**Roadmap of STRA-U ‘Education and Human Development in the Changing World’**

**I. Goal:** to build first in Russia and globally competitive academic Center of Excellence in the area of education and human development focused on interdisciplinary research.

**II. Main Objectives:**

- Implement interdisciplinary research and development program focused on major global and national challenges in the area of education and human development within and beyond the frameworks of social institutes, including joint comparative international projects with universities and research centers of the U.S.A. and European and BRIC countries;

- Create a “think tank” to analyze and design policies and reforms in education;

- Become one of the leading graduate schools of education in Europe by developing global postgraduate educational programs taught in English and integrated with the R&D activities of STRA-U and modular Master’s and professional development programs.

**III. Expected Outcomes:**

- STRA-U is the national leader in international comparative studies that acts as an “access point” for Russia into the global education research agenda, especially when considering education systems and institutes’ transformation; longitudinal studies on education and work trajectories; factors, influencing educational achievement and human development within and beyond educational institutions;

- STRA-U secures a comfortable level of available resources through reliable data collection, consulting international and national clients and creation of branch laboratories in partner institutions;

- STRA-U enrolls best Russian and international students in its graduate educational programs, such as Comparative Education, Education and Human Development, Evidence-based Education Policy, Measurement in Psychology, and Education, and Higher Education Management.

- HSE is recognized by the international academic community, based on university’s position in global rankings: HSE is ranked in the Top 100 of the QS World University Rankings by Subject in “Social Sciences & Management” and in “Development Studies”, “Education” and “Sociology”.

**IV. STRA-U’s key performance indicators**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Indicators** | **Unit of measurement** | **Results** | | | | | |
| **Actual 2015** | **Actual 2016** | **Plan 2017** | **Plan 2018** | **Plan 2019** | **Plan 2020** |
| 1. | Position in the QS ranking by faculty: Social Sciences and Management | position | 161 | 151-200 (Plan) | 151-200 | 101-150 | 51-100 | 51-100 |
| 2. | Position in the QS ranking by subject: Development Studies | position | 51-100 | - | 51-100 | 51-100 | 51-100 | 51-100 |
| 3. | Position in the QS ranking by subject: Sociology | position | 151-200 | 101-150 | 151-200 | 101-150 | 101-150 | 51-100 |
| 4. | Position in the QS ranking by subject: Education | position | - | - | 251-300 | 201-250 | 151-200 | 101-150 |

**V. Action Plan\***

| **No.** | **Planned efforts** | **Timeframe for implementation**  *(check “X” in relevant graphs)* | | | | | | **Results**  *(description and indicators, for 2016-20)* | **Responsible persons**  *(for 2016)* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2016** | | **2017** | **2018** | **2019** | **2020** |
| **Apr-Sept** | **Oct-Dec** |
| 1. | **Organization** | | | | | | | | |
| 1.1. | Developing STRA-U’s organizational structure |  |  |  |  |  |  |  |  |
| 1.1.1. | Approving STRA-U’s management committee, its functions and operations | X |  |  |  |  |  | Rector’s directive on STRA-U’s management committees; approved regulation on the unit | Froumin, I.D. |
| 1.1.2. | Approving STRA-U’s international advisory council, its functions and operations | X |  |  |  |  |  | Rector’s directive on STRA-U’s international advisory council; approved regulation on the unit | Froumin, I.D. |
| 1.2. | Final confirmation of STRAU’s internal structure (participating subdivisions and procedures for adding/removing a subdivision) | X |  |  |  |  |  | Protocol of STRA-U’s management committee on a list of subdivisions based out of the unit | Froumin, I.D. |
| 1.3. | Approving connections and interactions among STRA-U’s subdivisions and decision-making model for the unit’s operation | X |  |  |  |  |  | Approved STRA-U regulation | Froumin, I.D. |
| 1.4. | STRA-U’s project teams are formed and necessary material and information resources for their operation are identified |  | X |  |  |  |  | Protocol of STRA-U’s Management Committee containing the list of key projects and composition of relevant project teams | Froumin, I.D.  and project heads |
| 1.5. | STRA-U’s Management Committee and International Advisory Council analyze action plans of the unit’s academic and research development |  | X | X | X | X | X | Protocols of STRA-U’s Management Committee and International Advisory Council on the approval of Roadmaps and action plans for the unit’s academic and research development | Froumin, I.D.,  project heads, and heads of degree programmes |
| 1.6. | Revenue indicators for STRA-U are developed, thus ensuring sustainability of its plans |  | Х | Х | Х | Х | Х | STRA-U’s revenue projections (to be updated annually).  Protocol of STRAU’s management committee describing planned revenue indicators and approved by the HSE Planning and Finance Office | Froumin, I.D. |
| 1.7. | Communication to support STRAU’s activities |  |  |  |  |  |  |  | Petrov, M.N. |
| 1.7.1. | Regular updates of STRA-U’s page on the HSE website (portal) | X | X | X | X | X | X | STRA-U’s page on the HSE website (portal) is updated on a regular basis. | Petrov, M.N. |
| 1.7.2. | Posting news on STRA-U’s activities | X | X | X | X | X | X | News on STRA-U’s activities are posted on a regular basis. | Petrov, M.N. |
| 1.8. | Establishing an international publications support service |  | X |  |  |  |  | An international publications support service has been established in order to foster publications by STRA-U’s staff members in international scientific journals. | Malinovsky, S.S. |
|  | **2. Teaching and learning** | | | | | | | | |
| 2.1. | Improve current educational programmes and launching new ones | | | | | | |  |  |
| 2.1.1. | Launch new educational programmes | | | | | | |  |  |
| 2.1.1.1 | ‘Evidence-based Educational Policy’, Master’s programme, taught in English |  |  | X | X | X | X | *The work to develop the programme will start in: 2017*  *Start of the programme:* 2019  *Partners*  *Universities:* Institute of Education UCL(programme coordination in progress)  *Research projects associated with the programme:* Comparative Study of Educational Systems Transformations, 2016-2020  *Annual programme enrolment (total/international students):*  2019 – 20/2, 2020 – 20/2.  *Summary*  This English-taught Master’s programme will be developed on the basis of the ‘Evidence-based Educational Policy’ programme | Sidorkin, A.M. |
| 2.1.1.2 | ‘Education in the Contemporary School’, Master’s programme for students who have completed studies at the undergraduate level with a qualification other than teaching and education, taught in Russian. |  |  | X | X | X | X | *Work to develop the programme will start in: 2017*  *Start of the programme:* 2018  *Partners: ‘New Teacher’ Foundation (‘Teacher for Russia’ programme)*  *Research projects associated with the programme:* Teachers’ Education Reform, 2016-2020, Socio-Economic Inequality Mechanisms and Education, 2016-2020;  *Students enrolled in this programme, per annum (total/international students):*  2018 – 20, 2019 – 20, 2020 – 20.  *Summary*  The programme will allow for flexible training of teachers who have not majored in teaching or education at undergraduate level. | Sidorkin, A.M. |
| 2.1.2. | Reformat / update current educational programmes | | | | | | |  |  |
| 2.1.2.1 | ‘Measurement in Psychology and Education’, Master’s programme, full-time |  | X | X | X | X | X | *Start of the programme:* 2010  *Reformatting period:2016*  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2016 –* launch of the English-taught course in ‘Quasi-Experimental Research in Education’;  2018 - online courses will be used as the programme’s core;  *2019 -* an English-taught track will be launched. | Sidorkin, A.M. |
| 2.1.2.2 | ‘Evidence-based Educational Policy’, Master’s programme, full-time |  | X | X | X | X | X | *Start of the programme:* 2014  *Reformatting period:2016*  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2016 -* online courses will be used as the programme’s core;  *2019 –* an English-taught track will be launched | Sidorkin, A.M. |
| 2.1.2.3 | “Management in Education’, Master’s programme, part-time |  | X | X | X | X | X | *Start of the programme:* 2010  *Reformatting period:2016*  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  2016 - online courses will be used as the programme’s core;  1.Launching a Russian-taught online course ‘How to Change Secondary School: Master Cases’ on the mooc.hse.ru platform;  2. Launching a Russian-taught online course ‘Introduction to the Methodology and Research Methods in Social Sciences’ on the mooc.hse.ru platform. | Sidorkin, A.M. |
| 2.1.2.4 | ‘Management in Higher Education’*,* Master’s programme, part-time |  | X | X | X | X | X | *Start of the programme:* 2010  *Reformatting period:2016*  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2016 -* online courses will be used as the programme’s core;  *2016 –* new thesis forms have been endorsed. | Sidorkin, A.M. |
| 2.1.2.5 | ‘Information Resources in Historical Studies’, Master’s programme, part-time |  | X | X | X | X | X | *Start of the programme:* 2011  *Reformatting period:2016*  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2016 –* creating an inter-programme module in ‘Education Design’;  2017 – renaming the programme | Sidorkin, A.M. |
| 2.1.2.6 | ‘Contemporary Political Challenges’, Master’s programme, part-time |  | X | X | X | X | X | *Start of the programme:* 2011  *Reformatting period:2016*  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2016 -* creating the inter-programme module in ‘Education Design’;  2017 – renaming the programme | Sidorkin, A.M. |
| 2.1.2.7 | ‘Philological Hermeneutics of Secondary School Literary Education’, Master’s programme, part-time |  | X | X | X | X | X | *Start of the programme:* 2012  *Reformatting period:2016*  *New elements (new programme description, elements introduced in the contents, partners, etc.), annually:*  *2016 -* creating an inter-programme module in ‘Education Design’;  2017 – renaming the programme | Sidorkin, A.M. |
| 2.1.2.8 | Integrated Master’s and doctoral programme, Russian-taught; forming a pool of doctoral students |  | X | X | X | X | X | *Work to develop the programme will start in: 2016*  *Start of the programme :* 2016  *Partners: -*  *Universities: -*  *Research organizations: -*  *Companies:* -  *Research projects associated with the programme:* all projects implemented by STRA-U.  *Annual student enrolment (total/international students):*  2016 – 5, 2017 – 8, 2018 – 8, 2019 – 8, 2020 – 8.  *Summary*  The programme will allow for the implementation of long-term research projects as part of preparing Master's and PhD theses to ensure students’ involvement in STRA-U’s research projects. | Sidorkin, A.M. |
| 2.1.3. | Develop courses delivered in English and online-courses for educational programmes | | | | | | |  |  |
| 2.1.3.1. | Develop a Russian-taught course in ‘How to Change Secondary School: Master Cases’ on the mooc.hse.ru platform | X | X | X | X | X | X | *Number of students:*  2016 – 40, 2017 – 40, 2018 – 40, 2019 – 40, 2020 – 40. | Sidorkin, A.M. |
| 2.1.3.2. | Develop a Russian-taught course in ‘Introduction into the Methodology and Research Methods in Social Sciences’ for the mooc.hse.ru platform | X | X | X | X | X | X | *Number of students:*  2016 – 40, 2017 – 40, 2018 – 40, 2019 – 40, 2020 – 40. | Sidorkin, A.M. |
| 2.1.3.3. | Develop a Russian-taught course for the Master’s programme ‘Educational Institution Leader’ for mooc.hse.ru, or a partner’s platform |  |  | X | X | X | X | *Number of the students:*  2018 – 20, 2019 – 20, 2020 – 20. | Sidorkin, A.M. |
| 2.1.3.4. | Develop a Russian-taught course for doctoral students ‘Educational Institution Leader’ for mooc.hse.ru or a partner’s platform |  |  | X | X | X | X | *Number of students:*  2018 – 10, 2019 – 10, 2020 – 10. | Sidorkin, A.M. |
| 2.1.3.5. | Launch an English-taught open optional course in ‘Qualitative Methods in Social Sciences’ | X | X | X | X | X | X | *Students who added English-taught courses to their individual curriculum (total/international students):*  2016 – 20/0, 2017 – 25/0, 2018 – 25 /0, 2019 – 25/0, 2020 – 25/0.  *International students who completed courses under mobility programmes:*  2016 – 0, 2017 – 0, 2018 – 1, 2019 – 1, 2020 – 1. | Sidorkin, A.M. |
| 2.1.4. | Promote educational programmes on the Russian market: opening/ reformatting programmes jointly with partner companies/ at companies’ and/or the Russian government request; aligning programmes with research projects | | | | | | |  |  |
| 2.1.4.1. | ‘Measurement in Psychology and Education’, Master’s programme, full-time |  | X | X | X | X | X | *Start of the programme:* 2014  *Reformatting period:*2016  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2016 -* independent expert review and audit of the programme with the participation of the World Bank | Sidorkin, A.M. |
| 2.1.4.2. | ‘Evidence-based Educational Policy’, Master’s programme, full-time |  |  | X | X | X | X | *Start of the programme:* 2014  *Reformatting period:*2017  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2017 -* independent expert review and audit of the programme | Sidorkin, A.M. |
| 2.1.4.3. | “Management in Education’, Master’s programme, part-time |  |  |  | X | X | X | *Start of the programme:* 2014  *Reformatting period:*2018  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2018 -* independent expert review and audit of the programme | Sidorkin, A.M. |
| 2.1.4.4. | ‘Management in Higher Education’*,* Master’s programme, part-time |  |  |  |  | X | X | *Start of the programme:* 2014  *Reformatting period:*2019  *New elements (new programme description, elements introduced in the contents, partners, etc.), per annum:*  *2019 -* independent expert review and audit of the programme | Sidorkin, A.M. |
| 2.1.6. | Develop project and research components of educational programmes, engaging students and doctoral students in STRAU’s research projects | | | | | | |  |  |
| 2.1.6.1. | Engage students and doctoral students in the work of STRAU’s research subdivisions (laboratories and study groups including international ones) | X | X | X | X | X | X | HSE Institute of Education:  *Number of students/doctoral students employed in the subdivision:*  2016 – 28/1, 2017 – 30/2, 2018 – 30/2, 2019 – 30/2, 2020 – 30/2. | Sidorkin, A.M. |
| 2.1.6.2. | Engage students/ doctoral students in grant programmes and other research projects | X | X | X | X | X | X | RSF and RFH grants and projects under the Programme for Basic Research  *Number of students/doctoral students engaged in grant programmes and other research projects:*  2016 – 20/1, 2017 – 20/2, 2018 – 25/2, 2019 – 25/2, 2020 – 25/2. | Sidorkin, A.M. |
| 2.1.6.3. | Invite students and doctoral students to take part in academic events (research seminars and conferences) | X | X | X | X | X | X | *Students/doctoral students taking part in academic events:*  2016 – 28/1, 2017 – 30/2, 2018 – 30/2, 2019 – 30/2, 2020 – 30/2. | Sidorkin, A.M. |
| 2.1.6.4. | Establish a fund to support Master’s students engaged in research projects implemented by STRAU’s research and analytical subdivisions | X | X | X | X | X | X | *Funding allocated on an annual basis:*  2016 – RUB 18 mln, 2017 – RUB 18 mln, 2018 – RUB 19 mln, 2019 – RUB 40 mln, 2020 – RUB 20 mln. | Sidorkin, A.M. |
| 2.2. | Develop academic mobility programmes for (doctoral) students | | | | | | |  |  |
| 2.2.1. | Other types of mobility (at the initiative of students; mobility financed by the HSE grants and grants awarded by other organizations, etc.) | X | X | X | X | X | X | Short-term programmes (up to 1 month)  *Students participating in short-term programmes:*  2016 – 6, 2017 – 6, 2018 – 7, 2019 – 7, 2020 – 8.  Long-term programmes  *Students participating in long-term programmes:*  2016 – 6, 2017 – 6, 2018 – 8, 2019 – 8, 2020 – 10. | Sidorkin, A.M. |
| 2.2.2. | Establish a fund to support student academic mobility | X | X | X | X | X | X | *Funding allocated on an annual basis:*  2016 – RUB 1.5 mln, 2017 – RUB 1.5 mln, 2018 – RUB 1.6 mln, 2019 – RUB 1.6 mln, 2020 – RUB 1.7 mln.  *Number of students participating in academic mobility programmes financed by the fund:*  2016 – 6, 2017 – 6, 2018 – 7, 2019 – 7, 2020 – 8. | Sidorkin, A.M. |
| 2.3. | Attract talented prospective students | | | | | | |  |  |
| 2.3.1. | Recruit prospective international students to undergraduate and Master’s programmes | | | | | | |  |  |
| 2.3.1.1. | International Summer School on interdisciplinary studies in higher education |  | X | X | X | X | X | *Partners:* Peking University and UCL  *Markets:* regions of the Russian Federation, CIS, Asia, Europe and the Americas  *Number of international participants at the event:*  2016 – 10, 2017 – 10, 2018 – 15, 2019 – 15, 2020 – 15. | Sidorkin, A.M. |
| 2.3.1.2. | International Summer School in ‘Theory and Practice of Designing Tests in Psychology and Education’ |  | X | X | X | X | X | *Partners:* Durham University and Oslo University  *Markets:* regions of the Russian Federation, CIS and Asia  *Number of international participants at the event:*  2016 – 18, 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 20. | Sidorkin, A.M. |
| 2.3.1.3. | International Summer School on issues of inequality in education (the exact title will be provided later) |  |  |  | X | X | X | *Partners:* Georgetown University  *Markets:* regions of the Russian Federation, CIS, Asia, Europe and the Americas  *Number of international participants at the event:*  2018 – 10, 2019 – 10, 2020 – 15. | Sidorkin, A.M. |
| 2.3.2. | Recruit prospective Russian students to undergraduate and Master’s programmes | | | | | | |  |  |
| 2.3.2.1 | Holding the Competition for Innovators in Education - KIvO | Х | Х | X | X | Х | Х | The KIvO advertising campaign has been organized.  700 applications have been received from prospective participants.  *Number of submitted applications:*  2016 – 700, 2017 – 750, 2018 – 750, 2019 – 800, 2020 – 900. | Sidorkin, A.M. |
| 2.3.2.2 | Campaign promoting STRA-U’s Master’s programmes | Х | Х | X | X | Х | Х | An advertising campaign action plan has been developed to include the following :   * email newsletters on our own and partner databases; * printed materials (booklets) during promotional events; * direct mailing; * contextual advertising (on Yandex, Google); * advertising in web communities, publishing more posts to increase advertising reach; * banner ads on websites; * open house days;   Up to RUB 850,000 annually shall be allocated for the campaign’s budget.  *Funding allocated for the campaign, per year:*  2016 – RUB 850 thousand, 2017 – RUB 850 thousand, 2018 – RUB 850 thousand, 2019 – RUB 900 thousand, 2020 – RUB 900 thousand. | Petrov, M.N. |
| 2.3.2.3 | International competition for test design |  | X | X | X | Х | Х | International test design competition to attract talented students for the ‘Measurements in Psychology and Education’ programme:   * Russian version of the competition from 2016; * International competition will be held annually starting from 2018.   *Number of participants:*  2016 – 150, 2017 – 150, 2018 – 170, 2019 – 170, 2020 – 170. | Sidorkin, A.M. |
| 2.3.2.4 | Co-sponsor competition for secondary school teachers and directors |  | X | X | X | Х | Х | STRAU’s staff shall serve as members of the jury panel at the all-Russian competitions: ‘National Teacher of the Year’, ‘Secondary School Director’, competitions for secondary school teachers and directors sponsored by the Sberbank Charitable Fund and Rybakov Fund.  *Number of competitions where STRAU’s staff sit on jury panels:*  2016 – 6, 2017 – 6, 2018 – 6, 2019 – 6, 2020 – 6. | Sidorkin, A.M. |
| 2.3.2.5 | Include STRAU’s educational programmes’ promotion in consulting and applied projects |  | X | X | X | Х | Х | Including educational programmes in the terms and conditions of contracts and agreements with regions and universities  Number of students enrolled in CPD programmes under contracts:  2016 – 50, 2017 – 60, 2018 – 60, 2019 – 70, 2020 – 70. | Froumin, I.D. |
| 2.4. | Develop continuing professional development (CPD) programmes | | | | | | |  |  |
| 2.4.1 | Develop the ‘Professional Teaching Framework’ programme | X | X | X | X | X | X | *Start of the programme:* 2014 - first enrolment; graduation in 2017.  Partners: ’New Teacher’ Foundation (‘Teacher for Russia’ programme); Sberbank Charitable Fund  Mode: full-time  Number of students, annually:  2016 – 40, 2017 – 40, 2018 – 40, 2019 – 50, 2020 – 50.  *Summary*  *Programme objectives:*  - Teach competencies necessary for the new types of professional activities in education. Those competencies will allow teachers to perform their professional duties in compliance with Russian legislation / Federal Law ‘On Education in the Russian Federation’ and the guidelines on state educational policies;  - Implement federal educational standards in compliance with educational science and overall educational system development and according to the age-specific psychological characteristics and behaviour of school students;  - Organize teaching and learning based on recent achievements in psychological and educational science and the existing best practices;  - Assess the role and place of relevant knowledge and skills on the subject of studies in professional work and career growth;  - Design learning process in general and individual classes in particular as a part of the overall foundation for comprehensive activity-related and competence-based approach, using innovative forms, methods, means and techniques;  - Design educational and working syllabi for various student levels;  - Ensure interaction with the participants in accordance with legal framework regulating teachers’ professional activities;  - Use effective state-of-the-art technologies in the educational process;  - Identify student learning outcomes and develop relevant performance assessments and measurement instruments;  - Apply adequate modern standards for secondary school student performance assessment. | Sidorkin, A.M. |
| 2.4.2 | Design the program ‘Pedagogy: Approaches, Methods, and Technologies’ | X | X | X | X | X | X | *Start of the programme:* 2016  Partners: ‘New Teacher’ Foundation (‘Teacher for Russia’ programme), Sberbank Charitable Fund  Mode: full-time  Number of learners, per annum:  2016 – 100, 2017 – 100, 2018 – 100, 2019 – 100, 2020 – 100.  *Description*  *Programme objective:*   * obtaining comprehensive knowledge and competencies needed for new types of professional activities in education.   Students will acquire the following competencies:   * the main subject knowledge to the extent required by federal educational standards and core educational programmes, its history and place in the context of global culture and science; * design subject or course curriculum based on core educational programme and be able to implement the curriculum; * use various teaching approaches and methodologies, including individualizing curricula and crash courses within the framework of [federal educational standards for general education](http://docs.cntd.ru/document/902254916) and [secondary general education](http://docs.cntd.ru/document/902350579); * master different teaching methodologies, including non-classroom forms and methods (e.g., research projects, laboratory experiments, field work, etc.);   - apply state-of-the-art teaching technology, including information technology, and digital education resources. | Sidorkin, A.M. |
| 2.4.3 | Develop the ‘University Strategic Management’ programme | X | X | X | X | X | X | *Start of the programme:* 2016  Partners: n/a  Mode: part-time, with e-learning technologies  Number of students, annually:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Summary*  *Programme objective:*   * lay the foundations for conceptual thinking using strategic management and mastering various instrumental methods for solving tasks related to HSE’s strategy development.   Students of the programme will acquire the following professional competencies:  Students of the programme will learn:  • special developmental and foundational aspects of the current strategic context and strategic modelling of future trends in higher education;  the nature of strategic goals in management and peculiarities of setting those goals while managing the modernization of higher education;  • knowledge-driven economy evolution processes.  Students of the programme will acquire the following skills:  • analytical and expert review methods for setting and implementing strategic goals related to the university management;  • formulating universities’ vision and translating this vision into strategic actions within the strategic development programmes | Sidorkin, A.M. |
| 2.4.4 | Develop the ‘Principles of Contemporary Education Programmes Design’ programme | X | X | X | X | X | X | *Start of programme:* 2016  Partners: n/a  Mode: part-time, with e-learning technologies  Number of learners, per annum:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Description*  *Programme objective:*  The programme is focused on basic principles employed for designing, developing and implementing educational programmes based on modern learning technologies within higher education. Students will learn about systemic approaches to designing and developing educational programmes, as well as be equipped with state-of-the-art methods and approaches to programme design, which have been successfully tested and approved in the global educational market.  Students will acquire the following professional competencies:  *Start of the programme:* 2016  Partners: n/a  Mode: part-time, with e-learning technologies  Number of students, annually:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Summary*  *Programme objective:*  The programme is focused on basic principles of design, development and implementation of educational programmes based on modern educational techniques in higher education. Students will learn about systemic approaches to design and development of educational programmes and will be equipped with state-of-the-art methods and approaches to programme design, which have been successfully tested and approved on the global educational market.  Students will acquire the following professional competencies:  Close familiarity with the latest trends and theories in modern education; state-of-the-art models used for designing programmes; key issues related to teaching adults and approaches to assessing their learning needs, approaches to selection and application of modern teaching and learning techniques, tools used for design, and implementation of educational products and services.  Students will also acquire be able to:   * set appropriate goals and objectives for the future educational programme; * understand the needs of the key stakeholders of educational programme; * select most appropriate techniques for a particular educational programme design and implementation; * design educational programme implementation taking into consideration programme environment and desired outcomes. | Sidorkin, A.M. |
| 2.4.5 | Develop the ‘Theory and Practice of Designing Knowledge Assessment Tests’ programme | X | X | X | X | X | X | *Start of programme:* 2016  Partners: n/a  Mode: full-time  Number of learners, per annum:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Description*  *Programme objective:* getting students acquainted with the full cycle of the educational test design process: from drafting specifications and developing various forms of assignments to analysis of the psychometric properties of the tasks.  The programme helps students to refine the following professional competencies with respect to the development of test methods, including:   * planning assessments and preparing specifications; * developing various forms of assignments; * principles of expert reviews of test methodology; * administering tests; * analysing the results of test validations in order to identify the characteristics of test assignments; * evaluating the reliability and validity of tests; * solving specific testing problems (e.g., determining pass/fail grades, checking the alignment of variants, aligning variants, identifying assignments discriminating any group of participants, etc.);   *Start of the programme:* 2016  Start of the Programme: 2016  Partners: n/a  Mode: full-time  Number of students, annually:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Description*  *Programme objective:* introduce students to the full cycle of educational test design: from drafting specifications to developing various forms of assignments to analyzing the psychometric properties of the tasks.  The programme will make sure that students have mastered the following professional competencies related to test development:   * planning assessments and preparing test specifications; * developing various forms of assignments; * expertly reviewing test methodology; * administering tests; * analyzing the results of pilot testing to identify characteristics of test assignments; * evaluating test reliability and validity; * solving specific testing problems (e.g., determining cut-off scores, variants’ compatibility, identifying assignments which might discriminate any group of participants, etc.); * scaling and presenting test results. | Sidorkin, A.M. |
| 2.4.6 | Develop the programme ‘Conducting Municipal and Regional Educational System Monitoring and Using Its Results’ | X | X | X | X | X | X | *Start of the programme:* 2016  Partners: n/a  Mode: part-time, with e-learning technologies  Number of students, annually:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Description*  *Programme objective:* professional development in Educational System Monitoring (ESM) and using the results to manage municipal and regional educational systems.  Students in the programme will acquire the following professional competencies:   * understanding principles and mechanisms of municipal and regional ESM, in line with new models for their implementation; * observing regulations for monitoring procedures, collecting and processing data, and publishing the reports; * developing additional ESM indicators customized to fit specific municipalities and regions in the Russian Federation; * analysing and interpreting ESM educational data at the municipal and/or regional levels; * making administrative decisions based on ESM results. | Sidorkin, A.M. |
| 2.4.7 | Develop the programme ‘Legal Regulation of Institutions of Secondary Education’ | X | X | X | X | X | X | *Start of the programme:* 2016  Partners: n/a  Mode: part-time, with e-learning technologies  Number of learners, per annum:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Description*  The programme is focused on the legal regulations applicable to various types of education, as well as the methods for organizing study processes, the special features of home learning, legal matters concerning student admission, dismissal and assessment, regulation of educational organizations’ operations, as well as the rights and obligations of participants of academic relations. The additional  *Start of Start of the programme:* 2016  Partners: n/a  Mode: part-time, with e-learning technologies  Number of learners, per annum:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Description*  The programme is focused on legal regulations for various forms of education, as well as for the methods of organizing teaching and learning, the specifics of home schooling; legal matters concerning student admission, dismissal and assessment, regulation of educational organizations’ operations, as well as the rights and obligations of participants in education process. Additional qualifications, obtained by the executives upon completion of this programme, will enable them to settle any legal matters confidently in compliance with current legislation. | Sidorkin, A.M. |
| 2.4.8 | Develop the programme ‘Data-based Management of Educational Organizations’ | X | X | X | X | X | X | *Start of the programme:* 2016  Partners: n/a  Mode: part-time, with e-learning technologies  Number of learners, per annum:  2016 – 20, 2017 – 20, 2018 – 20, 2019 – 20, 2020 – 20.  *Description*  *Programme objectives:*  *-* Improving leadership and management skills of the professional staff in educational organizations.  Students in the programme shall acquire the following systemic, socio-personal and instrumental professional competencies/skills:   * managing educational organizations; * Design and implement quantitative and qualitative studies using a variety of methods and instruments, use the results of self-assessment, public assessments and data on available resources to manage effective change in organizations . | Sidorkin, A.M. |
| **3.** **R&D and Innovation** | | | | | | | | | |
| 3.1. | Implement research projects | | | | | | |  |  |
|  | Implement large-scale research programme including participation in major international comparative studies, big data longitudinal studies, and projects focused on globally important educational issues based on Russian data. | X | X | X | X | X | X | STRAU’s research programme is based on the following:  - the nature of educational systems and related connections with an external context are manifested in the dynamics of social transition;  - human education and development occur not only in educational institutions, but in other spheres and may also take place beyond the institutional framework;  - educational systems go beyond national borders; studies focused on those systems as a complex of global sub-systems are able to influence human development and related trajectories, as well as the evolution of societies, thus being of high importance.  STRAU’s research projects cover fundamental research, practical studies and expert and analytical support of the development of government policies. The unit implements joint projects with leading Russian and global universities and international organizations.  Performance indicators for 2016-2018:  - expert and analytical support of government policies has been provided in each project area; at least three analytical reports or newsletters have been published along with at least three articles summarizing research results;  - total number of STRAU’s publications in scientific journals in 2016-2018: at least 200, with a minimum of 40 publications indexed in the WoS and Scopus database;  - total number of presentations on the results of STRAU’s projects (including sub-projects) in 2016-2018 – at least 100;  - Research revenue, rubles: 2016 – 174.5 mln.; 2020 – 230-240 mln. | Froumin, I.D., and project heads |
| 3.1.1. | Transformation of Systems and Human Development Institutes | X | X | X | X | X | X | *Project focus:* Comparative Analysis of Transformation of Systems and Institutes of Education  *Partners*  *Universities:* Peking University (China), National University of Educational Planning and Administration (India), Ghent University (Belgium), University College London (UK), Tsinghua University, etc.  *Organizations:* World Bank, Organization for Economic Co-operation and Development (OECD).  *Description*  This comprehensive project is focused on a comparative analysis of transformations in systems and institutes of education and includes the following sub-projects:   * 1. Comparative analysis of transformations in systems of higher and professional education in former Soviet republics and BRIC countries: * models of national educational systems: similarities and differences in structures and the results of transformations in former Soviet republics; * trends in the development of the vocational education systems in Russia and China; * governance in higher education at the federal and regional level in countries with federal governmental structures.   1. Comparative analysis of transformation of general secondary and early childhood education systems: * 25 years in transition: the dynamics, effects and results of the transformation of general secondary education in former Soviet republics; * transformation of the general education system in former Soviet republics; * transformation of regional continuing education systems for children. * modern childhood: new realities of the socialization of teenagers; * studying resilience factors within schools.   1. Transformation of segments within educational systems: * dynamics of industry-specific sub-systems of higher education; * distant and online education: development trends in the context of massive expansion of higher education. | Froumin, I.D.  and project heads |
| 3.1.2. | Trajectories and Educational Choice; Social and Economic Inequality | X | X | X | X | X | X | *Project focus:* differentiation of trajectories in educational systems (including informal education).  *Partners*  *Universities:* Yale University (US), University of Bamberg (Germany), European University Institute (Italy), Linnaeus University (Sweden), Masaryk University (Czech Republic), Mount Holyoke College (US), Stanford University (US), University of California, Berkeley (US), and University of Minnesota (US)  *Companies:* I-graduate international company  *Description*  This comprehensive project, devoted to studying trajectories within educational systems, is focused on studying the characteristics of social and economic inequality and their relation to education and learning outcomes. With respect to 2016-2019, the project shall focus on studies of reliable patterns governing the individual trajectories of students within educational systems, depending on particular circumstances, systemic mechanisms for reproducing, and deepening inequality in education.  The project includes the following sub-projects:   * monitoring of trajectories in education and professional development; * international studies of students’ experience at research universities; * mechanisms of inequality in education. | Froumin, I.D.  and project heads |
| 3.1.3. | Individual and Institutional Factors of Academic Achievement | X | X | X | X | X | X | *Project focus:* mechanisms of social and economic inequality and education  *Partners*  *Universities:* Stanford University (US), University of Malaya (Malaysia), University of Tampere (Finland), University of Helsinki (Finland)  *Companies:*  ETS, World Bank, Organization for Economic Co-operation and Development (OECD).  *Description*  This comprehensive project is aimed at implementing poly-disciplinary research in order to establish the cause and effect of student performance in formal education and the environmental characteristics of educational institutions, as well as pedagogy and administrative practices. Sub-projects include:   * comparative study of academic achievements of engineering students at universities in Russia, China and the US (ISHEL - International Study of Higher Education Learning); * in-depth analysis of Russia’s results in international studies of general education quality in order to improve the contents, methodologies and organization of general education; * factors related to education quality, academic achievement and social inequality; * Teaching and Learning International Survey (TALIS). | Froumin, I.D.  and project heads |
| 3.1.4. | “Assessing and Building Skills for the 21st Century” | X | X | X | X | X | X | *Project focus:* assessing and building skills for the 21st century  *Partners*  *Universities:* Melbourne University (Australia), etc.  *Research organizations:* Russian Academy of Education  *Companies:* Organization for Economic Co-operation and Development (OECD), World Bank, and the Sberbank Charitable Fund ‘Investing in the Future’ (‘Vklad v Budushchee’)  *Description*  This comprehensive project, focused on aspects of building and assessing skills for the 21st century, includes the following sub-projects:   * Education and Social Progress (ESP) - an OECD international longitudinal study of social and emotional competencies and their development in primary and secondary school; * PIAAC – assessment of adult competencies; * new trends in socialization of children and teenagers within educational systems and beyond; * predictors of academic success at the beginning and at the end of primary school - iPIPS international research project; * critical thinking; OECD critical thinking assessment project. | Froumin, I.D.  and project heads |
| 3.1.5. | Academic profession | X | X | X | X | X | X | *Project focus:*  academic profession  *Partners*  *Universities:* Boston College (US)  *Description*  The project is focused on the academic profession around the world. Comparative studies of general aspects of the academic profession development, as well as the phenomenon of inbreeding, have been conducted during the first and second stages of the project since 2012. As a result of the project, several books have been published by the leading global publishers, and a network of researchers from 20 countries with the headquarters in Moscow has been established to focus on the academic profession studies. The third stage will be devoted to the studies of trajectories of young researchers and teachers. In the future, the project will conduct international comparative analysis of the academic profession.by individual categories | Froumin, I.D., and project heads |
| 3.1.6. | Establish a system of mini-grants to replicate high-profile projects and finance the work of international scholars aimed at analysing data collected by STRA-U |  |  | X | X | X | X | *Number of projects implemented under the system of mini-grants:*  2018 - 2 2019 – 4, 2020 – 7.  *Number of international researchers engaged in projects under the system of mini-grants:*  2018 - 2, 2019 – 4, 2020 – 7.  In 2017, regulations shall be developed on mini-grants that will help replicate high-profile projects, which are important for the promotion of STRA-U reputation and support the work of international researchers on analysing data collected by STRA-U. In 2018, the mini-grants system shall be launched in full. | Froumin, I.D., and project heads |
| 3.1.7. | STRA-U internal competition to finance the best research projects |  |  | X | X | X | X | *Number of projects approved as a result of STRAU’s internal competition:*  *2017 - 3, 2018- 3, 2019 - 4, 2020- 5.*  In 2016, a design and regulations for the competition within the unit have been developed in order to finance promising research projects. Effective in 2017, the competition shall be held every year, along backed with necessary organizational and methodological support. | Froumin, I.D. |
| 3.1.8. | Engage experts from other HSE units | X | X | X | X | X | X | Since 2016, experts from other HSE units have been engaged in STRAU’s comprehensive research projects and key educational programmes.  *Number of experts from other HSE units, engaged in the research projects and key educational programmes:*  2016 – 5, 2017 – 7, 2018 – 8, 2019 – 10, 2020 – 12. | Froumin, I.D.  Sidorkin, A.M.  and project heads |
| 3.2. | Develop new research areas, including:  1. Analytics in blended and on-line learning;  2. Comparative education legislation;  3. Academic performance assessments in higher and professional education;  4. Learning problems;  5. Contemporary childhood;  6. Comparative analysis of transformation of systems and institutions of education;  7. Designing teaching and learning methodologies for social and economic disciplines in secondary schools. |  | X | X | X | X | X | Since 2016, those areas of research have been developed at STRA-U, and applications for support of international laboratories in specific research areas have been submitted. | Froumin, I.D., Sidorkin, A.M.  and project heads |
| 3.3. | Organize academic events and promoting STRAU’s research projects | | | | | | |  |  |
| 3.3.1. | Conferences |  |  |  |  |  |  |  |  |
| 3.3.1.1 | Organize annual international conferences in Moscow in cooperation with leading international research centres and associations involved in STRAU’s key areas of research (e.g., the Annual International Conference of Russian Association of Researchers of Higher Education) | Х | Х | Х | Х | Х | Х | *Number of participants/international participants at the Annual International Conference of Russian Association of Higher Education Researchers:*  2016 – 250/30, 2017 – 260 /40, 2018 – 270 /40, 2019 – 280 /50, 2020 – 300 /60.  Two conferences were held Moscow in 2016 in STRAU’s key areas of research in partnership with leading international research centres and associations. Three conferences are planned for 2017 and four conferences every year in 2018 - 2020. | Froumin, I.D. |
| 3.3.2. | Research seminars, expert seminars and workshops |  |  |  |  |  |  |  |  |
| 3.3.2.1 | Weekly seminar ‘Contemporary Research and Development in Education‘ | Х | Х | Х | Х | Х | Х | *Number of participants/ international participants:*  2016 – 2000/100, 2017 – 2000 /150, 2018 – 2100 /200, 2019 – 2200 /250, 2020 – 2300 /300:  *Number of students and doctoral students, participating in the event:*  2016 – 150, 2017 – 150, 2018 – 150, 2019 – 150, 2020 – 150. | Sidorkin, A.M. |
| 3.3.3. | Establish Russian office of the European Education Research Association based in STRA-U |  |  | X |  |  |  | In 2017, an office of the European Education Research Association in Russia has been established with STRAU’s participation in order to promote STRAU’s projects on international market of research and education. | Malinovsky, S.S. |
| 3.3.4. | Establish an international community of deans of faculties of education at research universities |  |  | X |  |  |  | In 2017, in partnership with the leading global universities (including Peking University, Harvard University, Arizona State University, etc.), the STRA-U has established an international community of deans of faculties of education at global research universities. | Froumin, I.D. |
| 3.4. | Support publishing | | | | | | |  |  |
| 3.4.1. | Publish preprints in English | | | | | | |  |  |
| 3.4.1.1. | Working Papers of Institute of Education |  | Х | Х | Х | Х | Х | *Number of preprints published in English:*  2017 – 5, 2018 – 7, 2019 – 8, 2020 – 9. | Kurakin, D.Y. |
| 3.4.2. | STRAU’s staff joins the editorial boards of leading global journals in the unit’s area of focus | Х | Х | Х | Х | Х | Х | *Number of employees working on the editorial boards of leading journals:*  2016 – 2, 2017 – 2, 2018 – 3, 2019 – 3, 2020 – 4. | Sidorkin, A.M. |
| 3.4.3. | Indexing *The Journal of Educational Studies* in the Scopus database (with related confirmation provided) |  |  | Х |  |  |  | In 2017 - *The Journal of Educational Studies* shall be indexed by Scopus | Belavina, Y.F. |
| 3.5. | Innovation programmes | | | | | | |  |  |
| 3.5.1. | Register intellectual property |  |  | Х | Х | Х | Х | Every year starting from 2017, the STRA-U shall register relevant intellectual property rights created during the comprehensive research projects implementation. | Lesovoy, S.F. |
| 3.5.2. | Facilitate innovation | | | | | | |  |  |
| 3.5.2.1. | Annual International Competition for Innovators in Education (KIvO) | Х | Х | Х | Х | Х | Х | *Subject:* Innovations in Education  *Partner:* Agency for Strategic Initiatives, Russian Venture Company (RVC), Microsoft, Moscow City Government, Open Education Fund, etc.  International Competition for Innovators in Education (KIvO) is held annually in cooperation with the leading national and global organizations. | Sidorkin, A.M. |
| **4. Development of HR Policy** | |  |  |  |  |  |  |  |  |
| 4.1. | Recruit academic staff (instructors and researchers) from the global academic market | Х | Х | Х | Х | Х | Х | *Number of international staff (instructors, researchers), recruited on the global academic market:*  2016 – 4, 2017 – 4, 2018 – 6, 2019 – 6, 2020 – 7 | Research project heads |
| 4.2. | Attract instructors and researchers from the leading field-specific centres, and specialists with practical experience in the real economic sector to teach courses | | | | | | |  |  |
| 4.2.1. | Degree programmes: Measurements in Psychology and Education, Management in Education, Evidence-based Educational Policy, Management in Higher Education  Markets: Russian regions, CIS countries |  | Х | Х | Х | Х | Х | *Number of instructors and researchers to teach courses and research seminars, including international staff:*  2016 – 8, 2017 – 8, 2018 – 10, 2019 – 10, 2020 – 11  *Number of courses taught by hired instructors, researchers and specialists with practical experience:*  2016 – 5, 2017 – 5, 2018 – 5, 2019 – 6, 2020 – 6.  Effective in 2016, teachers, researchers, and specialists with practical experience in the real sector of economy, have been engaged in teaching in STRAU’s key educational programmes. From 2017, the teaching workload of recruited teachers, researchers and specialists with practical experience in the real sector of economy shall account for at least 10% of the total instruction load. | Sidorkin, A.M. |
| 4.3 | Attract experts from leading field-specific centres and specialists with practical experience in the real sector of economy to implement research projects |  |  |  |  |  |  |  |  |
| 4.3.1. | Projects: ‘Institutional Diversity and Dynamics of Higher Education Systems in Post-Soviet Countries’, ‘Higher Education Federalism: Governance and Development of Higher Education in “Federal Type” Systems’, ‘ISHEL Comparative Study of Academic Performance of Engineering Students at Universities in Russia, China and US’.  Markets: Russia, CIS countries, China, and the US |  | Х | Х | Х | Х | Х | *Number of experts from leading industry-specific centres and specialists with practical experience in the real sector of economy, hired for research projects, including international experts:*  2016 – 30, 2017 – 30, 2018 – 30, 2019 – 40, 2020 – 40.  Effective in 2016, experts from leading universities and specialists with practical experience in the real sector of economy, including experts from STRAU’s partner organizations, shall be engaged in the implementation of the unit’s research projects. | Froumin, I.D. |
| 4.4. | Develop postdoc programme | | | | | | |  |  |
| 4.4.1. | Recruit postdocs on global academic market | Х | Х | Х | Х | Х | Х | *Number of postdocs hired on the global academic market:*  2016 – 1, 2017 – 2, 2018 – 2, 2019 – 2, 2020 – 2. | Research project heads |
| 4.5. | Outgoing academic mobility for academic staff (instructors and researchers) | | | | | | |  |  |
| 4.5.1. | Participate in short-term and long-term academic mobility programmes | X | X | X | X | X | X | Short-term programmes (up to 1 month)  *Number of faculty and researchers participating in short-term mobility programmes:*  2016 – 7, 2017 – 9, 2018 – 10, 2019 – 0, 2020 – 10.  Long-term mobility programmes  *Number of faculty and researchers participating in long-term mobility programs:*  2016 – 3, 2017 – 5, 2018 – 6, 2019 – 7, 2020 – 8. | Froumin, I.D. and project heads |
| 4.5.2. | Participate in international conferences and academic events | X | X | X | X | X | X | *Number of faculty and researchers participating in the mobility programs by attending international conferences and academic events (as speakers):*  2016 – 15, 2017 – 20, 2018 – 6, 2019 – 30, 2020 – 35. | Froumin, I.D. and project heads |
| 4.6. | Incoming academic mobility – taking part in academic and research projects | | | | | | |  |  |
| 4.6.2. | Participate in international conferences and academic events at HSE | X | X | X | X | X | X | *Number of faculty and researchers participating in mobility programmes by attending international conferences and academic events at HSE (as speakers):*  2016 – 40\*, 2017 – 30, 2018 – 30, 2019 – 40, 2020 – 40.  \*The number in 2016 is higher than in 2017 due to a seminar of deans of schools of education from leading research universities  In 2016, a system for providing support to short-term visits of leading experts in the unit’s areas of focus was launched in order to facilitate their participation in its academic and research projects. | Froumin, I.D. and project heads |
| 4.7. | Implement continuing professional development programmes for academic staff | | | | | | |  |  |
|  | CPD programme for academic staff | X | X | X | X | X | X | *Number of faculty members taking part in CPD programmes:*  2016 – 50, 2017 – 50, 2018 – 50, 2019 – 50, 2020 – 50. | Froumin, I.D. and project heads |

\* - results of project implementation are approximate and may be adjusted based on external and internal environment