EDUCATIONAL DEVELOPMENT INSTITUTIONS IN THE FAR EASTERN MACROREGION

Tatiana V. Rastashanskaya

Abstract. The article is devoted to the problem of transformation of regional education development institutions (hereinafter referred to as EDI) in the Far Eastern macro-region, which is characterized by pronounced territorial, demographic, and socio-economic specifics. The study is based on the assumption that the traditional model of EDI as an organization for additional professional education of teaching staff no longer fully meets the modern requirements for the development of the education system. The purpose of the study is to provide a theoretical basis for the conceptual model of transformation of regional EDI and to present the empirical results of a pilot project, which allow us to evaluate the effectiveness of the management mechanisms included in the model and identify areas for its improvement.

The study was based on quantitative and qualitative multi-stage analysis and theoretical modeling methods. The study identified new functions of the Institute of Professional Development, which go beyond the traditional system of professional development and include analytical, research, project, expert, coordination, and system-forming activities. The study identified three types of institutional identity of the Institute of Professional Development: a center for professional development of teachers and managers, an operator of regional educational policy, and an institute for the development of the regional educational system. The results indicate a gradual transition of most institutions from the first type to the second, while the third type is still in the process of formation. A conceptual model of transformation has been developed and presented, which combines a federal invariant and a variable component that takes into account the specifics of the Far Eastern Federal District (hereinafter, the FEFD). The results of the pilot testing confirmed the relevance of the proposed model and revealed the need for further development of analytical, project, and network mechanisms for the activities of institutions.

Keywords: Institute of Education Development, Far Eastern Federal District, transformation, institutional identity, quality management in education, and human resources in the region.

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ARTIFICIAL INTELLIGENCE AS A TOOL FOR REDUCING THE BUREAUCRATIC BURDEN IN THE GENERAL EDUCATION SYSTEM

Evgenya S. Filenko,
Tatyana V. Chuprikova

Abstract. *Relevance.* The problem of excessive bureaucratic burden on teaching staff and administrative personnel of educational organizations is one of the key challenges in the modern education system of the Russian Federation, as confirmed by the implementation of the federal project «Careful School» and the adoption of Order No. 779 of the Ministry of Education of Russia dated November 6, 2024. *Objective.* To develop and pilot a tool based on artificial intelligence technologies for analyzing incoming documentation from municipal education authorities, with the aim of reducing the bureaucratic burden. *Methods.* The study was conducted on the basis of an analysis of 291 incoming requests received by the education authorities of six municipalities of the Sakhalin Region over five working days. A specialized prompt was developed for data analysis, allowing automatic assessment of each request according to 11 criteria. *Results.* It was found that 42.3% of the analyzed requests can be eliminated or automated. The most common violations are duplication of information already available in the «Network City» system (28.5% of requests) and the lack of automation of routine processes (24.7% of requests). The potential annual saving for the region is over 31,500 man-hours. *Conclusions.* The use of AI tools for analyzing incoming documentation makes it possible to identify redundant and duplicate requests, automate routine procedures, and significantly reduce the bureaucratic burden. The

developed methodology regarding the use of artificial intelligence tools can be scaled to other regions of the Russian Federation.

Keywords: bureaucratic burden, artificial intelligence, Ministry of Education Order No. 779, «Careful School», process optimization, incoming documentation, Sakhalin Region, «Network City. Education», regional data warehouse.

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OPTIMIZATION OF THE DIAGNOSIS PROCESS FOR PROFESSIONAL DEFICITS AS A CONDITION FOR INDIVIDUALIZING THE PROFESSIONAL DEVELOPMENT OF TEACHERS

Maria L. Frolova,
Julia V. Borzunova,
Liubov P. Yatsevich

Abstract. *Relevance.* In the context of the implementation of the updated Federal State Educational Standards, the continuous professional development of teachers is becoming a key factor in improving the quality of education. The traditional extensive model of continuing professional education, based on mass programs according to a single plan, demonstrates low efficiency, since it does not take into account the heterogeneity of the teaching staff and the individual difficulties of teachers. The transition to a personalized quality management model is impossible without creating a system for accurate diagnosis of professional deficits. *Objective.* To substantiate and develop a standard scalable solution — a package of organizational and methodological products integrated with the regional automated system «Trajectory» to optimize the process of identifying professional deficits among teachers in the Amur Region. *Methods.* In conducting the research and preparing the article, the authors used the following methods: analysis, synthesis, description, and quantitative data analysis.

The study is based on a competency-based approach, as well as the principles of personalisation, variability, and redundancy. Lean manufacturing tools (the Problem Pyramid, the «5 Whys» method, and the Ishikawa diagram) were used to analyze the root causes of diagnostic inefficiency. The diagnostic toolkit included standardized assessment procedures in an online format (the regional «Trajectory» system), using the task bank from FIPI and NES. To assess effectiveness, a comparative analysis was carried out of quantitative (time costs) and qualitative indicators before and after the project was implemented. *Results.* Regulations and algorithms for interaction among process participants in the «Trajectory» system have been developed. Optimization made it possible to reduce the time required to organize diagnostics by 4–7 times, and the time required to develop individual educational routes (IER) by 2–4 times. Based on the results of the re-diagnosis, the share of teachers with a sufficient level of competencies increased by more than twofold (from 20 to 44%), while the share of teachers with a high level of deficiency decreased by 2.5-fold (from 10 to 4%). Targeted individual educational routes were developed for 79% of teachers. *Conclusions.* The introduction of a unified digital platform and standardized procedures ensure the objectivity of assessment, full digitalization of document management, and a real improvement in teachers' professional competencies. The proposed model has high potential for replication in other regions of the Russian Federation, provided it is integrated with regional IT platforms.

Keywords: competency-based approach, diagnostics, professional deficits, individualization, individual educational route, quality of education, teaching staff.

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«EDC ACCELERATOR»: A THEORETICAL AND PRACTICAL ANALYSIS OF THE IMPLEMENTATION PRACTICE OF THE KHABAROVSK REGIONAL INSTITUTE FOR EDUCATIONAL DEVELOPMENT AND THE «CAREER IN RUSSIA» GROUP IN DEVELOPING ECONOMIC SUSTAINABILITY OF COLLEGES

Sergej S. Gil',
Ol'ga E. Hmara,
Milana Ju. Rasputina

Abstract. The article examines the acceleration approach to solving complex management tasks aimed at increasing the economic capacity and sustainability of professional educational organizations in the secondary vocational education (SVE) system. Based on an analysis of the experience of the expert team «Career in Russia» (CIR), the role and place of the acceleration approach and management-implementation practices are substantiated. The effectiveness of the latter is demonstrated in conditions where the new function of an educational organization — developing the SVE economy — is normatively mandated and requires not hypothesis testing but the swiftest possible translation into a sustainable results-driven process. The empirical basis is a case study of Khabarovsk Krai, where since 2024 a partnership project between the Khabarovsk Krai Institute for Educational Development (KK IED) and the CIR group — the «UPK Accelerator» — has been implemented, covering all colleges and technical schools in the region. The architecture of the acceleration programs is presented, which has evolved throughout the project's development and currently comprises five modules: the UPK Management-Implementation Accelerator, the «Entrepreneurial Games» Accelerator, the Entrepreneurial Games Championship, the «Evidence-Based SVE Economy» Hackathon, and the Community of Methodologists, Practitioners, and Trainers. It is concluded that this approach not only enables the fulfillment of normatively set objectives but also facilitates the formation of a talent pool, develops students' entrepreneurial potential, activates hidden resources of educational organizations, and builds their evidence-based economy.

Keywords: secondary vocational education, educational-production complex (EPC), accelerator, management-implementation practice, project engineering, CDIO, CustDev, game-based pedagogy, entrepreneurial competencies, evidence-based SVE economy.

For citation: Gil' S. S., Hmara O. E., Rasputina M. Ju. «EDC Accelerator»: a Theoretical and Practical Analysis of the Implementation Practice of the Khabarovsk Regional Institute for Educational Development and the «Career in Russia» Group in Developing Economic Sustainability of Colleges. *Domestic and Foreign Pedagogy.* 2026;4(2):53–62. (In Russ.). doi: 10.24412/2224–0772–2026–118–53–62

URBAN ENVIRONMENT AS A DEVELOPMENT AND EDUCATIONAL SPACE: EXPERIENCE OF IMPLEMENTING PROJECT INITIATIVES IN THE PRIMORSKY KRAI

Ksenija Je. Mihaleva,
Nonna V. Guremina,
Aleksandr V. Petrun'ko,
Elena I. Sviridenko

Abstract. The article is devoted to the study of the educational potential of the urban environment. To this end, the concepts of «educational environment» and «educational space» are clarified, and the factors of the urban environment as a space for the development of patriotic education are identified. The article reveals the lack of professional competencies among teachers and the demand of families for the formation of conscious parenthood in the design of excursion routes and weekend walks of a civic and patriotic nature. Using the example of Vladivostok, a city of Military Glory, the article analyzes the experience of involving teachers and parents of preschoolers and primary school students in projects aimed at preserving historical memory. The article describes the conditions for testing historical routes and proposes mechanisms for their practical implementation and scaling.

Keywords: educational environment, educational potential, urban environment, historical memory, civic and patriotic education.

For citation: Mikhaleva K. E., Guremina N. V., Petrunko A. V., Sviridenko E. I. Urban Environment as a Development and Educational Space: Experience of Implementing Project Initiatives in the Primorsky Krai. Domestic and Foreign Pedagogy. 2026;4(2):63–77. (In Russ.). doi: 10.24412/2224–0772–2026–118–63–77

INSTITUTIONAL FACTORS OF EDUCATION QUALITY: REGIONAL ASPECT (ON THE EXAMPLE OF THE JEWISH AUTONOMOUS REGION)

Natal'ja G. Kuz'mina,
Svetlana N. Moseeva

Abstract. The article analyzes the role of institutional factors determining the quality of education in the context of regional specifics, using the Jewish Autonomous Region (JAR) as a case study. This subject was chosen due to its extremely low population density, fiscally vulnerable economy, and pronounced migration outflow. Based on an analysis of the regulatory framework and regional statistics, the authors conclude that in subsidized regions, the quality of education is determined not by funds allocated for school renovations, but by the presence or absence of effective horizontal coordination institutions (exchange of experience among teachers, unified standards for methodological work). In the JAR, these have currently been replaced by cognitive inertia and administrative pressure. The reform produces a paradoxical effect: increasing the guaranteed portion of salaries at the expense of flexible incentive payments creates risks of formalizing educational quality assessment and leads to the curtailment of funding for methodological infrastructure. Special attention is paid to the influence of institutional factors on the quality of education. The authors propose the existence of a unique institutional trap that hinders improvements in educational quality within the region unless managerial decisions take into account its specific characteristics.

Keywords: quality of education, institutional factors, institutional trap, cognitive inertia, transaction costs, fiscally vulnerable economy.

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MONITORING DIGITAL LITERACY AMONG LOWER SECONDARY SCHOOL STUDENTS IN KAMCHATKA KRAI: DYNAMICS, DEFICITS AND SCHOOL CONTEXTS

Svetlana M. Avdeeva,
Ksenija V. Tarasova,
Dar'ja A. Gracheva

Abstract. *Introduction.* This article examines the digital literacy of schoolchildren not only in terms of overall proficiency levels, but also in terms of which digital actions students successfully perform and which remain challenging. This approach is particularly valuable for analyzing monitoring data from a remote region, where schools differ in geographic location, student body stability, learning conditions, and the degree to which digital tasks are integrated into instructional practice. *Purpose.* Using data from three waves of monitoring conducted with students in grades 7–9 in the Kamchatka Region, the study describes the dynamics of digital literacy levels, identifies the most and least developed digital skills by the end of lower secondary school, and compares outcomes across urban, rural, and remote rural schools. *Methodology and Methods.* The empirical basis of the study comprises monitoring data collected in 2023, 2025, and 2026. The analysis covers a single age cohort of students drawn from 24 schools in the Kamchatka Region: 832 seventh-graders in 2023, 734 eighth-graders in 2025, and 640 ninth-graders in 2026. Digital literacy was assessed using interactive scenario-based tasks in which students performed practical actions in a digital environment. School questionnaire data were used as supplementary sources. The analysis included verification of the instrument's internal structure, cross-

wave score linking, comparison of digital literacy level distributions, description of the task performance profile, and between-school comparisons across school types. *Findings.* Over the monitoring period, the distribution of results shifted toward higher proficiency levels: the proportion of students performing below the baseline level decreased from 23.5% to 21.3%, while the proportion performing above the baseline level increased from 29.2% to 36.7%. The primary shift occurred between the first and second waves; by 2026, the distribution remained close to that observed in the intermediate wave. The task performance profile revealed that progression across proficiency levels does not entail uniform development across all digital skills. The most consistently developed skills were evaluating specific characteristics of information and recognizing digital security situations; the most pronounced deficits were associated with algorithmic thinking, executing an algorithm under constraints, and designing the structure and layout of a digital product. A comparison of different school types did not confirm a sustained advantage for urban schools. In 2025–2026, more favorable outcome distributions were observed in rural groups, particularly in remote rural schools. However, this result cannot be interpreted as a direct effect of school type: the data suggest a possible role of student body stability, regularity of digital practices, and school organizational factors. *Conclusion.* The monitoring results indicate that by the end of lower secondary school, students' digital literacy remains uneven in terms of the range of actions performed. Developing digital literacy requires more than access to technology. Students also need regular opportunities to work with information, plan their actions, and create and evaluate digital products as part of their learning. In remote regions, this means that differences between schools need to be considered not only in terms of location and access to digital resources, but also in terms of how digital skills are incorporated into everyday teaching.

Keywords: digital literacy, monitoring, lower secondary school, digital divide, remote region, Evidence-Centered Design (ECD).

Funding: The study was conducted within the framework of the HSE Basic Research Program (HSE-BR-2025-008).

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INITIATION INTO DISCOVERERS: FOSTERING FIRST-YEAR STUDENTS' SOFT SKILLS IN A REGION WITH CHALLENGING NATURAL, CLIMATIC, AND GEOGRAPHIC CONDITIONS

Nadezhda A. Avdeenko,
Anastasia A. Kulik,
Marina A. Frizen,
Olga S. Shiriaeva

Abstract. *Introduction.* Developing soft skills in university students is a pressing issue in modern educational policy. However, standard programs for developing universal competencies often prove ineffective in regions with challenging natural, climatic, and geographic conditions, such as the Kamchatka Krai. In conditions of geographical isolation and harsh climate, these skills are transformed from tools for future career success into crucial mechanisms for preventing emotional burnout and enhancing the psychological resilience of young people. Purpose of the article is to identify pedagogical conditions for the formation of «discoverer competencies» among students, in which artificially created educational uncertainty serves as a safe model for training resilience to real-world natural and social challenges, promoting the internalization of adaptive skills. *Methodology and Research Methods.* This study relies on a Design-Based Research methodology using a mixed-methods design. The quantitative phase (survey, N = 117) aimed to assess students' reactions to the uncertainty inherent in the program (levels of stress, engagement, and novelty). The qualitative phase (semi-structured interviews and focus groups, N = 26) allowed for the interpretation of these reactions within the specific sociocultural and geographic context of Kamchatka Krai. The empirical basis was the piloting of an intensive continuing professional education program for two annual cohorts of first-year students at Kamchatka State University (2024 and 2025). *Results.* It was found that the program, built on the principles of

integrating regional context and constructing manageable uncertainty (lack of a rigid schedule, work in random groups, resource scarcity), was perceived favorably by students. Quantitative data recorded high engagement with low background stress levels. A qualitative analysis revealed that students are able to deeply rethink universal skills (adaptability, self-regulation, communication) through the lens of local challenges, transforming them from abstract labor market requirements into personally meaningful tools for improving the quality of life in the region. *Conclusion.* Based on the data obtained, pedagogical principles for designing programs in peripheral regions were formulated: introducing a situation of managed uncertainty against the backdrop of mandatory reflective support and «linking» abstract competencies to significant local events.

Keywords: soft skills, discoverer competencies, regions with challenging natural and climatic conditions, Kamchatka Krai, managed uncertainty, psychological resilience, first-year students.

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BETWEEN A UNIFIED MODEL AND REGIONAL SPECIFICS: DESIGNING REGIONAL CAREER GUIDANCE PROGRAMS FOR SCHOOLCHILDREN IN THE ARCTIC AND THE RUSSIAN FAR EAST

Maksim V. Anikeev,
Anton I. Kuharev

Abstract. The article examines the design of regional career guidance programs for school students in the context of implementing the Unified Model of Career Guidance. Based on a content analysis of 19 regional programs and a thematic analysis of 10 in-depth interviews with representatives of education authorities in the Arctic and the Russian Far East, the study identifies key contradictions between the requirements of federal standardization and the need to account for the socioeconomic and educational characteristics of individual regions. The main management strategies for implementing career guidance are identified, differing in their prioritization of meeting the workforce needs of regional economies or supporting students' professional self-determination. The study also reveals mechanisms for preserving the educational content of career guidance and identifies the conditions necessary for adapting the federal model to regional specificities.

Keywords: contribution of education, skill formation, demand for the diploma, employment strategies, working youth, Russian Far East.

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PROFESSIONAL COMMITMENT OF YOUNG ARCTIC TEACHERS (THE CASE OF MURMANSK)

Yulia A. Afonkina,
Tatyana V. Kuzmicheva

Abstract. The paradigm shift from the «development» to the «inhabitation» of the Arctic entails not only technological transformation but also the development of the region's human capital. In this context, education is regarded as one of the effective social factors in addressing this challenge, which places higher demands on educators. At the same time, educators in the Arctic face high social expectations regarding the effectiveness of their professional activities while working under extremely adverse climatic and environmental conditions. This situation increases the risk of leaving the profession and highlights the need to retain young educators in the profession.

The aim of this study was to develop a reflective profile of the professional commitment of young educators in the Arctic, enabling the identification of approaches to the reflective management of its development, taking into account the specific characteristics of this profile. The methodological framework was based on the scientific understanding of the component structure of professional commitment and the authors' conceptualization of it as the subjectively perceived connections between an individual's self and their profession.

In the authors' interpretation, a reflective profile is the result of an educator's purposeful self-analysis of expectations and the realities of professional practice, the process of workplace adaptation, work engagement and motivation, and satisfaction with their professional choice. Taken together, these elements provide an understanding of professional commitment.

Based on the analysis and interpretation of data from semi-structured interviews, the authors identified characteristics of the manifestations of professional commitment among young educators in Murmansk (n = 96). Based on a synthesis of the findings, the authors developed a reflective profile of the professional commitment of young educators, comprising the following thematic representations: «socio-professional cooperation», «self-realization», and «security and confidence». Taking this profile into account, the authors proposed approaches to the reflective management of professional commitment development within the paradigm of personal self-development in the profession.

Keywords: professional activity, young teacher, adaptation, self-realization, personality.

For citation: Afonkina Yu. A., Kuzmicheva T. V. Professional Commitment of Young Arctic Teachers (the Case of Murmansk). *Domestic and Foreign Pedagogy.* 2026;4(2):140–153. (In Russ.). doi: 10.24412/2224–0772–2026–118–140–153

PERCEIVED CONTRIBUTION OF EDUCATION TO SKILL FORMATION AND EMPLOYMENT STRATEGIES AMONG YOUNG PEOPLE IN THE RUSSIAN FAR EAST: COMPARING SCHOOL, VOCATIONAL COLLEGE, AND UNIVERSITY GRADUATES

Andrey V. Kovalevskii, Evgenii A. Terentev, Ivan A. Gruzdev

Abstract. Amid structural imbalances in the labour market, the relationship between educational experience and the formation of skills and job choice remains a subject of academic and policy debate. In the Russian Far East, the problem is exacerbated by population out-migration and labour shortages. The study aims to assess how the last completed level of education (school, vocational college, or university) is associated with perceived sources of skill formation, perceived demand for educational credentials, the use of acquired knowledge at work, and job choice priorities. The empirical basis is an online survey (CAWI) of employed young people aged 22–24 in the Russian Far East, conducted in November — December 2024 (N = 990). The groups were compared using descriptive statistics and contingency tables. The most notable differences were found in subjective assessments of credential demand — university graduates rate their credentials highest, while school graduates rate them lowest. The use of knowledge and skills acquired during education at work differs only weakly across groups. University graduates are more likely to prioritise a specific employer in a specific region, whereas school and vocational college graduates tend to prioritise the region itself. No significant differences were found in willingness to relocate or actual relocation after graduation. For policy, this implies

that a university degree retains signalling value but does not guarantee the application of knowledge; vocational colleges need to improve the «readability» of their qualifications, and for those working without formal professional education, upskilling programmes and skill validation mechanisms should be developed.

Keywords: contribution of education, skill formation, credential demand, employment strategies, working youth, Russian Far East.

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EDUCATIONAL PRACTICES OF SCHOOL INTERACTION WITH PROTECTED AREAS IN THE REPUBLIC OF BURYATIA: WAYS OF INCLUDING TERRITORY AND FORMS OF STUDENT PARTICIPATION

Alexey S. Obukhov, Vladislav V. Trofimov

Abstract. This article examines educational practices arising from the interaction between schools in the Republic of Buryatia and specially protected natural areas (SPNA). The study aims to determine how these territories are integrated into educational activities and what forms of student participation emerge within these practices. The empirical data set comprises 40 semi-structured interviews with SPNA staff, school administrators, and teachers, as well as 13 focus groups with students. The unit of analysis was an individual educational practice linked to an SPNA or natural area; the analytical corpus included 90 such practices. The study found that the territory can serve as an object of study, a space for direct experience, a source for observation, research, and project work, and an object of stewardship and conservation action. Student participation is most frequently manifested through activities structured by adults. A more significant level of substantive participation emerges in practices where students conduct observations, collect data, and create research, project, or media outputs. A high degree of interaction with the territory within a practice does not, in itself, imply a higher level of student agency. Fostering cooperation between schools and SPNAs requires formats that enable students to make substantive contributions and influence the outcomes of activities involving the territory.

Keywords: protected areas, environmental education, educational practices, place-based education, student participation, conservation education, Republic of Buryatia.

Funding: The study was conducted within the framework of the Fundamental Research Program at the Higher School of Economics (HSE-BR-2025-008).

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BETWEEN THE TUNDRA AND THE CITY: EDUCATIONAL EXPECTATIONS OF PARENTS FROM REINDEER HERDING COMMUNITIES IN THE YAMALO-NENETS AUTONOMOUS OKRUG

Valeriia V. Shchetkina

Abstract. This article examines the educational expectations of parents from Nenets reindeer-herding communities in the Tazovsky District of the Yamalo-Nenets Autonomous Okrug whose children attend school while residing in boarding facilities. The empirical material consists of 42 semi-structured interviews with parents of adolescents from families that maintain ties to a traditional way of life. The interviews were analyzed using thematic analysis, with the interpretation drawing on approaches from the sociology of educational choice and parental involvement.

Parents place a high value on education but rarely define a specific educational trajectory for their children. Educational navigation therefore becomes socially distributed: informational and organizational functions are largely performed by schools, boarding-school staff, older relatives, and other significant adults, while parents retain moral, emotional, and ethnocultural roles. The findings suggest that the absence of a detailed educational plan should not automatically be interpreted as low aspirations or parental disengagement in contexts of boarding-school education.

Keywords: educational trajectories, parental expectations, Indigenous Peoples of the North, Indigenous Small-Numbered Peoples of the North, boarding schools, educational inequality, Yamalo-Nenets Autonomous Okrug, qualitative research.

Funding: The study was implemented in the framework of the Basic Research Program at HSE University (HSE-BR-2025-008).

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