on advancement of the Russian education statistics. The project outcome was a concept and a blue print of the balanced scoreboard for education in Russia. A methodology for computation of indicators and the relevant statistical classifications and groups were proposed.

Development of Statistical and Sociological Methods for Assessing Population's Involvement in Lifelong Learning. Project leader - Olga Shuvalova. The project previews sociological monitoring the Russian population participation in various educational activities and determines the fields of study, priorities, obstacles, time investments, and financing conditions. The outcomes include a methodology for statistical assessment that is already used by the Russian Federal Service of State Statistics (Rosstat) in the national statistical system.

Development of Methodology for Statistical Monitoring of Vocational Institutions Graduates Recruitment. Project leader - Natalia Kovaleva. The project outcome is a methodology for the statistical monitoring of graduates recruitment. Particu-



Dinaara Yusipova,
Senior Research
Fellow, Candidate of
Science (Economics)

The Institute has excellent prospects ahead. I hope that my future will be bound up with the Institute, too:

- Further personal development based on know-how, acquired skills, and professional ties.
- Developing my capacities as the leader of the group of young specialists who is capable of independently selecting promising areas of research and planning and optimizing work.



lar attention was paid to the initial period of employment of graduates from higher educational institutions. The proposed approaches were used by Rosstat in 2009 in a study of employment-to-population.

EDUCATION INDICATORS

Development of Methodology for Assessment of Cumulative Expenditure on Education.

Project leader - Natalia Kovaleva. The project was focused on financial flows in the educational system as well as international experience in the statistical assessment of cumulative expenditure on education and opportunities for their integration in

the Russian statistics. Experts developed methodological recommendations on assessment of cumulative education expenditures on the basis of existing statistical sources and the results of a monitoring study of the economics of education.

Development of a Ranking System for Russia's Regions by Education Development Indicators.

Project leaders: Leonid Gokhberg and Natalia Kovaleva. A concept and methodology of a ranking system for Russia's regions was developed and publicly discussed as a result of a series of inter-related projects. Another outcome was a system of performance indicators that takes into account both existing indicators and the benefits of a unified system for statistical monitoring of educational institutions. Moreover, a detailed methodology for computation of indicators and ranking was developed. The pilot ranking was made in such aspects as population's level of education, accessibility of education, quality of education, infrastructure and human resources in this area, the situation in preschool and general education, health of children and teenagers, socioeconomic conditions for education, etc.

Development of Performance Indicators for Government Education Policy. **Project leader - Elena Nikitina.** The project was based on a new approach to the assessment of performance indicators for government's education policy with the use of statistical and sociological methods. The project previewed a series of surveys of employers and the population at large in order to collect data and calculate indicators, which reflect the level

of satisfaction with public services in the field of education and education of workers and specialists. Recommendations on the use of new analytical approaches in performance-based budgeting were drafted.



Olga Ozerova,
Education Statistics
Section Director

Research on modernizing education statistics is an acute, promising, and essential area, which matches my professional interests.

Its is aimed at introduction of new approaches in education statistics, their advancement and development of new methodology.

STATISTICAL DATA BOOKS ON EDUCATION

HSE ISSEK in cooperation with the Russian Ministry for Education and Science and Rosstat composes and publishes regular thematically focused data books on the education statistics. **Project leaders: Leonid Gokhberg and Natalia Kovaleva.**

The series includes a comprehensive statistical year-book **"Education in the Russian Federation"** (the fifth edition was published in 2010) that presents a broad range of indicators at all levels of education and the concise **"Indicators of Education"** (the fourth edition was published in 2010), devoted to international comparisons. A new series entitled **"Education in Facts and Figures"** has also been launched. The data book will be published by the end of 2010 and will present the main indicators characterizing the country's educational capacities. The data books contain data of the Federal Service of State Statistics, Ministry of Education and Science of the Russian Federation, Ministry of Finances of the Russian Federation, Federal Treasury, Organiza-

tion of Economic Cooperation and Development (OECD), Eurostat, the Institute's own methodological and analytical developments, and the outcomes of special studies conducted by the HSE.

CLIENTS

The main clients of education research results are the Administration of the President of the Russian Federation, the Government of the Russian Federation, the Ministry for Economic Development of the Russian Federation, the Ministry of Education and Science of the Russian Federation, the Ministry of Telecom and Mass Communications of the Russian Federation, the Federal Service of State Statistics, other ministries and government agencies, Russian Corporation of Nanotechnologies, Moscow City Government and others. HSE ISSEK international partners and users of its research results cover a wide range of international research centres and universities, national governmental bodies and intergovernmental organizations.



The Institute's experts provide informational and statistical support to HSE researchers specializing in the sphere of education.

INTERNATIONAL COOPERATION

Two National Contact Points for the EU 7th Framework Programme for Research and Technological Development function on the basis HSE ISSEK: International Co-operation (INCO) and Mobility (People) (<http://fp7.hse.ru>). The International Foresight Centre applies the best Foresight practices in Russia. It provides analytical informational, methodological, organisational and educational assistance to government agencies, researchers and students.

The Institute has a long record of collaboration with major international organizations, agencies and programs such as the OECD, European Commission, Eurostat, UNESCO, UNIDO, INTAS, APEC, IASA, as well as with multiple national statistical offices, research centres, universities, governmental and non-governmental organisations.

The Institute's partners include:

- Austria (Austrian Research Promoting Agency (FFG); Centre for Social Innovation).
- Belgium (European Centre of Knowledge and Technology Transfer).

- Czech Republic (Technological Centre of the Czech Academy of Science).
- Germany (Ministry of Education and Science, German Research Foundation (DFG), Fraunhofer Institute for Systems and Innovation Research (ISI), Centre of Science Statistics).
- Italy (National Institute of Statistics, European Training Foundation).
- France (National Centre for Scientific Research (CNRS)).
- Japan (National Institute of Science and Technology Policy).
- Korea (Science and Technology Policy Institute).
- Netherlands (Ministry of Education, Culture and Science, Centre for S&T Studies of Leiden University).
- Sweden (Lund University).
- United Kingdom (British Council, Sussex and Manchester Universities).
- United States (National Science Foundation, Texas University, North Carolina University).
- Organization of Economic Cooperation and Development (OECD).
- European Union - Eurostat.
- UNESCO.

Web-site: <http://www.hse.ru/lingua/en/org/hse/isiez/>

INTERNATIONAL ORGANIZATIONS RESEARCH INSTITUTE (IORI)

Research tasks, carried out by the Institute, includes the following:

- Conducting cross-country comparative research in higher education.
- Education policy analysis of international organizations, institutions and individual countries.
- Analysis of the role of key players in international development assistance in the sphere of education.

STRUCTURE

- Center for International Comparative Studies based on OECD methodology.
- G8 Information Center.
- Research Center for International Cooperation and Development.

CURRENT PROJECTS

- **«International comparative studies based on OECD methodology»** aimed at the policy analysis of the OECD members and partners countries in the sphere of higher education systems' modernization. Internalization processes in higher education; models, tendencies and practices of higher education institutions cooperation are studied. One of the goals is to adapt OECD methodology to formulate practical recommendations for developing Russian education strategy, increasing Russia international cooperation in education according to Russia's national interests and priorities.
- **«Research in integration processes»** is aimed at studying policies and practices of cooperation in education at different integrated unions, European Union. Russian higher education institutions' experience in applying education modernization mechanisms to create European higher education area in accordance with the European tendencies in higher education is studied. Recommendations on developing the system of higher education in Russia within the framework of international tendencies are worked out on the basis of the analysis.



Marina Larionova,
Head, IORI
Doctor of Politics

Our new research trend is international development assistance, Russia's role in an international architecture of international assistance, effectiveness issues in international development assistance. Additionally we are planning to develop cross-country comparative research and assessment of effectiveness of multilateral institutions to solve new problems and challenges that Russia and international community face.





ACHIEVEMENTS

- IORI experts developed recommendations to enhance effectiveness of the Ministry of Education and Science of the Russian Federation international activities:
- Recommendations on the complex scientific and information support of cooperation of the Ministry of Education and Science with OECD committees and departments to apply the results of this cooperation in developing and implementing of a state scientific innovation and education policy; and negotiating successfully on Russia's joining OECD (<http://www.iori.hse.ru/project24.shtm>).
- Recommendations on effective mechanisms and practical measures aimed at implementing Educational Cooperation Program in the framework of the Russia – EU Roadmap till 2013 (<http://www.iori.hse.ru/project18.shtm>).
- Suggestions on complex measures aimed at risks' reduction represented in the approximate graphs of obligations in accordance with four scenarios on risks reduction and improving benefits for the Russian education system under WTO. (<http://www.iori.hse.ru/project16.shtm>).
- Suggestions on assessing risks and opportunities for the education and the adjacent sectors liberalization, implementing measures aimed at risks' minimization and improving benefits for the Russian education system under WTO; negotiating on trade in services and cooperation with WTO countries within the framework of GATS/WTO (<http://www.iori.hse.ru/project16.shtm>).
- Scenarios on development cooperation in the sphere of education in the framework of Russia – EU Roadmap 2013 implementation (<http://www.iori.hse.ru/debate/scenarios.shtm>).
- Suggestions on creating the system of effective use of the Russian scientific and education capacities to achieve global goals and Russia's national foreign policy priorities in the framework of G8 (<http://www.iori.hse.ru/project1.shtm>).
- Analytical report on Higher Education in Russia (<http://www.oecd.org/dataoecd/22/10/40111027.pdf>).



CLIENTS

IORI conducts research for the Ministry of Education and Science of the Russian Federation, National Training Foundation, Russian higher education institutions (the Academy of National Economy, State St. Petersburg University, etc.), international charity organization "Oxfam", DFID and European Commission.

INTERNATIONAL COOPERATION

- IORI is a member of an international research network "Russia – EU", Universities Association for Contemporary European Studies. M. Larionova is the leader of the research team "Russia-EU Cooperation: Education for Modernization".
- Egmont Royal Institute for International Relations (Brussels) is IORI partner in the research of integration processes.
- Research on G8 and G20 education policy and countries commitments implementation taken under the G8 and G20 summits is being done in cooperation with the G8 Information Center of the University of Toronto (Canada).
- International charity organization "Oxfam" and DFID (UK) are IORI partners in research on countries international development assistance

policy and meeting Millennium Development Goals.

- IORI experts participated in OECD international projects "Thematic Review of Tertiary Education"; "Equity in Education"; "Internalization Quality Review", in joint research of the EU Tempus program "Tuning Education Programmes in Russian HEIs" in cooperation with international partners: the University of Groningen (the Netherlands), London Metropolitan University (UK), Deusto University (Spain), the University of Limerick (Ireland).

Web-site: <http://www.iori.hse.ru/>

"UNIVERSITIES DEVELOPMENT" PROJECT LABORATORY

The Project Laboratory "Universities Development", established in March 2010, is one of the youngest research centers at the Higher School of Economics. Academic Supervisor - Isak Froumin.

The Laboratory implements research and consultant projects in higher education and universities' strategy development. The research activities are aimed at:

- creating an interdisciplinary platform for implementing high-quality projects in higher education development in Russia;
- developing students' knowledge and skills that are applicable in education, public administration, PR and GR, business consulting and marketing;
- promoting opportunities for internalization and breakthrough of Russian universities in the global education space.

CURRENT RESEARCH ACTIVITIES

- **«Development of the Strategy for Consortium of Tomsk Universities».** *Project leaders: Isak Froumin, Igor Chirikov.* The project seeks to develop a program of creating a world-class research and education center on the basis of several Tomsk universities and the scientific centers of the Academy of Science. A consortium model has been suggested to overcome a set of common problems of these institutions. The consortium will focus on the development of interdisciplinary research, acceleration of the innovation process by means of integrating education and research, the collective positioning in national and global markets, and increasing economic efficiency of universities and scientific centers.
- **«Information Transparency and Brand Positioning of Russian Universities».** *Project leader - Maria Dobryakova.* Based on Russian universities websites, information policy of universities is analysed, their main target groups (students and families, academic community, business community, local authorities, etc.) – as seen from their information policy – are identified, and transparency of the university towards each of them is explored.
- **«Development Strategies and Cooperation between Universities and Aerospace Industry».** *Project leader - Isak Froumin.* This project combines consulting and research aimed at developing



Maria Dobryakova,
Laboratory Head ,
Candidate of Science
(Sociology)

The Research center works with universities and regional education systems, conducts research on enrolment at universities and its transparency. The center also studies interaction between universities, employers and government. Our additional task is to bring up qualified consultants and analysts from our students who could then make professionals in university management and development.

partnership between Russian aerospace universities, on the one hand, and between universities and aerospace industry, on the other. New mechanisms of relationships between universities and the industry have been discovered.

- **«University Dropouts».** *Project leaders: Isak Froumin and Maria Dobryakova.* Students' dropout rate in Russian universities is one of the highest in the world. (Quarter of the Russian students does not complete their degrees). However, the dropout is considered as positive phenomena: students quit a university due to their poor academic background and inability to follow the curriculum. Organisational and education mechanisms promoting and preventing students' dropout are studied.



Dmitry Semenov,
Laboratory Manager,
MSc in Political Science

The Laboratory will help to develop the Russian universities. More universities will realize the need for changing at a strategic level. Research on transparency, students' enrolment and UNE helps us to identify main trends in higher education, market situation, target groups among prospective students and so on. More efforts should be made to build links between government, employers and universities and this work has perspectives as sides feel that mutual movement is effective.

CLIENTS AND PARTNERS OF THE LABORATORY

Public and private organisations, international Laboratory s and universities such as Civic Chamber of the Russian Federation, air company "Sukhoi", Tomsk region Administration, the Republic of Tatarstan Government, Ulyanovsk region Ministry of Education, Far East State University, Irkutsk State Technical University etc.

INTERNATIONAL RELATIONS

The Laboratory cooperates with international organizations and universities: Stanford University, Ohio State University, University of Wisconsin-Madison, the World Bank and others. The Laboratory's researchers are members of international associations, e.g. European Higher Education (EAIR).

Web-site: <http://uni.hse.ru/>



CENTRE FOR INSTITUTIONAL RESEARCH(CIR)

The main task for the Centre's research is to study the characteristic features of modern universities using Higher School of Economics as an example. This approach enables to solve the following tasks:

- development of institutional research system and further provision of data to the HSE leadership;
- systematic research aimed at solving practical tasks of the university management and development;
- involving students into work with the research results;

CURRENT RESEARCH ACTIVITIES

- «**Monitoring of the HSE Students**». The research is focused on students' opinion on education process; university resources; international mobility and students' education plans; secondary employment; their involvement in academic and extracurricular activities and other aspects of students' life.
- «**Monitoring of the HSE Academic Staff**». The re-

search studies the main features of the academic work: teaching and interaction with students, scientific research, and evaluation of the university performance.

- «**Monitoring of the HSE Prospective Students**». The main idea of this research is to create a collective portrait of the HSE prospective students. The research focuses on the enrolment process, information sources on HSE and HSE competitors.
- «**First-year Student Portrait**». The collective portrait of the first year students is being created (Bachelor degree and Master degree programmes) within this research. Their previous education, expectations, hobbies are being studied.
- «**HSE Graduates Monitoring**». The first research is scheduled for 2011. It is planned to collect and analyze information on professional and career development of the HSE graduates, their evaluation of acquired skills and competences and potential for their further involvement into the university life.

ACHIEVEMENTS

CIR became one of the first research Centers in Russia where the empirical estimation of several important interuniversity processes has been carried out. The following processes are being studied:

- students' engagement into the university life;
- students' expectations of their study;
- academic development of lecturers and academic staff and their attitude to changes at the university.

CLIENTS AND PARTNERS

The Centre's research is required by HSE leadership, administration and departments.

Web-site: <http://www.cim.hse.ru/>



Vadim Radaev,
Scientific supervisor
Doctor of Science
(Economics), Professor



Igor Chirikov,
Centre Head
MSc in Sociology

THE JOURNAL OF EDUCATIONAL STUDIES

The Journal of Educational Studies was established in 2004 by the HSE. It is published on a quarterly basis with a volume size of 300-350 pages. The procedure of peer-review has been introduced for the Journal's articles. Since 2006 the Journal has been on the list of the Federal Commission for Academic Degrees and Titles.

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Yaroslav Kuzminov.

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TARGET AUDIENCE

This is an academic journal for researchers and analysts, educational experts (first and foremost – executives), and a wide audience interested in problems of educational development in modern society.

THE JOURNAL'S MAIN AIM IS to create an environment for the effective exchange of information, views, and results of research in the field of education, educational policy and economy. The Journal seeks to provide a communication ground for the discussion of educational issues for people with different academic views and representatives of various academic fields, attracting a worldwide audience.

The formation of a new pool of authors, experts and analysts is also among the main aims of the Journal of Educational Studies.

We decided to found a scientific journal on educational issues, because we realized that radical changes in understanding the problems of education could not be effectuated by the psychological and educational scientific community alone. One also needs research and recommendations by sociologists, economists, philosophers, political scientists, and many other types of scholars. We therefore believe that the appearance of a journal serving as a communication platform for scholars from different fields is a topical event. The history of science shows that such an exchange of views often leads to a new level of quality.

Editorial Board

The Journal of Educational Studies, a quarterly journal published by the Higher School for Economics, has gathered a considerable pool of Russian experts whose opinions count in the West.

Itogi, 2007

HSE's Journal of Educational Studies presents the latest results of statistical and sociological studies with figures, facts, accurate scholarly commentaries, and forecasts that uncover the most problematic issues.

Uchitelskaya Gazeta, 2008

HSE's Journal of Educational Studies has become an authoritative international project. Today, this journal is one of the few Russian periodicals to present the best translated works published in Europe and America.

Knizhnoye obozreniye, 2009

THE JOURNAL CONSISTS OF SEVERAL SUBSTANTIAL SECTIONS:

- Fundamental theoretical materials and empiric research devoted to analysis of situations and the elaboration of new approaches to understanding of the place of education in modern society and the mechanisms of its functioning and development.
- Articles devoted to topical educational projects and presenting current developments in the field of education and educational policy to professionals and other interested people; invitations to discussion.
- Results of statistic and sociological surveys published as thought-provoking information with minimal accompanying text.
- Articles providing support for different points of view on educational policy issues.
- Information on the latest pedagogical projects accompanied by analytical commentary.

Web-site: <http://vo.hse.ru>