*Natalia N. Karmaeva1,[[1]](#footnote-1)Natalya V. Rodina[[2]](#footnote-2), Alsu R. Andreeva[[3]](#footnote-3), Svetlana Popova[[4]](#footnote-4)*

**THE ROLE OF PUBLIC-PRIVATE PARTNERSHIPS IN THE IMPLEMENTATION OF PAYMENT BY RESULTS IN VOCATIONAL SCHOOLS IN RUSSIA[[5]](#footnote-5)**

New system of payment by results for teachers at vocational schools has been implemented as a part of modernization policy in Russia. Drawing on qualitative interviews from vocational schools administration and local authorities, we examine the system implementation in 3 cases of cooperation between these schools and employers. Schools are dependent from collaboration with employers in modernization of facilities and upgrading qualifications of teaching staff, school budget, and quality of education and employability of graduates. We claim that the better implementation of payment by results can be ensured only by involving employers and other stakeholders. Firstly, employers provided extra funding and sponsorship and by this increased the wages fund. Secondly, accommodating the interests of employers was possible by framing a mutually acceptable understanding of quality of education services and relationships based on trust. This raised awareness about the quality criteria in work in schools and made them meaningful and acceptable for the teachers. Involvement of further stakeholders such as local communities and students may increase accountability and inclusiveness in the implementation.

Key words:vocational education, payment by results, public value, public-private partnerships, Russia.

1. 1National Research University Higher School of Economics. Institute of Education. Assistant Professor. E-mail: nkarmaeva@hse.ru. Corresponding author. [↑](#footnote-ref-1)
2. National Research University Higher School of Economics. Center for Institutional Studies. Researcher [↑](#footnote-ref-2)
3. National Research University Higher School of Economics. Center for Institutional Studies. Researcher [↑](#footnote-ref-3)
4. National Research University Higher School of Economics. Center for Institutional Studies. Researcher [↑](#footnote-ref-4)
5. This Working Paper is an output of a research project implemented at the National Research University Higher School of Economics (HSE). Any opinions or claims contained in this Working Paper do not necessarily reflect the views of HSE.

The analysis was conducted in the framework of the project called “Analysis of the practices of “effective contract” with teachers applied in secondary vocational education and in higher education” by Center for Institutional Studies of the National Research University “Higher School of Economics”.

The authors are grateful to Ivan Pavlyutkin (Higher School of Economics), Anna Kononova (Higher School of Economics) and for support in reviewing literature and data collection. [↑](#footnote-ref-5)