**Everything we wanted to know about graduate students: first results of nationwide survey in the frame of Monitoring of education markets and organizations**

**Key words:** graduate education, graduate education role, enrolment motivation, students’ satisfaction, career trajectories

Since two-tier system of education was implemented in Europe, it has to different extent been spread over a number of countries, including those in post-soviet interspace. From this moment on gaining a higher education degree implied both bachelor’s and master’s. The role of undergraduate education thus has become quite similar to that of previous 5-year specialist education. However, a graduate education phenomenon is much more multifaceted than it is traditionally thought of. Rethinking its role in the system of post-baccalaureate education is still a critical issue which found no easy solution nor in the countries of two-tier system origin, neither in those that joined the paradigm later.

Two-tier system implementation in Russia originated around the year of 2000. The new system and the existing one overlapped, which made educational landscape quite complicated. Modern context has contributed to the complexity of this issue, raising a question about the place of graduate education in overall system once again.

Main research trend are similar to challenges graduate education is facing these days: enrollment process and criteria (Briihl & Wasieleski, 2004; Okahana & Bai, 2016; Balaeva & Obuscharova, 2021), enrollment motivation strategies (Donaldson & McNicholas, 2004; Fastre et al., 2008; Jung & Li, 2021; Silvester et al., 2014), graduate students’ employment and career expectations (Healy et al., 2022; Rozhkova et al., 2021). Certain topics align with prospective educational policy initiatives of higher education in Russia: undergraduate-graduate education continuity (possible major change, internal and external prospective students etc.) (Madsen & Holmegaard, 2022), cooperation with industrial partners in terms of graduate programmes design (Succi & Canovi, 2020), subject and course choice strategies (Carnel & Fung, 2017).

At the same time, higher education research power balance is distributed unevenly between undergraduate and graduate education with significantly less weigh placed on the latter. Lack of profound research in this area now and again leads to difficulties in making justified decisions in education policy.

Survey conducted in the framework of Education Economic Monitoring in 2022 encompassed graduate students separately for the first time. The survey was took place in the summer-fall period of 2022. Sample consisted of two subcategories: 2123 full-time students and 1032 part-time students. Sample stratification justification: by reginal criteria and by the type of university (state, private).

This paper presents first results of full-time and part-time graduate students’ survey. The purpose of the study is to create a generic graduate student’s portrait, identify enrollment motivation strategies, map possible career trajectories and graduate students’ satisfaction with the programme they are enrolled into, with opportunities it provides and graduate education role in students’ skills development.

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