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Reforming Education in the Regions of Russia



Mary Canning
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Reforming Education In The Regions Of Russia

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Reforming Education In The Regions Of Russia:

Reforming Education in the Regions of Russia Mary Canning, Peter R. Moock, Timothy E. Heleniak, 1999-01-01 Russia's educational system with broad access and high levels of scholarly achievement has long been a source of strength. The Soviet system however was grossly overcentralized, inefficient and lacking in accountability. In the last decade, attempted rapid decentralization has not been well designed since there has been no commensurate transfer of resources and levels of responsibility have remained unclear. Unless corrected soon, the harmful impact on educational quality and equity could be very serious. The purposes of this report are to analyze the nature of the current problems and to discuss policy options open to the Russian Government in its efforts to improve educational efficiency, preserving and even improving equitable access without sacrificing traditions of academic excellence. This report is based on analysis of trends across the 89 Russian regions and case studies. In its conclusions, the report draws on this regional experience to suggest reform options. Among other proposals, efficiency could be increased by giving schools increased financial autonomy, using of per capita financing formulae, and beginning to rationalize the teaching force and improve its quality. A national system of student assessment might help both to raise quality and improve the equity of access to highly selective institutions. Reforms are required to improve the market responsiveness of first level vocational education and especially to avoid excessive and premature specialization. Education practitioners and policy makers will find this publication of interest.

Educational Reform in Post-Soviet Russia Ben Eklof, Larry Eugene Holmes, Vera Kaplan, 2005 A collection of essays which examine the reform of the educational system in post Soviet Russia in historical and comparative perspective.

Treasury Reference Model Ali Hashim, Bill Allan, 2001-01-01 The World Bank and IMF are placing increasing emphasis on projects aimed at improving the management of public finances. An integrated treasury system forms the backbone for recording and processing all transactions. This book provides a treasury reference model (TRM) to give guidelines for the design of automated treasury systems for governments. It provides detailed flow charts of the functional processes associated with Treasury systems. This book also includes a diagnostic questionnaire that could be used to evaluate country specific requirements as well as a set of sample functional specifications that could be used for procurement and/or development of the application software that would be required to implement these systems.

Balancing Change and Tradition in Global Education Reform Iris C. Rotberg, 2010-04-16 In *Balancing Change and Tradition in Global Education Reform*, Rotberg brings together examples of current education reforms in sixteen countries written by insiders. This book goes beyond myths and stereotypes and describes the difficult trade offs countries make as they attempt to implement reforms in the context of societal and global change. In some countries, reforms are a response to major political or economic shifts; in others, they are motivated by large upsurges in immigration and increased student diversity. Irrespective of the reasons for education reform, all countries face decisions about resource allocation, equality of educational opportunity across diverse populations, access to higher education, student

testing and tracking teacher accountability school choice and innovation The essays in this volume reveal the policy choices about the school reforms made by countries throughout the world the consequences associated with these choices the role that societal values historical antecedents and political structures play in facilitating or constraining reform Balancing Change and Tradition in Global Education Reform is an invaluable resource for policymakers faculty students and anyone interested in how decisions made about the education system ultimately affect the quality of education educational access and social justice

Politics, Modernisation and Educational Reform in Russia David Johnson, 2010-05-17 The chapters in this volume give an account of the process of modernisation and educational reform in Russia variously considering the cultural and political dilemmas provoked by democratisation the structural and policy challenges associated with the reform of higher and vocational education and the deep divisions exposed as socio cultural activity is brought into alignment with the new discourse of freedom and choice The volume stimulates an important debate about the methods that inform cross national and cross regional work on educational change This is particularly salient in a study of educational reform in Russia and begs the question whose way of thinking of constructing meaning and of experiencing the world is used to judge the weight and the direction of change Each chapter shows that a thorough understanding of the nature of change and the direction of reform is only achieved through the ability to decentre or take on board the other worldview It argues therefore that it is worldview rather than culture or nation state that is the most valid unit of analysis This book pays tribute to K D Ushinsky 1824-70 the Russian pioneer of comparative education each chapter in it broadly in agreement with his conclusions that Public education does not solve the problems of life by itself it does not lead history rather it follows the historical development It is not the pedagogies or the teachers who create the future but the people themselves and their great men Education only follows this road and in combination with other public social factors helps the individual and the rising generation on its way

Assisting Russia's Transition Gianni Zanini, 2002-01-01 This evaluation assesses the development effectiveness of the World Bank's lending and non lending assistance to the Russian Federation since 1991 a 10 year period of tumultuous political economic and social change This report concludes that an assistance strategy concentrating on analytical and advisory services with limited financial support for Russia would have been more appropriate than one involving large volumes of adjustment lending

Reducing Poverty Through Growth and Social Policy Reform in Russia, 2006 Following the 1998 financial crisis four out of every ten people slipped into poverty not able to meet basic needs Luckily post crisis economic rebound was impressive and broad based albeit uneven across sectors and regions This title explores the nature of poverty both nationally and regionally to identify the groups with a high poverty risk It then examines growth poverty linkages through the labor market as well as the contribution of growth and inequality to the recent poverty reduction It also considers the expected impact of WTO accession on overall growth and poverty Finally it focuses on the scope for improving social policy in ways that will have a direct impact on the poor

International Guide to Student

Achievement John Hattie, Eric M. Anderman, 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today There are many often competing claims about how to enhance student achievement raising the questions of What works and What works best World renowned bestselling authors John Hattie and Eric M Anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains Rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students academic achievement around the world Readers can apply this knowledge base to their own school and classroom settings The 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms their curriculums and teaching strategies and their teacher training programs **IJER Vol 15-N1** International Journal of Educational Reform, 2006-06-13 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world Globalisation, Ideology and Education Policy Reforms Joseph Zajda, 2010-01-19 Globalisation Ideology and Education Policy Reforms which is the 11th volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses concerning globalisation and the politics of education reforms It reviews some of the ideological imperatives fueling education reforms It examines critically education reforms within their social political and global dimensions It provides an easily accessible practical yet scholarly source of information about recent developments in globalisation ideology and trends in education reforms Above all the book offers the latest findings to the critical issues concerning major discourses surrounding

the nexus between ideology and education reforms in the global culture It is a sourcebook of ideas for researchers practitioners and policy makers in education and schooling around the world It offers a timely overview of current policy issues affecting education reforms globally It provides directions in education and policy research relevant to progressive pedagogy social change and transformational educational reforms in the twenty first century The book critically examines the overall interplay between the state ideology and current discourses of education reforms in the global culture It draws upon recent studies in the areas of globalisation academic achievement standards equity and the role of the State Apple 2004 Carnoy 1999 Zajda et al 2008 It explores conceptual frameworks and methodological approaches applicable in the research covering the State globalisation and quality driven education reforms [Resources in Education](#) ,2000-04

Cross-nationally Comparative, Evidence-based Educational Policymaking and Reform Alexander W. Wiseman, Petrina M. Davidson, 2018-06-29 In this volume scholars and policymakers examine how large scale assessments and quantitative data are used to inform policy making at all levels of education worldwide and how data can be used to better understand specific national and regional educational challenges **School, Reform and Society in the New Russia** S. Webber, 1999-10-11 The Russian school system should have an important role to play in the process of democratisation and the revival and modernisation of the economy in that country Is it in a position to respond to this task In this book an analysis is conducted of the attempts to reform the Russian school system in the 1990s setting the progress made and problems encountered by the schools against the broader context of political economical and social flux in Russia as a whole [Globalization of Knowledge and Its Impact on Higher Education Reform in Transitioning States](#) Katherine Kuhns, 2011 The purpose of this dissertation is to try and understand the mechanisms that the Russian State uses to reform higher education and thus help ensure its legitimacy within the context of the new global knowledge economy Most of the discussions to date on the globalization of knowledge the role of higher education and their combined impact on states competitiveness focus on developed or developing countries Very little discussion surrounds the issues faced by countries in economic and political transition Countries in transition are frequently torn in two opposing directions it is necessary for them to focus inward for their own internal stability and growth yet they are very cognizant of the need to integrate into the world economy and correctly direct their internal growth towards international competitiveness Often the pull between authoritarian tendencies and liberal economic necessities paralyzes such a State s ability to definitively choose the most appropriate path for growth Contemporary Russia exemplifies these contradictory tendencies and necessities While all of the countries in the former Soviet Union participated in the same economic and social system for a good part of the last century Russia is possibly the closest to the innovation centers in the West in terms of research culture and history its current educational and technological capabilities and its professed desire to compete equally in the new global economy Given Russia s long history and strong tradition of higher education particularly in the sciences the country stands to gain from

participating in this new global arena Yet the result will depend on the future of its higher education system Because of Russia's apparent uncertainty about its political direction the Russian higher education system faces important questions about how institutional reform will take place and the future of the system's relationship with a State that is itself going through complex changes The globalization of knowledge required by an integrated world economic system has ramifications for each country's system of higher education In light of these new global demands and expectations how does a traditionally authoritarian and nationalistic state in economic and political transition respond to these new global demands for improving higher educational quality and to internal demands for greater institutional autonomy Is an authoritarian state able to rationalize its financial constraints with the societal expectation of mass equitable access to higher education against the pressure to make the national economy more globally competitive To answer the aforementioned questions requires a theoretical framework that takes into account the relationship between State governance structures and higher educational institutions while simultaneously taking into consideration how the State reacts to increasing global pressures and expectations The Russian State is defined in this dissertation as an arena in which political power is contested by the country's economic and political elites At the same time the State realizes it must represent a majority of the populace in order not to jeopardize its hold on power It does this primarily through legitimation of its actions by providing social services Contestation takes place when a State is trying to recreate its power at the same time it is trying to be legitimized The main contestation therefore is not necessarily within and among the elites but between the elites and the population as a whole To be seen as legitimate the State will try and provide good services for the populace to satisfy their demands and thus minimize contestation However this provision of services is only for as long as the populace does not attempt to interfere with the State's version of power The provision of social goods serves as a social contract between the ruling elites and the larger population The educational system and the State have a relationship of compensatory legitimation the State attempts to purchase legitimacy by providing public goods such as education Legitimation becomes even more important in a global environment Where domestic legitimation would have sufficed in the past now the need for legitimation extends to the international realm as well To be considered an educated society a State must provide a strong educational system that meets international standards Yet as the State tries to exert control over the higher education system in order to maintain quality contestation takes place between the State and the intellectual leaders in educational institutions and higher education consumers both of which have a large stake in the reform process To ascertain the relationship between the Russian State e.g. political and economics elites and administrators of institutions of higher education and the efficacy of the State's rationalization of the reform process a series of interviews was conducted with over 60 university regional and local governmental officials and Ministry of Education and Science officials The institutions were chosen from a larger study of universities undertaken by State University Higher School of Economics Moscow 2008-2011 While evaluating my interviews

with Russian higher education administrators I looked for four identifiers of Russia's willingness to reform higher education for international competitiveness: symbols of domestic legitimacy, academic standards reform and quality improvement, symbols of international legitimacy, accession to Bologna Process, the professionalization of Russian HE, creation of elite institutions and symbols of institutional autonomy, institutional mergers and closures. One might imagine that the State would attempt to assert control over all aspects of the reform process, most especially in the creation of new academic standards and institutional autonomy. However, the evidence for assertion of control over the higher education system becomes apparent through the indirect financial levers that the State can employ, e.g. direct funding of elite institutions and institutional mergers. The higher education system in Russia is State funded and centrally overseen from Moscow, which already gives it enormous leverage over higher educational institutions. But the control mechanism is through funding or lack thereof and not direct coercion. Thus, only part of what we observe in the actual reform process of the Russian higher education system is about modernization and globalization. The remaining thrust of the reform effort revolves around the rationalization of financing, balanced against the need to create world class universities. This rationalization is important because of the possibility of a decline in demand for higher education in the near term due to the changing demographic situation. It also serves as a mechanism by which the State can regain more effective central control of the higher education system and ensure a quality system that will be able to further the country's economic development. Despite the fact that the Russian State takes very seriously the need for higher education reform, the State reforms might not work because of the reluctance of university intellectuals, the lack of financing should the global economy and the price of oil decline, the public outcry at mass institutional closures and the ineffectiveness of the State itself. If this were to happen, the State might have to revert to direct coercion, which might make things worse in the long run, both domestically and internationally. As history has demonstrated, the State is ultimately not the most efficient and effective reformer. This inability leads to chaos in the reform process and further undermines the reforms.

Reforming Regional-local Finance in Russia Jorge

Martinez-Vazquez, Andrey Timofeev, Jameson Boex, 2006-01-01. The exposition is based on an analytical framework covering all building blocks of fiscal federalism: size and structure of jurisdictions, expenditures, revenues, transfers and borrowing. The application of this framework to Russian settings results in a comprehensive assessment of the state of intergovernmental fiscal relations in Russia. *A Guide to the World Bank*, 2003. The World Bank Group works in more than 100 developing economies and is one of the world's largest sources of development assistance. In 2002, the institution provided US\$19.5 billion in loans to its client countries. This guide reviews the organisation's history, objectives and operations and looks at the five institutions that make up the World Bank Group: the International Bank for Reconstruction and Development (IBRD), the International Development Association (IDA), the International Finance Corporation (IFC), the Multilateral Investment Guarantee Agency (MIGA) and the International Centre for Settlement of Investment Disputes (ICSID). *Teachers, Democratisation and*

Educational Reform in Russia and South Africa Michelle Schweisfurth, 2002-01-01 How have primary school teachers in Russia and South Africa experienced educational reforms and changes in these new democracies How have their perceptions and experiences been expressed in their classroom practice This book based on research conducted in the early years of democracy in these countries attempts to link the macro world of policy with the micro world of teachers and classrooms The theme of teachers responses to policy reform is explored through international literature on the policy practice interface and changes to education since the advent of democracy in the two national contexts are examined critically Finally using case study methodology the study brings together individual teachers perspectives biographies and practice The dilemmas they face in the process of change and how they try to resolve these reveals the complexity of the new educational agendas that have come with the transition to democracy

Teacher Education Reform as Political Theater Elena Aydarova, 2019-10-01 Winner of the 2021 Outstanding Book Award presented by the Society of Professors of Education Winner of the 2020 Critics Choice Award presented by the American Educational Studies Association AESA Winner of the 2020 Outstanding Book Award presented by the Council on Anthropology and Education Around the world countries undertake teacher education reforms in response to international norms and assessments Russia has been no exception Elena Aydarova develops a unique theatrical framework to tell the story of a small group of reformers who enacted a major reform to modernize teacher education in Russia Based on scripts circulated in global policy networks and ideologies of national development this reform was implemented despite great opposition but how Drawing on extensive ethnographic material Aydarova teases out the contradictions in this process Teacher Education Reform as Political Theater reveals how the official story of improving education obscured dramatic and ultimately socially conservative changes in the purposes of schooling the nature and perception of teachers work and the design of teacher education Despite the official rhetoric Aydarova argues modernization reforms such as we see in the Russian context normalize social inequality and put educational systems at the service of global corporations As similar dramas unfold around the world this book considers how members of scholarly communities and the broader public can respond to reformers stories of crises and urgent calls for reform on other national stages

International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2005-03-17 The aim of this Handbook is to present a global overview of developments in education and policy change during the last decade It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration development and improvement of education and policy making The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally Different articles seek to conceptualize the on going problems of education policy formulation and implementation and provide a useful synthesis of the education policy research conducted in different countries and practical implications The Handbook by focusing on such issues as the OECD 2001 model of the knowledge society and associated strategic challenge

and deliverable goals OECD 2001 139 UNESCO driven lifelong learning paradigm and its relevance to education policy makers globally different models of policy planning and equity questions that are raised by centralization decentralization diversity uniformity and curriculum standardization issues the crises of educational quality the debate of standards and excellence and good and effective teaching will contribute to a better and more holistic understanding of the education policy and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels

Western Psychological and Educational Theory in Diverse Contexts Julian Elliott, Elena Grigorenko, 2013-09-13 This book examines aspects of Western psychological and educational theory in relation to educational practice around the world and considers the extent to which current understandings are truly applicable to a range of diverse settings In so doing it also seeks to question where appropriate existing orthodoxies within Western educational systems

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