

**BOLOGNA PROCESS
NATIONAL REPORTS 2005-2007**

A. Basic data about your higher education system

Overview

Country:	Russian Federation
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Main achievements since Bergen

1. Give a brief description of important Bologna Process developments concerning the Bologna process, including legislative reforms

Organisation at the national level

The Russian Ministry of Education and Science published decree no. 40 of 15 February 2005, approving the Plan of Measures to implement the provisions of the Bologna Declaration within the higher professional education system, 2005-2010.

The execution of the above Plan is controlled by the Group for Implementation of the Bologna Principles in Russia, which was formed as a body attached to the Russian Ministry of Education and Science.

Subsequent to the Bergen conference the following work has been accomplished:

- Russian Ministry of Education decree no. 126 of 25 April 2005 approved the List of Main Higher Education Institutions and Organisations of the Russian Federation for the implementation of the main goals for the development of the higher education system in compliance with the Bologna Declaration, as well as the List of higher education institutions coordinating the implementation of the main goals for the development of the higher education system in federal districts of the Russian Federation in compliance with the Bologna Declaration.
- work continues to incorporate the credit system, enhance HEI autonomy to improve planning and organisation of the educational process, reinforce the role of independent work by students and optimize academic load for faculty (decrees of the Russian Ministry of Education no. 215 of 27 July 2005, no. 77 of 3 April 2006, and no. 173 of 30 June 2006; more than 60 HEIs are involved in this process), in addition, approaches are being developed for the formation of new state educational standards of higher professional education (session of the Council for State Educational Standards in Professional Education of 2 November 2006).

The quality assurance system is being streamlined, new accreditation parameters are being introduced into the higher education system, which raise requirements for the implementation of higher professional education programmes and the transformation of HEIs from one status to another (institute, academy and university) (decree of Rosobrnadzor, the Federal Service for Supervision in Education and Research, no. 1938 of 30 September 2005).

In 2005-2006 the Russian Federation hosted a significant number of both international and Russian scientific conferences. These included: "The Bologna Process: European and Russian Experience of University Management" (International University of Business and New Technologies), "Bologna in the Eyes of Students" (State University - Higher School of Economics), "Making the European Higher Education Area a Reality: the Role of Students" (Peoples' Friendship University of Russia), etc.

Under the priority national project “Education” a competition was organized to identify HEIs integrating innovative educational programmes. In the first phase, in 2006, 17 winning HEIs were awarded state support totalling 5 billion RUR. The main competition criteria included: development of bachelor's and master's education, academic mobility of students, faculty and researchers, and the implementation of joint programmes with foreign partners. In the second phase, in 2007, state support totalling 15 billion RUR is to be allocated to support HEIs.

The process of consolidating HEIs by mergers is underway within the country.

The main components of the priority national project “Education” also include the creation of new universities in the South and Siberia Federal Districts and business schools in the Moscow Region and St. Petersburg.

Legislative reform

In order to implement the system of measures to develop the higher professional education system, proposals and amendments have been developed for RF legislation, and modifications have been introduced to the regulatory framework for education, in the following areas:

- ensuring the accessibility of higher education for persons who have served in the military for at least three years, under a contract with the Armed Services of the Russian Federation;
- the introduction of a Unified State Exam, designed to raise the quality of education, ensure access to higher general education of quality, improve the final examination system for students in general education institutions and entry tests for acceptance to secondary and higher professional education institutions.

Work continues to establish two tiers of higher professional education;

Federal Law no. 113-FZ of 18 July 2006, “On amendments to articles 12 and 20 of the Federal Law of the RF On Higher and Postgraduate Professional Education” (“O vnesenii izmeneniy v statyi 12 i 20 Federalnogo zakona O vysshem i poslevuzovskom professionalnom obrazovanii”) was passed, covering the management of HEIs (permitting the establishment of the post of president in HEIs).

2. Give a short description of the after-Bergen amendments in structure of public authorities responsible for higher education, main agencies/bodies in higher education and their competencies.

The main changes in the structure of the national authorities responsible for higher education are described in section 2 of the National Report, which was submitted in Bergen.

Funding of state and municipal HEIs is performed in compliance with article 28 of the RF Federal Law “On Higher and Postgraduate Professional Education” (O vysshem i poslevuzovskom professionalnom obrazovanii):

- from the corresponding budgets (the federal state agencies for education management or federal executive agencies, or executive agencies of members of the Russian Federation, or agencies of local self-government);
- from the funds of physical or legal persons in training specialists under contract;
- other sources (contracts for scientific research, sponsorship, etc.).

In addition, the federal target programme for the development of education is being implemented: under this programme, HEIs receive funds on a competitive basis for the implementation of projects aimed at satisfying the requirements of citizens, public at large and the labour market, in providing education of quality by creating new institutional and public mechanisms to regulate the sphere of education, renovate the structure and content of education, preserve fundamental and applied fields of educational programmes, create a system of lifelong learning.

The autonomy and self-management of HEIs is described in detail in section 8.1 of the Bergen report.

3. Describe any changes that have occurred at the institutional level since the Bergen conference.

Changes in the HE system that have occurred since the Bergen summit of ministers responsible for HE were the result of the following key trends in the development of the national educational system over the last fifteen years: the number of HEIs has doubled, while the number of students has tripled.

As of 1 November 2006, 1146 accredited HEIs are functioning in the Russian Federation. Of these:

- state federal HEIs: – 678,
- state HEIs of members of the Russian Federation: – 44,
- municipal HEIs: – 14,
- private: – 410.

The number of accredited private HEIs is 35.8% of the total number of HEIs, in which 15.8% of the total number of students are enrolled. State HEIs educated 82.1% of the total number of students; HEIs of members of the Russian Federation—1.8%; municipal HEIs—0.3%.

The legislative and regulatory framework of the Russian Federation identifies the following types of higher professional education institutions: institute, academy and university.

Currently time within the system of higher education, 33.1% of the total number of HEIs are universities, 48.9% institutes and 18.0% academies.

The state higher education system has the following structure: universities make up 49.7% of the total number of state HEIs, while 25.3% are academies and 25.0% institutes. In the private sector, 91.7% of HEIs have the status of institutes, while 5.1% are academies and 3.2% universities.

The number of students enrolled in universities is 68.2%, with 16.3% in academies and 15.6% in institutes. The proportion of such students in state universities is 96.8%, private universities—3.2%, state academies—70.9%, private academies—29.1%, state institutes—42.9%, and private institutes—57.1%.

Within the Russian Federation, the RF Standard Regulation on Higher Professional Education institutions (HEIs), approved by directive no. 264 of the RF Government on 5 April 2001, is in force and regulates the activity of state and municipal HEIs. For private HEIs, this regulation acts as non-binding guidelines.

Partnership

4. Give a brief description of the structure which follows up the implementation of the Bologna Process in your country.

- The Group for implementation of the Bologna Principles continues to operate in Russia, and now including representatives from Russian Federation public education and science unions (decree no. 186 of the Russian Ministry of Education of 12 July 2006). The description of the group’s activity has been given in section 2.3 of the Bergen report.
- In November 2006, the group organized one of the Bologna events in Moscow, under the aegis of the Council of Europe: an international seminar entitled ““Making the European Higher Education Area a Reality: the Role of Students””
- Monitoring research on the progress of the Bologna process and coordination of all work in this field are performed by the National Training Foundation (NFPK) (decree no. 40 of the Russian Ministry of Education of 15 February 2005).
- In July of 2006, on the initiative of the European University Association (EUA), the National Group of Bologna Promoters was founded, which conducts activities in three key areas: a multi-tiered HE system, the ECTS credit system, and the system of quality assurance in education. Students representatives of the student body are present in this group, for each area of work.

Public partners also participate in the HE sphere in the following areas:

- determination of the criteria for qualifications;
- development of HE standards and recognition of qualifications;
- assessment of HE quality;
- management of education institutions (participation in Boards of Trustees);
- provision of work placement and research resources, as well as profession-oriented work promotion;
- development of new tools and methods for analysis of the labour market;
- improvement of legislative and normative base.

Within the Russian Federation, a permanent public partnership agency has been founded: the Russian Trilateral Commission for the regulation of social and labour relations. In the periods between sessions,

the work of the Committee is performed by a Coordination Council, which is headed by the Committee Coordinator appointed by the Russian Federation Presidential Decree.

The main public stakeholders in the field of HE are the RF Ministry of Education and the RF Health and Social Development Ministry and their local agencies, as well as employment services and employer associations: the Union of industrialists and Entrepreneurs of Russia, Delovaya Rossia and Opora Rossii.

5. Give a brief description of measures to involve students and trade union staff in the management of HEIs.

The Federal Law On Higher and Postgraduate Professional Education” (O vysshem i poslevuzovskom professionalnom obrazovanii), no. 125-FZ of 22 August 1996 (<http://www.ed.gov.ru>) stipulates in article 12, Management of Higher Education Institutions, that the management of HEIs is performed in compliance with the legislation of the Russian Federation, the standard regulation on higher professional education institutions (HEIs) and the charter of the HEI, based on the principles of combining undivided authority and collegiality.

The charter of an HEI (with amendments and additions thereto) is approved by a general assembly (conference) of faculty, researchers, and representatives of other employee categories, as well as students of the HEI (hereafter: the general assembly (conference)).

The general management of a state or municipal HEI is performed by an elected representative body: the academic council. The academic council includes the rector, who chairs the academic council, and vice-rectors. Other members of the academic council, including representatives of trade unions, are elected by a general assembly (conference), by secret ballot.

Besides, article 20, ”Employees of Higher Education Institutions” of the above Federal Law stipulates that researchers and faculty at HEIs have the rights:

- 1) to elect and be elected to the academic council of the higher education institution in an established order;
- 2) to participate in discussion and resolution of issues relating to the activities of the HEI.

Thus, university employees have the right to participate in its management via participation in the general assembly and the academic council, as well as in the capacity of a delegate at the general assembly, by voting for candidates for to the academic council.

According to article 16, the students of higher education institutions have the right to participate in the discussion and resolution of key issues in the activity of HEIs, including via public organisations and the management bodies of HEIs, as well as by appealing against decrees and directives of the administration of HEIs in the manner established by RF legislation.

Thus, students are also entitled to participate in the management of the university via participation in the general assembly and the academic council, as well as in the capacity of delegates at the general assembly, by voting for candidates to the academic council.

6. Give a brief description of providing cooperation between representatives of business and social stakeholders as a part of the Bologna process.

The years 2005 and 2006 were noted for good-oriented work hand-in-hand with the business community: round tables became a traditional venue for discussion of current problems in the development of higher professional education. The ministry, together with the Union of Industrialists and Entrepreneurs of Russia, launched the formation of a nation-wide Russian system of qualifications—a crucial component for the development of professional standards that can then become a foundation for educational standards.

In order to ensure the connection between the content of professional education and the actual requirements of industry and the social sphere, the development of public partnerships, joint resolution of issues in the development of a tiered structure in higher professional education, the ministry has performed the following targets:

- developed and submitted to the Federal Duma of the RF Federal Assembly a draft decree on granting the right to representatives of employer associations to participate in forecasting and monitoring the labour market;

- submitted to the RF Government proposals “On measures to improve the professional education system by the participation of employers” that stipulates, together with the involvement of employers, in mapping up requirements for the skill level of education of graduates from professional education institutions and providing such measures as the participation of employers in elaborating rating systems for education institutions, participation of employers in Boards of Trustees, development of mechanisms for investing of employer funds in professional education, etc.;
- developed and approved, by RF Government directive no. 36 of 21 January 2005, the Regulations for the Development, Approval and Entry into Force of State Educational Standards for Professional Education, which stipulate the participation of employers in the development of such standards;
- decree of the Russian Ministry of Education and Science no. 152 of 30 December 2004 created the Council on State Educational Standards of Professional Education, which includes representatives of employer associations;
- the commission for external expert review of professional education institutions will now include representatives of employers. Besides, more than 80% of state attestation committees are currently chaired by managers of enterprises and organisations which employ graduates.

B. Key critical analysis issues, including issues regarding the calculation of earned points

The degree system

7. Give a brief description of achievements reached in the introduction of the first and second cycles of learning.

The RF Federal Law “On Higher and Postgraduate Professional Education” (O vysshem i poslevuzovskom professionalnom obrazovanii), no. 125-FZ of 22 August 1996 (article 6) defines the degrees of professional education in Russia as follows:

- Bachelor: study for at least 4 years;
- Specialist: study for at least 5 years;
- Master: study for at least 6 years;

In compliance with the current legislation, persons receiving documents certifying higher professional education of a certain degree have the right to continue studies in the educational programme of the subsequent degree.

In order to ensure the academic freedom of HEIs with respect to the formation of educational master’s programmes, as well as interdisciplinary and practice-oriented programmes, the Ministry of Education and Science has developed appropriate regulatory standards and letters:

More than 7 million students are currently enrolled in HEIs.

Bachelor’s studies: 7.0%

Master’s studies: 0.6%

Specialist studies: 92.4%

Student Contingency (thousands of people)

Programmes	State HEIs	Affiliations of state HEIs	Private HEIs	Affiliations of private HEIs	Total
Bachelor	252364	31565	95960	149261	
Master	37312	750	2877	1439	
Specialist	4835608	1095444	611138	397203	
Total					7 510 921

A fairly large proportion of bachelor’s degree graduates continue studies in the same field, or find employment.

Corresponding regulatory and legal acts have been developed and approved, which regulate procedures for attestation and state accreditation of fields of training, and amendments to state educational standards for bachelor and master degrees are now being developed.

A broad public campaign is now underway among the HEI community and employers regarding the new approach to training. For example, as a result of a survey 1277 (73%) HEIs and their affiliations considered at their academic councils issues related to the main provisions of the Bologna Declaration. In the 2006/2007 academic year, a major expansion of training under these programmes is planned, insofar as the ministry has considerably expanded potentials of HEIs to implement Master's programmes, which has encouraged HEIs to launch such programmes and, thus helped expand Bachelor's programmes (degree of the Russian Ministry of Education no. 62 of 22 March 2006, "On Educational Programmes of Higher Professional Education of Specialist Master's Training" (Ob obrazovatelnoi programme vysshego professionalnogo obrazovaniya spetsializirovannoy podgotovki magistr)).

8. Give a brief description of achievements reached in the implementation of postgraduate study programmes as the third Bologna cycle.

Doctoral studies continue to have a two-tiered structure in the Russian Federation. The first level is postgraduate studies, which allows students to earn a candidate of sciences degree (similar to a PhD), while the second level is a doctorate, aimed at training doctors of sciences.

Studies are currently conducted in 435 specialities, covering 21 different scientific fields.

The standard period of study (for intramural students) is 3 years.

The ratio between the educational and scientific research components is approximately 1:6.

Individual curricula and themes of candidate dissertations are approved by the Academic Council of the HEI.

Dissertation required to earn the title of candidate of sciences (Ph.D.) must be a qualifying research project, containing the solution a problem of significant importance in the corresponding field of knowledge, or the presentation of scientifically-based technical, economic or technological research, of significant importance for national economy or defence.

Dissertation research is performed, as a rule, at the junction of different sciences (in an interdisciplinary field).

General supervision over the work of postgraduate students is performed by the HEI postgraduate studies department. The fulfilment by postgraduate students of their individual curricula is supervised by a research tutor. Ongoing monitoring and assessment are performed on the basis of an annual attestation, performed by the department and the faculty's Academic Council.

A postgraduate student's final attestation includes candidate exams and the presentation of the dissertation to the Academic or Dissertation Councils. The requirements for the final state attestation (the procedure for presentation and defence of a dissertation seeking the title a candidate of sciences) are developed by the Russian VAK, the Higher Attestation Commission of the Federal Inspection Service for Education and Science.

9. Give a brief description of measures taken to ensure accessibility between the first and second cycles, and the second and third cycles.

Within the tiered higher education system of the Russian Federation, the first cycle is the *bachelor's* (standard period of study: at least 4 years).

All those holding the qualification (academic degree) of 'Bachelor's' have the right to continue their education, on a competitive basis, within the main educational programmes in the second cycle, which in Russia corresponds to 'Master's' (standard period of study: at least 6 years, including Bachelor's).

Only very few specific qualifications are actually divided into first and second educational cycles. These include the training of health, service and information security specialists.

Graduates possessing the first academic degree, bachelor's, also have the right to continue their studies as postgraduate students (standard period of study: 3 years), which is currently not available in Russia as part of the multi-tiered higher education system, although in terms of structure and function it corresponds closely to the third higher education cycle, i.e. doctoral studies. Access to postgraduate studies for students with bachelor's degrees is guaranteed under the provision that the right to enrol for postgraduate studies is granted to those who possess complete higher education; whereas the first

cycle, according to the Federal Law “On Higher and Postgraduate Professional Education” (O vysshem i poslevuzovskom professionalnom obrazovanii) (article 6) offers precisely this type of education. In practice, however, enrolling in postgraduate studies right after bachelor’s degree, bypassing master’s degree, is extremely rare.

In Russia there is no difference between academic and professional educational profiles. Therefore, all second-cycle graduates are entitled to enrol in postgraduate studies.

10. Briefly describe the current stage tuning the national framework of qualifications to make it closer to the framework of qualifications in the European Higher Education Area.

The first stage of development of a national framework of qualifications is complete, and a draft concept and model framework for the Russian Federation European Qualification System (ESK RF) have been developed.

The RF Ministry of Education and Science set up a working group that conducts work in this area under the Federal Target Programme for the development of education in 2006-2010.

Qualification descriptors have been compiled to describe the results of professional education at the main levels of qualifications.

The Russian Federation national framework of qualifications (draft) corresponds to the European framework of qualifications for lifelong learning, as recommended by the European Parliament, in respect to the following main parameters: division of qualifications by tier, division of knowledge by content, abilities and professional/personal skills, and skill component in descriptors altogether.

The national framework of qualifications is developed by cooperation between a group of developers and employers’ representatives: experts providing descriptions of professional activity that are systematic and adequately meet current requirements. Employers have a vested interest, as the national framework of qualifications of the Russian Federation is the basis for the creation of professional standards, the development of which many professional communities are currently involved in, under the initiative of the Union of Industrialists and Entrepreneurs of Russia (RSPP).

Recently business (employer) associations, concerned by a fall in the quality of human resources, have taken a number of steps aimed at systematic work on unified professional standards according to the types of commercial activity as well as a unified system of personnel certification. On the initiative of the RSPP, the decision was taken to create a National Agency of Professional Qualifications (NAPK) under the guidance of which employer associations in different industry sectors will develop professional standards and submit these completed standards in a centralized manner to the Russian Ministry of Education and Science for further development, taking into consideration professional standards of the corresponding state educational standards.

11. What steps are being taken to increase the employment opportunities of graduates with bachelor’s qualifications?

The proportion of bachelor’s graduates among specialists graduating from Russian HEIs is, as yet, insignificant (see section 7).

It should be noted that a very small percentage of bachelor’s graduates enter the labour market: approximately 85-88% of those who earn bachelor’s degrees continue their studies in the specialty by studying for one additional year, while 10% continue their studies as master’s students, and just 2-5% move into employment after earning their bachelor’s diploma. Meanwhile, as has already been noted, in regions with a low level of unemployment many students begin work, as a rule, from the third year, if they are intramural students. In the first year, the majority of master’s students work. So it can be confirmed that employers employ bachelors, but on condition of continuing education. The only exceptions are foreign companies working in Russia, in which human resources departments agree that a graduate of a bachelor’s programme does actually has a higher education degree.

Wider acceptance of bachelor’s graduates by the labour market is hindered by the lack of clear and unambiguous system of job descriptions.

On the initiative of the Russian Ministry of Education and Science, the Russian Ministry for Labour passed in February of 2002 directive no. 14, “On amendments to appendix no. 2 to directive no. 32 of the Russian Ministry of Labour of 6 June 1996, On approval of pay articles and skill compensation

rates (requirements) for cross-sector employee positions.” This document allows human resources services to classify bachelor graduates as persons with complete higher education during the hiring process and subsequent attestation.

Quality assurance

12. The degree of compliance of the national quality assurance system with the Standards and Guidelines for QUALITY ASSURANCE in the European Higher Education Area?

The “Standards and Guidelines for Quality Assurance in European Higher Education Area” (hereafter: ESG) were translated into Russian for the purposes of widespread familiarization by the HEI community, and special seminars are held to acquaint the heads of HEIs as well as experts involved in expert reviews of HEI activities, with the ESG. Seminars are conducted 7 times a year, in 2005-2006 more than 600 people participated so far.

On the basis of the ESG, a standard model for internal quality assurance has been developed, and recommended for widespread application. One of the criteria for the accreditation of an HEI is the efficiency of the internal quality assurance system.

Correspondence to the ESG is defined as follows:

- annual monitoring of the quality of education of student and graduates is a condition of accreditation; educational management departments operate in each HEI, and in recent years in many HEIs such centres for the management and monitoring of the quality of education have been created;
- stimulation of the development of a culture of quality in HEIs—this is the goal with which the Federal Service for Supervision in Education and Research annually holds a competition among internal quality assurance systems;
- all Russian HEIs annually submit reports on the main areas of their activity to the Central State Accreditation Database.
- one of the conditions of accreditation of the HEI is the presence of innovation activity.

The external expert review system meets ENQA Standards and Guidelines:

1. During the expert review period, the results of self-evaluation are taken into account.
2. External expert review procedures are sufficiently well developed and organized.
3. Criteria are developed for accreditation of HEIs and individual educational programmes. Criteria are officially approved by decree of the head of the Federal Service for Supervision in Education and Research.
4. Since 2005 expert training has been performed, including: intramural training, work placement and certification. In order to enhance the level of confidence in expert activities, the Guild of Experts has been created. Employers are being involved in expert reviews, as are students (as survey respondents).
5. The results of external review procedures are presented in reports of expert panels, final reports for the Accreditation Board, Register and reference books. Reports of the expert panels will be published from the end of 2006 on the website of the National Accreditation Agency (NAA).
6. Expert panels will identify changes that have occurred since the previous expert review and develop recommendations to improve the quality of education. Reports of expert panels will contain conclusions and recommendations for the improvement of the educational process.
7. External review of HEIs is performed regularly, but no less frequently than once every 5 years. The timetable for external reviews is compiled for the coming calendar year, by HEI request, and is officially approved by the Federal Service for Supervision in Education and Research.
8. Analysis of the effectiveness of expert review and accreditation across the entire system is performed annually by NAA, and published in an annual Analytical Report.

The ESG for the accreditation agency are mostly observed by the National Accreditation Agency (NAA), which allowed this organisation to join the European Association for Quality Assurance in Higher Education (ENQA) as a candidate for membership:

1. External quality evaluation of HEIs (at the institutional and programme level) is conducted on a regular basis, no less frequently than once every 5 years.

2. NAA is officially recognized at the federal level, in compliance with the Act of the Ministry of Education and a Government Act.
3. NAA is responsible for the compilation of the final report on accreditation of HEIs and their programmes.
4. NAA has developed and uses student feedback technologies, and is testing technologies for surveying employers and graduates.
5. The criteria for external evaluation and the procedures used by NAA are determined in advance, on the basis of study and analyze of international experience and statistical data, and are open to the public.
6. The appeals procedure is determined legislatively, via a court of law.

In order to establish correspondence between the Russian system of quality assurance and the ESG, a Plan of Measures has been developed and approved, and the main HEIs and organisations in the realization of the Bologna Declaration have been determined (see 1.).

In the last two years, the following measures have been implemented to ensure compliance:

1. The State Accreditation Center was in 2005 reorganized to become the National Accreditation Agency, by a Government Act.
2. A website was created and is maintained in Russian and English, which is dedicated to the Russian accreditation system, and includes a Registry of accredited HEIs. For this purpose, the Regulations of HEIs now include their titles in English.
3. Since 2005 information about the international activities of HEIs has been collected and analyzed: the presence of branches and representative offices abroad, mobility of students, faculty and educational programmes, the implementation of joint programmes and projects with foreign HEIs, the issuance of European diploma supplements, etc.
4. Starting in 2005, training and certification of experts has been offered. On the initiative of experts that have undergone special training, the Guild of Experts was founded in June of 2006.
5. Since September of 2005, the journal *Akkreditatsia v obrazovanii* ('Accreditation in Education') has been published; the journal includes a CD supplement containing regulatory acts, and an Internet version that includes a digest in English.
6. Since September of 2006 a new technology has been deployed to involve students in the external review of HEIs.
7. An experiment in Internet-based testing has been active since June of 2005. Currently, three consecutive testing stages have been completed. During the third stage (in May-June of 2006) approximately 500 HEIs and 400,000 students participated in the project.

In order to ensure compliance by the Russian quality assurance system with the ESG of ENQA, NAA participated in a research project "Mapping external quality assurance in Central and Eastern Europe" in 2005-2006, conducted within the framework of CEENET, the Central and Eastern European Network of Quality Assurance Agencies in Higher Education.

For the purposes of subsequent work ensuring the compliance of the Russian system of quality assurance with ESG, an international conference is planned in St. Petersburg in the near future (in May of 2007). Representatives of three networks—CEENET (the conference organizer), the European Association for Quality Assurance in Higher Education (ENQA) and the Eurasian Quality Assurance Network (EAQAN)—have been invited to participate in the conference, which will for the first time allow the problems of quality assurance in the countries of Europe and the former Soviet Republics to be explored.

13. Give a brief description of the quality assurance system applied in your country.

In the Russian Federation, the quality assurance system for HE is described by the RF Law "On Education", no. 3266-1 of 10 July 1992, and the Federal Law "On Higher and Postgraduate Professional Education" ("O vysshem i poslevuzovskom professionalnom obrazovanii"), no. 125-FZ of 22 August 1996, in the form of three main procedures: licensing, attestation and state accreditation of HEIs, as well as in the Regulation "On state accreditation of higher education institutions" (approved by RF Government directive no. 1323 of 2 December 1999) and the Regulation "On licensing educational activity" (approved by RF Government directive no. 796 of 18 October 2000).

The external quality assurance system includes:

- Standard norm of licensing, state educational standards, criteria and benchmarks for state accreditation;
- self-evaluation procedures, external reviews, accreditation decisions and broad publication of results;
- bodies and organisations involved in quality assurance procedures.

The quality assurance system is formed at the national (federal) level and covers all HEIs (state, municipal, private, as well as institutes, academies and universities).

Questions of ensuring quality are discussed in section 3, 'Quality assurance,' of the National Report submitted in Bergen.

The licensing procedure is performed every five years to control observation of the established normative standards.

Attestation includes self-evaluation for each programme which produces graduates, and for the HEI as a whole. Self-evaluation is performed by a self-evaluation team in the HEI, which studies all the aspects of the activity of the HEI and takes into consideration the opinions of faculty, students, graduates and employers. Self-evaluation reports for a period of three months prior to the experts' visit to the HEI are published on the websites of the HEIs.

Self-evaluation report is verified by a peer review team of no more than 10 persons, during a site visit. A positive decision makes it possible for an HEI to undergo state accreditation. A report on the results of the peer review will be published from 2006-2007 onwards on the website of NAA.

Based on the results of state accreditation, the HEI receives a certificate of state accreditation, with a list of accredited programmes and a period of accreditation (no more than 5 years), under which the institution has the right to issue State recognized diplomas.

Information about accredited HEIs and programmes is published in a Registry, an annual reference book and on the site of NAA (www.nica.ru). The accreditation process and the process results are described in detail in a journal, *Accreditation in Education*, which is published 8 times per year, with a print run of 3,000 copies.

At the current time a sufficient infrastructure of agencies involved in the quality assurance system has now been formed in the country:

- the Federal Service for Supervision in Education and Research;
- the Guild of Experts (created in June of 2006);
- the Accreditation Board: a public and state body, the members of which are heads of education institutions, and representatives of public organisations and federal executive agencies;
- the National Accreditation Agency. The assessment of the content and quality of student education is also performed with the assistance from the Information and Procedural Centre for attestation of HEIs.

The quality assurance system has also included Internet-based testing and student survey technologies, developed and used since 2005 to conduct self-evaluation and external review.

At the current time, the state accreditation procedure uses criteria and benchmarks that assess the conditions, organisation and level of results of educational activity.

The accreditation criteria are sorted into two groups. The first group—expert criteria—determines the type - Higher Education Institution. The second group determines the kind; these criteria may have benchmarks established for Institutes, Academies, Universities. Benchmarks are calculated using statistical data collected annually from all HEIs in Russia into a Central State Accreditation Database.

The criteria and benchmarks are reviewed approximately every five years.

The system for accrediting HEIs was introduced in 1997. Ninety-eight percent of state HEIs and 63% of private HEIs have already undergone the accreditation procedure. Many of these have already undergone repeat accreditation.

Russia is represented in the European Association for Quality Assurance in Higher Education (ENQA) by the National Accreditation Agency. Based on analysis of application in compliance with the ENQA requirements on 23 May 2006 the Steering Committee resolved to accept the NAA as a candidate for membership in the Association.

14. Give a brief description of the student participation in the national quality assurance system.

The right of all students for participation in the management of an education institution is guaranteed by the RF Law “On Education” and the Federal Law “On Higher and Postgraduate Professional Education” (“O vysshem i poslevuzovskom professionalnom obrazovanii”). These laws establish the right of students to participate in the discussion and resolution of the most important issues in the activity of HEIs, including participation through public groups.

Students are involved in the formation of internal quality assurance systems and self-evaluation procedures, as a rule in the capacity of survey respondents and in some cases as experts in the self-evaluation group.

In the 2005-2006 academic year, representatives of the student body were directly involved in the work of expert panels.

A more effective practice turned out to be the involvement of a representative of the student body in the work of the Accreditation Board.

In order to ensure a unified approach to the HEIs evaluation and to ensure that results remain comparable, a student questionnaire was developed and placed in an open access on the website of NAA, www.nica.ru. Student surveys can be conducted during the self-evaluation in order to avoid an excessive load on the academic process during the period of external review.

Survey technologies using Internet make it possible to obtain survey results and submit them in an integrated form in the final report to the Accreditation Board.

In the 2005-2006 academic year student opinions of 256 education institutions were submitted to the Accreditation Board. A total of 90,355 students participated in surveys.

15. Give a brief description of the level of international participation in the national quality assurance system.

In 2004-2006 representatives of NAA participated in the expert review of programmes at the universities of Trisdorf (Germany) and Tartu and Tallinn (Estonia). In the near future, the invitation of foreign experts is planned for participation in the work of Russian expert panels.

The involvement of foreign experts in the external review of the quality of education in Russian HEIs is a part of the process of ensuring equivalence of individual educational programmes by foreign accreditation agencies.

At the current time, 37 Russian HEIs or 2.6% (31 state and 6 private HEIs) have undergone equivalence procedures for 118 educational programmes (0.4%). Russian HEIs are taking the initiative to approach foreign accreditation agencies. Forty-seven foreign accreditation agencies and organisations have participated in quality assessment procedures for the educational programmes of Russian HEIs.

The National Accreditation Agency represents the Russian educational system in 5 international associations and networks:

- The International Network for Quality Assurance Agencies in Higher Education (INQAAHE): full membership since 2001;
- The European Association for Quality Assurance in Higher Education (ENQA): membership as a candidate for full membership. the Steering Committee of the Association passed a resolution on 23 May 2006, which was ratified by the General Assembly on 21 September 2006 (Brussels, Belgium);
- The Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENET): full membership since 2002. Russia is represented in the Steering Committee from May of 2006 and for the subsequent four years;
- The Asia-Pacific Quality Network (APQN): full membership since April, 2006;
- The Eurasian Quality Assurance Network (EAQAN): full membership since October 2004; EAQAN includes representatives of 7 countries from the former Soviet Union. Russia was one of the initiators of the creation of a network, and is represented in the network’s Steering Committee for a second term.

In order to ensure openness and transparency of the Russian quality assurance system international meetings and conferences are regularly held in the framework of the above networks, on issues of coordinating methods and procedures for higher education quality assurance systems.

In October of 2005, on the initiative of Russia, the second EAQAN Assembly was held in Moscow, and was dedicated to discussion of problems related to coordinating licensing, attestation and accreditation of HEIs, including affiliations. Assembly participants have also been involved in the work of the Accreditation Board.

The Russian quality assurance system was presented at annual sessions of the integration committee of the Council for Recognition and Equivalence of Education Certificates of the Eurasian Economic Community, and at sessions of the Education Council of the Commonwealth of Independent States.

Recognition of degrees and periods of study

16. Describe the current stage of implementation of the Diploma Supplements in your country.

Russian Ministry of Education and Science decree no. 40 of 15 February 2005, "On the implementation of measures for broad introduction of European supplements to Russian higher education certificates" stipulates:

- the development of a unified system of classification of educational programmes offering professional education;
- translation into English of the subjects in educational programmes, and the publication of such translations;
- the creation and support of a website containing information on the introduction of the Supplements.

At the current time, individual HEIs have taken the initiative to issue European supplements to HE diplomas, predominantly in English, and upon completion of studies—for educational programmes under the framework of joint education agreements with foreign partners.

Sixty-eight HEIs (58 state and 10 private HEIs) issue Higher Education Diploma Supplements for 246 different educational programmes, which amounts to just 4.8% of the total number of HEIs in Russia. In 2005, 24,533 graduates of Russian HEIs received such Supplements. In total, this is just 2% of the total number of graduates. Until the current time Diploma Supplements have been issued to graduating students at their request, and for a fee.

In compliance with decree no. 40 of the Russian Ministry of Education of 15 February 2005, by 2008 European Diploma Supplements must be issued to graduating students of all accredited HEIs who have completed accredited educational programmes, automatically (without a request by the graduating student) and free of charge.

17. Describe the stage of implementation of the main principles of the Agreement and later supplementary documents.

In 2000, the Russian Federation ratified the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region.

Proposals have been prepared for amendments to the RF Law "On Education" and the Federal Law "On Higher and Postgraduate Professional Education" (O vysshem i poslevuzovskom professionalnom obrazovanii) as regards the recognition of foreign education certificates. Amendments take into consideration the main provisions of the Lisbon convention.

In compliance with national regulatory/legal documents, the recognition of foreign education certificates falls under the competence of the Federal Service for Inspection in Education and Science. However, in order to enhance academic mobility and attract foreign students to Russian education institutions, categories of education certificates were defined which grant the right to training and professional activity on the territory of the Russian Federation without the education certificate recognition procedure, based on current education certificates recognition agreements (letters of the Russian Education Inspection Agency no. 02-55-13in/ekv of 26 January 2006, no. 01-291/05-01 of 30 June 2006, no. 01-334/05-01 of 26 July 2005, and no. 01-333/05-01 of 19 June 2005).

Currently, work is underway to develop principles for dividing the recognition procedure into academic and professional components.

National Centre for Information on Academic Recognition and Mobility has been in operation in Russia since 1999. In compliance with the centre's charter, approved by the Ministry, the centre has been charged with the functions of an ENIC centre as regards informational support of recognition procedures.

18. Describe the credit (units) and accumulation systems current in your country.

The higher professional education system of the Russian Federation uses a system of units (credits), analogous to the European Credit Transfer System (ECTS).

The ECTS system is built on the principle of 60 units per academic year and 30 units per a semester of studies, for intramural student. The student's workload during one academic year in the Russian HE system is within the range of 1800-2000 class hours, which corresponds to 30-36 hours per credit (academic hours are 45 minutes long).

19. Has a national plan been developed in your country to enhance the quality of the foreign qualifications recognition process? If so, give a brief description of this plan and append a copy.

The Russian Federation Government has passed resolution no. 944-r of 1 July 2006, which approves the Plan of Measures to Support the Development of Export of Educational Services for the period until 2008. The above Plan contains a section, 'Ensuring recognition of education certificates and academic degrees' (copy attached).

Developments in lifelong learning

20. Describe any procedures for recognition of prior learning, including formal and informal learning paths.

New forms and procedures for recognizing prior learning are being introduced into the Russian educational system.

One of the procedures for recognition of prior learning is the Unified State Exam (EGU). In 2005, the Unified State Exam was organized in 78 members of the Russian Federation. This made it possible to increase objectivity in the assessment of the knowledge of school students, the continuity of general and professional education, and the accessibility of professional education. In 2005 more than 500,000 school leavers enrolled in HEIs with the help of EGU results. Moreover, the number from village-type population centres and local towns made up 55% of total enrolments.

As the EGU experiment expands, the importance of expanding similar forms of education quality assessment to other degrees and educational levels is becoming all the more obvious. This effort has commenced and will be further expanded under the framework of the **creation of an All-Russian system for assessment of education quality.**

Yet another procedure to recognize prior learning focuses on **abridged educational programmes.**

Abridged programmes are the main educational programmes for training of specialists, which are delivered in shorter time periods and draw on existing knowledge, abilities and skills, obtained at a prior stage of professional education.

In order to implement abridged programmes for persons with secondary-level professional education, an HEI develops an individual curriculum (for a student or a group of students), which is approved by the head of the education institution. An abridged programme is compiled on the principle of continuity with the main secondary-level professional educational programme of the corresponding profile.

The legislative and regulatory/legal environment

In compliance with the Federal Law "On Higher and Postgraduate Professional Education" (O vysshem i poslevuzovskom professionalnom obrazovanii) (article 11) for persons with secondary-level professional education may enter abridged or accelerated educational programmes.

The implementation of abridged HE programmes is regulated by Russian Education Ministry decree no. 1725 of 13 May 2002. The guiding principle is attestation by an HEI of competencies obtained during prior learning. The workload in abridged programmes is currently counted in academic hours.

21. What legislative and other measures have been taken by your country to encourage higher education institutions to develop flexible and lifelong learning paths?

Article 6 of the Federal Law "On Higher and Postgraduate Professional Education" (O vysshem i poslevuzovskom professionalnom obrazovanii) no. 125-FZ of 22 August 1996 (<http://www.ed.gov.ru>) stipulates that the main professional educational programmes may be implemented as lifelong learning, and by degrees.

Three higher professional education degrees are in the process of being established in the Russian Federation: 'bachelor's' (for a period of no less than 4 years), 'qualified specialist' (for a period of no less than 5 years) and 'master's' (for a period of no less than 6 years).

There are differing forms of education and assimilation of higher professional educational programmes: intramural, intramural/correspondence (evening), extramural, and non-residence. The different forms of study have differing volumes of compulsory classes held by the faculty of HEIs for students. It is permissible to combine different forms of earning higher professional education. For graduates of secondary professional education institutions upon enrolment in an HEI for abridged programmes, and for citizens with higher professional education, the HEI has the right to establish a set of entry tests (decree no. 50 of the Russian Ministry of Education), establishing the procedure for admission at HEIs).

State educational standards extend the right to establish a part of the subjects in a programme to HEIs (up to 15% of the program).

More than 100 HEIs in Russia, according to data from a survey conducted in 2003, implement modular programme structures, with subsequent rating assessment of the assimilation of material by students.

Double degrees/double diplomas

22. Describe the legislative status of double diplomas in your country.

Article 33 of the Federal Law "On Higher and Postgraduate Professional Education" (O vysshem i poslevuzovskom professionalnom obrazovanii) no. 125-FZ of 22 August 1996 stipulates the right of Russian HEIs to participate in international cooperation, programmes of bilateral and multilateral student exchanges, training foreign citizens in compliance with governmental agreements, agreements with federal and agency bodies for state management of education, as well as under direct agreements reached by Russian HEIs with foreign citizens and foreign legal entities.

In compliance with current legislation, higher educational institutions have the right to reach agreements with foreign partners regarding joint activity, which are not seen as international agreements and, therefore, do not require long-term coordination at the government level.

The option that HEI graduates may receive the diploma of a foreign HEI together with the education certificate of the Russian HEI, is not forbidden by law and falls under the competence of academic councils and rectorates of HEIs.

At the current time, 715 of Russian HEIs (50% of the total number) have educational agreements with foreign partners. This includes 546 state and 169 private HEIs.

Joint programmes are implemented by 104 HEIs and three HEI affiliations. A total of 345 educational programmes are implemented jointly with Russian and foreign partners, including in 309 state and 36 private HEIs.

A total of 168,958 students study in joint programmes (2.3% of the total number of students):

- 159,177 students in state HEIs or 2.6% (including 650 students at affiliations);
- 9,781 students in private HEIs or 0.7% (including 1,133 students at affiliations).

In 2005, joint diplomas of Russian and foreign HEIs were earned by 31,374 graduates of state HEIs (or 3.1%) and 1,630 graduates of private HEIs (0.8%), i.e. a total of 33,004 (2.7% of the total number of graduates).

In order to attract foreign citizens to study at Russian HEIs, 113 HEIs (95 state and 18 private) as well as in 40 affiliations, educational programmes are provided in foreign languages, predominantly in English. A total of 462 higher educational programmes are delivered in foreign languages.

In 2005, under the framework of the Federal Target Programme for Development of Education in 2006-2010, a project was implemented involving evaluation of the experience of issuing double diplomas by Russian HEIs and the principles of the organisation of this type of cooperation, models

for assuring education quality, and achievements and complications related to the issuance of such diplomas.

The research thus conducted explored the experience of double diploma programmes at the bachelor's, master's, specialist and MBA levels, as well as several cases of postgraduate studies. Various models of joint educational programmes have been developed: franchising programmes, validated by a foreign university but implemented in a Russian HEI, and developed and delivered jointly (including those involving international groups of students with subsequent study in all (two or three) participating universities). At Russian universities, various forms of joint training programmes are provided: intramural and intramural/correspondence, as well as completely distance learning programmes.

For the first time, the development of 14 master's programmes jointly with British and Finnish universities was supported under the framework of this project, as well as receiving financial assistance under the BRIDGE (British Council) and Cross-Border University (Finland Ministry of Education) projects.

One of the managerial decisions upon completion of the project was the introduction of an information request to implement double diploma programmes under the framework of an accreditation module, making it possible to receive more objective data.

C. Current problems in higher education

23. Describe the relationship between higher education and scientific/academic research in your country: what percentage of research is performed at HEIs; are any steps taken to improve the interaction between higher education and other research sectors?

State financing of research in education and science is conducted on the basis of National Projects, Federal Target Programmes, regional and agency programmes, etc. A system of non-governmental public and private organisations and foundations (including venture capital funds) participating in the funding of research and R&D by education institutions and scientific organisations is being currently elaborated.

Based on the "Concept for Modernization of Russian Education Until 2010", a multi-tiered system of lifelong skilled personnel training in higher education is being developed, thus helping maintain human resources potential of the Russian research sector.

At the current time approximately 700 accredited state HEIs in the Russian Federation are conducting research and development projects. The HEI science sector is a fruitful environment for the creation and growth of a science and technology infrastructure and innovation activity.

The principle of unity of educational and research activities is the corner-stone for the formation of key education programmes stipulated by State Educational Standards and Documents, and other regulatory/normative documents. At the higher education stage, research is an important component of training (the research component of bachelor's education is included in the educational process (tests, calculation projects, course work/projects and final qualifying projects (VKR); master's research is comparable in volume to bachelor's training in the basic, foundation cycles and comprises approximately 40% of the total workload in master's programmes. As has been noted above, post-HEI education is aimed at obtaining a degree and is built on research (the volume of research is 79-86% of the total workload). In all the concepts for designing Russian and foreign higher-qualification training programmes are similar and built on the principle that research takes priority, as it is treated as the backbone of the education system. Approaches to differentiation of the levels of degrees awarded are also similar, and based on the total time commitment required to absorb educational programmes.

Historically, science in Russia has been divided into three sectors: HEI, academic (Russian Academy of Sciences and other academies) and applied (research centres, design bureaux, etc.). Currently, HEIs contain a concentration of research potential, which is substantiated by the following statistical data (tables 1 and 2).

The HEI science sector includes the following research, planning and design departments, which perform R&D: 260 research institutes, more than 60 design bureaux and 1,200 basic research laboratories, including test sites, approximately 600 engineering and scientific methodical centres, 135 experimentation facilities, 76 unique facilities (22 botanical gardens, 37 science museums and 7 observatoria), more than 80 technology parks, and numerous technology and information centres. HEIs

have founded more than 2,200 small innovation enterprises working on the development and production of new products.

Table 1: Parameters describing scientific research and development projects by activity sector, end of 2005.

R&D activity sector	Number of research staff	Candidates of sciences	Doctors of sciences	Post-graduates	Number of organisations	Internal expenditure on R&D (000 RUR)
Total for activity sectors	813 207	77 024	23 502	142 899	3 566	230 785 150
State sector	272 718	43 825	16 531	19 986	1 282	60 158 167
Commercial sector	496 706	23 037	4 281		1 703	156 880 029
HE sector	43 500	10 101	2 667	122 913	539	13 337 987
Private non-profit sector	283	61	23		42	408 968
Number of candidates of sciences and doctors of sciences in faculty of HEIs		155 311	37 297			

Table 2: Key parameters describing the activity of the HEI sector at the end of 2005.

Parameters	2005
Percentage of the HEI sector in the total volume of internal expenditure on research and development, %	5.8
Volume of non-budgetary funds per rouble of expenditure from the consolidated R&D budget in the HEI sector, in roubles *	1.87
Specific weight of personnel employed in R&D in the HEI sector, in the total number of persons engaged in research and development, %	5.3
Specific weight of the HEI sector among science organisations in the state sector %	15.1
Specific weight of post-graduate students studying in the HEI sector within the total number of post-graduate students, %	86.0
Percentage of candidates of sciences in the higher education sector engaged in R&D, in the total number of candidates of sciences in the higher education sector, %	6.5
Percentage of doctors of sciences in the higher education sector engaged in R&D, in the total number of doctors of sciences in the higher education sector, %	7.2

* For HEIs in Rosobrazovania (the Russian education system)

In this connection, the main direction for enhancing the efficiency of research and quality of training of researchers and faculty at the current time is the development of multi-tiered institutional and programme-based integration of education and science systems. Top priority is given to the cooperation of HEI science with academic and industry sector institutes by the following means: joint

use of scientific, experimentation and equipment resources; creation of integrated structures, universities and inter-university complexes, science, education and production centres; development of international cooperation and interaction in training skilled personnel.

At the current time, in almost 35 regions of the country there are approximately 80 technology parks and 56 innovation and technology centres (ITTs); these are primarily attached to HEIs while 25-30% are structures functioning in a stable, independent fashion.

In 2006 construction work began at four major Innovation and Technology Parks: in St. Petersburg, Novosibirsk, Moscow Region and Nizhniy Novgorod.

24. What percentage of students seeking (candidate) degrees follow a career as researchers; are any measures taken to increase the number of students seeking academic degrees who then follow careers as researchers?

In 2005, 33,600 people completed post-graduate studies, including 28,800 people (85.5%) from HEI post-graduate studies, and 4,800 people from post-graduate study at research institutes, of which 2,700 (8.7%) studied at institutes of the Russian Academy of Sciences and other academies. The level of efficiency of post-graduate studies (production of post-graduates with successfully defended dissertations) in 2005 amounted to 31.7%, which corresponds to the average level of efficiency of post-graduate studies over the last decade.

The following steps are taken to realize the main goal of post-graduate studies—the selection and training of talented young academics:

- state determination and stimulation of high-priority areas of scientific research, aimed at increasing the effectiveness of a multi-tiered Russian education system;
- improvement of planning of the enrolment and formation of a body of post-graduates and the improvement of the system for selecting HEI graduates and young specialists for post-graduate studies;
- enhancement of the criteria for post-graduate research advisors (the right of research supervision is granted only to academics possessing a doctor of sciences diploma and a professorial attestation in the corresponding specialty, and actively conducting research work);
- modernization of post-graduate training programmes (development of State Educational Standards for all post-graduate training specialties, using a system for the accumulation of credits and transfers based on the ECTS system);
- improvement of additional educational programmes, implemented as a part of post-graduate studies, for the purposes of expanding the system of competencies acquired;
- expansion of cooperation with HEIs and training centres in the countries of Europe, pursuing the policy aimed at increasing mobility;
- organisation of research, workshops, seminars and conferences having both practical and applied scientific value, using the resources of HEIs and scientific organisations;
- development and application of methods for assessment of training quality, as well as the level of qualification and scales of quality of students completing post-graduate studies, from the viewpoint of a progressive, skills-based and highly personalized approach;
- development of a system of material and social incentives at the state level, enhancing the prestige of academic degrees, and capable of attracting talented youth to engage in research activity;
- funding of training programmes for gifted post-graduates, expansion of funding of post-graduate training by means of improving the practice of obtaining grants from universities and research foundations, participation in target and research programmes, and also the conclusion of agreements with enterprises and companies interested in this development;
- ensuring guarantees of professional employment of post-graduate students and graduates of post-graduate courses by means of establishing regional and industry sector requests for training research staff, as well as by integrating the practice of concluding agreements with organisations in industry sectors.

The social dimension

25. Describe any measures which promote equality of access to higher education in your country

In recent years the accessibility of higher education of quality has grown to some extent, due to the implementation of the below measures:

- expansion of the geographical coverage of the Unified State Exam (EGU), which has ensured greater access to quality education for those who finished schools in villages and small and medium-size towns (also discussed in section 20);
- the introduction of a social scholarship, that is granted to students from low-income families on condition of passing examinations (absence of 2-point grades);
- ensuring the possibility of receiving two types of scholarship: social and academic (i.e. a scholarship for sustained academic achievements);
- drafting a bill to ensure the availability of higher professional education for those who have served under contract in the Armed Forces of the Russian Federation in the military grades of soldier, sailor, sergeant or sergeant-major for at least 3 years.

26. Describe any measures to help students facing social or economic difficulties to complete their studies.

Research has shown that the strongest factors leading to discontinuing studies are as follows (responses on a scale of one to five):

- Personal qualities (inability to study, to adapt to academic loads, lack of self-discipline, laziness): 4.16;
- The need to work in order to materially help one's parents or relatives materially, and for one's own upkeep: 3.63;
- Loss of interest to the chosen profession or specialty: 3.43.

Therefore, material (economic) factors are the second largest reason for discontinuing studies or the failure to complete schedule.

Measures to assist students to complete their studies:

1. Raising the social scholarship to 600 roubles per month;
2. The creation of the option for successful students from low-income families to receive academic and social scholarship (a total of 1,200 roubles per month);
3. Enhancing the social scholarship for orphans and invalids by 50%, to 900 roubles per month; the creation of the option for these groups to receive academic and social scholarship in case of successful studies (a total of 1,500 roubles per month);
4. The passage, in the first reading, of the Federal Law "On amendments to legislative acts of the Russian Federation with regard to ensuring the accessibility of higher professional education for persons completing military service for at least three years under a contract with the Armed Forces of the Russian Federation..." which allows military service personnel who have served under contract for at least 3 years to enrol in preparatory courses for HEIs, sponsored from the state budget, in order to have the opportunity to renew (refresh) their knowledge and study on the same level as those who have entered an HEI immediately after school. For this category of students in preparatory courses, increased scholarships are provided and, in addition, after entering an HEI they must also receive an increased stipend.
5. At the level of HEIs, the creation of special services to work with students, consult them on issues of partial employment, conducting various orientation events for students from other towns (this measure is common for 60-65% of state HEIs);
6. The creation of consultation services offering professional orientation of school leavers and the student body (common in 15-20% of state HEIs).

Mobility

27. Describe any measures taken in your country to improve student mobility

The Federal Law "On Higher and Postgraduate Professional Education" (O vysshem i poslevuzovskom professionalnom obrazovanii) has made it possible for students to study certain disciplines in other HEIs.

In order to increase internal and external student mobility, the following steps have been taken:

1. The formation of a system of institutional and individual grants aimed at enhancing academic mobility, both within Russia and across the world.
2. Significant efforts on the entry into the European educational area have been exerted by the main HEIs and organisations in the Russian Federation to achieve the main goals in the development of the higher education system in compliance with the Bologna Declaration, as well as HEIs coordinating the implementation of the main goals of the higher professional education system in Federal districts of the Russian Federation in compliance with the Bologna Declaration, in addition to the Centre for Comparative Educational Policy and the National Information Centre for Academic Recognition and Mobility.
3. Target programmes for participation in international projects and programmes are also being implemented. The ministry is at the current time cooperating and participating in the implementation of more than 70 projects and programmes.
4. More than 2,000 Russian citizens (students, post-graduate students, faculty and researchers) annually attend studies at more than 30 countries across the world, on the basis of international agreements of the Russian Federation, as well as direct partnership relations between Russian and foreign academic institutions, which take the following forms: full study course, including training and work placement (language courses), research work and skill upgrading.
5. In Russia, the processes of earning bachelor's degrees before continuing education with a master's at other HEIs are only just starting to come into being. There are objective reasons for this: the difficulties of location changes and residing in large cities, etc.
6. The autonomy of HEIs was expanded in compliance with the Federal Law "On Higher and Postgraduate Professional Education" (O vysshem i poslevuzovskom professionalnom obrazovanii, 1996), making it possible to integrate a system of credits, similar to the ECTS system.
7. A Method for the Calculation of Credits for Russian HEIs was developed and sent to all Russian HEIs. This Method takes into consideration the peculiar aspects of the Russian education system and recommends for HEIs a procedure for calculating credits that is compatible with the ECTS system. At the current time, according to decree no. 215 of the RF Ministry of Education of 29 July 2005, "On innovation activity at higher education institutions for the transfer to a system of credits," (and subsequent legislation) more than 60 Russian HEIs participate in the experiment.
8. As has already been noted, the issue of the future introduction of Diploma Supplements across the entire territory of the Russian Federation is also under consideration.

28. Are mobility loans and grants genuinely available in your country? If not, describe any measures that have been taken to increase mobility grants and loans.

Each year, the best students and post-graduate students at Russian HEIs are awarded 100 Russian Federation presidential scholarships, on a competitive basis, for a year-long study at any university across the world. This scholarship covers all the expenses on study, accommodation and travel during the time spent at foreign universities.

Recipients are selected by a competition committee, including representatives of the federal agencies of education management, other interested ministries and agencies, representatives of HEIs and independent experts. The criteria for selection are not only strong achievements by applicants in their studies, research, knowledge of foreign languages, etc., but also recommendations of the Academic Council of the HEI appointing such students. The professional field is not restricted.

In compliance with international agreements of the Russian Federation in the 2006/2007 academic year the Federal Agency for Education is sending Russian students, post-graduate students and faculty to foreign countries to attend incorporated and full study courses, language and research work placements, conduct research and Russian language lecturing. The total quotas covering countries of the world in 2006/2007 is 260 places for students, post-graduate students and faculty.

29. Describe any measures taken to remove obstacles to student mobility and encourage full use of mobility programmes.

Information about existing mobility programmes in foreign countries, involving opportunities of studying there for Russian students and post-graduate students, as well as about grants from international organisations and the programmes of Russian foundations is placed for an open access on the website of the Federal Education Agency.

The Federal Target Programme for the development of education in 2006-2010 includes 2 sections among others which open up new mobility opportunities:

- “Enhancing the competitiveness of Russian education and support for the export of educational services,” with a total funding volume from the federal budget of more than 550 million roubles, and with the following expected outcomes: trans-boundary exchange programmes and financial mechanisms supporting student mobility and guidance for Russian education institutions (affiliations and representative offices) abroad;
- “Realization of a system of measures to ensure the participation of Russia in the Bologna and Copenhagen Processes for the purposes of enhancing the competitiveness of Russian professional education on the international educational services market and the possibility of participation by Russian students and graduates in education institutions in the international lifelong learning system” with a total volume of funding from the Federal budget of more than 450 million roubles and with the following expected outcomes: a two-tiere educational system; mechanisms of support in terms of educational and scientific method for the implementation of domestic and international mobility of students and faculty; models and mechanisms for the implementation of academic mobility of students and faculty at professional education institutions; support for international programmes in the context of the Bologna and Copenhagen processes.

In 2006, under the framework of cooperation with the USA (including academic mobility) a number of projects was supported in relation to the improvement of language training of young teachers of English as a means of internationalization of education and support for a network of Russian-American universities implementing joint programmes.

Funds from the Federal Target Programme for the Development of Education in 2006 were used to support introduction of Guidelines for recognition of periods of education abroad and for elaboration of Europassports for students and graduates of Russian HEIs.

At the end of 2006, as a result of the implementation of a project to monitor international mobility programmes for education in Russian HEIs a digest of statistics, and recommendations to enhance the efficiency of participation in Russian HEIs in academic mobility programmes, will be developed.

One of the priorities of the Russian Federation under the framework of the G8, supported at a summit of ministers of education of the G8 countries and then at a summit of the G8 in July of 2006, was the initiation of a Russian academic mobility programme. As part of preparations for the declared programme for 2006-2007, the Ministry of Education and Science of the Russian Federation is supporting a project to develop models and normative support for the academic mobility programme, pilot testing of which may be completed at the end of 2007, while full-scale implementation is planned for 2008.

30. Describe any special measures taken in your country to improve faculty mobility.

Prior to 2006, support of academic mobility of faculty was conducted at the expense of the non-budgetary funds of HEIs. At the state level, support for academic mobility provides for work placements of 5,000 people each year. Since 2006, the development of student and faculty mobility, both internationally and within Russia, has been receiving state support under the framework of the priority national project “Education”. According the RF Government resolution no. 89, “On measures of state support for education institutions introducing innovational education programmes” state support of higher professional education institutions implementing a range of measures to create and integrate new and improved technologies, methods and forms of education is conducted on a competitive basis. In 2006, 17 winning HEIs were selected and received support totalling 5 billion roubles from the federal budget. An important component of the programmes of innovation HEIs is the

organisation of faculty qualification upgrading and student mobility, both within Russia and abroad. This project will be continued in 2007 onwards.

31. Describe any measures taken to remove obstacles to faculty mobility and encourage full use of mobility programmes.

The Russian non-governmental, non-profit organisation ROSAM, the Russian Council for Academic Mobility, works to facilitate international exchanges of students, faculty, ideas, updated experience in education, as well as preserve, spread and multiply the achievements of Russian higher education. ROSAM is a voluntary association of HEIs and other Russian organisations working in the field of education and science; ROSAM is the growing Russian equivalent to DAAD, British Council, Swedish Institute and other world-renowned organisations; ROSAM does not merely copy, but utilizes the best experience of cooperation between HEIs.

Numerous international programmes offering scholarship support of student and faculty mobility are also active in Russia. In addition to the TEMPUS, ERASMUS MUNDUS and DAAD programmes, the Centre for International Cooperation and Academic Mobility also assists academics, students and post-graduate students in Russia and the European Union (<http://fp6.hse.ru/bul.html#20060605>).

The attractiveness of the European Higher Education Area and cooperation with the other regions of the world.

32. Describe any activities taken by your country to promote the attractiveness of the EHEA.

In order to promote the attractiveness of the European Higher Education Area in Russia, the RF Ministry of Education and Science is implementing a comprehensive system of measures aimed at the creation of conditions and the encouragement of Russian HEIs to participate in the formation of the higher education area.

This information is contained in section 1 of the present Report and is also available on the websites below:

http://www.edu.ru/db-mo/mo/Data/d_04/mpk-8.html;

http://www.edu.ru/db-mo/mo/Data/d_05/m40.html;

http://www.edu.ru/db-mo/mo/Data/d_05/m126.html;

http://www.edu.ru/db-mo/mo/Data/d_05/m291.html;

http://www.edu.ru/db-mo/mo/Data/d_05/m215.html;

http://www.edu.ru/db-mo/mo/Data/d_06/m77.html;

Future challenges

33. Give indications of the main challenges ahead for your country.

The main challenges faced by the Russian Federation during the period of formation of the European higher education area are the following:

1. Inertia of the labour market in the demand for bachelor's degree.
2. Lack of readiness among a part of Russian higher education institutions to become equal partners in mobility programmes (inadequate sufficient funding, weak knowledge of foreign languages).
3. Superfluous regulation: lack of flexibility; adaptability of curricula.
4. Lack of readiness among many HEIs to generate new competencies among graduates, aimed at their ensuring mobility on the labour market.