

THE RUSSIAN FEDERATION

NATIONAL REPORT

2007 - 2009

PART I

Details

Country	Russian Federation
Date	01/11/2008
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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

The legislative activity of the Russian Ministry of Education and Science in the sphere of education is aimed at the implementation of the conceptual framework and priority directions of the development of the Russian education system, which have been envisaged by the Conception of modernizing the Russian education, Priority directions of the development of the education system of the Russian Federation for the period until 2010 approved at the meeting of the Government of the Russian Federation on the 9th of December 2004, Messages of the President of the Russian Federation to the Federal Assembly of the Russian Federation, and others.

After the London conference the following laws have been adopted:

1. Federal law of 6 January 2007 № 1-ΦЗ «On Introducing amendments into certain legislative acts of the Russian Federation on issues of the access to secondary professional education and to higher professional education for contracted military servants (citizens)», which stipulates that persons who have served three years under contract have a right to be enrolled to the preliminary courses of federal state institutions at the budget expense; they have a right to be admitted to state and municipal higher and secondary educational institutions without competition, and they are entitled to a state scholarship if they are full time students.
2. Federal law of 9 February 2007 №17-ΦЗ «On Introducing amendments into the Law of the Russian Federation “On Education” and the Federal Law “On Higher and Post Graduate Professional Education” in the section concerning the Uniform state examination». The law stipulates that the procedures of the state final attestation in school and entrance examinations to HEIs and sVET institutions should be replaced by the Uniform state examination (USE). Admission to HEIs and sVET institutions shall be held on the competitive basis on the ground of the Uniform state examination (USE). When enrolling to HEIs and sVET institutions requiring that applicants should have certain creative abilities, physical and/or psychological capacities, (or to advanced educational programs), such educational establishments are entitled to set additional entrance requirements alongside the USE.
3. Federal Law of 20 April 2007 № 56-ΦЗ « On Introducing amendments into the Law of the Russian Federation “On Education”, the Federal Law “On Higher and Post Graduate Professional Education” and Article 2 of the Federal Law “On introducing amendments into separate legislative acts of the Russian Federation in connection with enhancing the distribution of responsibilities». The Law is aimed at the quality assurance of education and makes provisions for integrating the procedures of state attestation and state accreditation; for delegating the right to accredit pre-tertiary educational institutions to the subjects of the Russian Federation, and for expanding the legal and normative basis of academic recognition of foreign diplomas and periods of study.
4. Federal Law of 24 October 2007 №232-ΦЗ “On introducing amendments into separate legislative acts of the Russian Federation (in the section concerning the degree system of higher professional education)”, which makes provisions for the implementation of the two cycle system: the first cycle – bachelor (duration of study – 4 years), the second cycle – master (duration of study – 2 years on the basis of the previous cycle) or a continuous training of a specialist (duration of study no less than

5 years). The government of the Russian Federation may establish other periods of educational program acquisition. The list of directions of training (specialties) shall be approved by the Government of the Russian Federation.

5. Federal Law of 1 December 2007 №309-ФЗ “On introducing amendments into separate legislative acts of the Russian Federation in the section concerning the change of the concept and structure of the State Educational Standard”. Educational institutions may change the variable part of an educational program in order to take into account specific features of the educational institution.

6. Federal Law of 1 December 2007 №307-ФЗ “On introducing amendments into separate legislative acts of the Russian Federation in order to make provisions for employers to take part in developing and implementing the state policy in the sphere of professional education” expands the rights of employers. The Law stipulates that the regulations concerning the participation of associations of employers in developing and implementing the state policy in the sphere of professional education including the development of federal state educational standards and the development of federal state requirements for professional programs of further education, compiling lists of directions of training (specialties) of professional education, state accreditation of educational institutions of professional education.

7. Federal Law of 1 December 2007 №308-ФЗ “On introducing amendments into separate legislative acts of the Russian Federation on issues of integration of education and science” is aimed at further human resourcing of research and the development and enhancement of the education system through new knowledge and scientific and technical advancement.

In 2006 within the framework of the national project “Education” two new large universities were established on the basis of several existing HEIs in the Siberian and Southern Federal Regions. New Universities will train professionals and researchers capable of developing modern technologies for major innovative projects. The Siberian Federal University was established by Decree of the RF Government of 4 November 2006 №16168-p. The Southern Federal University was established by Decree of the RF Government of 23 November 2006 №1518-p.

In 2007 within the framework of the national project “Education” the second competitive selection of HEIs, which actively introduce innovative educational programs, took place. 40 HEIs were selected. In 2007-2008 the federal budget allocated about 20 billion roubles (540 mln. Euros) to support their innovative educational programs. Twice as much compared to the period of 2006-2007.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The Ministry of Education and Science
The Russian Bologna follow up- Group
The National Bologna promoters' Group
The National Accreditation Agency

- a) Does your country have a national working group for Bologna follow-up ¹
- Yes No
- b) Does your national Bologna follow-up group include representatives of
- | | | |
|-----------------------------------|---|-----------------------------|
| Ministry | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| National Quality Assurance Agency | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Employers | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

Other (please specify) In Russia the functions of the Rectors' conference are fulfilled by the Russian Union of Rectors

- c) Does your country have a Bologna promoters' group²
- Yes No
- d) Does your national Bologna promoters' group include representatives of
- | | | |
|-----------------------------------|---|-----------------------------|
| Ministry | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| National Quality Assurance Agency | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Employers | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Other (please specify) _____ | | |

Please add any additional comments if necessary:

Since 2006 the of monitoring research on the progress of the Bologna process and coordination of all work in this field has been performed by the National Training Foundation (NTF)

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

The Russian Bologna follow-up group has been active since 2006. Representatives of the Trade Union of educationalists and research workers have been included into the group.

In July of 2006, on the initiative of the European University Association (EUA), the National Bologna promoters' group was founded. The Group conducts activities in the key areas of the Bologna process. The Group also involves student representatives working in each area.

In April 2008 the Russian Bologna follow-up group together with the National Bologna promoters' group and under the aegis of the European Union held one of the official Bologna events in Moscow - an international seminar "ECTS, based on learning outcomes and the student work load".

Another Bologna seminar "Joint programs and the student mobility" organized by these two Groups is scheduled for January 2009.

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

- developing qualifications frameworks;
- development of HE standards and recognition of qualifications;
- quality assurance of higher education
management of education institutions (participation in Boards of Trustees);
- provision for practical training placement and internship, and career advice;
- development of new tools and methods for labour market analysis;
- continuous development of legislative and normative basis.

Within the Russian Federation, a permanent public partnership agency has been founded: the Russian trilateral commission for the regulation of social and labour relations.

The main public stakeholders in the field of HE are the RF Ministry of Education and Science, the RF Ministry of Health and Social Development 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".

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

Federal Law of 24 October 2007 №232-ФЗ "On introducing amendments into separate legislative acts of the Russian Federation (in the section concerning the degree system of higher professional education)" makes provisions for the implementation of the two cycle system: the first cycle – bachelor (duration of study – 4 years), the second cycle – master (duration of study – 2 years on the basis of the previous cycle) or a continuous training of a specialist (duration of study no less than 5 years). The Law stipulates that all educational programs except those specified by the Government regulations shall transfer to the two cycle degree system from 1 September 2009.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

In accordance with the Russian system of statistical data collection the information about the number of students admitted to the two cycle degree system in 2008/2009 will be available only at the beginning of 2009. That is why the table contains student admission numbers for 2007/2008.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2007/08 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
603 984	175 577	9,4%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

In the last year the number of taught bachelor and master educational programs has increased by 16%; the number of students studying for these degrees has increased by 9%. However the sum-total of bachelor and master programs in the national qualification structure is 19%.

In 2007 Russian HEIs offered 4198 bachelor programs (14% of the total number of programs) teaching 558637 students (7%); 1440 master programs (5% of the total number of programs) – 45347 students (1%). 24344 programs with a 5-year duration time. 7092375 students after completing these programs will be awarded the qualification of a specialist (92%).

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research – 100%
- the normal length of full-time doctoral studies – 3 years
- other elements⁵ apart from independent research that are included in doctoral study programmes: *teaching practice and participation in research conferences, seminars and workshops*
- the supervisory and assessment procedures for doctoral studies: *annual attestation of post-graduate students (attestation committees are appointed by HEIs' departments and research units)*
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes ???
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies: *interdisciplinary training is implemented through students' involvement in research work*
- information on whether credit points are used in measuring workload in doctoral studies.- *no*
- Information on the status of the doctoral students (students, early stage researchers, both) – *a combination of a student and a research worker*

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⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

At present HEIs don't play a significant role in research as the bulk of state funding allocated to research is absorbed by the Russian Academy of Science and its competent entities. However, the role of HEI research has been increasing, especially since the launching of such major national projects and programs such as the Priority national project "Education", Federal target programs "Development of nano-industry infrastructure in the Russian Federation for 2008-2010", "Research and education personnel of the innovative Russia for 2009-2013". More funds have been allocated from the RF budget for financing HE research. The connection between HE research and state research organizations and employers (business structures) has strengthened. Thus, within the framework of PNP "Education" in 2008 HEIs-participants of this project (40 HEIs) concluded about 3407 contracts for undertaking research to the amount of 3,4 billion rubles (about 95 mln. Euros); received 615 patents for scientific embodiments on the topic of the HEIs' projects.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds 60%
 - from private funds 30%
 - international sources 10%
- total annual national research expenditure (expressed in national currency)
 - from public funds 176,5 billion roubles
 - from private funds 83,2 billion roubles
- percentage of research carried out in higher education institutions (in terms of funding) 6,1% of inner expenditure on research and development
- details of the funding mechanisms for doctoral students in your country

Post-graduate students get a state scholarship. All other income is received through the participation of post-graduate students in research, which considerably exceeds the size of the state scholarship. The federal target program "Research and education personnel of the innovative Russia for 2009-2013" makes provisions for supporting post-graduate students. Most of the sections of this program contain an additional requirement for obligatory involvement of post-graduate students.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes No If Yes, please specify:

As of today, there is no tracking system to follow the further career of doctoral graduates but there is a need for establishing such a system alongside the

tracking system for graduates' employment. Provisions are being made for its developing.

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

100%

b) any first cycle qualifications that do not give access to the second cycle (please specify)

no

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

no

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
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⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

additional courses
work experience

Yes

No

In some cases

Yes

No

In some cases

6.2 Access and admission between the second and third cycles

Please indicate:

- a) the percentage of second cycle qualifications that give access to the third cycle

100%

- b) any second cycle qualifications that do not give access to the third cycle (please specify)

no

- c) any measures planned to remove obstacles between cycles

no

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

In 2007/08 in the Russian Federation the number of bachelor graduates has reached 91,900 (6,66% of all graduates of HEIs). Compared to 2006/07 there was a slight decrease (6,97%). This may be explained by the fact that in 2002-2004 the student contingency growth was conditioned by the expansion of admission to 5-year programs. Besides, during the last few years we have been witnessing an accelerated growth of part-time education, where the bachelor level is not so widespread as in full-time education.

In 2007-2008 there were 14,300 master graduates compared to 12,500 in the previous year. Accordingly, the share of master graduates reached 1% of the total number of graduates, having increased slightly compared to 2006/07 (by 0,99%).

In spite of employers' cautious attitude towards hiring first cycle graduates (bachelors) there are no specific problems relating to their employability in Russia at present.

However, it should be taken into consideration that majority of bachelor graduates continue their education either in 5-year programs or in master programs. Alongside this, Russia's dynamically growing labour market has started having a problem of a lack of human resources, that is why many students, as a rule, get a part-time job starting with the third year. In the depressed economy areas the bachelor degree programs are being introduced very slowly on the one hand, and on the other hand, graduates' employability there is determined by other factors different from the level of their education: the key factors being the sphere of professional education (science, humanities, economics, law, education or information) and specific features of the labour market itself (prevailing economic specialization, high level of unemployment, etc.)

On the whole the share of unemployed graduates of full time programs of the state and municipal HEIs in the total number of graduates in 2007 was 6,01%, which is by 0,25% less than in 2006 and by 0,96% less than in 2005. Thus, we can see a positive dynamics of graduate employment.

The employment of masters does not present any problem as employers are for the most part motivated in hiring graduates with the highest level of formal education.

In 2007/08 38,100 students completed post-graduate programs; 34,9 % of which defended candidate of science dissertations (PhD) . Out of this number 34% were full-time students. The level of post-graduate employability is high. Many doctoral graduates are promoted at their previous working places. In Russia by law full-time post-graduate students are allowed to have a half-time job. As a rule, the majority of post-graduate students (up to 95%) have a job regardless the form of their education. 5 to 7% of the total number of post-graduates after completing

their programs take up research positions in research centres. 10-15% of those who earned PhD degrees after the defence of their dissertations are engaged in research. Some of these go to work abroad to research centres and Universities.

In Russia there is no official differentiation between bachelor programs

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment

A Draft of the National Qualifications Framework (NQF) has been developed. The Framework is a tool for aligning the labour market and education. It is a generic description of qualification levels and the ways of their attainment in Russia recognized at the federal level.

The NFQ was developed on the basis of the Agreement on cooperation between the Ministry of Education and Science of the Russian Federation and the Russian Union of Industrialists and Entrepreneurs (further - Agreement) taking into account the experience of developing the European Qualifications Framework, the national qualifications frameworks of the countries-participants of the Bologna and Copenhagen processes. On the initiative of the Coordinating Committee established by the parties to the Agreement subsequent changes reflecting the experience of its implementation may be introduced into the text of the NFQ in the future.

The NFQ is a constituent part and a basis for developing the National System of Qualifications of the Russian Federation, which will also include sectoral frameworks of qualifications, professional and educational standards, the national system of learning outcomes assessment and certification, and incorporate uniform mechanisms of qualifications accumulation and recognition at the national and international level.

The National Qualifications Framework of the Russian Federation meets the following parameters of the European Qualifications Framework for life-long learning, recommended by the European Parliament: distribution of qualifications according to levels, differentiation of knowledge and understanding, professional and personal competencies, the competency-based nature of descriptors

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

In line with the European Qualifications Framework the NQF includes the descriptors of general competencies, skills and knowledge, which are described through relevant indicators of professional activity: the scope of authority and responsibility, complexity of activity and research potential (knowledge content).

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment

When developing the National Qualifications Framework the working group collaborated with employers represented by experts providing a systemic and up-to-date description of the professional activity in question. The active involvement of employers is motivated by the fact that the National Qualifications Framework of the Russian Federation will serve as a basis for developing professional standards, which are being actively elaborated by many professional communities on the initiative of the Russian Union of Industrialists and Entrepreneurs (RUIE).

The Draft of the NQF was reviewed by Tiimo Kyysela (European Training Foundation) and Michael Coles (Qualifications and Curriculum Authority, UK; ETF consultant on NQF), whose recommendations were taken into account at the last stage of the NQF's development.

The NQF has been repeatedly discussed during the enlarged meetings at the Ministry of Education and Science of the Russian Federation with a participation of employers and representatives of academic community. Among those are representatives of leading HEIs of Russia, the Center for research into the sphere of professional education, the National Training Foundation (NTF), the Russian Union of Industrialists and Entrepreneurs (RUIE), The Managing Company of the Corporate Energy University of JSC "United Power Grid of Russia", Corporate University of JSC "GMK Norilsk Nickel" (April-June, 2008)

A discussion of the NQF was held at the International on-line Conference "The Quality of professional education and labour market requirements" (June, 2008)

The Project is still under discussion.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

On 20 April 2007 amendments were introduced into the Law "On Education" (№56-Φ3); by Government Decree №522 of 14 July 2008 new Regulations On State Accreditation of Educational Institutions and Research Organizations were approved. The quality assurance procedures have been brought in line with ESG (ENQA) and now include two procedures - licensing (ex-ante) and accreditation (ex-post). The concept of an "expert" - "a peer review team member" was introduced into the law as well as the requirement for training and certification of experts. The involvement of students and employers in quality assurance of education has become mandatory.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

Within the framework of the Federal target program "Education" finances have been allocated for the development of a standard model of a quality assurance system, and for conducting a national forum on quality assurance of higher education

- Other measures

Yes No

If Yes, please outline these measures :

an annual competition of HEI internal quality assurance systems; activities of the Public Council on Quality

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates :

new internal quality assurance systems are being actively established (1860 HEIs and their branches have established inner quality assurance systems). There is a tendency towards certification of quality systems and accreditation of educational programs in foreign accreditation agencies.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

The process of accreditation of HEIs in Russia is based on the results of a HEI's self-evaluation. Self-evaluation of a HEI in preparation for state accreditation encourages institutions to develop internal quality assurance systems and promotes active involvement of students, employers and graduates in quality assurance of education.

A self-evaluation report includes updated, impartial and objective information on offered programs, and learning and research outcomes and is published on the HEI's web site three months prior to the site visit. A hard copy of the report is submitted to the chairman of the review team a month before the site visit

In 2006 the "Standards and Guidelines for Quality Assurance in European Higher Education Area" (ESG) developed by the European Association for Quality Assurance in Higher Education (ENQA), were translated into Russian. The document was recommended by the Accreditation Board meeting of 05.04.2007 for establishing HEI internal quality assurance systems and is available at: <http://www.nica.ru/ru/downloads/standards.pdf>; http://www.enqa.eu/files/ESG_v03.pdf.

During the state accreditation external review of a HEI the compliance of quality assurance systems with the European standards and guidelines for internal quality assurance of HEIs is evaluated.

The Central database of state accreditation annually collects information about the availability and effectiveness of an HEI internal quality assurance system. The analysis of collected information reveals that 920 HEIs have established an internal quality assurance system with 661 HEIs, where the operation of internal quality assurance system covers the whole institution.

279 HEIs have established an internal quality assurance system in separate subdivisions (departments) and 611 institutions have developed quality assurance systems for separate processes (managerial, educational, and others).

The establishment of quality assurance systems in HEIs is also being facilitated by an annual competition held by the Federal Service of Supervision in Education and Science (Rosobnadzor). The number of HEIs participating in this competition has been growing every year, there has also been an increase in the number of HEIs which have chosen to certify their systems according to ISO 9000 standards, EFQM and others.

609 HEIs confirmed the compliance of their quality assurance systems with a chosen model (certification of the quality assurance system/attestation of quality assurance system/participation in the national competition of quality assurance systems held by Rosobnadzor) - (169/273/167).

In order to establish an effective quality assurance system a HEI has to formulate its mission, develop a quality assurance policy, set goals and objectives, conduct regular monitoring and updating of delivered educational programs. All these processes should be discussed and coordinated with all relevant stakeholders.

817 HEIs have evidence (reports, records) of using feedback from students and other stakeholders (employers, state, public, etc.) when developing their quality assurance policy.

The HEI administration takes an active part in the analysis and quality assurance of the education process. 799 HEIs testified to this fact.

The requirements for educational programs offered in the Russian HEIs and qualifications awarded after the completion of programs are set out in the Federal State Educational Standards (SES), which are compulsory for all HEIs.

The requirements for workload, procedures and criteria for intermediate and final assessment of students are laid out in the normative and legislative documents of the Ministry of Education and Science. They are also binding for all accredited HEIs of Russia.

Thus, the state accreditation system guarantees that HEIs fulfil obligatory standards for all delivered programs, meet the requirements for their delivery, hold student assessment based on formative and summative control in compliance with the requirements of the program. Educational standards and requirements for student assessment are published on the website of the Ministry of Education and Science (<http://www.edu.ru>) and on the websites of HEIs.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

The monitoring and evaluation of programs and awarded qualifications are regulated by the State Educational Standards. These are compulsory procedures for accredited HEIs applied regularly (at least once a year)

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

The requirements for awarded qualifications are set out in the State Educational Standards. The accredited HEIs guarantee the compliance of the final assessment of graduates with the SES requirements.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs

Most HEIs

Some HEIs

No HEIs

Additional information if necessary

Every HEI publishes on its website information about offered educational programs and awarded qualifications. The degree of objectivity and impartiality of this information is evaluated during the procedure of state accreditation.

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

Details of the system of HE quality assurance were set out in the previous national report. The system was established by Law "On Education" in 1992. In April 2007 amendments in the legislation were adopted, which put the Russian system of quality assurance of HE in line with the European system: the former procedure of attestation was integrated with accreditation.

In July 2008 new "Regulations on state accreditation of educational and research institutions" were adopted (approved by Decree of the Government of the Russian Federation of 14 July 2008, № 522)

Thus, the quality assurance system in education comprises two procedures: licensing of educational activity - an authorising procedure allowing to offer educational programs;

state accreditation of educational institutions, which involves an external evaluation of the content and quality of education and training and their compliance with the federal state educational standards. It also evaluates indicators of a HEI's performance, which is necessary for the determination of its status: type (a higher education institution) and kind (university/academy/institute)

The state accreditation procedure is conducted on the grounds of application from an institution and is compulsory for all previously accredited higher educational institutions regardless of their legal organizational form (state, municipal, private) and location. The normative and legal basis of the state accreditation procedure containing requirements, indicators and criteria of accreditation, is formally approved and publicly accessible. It is uniform for all higher educational institutions. Accreditation in Russia is national and institutional (accreditation of the whole institution), it also includes program accreditation in accredited HEIs. Institutional accreditation is conditioned by the size and structure of education in Russia. Program accreditation under such conditions would not be cost-effective.

State accreditation is conducted on the basis of:

- self-evaluation of a HEI (it is performed by a HEI during the year preceding external evaluation; self-evaluation report is published on the HEI's site three months prior to the site visit);
- a site visit by a peer review panel, the duration of which is 5 days. External evaluation reports contain conclusions and recommendations on enhancing HEI's activity. (In 2007 the law stipulated that experts involved in external reviews of HEIs should be specially trained);
- evaluation of the compliance of the HEI's performance indicators to the predetermined criteria (fulfilled by the National Accreditation Agency (NAA) on the basis of all reports on review results and analysis of information from the Central Data bank of state accreditation).
- collective accreditation decision making (by the Accreditation Board) and its official presentation (by the federal state executive body. The Accreditation Board

comprises representatives of education authorities, HEIs, employers. The Accreditation Board also includes representatives of public and professional bodies and the president of the National Union of Students;

- publication of results of accreditation (registers and directories of accredited higher educational institutions in software and hard copies, reports from the Accreditation Board meetings and materials from accredited HEIs in the journal "Accreditation in Education")

By law state accreditation is conducted by the federal state executive body responsible for control and supervision in the sphere of education - the Federal Service of Supervision in Education and Science (Rosobnadzor). The accreditation decision is made by a collective body - Accreditation Board. Performance of certain tasks and evaluation procedures is delegated to specialized state institutions:

The National Accreditation Agency in the sphere of education;

The Main State Expert Center on Evaluation of Education

Informational and Methodological Center on Evaluation of Educational Institutions

For the purpose of external evaluation of HEIs external review panels are set up. These panels go to the sites and conduct evaluation on the basis of the HEI's self-evaluation. Since 2006 experts participating in peer review teams, have been united in the Guild of Experts in the Sphere of Professional Education

All bodies and organizations involved in the process of quality assurance have normative and legal status.

The specific character of the Russian system of education, its scope and geographical size call for a wide use of information technologies in the process of state accreditation. They provide an opportunity for massive evaluation at the minimal cost, they also facilitate active involvement of students and employers in the evaluation of quality of education:

- The internet exam in the form of testing students in different subjects of educational programs in order to evaluate the compliance of their outcomes with the state educational standards; it is conducted twice a year (during winter and summer examination sessions). The participation of HEIs in this exam is voluntary.

All this information is integrated and used in the HEI's self-evaluation report and serves as a basis for review conclusions.

As of 1 January 2008, 1158 (81,4%) HEIs are accredited. Out of this number 733 (97,5%) are state institutions (federal, RF subjects, municipal), 425 (63,3%) are private institutions; 1394 (64,6%) HEIs' branches - 861 (61,1%) branches of state institutions (federal, RF subjects, municipal) and 533 (71,3%) branches of private institutions.

The law does not set any limitations for institutions opting to be accredited by Russian and foreign public accreditation bodies. However, the state does not bear any obligations regarding results of this accreditation. There are two other quality assurance bodies in Russia - The Accreditation Center for Engineering Programs, and the Agency for Higher Education Quality Assurance and Career Development (AQA).

Thus, the system of accreditation of educational institutions in Russia has been established and existed for 11 years. It is regularly updated and enhanced to be

in line with the Standards and Guidelines for Quality Assurance in European Higher Education Area.

Russia is represented in the European Association for Quality Assurance in Higher Education (ENQA) by NAA, which has been ENQA candidate member since 2006. In 2008 NAA is undergoing an external evaluation with the purpose of becoming ENQA full member and applying to the European Quality Assurance Register (EQAR). NAA has completed self-evaluation and prepared a self-evaluation report (available at www.nica.ru). After a bid for a tender the review coordinating organization has been determined (Association of non-state HEIs of Russia), the review schedule and the external review panel have been set up. The panel is composed of representatives of quality assurance agencies recommended by ENQA. Thus, all the necessary conditions for an external evaluation of NAA according to European Standards and Guidelines have been met.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date November 2008) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

The new law of 20 April 2007 №56-Φ3 requires that students and employers should be involved in the evaluation of HEI activities. It is mandatory that the HEI should submit student survey results as part of the self evaluation report.

Since 2006 all higher education institutions undergoing accreditation have conducted student surveys on availability and accessibility of educational resources and opportunities for personal development. 2nd -5th year full time students are surveyed. The average participation is 10% of the full-time student body. Thus, over 300,000 students from 582 HEIs have participated in the surveys.

Students are also involved in the preparation and discussion of self-evaluation reports. They are represented in Academic Councils of HEIs and participate in the approval of all procedures and documents related to education quality evaluation.

The accreditation decision is made at the Accreditation Board meeting of Rosobrnadzor. In line with international practice the President of the National Union of Students is the Accreditation Board member.

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers

Yes No In some cases

d) membership of ENQA

Yes No In some cases

e) membership of any other international network

Yes No If **Yes**, please specify:

Russia is represented in international networks and associations of quality assurance agencies by the National Accreditation Agency in the Sphere of Education.

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE): full membership since 2001;

The Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENET): full membership since 2002.

The Eurasian Quality Assurance Network (EAQAN): full membership since October 2004;

The European Association for Quality Assurance in Higher Education (ENQA): a candidate member since 2006;

The Asia-Pacific Quality Network (APQN): full membership since April, 2006;

The International Association for Educational Assessment (IAEA) full membership since 2007

Provisions are being made for involving international experts in the work of external review panels as well as for the participation of Russian experts in foreign evaluation teams. With this aim in view the program for training experts includes topics related to the Bologna process and its documents, and the work of foreign accreditation agencies.

Currently NAA is undergoing an external evaluation with the purpose of becoming ENQA full member and applying to the European Quality Assurance Register (EQAR). The external evaluation panel will include 3 international members recommended by ENQA.

Please add any additional comments, especially if there is no international involvement in any of the aspects:

Russia's Higher Education Institutions take an active part in the international cooperation on quality assurance.

By now 225 educational programs offered by 67 HEIs have been accredited by international bodies.

Three HEIs participated in the international TEMPUS project on quality enhancement in higher education.

Representatives of HEIs and the National Accreditation Agency took part in the European Quality Assurance Forum in 2006 and 2007.

HEIs regularly hold international conferences with the participation of representatives of HEIs from abroad. In 2007 1131 HEIs hosted research and educational international workshops, seminars, conferences and other events, in which 620,000 Russian and 59,000 foreign educators took part.

On 25-26 May 2007 in St.Petersburg the Federal Service of Supervision in Education and Science together with the National Accreditation Agency hosted the workshop of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENET) "European Standards and Guidelines in the Eastern-European context: after London". 44 representatives from quality assurance agencies and HEIs of 16 European countries (Austria, Bulgaria, UK, Hungary, Germany, Latvia, Lithuania, Poland, Romania, Slovakia, Slovenia, Finland, Croatia, Check Republic, Estonia and Russia) took part in the workshop.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

At present 99 HEIs (less than 1%) and 10 branches of HEIs issue European Diploma Supplements.

In 2007 31379 graduates (2% of the total number of graduates) received European Diploma Supplements.)

a) Is the Diploma Supplement issued to students graduating from:

- | | | | |
|-------------------------------------|---|--|--|
| • 1st cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| • 2nd cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| • 3rd cycle programmes | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | |
| • remaining "old type" programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | Not applicable <input type="checkbox"/> |
| • short higher education programmes | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Not applicable <input checked="" type="checkbox"/> |

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* English, Russian
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment The number of applications for the Diploma Supplement is not significant

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment Yes, they have to provide the translation into Russian

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment Except for admission to the 3d cycle

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

The Letter of the Ministry of Education and Science of the Russian Federation of 23 March 2006 №03-336 about possibilities of using the Diploma Supplement by Russian HEIs.

The Head University (The Russian University of People's Friendship) has developed guidelines on application of the European Diploma Supplement. The document is recommended to the Russian HEIs for implementation.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved:

The normative and legal basis underpinning recognition was formulated in the 90-s, that is why there is no direct co-rellation to all the statements of the Convention. Nevertheless, the Russian legislation used to regulate the recognition issues does not contradict to the spirit and practical application of the Convention

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved:

The established recognition procedures provide for compatibility of foreign diplomas/qualifications with the Russian Educational Standards, which serve as criteria for their evaluation. Recognition is carried out by an authorised state body, the Federal Service of Supervision in Education and Science.

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved:

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

There are no normative documents in the Russian legislation, which regulate the awarding and recognition of joint degrees/diplomas. The text of the Diploma is established by law and has a unified format, which precludes any entry about the award of a joint degree/diploma. There are no legislative obstacles to the recognition of results of joint educational programs leading to the award of joint diplomas: Russian and foreign. Delivery and regulation of such programs in the part concerning recognition is within the competence of Russian HEIs. The emphasis is made on the requirement that all the parts of a joint program should go through quality assurance procedures, and partner HEIs should be accredited.

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

Diplomas of transnational institutions are recognized on condition of institutional or program accreditation on the Russian territory

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level

The Administrative regulations on recognition of documents on academic degrees and academic titles (Order of the Ministry of Education and Science of 8 December 2006 №306) establishes the right of the applicant to appeal the actions and decisions of official persons in charge of recognition procedures in court of law.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level
Establishing equivalence of a foreign diploma/qualification to the Russian State educational Standards is part of recognition procedures and is aimed at establishing such equivalence or finding substantial differences. Experts prepare a substantiated conclusion about the compliance of a qualification received abroad with the Russian State Educational Standards (absence of substantial difference) or about the reason of non-compliance (substantial difference) and about possible ways of the removal of non-compliance. The applicant has the right to peruse all expert documents

lii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

In accordance with the established procedures foreign education documents which have not been recognised are returned to the applicant with a substantiation of reasons for refusal of recognition.

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice

The federal site "Russian Education": <http://www.edu.ru/abitur/act.4/index.php> provides users with essential information about each HEI, its website address, syllabus of each offered program and the State Educational Standard including intended learning outcomes (knowledge and skills). The site publishes information about state accreditation of all Russian HEIs, normative and legal documents regulating the sphere of higher education: <http://www.edu.ru/abitur/act.13/index.php>. There is a section which provides advice on issues of higher education: <http://www.edu.ru/abitur/act.12/index.php>. Another section informs about the national rating of HEIs: <http://www.edu.ru/abitur/act.9/index.php>.

The websites of HEIs contain full information about their educational programs accessible to all users.

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

a) The National information center on academic recognition and mobility provides information about national systems of education and national qualifications, about the accreditation status of Russian and foreign HEIs, about recognition procedures, possibilities for application and other recognition issues. The Center is an authoritative source of information on recognition issues for students and other interested parties, Universities and other organizations. The Director of the Center is a member of the National Bologna promoters' Group.

b) The Center actively assists in recognition of the Russian education documents abroad, and takes an active part in the ENIC network. The Director of the Centre has been elected a vice-president of the Network for two terms, members of the Centre participate in working groups, meetings and workshops conducted by ENIC/NARIC networks, Bologna seminars, in meetings of the Intergovernmental Committee of the Lisbon Convention.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

¹² Please refer to definitions in the ECTS User's guide, http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

- a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits
- 100% 75-99% 50-75% <50%

Is being actively implemented into the work of HEIs

- b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

No In some programmes In the majority of programmes
 In all programmes

- c) If you use credit system other than ECTS, please give details of your national credit system:

There is no national credit system other than ECTS

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

- d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain:

The State Educational Standards for higher professional education, which will be established by the legal act of the RF Government in 2009 introduces the concept of learning outcomes, which are connected with the application of the credit system ECTS.

The majority of HEIs are developing syllabi with the detailed clarification of learning outcomes for students of different programs. Such practice is approved by the participants of national and regional seminars

- e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain:

The State Educational Standards for higher professional education, which will be introduced by the legal act of the RF Government in 2009, outline the connection between the credit system and student workload, which were used in the HE system before 2009.

The calculation of credits is done in terms of student workload. The emphasis is shifted towards the increase of students' independent work.

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain:

The first methodology for developing and applying the credit system was approved and recommended for implementing by the Ministry of Education and Science of the RF in 2002 (information letter of 28.11.2002, №14-52-988 иН/13). As a result of the pilot project conducted by the Russian University of Peoples' Friendship (decision of the Ministry of 19.07.2002, №2821) "Standard regulations on the organization of the teaching process using the credit system" was approved for implementation. Order of the Ministry of Education and Science №215 of 29.07.2005 approves the list of HEIs implementing the innovative credit system in their education process. National, regional and institutional seminars aimed at assisting HEIs, teachers and students in applying the credit system, are held regularly. On the basis of the head institutions participating in innovative activities teams of experts have been formed for assisting the faculty and administration. For the period of 2008-2009 the schedule for conducting training courses in this area has been set up for the period of 2008-2009.

In 2007 137 HEIs and 209 branches applied the European credit transfer system (ESTC) in 2617 programs.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

1. One of the procedures for assessing prior learning in formal education is the Unified State Examination(USE)

National law of 9 November 2007 № 17-ФЗ "On introduction of the Unified State Examination" was adopted in order to provide legal support for the unified system of admission to higher education by means of the USE, as well as the introduction of the ECTS, which provide academic mobility in the education system. The law is aimed at integrating final assessment procedures in secondary schools and entrance examinations procedures in higher educational institutions and secondary vocational educational institutions by means of the USE.

2. The National academic contest of school-children is another form of evaluation of academic achievements of school graduates and their recognition at the subsequent stages of formal education. In 2007 the Russian Ministry of Education and Science approved "Regulations on the National academic contest of school-children" which define the procedure of organisation, participation and awarding prize winners.

Winners and awardees of the final stage of the Contest are admitted to secondary and higher professional education institutions (to departments, which correspond to the subject of the Contest) without entrance examinations.

At present the National academic contest of school-children is conducted annually under the aegis of the Russian Ministry of Education and Science and the Federal Agency for Education in 21 subjects: Russian language, Literature, Social science, Law, History, Mathematics, Physics, Computer science, Chemistry, Biology, Geography, Astronomy, Economics, Principles of Business, Physical education, Technology, Ecology, English, German and French languages, Polytechnic olympiad.

The Combination of the two procedures (the USE and the National Academic Contest of school-children) should ensure the recognition of the prior learning in secondary schools by the system of formal education.

3. Another procedure of recognition of prior learning is short-term educational programmes.

Short-term educational programmes are basic educational programmes of short-term professional training, which are based on the knowledge, skills and abilities acquired during a previous stage of professional training.

In order to offer a short-term programme, for those who have secondary professional education, a higher education institution develops an individual curriculum (for a student or a group of students), which is approved by the head of the educational institution. A short-term programme is correlated to the basic educational programme of the corresponding course of secondary professional education.

Short programs are also available for those wishing to receive a second higher education degree (this is a common practice in Russia, when, for example, a

person, who has a degree in engineering wants to get another degree in economics). The results of the prior learning of coincident subjects are accepted. Moreover, when a student moves from one educational institution to another and some of the educational programmes coincide, the results of prior learning are accepted. When educational programmes differ, the results of prior learning may be accepted partially.

4. Procedures for recognition of distance professional education are being actively developed.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

In accordance with the "Standard provisions for an educational institution of higher professional education (institution of higher education)" approved by Decree of the Government of the Russian Federation of 14 February 2008 № 71, a HEI may accept exchange students' results of prior learning in a different HEI including foreign institutions. The order of such acceptance is determined by a higher education institution.

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

The official introduction of the two-level system of higher education in the Russian Federation (National law № 232-Ф3 of 24 October 2007 "On introducing

amendments into certain legislative acts of the Russian Federation (in the section concerning the establishment of levels of higher professional education)" (<http://www.rg.ru/2007/10/27/obrazovanie-dok.html>) is of a particular significance for promotion of flexible learning paths. It ensures facilitation of transition of students between different programmes within a higher education institution, as well as students' free movement between institutions.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

New educational standards allow higher education institutions to design 50% of programme content. They also allow students to participate in the process of syllabus design. Flexibility of learning paths is provided by an opportunity of studying two different educational programmes simultaneously. Also, a credit and module system is being actively implemented in higher education institutions.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

During the introduction of the credit system, higher education institutions organise seminars and trainings for the teaching staff on the methods of implementation of individual (flexible) curricula.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle : teaching methods which allow students to use the materials of a HEI's websites; distance learning. Opportunities for working students to study part time.

- e) Are there modular structures of programmes to facilitate greater participation?
 Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

The establishment of the credit system is accompanied by the implementation of the module structure of courses and programs.

- f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

- a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?
 Yes No

Does the legislation fully allow:

i) establishing joint programmes? Yes No

If No please explain what are the obstacles

ii) awarding joint degrees? Yes No

If No please explain what are the obstacles

- b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees
 75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes
 75-100% 50-75% 25-50% 1-25% 0%

- c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

None

e) Estimate the number of joint programmes in your country

During the last two years the number of higher education institutions (and programmes), which maintain close co-operation with foreign HEIs increased by 18%.

In 2007 132 higher education institutions delivered 422 joint programmes with foreign institutions.

In 2007 35 HEIs awarded degrees in 65 programmes (38 programmes in 2006) jointly with HEIs of other countries, the overall number of joint degrees is 843 (504 degrees in 2006).

152 HEIs offer 455 programmes in a foreign language.

383 HEIs train students on the agreement between individual institutions. In 2006/07 10270 students studied abroad and 5632 foreign students studied in Russian HEIs.

In 2006/07 284 HEIs offered joint programs through co-operation with other HEIs.

f) Describe any actions being taken to encourage or allow joint programmes.

The national priority project "Education" provides for financing HEIs from the federal budget. Financing is assigned for the delivery of innovative educational programmes. In 2007 the HEIs, which offered such programmes in 2007-2008 academic year, signed 99 agreements with foreign HEIs on the development and implementation of joint educational programmes within the framework of innovative projects. 132 similar agreements will be signed in 2008.

Support for developing joint educational programmes is provided by such programmes as Tempus, Bridge (the Russian-British partnership project in the field of higher education. At present 46 partner institutions award double degrees).

g) Are there any specific support systems for students to encourage joint degree cooperation?

No

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

The following measures are being taken to overcome obstacles for development of mobility: introduction of instruments for ensuring compatibility of the structure and content of education, in particular - development, ratification and introduction of the state educational standards of the third generation (these standards are developed on the basis of a competence approach and the credit system); the ongoing experiment on introduction of credits (launched in 2002); consideration of the issue of introduction of the Diploma Supplement on the territory of the Russian Federation. In accordance with international agreements of the Russian Federation, the Federal agency for education annually send students, post-graduates and teaching staff from Russian HEIs abroad for studying, language and research practice, teaching the Russian language (according to the quotas, which are annually established by the national legislation of each country).

In compliance with Order of the Federal agency for education of 26 June 2007 № 1168 "On admission of foreign citizens and the citizens of the Russian Federation living abroad to educational institutions in 2007" the following actions were approved:

- The Plan of admission of foreign citizens (agreed with the Ministry for Foreign Affairs) to national institutions of higher professional education at the expense of the federal budget in 2007;
- Distribution of grants for Russian HEIs and organisations for admission of foreign citizens to national educational institutions of higher professional education at the expense of the federal budget in 2007.

In accordance with the concurrent Order of the Federal Agency for Education of 16 May 2008 № 471 "On training of national personell for foreign countries in the context of the development of export of educational services offered by Russian HEIs" the following actions were approved:

- The Plan of admission of foreign citizens, citizens of CIS, Baltic states and citizens of the Russian Federation abroad to national institutions of higher professional education at the expense of the federal budget in 2008;
- Distribution of grants for Russian higher education institutions and organisations for admission of foreign citizens to national educational institutions of higher professional education at the expense of the federal budget in 2008.

To fulfil the above mentioned Order, motions have been made on introducing amendments in Federal law of 25 July 2002 № 115 - Ф3 "On the legal status of foreign citizens in the Russian Federation" in respect of issuing official invitations for foreign citizens to obtain a Russian student visa.

In 2007 - 2008 by request of the Ministry of Education and Science and the Federal Agency for Education several research projects on increasing academic mobility in Russia were implemented:

- The programme for developing cooperation between educational organisations of Russia and the European Union in accordance with the "Road map" of Russia - EU" in the field of education within the framework of EHEA (2008);
- Development of measures aimed at maintaining cooperation in the field of education with European states within the framework of the implementation of the "Road map" Russia - EU" (2007);
- The Development of the model for financial and economic provision of academic mobility of students and teaching personnel of higher education institutions (2007);
- Establishing the cooperation system between HEIs, which implement innovative educational programs, and programs for quality assurance on the basis of academic mobility (2007).

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

d) Are study periods taken abroad recognized?

Yes No

Please add appropriate comments to describe the current situation:

Recognition of study periods outside Russia is regulated by cooperation agreements between partner-HEIs.

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

The programme "Research and Scientific personnel of the innovative Russia" (2009-2013) allocates funding for provision of material needs of HEIs. In particular, the programme provides for building halls of residence and housing estates for students and teaching staff. These steps will help ensure mobility of students and teaching staff.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

The following measures have been taken to enhance national and international mobility of students:

1. The systems of institutional and individual grants aimed at enhancing national and international academic mobility are being established.
2. Great efforts are made to enter the EHEA.
3. Target programmes of participation in international projects and programmes are realised. At present the Ministry cooperates with and participates in 70 projects and programmes. Besides:

annually over 2 000 Russian citizens (students, post-graduates, teachers and researchers) study in more than 30 countries through international agreements of the Russian Federation and direct partner-links of Russian and foreign educational institutions. Different forms of education are offered: full time, included education, practical experience(including language practice), research, advanced training.

A new practice of bachelors entering the second cycle (masters) in other HEIs can be observed. This is connected with some objective reasons such as commuting problems, experiencing difficulties of living in big cities, etc.

autonomy of HEIs becomes wider, which allows to implement the credit system of ECTS type.

the method of credit calculation for Russian HEIs takes into account peculiarities of the Russian education system. The method provides for the order of credit calculation compatible with ECTS. According to the Order of the Ministry of Education and Science of the Russian Federation of 29 July 2005 № 215 "On innovative activity of higher education institutions with regard to transition to the credit system» more than 60 Russian HEIs were involved in the experiment.

The student workload during an academic year in the system of Russian higher education makes up 1800 - 2000 academic hours. One credit consists of 30 - 36 hours (1 academic hour = 45 minutes) (60 credits per year).

Information on existing undergraduate and post-graduate mobility programmes offered abroad, on availability of international grants, on the Russian foundations programs is accessible in the web-site of the Federal Agency for Education.

Two sections were included into the Federal target programme of education development for 2006 - 2010. They open up new opportunities for enhancing activity in the field of academic mobility:

- «Enhancement of competitiveness of Russian education, promotion of educational services export». Finances for this program are allocated through the Federal budget and make up 550 million rubles. Expected results: programmes for cross-border exchange, financial mechanisms, facilitating student mobility, methodological provision for regulation of Russian educational institutions (branches and representative offices) abroad;
- «Implementation of the system of measures ensuring Russia's participation in the Bologna and Copenhagen processes with the purpose of enhancing competitiveness of the Russian professional education in the international market of educational services and possibility for Russian undergraduate and post-graduate students to participate in the international system of continuous education». Financing of this program is realised through the Federal budget and makes up 450 million rubles. Expected results: the two-level system of education; methodological provision for the mechanisms increasing national and

international mobility of students and teaching staff; models and mechanisms for implementing mobility of students and teaching staff of institutions of professional education; support to international programmes in the context of the Bologna and Copenhagen processes.

RCAM- The Russian Council for Academic Mobility - is a non-state non-commercial organisation, which promotes international student and teaching staff exchange, exchange of good practice in the field of education; dissemination of information about achievements of Russian higher education. RCAM – is a voluntary association of HEIs and other Russian organisations, which work in the field of education and science. RCAM is a developing organization analogous to DAAD, the British Council, the Swedish Institute and other world famous organisations; In its work RCAM analyses and uses international good practice.

Multiple international programmes for financial support of academic mobility operate in Russia. In addition to TEMPUS, ERASMUS MUNDUS, DAAD, there is the International center for promotion of international mobility of researchers, undergraduate and post-graduate students of Russia and the European Union, which operates on the territory of the Russian Federation <http://fp6.hse.ru/bul.html#20060605>.

Promotion of academic mobility of the teaching staff becomes a key element of the innovative educational programmes, and is a part of the national priority project "Education". In 2006 17 Russian HEIs got government financing of 10 billion rubles (plus 3 billion through co-financing by HEIs). 5% (over 25 million dollars) of this fund was assigned for the development of mobility. In 2007 another 40 Russian HEIs got government financing of 20 billion rubles (plus 4 billion through co-financing by HEIs). 8% (over 74,5 million dollars) of this fund was assigned for development of academic mobility of the teaching staff.

Under the aegis of the Ministry of Education and Science of the Russian Federation several conferences were organised with the purpose of discussing ways of increasing academic mobility of research workers, such as the international conference "Cooperation Russia - EU: priority courses of development of science and technologies for 2007 - 2013", which took place in the State University - the Higher School of Economics (Moscow, 22 February 2007).

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants. Annually best undergraduate and post-graduate students of Russian HEIs are awarded 100 grants of the President of the Russian Federation on a competitive basis . The grant is assigned for studying abroad in any university of the world during one year. The grant covers all expenses on tuition, accommodation, and transportation during the period of stay in a foreign university.

The selection is conducted by a competition committee, which includes representatives of the Federal bodies of education management, other interested ministries and bodies, representatives of HEIs and independent experts. The terms of selection are based not only on the achievements of an applicant in education, research and a foreign language but also on recommendations of the academic council of the HEI .There are no limitations with regard to professional fields.

According to international agreements of the Russian Federation during the 2006 - 2007 academic years the Federal agency for education sent undergraduate and post-graduate students and research workers for taking included and full-time courses of study, language and research practice, and teaching Russian. In the 2006 - 2007 academic years 260 undergraduate and post-graduate students and teachers studied on exchange programmes in 22 countries.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

This problem is being considered by the Ministry of Education and Science of the Russian Federation.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

To implement the strategy "European Higher Education in the Global Setting" Russia undertakes a package of measures which are aimed at creating conditions and encouraging HEIs' activity in promoting the attractiveness of the EHEA .

b) What has your country done to:

i) improve information on the EHEA outside Europe?

In 2007 - 2008 the Ministry of Education and Science and the Federal Agency for Education implemented a number of research projects targeted at spreading information about the EHEA outside Europe, promoting European higher education and increasing its international attractiveness, enhancement of cooperation in higher education and in a political dialogue with partners outside Europe.

- The programme for development of cooperation between educational institutions of Russia and the European Union within the framework of the "Road map" Russia - EU" in the field of education in the EHEA (2008);
- Development of measures for promoting cooperation in the field of education with European countries within the framework of the "Road map" Russia - EU" (2007);
- Development of analytic materials for the preparation of the National Report on the higher education in Russia using the methodology of the Organisation for Economic Cooperation and Development (OECD) (2006-2007).

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

The Ministry of Education and Science of the Russian Federation held several conferences on cooperation between Russia and EU:

- International conference "EU-Russia Cooperation: Priorities for Science and Technology 2007-2013" which took place in the State University - the Higher School of Economics (Moscow, 22 February 2007);
- The international conference on the future of cooperation between European and Russian educational institutions "Education Unites. Common Values – Common Future" organized by the State University – Higher School of Economics held in Moscow (M.I.Rudomino All-Russia State Library for Foreign Literature), 17-18 October 2007.

iii) strengthen cooperation based on partnership in higher education?

With the purpose of enhancing cooperation in higher education and improvement of degree recognition the National Accreditation Agency participates in international networks and is taking steps to become a full member of ENQA.

iv) intensify policy dialogue with partners from other world regions?

Enhancement of the political dialogue with partner-states from other world regions in the field of education is realised thorough the study of European experience and its dissemination in other regions and educational areas.

The following projects, which were developed by request of the Federal Agency for Education, were launched with the purpose of studying European experience in forming the common higher education area:

- The programme for development of cooperation between Russian and European educational institutions within the framework of the "Road map" Russia - EU" in the field of education in the EHEA, 2008;
- Measures aimed at minimizing risks and promoting advantages for the Russian educational system in the context of joining the WTO, 2008;
- Elaboration of measures to develop cooperation in the field of education with European countries in the framework of the programme "Road map" Russia - EU", 2007;
- Development of the model of financial provision for academic mobility of students and teachers, 2007.

The draft projects on enhancement of cooperation within EurAsEC и SCO (The Shanghai Cooperation Organisation) were developed for dissemination of the European experience. These projects will be approved at the meetings of the Ministers of education of the member-countries. The bilateral intergovernmental agreements on recognition of diplomas were signed with several states.

At the first meeting of the Ministers of the member-states of the EurAsEC some proposals made by the Ministry of Education and Science of the Russian Federation were approved. These proposals refer to the development of draft agreements in cooperation in the field of quality assurance of educational organisations (educational programmes) between member-states of EurAsEC.

The work on conclusion of international agreements on mutual recognition of documents has been considerably enhanced. Primarily, this refers to recognition of diplomas awarded in Russia. By the order of the Department of international cooperation №2 of 25 May 2007 a team of experts was appointed for developing drafts of international agreements. Working groups analyse the existing agreements, decide upon appropriateness of amendments and additions to the existing agreements, develop new agreements based on priorities. In particular new agreements with Peru, Mexico, Vietnam, India and other countries are being discussed and coordinated.

v) improve recognition of qualifications with other world regions?

Russia takes measures aimed at cross-border recognition of degrees. These measures are also aimed at the dissemination of European experience in partner-states. Export of European educational standards in other regions helps to form a common education area, which will ensure quality assurance, comparability and mutual recognition.

A considerable normative and legislative base in the field of education was compiled during a long cooperation with CIS states. This base regulates cooperation of the CIS states in the sphere of general, secondary and higher education, including recognition and equivalence of education documents in line with the Lisbon Convention. According to the Action Plan for implementing the Conception of the future development of CIS, which was approved by the Council of the heads of the CIS states in Dushanbe on 5 October 2007. The following activities in the field of education are considered top-priority: developing a common approach to education, to the activities of general education institutions, branches and representative offices of HEIs, evaluation of graduates, development of effective measures aimed at facilitation of access to education. The scope of interests of the Council of cooperation in the field of education of the CIS member-states also includes issues of educational cooperation, training and attestation of the teaching and research staff, conducting research into educational processes in the post-soviet area.

A network of research institutions was set up in the context of "Cooperation dialogue in Asia". Its purpose is to exchange experience and disseminate good practice, including degree recognition.

At the Astana SCO meeting on 24 October 2008 the Ministers of Education of the member-countries recognized the importance of cooperation in the sphere of professional education and training for greater trust, transparency, compatibility and mutual recognition of competencies and qualifications. They emphasized the necessity of developing compatible systems of requirements for practical skills and theoretical knowledge. The Ministers of education of the SCO countries underlined the importance of the international character of education and the necessity of forming a common education area.

On the initiative of the ex-president of Russia Vladimir Putin the SCO University is being established. One of the objectives of this University is to develop mechanisms for recognition of education certificates of the SCO countries and the world education community.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

According to the agreement with OECD the Guidelines of OECD/UNESCO for Quality Provision in Cross-border Higher Education were translated into Russian by the Institution of International Organisations and International Cooperation. The text of the translation is available at: http://www.oecdcentre.hse.ru/newpub/education/Quality_Provision.pdf.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

The Guidelines of OECD/UNESCO for quality provision in cross-border higher education are applied at the following levels:

- a) governmental bodies,
- b) HEIs / educational service providers,
- c) students' organisations,
- d) quality assurance and accreditation bodies,
- e) academic recognition bodies,
- f) trade union associations.

In Russia the Guidelines of OECD/UNESCO for quality provision in cross-border higher education are not compulsory. All above mentioned participants of educational process have a right and possibility to apply the Guidelines in their educational activity.

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

- Labour-market inertia in the recognition of Bachelor degree.
- Unreadiness of some Russian HEIs to become full partners in mobility programmes (lack of financing, poor knowledge of foreign languages).
- Excessive regulation - insufficient flexibility and adaptability of educational programmes.
- Imbalance between the graduation structure and demands of national economy

PART II.

NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS in RUSSIA

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

According to the Constitution of the Russian Federation there are no such problems in the country

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

The same as point 1 - No problems

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

- *Anti-discrimination legislation: Federal Law “On Higher and Post Institutional Education in the Russian Federation” (1996) and Federal Law “On Law”, 1992*
- *Admission rules that are simple, fair, transparent:*

- *citizens not only the RF are admitted to HEIs, but citizens of the Republic of Belorussia, persons without citizenship, fellow-countrymen, and foreign citizens;*
- *admission of all citizens on the basis of Unified State Examinations (ЕГЭ)*

<ul style="list-style-type: none"> • <i>Scholarships for budgetary students:</i> <ul style="list-style-type: none"> - <i>academic</i> - <i>social</i>
<ul style="list-style-type: none"> • <i>Measures for disabled students:</i> <ul style="list-style-type: none"> - <i>disabled persons are able to take part in admission exams as well as on the basis of Unified State Examinations (ЕГЭ) so on the results individual tests;</i> - <i>children-orphan and children without the care of parents are admitted out of competitions</i> - <i>citizens aged of less than 20 years old having only one parent if average of family income is less than living wage in the subject of the RF</i>
<ul style="list-style-type: none"> • <i>Carry out surveys for disabled students</i> • <i>Allocation of study places to the students from the Chernobyl Region</i> • <i>Provisions of social services:</i> <ul style="list-style-type: none"> - <i>counselling;</i> - <i>target support for students with special needs and students with children</i> - <i>provision of healthcare</i> - <i>provision of transportation, student canteen</i>
<ul style="list-style-type: none"> • <i>Student participation in organisation of HE:</i> <ul style="list-style-type: none"> - <i>provisions for the existence of and exercise of influence by students' organisations</i> • <i>Finances in order to start and complete studies:</i> <ul style="list-style-type: none"> - <i>experiment on state support of provision of educational credits for the accredited HEIs' students (Regulation of the Russian Federation Government, 23/08/2007 № 534)</i> - <i>financial and legal advice for students</i> - <i>appropriate and coordinated national financial systems that are transparent</i> - <i>target support for disadvantaged groups defined nationally</i> - <i>support measures for students with children</i>

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

No

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

d) is there a timeline for action? If yes, please provide details.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

1. The Ministry of Education and Science of the RF, Department of Youth Policy

2. Director of Centre for Comparative and International Education,

*Peoples' Friendship University of Russia,
Victor Chistokhvalov,
Tel/Fax.: +7(495)434 32 44
Mob.: +7(495)364 67 43
E-mail: chvn_rudn@mail.ru*

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?