

# Financing Soviet Schools

*Education in the USSR* Fred Ablin 1963

**Russian Education** Brian Holmes 1995 First Published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

*Reviews of National Policies for Education: Russian Federation 1998* OECD 1998-05-04 This report describes the most recent trends in schooling and education policy in the Russian Federation, and analyses the education reform initiatives under way.

**Financial Checks on Soviet Defense Expenditures**

Franklyn D. Holzman 1975

Our Soviet Ally Margaret Cole 2017-07-06 This book, originally published in 1943 deals with the features of Soviet life which the editor and contributors feel are of particular significance to Western readers. It describes the soviet political system and gives an account of the

institutions of soviet economic life, the principles on which they are based and the significance for everyday life. The role and organization of Trade Unions are also discussed as is the education in the USSR, showing its connection with the past history of Russia.

**Democracy In The Russian School** Ben Eklof 1993-04-20

The documents in this volume are intended to help readers understand Soviet educational reform efforts. The primary sources depict current conditions in the schools of the RSFSR and describe the radical reform philosophy and programme first published in Teachers Gazette in 1988.

**Soviet and East European Studies in the International Framework** Arnold Buchholz 1982

**The Higher School** Soviet Union. Ministerstvo vysshego obrazovaniia 1959

**The Challenges of Education**

**in Central Asia** Stephen P. Heyneman 2006-02-01 A look at the challenges facing education in Central Asia. In this study, the author contests that understanding the challenges throughout the 15 former republics of the former Soviet Union is helpful in understanding the progress and setback in the Central Asian Republics.

*Financing Soviet Schools*

Harold J. Noah 1966

Financing the Transition Marie Lavigne 2019-05-07 This book addresses the Soviet needs for external help to allow the Soviet leadership to carry out its program--in any version--of stabilization. It focuses on the scenarios outlined in the Shatalin plan, as elaborated in the 224-page draft made public.

Financing The Transition In

The Ussr Marie Lavigne 2019-03-07 This book addresses the Soviet needs for external help to allow the Soviet leadership to carry out its program—in any version—of stabilization. It focuses on the scenarios outlined in the

Shatalin plan, as elaborated in the 224-page draft made public.

*Science in the New Russia*

Loren R. Graham 2008-05-28

This analysis of Russian science shows how the Russian science establishment was one of the largest in the world boasting a world-leading space programme and Nobel prizes. However, when the Soviet Union collapsed in 1991 the financial supports for the community were eliminated resulting in a 'brain drain'.

**The Politics of Soviet Education**

George Z. F. Bereday 1960 Books that matter. Bibliographical references included in "Notes" (p. [192]-217).

Reforming Education in the Regions of Russia

Mary Canning 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

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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 Freedom in Eastern Europe* Charles Leslie Glenn 1995 The story of the Communist takeover of education and the **School Life** 1940

### **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

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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.,

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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.

**Soviet Commitment to Education** United States. Education Mission to the U.S.S.R. 1959

**Schooling the New Russians** Joseph I. Zajda 2006 Schooling the New Russians is an

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important volume for specialists in Russian education and general readers alike. It places recent reforms in the context of broader historical developments, with a wealth of first-hand insight and scholarly research. Professor David Turner, Faculty of Humanities and Social Sciences, University of Glamorgan It is essential reading for anyone seeking to discover what lies below the surface of 'modernization' in Russian education. Dr. Vera Kaplan, The Cummings Center for Russian and East European Studies, Tel Aviv University Joseph Zajda reveals in his important new book that Soviet propagandists against capitalism was largely true, given what is happening to the Russian education system today. This is a compelling and important text. Professor Peter McLaren, Graduate School of Education and Information Studies University of California, Los Angeles Few scholars worldwide possess Professor Zajda's breadth and depth of knowledge of pre and post-

Soviet schooling and society. This text clearly and brilliantly elucidates the reforms, the successes, and the disappointments of schooling in the evolving New Russia.

Professor Kas Mazurek, Professor, Faculty of Education, University of Lethbridge, Canada

### **Audacious Education**

**Purposes** Fernando M Reimers 2020-10-09 This open access book offers a comparative study of eight ambitious national reforms that sought to create opportunities for students to gain the necessary breath of skills to thrive in a rapidly changing world. It examines how national governments transform education systems to provide students opportunities to develop such skills. It analyses comprehensive education reforms in Brazil, Finland, Japan, Mexico, Peru, Poland, Portugal and Russia and yields original and important insights on the process of educational change. The analysis of these 21st century skills reforms shows

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that reformers followed approaches which are based on the five perspectives: cultural, psychological, professional, institutional and political. Most reforms relied on institutional and political perspectives. They highlight the systemic nature of the process of educational change, and the need for alignment and coherence among the various elements of the system in order. They underscore the importance of addressing the interests of various stakeholders of the education system in obtaining the necessary impetus to initiate and sustain change. In contrast, as the book shows, the use of a cultural and psychological frame proved rarer, missing important opportunities to draw on systematic analysis of emerging demands for schools and on cognitive science to inform the changes in the organization of instruction. Drawing on a rich array of sources and evidence the book provides a careful account of how education reform works in practice. This work was

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*Western Perspectives on Soviet Education in the 1980s* J.J.

Tomiak 2016-01-12

Schools in the Soviet Zeno

Bernel Katterle 1965

**Science and Technology in Central and Eastern Europe**

Anthony Tillet 2014-02-04

The political upheavals in the former Soviet Union and its satellite states in Central and Eastern Europe have produced profound social, educational, and economic changes. Once a centerpiece of the communist state, the study of science and technology in the university has now fallen victim to economic and social disarray. Support for the teaching and funding of science and technology is of primary importance for the economic health of any modern nation. The ten chapters of this work examine what happens to a scientific and technological

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establishment that suddenly has to make its own way as exemplified in many countries worldwide today.

Financing Higher Education  
Merritt Madison Chambers  
1963

**The Soviet Budget** Raymond Hutchings 1984-06-30 How much does the Soviet Union spend on defense, economic development, social welfare, and education? How does it finance the enormous scale of its expenditures under all these heads? What typical sequences are disclosed, and how do they mesh with other types of behavior in the Soviet economy? Can one even believe the official figures? If so, what do they tell us? If not, in which directions may they need to be corrected? Has the degree of secretiveness varied over time? (Evidence is adduced to show that it has.) What are the branch and territorial components of the budget, and how are they put together, under which pressures and within which timescale? What is the budget's legal status, and how is it affected by legislative

procedures? In this in-depth investigation into the scope, structure, and meaning of the Soviet budget, Raymond Hutchings answers these questions. Based largely on an intensive analysis of quantitative series built up over a very long period, this book contributes to understanding the Soviet economy from an angle made possible by no other approach. Students of the Soviet economy, economists, and specialists in international affairs will find the book's data, conclusions, and methods of analysis extremely useful.

Education in Soviet Russia

Scott Nearing 1926

*A Firsthand Report on Soviet Schools* National Education Association of the United States. Division of Travel Service 1960

**25 Years of Transformations of Higher Education**

**Systems in Post-Soviet**

**Countries** Jeroen Huisman

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study of the transformations of the higher education institutional landscape in fifteen former USSR countries after the dissolution of the Soviet Union in 1991. It explores how the single Soviet model that developed across the vast and diverse territory of the Soviet Union over several decades has evolved into fifteen unique national systems, systems that have responded to national and global developments while still bearing some traces of the past. The book is distinctive as it presents a comprehensive analysis of the reforms and transformations in the region in the last 25 years; and it focuses on institutional landscape through the evolution of the institutional types established and developed in Pre-Soviet, Soviet and Post-Soviet time. It also embraces all fifteen countries of the former USSR, and provides a comparative analysis of transformations of institutional landscape across Post-Soviet systems. It will be highly relevant for students

and researchers in the fields of higher education and sociology, particularly those with an interest in historical and comparative studies. *The Changing Russian University* Tatiana Maximova-Mentzoni 2013 When the Soviet Union collapsed universities were freed from state control and left to themselves. This forced universities to be much more market-oriented. This book explores this transformation from the end of the Soviet Union until the present. Based on extensive original research, the book charts the struggles of universities, showing how chaos and decline came to what had been one of the triumphs of the Soviet Union – a higher education system which provided a high standard of advanced education to large numbers of people and made major research achievements. The book shows how a lack of funds, lack of commercial experience and the ending of former means of support such as strong university-state industry links brought about

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huge disruption; how universities responded with a range of measures such as charging for tutoring and examinations, handling research on a commercial basis and new forms of co-operation; and how all this impacted on subjects of study and on underlying ideas about what a university is for. The book argues that the shock to the system in Russia was so severe that the Russian case serves as an excellent 'survival guide' to universities experiencing similar changes in other parts of the world. By investigating the phenomenon of Russian universities becoming more market-oriented the book contributes to developing further the marketization concept. It summarizes the existing knowledge in this field of study, offers a new framework for analysis of the phenomenon of university marketization and discusses the marketization of Russian universities in the light of comparative studies.

*Human Capital. Challenges for Russia* Владимир Май

2016-07-08 Education, healthcare and pension system are the key sources of modern economic growth. They stand in need of a profound transformation if they are to meet post-industrial challenges. The new principles of transformation of these sectors include individualization of services, their privatization (an increased role for private spending), life-long demand for these services, globalization (international competition) and the development of radically new technologies.

Education in the Soviet Union

Mervyn Matthews 1982

Educational Reform in Post-Soviet Russia Ben Eklof

2004-08-02 This volume consists of a collection of essays devoted to study of the most recent educational reform in Russia. In his first decree Boris Yeltsin proclaimed education a top priority of state policy. Yet the economic decline which accompanied the collapse of the Soviet Union dealt a crippling blow to reformist aspirations, and to

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the existing school system itself. The public lost faith in school reform and by the mid-1990s a reaction had set in. Nevertheless, large-scale changes have been effected in finance, structure, governance and curricula. At the same time, there has been a renewed and widespread appreciation for the positive aspects of the Soviet legacy in schooling. The essays presented here compare current educational reform to reforms of the past, analyze it in a broader cultural, political and social context, and study the shifts that have occurred at the different levels of schooling 'from political decision-making and changes in school administration to the rewriting textbooks and teachers' everyday problems. The authors are both Russian educators, who have played a leading role in implementation of the reform, and Western scholars, who have been studying it from its very early stages. Together, they formulate an intricate but cohesive picture, which is in keeping with the complex

nature of the reform itself. Contributors: Kara Brown, (Indiana University) \* Ben Eklof (Indiana University) \* Isak D. Froumin, (World Bank, Moscow) \* Larry E. Holmes (University of South Alabama) \* Igor Ionov, (Russian History Institute of the Russian Academy of Sciences) \* Viacheslav Karpov & Elena Lisovskaya, (Western Michigan University) \* Vera Kaplan, (Tel Aviv University) \* Stephen T. Kerr, (University of Washington) \* James Muckle, (University of Nottingham) \* Nadya Peterson, (Hunter College) \* Scott Seregny, (Indiana University-Purdue University Indianapolis) \* Alexander Shevyrev, (Moscow State University) \* Janet G. Vaillant, (Harvard University) *The Teachers of Stalinism* E. Thomas Ewing 2002 *The Teachers of Stalinism: Policy, Practice, and Power in Soviet Schools of the 1930s* examines Soviet primary and secondary teachers in a period of educational expansion, social transformation, and political repression. This book focuses

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on the professional status, classroom practices, and political experiences of teachers. Based on archival research and published materials, including personal statements, inspectors' reports, and instructional documents, *The Teachers of Stalinism* explores the unique relationships among Soviet society, schools, and the state that evolved in the first decade of the Stalinist era.

### **Education in the USSR**

Joseph I. Zajda 2014-05-20  
*Education in the USSR* examines the current and official Soviet educational philosophy, with emphasis on social, moral, and political aspects of Soviet education. Organized into five chapters, this book begins with a discussion on the origins of Soviet educational philosophy. Then, the Soviet school as an organization is explained. Subsequent chapters elucidate the moral education and political socialization of Soviet schoolchildren, and the education for labor, patriotism, and defense. The education of

Soviet teachers is also addressed.

### **The Education System in the Russian Federation**

Denis Nikolaev 2012  
This study is intended for non-Russian researchers wanting to get familiar with the education system of the Russian Federation and more generally for all those involved in education and education policy. It does not represent exhaustive information on the Russian education system and all problems and challenges existing there, but briefly describes its main features. The report has the following structure. The opening chapter provides an overview of the education system in Russia and briefly reviews the most evident emergent trends. Chapters two through five are devoted to description of education system by level. The chapters are arranged by ascending order of educational level and each chapter's present information in a progression from the most general to the most specific.

First, data on the current state

of education system is provided. They characterize the human and financial resources allocated to education; describe the network of educational institutions across the country, and show regional disparities of spending on education. Next in each section key problems and challenges are examined; the focus is mainly made on access to and quality of educational services. Third, information on recent and ongoing reforms in the education sphere addresses each subsector separately and defines features typical for each of them. Fourth, there is discussion of policy options and analysis of what can be improved in the Russian education sphere. Finally, section six is devoted to lifelong learning. First, the section focuses on the condition of and development trends in lifelong learning. Then it examines the state of policy, staff training including financing and coverage, and learning for socially deprived groups of people. The section

concludes with policy options and possible measures for improvement.

### **Soviet Science On The Edge Of Reform**

Harley Balzer  
2019-06-04 It is my sincere hope that the reforms currently being introduced in the USSR will render much of this book obsolete. Yet, even if perestroika brings significant change to the Soviet Union, historians will want a record of what existed before. After four years, it has become apparent that perestroika is a painful long-term process. In such a large and diverse country, even the reforms that are successful cannot take place everywhere at once. One major goal in publishing this book is to make data from a major interview project on Soviet science and technology available to a broader audience. Despite the changes taking place, many of the features illuminated by these unique data persist.

### **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

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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.

**Paths to Excellence and the Soviet School** John Dunstan

1978 Histoire de l'école soviétique. L'école d'enseignement général aujourd'hui. L'enseignement des diverses formes d'art dans les écoles spécialisée Le sport et les écoles de cirque. Les écoles de langues vivantes. Les olympiades  
*Soviet Education Today* Deana Levin 1963

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## Schools

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