

The Bologna Process and its Implications for Russia

The European
Integration
of Higher Education





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EXECUTIVE SUMMARY

The study is based on a request from the Administration of the President of the Russian Federation to offer "proposals and recommendations concerning the formation of the Common European Space in Science, Education and Culture". Within this context, the study will focus on the Bologna process in particular, which is presently the major higher education reform and integration effort in Europe. The aim of the Bologna process is to establish a European Higher Education Area by 2010.

The book analyses the Bologna process especially from the point of view of its implications to Russia. It is structured into eight chapters, where eight experts (see *About the authors* at the end of the book) discuss the central issue areas of the Bologna process and identify the necessary measures to be taken in the Russian educational system in order to enable Russia's full participation in the process.

In the introductory **Chapter 1**, the authors argue that the Bologna process is not simply a matter of higher education. Instead, it is part of globalization and of the larger script in which people, ideas and information are moving freely across national borders. One of the major driving forces and basic motivations of this process is global competition in the field of higher education. Therefore the goal is increasing the international competitiveness of the European system of higher education. Higher education is, however, only an instrument towards the wider goal of increasing Europe's attractiveness in general. Thus, the Bologna process is closely connected to Europe's strive for strengthening also its economic competitiveness in the pressure of globalization.

The authors argue further that while the Bologna process is, as any integration process, about harmonization in order to achieve greater compatibility and comparability, this harmonization is combined with an effort of maintaining diversity and respect of cultural traditions in the field of higher education. The main instrument for avoiding a mechanic homogenization in this integration process is autonomy at the level of universities.

Further, the authors argue that while the birth of the Bologna process is closely connected to the EU and its enlargement process, the spirit of the process is clearly pan-European. It has pan-European roots and, more importantly, it has been open to new members; currently the process includes 45 countries.

The chapter then turns to ask why Russia has joined – and why it should participate in – the Bologna process. It argues that the Bologna

process challenges the Russian state on three levels: the economy, society and culture, and state power. In this situation there is virtually no choice: Russia has to be pro-active, to define its interests, to evaluate the attendant risks and costs, and to map out the practical policies.

The chapter goes on to discuss the "internal" and "external" interests of Russia related to the Bologna process. It argues that the main Russian internal interest lies in the fact that the Bologna process has a direct impact on the entire cycle of the ongoing economic, social and administrative reforms.

Russia's external interests related to the Bologna process, in turn, may help maximize Russia's "soft power" at a time when the traditional instruments of "hard power" are not effective, both in the CIS and globally. Eventually, the Russian Higher School can turn out to be is a much more promising and sustainable base for building the much-sought international image and prestige than missiles, territory and oil.

The chapter ends by discussing the interplay between the forces of globalization and the forces of identity represented by the nation-state and various cultural communities and identity groups.

It concludes that while Russia has to steer clear of the options of isolation and stagnation, the modernization and harmonization should be applied in a way that would not jeopardize the national education tradition, and the integrity of the Russian academic schools and methods. Neither isolation from the Bologna process, nor the blind imposition of external standards on the Russian higher education are politically viable.

In **Chapter 2**, the author explores the framework conditions and the international background of the Bologna process. Also here the concept of international academic mobility is defined as one of the key parameters of globalization which has posed new challenges in the field of higher education, including

- the internationalization of education;
- increased competition on the global market for educational services and the emergence of the growing sector of educational business (including offshore campuses, franchising of academic programs and online learning);
- the inclusion of the transnational education sector into the international legal and regulatory framework;
- the policies of deregulation and retreat of the state detaching higher education from its national base and turning it into a transnational sector;
- the emergence of the Information Society and of the concept of "lifetime learning".

In response to these challenges, the international community is seeking to institutionalize this new trend and is setting up regional hyper-sys-

tems for higher education aimed at the standardization of procedures. The strategy of creation of the single educational space embraces the following principles:

- the principle of the common contents of education (official mutual recognition of academic courses, diplomas and degrees);
- the principle of common rights and opportunities (all citizens of states in the common educational space should have free access to educational facilities of other states within this space);
- the principle of common rules (ensuring the right of any student to transfer to any educational establishment within the single educational space);
- the principle of a common databank of academic requirements;
- the principle of the common quality standard (providing for the quality of education through the independent system of licensing, accreditation and audit).

The chapter gives an overview of the founding documents of the Bologna process, *Magna Charta Universitatum* (1988), the Sorbonne Declaration (1998) and the Bologna Declaration (1999). Comparing them to the Russian Law on Higher Education (1996) the author observes that the latter has a somewhat limited understanding of academic freedom in that it fails to mention the cultural autonomy of the universities, and to stipulate the humanistic character of the higher education. The author also describes the structures and key actors of the Bologna process which has an expanding, and increasingly varied, circle of participants, defining it as a "constellation" of providers, customers and managers of higher education and as a "process of consulting that brings together politicians and education providers, students and employers".

The Russian take on Bologna is analyzed in **Chapter 3**. The author outlines the general problems of Russia's transfer to the Bologna system, and makes the calculation of costs and benefits for Russia. On the one hand, Russia has a strong indigenous tradition in higher education which has to be preserved in the process of accommodation. But on the other hand, the Russian higher education is still rather conservative and inert, plagued by corruption and sometimes by credibility problems in the West.

The chapter observes the conceptual difference in understanding the single educational space between Russia and the EU. Whereas the EU and its member states see the Bologna process as a sole base for the creation of this space whereby Russia will only have to comply with the external regulations, Russia interprets it as a two-way street, a game of give-and-take and mutual accommodation. This conceptual difference has to be overcome in the course of developing the EU-Russia cooperation.

The author outlines a set of practical measures to help integrate Russia into the common European educational space. These include:

- a four-year baccalaureate (to help compensate for the shorter time that Russian students spend in the secondary school);
- promoting the public recognition of the Bachelor's and Master's degrees in Russia (Masters should have a higher starting salary and a higher social status);
- reform of the postgraduate studies (moving away from the present Russian system of "Candidate" and "Doctor" of sciences towards a standard Ph.D.);
- introducing a new system of credits (applying ECTS credits or developing an indigenous credit system);
- solving the problem of credibility of the higher education diplomas (e.g. creating a federal Register and a protected electronic database of diplomas).

Finally, the chapter deals with the two issues, crucial to the Bologna transit in Russia. One is the problem of accreditation of the higher education establishments by an independent agency, which would be open, transparent and accessible to the Western experts. Another is the problem of financing of the universities in Russia, which will make higher education sustainable, independent and competitive, and will help in fighting corruption in the Higher School. Here, the author endorses the idea of introducing state vouchers for higher education, and the support of individual students and programs by business. In this sense, the Bologna transit in Russia can only be accomplished by uniting the forces of the "three sectors" – the state, the businesses and the civil society, including the universities and academic associations.

Chapter 4 outlines the Road Map for Russia's integration into the Bologna process. As far as Russia's strategic interests are concerned, the author starts on the assumption that Russia is a European country, and joining the Bologna process is a "historic chance to enter the common European institutions through the front door, and to start talking to the Europeans in the common sublanguage of the higher education." He then defines the motives for joining the Bologna process for the state, as well as for the individual universities and students.

An interesting part of the chapter is "demystifying" the Bologna process, dealing away with the popular myths and misconceptions. The author gives short shrift to such notions as "rejecting the theoretical nature" of the Soviet/Russian academic school, an "enforced" introduction of the elective system, modules and distant learning instead of the traditional semesters and compulsory academic courses. The chapter points out that harmonizing the "architecture" of higher education deals with the general structure and normative basis, as any architecture does, but not with the contents of education. To this effect, he quotes Article III-282 of the (attempted) Constitution for the EU, which specifies that the Union

"shall fully respect the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity".

The three-year Road Map proposed by the author gives a detailed plan of transition of a higher educational establishment to the Bologna norms and standards, prescribing the necessary steps for the university administrations, academic councils, course directors and students. The Road Map also has implications for the state regulation of the higher education, and here the conclusion is that the role of Ministry of Education and Science will be declining, while the role of the Academic and Methodological Departments of the Universities (UMO) will increase. The author suggests that the ratio of the regulated parameters concerning the contents of higher education in Russia (the so-called "standards") will fall below 50 percent, in order to allow for greater academic mobility and the introduction of the "double diplomas".

Chapter 5 ends the part of the book dealing with general problems and challenges of the Bologna process from the Russian perspective. It focuses on cooperation programmes between Russian and foreign universities as a tool for creating the European Higher Education Area. The author first discusses the different forms of cooperation between universities and concludes that the most promising and far-reaching of these is a joint educational programme, leading to two diplomas for the students. These kinds of programmes bring added value for higher education both from the point of view of students, teachers and the universities, the author argues.

The following criteria apply for a joint educational programme:

- two or more university institutions jointly create and decide upon the study programme;
- students from each university spend some part of their studies also in the partner universities;
- the study programmes at each of the universities are comparable as to their length;
- the studies and the examinations at the partner universities are fully and automatically recognized;
- also the teachers of the partner universities cooperate by guest-lecturing, as well as planning the study programme and examination criteria together;
- after the whole programme, the students receive an official diploma of the degree or a jointly prepared more unofficial degree document from each of the partner universities

The author discusses in detail also some problems of organizing a joint educational programme, including

- funding

- recognition of the joint degrees
- quality assurance
- administrative effectiveness
- synchronization of the student mobility between the universities

The author concludes by arguing that in spite of the problems and challenges, creation and participation in the joint educational programmes provides the Russian higher education institutions an excellent challenge to benefit from higher education cooperation and to fight against isolation and stagnation.

Chapter 6 is the first of the case studies, a study of the Economic Faculty of the Moscow State University. The chapter points out that Russia's participation in the Bologna process means the modernization of an education system that historically had been formed to suit the needs of the early industrialization. In this sense, the Russian system of higher education should move towards a postindustrial model when "knowledge is not only transformed into qualification but forms the basis of the knowledge economy."

The economists were one of the first to discover the gap between the Soviet economic science and its western counterpart, and the lack of instrumental knowledge needed for the market economy. Consequently, the Economic Faculty has been adjusting its standards and programs to the international level since 1991. The author shows how changes in demand and the market environment have first necessitated the change in the contents of the programs, and this, in turn, entailed structural reform. The Economic Faculty has introduced dozens of new study disciplines (e.g. micro- and macroeconomics, institutional economics, etc.), divided its disciplines into the economists and managers, and switched to a two-cycle degree system (Bachelors and Masters).

An integral part of the reform was adjusting the format of the education to the needs of the market. The new Master's programs were designed to fit certain professions required by the labor market (e.g. Accountancy and audit, Marketing, Project management). The teaching faculty underwent intensive re-training, the teaching of foreign languages was increased, and the elective courses introduced. The resource base of the Economic Faculty was enhanced by introducing pay courses and programs. Summing up, the chapter singles out four components of a successful transition:

- reforming the contents of education;
- reforming the structure of education;
- modernizing the technology and organization of learning;
- upgrading the resource base.

Chapter 7 reveals the challenges and the bottlenecks of the Bologna transition in one of Russia's major universities — the St. Petersburg State

University. The author observes that the pains of transition are proportionate to the size of the university and the number of disciplines it teaches. Thus, the old classical Universities find themselves in the most difficult situation.

The chapter singles out several points of contention, which include, *inter alia*:

- the status of the Bachelor which is still not legally defined in Russia (in some areas, it is equal to that of a Specialist, a degree awarded after 5 years of higher education, and in some areas to that of a Master); a related problem is that in certain sciences like physics, mathematics, chemistry, etc. the deans and professors consider the baccalaureate insufficient for the entire study cycle;
- the problem of the transnational academic mobility which raises the question of recognition of foreign courses/credits by the home university (this can be solved by means of the learning agreement in which the home university approves in advance the program that the student will be taking abroad), as well the issue of financing stays abroad and the knowledge of foreign languages by Russian students;
- the issue of the elective courses, i.e. the opportunity of each student to choose disciplines; the university has experimented with the system of liberal arts by establishing the Smolny Institute of Liberal Arts where students choose most of their courses during the first two years of study, and only after that decide on their specialization;
- the problem of quality assurance which is quite new for Russia; it should be oriented not towards the study programs (the traditional Russian "standards of education") but towards the learning outcomes (the standards of quality) which should be monitored by the independent agencies; a related problem is the transfer to written exams, and the rating of professors by means of anonymous student questionnaires;
- the future of chairs which will have to become the instruments in the implementation of certain parts of the study programs rather than the independent research units that they are today.

The chapter concludes by stressing the (pan-)European character of the Bologna process. Although this is part of the larger globalization scenario, it is not aimed at the unification or standardization, but rather at preserving the European cultural and educational heritage under the pressure of globalization and Americanization. For Russia, participating in the Bologna process is a civilizational and identity project.

The final **Chapter 8** takes up the same issue dealt with in chapter 5, namely the joint educational programmes, but provides a case study on the cooperation between the Higher School of Economics (HSE, Moscow) and London School of Economics and Political Science (LSE). In 1997 the

HSE set up an International College of Economics and Finance with academic support of the LSE. The College curriculum includes courses required by the Russian standard, leading both to a Russian national diploma and the University of London Degree of a Bachelor of Science in Economics. Joint London School of Economics and the Higher School of Economics academic committee ensures that Moscow programmes and examinations conform to quality standards of the University of London.

The chapter discusses in detail the experience of this international College, including, inter alia, the following items:

- the double diploma system
- administration of the programme
- the role of teachers in the programme
- the programme from the students' point of view
- the organization of the study programme and process
- the control of the study results and the students' knowledge
- foreign language education within the programme
- international quality control
- funding
- results of the programme

The author concludes that the programme has clearly proved its value in creating a model of how two different educational systems and cultures can overcome the practical problems of cooperation, thus offering great benefits for both the students, teachers and the universities, and, ultimately, for the societies at large.

This conclusion might well be generalized as being the goal of the whole Bologna process.

PART I. INTRODUCTION

Chapter 1

The Bologna process, Russia and globalization

Christer Pursiainen and Sergey A. Medvedev

The Bologna process is presently the major higher education reform and integration effort in Europe. The aim of the process is to establish a European Higher Education Area by 2010, forming a genuine pan-European project of integration in this particular field (see *Map 1*). This book analyses the Bologna process especially from the point of view of its implications to Russia. It deals with the central issue areas of the Bologna process and identifies the necessary measures to be taken in the Russian educational system in order to enable Russia's full participation in the process.

In so doing – and contributing to the existing Russian discussion and information on the Bologna process – the study aims at targeting not only the politicians and officials, but also the whole Russian academic and higher education community. While in some major Russian universities the Bologna process is well known and the necessary measures are well under way (see *Map 2*), in some regional higher education institutions this process is only starting or hardly discussed at all. We hope to contribute to fill in this gap.

Furthermore, this study is also meant for those non-Russian practitioners of the Bologna process, who want to widen their knowledge about the specific questions and challenges Russia faces in light of the Bologna process. This information may provide valuable when Russia discusses its implementation of the Bologna process at the international forums.

1.1. A global challenge

The Bologna process is not simply a matter of higher education. It is yet another form of globalization, like the global markets, global media or global terrorism. Broadly speaking, the Bologna process is part of the larger

script in which people, ideas and information are moving freely across national borders. One of the core domains of the national identity, the higher education, is being increasingly internationalized, as states are adapting their policies to this new development.

Looking at the main documents connected to the Bologna process (see *Part IV: Appendices*), one can easily see that the driving force and basic motivation of this process is not only the wish and need of international and global *cooperation* in the field of higher education but global *competition* as well. While it is not openly expressed in official documents, it, nevertheless, remains obvious that with the Bologna process Europe wants to answer particularly to the challenge of the perceived superiority of the US higher education system, which attracts students both from Europe, Asia and elsewhere.

Thus, the Bologna Declaration from 1999 (*Appendix 4*) states that "We must in particular look at the objective of increasing the international competitiveness of the European system of higher education". This refers, naturally, first of all offering better opportunities to European students. However, the quotation goes further by stating that "The vitality and efficiency of any civilization can be measured by the appeal that this culture has for other countries". The same motivation is repeated in the Salamanca Convention from 2001 (*Appendix 5*), which reads that "European higher education institutions want to be in a position to attract talent from all over the world". The most recent ministerial-level communiqué on the Bologna process from May 2005 states in the same spirit that "The European Higher Education Area must be open and should be attractive to other parts of the world" (*Appendix 9*).

Higher education is, however, in a way only an instrument towards the wider goal of increasing Europe's competitiveness and influence in several spheres. First, the objective is to strengthen Europe's whole "*intellectual, cultural, social and scientific and technological dimensions*" (*Appendix 4*).

Second, it is no secret that the Bologna process is closely connected to Europe's strive for strengthening also its *economic* competitiveness in the pressure of globalization. As put in the Ministerial Communiqué on the Bologna process from 2003 (*Appendix 7*), the ultimate goal of the Bologna process is to contribute to making Europe "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion".

Third, this process is also closely related to another European core value, namely *democracy*. Thus, the Bologna Declaration proclaims that the "importance of education and educational co-operation in the development and strengthening of stable, peaceful and democratic societies is

universally acknowledged as paramount". This notion is especially important, it is stated, for the newly democratized countries.

In other words, the Bologna process should not be seen only as an internal and isolated phenomenon of the academic and higher education communities in Europe, but as a part of much wider effort to answer to the challenges facing the European societies in the context of ongoing globalization.

1.2. Harmonization, diversity and autonomy

The Bologna process is, as any integration process, about *harmonization*. The main concrete goal is greater compatibility and comparability of those major factors characterizing higher education, including, inter alia, degrees, credits, curricula, quality assurance etc. This development should lead towards greater mobility and free movement of higher education students, researchers, teachers, and ultimately also of academic labour force in many other fields than higher education.

However, it is constantly repeated in all the Bologna process documents that this harmonization should be combined with maintaining *diversity* and respect of cultural traditions. In the Sorbonne Declaration from 1998 (*Annex 3*), the European Area of Higher Education is defined as a space, "where national identities and common interests can interact and strengthen each other". However, while remaining different, the national system should be inclusive and not exclusive with regard to other national systems. In the Salamanca Convention from 2001 (*Appendix 5*) this aim is entitled as "Organising Diversity":

"European higher education is characterised by its diversity in terms of languages, national systems, institutional types and profiles and curricular orientation. At the same time its future depends on its ability to organise this valuable diversity to effectively produce positive outcomes rather than difficulties and flexibility rather than opacity. Higher education institutions wish to build on convergence – in particular on common denominators shared across borders in a given subject area – and to deal with diversity as assets, rather than as reasons for non-recognition or exclusion. They are committed to creating sufficient self-regulation to ensure the minimum level of cohesion needed to avoid that their efforts towards compatibility are undermined by too much variance in the definition and implementation of credits, main degree categories and quality criteria."

The main instrument for avoiding a mechanic homogenization of higher education in this integration process is autonomy at the level of universities. Thus, while "the European Higher Education Area must be built on the European traditions of education as a public responsibility",

the Salamanca Convention stresses that this should not mean a top-down approach but rather a combination of autonomic universities and softly regulated international/transnational coordination – or “Autonomy with Accountability”:

“Progress requires that European universities be empowered to act in line with the guiding principle of autonomy with accountability. As autonomous and responsible legal, educational and social entities, they confirm their adhesion to the principles of the Magna Charta Universitatum of 1988 [Annex 1] and, in particular, academic freedom. Thus, universities have to be able to shape their strategy, choose their priorities in teaching and research, allocate their resources, profile their curricula and set their criteria for the acceptance of professors and students. European higher education institutions accept the challenges of operating in a competitive environment at home, in Europe and in the world, but to do so they need the necessary managerial freedom, less rigid regulatory frameworks and fair financing or they will be placed at a disadvantage in co-operation and competition. The dynamics needed for the completion of the European Higher Education Area will remain unfulfilled or will result in unequal competition, if the current over-regulation and minute administrative and financial control of higher education in many countries is upheld.”

1.3. A pan-European project

The Bologna process takes its name from the Bologna Declaration, which was signed on 19 June 1999 by the Ministers of Education of 29 countries in Europe. While it in its first sentences refers to the EU and its enlargement process, it would be wrong to see the Bologna process as a

EU project. Rather, the spirit of the process is clearly pan-European, with Russia's full participation.

First, the Bologna process is a clear continuation of those higher education integration processes that even much earlier have taken place, in particular within UNESCO (and UNESCO European region separately) and the Council of Europe. Nevertheless, it is true to say that the EU and its enlargement process brought a new motivation and vehicle for this integration effort. It is therefore no wonder that the (current and forthcoming) EU countries proved to become the initiators of the Bologna process.

Second, however, the Bologna process has been open to new members. Starting with 29 signatories in 1999, more and more “wider” European countries decided to join the process and each bi-annual higher education ministerial meeting has dealt with new applications. Russia joined officially the process in the autumn 2003, and other post-Soviet

countries such as Armenia, Azerbaijan, Georgia, Moldova and Ukraine joined the Bologna process formally in May 2005. Thus, the current number of participating countries is 45 (see *Map 1*).

Third, the Bologna process is closely connected to the EU-Russia relations. The Bologna process, leading to the European Higher Education Area, is defined as the core framework in the EU-Russia cooperation in the field of higher education. The current approach in the EU-Russian integration is to create so-called four Common Spaces. The Road Map on the "Common Space of Research and Education, Including Cultural Aspects" in its "education" part repeats the Bologna process goals, and includes co-operative actions and instruments for pursuing the Bologna process objectives, such as joint training programmes¹.

1.4. Why Russia participates in the Bologna process?

Why Russia has joined and why it should participate in the Bologna process? Basically the reasons are the same as for any other participating country. Also in Russian case, its participation in the Bologna process can be seen through the prism of globalization. In particular, the Bologna process is indicative of three major globalization trends to which Russia is exposed.

First, one can speak of a larger process shaping the global intellectual landscape, the international academic mobility. Apart from the flow of data over computer networks, knowledge is also being carried over the globe by more conventional means, the movement of students, instructors, academic programs, standards and teaching methods. Indeed, people turn out to be the most universal carriers of information across the globe. The processes of academic mobility, exchange and standardization are therefore an essential part of the Information Age, a "human Internet" of sorts. (One also should not forget the role that the academic community played in the development and spread of the Internet in the 1970s). Russia cannot insulate herself from this development, like one cannot ignore the Internet.

Second, as stated above the Bologna process is a part of the emerging knowledge economy. In today's world, knowledge has turned into a major factor of production, giving the highest return for investment. In terms of the overall competitiveness and sustainability, any national economy needs to open and internationalize its knowledge, HR and innovation markets, and to invest in the education sphere at a rate higher than the overall growth rate. On all of these counts, the Russian economy is dramatically lagging behind. The Bologna process could be a chance to close the gap and to tap into the vast opportunities opened by the knowledge economy.

Third, the emergence of the Bologna process is closely related to the changing patterns of power and influence in today's world. The traditional measures of state power — territory, natural resources, military prowess — called the "hard power" are giving way to factors of "soft power" — competitive economy, effective governance, pro-active diplomacy and moral authority, an attractive international image of the nation, and the quality of its human potential. The fact that Europe is pooling together its resources in the field of higher education testifies to the significance it attaches to the instruments of "soft power". Russia, on the other hand, has been historically too heavily dependent on its geopolitical "hard power", size and physical resources. Currently, Russia is clearly losing in the global "soft power" contest, as shown by a series of foreign policy failures in its so-called "near abroad". The Bologna process is therefore a "soft power" option for Russia, a means to upgrade its global attractiveness and competitiveness, and to capitalize on its most precious national resource, the human potential.

In other words, the Bologna process challenges the Russian state on three levels: the economy, society and culture, and state power. Regardless of what the authorities, universities, professors and students may be thinking of the Bologna process, it is the operational environment of higher education in today's Europe, and it is already influencing their choices and their futures. Like globalization or the weather, the Bologna process may be liked or disliked, but it cannot be avoided and therefore it has to be adjusted to. The process has started and gained considerable momentum. Russia will anyway be involved; the question is not *whether*, but *how* it will participate — as an active policy-maker and agenda-setter, defining its place in the common European education market, or as a passive bystander, carried by the flow of the events. In a sense, it is a situation of no choice: Russia has to be pro-active, to define its interests, to evaluate the attendant risks and costs, and to map out the practical policies.

1.5. Russia's interests

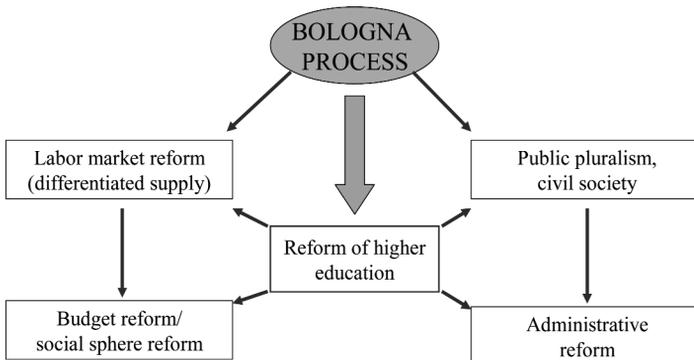
The Bologna process is a typical postmodern phenomenon which concerns both internal and external policy, the inside and the outside, domestic transformation and foreign policy behavior. It goes deep into the structure of societies, politics and economies, affecting the interests of the individuals, groups and the state. The internal interests of Russia related to the Bologna process are linked to the entire complex of modernization tasks that Russia is currently facing. It includes:

- higher education reform aimed at bringing the Higher School in Russia up to the standards and requirements of the Information Age and the global market;

- raising the competitiveness of the Russian economy, sustainable economic growth, moving away from Russia's dependence on the natural resource export (the "Dutch disease") to a knowledge-based economy delivering high value-added goods and services;
- the liberalization, marketization and deregulation of the economic and social spheres in Russia, limiting state redundancy, ridding the society of its the perennial paternalism and parasitic attitudes towards the state;
- public pluralism, the development of independent public institutions (universities, academic associations), the development of the civil society and the "third sector";
- the preservation of the national cultural and educational identity, of the traditions of Russia's Higher School;
- the education of the new generation of the elite which would be Russian by its heritage and cultural belonging and global in its competence and perspective.

Broadly speaking, the main Russian domestic interest in the Bologna process lies in the fact that has a direct impact on the entire cycle of the ongoing economic, social and administrative reforms. The Bologna process directly affects the reform of higher education, reforms of the labor market (structuring and differentiating market demand differentiating labor supply, i.e. offering three degrees of competence, the Bachelor, the Master and the Ph. D.), and the reform of the public sector (creating independent universities and associations). Indirectly, the Bologna process has an impact on the budget reform (streamlining the budgeting of the higher education, and increasing its financial sustainability) and on the administrative reform (limiting the regulatory role of the state in the higher education). The impact of the Bologna process on various domains of reform is shown in *Figure 1*.

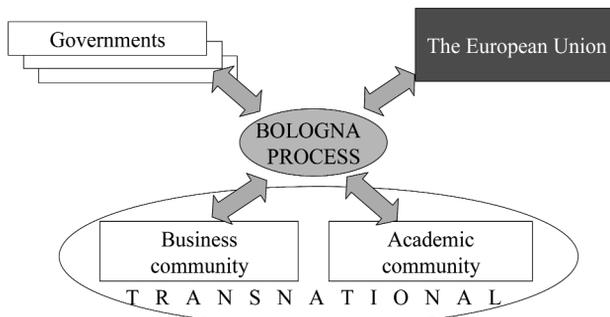
Figure 1. The impact of the Bologna process on reforms in Russia



Russia's external interests related to the Bologna process are quite as diverse.

- First and foremost, this is the expansion of dialogue with the EU. In the EU-Russia relations, the Four Common Spaces are closely interlinked, and progress in the "fourth space" (science, education, humanitarian exchange) will have a positive effect on the other three. Indeed, Russia's partnership with the EU, as different from e.g. interest-based partnership with the United States, has much stronger features of a cultural choice. It is premised on the idea (or rather, on the aspiration) of shared values, norms and identities, of a common cultural background, and of belonging to a single civilization. In this sense, the Bologna process institutionalizes the common cultural heritage (European education) and strikes at the heart of the EU-Russia dialogue.
- On top of this, the adaptation of the Russian higher education to the Bologna norms and requirements can be a "school of harmonization" in preparing a more general institutional adaptation of Russia to the EU *acquis* as both sides develop their partnership.
- As far as integration with Europe is concerned, the Bologna process furnishes Russia with a much bigger interface than simply the dialogue with the EU. As was stated above, it is a form of the pan-European social dialogue which involves on equal footing the EU and national governments, as well as the transnational business community and the cross-border academic community. Russia's engagement in Europe can thus be put on a broader social footing, involving the networks of citizens, NGOs and communities rather than the intergovernmental bureaucratic hierarchies. (See *Figure 2*).

Figure 2. The Bologna process as a pan-European social dialogue



- Meanwhile, Russia currently does not have a clear prospect (or, indeed, an expressed desire) of EU membership. This means that it is interested in participating in the Bologna process in order to

diversify it and to open it up beyond the confines of the EU, turning it into one of the pillars of a Wider Europe, rather than a purely EU enterprise.

- Apart from Russia's European interests, the Bologna process also affects its global stakes. First, it allows Russia to capitalize on, and to internationalize, its competitive advantage, the high standards of education, a dynamic urban class, and the traditions of the classical Russian culture and intelligentsia. In other words, the Bologna process may help Russia make these national assets fully convertible, and to ensure the country a better place in the international division of labor than the supplier of raw materials.
- The latter implies that the Bologna process may help maximize Russia's "soft power" at a time when the traditional instruments of "hard power" are failing Russia in the CIS and globally. Eventually, the Russian Higher School can turn out to be is a much more promising and sustainable base for building the much-sought international image and prestige than missiles, territory and oil.

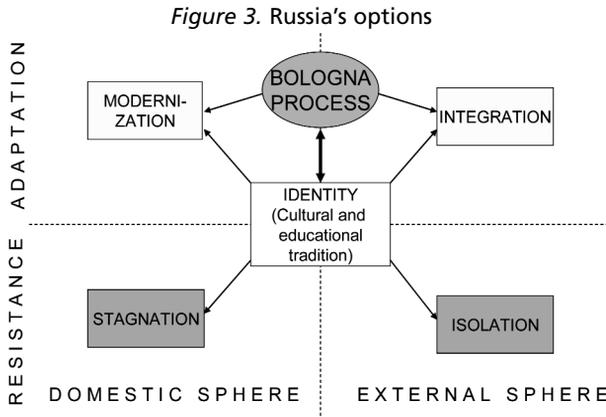
1.6. Russia's options

A key contradiction of today's world is the one between the forces of globalization (integration, homogenization, unification) and the forces of identity represented by the nation-state and various cultural communities and identity groups. The interplay of these two forces is represented in Russia's relation to the Bologna process. On the one hand, the Bologna process is a force for globalization, and Russia is interested in the integration opportunities and the global interfaces it provides. On the other hand, Russia needs to preserve its cultural and educational identity: e.g. many of its famed science schools are based on studying the abstract and theoretical, rather than applied, methods. The structure of Russia's interests and options is therefore defined by the inherent tension between harmonization and tradition.

This tension can be reified in two perspectives:

- in terms of the *policy inputs*, it can take the form of either adaptation or resistance;
- in terms of the *policy outputs*, it has both domestic and external aspects.

Using this categories, one can build a 2x2 matrix, outlining four possible policy outcomes of the interplay between Russian interests and the Bologna process. Obviously, there is no direct causal relationship between the elements in this scheme, and the alternatives are largely academic; the scheme only serves to visualize the scope of options available to Russia with respect to the Bologna process. (See *Figure 3*).



- In the domestic sphere, adaptation to the Bologna process may result in the *modernization* of the higher education, having a wider deregulating and liberalizing effect on the entire complex of socio-economic reforms.
- In the external sphere, adaptation to the Bologna process will have an *integrative* and harmonizing effect on the EU-Russia relations; Russia will be able to preserve the core of the national cultural and educational identity and to broadcast the national tradition into the wider European space.
- On the contrary, as far the domestic sphere is concerned, resistance and opposition to the Bologna process may lead to *stagnation*, i.e. to the increasing regulation, bureaucratization and statism in the higher education, but also in the wider domain of reform.
- In the external sphere, this may result in the *isolation*, conservation and a closed nature of the national education system.

Obviously, Russia has to steer clear of the options of isolation and stagnation. On the other hand, the modernization and harmonization should be applied in a way that would not jeopardize the national education tradition, and the integrity of the Russian academic schools and methods. Neither isolation from the Bologna process, nor the imposition of external standards on the Russian higher education are politically viable. Instead, Russia and Europe should seek *interaction* in the field of higher education. This implies a two-way process of mutual accommodation, whereby Russia will not only adapt its domestic system to the Bologna standards, but will also translate its national tradition into a common language and will become an equal partner in shaping the single European Higher Education Area.

This study aims at offering some answers to the most important puzzles concerning Russia's participation in the Bologna process. In more

practical terms, it also provides practical guidance on how to organize the Bologna process in the Russian context, both at the more general level and at the level of higher education institutions. Not all the questions can be answered here and now, and many issues remain open to rival or conflicting views, but we hope to encourage the higher education practitioners (officials, politicians, students, university staff, interest organizations etc.) to participate in and continue this discussion. The Bologna process, in any case, is a topic, which ultimately affects all the spheres of the Russian society.

The rest of the study is structured into three parts. Part II consists of four chapters describing the background, history and the general problems and challenges of Russia's adaptation to the Bologna process. Part III consists of three case studies of implementation of the Bologna process in Russian Universities (the Moscow and St. Petersburg State Universities and the Higher School of Economics in Moscow), thus providing some information of how the process looks at the grassroots level of higher education institutions. Finally, Part IV reproduces the main official documents related to the Bologna process.

References

¹ See http://europa.eu.int/comm/external_relations/russia/summit_05_05/index.htm, pp. 49–52. The other "common spaces" are the "Common Economic Space", the "Common Space of Freedom, Security and Justice" (internal security) and the "Common Space of External Security". The "Road Maps" for these common spaces were approved in the EU-Russia Summit on May 10, 2005.

PART II. BACKGROUND AND GENERAL CHALLENGES

Chapter 2

Problems of the establishment and implementation of the academic mobility concept in Russia

Valery A. Belov

2.1. International academic mobility and Russia

The entire world is talking about “globalisation” and we are discussing the same subject. Many of the processes taking place today are assuming worldwide and global nature. International relations in the field of education did not escape such fate. It was the exchange of the knowledge-bearers that became labelled as “international academic mobility”. In spite of the boosting development of the telecommunication media, the main vehicle of transportation of knowledge across borders is the movement of students and teachers.

That is why the international community is actively involved in searching for the ways of approximation between the approaches of different countries to the organisation of education systems and learning processes for their citizens and, respectively, mutual recognition of the education documents. One of the major stages of the approximation consists in the survey of educational systems of different countries, identification of their peculiarities followed by their summarisation in national hyper-systems and determination of the parameters of mutual recognition of educational documents.

The impact of science in the process of political and other key decision-making is increasingly affecting the transformation of the higher education system worldwide. Especially, truly revolutionary changes in science and technology resulted from the new information and communica-

tion technologies. Higher education is becoming more and more common. The figures speak for themselves. In 1960, the number of students throughout the universities worldwide was 13 million, in 1980, 51 million, while in 1995 their number was already 82 million. That is not only quantitative growth, behind it looms the changing ratio between the intellectual capacity of states and, respectively, redistribution of power between them. The analysis of UNESCO materials leads to a conclusion that the development of higher education is turning into a strategic trend in the policies of many countries. It is becoming ever more evident today that the future in the XXI century belongs to those countries which will be able to acquire and dispose the presently most powerful weapon: the growing intellectual capacity.

In the first half of the nineties the total number of undergraduate university students and other student categories going through study or further training abroad amounted worldwide to 1.22 million persons. This number has increased significantly by the end of the millennium. The study of the fluctuations in the foreign student community, academic, social and other problems makes it possible to speak about much wider variety of the academic mobility and emergence of the new aspects in all its elements.

Approximately two out of every 100 university students worldwide are the foreign students. The higher schools of developed countries receive circa 1.1 million foreign students, while of the developing ones – a little more than 100 thousand (the data takes into account the umbers of persons spending at least one year in a learning institution abroad).

Even though across the entire community of foreign students, the citizens of developing countries are traditionally prevailing: 64,3%, over the recent years the mobility of students from developed countries is gaining momentum both within the region of Europe and outside it, in the first place, in the USA. The comparison of data for the 1980s and 1990s across 62 countries where 97% of the international student community are concentrated allows to speak about a certain reduction of the overall share of students from the developing countries (65.5% and 64.3% respectively) with a simultaneous increase of the one of developed countries (25,6% and 28,4%). Further to that, the growth rate of the number of foreign students from the developed countries surpasses the same indicator for the developing ones.

The new situation is to a large extent determined by the political changes in the Eastern Europe and former USSR, in particular, a significant part of the Asian and African students received their training.

The largest community of foreign students among the developed countries traditionally exists in the US universities: 438.6 thousand persons (as of the first half of nineties) or over 30% of the total number

of foreign students in the world. The second largest community is located in France: about 137 thousand persons, followed by Germany with a little more than 107 thousand, United Kingdom with about 80 thousand, Canada with 37.3 thousand, Belgium with 33.3 thousand and Japan with 23.8 thousand. The largest group of foreign students in the USA, FRG and UK is composed of the Asian, while in France, of the African students.

A distinctive feature of the academic mobility in the 90s was the comparatively high growth of the number of students from Europe in the US universities, which was increasing on the average by 2.5–3% annually. Among the European students, a significant part is composed of the people coming from Eastern European and former Soviet Union countries. In 1992–93 academic year alone, their number grew approximately by 40% compared with the previous year.

Among the origin countries of significant student communities overseas the leading ones are China (93 thousand persons), followed by Japan (39 thousand). The communities counting over 30 thousand people are coming from Germany, Greece, India, Iran, Malaysia, Morocco and South Korea.

It is known that the Soviet Union and Russia have been actively participating in international student exchanges since 1960s. This is supported by the data contained in *Table 1*.

*Table 1. Changes in the number
of foreign students at Russian higher education establishments*

Year	RUSSIA			USSR (Including Russia)		
	State scholars	By contract	Total	State scholars	By contract	Total
1990	40 472	1 535	42 007	115 250	1 602	116 852
1991	36 710	2 591	39 301	100 097	2 687	102 784
1992	31 125	4 012	35 137	73 398	4 423	77 821
1993	25 024	7 373	32 397	-	-	-
1994	18 592	19 439	38 031	-	-	-
1995	13 166	31 275	44 441	-	-	-
1996	8 454	47 712	56 166	-	-	-
1997	5 214	62 877	68 091	-	-	-
1998	5 465	52 180	57 645	-	-	-
1999	6 305	50 318	56 623	-	-	-

As it is apparent from the table, the number of public-sponsored scholars in the recent years varies within the limit of 10% of the foreign citizens receiving education in Russia's schools and makes an insignificant fraction of the total number of foreign students.

From the time of the breakdown of the USSR, the previously unified educational space assumed a rather multi-dimensional nature: the systems of the new states acquired their own legislative and statutory framework and in some cases have significantly changed the contents of syllabi and textbooks, introduced radical changes in the language policy, etc. As a result, many of them have become over time so separated that difficulties emerged with relevance to the academic mobility of university entrants and students, correspondence of the education records, etc. The situation can be settled with the help of the international law represented by the major declarations, conventions, and pacts governing all types of relations including, in particular, the ones in the field of education.

2.2. International academic mobility and international law

The list of international law sources concerning education effective in the territory of Russian Federation is wide enough. Among those sources are the declarations, conventions and other acts adopted by the UN and its specialised institutes and regional international communities where Russian Federation is a member, as well as the treaties on educational issues signed by Russian Federation with other countries.

The fundamental rules of international law on educational issues are stipulated in the Declaration of Human Rights adopted by the UN in 1948 and Pact on Economic, Social and Cultural Rights adopted by the UN in 1946. The indicated documents declare the right on education as an integral right of a human along with the right on work, rest and leisure, decent living standard, etc. Indeed, the education should be free for everyone on the level of primary and general education and generally accessed on the level of secondary and professional education. The higher education should be equally accessible for everyone in the event of the presence of adequate knowledge and aptitude.

The general principles embedded in the Declaration of Human Rights and the Pact on Economic, Social and Cultural Rights are specified and supplemented by the international legal acts adopted by UNESCO, ILO and other specialised UN establishments. Among the acts adopted establishments of special interest are the Convention on the Rights of Child and Recommendations on the Status of Teachers.

The Convention on Child Rights does not only stipulate the child's right on education, but also provides for a set of other rights and liberties destined to guarantee the real effect of the right on education. In particular, the Convention contains a special rule according to which every child is entitled for a living standard required for his physical, spiritual, moral and social development. At the same time, it is prohibited to economical-

ly exploit the child, assign to the child such work that would pose a threat for his health or could serve as an obstacle for receiving the education. The state institutions are commissioned to provide for the real effect of the said prohibition and file legal charges against the guilty parties and undertake other measures.

Recommendations concerning the status of teachers set out a broad spectrum of rights and liberties allowing the teachers to independently, without any intervention engage in educational activities, including the development of the new curricula, textbooks and learning aids, choose the methodology of teaching in the framework of the approved curricula, etc. The recommendations pay a lot of attention to the guarantees for the teachers with regard to protection of their professional reputation, honour and dignity. In particular, the teacher is granted a right to appeal against unjustified assessments of his work, protection from complaints, obtaining information on his activities, obtaining a copy of the written complaint, etc.

Within the system of international law sources on education established by regional international communities, the most significant ones are the acts adopted by the Council of Europe, of which Russian Federation is a member. These include, in the first place, the European Convention on the Protection of Rights and Basic Freedoms with the amendments established by eleven protocols. In furtherance of the Declaration on Human Rights, Protocol no. 1 to the Convention sets out a rule according to which no one can be denied a right on education. It is furthermore stipulated that participation of the state in education should not violate the right of parents to provide education and training of their children in accordance with their own religious and moral principles.

The European Convention introduced a number of significant novelties in the international law. It has not only reinforced the human rights, but also established an effective mechanism for their protection. The European Commission on Human Rights and European Court on Human Rights have been established under the Council of Europe in order to provide effective external control over the of the human rights situation in the European countries. The right to apply to these bodies is open for both the states and private individuals.

The rules of the European Convention concerning education are developed and specified in a number of special acts. Special significance among them belongs to the European Convention on Culture, European Convention on the General Equivalence University Education Periods (1990), Recommendation # R (98) 3 of the Committee of Ministers to the Council of Europe Member States on the issues of accessibility of higher education (1998) and Convention on Recognition of Qualifications Related to Higher Education in the European Region (1997).

Special place among the sources of international law on education belongs to the problems of international recognition and equivalence of educational documents, scientific degrees and diplomas. Their role and significance in late XX century is continually increasing, but the beginning of it dates back to the 1960.

Due to the targeted and planned activity of UNESCO in 1960 – 1965 the work on the international legal definition of the problem is practically completed. Under the auspices of UNESCO, the following conventions have been developed and adopted: "On the struggle against discrimination in the field of education" (December 14, 1960); international conventions on the recognition of training courses, documents on higher education and scholarly degrees in the countries of Latin America, Mediterranean countries of Europe and Arab World (December 17, 1976), Arab Countries (December 22, 1978), European Region Countries (December 21, 1979), African countries (December 5, 1981), Asia and Pacific Rim Countries (December 16, 1983), Convention on Technical and Professional Education (November 10, 1989). The USSR ratified the conventions for the regions of Europe, Asia and Pacific Rim.

Until 1992, the UN (UNESCO) was pursuing the goal of developing the International Convention on Recognition of Higher Education Documents and Degrees, which led to the adoption of recommendation with a similar title in November 1992. In April 1997, at the conference in Lisbon upon the initiative of UNESCO and the Council of Europe the Convention was adopted "On the recognition of qualification in the field of higher education in Europe".

An important contribution to the solution of the problem of recognition of the educational documents and degrees has been made by the Council of Europe. In 1950 – 1995, the Council of Europe has adopted a number of documents including the European Convention of the Equivalence of Diplomas Leading to the Admission to Universities (1950), Protocol to the European Convention of the Equivalence of Diplomas Leading to the Admission to Universities (1964), European Convention on the Equivalence of Periods of University Study (1956), European Convention on the Academic Recognition of the University Qualifications (1959), European Agreement on Continued Payment of Scholarships to Students Abroad (1969) and European Convention on the General Equivalence of the Periods of Study (1990). In the '90s, the Council of Europe took a decision whereby it is recommended to issue the documents on higher education in the state language (without translation into the languages of any other states).

The USSR took an active part in the research and identification of an international law solutions to the problem of recognition and equivalence of education qualifications and degrees, and did it especially vigorously

throughout 1950 – 1990. In 1972 (Prague), upon the initiative of the USSR the multilateral convention "On Mutual Recognition and Equivalence of Documents Certifying the Graduation from Secondary, Specialised Secondary and Higher Education Establishment, and the Qualifications of Academic Degrees and Titles" has been signed by nine Eastern European countries.

Over the period from 1949 to 1990, the USSR signed intergovernmental agreements with 55 countries of Asia, Africa and Latin America on the mutual recognition and equivalence of education documents and academic degrees, which set out the international status of the certificates of secondary, diplomas on secondary vocational and diplomas of higher education, as well as the certificates of the Candidate of Science. In 1991 – 1996, the Government of Russian Federation as the legal successor of the USSR in the international law aspect of education has taken over those efforts. In particular, 5 bilateral and multilateral agreements have been signed.

A targeted and fruitful set of efforts in terms of their output was conducted under the auspices of the UNESCO for preparation and publication of the glossary handbooks on the educational systems of the countries of Asia, Africa, Europe, America and Oceania, as well as the samples of the issued documents. In particular, UNESCO in 1974 and 1983 has established a glossary handbook on the educational systems in 125 countries worldwide. The Ministry of Higher Education of the USSR, and subsequently the State Committee for Education of the USSR with the participation of the Higher School Research Institute and Laboratory on the Problems of International Education (People's Friendship University) in 1985 – 1990 have published the following handbooks: "Diplomas and certificates by higher education institutions of the developing countries: assessment of the levels and recommendations concerning academic admissions in the USSR" and "Educational systems in the countries of Asia, America, Europe and Oceania". Those handbooks enabled the procedures of comparative analysis of the educational levels, recognition and equivalence establishment of the documents on education and academic degrees (as regards the English, French and Spanish systems, the ones of the USSR and Eastern European countries, PRC, Japan and other states).

The idea of organising an international conference on higher education on the governmental level appeared in mid-90s, when the demand and need for fundamental revision of the role and place of higher education in the community, contents and methodologies of the relevant activities and testing new forms of the international cooperation has been faced sharply by many countries around the world. That was dictated by the fundamental socio-political changes in many countries unprecedented in terms of their speed and contents, the emergence before our eyes of

the new post-industrial information community, the crisis of the past theories of socio-economic development and redefinition of moral and ethical values. It was also dictated by the high rate of globalisation of the international economic, financial, scientific, cultural and other relations and increased transparency of borders (on the Internet with its over 40 million active users there are in effect no territorial borders any longer, while distance learning and virtual universities are practically working in the same direction).

Upon the initiative of UNESCO, high-level preparatory regional conferences took place: for the CIS countries, in Moscow (at the premises of Russian People's Friendship University), for the European countries, in Palermo, under the title "Reforming higher education in Europe: the programme for the XXI century", for Latin America, in Havana, under the title "Policy and Strategy of Transformations in Latin America and the Caribbean", for Africa, in Dakar, under the title "Higher education in Africa in the XXI century", for Arabian countries, in Beirut, titled "Regional problems of higher education in the XXI century, for Asian-Pacific countries, in Tokyo, titled "National strategies and regional cooperation in the field of higher education in the XXI century", along with a number of expert sessions in various regions of the globe. The conferences were also held by the most authoritative NGOs in higher education. At those highly representative meetings the political priorities and strategic directions have been set out for the development of higher education in each region, and joint detailed recommendations developed both for the governments and for UNESCO. Besides, upon the initiative of the UNESCO Secretariat, by the international conference in Paris over at least one hundred research reports, surveys and studies have been prepared, covering the entire subject area of the higher education and its prospects.

Finally, in October 1998, the conference took place. It was attended by delegations from 182 countries, of which ministers headed 115.

The opening speeches were delivered by E. Portella, President of UNESCO General Conference, P. Pataki, Chairperson of the UNESCO Executive Council, F. Mayor, UNESCO Secretary General and L. Jospin, Prime-Minister of France. Their contributions stressed the need for adapting higher education to the ongoing changes and building the society of the future. The same idea was reiterated in the statement by A.M. Kondakov, head of the Russian delegation and Deputy Minister of General and Professional Education. "The previous approaches to education based on the mere transfer of knowledge", as he emphasised in his speech, do not work in our rapidly changing world any longer. Only the continuous education for all ages is capable of adjusting the individual to the modern realities".

The contribution by F. Mayor, UNESCO Director General, was deeply evocative; essentially, it has determined major areas of work of the conference. He has stressed that higher school has no right to observe the developments listlessly; it should by itself actively affect the entire process of building the new society and prepare not only specialists, but also citizens of tomorrow. Speaking about those who are trying to save on higher education, F. Mayor stressed that they remind him of a miser from the fable by La Fontaine who has at last lost all his treasures. He spoke in favour of the preservation and strengthening of the moral and ethical foundations of the higher school and role of universities as hubs of continuous education and retraining for adults.

In the course of the work of the committees, commissions and round tables, the principles of making concerning higher school have been considered along with the contribution of higher education to the cause of peace and social development, civil society, access to higher education, link with the world of work, diversification of higher education, assessment of the quality of education, training and research, innovations, academic freedoms and autonomy mutual recognition of diplomas and academic degrees, application of the most recent information technologies in education, public and private investment, academic mobility, international cooperation and many others. Significant attention has been paid to the programme UNITWIN/UNESCO International Chairs. The round table meeting on that issues attended by over 300 persons was opened by F. Mayor, UNESCO Director General, C. Power, Assistant Director, M. Dias, Director of the Higher Education Department and G. Haddad, Chairman of the Organising Committee of the Conference and Honorary Rector of the Sorbonne University.

However, discussion and exchange of experience represented only one side of the issue. Another one, which may be even more important, consisted in retaining the national specifics and yet being guided in all respects by the common set of principles and criteria and making the latter a core of the state-level policy (education of younger generation in the spirit of peace and mutual understanding, promoting the role of morale and ethics, non-admittance of discrimination in the access to higher education, promoting academic mobility, etc.). These principles are laid down in the document, which was greeted with cheers during adoption: "World Declaration on Higher Education for the Twenty-First Century: Vision and Action" (summary of the Declaration is annexed herewith). The specific elaboration and furtherance of the Declaration is pursued in the second document entitled "Framework for priority action for change and development of higher education".

The document in the first place underlines that the measures should be taken for expanding the access to education and not permitting any

discrimination "on grounds of race, gender, language, religion, or age or because of any economic or social distinctions or physical disabilities". It also contains a call to "consider and use higher education as a catalyst for the entire education system", strengthen the links with research, provide for the development of universities as centres for continuous learning, apply the UNESCO recommendation on the status of higher education teaching personnel and provide for the mobility of teaching staff.

"Each higher education institution", as the document puts it, "should define its mission according to the present and future needs of society", bear on the concept of academic freedom and pay special attention to the "fundamentals of human ethics, applied to each profession and to all areas of human endeavour", "set their relations with the world of work on a new basis involving effective partnerships with all social actors concerned", provide for further training of the teaching personnel, encourage and develop research, and ensure the widest possible application of the new information technologies. Special attention should be paid to the versatile development of international cooperation, which "should be viewed as an integral part of the tasks faced by the institutions and systems of higher education", and more actively "promote international academic mobility" and mutual recognition of the documents on the graduation from the learning institutions. UNESCO is recommended to develop the UNITWIN/UNESCO International Chairs, take measures for the mitigation of negative consequences of the brain drain, expand the exchange of information and documents, draw up "an international instrument on academic freedom, autonomy and social responsibility" and, most importantly, to ensure follow-up to the World Declaration on Higher Education and the Framework for Priority Action jointly with other partners including NGOs.

The international conference "Higher education in the XXI century" was undoubtedly a milestone event for the nations of the world. Uniform criteria focused on the future and principles of the higher school, which will help the countries implement the reforms of higher education are developed and accepted; as practice shows, a number of the countries after such decisions made respective amendments to the national legislation. Its decisions have huge value also for UNESCO since they elevate to the new higher level all its activities in the field of higher education.

Federico Mayor, UNESCO Director General, stated at the international forum "For a culture of peace and dialogue among civilisations in the third millennium" in Moscow in May 1999 that education forms the centrepiece of an interactive triangle "peace – development – democracy" and stressed the importance of lifelong education for all.

As XX century has come to an end, one more millennium has come to an end; the nations of the world are still faced with the old problems. We cannot but agree with opinion of A.E. Golubev, Vice-President of the

International Commission on Equivalence under Inkorvuz to the effect that the strategy of building single educational space requires joint solution of such problems as:

- Description and equalisation in the single classification table of all levels and the stages of education established by each state on the basis of which the official mutual recognition of training courses diplomas and degrees should be effected (principle of the uniform contents of education);
- All citizens of the states located within the single educational space, should get the free legally enshrined access to the educational establishments of other states (principle of uniform rights and opportunities);
- Legislative endorsement of the right of person enrolled at any educational establishment for the transfer to continue studies to any similar establishment within single educational space (principle of uniform rules);
- Within the established single educational space the single information system is operating with regard to the structure of learning process and the contents of the knowledge established on the basis of an agreed structure (principle of the single bank of academic requirements);
- Introduction within the single educational space of a quality standard with single methodology of its identification and monitoring system, i.e. licensing, accreditation of educational establishments of all levels by the national agencies and independent experts (principle of the maintenance of quality of education).

Indeed, such tasks are to be solved in view of the concluded international agreements about mutual recognition and equivalence of documents on education and scientific degrees, but also of the facultative legislative acts by Inter-parliamentary Assembly of the CIS Member State, Conventions of UNESCO, the Council of Europe, etc. It should not be overlooked that these principles have been laid down in the beginning of 1997.

Thus, we can see that globalisation has exposed education to new problems, as well, the education being one of the most conservative domains next to culture. The latter is precisely the source of their charm and value. Time will show how aptly the international organisations and the governments of many countries around the world will be able cope with them.

2.3. Shaping of single European educational space

Whilst the changes that have been taking place in the European higher education in second half of the XX century in terms of their general trends can be attributed in retrospect to the pre-Bologna period, the

Bologna process proper begins with adoption by 29 European countries of the Bologna Declaration on June 19, 1999. That was a turning point in development of the higher school in Europe and reflects the search for the common European approach to the solution of the common problems of higher education. The Bologna Declaration is closely adjoined by two documents preceding it: the University Charter – Magna Charta Universitatum and Sorbonne Declaration.

Magna Charta Universitatum

The charter of universities was adopted at Bologna University at the European congress of university rectors called on the occasion of the 900-anniversary of that oldest European institution on September 18, 1988.

This document, small as it is in size (about two pages) with official text drafted in Latin, has three thematic headlines: Prooemium; Principia ac fundamenta; Instruments. The Charter emphasises the special role of universities in the modern world as hubs of culture, knowledge and research.

The main principles include:

- autonomy of the universities performing the function of critical perception on the reality for the purposes of the dissemination of culture by means teaching and scientific researches;
- independence of universities of political, economic and ideological authorities;
- close connection of teaching and research;
- achievement thereby of conformity to needs of economy and society;
- freedom of research, teaching and training;
- discharging their mission while observing the requirements of freedom on both sides: government and universities; rejection of intolerance and maintenance of dialogue, transformation of universities into a meeting point of the teachers capable to transfer of knowledge and their deepening, and the students, motivated to acquire them;
- safeguarding the values of European humanism;
- achievement of the primary goals with respect to the attainment of universal knowledge beyond geographical and political borders, mutual cognisance and interaction of various cultures.

In order to achieve the said goals and principles, the following is required:

- availability of the means adequate to modern needs;
- selection of professorial faculty and endowment of teachers with the status according to the unity of teaching and research activity;
- granting to students of guarantees (according to the specific circumstances) of necessary freedoms and conditions for achievement of the cultural and educational purposes by them;

- development of modern research projects between the European universities;
- encouragement of mobility of faculty and students;
- achievement of equivalence of diplomas, qualifications, degrees, examinations and grants at unconditional respect for national specifics and the impartial treatment thereof.

Magna Charta Universitatum became the true creed of the European universities, fidelity to which is sworn by all academic communities of the continent. The purposes proclaimed in the Charter and tools of their achievement are reproduced in this or that form, with various accreditation (in view of the discussed set of problems and tasks) in the final documents of any more or less authoritative meeting devoted to the European or global education. "The modern history, — concludes the UNESCO policy paper, "obviously testifies in favour of necessity of protection of a principle of academic freedom as an immutable condition of existence and normal functioning of higher educational institutions " .

During last decades interest to a problem of autonomy and trusteeship, academic freedom and moral responsibility of higher educational institutions amplifies.

At congress of rectors in Salamanca in Spain (on March, 29 – 30, 2000) has been again expressed adherence of the academic community to basic principles of an autonomy and trusteeship. It means, that higher education should have the right:

- to determine its own strategy;
- to choose priorities in educational and research work;
- to develop curricula;
- to establish criteria of selection of teachers;
- to allocate resources;

In use such rights the universities need:

- administrative freedom;
- regulating structures which would provide support without being excessively rigid;
- sufficient financing.

Rectors judge that "excessive regulation remaining the case in many countries along with the rigid administrative and financial control prevent from gaining momentum necessary for the creation of European educational space and may lead to uncompetitiveness of European higher school" .

It is especially worth mentioning, that the Russian education system has its specifics regarding maintenance of autonomy and academic freedom of higher educational institutions. Thus, the definition of the concept of autonomy of universities and their academic freedom is laid down in Art. 3 of the Federal Law "On undergraduate and graduate higher education" of 22.08.96 no. 125-FZ (hereinafter, "the law on high-

er education"); "the autonomy of a higher educational institution is understood as its independence in selection and placement of personnel and involvement with educational, research, financial, economic and other activities as provided by law and the charter of the higher educational institution endorsed according to the procedure established by law". Meanwhile, the issues of the cultural autonomy higher school along with strengthening the humanistic nature of education are left beyond the frameworks of the above definition.

As to the definition of academic freedom given in the above law "On higher education", it reads as follows:

"Faculty and research staff and students of the universities are granted the academic freedoms including freedom of the faculty of higher educational institution to teach the subject upon their discretion, to choose themes for researches and to conduct them using their own methods, and also freedom of the student to receive knowledge according to the propensities and needs.

The provided academic freedom entails the academic responsibility for creation of optimum conditions for the free search of true knowledge, its free deliberation and dissemination."

However, as it has been already stated above, the principle of academic freedom of higher education requires especially careful treatment on the part of the state. Therefore, it would be feasible to fix a certain legal mechanism of protection of the said principle directly in the Law "On higher education".

Sorbonne Declaration

On May, 25, 1998 in Paris (Sorbonne) four European ministers signed a reciprocal declaration aimed at harmonisation of national higher education systems of. Its main theses were as follows:

- establishment of open European space in sphere of higher education;
- international recognition and the international competitiveness of higher education systems is directly dependent on transparent and understandable diplomas, degrees and qualifications;
- orientation mainly on two-level structure of higher education (Bachelor, Master) as a pre-condition for increased competitiveness of the European education and its recognition;
- use of system of credits (ECTS);
- the international recognition of the first step of higher education (Bachelor);
- granting to graduates from the first step of the right of choosing to continue studies in pursuit of the Master's degree (shorter way) or Doctorate (longer way) in a consecutive mode;

- preparedness of Masters and Doctors to be involved in research;
- acknowledgement of the Lisbon Convention;
- identification of the ways of certification of the received knowledge and research of optimal opportunities for the recognition of diplomas and academic degrees;
- encouragement of the process of developing uniform recommendations with the purpose of achieving external recognition of diplomas and qualifications and employability of graduates;
- building of the European space of higher education;
- approximation of the issued diplomas and common cycles (steps, stages, levels, layers) of training;
- consolidation of the position occupied by Europe in the world by constant improvement and updating of the education accessible to all citizens of the European Community.

It would be appropriate to refer here to a number of comments by some Western experts.

Firstly, the Sorbonne Declaration does not mention issues on harmonisation of contents of educational programmes, curricula and methods of training. On the contrary, in the course of sometimes quite heated debate, a variety of national distinctions and the need of their respect have been emphasised.

Secondly, it does not mention the pattern "Bachelor – Master – Doctor" proposed by Attali in the report prepared for France.

Thirdly, the Declaration contains no proposals on conferring degrees having the international recognition upon graduation the first cycle.

Fourthly, being signed by only four countries, it is precisely focused on European integration and is based on three key notions: mobility; recognition; access to labour markets.

Fifthly, the Declaration calls upon increasing the competitiveness of the European higher education. In the course of the discussions the parties expressed their concerns that Europe is increasingly loosing to the USA in the competition for students, teachers, researchers and capitals to be invested in system of higher education, and that circumstance alone dictates the need fore more precisely defined and comparable qualifications. In this respect, it should be emphasised that the Declaration focuses on qualifications rather than academic degrees. The subject of the discussion is closely connected with emergence and development of the European and global labour markets.

Sixthly, during the exchange of opinions emphasis was also made on the impact of universities on a global scale on the emergence of innovative businesses and involvement of former university graduates in the export-oriented trade.

It would be justified to once again notice that the Sorbonne Declaration was not attempt to limit cultural or educational diversity and does not contain the ideas that might lead to such interpretation thereof.

Bologna Declaration

In 1998 Ministers of Education of the United Kingdom, Germany, Italy and France gathered in Paris on the occasion of 800th anniversary of Sorbonne University, have signed the Declaration "On harmonisation of the architecture of European higher education". The Declaration stated that Europe is entering the era of major changes in education and employment. It called for integration of education of the Old World countries through updating national systems and further development of academic mobility, to achieve greater competitiveness of curricula of the European universities.

The initiatives formulated in the statement by the four ministers received broad feedback and support. Through the efforts of the international organisations of the European region, national ministries of education and the academic community they have obtained theoretical foundation and organisational structure. Their successful combination has developed into one of factors in the establishment of the common European called "Bologna Process". The very name is the tribute to the meeting of representatives of governments and academic communities of 29 countries in June 1999 that had historical value for the destinies of the European education, in Italian city of Bologna. At that meeting, the tasks and guidelines for the restructuring of higher education in the participant countries have been formulated and, thus, the pan-European process of reforms has been launched. Already in September of the same year bodies for coordination of process have been established, follow-up group and consultative group. The first group consists of members of the European Troika, representatives of the European Commission and Association of European Universities. The second group includes representatives of all participant countries to the process.

Any development of a pan-European scale has a direct image impact on Russia. The influence of the Bologna process phenomenon on the development of Russia's education in the medium and long-term prospective should be estimated as the most powerful and positive one in terms of its consequences. Elements of the European integration in education have great chances of becoming an important component of the course towards educational modernisation adopted in 2001 by the RF State Council, which will really lead to opening one of the roads towards the common European home for our country. In this context, the understanding of the reasons of emergence, the essence and orientation of the Bologna Process is of great importance.

The process served as an adequate response by the European countries to the challenges of XXI century having changed the situation in sphere of higher education and described by the following basic elements:

Firstly, internationalisation of education. It is manifested in the form of growing flow of students to foreign universities, and also mutual exchanges of teachers and researchers; uses of foreign curricula, textbooks, literature and telecommunication sources of information; applications of the international procedures of accreditation and various kinds of interuniversity cooperation.

Secondly, toughening competition in the world market of educational services. Apart from the traditional forms of receiving foreign students, the new multinational sector of "the big business" in education has emerged. It operates through offshore campuses, curricula franchising and virtual "on-line" education. In that sector, one can see intensive and wide coverage of students outside the education provider country either in developing or in advanced states. Leaders of this trend of educational business today are the USA, the UK and Australia. The competition becomes aggravated also as a result of the emergence of the increasing quantity of private higher schools.

Thirdly, higher education is increasingly becoming exposed to the influence of new economic development imperatives set by globalisation. The latter circumstance is the one that called into being the need of creation of the international system of licensing, certification and accreditation designed to provide quality of professional training in view of the increased international flow of professionals. Besides, the further liberalisation of international trade leads to exposure of educational sector to the international regulation as provision of multinational services. The main principle of such regulation is granting to foreign education providers the conditions of access to the internal market of the country, similar to the ones enjoyed by national establishments and institutes. This principle is embedded in national legislations.

Fourthly, functions of the state in the field of education are changing. Many countries pursue the policy of deregulation, delegating more rights and powers to the universities. That leads to greater emphasis on the market approach in education as a whole. Growth of a competition and relative reduction of public financing act as strong incentives for the universities to involve in the activities outside national borders. The growing role of information technologies promotes amplification of this process. Already now, some cases of a break-off of higher education establishments from the national state and their transformation into multinational ones are observed. In the future, the scale of such phenomenon will increase.

Fifthly, there is a change of age structure of students towards more mature age against the backdrop of the transition to information society opening wide opportunities for implementation of the lifelong training concept. That concept has got all possible support of the international organisations and the majority of the national European governments. In this connection, the transition to more flexible options of individual training programmes for students became more acceptable. They can develop on the basis of reckoning (accumulation) of the previous periods of education received at different higher schools and even under different curricula. It promotes removal of both interdisciplinary and national borders in higher education. As a result, a student get an opportunity to make a decision on the volumes and practical purpose of studies at this or that university/country and to determine independently the educational career. In this way we can see another resource of improving the education's efficiency at work.

All of the above has finally called into being the idea of the Bologna Declaration, which emphasises that:

"The vitality and efficiency of any civilisation can be measured by the appeal that its culture has for other countries. We need to ensure that the European higher education system acquires a world-wide degree of attraction equal to our extraordinary cultural and scientific traditions".

While the Sorbonne Declaration was adopted by the ministers of only four states, the Bologna one was signed already by the administrators of educational systems of 29 countries including the ones that were not members of the European Community (Austria, Belgium (French community), Belgium (Flemish community), Bulgaria, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, Swiss Confederation, United Kingdom).

It is obvious, that Bologna Declaration – the document of the European value. it proceeds from those objective conditions, which are distinctive for modern Europe, namely:

- process of the European integration became a reality, and the prospect of expansion of the European Community opens for it new horizons;
- that in turn dictates an imperative of strengthening and development of the intellectual, cultural, social and technology potential of Europe;
- higher education is bound to become adequate to the challenges of the new millennium and to promote fostering with the students and citizens at large of the feeling of participation in joint values and common socio-cultural partnership;

- the higher is commissioned with the responsibility for providing mobile labour, expansion of employment prospects and development of the entire continent.

The Bologna Declaration approves of the fact of expansion of the subjects involved in structural reform of higher education, association for the achievement of purposes proclaimed therein and initiatives of the governmental and nongovernmental structures. "European higher education institutions, for their part", as it is maintained in the Declaration, "have taken up a main role in constructing the European area of higher education, also in the wake of the fundamental principles laid down in the Bologna Magna Charta Universitatum. This is of the highest importance, given that Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge". In another part of the Declaration we find the following statement:

"We must in particular look at the objective of increasing the international competitiveness of the European system of higher education. Viability and organizational a technological level of any civilization is determined by appeal of its culture to other countries. We should achieve the prestige of the European system of higher education in the world equal to the prestige of the European science and culture".

The Declaration envisages:

- adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement, in order to promote employability of graduates and the international competitiveness of the European higher education system;
- adoption of a system essentially based on two main cycles, undergraduate and graduate.
- access to the second cycle shall require successful completion of first cycle studies; the degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification;
- establishment of a system of credits — such as in the ECTS system — as means of promoting the student mobility. Credits could also be effective on all levels of education, including lifelong learning, provided they are recognised by the receiving institutions;
- promotion of mobility by overcoming obstacles to the effective exercise of free movement of students teachers, researchers and administrative staff;
- promotion of European cooperation in quality assurance with a view to developing comparable criteria and methodologies;
- promotion of the European dimension in higher education, particularly with regard to curricular development, research, etc.

Guy Hayg and Christian Tauch uphold that "... That future of the Bologna process and the European higher education is determined by two fundamental principles guiding the actions:

- students of Europe should have the right to such degrees after training which it will be effectively used throughout Europe, and not just in that country where they have been received;
- the main duty of higher education establishments and governments of the European countries is to take all measures necessary to provide the students with qualifications of such type."

Structures and subjects of the Bologna process

After the adoption of Bologna Declaration the official structures based on two groups have been created: "big" and "small" working groups. The former consists of representatives (1 person) from each signatory country of the Declaration. The second one referred to as follow-up group includes:

1. Delegated members from the states holding presidency of European Community during the period between ministerial meetings (1999 in Bologna; 2001 in Prague; 2003 in Berlin), so-called "Extended Troika of the European Community" (Portugal, Finland, France, Sweden and a representative from the Czech Republic receiving EU ministers in 2001;

2. Members of the European Commission;

3. Delegates from two European organisations – Associations of European Universities (CRE) and Confederation of EU Rectors Conferences. Members of the various non-governmental organisations reflecting interests of university and student's communities are invited to the session of both groups.

Already now, many active natural and legal persons are involved in the Bologna process. The structure of participants is constantly being expanded. That increases chances for the success of the process, but, certainly, does not make easier the solution of the problems associated with the achievement of its goals. The Bologna process is sometimes referred to as the process of consultations on rapprochement of politicians and providers, students and employers. It comprises a "constellation" of producers of higher education, its users and managers. Alternatively, it can be considered a form of the European-wide social dialogue. The responsible persons at all levels are required to have profound knowledge of contemporary role and needs of higher education in the situation of increasingly dynamic changes greater uncertainties.

As international experts recognise, the main element of the Bologna process consists in the activities of independent agencies outside official

structures. They constitute the very essence of changes. Their most innovative element is the ongoing dialogue between the government and academic community. In one of the comments to Bologna Declaration it is mentioned that it "recognises the decisive role of educational community in the success of the Bologna process". It stresses that intergovernmental cooperation should be carried out through interface with nongovernmental European organisations competent in the sphere of higher education. The governments expect from universities a positive feedback and serious contribution to success of their endeavours. It is perfectly clear that higher educational institutions possess a unique opportunity to form the own future in Europe and play the main role in the development and implementation of the Bologna process.

It is obvious, that universities and other higher educational institutions act as agents rather than vehicles in the establishment of the post-Bologna environment.

National Unions of Students in Europe (ESIB) are becoming actively involved in the process. At the Prague meeting of ministers the initiative of the European students concerning their participation in structural reform as "competent, active and creative partners" has gained approval. In the Gothenburg Declaration of Students (of March 25, 2001) it is stated that participation of students in the Bologna process is one of the key steps towards continued and more regular involvement of students with all decision-making structures, and discussion forums on higher education at the general level.

The following entities act as constructive agents of the ongoing reform:

- European Universities Association (EUA);
- The European Association of Universities (EATJ) established in Bologna in 2002;
- National Unions of Students in Europe (ESIB);
- European Association of the International Education (EAIE);
- Confederation of EU Rectors' Conferences (CRE);
- The Unions of Rectors of Denmark and Spain;
- Austrian Student Association;
- The French Foundation for Management Education (FNEGE);
- Association of Political Institutes of Finland;
- European Society of Engineering Education (SEFI);
- The European Association of Institutions in Higher Education (Polytechnics and Colleges) (EURASHE);
- EC Directorate General for Education and Culture;
- University of the City of Salamanca;
- The European Network of Quality Assurance in Higher Education (ENQA);

- Working groups of the ENIC/NARIC network as a follow-up from Bologna Declaration;
- etc.

Andris Barblan considers that "if one of associations will bowl out from the game, others will follow it at once and the cycle of innovations will stop". This process is risky yet for this very reason it is so interesting, CRE Secretary General concluded.

2.4. Problems related to Russia's conversion to Bologna standards

In September 2003, in Berlin, Russia has joined the Bologna process participants while the Ministry of Education of the Russian Federation has started the implementation of the principles of this process.

It is necessary to note that two-level higher education in Russia has been introduced as early as 1992 by the law "On higher education into the Russian Federation", but persistent rejection of the first cycle of this education by employers has hampered its introduction. Furthermore, the transition to the new levels undoubtedly demands change of plans and curricula, for which the universities received no additional funds from the state. A few classical universities (including RPFU) have developed plans and curricula for training in pursuit of the Bachelor and Master degrees and continue to improve them.

The majority of others (especially technical colleges) without additional public financing and support, continue to produce "specialists" since the industry works under the old standards.

Undoubtedly, a comprehensive programme and its legislative enactment are necessary for the transition of higher education in Russia to two cycles, but financial support of the EU through programmes and grants is equally necessary for those schools which begin the new stages of training, as well, and will face resentment of the population, business community and the society at large (including their own teachers who do not want to restructure without salary increase). State institutions themselves by their subordinate legislation and ordinances resist the introduction of Bachelor degree. It would suffice as an example to refer to the internal ordinance of the RF Office of Prosecutor General prohibiting employment of lawyers with a Bachelor degree (2002), which has discouraged many enthusiasts from continuing the experiment. Actions by corporate personnel departments and negligence of the RF Ministry of Education have confirmed N.M. Karamzin's old joke, that "severity of the Russian laws is justified by an opportunity not to abide by them".

A state promotional campaign raising awareness about economic advantages of the two-level higher education is necessary.

The European countries will easily become convinced in reliability of the expected results if their universities will participate in joint programmes for the development and introduction of new curricula together with leading universities of Russia.

Indeed, duration of secondary school training in Europe is much longer than in Russia but introduction of one-year of preschool education will not solve the problem of education nation-wide from the financial point of view since it will require new premises, curricula and teachers whose work at school remains underpaid. In this regard, specialisation in the senior grades which can be introduced for 1 or 2 years on a paid basis after 10th grade would solve the problems both for the enrollees, and for the community. This is also proven by the experience of other countries.

Because the training period in pursuit of the Bachelor degree is not fixed in the documents of Bologna process, it seems possible to limit it to four years. That would allow conversion of secondary vocational training in Russia to the international standards since 2 million Russian students of colleges and technical schools should and can be transferred to the European system by means of prolongation of studies by one year and awarding the Bachelor degree, after one year of internship at the enterprise or additional specialisation.

One cannot but agree with V.M. Filippov to the effect that "existing institutional division of VET from higher education in Russia leads to social security problems for VAT students and teachers, splits the contents of professional training between different levels and leads to duplication in the training of specialists and insufficiently effective utilisation of human resource capacity, facilities and resource base of similar establishments of VET and university level delivering professional education". The example for that can be found in Eastern European countries and Ukraine where the vocational education system has been merged with the higher (post-secondary) professional education. That will require alteration of legislation and financial costs, but the delegation of higher education responsibilities to the territorial levels (federal, regional and local) will in the nearest future make the founders undertake such modernisation of professional education.

One should not aspire to introduce three-level higher education in today's Russia, since that would affect the older generation of scholars, who won their benefits in a hard way among others through defending the doctoral theses. A first one should develop the system of encouraging talented young teachers with a Candidate degree, for example, through distinctions for lecturing, research excellence, awarding professorship for cumulative works and years of teaching and then disturb the beehive of veterans. The monetisation of benefits of veterans and retirees which went without backing by financial support on the part of the regions should show the administration and legislators of Russian that careless experi-

ments may end not only with the administrative, but also political consequences. The interface with graduate students, however, is something that should be restructured, because its individual and low-key approach is currently adversely affecting the quality of the Candidates. Probably, following the example of the United States of America, their training, including targeted one, should be centred at large universities within certain schools and, having provided for their theoretical training and teaching practice, demand a timely and good-quality thesis with mandatory assignment to a certain position for a five-year term for those who have been studying on public money and upon the public sector warrant. Evidently, such restructuring of the graduate school will require not only legislative, but also financial support.

The introduction of the European Credit Transfer System (ECTS) as an instrument for comprehensive expansion of the student mobility is undoubtedly one of the priority problems. Its implementation will take a long time since only leading educational institutions or regional or profile-based institutional associations will be capable of implementing pilot projects in some of the specialisations. This work will require thoroughness and additional funding and therefore it should be better broken into stages with project in 10–20 specialisations being implemented every three years and tested in pilot universities and departments. The specialisations can be chosen depending on their historical significance and commonplace historical spread worldwide: Mathematics, Physics, Chemistry, Logic, Philosophy, History, Philology etc. That would allow getting the entire issue moving forward and, when the relevant experience appears with the large educational establishments, to set up expert boards under their auspices for all the leading Russia's institutions.

It is not very important, how the new system will be referred to, the main thing is that it should be uniform for each specialisation and comply with the common European one. To do that, the Russian expert boards should adjust them through participation in the combined European panels, and, vice versa, through the participation of European experts in the Russian ones. I am purposely avoiding in this essay the curricula and programmes for the night and distance learning, but it is clear that their curricula should follow the other standards.

The issuance of addenda to diplomas already does not pose difficulties. The only thing to be done is to establish a unified form indicating hours for the Russian use and credits for the international one.

The data on graduates and their diplomas should be collected at the university and city registers and annually transferred to the central bodies. Such system already existed in the Soviet Union for foreign students, which means that the all new thing are the well-forgotten old ones, but on a larger scale.

2.5. Conclusions

Without doubt, in order to connect Russia's higher school with the European educational space, it is necessary to have a nationwide Russian programme which is to reflect gradual changes over time. That, however, requires political will and financial capacity on the part of the state and society.

A large-scale awareness (PR) outreach and incorporation of each stage in the legislative and statutory act reflecting geopolitical tasks of the higher education and economic source of restructuring are necessary.

In this short review we did not dwell on the entire set of problems related to Russia's joining the Bologna process and have only drawn some dotted lines which should be developed into a complete drawing, which takes time and determination. A journey of one thousand miles begins with a single step.

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Chapter 3

**On the prospects for the Establishment
of the Common Space of Education
between the Russian Federation
and the European Union**

Mark L. Entin

Meetings with the Russian Federation and European Union officials and expert community members, examination of the regulatory and analytical documents and participation in conferences on the subject enable us to formulate a number of conclusions substantiated in the current chapter. It consists of six parts. The first one looks into the possible measures to build the Common Space in Education between Russia and the EU the second, third, fourth and fifth ones are discussing the problems of integrating Russia into the common European educational space. The sixth part briefly outlines the proposals and recommendations.

**3.1. The toolkit for building Common Space of Education
between Russia and the EU**

The system of higher education that took its shape in Russia due to the painstaking and selfless efforts of many generations of pedagogues, teachers, researchers and talented administrators is its national endowment. This system fully corresponds to the mindset of students and their parents. It is based on the best traditions of humanism, enlightenment and careful handling of the international cultural heritage. It corresponds to the most demanding international criteria.

It would be reasonable to state that it is namely education where Russia and the European Union can build common European space most effectively. However, achieving that requires consistent yet resolute steps, respect of each other's historical experience, and understanding of the strengths the educational systems of different countries possess, their preservation and active application.

There still remain some divergences between the Russian side and the EU representatives including the representatives of the European Commission, with respect to what is implied by the common educational space between Russia and the EU.

It is widely understood in Brussels and capitals of the Member States that the Bologna process and related actions is what creates such

space. The discussion unfolds only around how Russia could fit into it. The possible task of the European Union, then, is to aid Russia in this regard.

For the Russian side, the important thing is the establishment of the common space of education between Russia and the EU as such and its vision as a bilateral process not limited to the Bologna agenda. Russia's participation in the Bologna process is understood as an internal affair of the Russian Federation.

Such methodological difference in the approach will be overcome with gradual enhancement of the interface between Russian and European Union representatives on all levels. Achievement of common understanding of the task we are faced with will enable faster transition to stocktaking of the possible toolkit for facilitating the establishment of the common space in education between Russia and the EU.

The well-known large-scale educational programmes like Erasmus, Socrates and Leonardo are for EU's internal use. They are not designed for the third countries. Besides, they will be soon merged into one programme for streamlining and efficiency improvement.

It therefore remains possible to: 1) use the programmes open to third countries (Erasmus Mundus); 2) conclude a bilateral agreement (similar to the one the EU has with the United States); 3) establishment of specific programmes for the purposes of building the common space.

With respect to the first option, one should take into account that it is first and foremost tailored to the EU's own needs and strengthening its competitive position in the international market of educational services. Its use may promote the increase of cooperation and exchanges between the academic institutions of Russia and the EU, however, its capacity is relatively limited.

One can also take as a model the agreement with the United States. However, Brussels does not consider it very successful. The funds allocated for its servicing are minimal. There are no reasons to think that larger amounts will be allocated to the agreement with the Russian Federation.

As to the specific programmes, it appears promising to support everything having to do with the promotion, dissemination and teaching of the Russian language. However, Brussels deems such programme to be one-sided.

It is therefore extremely important to achieve maximum feedback from the special programme of the European Union to assist Russia, the Tempus, and examine the possibility to establish major foundations for the promotion of multilateral cooperation in education.

Insofar as Tempus is concerned, it took long to agree the approach between the two supervisory units of the European Commission responsi-

ble for it. The unit responsible for international relations insisted on retaining the present nature of the programme, while the ones in charge for education were keen on extending its funding mandate to cover the secondary vocational education in addition to the higher one. Because the funds allocated for Tempus are not very large (the share of the Tacis funds to be determined by the aid recipient country), it is in the interests of Russia to focus efforts on the development of higher education.

One should, however, be aware of the fact that Tempus is a classical European Commission technical assistance programme. A significant portion of its funds is spent on administrative expenditures. The available positive experience is in essence not disseminated within the entire country. The cooperation with the European Union universities is not coupled with adequate enhancement of cooperation between the Russian institutions. It would therefore be useful to develop a system for selecting applications that would encourage exchanges between Russian universities in combination with their exposure to international experience.

Apart from the effective use of the opportunities opened by Tempus, it is essential to establish large-size education foundations to encourage international openness of Russia's higher education establishments and improvement of the mobility of faculty and students. The main role of such foundations would be to act as a leverage of extensive cooperation between Russia and the European Union in the field of education.

At the same time, one should fully take account of the fact that bilateral cooperation with the European Union and bilateral programmes can only supplement the Bologna process. Active implementation by Russia of the Bologna requirements will have a pivotal significance for establishing the common space of education between Russia and the EU.

3.2. General outline of the Bologna process

Several key issues have to be kept in mind while solving the practical problems related to involvement of Russia into common European educational space and approximation its standards to Bologna requirements.

The Bologna process deals with the market of education services. Consequently, it does not emphasise the academic side of the matter, i.e. diplomas, but the recognition of the graduates' qualification, which determines their starting positions in the labour market.

The Bologna process refers to the inter-governmental cooperation between now 45 European states aimed at achieving the comparable structural reform of higher education and university research. It is designed to help Brussels achieve the goal set by the Lisbon strategy to turn the European Union into the most competitive knowledge-based economy in the world. However, the EU agenda in the field of shaping the

education market is not exhausted by the Bologna process. It also includes the issues of attracting investment in education and securing for the EU citizens an access to education and obtaining a job in any EU country regardless of the place where the education was received.

From the point of view of the European Union the essence of the Bologna process consists in establishing cross-national system of universal assessment and recognition of quality of the obtained education. Therefore, under the auspices of the Lisbon strategy, the efforts are continued to establish the Qualification Correspondence System, which will in the future enable comparison of all diplomas, issued in the EU zone and beyond it and thus simplify their mutual recognition.

3.3. The problems of conversion to Bologna standards

The conversion to Bologna process standards involves a number of costs for Russia. Russia has over the course of many years developed its own traditions in higher education. There are many positive aspects to them, and it is important to retain those.

However, the Russian higher education system is conservative, static and secluded. It will resist changing. Too little public money has been spent on the higher school in recent years. The universities are under-financed. Professors receive scanty pay. Many promising faculty and staff members have left universities. Campuses are poorly equipped. University research is not linked with practice, and domestic business is virtually not using it at all.

Internationally, the opinion prevails about high corruption level and existence of a great number of higher educational institutions selling their diplomas rather than delivering educational services. It is considered in the EU that up to a half of diplomas issued in Russia are fake.

Besides, Russia's reforms are lagging. Other countries have gone ahead. Indicative of that is in particular the example of Kazakhstan, which has converted completely to the Bologna system and is competing with Russia successfully in the market of education services. Apart from that, both in the Western Europe and CEEC it is not infrequent to see discrimination against Russia's educational institutions.

In spite of these not very advantageous start-up conditions, Russia is to accelerate the implementation of reforms. We need to convert to common European standards. That however should be done comprehensively, cautiously and in close interface between the state, higher education institutes, business and larger society, and so as to skilfully balance the preservation of national specifics and comparable decisions with ones chosen by 39 other participant countries.

Besides, in the course of preparing strategic decisions aimed at establishing the common market of educational services one should take into account that we are not only talking about structural modernisation of higher school, but also about persuading other countries that the measures implemented are adequate and the expected results are reliable. Specifically, it refers to changing the duration secondary and higher education, calculation of credits and credibility of the issued diplomas.

In the majority of European countries young people go to secondary school for one, two and even three more years than in Russia. That casts doubts on the aggregate duration of studies of Russian students in view of recognising the correspondence of diplomas. A purely mechanical extension of the school term by one more year will fully satisfy the partners in the frame of common space in education, especially since Russian secondary education still enjoys high regard worldwide. However, such extension does not correspond to any Russia's internal needs. School curricula will not gain from that. On the contrary, such administrative measure will give rise to a great number of problems.

The alternatives to extension are available. They have to do not only with a rather arguable proposal to formally include the pre-school education in the primary schooling as "zero grade". Truly promising is the idea consisting in retaining a longer training period in pursuance of Bachelor degree rather than adjusting to the Bologna 3+2+3 pattern. The Bologna process provides for such option. According to it, the undergraduate training should last not less than three years and not more than four years.

The approval of four-year Bachelor programmes will give young Russian students who enrol in the universities a little earlier than the young people in the EU, a chance to become a little more mature. It will enable them to obtain a sufficient higher education compared to which Master's studies will be seen as a more in-depth training. Simultaneously it will remove the claims relating to the length of training in Russia from the point of view of recognising the equivalence of diplomas.

However, the Bachelor degree should find recognition within the society. The labour market so far is sceptical of it. Confronted with the lack of demand for Bachelors, the young people prefer to study for one more year to receive a standard diploma of a specialist. That extra year gives little with regard to training. At the same time, the structure of higher education, which contravenes to the Bologna process requirements and causes distrust on the part of other participant countries is thus retained.

The studies in pursuit of Master's degree requires clear-cut regulation. The Master's diploma should be regarded a step higher than the previous degree. It is desirable that Master degree holders enjoy a higher social status so that their start-up salary would also be different. To that

end, the duration of Master's studies should be in line with the terms set forth by the Bologna process, i.e. from one and a half to two years, while the studies as such should be more leaning towards independent research than mere "drilling".

In all likelihood, Russia will not be able to either retain its postgraduate training forms of "*aspirantura*" (study/research in pursuance of the degree of Candidate) and "*doktorantura*" (Doctorate, study/research towards the Doctor degree). Even Germany, where the traditions in that respect are especially in tune with the Russian ones, had been forced to concede to the unification proposed by the Bologna process. However, complaints with regard to the possible negative consequences of the streamlining of post-graduate education are, after all, exaggerated. They are frequently heard from the current holders of Doctorate degree, who fear that the streamlining will jeopardise their past accomplishments and efforts. That should be avoided by all means.

Still, one cannot ignore the fact that the significance of Doctorate degree already is subject to certain relativisation. The business community follows merit-based approach in its human resource policies. Ranks, unless it comes to representative functions, are not in high demand with businesses. At the same time, the level of "Candidate" postgraduate training has significantly dropped. Outright weak and useless dissertation theses are being defended. Graduate students are often left on their own. Essentially, they are not trained in anything. The requirements to external students and independent degree pursuers are not rigorous. The psychological effect of condescending attitude on the part dissertation panels to the persons defending theses is often the case in a sense that Candidate theses are considered just "first tries". The Doctorate ones are regarded as those where a lot of effort is really involved.

The reform of both levels of post-graduate training gives a chance to normalise the situation. It is important also to make emphasis in the course of the reform not on the low-key personalised relationship between the student and professor, but on the establishment of multidisciplinary international research teams as it is provided by the Bologna process.

Tremendously important will be the choice of system of credits – the basic measurement of equivalency and tool of students' mobility – to be introduced in the Russian Federation. The most popular one currently is ECTS. Its advantage consist in the fact that it is not attached to the number of academic hours and endorses any forms and methods of training including contemporary ones, such as internships, research, distance learning etc.

But Russia is not bound to copy the European credit system. It could certainly develop its own one, so as to avoid accusations in imitation. It

could be called Russian Federation University Credit System, or otherwise. The main thing is that such system is absolutely compatible with the European analogues. Its introduction could be broken into several stages. Following the implementation of pilot projects, in which some of the leading institutions definitely are to take part, we should also establish the network of experts in credits. They would help other universities to implement the credit system. Such networks have already been established in virtually all European countries. Apart from assistance, they are also responsible for ensuring the proper application of credits in the higher education.

Especially noteworthy is the system of protection and authenticity of higher education diplomas. The best solution would be to establish a federal register, where all the diplomas issued would be entered along with the respective database necessary for urgent, simple and operational verification of personal information. Another necessary measure is a more detailed, mandatory and counterfeit-proof addendum to the diploma where the entire student track record of a graduate would be reflected.

It is also important in the course of modernisation of the higher education not to miss the opening opportunities of diversification and modernisation of the training methods, make the educational standard more flexible and guide the universities towards greater mobility, cooperation and openness for Russian national and international exchanges. In that respect it would be particularly useful to examine the results obtained in the course of the implementation of the Tuning project.

3.4. Monitoring and certification of the training quality as the condition for accreditation

According to the Bologna system, it is suggested that those higher education establishments will be accredited, where the effective internal training quality assessment, teaching improvement and training process actualisation mechanisms are in place. The accreditation is performed by an independent agency. Such agency should correspond to certain criteria. Those include the status of the agency and its members, participation of the international experts in the assessment of the curricula and inspected universities as a whole, the nature, content and effectiveness of its activity, and its transparency. Only then will similar agencies of the other countries recognise the accreditations it issues.

Besides, the requirements to higher education establishments going through accreditation should not be lower than those established by the other participant countries to Bologna process. That does not mean, however, that the requirements should be identical. They may differ. The only thing that matters is that partners do not perceive them as insufficient.

The results of the check-up of the documents provided for accreditation should be regularly published. It is equally important that the agencies themselves be regularly monitored. Such checks should take the form of external auditing. Its goal is to persuade the agencies of other countries that the respective national agency is credible and its evaluations are fair and do not need additional confirmation.

The European Union is not planning to establish any supranational or international (European) accreditation agency that would apply unified criteria regardless of the national differences and specifics. That is not an issue. In all likelihood, a network of national agencies will emerge as a result of the Bologna process. The agencies enjoying sufficient international recognition will involve further institutions they can trust, which have established fair quality assurance, have truly independent status, are not prone to corruption and apply generally accepted criteria.

In Russia it would be important to accelerate the establishment of such agency. The structure created at the moment is still not fully trusted in Europe. One should not be misguided by the external similarity of what is happening in Russia and in other countries. Russia needs a new generation of experts to make the evaluation. They are still to be granted international recognition. The entire system of accreditation and the agency performing it should in their turn obtain European accreditation.

The establishment of regional accreditation agencies is of little use. It is clear ahead of time that they will not match the international standards. They will be perceived by the international community as not sufficiently rigorous and overly provincial.

The establishment in Russia of its own quality assurance system will entail further tightening of the requirements. The situation, which is currently in place in Russia, is counterproductive, whereby low-capacity and outright weak national and foreign educational institutions are conferring upon themselves or receiving the status of universities. Only those institutions, which went through state accreditation, can be called so. In this respect the best guidelines are provided by the example of Germany and Austria.

It would be, at the same time, important to avoid the mistakes made by Germany and Netherlands. Those countries were giving accreditations of individual training programmes delivered by the universities. It is appropriate to limit us to accreditation of educational establishments as a whole. Individual programmes can be accredited only in those cases when they are dealing with training specialists in occupational areas subject to licensing: doctors, architects, engineers, etc. and programmes offered by foreign universities.

3.5. Funding and management of universities

This problem is beyond the framework of the Bologna process. It has, however, a crucial significance for ensuring sustainability, independence and attractiveness for the young people of the university system. Higher education reform cannot be implemented without adequate funding. It would be impossible, otherwise, to make it competitive in the global market of education services.

The European Union is solving this problem in the framework of the Lisbon agenda. Russia needs to find its own approach to its solution.

Of pivotal importance for bringing Russia's higher education into compliance with the European standards is the increase of salary for the faculty. Otherwise we will not be able to overcome corruption. Without overcoming corruption we will, in turn, hardly be able to obtain international recognition of the education quality standards. Increase of remunerations will also enable the retaining of talented young people for working at the university departments and even return them back to higher education. It is evident, at the same time, that public funding should not be given to everyone indiscriminately, but only on the basis of merit or based on the results of competitions. A promising trend consists in establishment of prestigious university centres enjoying European and worldwide acknowledgment.

Of no smaller significance is the responsibility of the university management structures for their development and for training and retraining of the professorate and other faculty.

The issue of voucherisation of higher education and thereby endowment of citizens with the right to receive it deserves most serious consideration.

Quite promising are the programmes for the support of students implemented by some industrial and financial groups. They issue a loan at a favourable interest rate upon agreement with specific institutions, which is repaid over the first several years after graduation. The firms that hire young people in the framework of such scheme are in this case often eager to repay the loan themselves.

The universities from other countries can be involved in the certification of the training quality assurance. That would additionally enhance the openness of Russia's higher education institutions, facilitate their international recognition and remove the remaining distrust. Such mutual inspections are becoming more widespread in Europe recently. In particular, it is performed by the European Association of Universities. Some Russian universities have already gone through such check-up. The prevalent opinion in Europe, however, is that it was done exclusively for

the show. No serious measures to overcome the identified shortcomings have been actually enforced at the examined universities.

3.6. Conclusions

In order to include us in the European space of education and enhance the competitiveness of the educational services provided in the country, Russia needs to more actively and persistently conduct the reforms resulting from the Bologna process. For that purpose the capacity of cooperation with the European Union should be utilised.

Still, that is not sufficient. What is required is "Bologna process Plus". It is necessary to identify new sources of financing higher education within the country and establish the foundations providing for the mobility of students and faculty and attraction of young people from abroad to Russia.

The common space of education in the relations between Russia and the EU should be based on the Bologna process, and yet retain somewhat wider scope in view of the indigenous needs of Russia and the EU.

Bologna process in Russia: the road map

Gennadiy I. Gladkov

4.1. Motives for Russia to join the Bologna process

In September, 2003, Russia has officially joined the Bologna process. Among the academic community, political and academic elite of the country the question arose instantly, what the strategic purposes of joining were? The question is not so pointless, since on the outside the situation in the Russian higher education looked for that moment quite bearable: even though a little shabby after the perestroika higher education establishments of the country continued to prepare a fair quantity of experts with higher education which, basically, satisfied the needs of the country for qualified personnel.

Without taking the liberty of an exhaustive interpretation of the motives behind the entry of Russia to the new Europe of science and education, "Europe of knowledge", as it is referred to in the Bologna documents (as a matter of fact, only three of them are of mandatory nature: Bologna Declaration (1999), the Prague (2001) Communiqué of the meeting of ministers of the European countries responsible for higher education and Berlin (2003) Communiqué of a similar meeting), it is possible to offer a certain interpretation of these motives.

If we admit that Russia is a European country, it would be strange during the period when the new system of higher education is being formed in Europe, to stay away from this process and then successfully to catch up with the other European countries that have gone ahead by a matter of twenty-thirty years as we did it or tried to do it so many times in similar cases in other areas. Perhaps without exaggeration it would be possible to say that for the first time in the most recent history we have historical chance to enter the common European institutions through a front door, to start speaking with Europeans in a common sub-language of higher education, to lay a serious foundation of the future pan-European interaction in all areas where the knowledge and skills obtained at higher education establishments is applied. Consistent and appropriate participation of Russia in the Bologna process opens before it a multitude of European doors. Taking into account considerable natural resources of this country, we can hope, that European level of both material and spiritual culture will at last set the high standard for Russia.

4.2. Motives for a higher education establishment to join the Bologna process

Meanwhile, not only the country as a whole has serious reasons for joining the Bologna process; each higher education establishment will be able shortly to test the advantages of the participation in it. If we approach the question pragmatically, competitiveness of such higher education establishment will increase, it will become much more attractive, in the first place, for the Russian students.

The Bologna process in a gentle way will push higher education establishments towards pragmatic modernisation of education, benchmarking of the curricula and programmes against the leading single-profile European higher education establishments, and real use in educational process of latest European achievements, especially in the field of humanities, social science and economics.

The academic mobility of the faculty becomes the most effective form of improvement of professional skill of the teaching corps of our higher education establishments.

Active interfacing with the university community of Europe will lead the Russian higher education establishments away from social and economic stagnation and in a decisive way affect, for example, approximation of the official subsistence level of teachers to the European criteria and norms.

Finally, the boom of studying foreign languages will start in the Russian higher schools, which will affect not only the ones with a humanitarian or socio-economic, but also natural-science and engineering profile. The tacit Europe-wide rule is that an educated person has a fluent command of two foreign languages will promptly begin to take root in Russia.

4.3. Motives for a student to join the Bologna process

Certainly, the student is expected to gain from a Bologna process more than anyone else. His study at higher education establishment will become more democratic, previously unknown opportunities will open before him. In the course study on each of level of higher education (Bachelor degree, Magistracy, Doctoral studies) he (she) would be able to designate his own educational development path (for example, through planning study abroad at the universities that are most interesting for him from the professional point of view), while upon graduation from each of the two first cycles (Bachelor and Master degrees) the student would be able to change the chosen specialisation if he (she) finds that the wrong choice had been made at some point.

Every year the knowledge acquired by students will become more and more corresponding to the European criteria as they will be able to spend long terms of training (a semester or an academic year) at the universities of Europe to receive documents on higher education of the European and consequently global level, to and obtain over one period of training at once two diplomas, one of them being international. Foreign students will find additional stimuli to receive higher education at Russian schools: they will be awarded higher education degrees of Bachelor and Master easily recognisable worldwide and receive addenda to diplomas readable practically throughout the European continent.

Academic mobility programmes which every year will become more and more accessible to Russian students, will show them essentially different ways of receiving of higher education (for example, weekly study in only one subject and the final test at the end of same week (Italy); studying only two disciplines during a semester (Denmark); significant reduction of the amount study in the classroom, especially lectures (down to 8–10 hours per week) with drastic increase in volume of independent work, and others.

As it was already mentioned above, the students will start to receive the uniform European appendix to the diploma comprehensively and free-of-charge, many of them becoming the holders of double diplomas (base higher education establishment and the foreign partner). It will open before them wider cross-border opportunities for postgraduate employments, which will even further advance the democracy in the Russian society and will lead to increased salaries also in Russia as national employers will be compelled to struggle for graduates of our higher education establishments with the European competitors.

4.4. Imperatives of the Bologna process

What does the full-fledged entry of higher education establishment into a Bologna process mean? How labour-consuming and costly would such step be?

In numerous domestic publications on this issue one can encounter various frightening information. In fact, in the three above-mentioned basic Bologna documents, it is fairly clearly set out what steps can be regarded as necessary and sufficient. We can construe as a key term for their identification the one contained in the title of the Sorbonne Declaration, the underlying primary source of the Bologna Declaration, i.e. a word-combination "harmonisation of architecture". Not breakdown, not reorganisation, not undermining, but "harmonisation", and the subsequent word "architecture" shows rather limited scales of truly neces-

sary harmonisation having to do, basically, with the external "architectural" forms.

So, what does the higher education establishment have to do if it has been until a certain moment only receiving the information on the Bologna process by hearsay, but now has understood its appeal and utility and decided to join European academic community? The true imperatives are not many: to introduce a two-level system of higher education (Bachelor/Master degree); to apply the academic credits as unit of labour input of the student's study; to issue to graduates the European addenda to the diplomas of a uniform type developed and tested under aegis of the European Commission, Council of Europe and UNESCO.

All the Bologna documents also mention as absolutely mandatory large-scale application of the academic mobility of students, teachers and administrative personnel and an effective control of quality. However, despite the imperative nature of the wording, the sources of funding, mechanisms and parameters of monitoring the execution of these recommendations are not stipulated. In the Russian conditions, the academic mobility can fairly naturally evolve from traditional study abroad. Quality assurance in education in the Russian Federation can be considered almost exemplary for Europe, which is so used to the academic *laissez-faire*, at least, in the light of the existence in our case of the relevant bodies that evolved from the Soviet structures, and also functioning of licensing and certification institutes.

4.5. Mystification of the Bologna process

The phenomenon of mystification of the Bologna process observed over the recent years among Russia's education community deserves at least indulgent condemnation. Among "charges" with regard to the Bologna process are mentioned "rejection of fundamentality" (i.e. abstract science focus), traditionally inherent in Russian higher school, compulsory introduction of nonlinear educational trajectories (courses of choice in all disciplines from the first up to a final grade level at each level of higher education), imposing of the modular approach, compulsory use of distance learning, mass production of the "undereducated" Bachelors, and resentment of the Bologna process by the students in Europe itself.

As to allegedly compulsory "rejection of fundamentality", "harmonisation of architecture" as such in no way encroaches the contents of education. The metaphor of "architecture" refers to the external forms of organisation of higher education and therefore what the higher education is to be like within those "walls" is left for the discretion of the school. If it wishes to abandon fundamental nature of education, so be it, if not, it may keep or even will reinforce it. The formula offered in the corresponding

section of the draft European Constitution is indicative of that: "the European Union ... shall fully respect the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity." (6. – p.133)

Nonlinear educational trajectories in the Bologna documents in any single part, though we should admit that they really, give the student more democratic education, and may be incorporated in higher education if the school has relevant opportunities.

Distance learning and other innovative forms of training are proclaimed in the European space of higher education as one of the fully acceptable forms, however their application is left entirely for the discretion of the higher education establishment. It would be appropriate to recall here that no one had ever imposed computers and Internet on the universities, either.

What concerns the allegedly existing resentment of students towards the Bologna process, this is an obvious exaggeration. True, individual protest rallies really took place, but the Bologna reforms are supported actively and consistently by the Confederation of Student Unions of the European countries comprising over 20 million students. Not only are representatives of the Confederation present at all official events of the European Association of Universities, but also speak at its plenary sessions thus expressing and promoting the interests of students. The main contents of these inputs as a rule is meant to make sure that the Bologna transformations inevitably have well defined social dimension and completely rule out any discrimination of students on the grounds of wealth or gender.

4.6. Necessary and sufficient

Introduction of a "three-level" (as it is termed in the Berlin Declaration of 2003) system of higher education at a higher school (Bachelor-Master-Doctor studies) really constitutes an imperative of the Bologna process. Within the framework of this article it would be feasible in our opinion without too dire consequences to reduce this triad up to the dyad "Bachelor – Master" that used be considered classical before, and to talk about two-level higher education. As to the third level, whether our "Candidate of Sciences" will be referred to as "Doctor" (PhD), is not for the university to decide, but shall be determined by the RF Ministry of Education and Science, and thus the higher education establishment is just to await corresponding instructions.

How to divide a five years' cycle of training of the present "specialist" into two levels – Bachelor and Master's studies, remains a basic issue. However, one is to remember, that Bachelor "Bologna-style", is a

self-sufficient degree, which should provide employment of the graduate as the holder of higher education. The Bachelor degree is an independent level of higher education. The higher education establishment can make a decision on the design of the curriculum for pursuing Bachelor degree independently, but it is logical to assume, that Education Methodology Associations (UMOs) of higher education establishments of the relevant profile should play a key role in making careful decisions to this end.

The terms of Bachelor studies recognised as of today in Europe as acceptable is three to four years. However, the three-year Bachelor is increasingly dominating in the continent, and even more so, since, for example, in such authoritative country as the Great Britain, this period of training at the first level of higher education has proven quite adequate already a while ago. Under the plans existing as of the beginning of 2005, the RF Ministry of Education and Science was planning to enforce a four-year Bachelor cycle in Russia, which fully meets to the European requirements, yet puts the Russian Bachelor at disadvantage conditions in comparison with average European counterpart and hinders, if not excludes, the academic mobility on the Bachelor level.

The second level of higher education is the Master's studies, with duration of training determined by Ministry of Education and Science for national schools as two years. This is fully in line with the modern European Bologna principles.

However the resulting final formula of RF higher education, "4+2" differs from initial European versions of "3+2" or "4+1". As a result, the graduate of a Russian higher education establishment having received two-level higher education will study for six years compared to the majority of coevals in Europe, for whom the same degree will require five years.

Social consequences of such strategic decision are ambiguous enough. Significant number of graduates of higher education establishments will be compelled to start working with a degree of Bachelor, since according to the available data only 15–20 percent of Masters under such version would have an opportunity to study for public money. Thus, in due course Russia will turn into "the nation of Bachelors". Meanwhile, so far there is an opportunity to prevent that. If we accept the classical European formula "3+2" finance publicly all the five years of training as it is done in Russia now, about 80–85 percent of Bachelors (while in large cities this number will make close to 100 percent) will continue training in higher education establishments after being awarded the Bachelor's degree, and we would enter the integrated educational Europe as at least the country with equal rights, "the nation of Masters", which by the way, in our opinion, fully corresponds to the high status and authority of the Russian education. Those Bachelors who after three years of university studies would wish to get a

job as it has been taking place for decades in, for example, the UK, should have an opportunity to do it in a fair way: hypothetically, our three-year Bachelor from institute of foreign languages would be fully able to work as the tour guide and interpreter, the three-year Bachelor after engineering school — to succeed in the certain positions in industry and the three-year Bachelor who is a sociologist — to perform specific sociological surveys, while the bachelor after medical higher education establishment would work as the medical assistant, and so on. Once again, we should specify that there will be very few people with such diploma in Russia though in the European labour market they will be accepted as equals.

Introduction in higher education establishments of the European academic credits (ECTS credits are recommended as the basis; this stands for European Credit Transfer System) does not pose especial difficulties if we are to be guided by basic rule that "an academic credit" is a unit of labour input. For a semester a student can get only exactly 30 credits, while, respectively, over an academic year — 60 credits, not more and not less. The study load for each semester is recalculated proportionally to quantity of hours of the general (in-class and independent) loads for each discipline and as a result the concrete discipline receives the share from total number of 30 credits. All European higher education establishments act or will act in exactly the same way. To graduate, a Bachelor should earn for 180 (three-year option) or 240 (four-year option) academic credits, a Master, jointly with the ones obtained through Bachelor studies, 300 credits (Russia is going to it with excess — under existing plans our Master will earn 360 credits).

Issues of implementing the academic mobility of students and teachers cause serious concerns among the managers of the Russia's higher education establishments. There are fears that this institute of the Bologna process would allegedly completely disorganise the education system at higher schools since the students will wander about Europe to bring back unknown academic credits and to demand on their basis to give out them the diploma of that higher education establishment which they entered. Such fears are unfounded.

Firstly, for a student to obtain credits of foreign higher education establishment, he (she) should as a rule receive the permission of the Bologna Process Coordinator for such training.

Secondly, before the beginning of training under the academic mobility programme the student should obtain signatures from two Bologna Coordinators, i.e. the ones of the sending and receiving higher education establishments on the Training Agreement (a uniform European model) where the disciplines chosen by the student and numbers of credits given to them will be listed.

Thirdly, if the student instead of returning after the training under the mobility programme to his school would move without the approval of the Bologna coordinator of his higher education establishment for one more period of training to other European school, he (she) would hardly have an opportunity to use additionally earned credits in his university. He (she) will either be dismissed, or forced to repeat a relevant period of training.

Here, an important question arises on a role and a place Bologna Process Coordinators at the Russian higher schools. For smooth functioning of this system it is necessary to appoint coordinators at the levels of whole universities, faculties and chairs. As a rule, those should be people occupying position of authority each at his level. They will be responsible for practical implementation of positions of the Bologna process at their schools.

The programmes of joint and dual diplomas are closely related to academic mobility programmes. In the Russian conditions, running joint diploma programme whereby two higher education establishments issue for the student for the same training period one diploma on behalf of the two of them is hardly possible because of the likelihood of the legal problems. The Russian state educational standards do not provide for such opportunity yet.

As to dual diplomas, this option looks quite realistic today. By dual diploma, we should imply the case when the student studies in two higher education establishments, and either school hours by half between them, or spends in one of such schools at least academic year. Higher schools give the student academic credits received for similar or equivalent disciplines under the expert judgment of corresponding faculties. As a result, he (she) receives for the same period of training at once two diplomas by the higher schools, which have signed the corresponding agreement. In this case, in each of the countries training is conducted either in the respective national language, or in English. The procedure for the final certification of the student is agreed separately.

4.7. Road map

On the basis of the above, it is possible to offer the certain working algorithm ("road map") designed for the full-scale entry of universities into the Bologna process over two to three years (though under favourable circumstances all actions mentioned below could be performed much faster).

First year

During the first year of the Bologna conversion it would be feasible to jointly identify the methodology of dividing the five-years cycle into

Bachelor and Master levels at the higher education establishment and at its faculties, proceeding from the understanding that a Bachelor is to have an opportunity to take certain jobs in the labour market.

Essentially, it is considered that at the level of Bachelor degree the student receives sufficient theoretically supported knowledge and skills within a framework of certain trade ("operator with scientific understanding of the production cycle") while at the Master level he (she) should more profoundly study the theoretical background of his area of specialisation and likewise to obtain managerial and research skills ("productions supervisor, manager, innovator, researcher"). The European experience can be of tremendous help in this work.

After decision-making regarding introduction of the Bachelor and Master levels, it is necessary to initiate the administrative and legal procedure of licensing of such educational programmes with the RF Ministry of Education and Science.

Once the conceptual division of previously existing curriculum into the first and second levels of higher education is accomplished, it is necessary to estimate the number of hours of training load per academic credits. This recalculation at the initial stage does not pose especial problems; the problem arises when one compares the number of credits in specialised disciplines with foreign higher education establishments. In the course of such comparison it frequently turns out that the European students receive much more ECTS credits for the disciplines of specialisation, while in our case it is required to allocate many credits to general-scope and "fundamental" subjects.

Within the same first year it is necessary to make the inventory of agreements on exchanges with foreign partner schools and student training abroad to determine what exchange programmes can be transformed into Bologna-format academic mobility programmes.

Finally, it is necessary to launch the development of the European addendum to diploma based on the European model for the specialisations offered by the specific higher education establishment. That will require exact translation into English of the titles of obtained qualifications (item 2.1), titles of the study areas (item 2.2), statements of the general programme requirements (item 4.2), titles of all the studied disciplines (item 4.3), description of general characteristics of national higher education system (section 8) with indication of the role and place of the particular establishment in it (the Ministry of Education and Science will over time be providing such data to universities on-line).

Within the same year it is necessary to appoint the Bologna Process Coordinator of the higher education establishment who will conceptually elaborate the Bologna transformations within the framework of the entire institution, prepare the materials for consideration at the academic coun-

cil meetings, coordinate the activities of faculties and chairs and maintain interface on behalf of the establishment with foreign partners within the framework of single European space of higher education.

Within the first year it is necessary to create also Student's committee on the Bologna process of the school, which the primary goal of promotion among the students of the Bologna reforms and maintenance of horizontal ties with counterparts from foreign partner higher schools.

In parallel, it would be appropriate to submit the application for the individual entry of higher education establishment to Association of European Universities (the Russian Union of Rectors is a collective member of CBE). This organization is the main promoter of the Bologna Declaration ideas throughout the European educational community and therefore it is important to have first-hand data on its decisions and their rationale. As a rule, its proceedings are done in English. CBE provides financial aid for Eastern European higher schools for participation of one representative from each member institution free-of-charge in its activities.

Second year

The second year can be marked by essential practical steps on modernisation of education at higher education establishment according to the Bologna patterns. The enrolees will be accepted for a three-year or four-year Bachelor study cycle in case of issuance by the Ministry of Education and Science of the relevant permitting documents (according to the political decisions made by then on the national scale) and for a two-year cycle of Master's studies.

The students of the relevant school within the framework of their preparation for participation in the academic mobility programmes should have access to optional intensive courses of foreign languages, in the first place, of the ones used in partner institutions, and mostly of English as a universal language of contemporary European higher education.

First year students pursuing Bachelor and Master's degrees may start getting the six-point grades at all the examinations and tests which

Table 2. Correspondence of European and Russian grades

Russian grades	European ECTS grades
5 - "excellent"	A - "excellent"
4 - "good"	B - "very good" C - "good"
3 - "fair"	D - "fair" E - "mediocre"
2 - "unsatisfactorily"	FX (F) - "unsatisfactory"

would be feasible to use parallel with the traditional Russian ones; afterwards the grades will be features in the European addenda and thus make it even more recognisable and transparent. Similarly, they will facilitate realisation of student academic mobility programmes.

The correspondence between European and Russian grades can be determined as follows in *Table 2*.

For the studied subjects (if the exams are withstood successfully) the students should receive academic credits in the amounts determined by Academic Councils of the Faculties (departments). The first year students are the ones whose grades will thereafter be featured in their European addenda to the diplomas; other students, if need be, would be able receive a certificate of the earned credits for continuing education or for employment.

At the end of the same year, the European addenda to diplomas can be issued for graduates of higher schools. There remains a question as to whether it is appropriate to offer such addendum to the students who are not studying according to the Bologna rules? The Bologna system is treating such cases in a quite tolerant manner and fully admits such solution. Hours by this time will be already converted to credits and therefore the number of credits will be indicated in front to each studied subject in the Addendum. The entered grades will be Russian, but in corresponding section of the European addendum the-above mentioned conversion table of those grades into the European ones should be placed so that the European higher school manager or the employer, if need be, would make necessary comparisons of grades.

In the sections of the European addendum devoted to the description of the student's educational level, at the transitional stage it will be possible to specify, that he (she) has received the diploma of "specialist" which is equal to two levels of higher education integrated into one.

Coordinators on the Bologna process should be appointed at this stage at the faculties and chairs. Their tasks will include implementation of the transition to Bologna standards within the framework of those structures.

Third year

The third year is considered final, though the full-scale introduction of the Bologna system in the higher education establishments has not yet taken place.

During the second year students pursuing Master's degree can study in the framework academic mobility programmes for a semester or longer at a partner school abroad.

By the end of the year, the Bachelor students will finish their second year and can be considered as candidates for participation in academic mobility programmes.

Then the first graduates will finish the two-year Master's studies. In addition to the Master's degree they will receive the standard European addendum to the diploma, containing a detailed specification of the academic credits earned (120 ECTS credits over two years) and the European grades received.

4.8. The academic autonomy of a higher education establishment

Bologna process documents in every possible way emphasise the need to respect the autonomy of higher education establishments, which should, however, be accompanied with accountability. Broadly understood, autonomy means that the European higher education establishment independently takes decisions whether or not to participate in the Bologna process, designs the curricula for Bachelor and Master's studies, converts hours of study load into the academic credits, etc. However, the natural process of transformations is raising some questions requiring coordinated decisions of the European educational community. Among these questions, for example, are the following:

In what way do Master's studies essentially differ from the ones pursuing Bachelor's degree? Can it happen that whatever is studied in one country under the Bachelor programme, in another one would be studied in Master's programme?

What is the required minimum of education contents for similar areas of training? Can it happen that, for example, the social scientist in one country would know one set of authors and their theories, while in another one, there would be absolutely different names and sociological theories, and then when those two Bachelors find themselves at the same classroom desk in the course of a Master's programme, they would be virtually unable to comprehend each other professionally?

There is a discussion now about creating certain voluntary European-wide associations of same profile higher schools similar to our UMOs, which would begin to develop recommendations on such issues.

Within the framework of the Bologna process, in all likelihood, the role of the Ministry of Science and Education will be increasingly reduced, while the one of UMOs will become ever greater. Who else, if not the UMOs, is destined to help specific schools change in the best way their curricula for training specialists into two ones, pursuing Bachelor and Master's degrees? Who will determine a required minimum of the education contents in each field of studies? What will be the destiny of State Educational Standards for Professional Higher Education (GOS VPO)? Obviously, the number of regulated content parameters of education delivered by Russia's higher schools will be

reduced up to the level of 50 percent and lower, since in the conditions of rigid regulation it will be considerably more difficult to find the solution of academic mobility issue and dual diplomas.

Some recommended timeframes for the Bologna-related changes are determined in a centralised manner. In 2005, higher schools of the participant countries should begin to issue to graduates free of charge the European addenda to the diplomas; by 2010 it is planned that they completely finalise the entire set of Bologna changes, i.e. harmonise their higher education architecture with the European one. This task is fairly realistic and feasible, and one does feel like believing into renaissance of higher education in this country through its careful implementation.

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Joint programmes: Russia's step into the European space of higher education

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The new forms of the international cooperation between universities have spread over the recent years throughout the entire world and, especially, throughout Europe. What we mean is the development of joint educational programmes whereby the parties make mutual commitments concerning the purposes of the programme, its curriculum and organisation and the degrees awarded. Such programmes act as a natural new stage of the institutional cooperation between universities during which their interface takes place within the very process of educational delivery. Thus, new opportunities are established for the synergies between educational cultures, improved quality of curricula and their enhanced appeal and competitiveness.

5.1. Forms of cooperation

Among the joint programmes spreading widely throughout Europe and the rest of the world, such forms as accredited and validated programmes, franchised programmes, and programmes towards double and joint diplomas can be distinguished.

Accreditation is a form of co-operation, usually on a commercial basis (bringing profit to one of the parties) whereby a well-known university confirms in various forms the quality conformity of an academic programme of the other university to its own quality standards. Such procedure of acknowledgement or recognition can be accompanied by the one of issuing a diploma of a well-known university to the graduate of the partner university on the basis of the diploma validation procedure. Such forms of international cooperation are capable of bringing financial revenue to one of the parties, but pose the danger of devaluation of the academic standards. The latter is one of the reasons why a number of well-known universities avoid using accreditation and validation.

The most demanding form of co-operation with respect to academic quality level of the programme (as a rule, also implemented on a commercial basis) is franchising. It consists in the transfer by a well-known university to another university of the right of implementing the programme while reserving the right to control key quality parameters (administering examinations, issuance of the diploma).

The highest and closest degree of academic cooperation is achieved when implementing international programmes of double or joint diplomas which are becoming increasingly popular worldwide and in particular in Europe. Among their necessary prerequisites are a high level of quality compatibility of educational programmes and orientation to the international educational standards. Their implementation implies the solution of the following problems:

- establishment of the curricula where all the basic elements of educational process (the curriculum, methods of training and assessment, the content requirements to courses and teachers) are agreed;
- an automatic recognition of results of training at the partner university by all members of the partnership as a guarantee of embedding an element of mobility as a necessary part of the educational process;
- establishment of joint steering bodies for the programme;
- issuance of the joint (on behalf of the programme participants) diploma or diplomas by the participating universities upon the completion of training.

On the threshold of centuries, joint programmes (and, in particular, programmes of two diplomas) have spread widely all over the world, but especially in the practice of European universities, which testifies of a high level of education comparability, close interface between higher education establishments and growing interest to such programmes of the participants to educational process.

While highly estimating the potential importance of developing cooperation between higher schools, in particular concerning the integrated educational programmes, and viewing it as powerful means of maintaining the appeal of European education and its competitiveness, the authors of the Bologna Declaration have emphasised the importance of communicating to it a European dimension.

5.2. The importance of joint programmes

Documents adopted in wake of the meeting of European Ministers of Education in 2001 in Prague such task is specified in the form of a call to develop of the interuniversity programmes leading to joint degrees. The first joint programmes between the European universities have emerged as result of the initiatives by universities and have received complete support through the Bologna process. Indeed, they have been recognised as one of the main tools of establishing the European space of higher education.

The importance of joint programmes in the European understanding is determined by the gains they bring to the participants:

- students get new additional opportunities for mastering trades, developing new type of thinking and gaining experience in other

academic and social settings, which creates preconditions for their wider professional mobility and a demand on a labour market as well as developing their sense of "European citizenship";

- teachers get new opportunities for professional cooperation and growth, particularly research cooperation with foreign colleagues and establishment of long-term professional contacts;
- universities get a kind of added value in the form of better and more attractive educational programmes, augmentation of their academic potential owing to new opportunities of cooperation with other higher schools, use of their experience in multiple different areas and, as a result, improved reputation and competitiveness

It is worth mentioning that a number of countries (first and foremost, Eastern European ones) see an important interest for themselves in taking part in joint programmes for curricula and training techniques modernisation and increasing competitiveness and quality of educational programmes.

The European Community has undertaken in the recent years a lot of measures to support the development of inter-university joint programmes. In particular, for studying and codification of the universities' best practices in terms of creation and implementation of joint programmes in 2002 a research of Master and joint diploma programmes in Europe (Christian Tauch and Andreas Rauvargers) has been carried out. The Association of European Universities has implemented a project "Development of joint Master programmes in Europe" (04.2002 – 01.2004)¹. Seminars on those topics were convened in Stockholm (2004 and 2005), Mantua (2003), and a conference in Romania (2003).

The above-mentioned research of Master and joint diploma programmes has shown, in particular, that all of 26 surveyed educational systems (in Austria, Flemish and the French Belgium, Bulgaria, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Iceland, Ireland, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Spain, Sweden, Switzerland and the United Kingdom) confirm the existence of joint diploma programmes with foreign partners in their higher schools.

5.3. Criteria of programmes

A number of the countries in the course of a survey seeking to identify joint programmes had certain difficulties answering the questions because of the diversity of forms and models of joint programmes, and also because of "vagueness" of their characteristics. In order to overcome such illegibility of definitions in the framework of the above-mentioned research an attempt to identify the contents of joint programmes (among

other, to distinguish them from the academic mobility, on the one hand, and cooperation on curricula development, on the other hand, for the has been undertaken for first time.

Among the findings of the survey it has been mentioned that joint diplomas are usually awarded after an educational programme, which corresponds to all or, at least, some of the following characteristics:

- programmes are developed and approved jointly by several higher education establishments;
- students from each higher education establishment spend a part of training period in other higher education establishments;
- terms of students' training in participating higher education establishments have a comparable duration;
- terms of training and the passed examinations are recognised by partner higher education establishments completely and automatically;
- teachers of each higher education establishment also teach in other participating schools, jointly develop curricula and create the joint commissions for admissions and examinations;
- after the end of the complete programme, students either receive official degrees of each participating higher school, or a jointly awarded degree (in a reality it is usually informal "certificate" or "diploma").

It has been also stressed that not all programmes towards joint diplomas should necessarily correspond to all the requirements set forth above, especially if they still are under development.

As experience shows, there is a set of various models and examples of successful joint educational programmes and no single ideal model of partnership². At the same time, key criteria of joint programmes imply that they are to be based on joint development and implementation of the integrated curricula. Furthermore, the element of the international mobility is a built-in and mandatory one for the professional higher education leading to a joint degree.

5.4. The coverage of programmes

Joint programmes in many respects emerge through the initiative of universities and therefore quite often precise and full data on them is missing at the ministerial level. Furthermore, such programmes are rather unevenly distributed through the European countries. For example, in Belgium, Netherlands and Poland there are only a few, whereas in Germany and France there several hundred of them.

Joint programmes occur in an umber of subject fields, however they are most common in economics, business education, jurisprudence, man-

agement and engineering education. Widely represented are such programmes in the fields of knowledge connected with social science and languages. In the sectors of educational significantly regulated by the state (architecture, medicine, etc.), or those subjects where autonomy of higher education establishments is insignificant, establishment of joint programmes has its specific features. Less data is available on the existence of joint programmes in natural sciences.

Joint programmes are to a larger extent represented on Master's and Doctorate levels and to a lesser extent in Bachelor studies.

The majority of programmes grew from bilateral cooperation of universities, though there are also examples of multilateral programmes³.

5.5. Problems of the programmes

Establishment of joint programmes at the European universities, due to the increased support on the part of the international educational community, was sped up over the last years and in the opinion of a number of experts is shifting from the periphery of university life to its centre. However, their activity is accompanied by a set of problems frequently resulting from incomparability of requirements by various European educational structures. Among them the most important ones are, first of all, the following:

- financing of education;
- recognition of joint degrees;
- quality assurance;
- management efficiency;
- student mobility synchronisation between the universities of different countries.

Critical issue for the spread of joint or dual diplomas is the need to expand their financial basis. Such programmes are more costly in comparison with usual programmes (which is caused, first of all, by international mobility and management costs). The practice is common when those higher expenses are covered by participants of a network or even students. The former method may reduce the interest of universities to such programmes. The latter one leads to aggravation of inequality among students for whom such programmes will not be equally accessible.

The following solutions could change the situation:

- enhanced partnership funding sources, including the European and national levels;
- funding coming not only from the public sector, but also from business;
- greater focus of the financial support on the needs of joint programmes with "organised mobility" than on the support of mobility in general;

- delegation of the rights of financial administration to managers of joint programmes for the sake of the greater efficiency and development of cooperation;
- expansion of the funding frameworks through simplification of the recognition procedure of joint programmes and degrees.

Successful spread of joint diploma programmes in Europe depends today, first of all, on the solution of the issue of their national and international recognition.

The design of joint programmes is, as a rule, a result of joint action of universities and is fixed in interuniversity agreements. Those agreements regulate not only the questions connected to the organisation of educational process (including an element of the international mobility as necessary), but also issues of awarding joint degrees. Awarding of joint degrees in the European countries today is governed basically by interuniversity agreements, instead of legal tools of higher level. That is connected with the absence of the national legislation recognising dual and in some cases joint diplomas.

The recognition of the results of students' training at a partner university takes place, as a rule, automatically, on the basis of interuniversity agreements. Procedure of awarding joint degrees is more complex: it cannot be reduced only to interuniversity agreements; state and international recognition of joint and double diplomas requires special national laws (currently missing in the majority of countries).

Because of legal difficulties associated with recognition of joint degrees, issues of joint programmes and awarding diplomas after the completion of such programmes began to be more precisely distinguished in the cooperation practice. In the universities' practice, therefore, alongside with awarding joint diplomas when a single diploma is issued on behalf of participant countries to the programme, widely used became also the practice of awarding two diplomas. In such case, one of them represents a universally recognised national degree, while the other one is sometimes just a certificate signed by all participants of university partnership, and consequently not having de-jure recognition. Changes to national legislations are necessary to eliminate such problems, which is recommended by European educational community bodies and the EU.

Among the questions stirring wide discussion are procedures of maintaining quality of joint programmes. In the Berlin communiqué of 2003 the principle is formulated according to which in the joint programmes where several universities take part, the responsibility for internal procedures of quality assurance remains upon the university awarding the degree. In practice this role is carried out by programme committees which consist of the representatives of partner universities

who proceed from mutually agreed quality requirements. Operation of such committees is a widespread practice for effective control of joint programmes.

As it is stressed in the conclusions of the project by Association of European universities on collection of the joint programme experience, even though programmes of joint or dual diplomas are still rather not infrequent even in Europe, they act as a prototype for the future and play a major key role of the pioneers who are one step ahead of the present status of Bologna reforms.

General tendencies of design and development of joint educational programmes paves the way also for Russian higher education, albeit still on more modest scales and in peculiar forms. Modern joint programmes between the Russian higher schools and foreign partners have not yet become an element of a long-term state educational policy. They are created upon the initiative of individual universities as a result of their direct contacts with foreign partners.

One of the main difficulties for the analysis of such programmes is the lack of regular and complete information about them with the central educational authorities, and sometimes even on site at the universities.

Another problem is connected to definition and classification of similar programmes. In the conditions when even the European joint programmes have rather short history, unlike cooperation around curricula or academic mobility, while the parameters of such programmes are quite obscure and still under development, often enough any international cooperation between universities is interpreted in Russia as joint programmes. This is illustrated by reference to the results of two surveys. One of them has been carried out by the Institute of Sociology of the Russian Academy of Science and covered 50 universities, while another one has been made within the framework of the project "Establishment of common European space of higher education. The tasks for the Russian higher school" and covered 25 higher education establishments. In both cases most of the questioned universities have confirmed existence of joint programmes with foreign universities which upon more close examination often turned out to be the exchange programmes or cooperation in other, less complex forms than joint programmes.

In 1998, a conference has taken place at the Ulyanovsk University on "The international educational structures: experience, problems and prospects". In its recommendations it was stressed that "the joint educational programmes created on a democratic basis upon the initiative of Russia's educational institutions of Russia and foreign partners promote strengthening of long-term institutional networks between Russia's higher education establishments and foreign universities and open an oppor-

tunity to conduct effective projects in higher education." A number of the higher education establishments providing their students with an opportunity of training in joint international programmes took part in the conference, including the International University (Moscow) , the MSU International College (M.V. Lomonosov Moscow State University and University of Colorado in Denver, USA); UISU Russian-American College (the Ulyanovsk State University and the University of Oklahoma City, USA); The Russian-Dutch Faculty of Marketing (S.Ordzhonikidze State Management Academy and the Higher School of Enschede, the Netherlands) and many others.

In October, 2003, the British Council (UK) jointly with National Training Foundation has convened a conference in Saint Petersburg where among other questions successful operation of the Russian-British joint programmes envisaging award of joint or dual diplomas has been discussed. Those included the programme PhD-level programme by Baumann Institute, Master programmes by Tomsk Polytechnic University in the field of oil mechanical engineering with Herriot-Watt University), the one between Moscow School of Social and Economic Science (MSSSES) and the Manchester University on sociology, political science, education management and law; the MBA programme of the National Economy Academy and Kingston University, and the baccalaureate programme in economics by the International Institute of Economy and Finance of HSE SU with the London School of Economics and Political Science of University and London.

University websites contain information about the operation of joint programmes with foreign higher education establishments by MGIMO, People's Friendship University, Plekhanov Academy, Financial Academy, International University, St.-Petersburg State and Polytechnic universities, Irkutsk University, Magadan university and others.

In 2004 the Russian – Finnish Cross Border University project has started envisaging Master programmes with dual diplomas. Four Russian universities (including three from Saint-Petersburg) and five universities from Finland are going to participate in that project. It is planned that implementation of programmes will begin after testing of pilot programmes in 2008. In this project, the following priority subject areas are envisaged: international relations, information technologies, business, economics, law, public healthcare, history, a forestry and bioenergy technologies.

Currently, the following subject areas are encountered most frequently in joint programmes: business education, management, economics and law. It is easy to notice that for the most part these educational areas appeared rather recently within the Russian educational space and markedly miss substantial roots in the previous period.

Joint programmes on Master a level are most commonly spread; relatively rarer are Bachelor programmes and programmes towards the degree of Candidate of Sciences. The majority of programmes are based on bilateral arrangements.

The following different types and forms can be distinguished among joint programmes:

- validated programmes (MSSES);
- franchising (programmes by Tomsk University of Oil Mechanical Engineering);
- programmes towards joint or dual diplomas in the presently common for Russia transitional format whereby a number of key parameters of such programmes is still missing (NEA, IIEF and Economic Faculty of HSE SU, Management Faculty of St.-Petersburg State University, MGIMO, Plekhanov Academy, RPFU, etc.).

Programmes of joint and dual diplomas in Russia as the forms of closest institutional cooperation between universities and a prospective integration tool in the international education space have significant distinctiveness. This is connected with their nature, specifics of emergence and operation. Many of such programmes have either grown out of technical assistance instruments such as TEMPUS and act as follow-up cooperation within the framework of university partnership for the modernisation of curricula, training techniques and assessment of the student's knowledge at the Russian universities, or developed from franchising.

Their main task was to achieve of the international educational level though interfacing with recognised European and American universities (and in particular, comparability their own programme, curricula, training courses, techniques of training and an assessment of knowledge). In that sense, programmes for joint/dual diplomas in such fields of knowledge as social and economic science, business education, etc., serve as criteria of their international competitiveness and recognition. Those programmes are a necessary step on the way to the advanced forms of joint/dual diplomas. In this connection it appears that performance evaluation of such programmes should take place depending on the achievement of the common goal set by its participants, rather than based on the conformity with the key characteristics of relevant standard in Europe.

Peculiarity of such joint programmes becomes visible by comparison with the key characteristics of more advanced European programmes formulated, in particular, at the seminars in Stockholm (2002) and in Mantua (2003).

Such programmes are in the majority of cases carried out within the framework of interuniversity agreements on the basis of jointly developed and implemented coherent curricula. The latter consist of a set of seg-

ments and modules offered to students by participating schools in the framework of the joint programme, which are guided by requirements of the Russian and foreign educational standards while keeping distinctions between them (structure of the curriculum, techniques of training and assessment of students' knowledge). The common format of the programme is when students (as a rule, not all of them) after the completion of the Russian part of training, or, less often, alongside with it, get an opportunity of additional training to receive diplomas of the foreign partner university. In that case, results of exams (in part or completely) are reckoned by partner schools. There is a number of successfully developing programmes where the academic mobility works in a virtual form: foreign teachers come to the Russian students, while the latter use opportunities of distance learning.

The built-in element of student and faculty mobility as a component of educational programme necessary in the European understanding leading to the joint diplomas and balanced in terms of the travel destinations, duration and volumes is usually not met in such Russian programmes. Travel to a foreign university for the additional training can frequently be offered to Russian students, allowing receiving the second diploma, and to teachers for retraining. Reciprocal mobility of students and faculty from Europe to Russia is practically absent. There even has appeared a term describing such feature of many joint programmes by Russian and foreign higher education establishments: "asymmetrical mobility".

There are several reasons explaining the latter phenomenon. The most general one is shortage of means for mobility in general. Mobility makes implementation of the joint programmes a lot more costly. But there are also other reasons. With regard to students, they range from absence programmes taught in English at Russian higher schools to, on the contrary, demand for the Russian programmes in the Russian language at foreign universities (except for the CIS countries), to issues of maintaining comparability of the training process (curriculum, contents of programmes, techniques of training and assessment of students' knowledge expressed in uniform credits depending of the work input), along with comparability of training conditions (quality of endowment with the necessary equipment, availability of information resources, etc.), and, certainly, living conditions. Serious hindrance is posed by difficult procedure for the mutual recognition of diplomas in many respects retained from the past.

The situation is a lot more complex around the mobility of faculty. In internationally competitive fields of knowledge, instead of mobility within the framework of joint programmes "brain drain" takes place, when Russian teachers become a permanent part of foreign institutions'

faculty. As to the areas where the task is still to reach the international level, or it is not so obvious, foreign universities are not so eager to invite Russian lecturers. The Russian ones, in turn, are not always ready to release the most "advanced" teachers and find for them a corresponding replacement.

Such mobility disparity, in our opinion, reflects the transitional status of joint programmes at the between the Russian and foreign higher schools, while its overcoming should not be at this stage of development a goal in itself. It is more important to achieve real comparability of training quality and techniques in the course of the interface with the foreign university. That would facilitate the inclusive training of European students within the framework of joint programmes at the Russian institutions in the long run. In those subject areas where disparity is the case, it would be appropriate to find an international partner for joint establishment of a new intellectual product, a joint programme in an advanced form.

One of the major features of the European programmes of joint or dual diplomas is presence of a procedure of automatic recognition of training periods and examination results. In practice, the Russian higher education establishments solve those questions pragmatically, but procedure is very complex and leads to waste of time and efforts, first and foremost, by the student. Its modification according to the European standards alongside with use of education credit system is capable of change the situation considerably, without the need of large expenditures. It is also necessary to solve a more the general problem of recognition of foreign diplomas, which has been already mentioned above.

Forms of diplomas, which are received by graduates of the Russian joint programmes, are different. For example:

- graduates from the joint Master programmes in economics by the HSE SU Economic Faculty and University of Rotterdam receive diploma HSE SU and the joint diploma signed by rectors of two universities;
- graduates from similar one with Sorbonne University get two diplomas, by HSE SU and Sorbonne;
- graduates from MSSSES, alongside with the Russian diploma, receive the diploma of the Manchester University where it is stressed that the training has been carried out in Moscow and in Russian;
- graduates from IIEF at HSESU on the Bachelor level receive two fully-fledged diplomas by national universities – Bachelor by the University of London and HSE SU.

The survey of the practice of establishment and operation of joint programmes between the Russian and foreign higher education establishments shows the existence of goals and interests typical for both the

majority of foreign programmes and specific of Russia in view of overcoming the consequences of isolated development of Russia's educational system from the European and American ones.

5.6. Conclusions

For the European and American universities, one of the main priorities in establishing joint programmes with the Russian institutions consists in entering new educational markets, wider of admission of new promising students, strengthening of the positions and recognition of their diplomas in Russia's labour market, creation of more favourable conditions for teachers and researchers working with Russian empirical data and, finally, strengthening of an international competitiveness of the university.

For the Russian higher schools, one of the major priorities in joint programmes with foreign universities (first of all, in the form of dual diplomas) consists in the opportunity of achieving *de facto* international recognition of their diplomas, strengthening of the academic capacity due to interface with a foreign university, improvement of quality and competitiveness of the programme, creation of new broad opportunities of development for the faculty and training of students, strengthening of positions in the world educational markets and establishment of preconditions for the export of educational services. Numerous experiences show efficiency of developing within the framework of a higher school of growth poles and hubs of quality in the form of the joint programmes towards dual diplomas, which involve a broad audience of students, teachers and managers in direct international cooperation. Students gain additional opportunities in mastering their prospective trade, tapping to rich social and cultural experience and the sound guarantees of the future professional employability in Europe and worldwide.

For the Russian higher school this is one of the main channels of entry into the network of world's leading universities and regular cooperation with them providing for real integration of the Russian higher education establishments into the international space of higher education and simultaneously their modernisation. An alternative to such development strategy is a refusal to participate in joint university programmes, and as consequence in the long run, isolation and stagnation. A coordinated system of support measures is necessary to promote the participation of Russian higher education in the joint programmes with European universities. Those could include both study and collection of experience from the already effective programmes, dissemination of best practice, and measures for the improvement of institutional environments (including enhancement of the autonomy of leading universities on educational standards, recognitions of training results and degrees, etc.), as well as funding issues.

References

¹ For the participation in the project, 100 applications from several hundred submitted by universities participating in 11 successful joint programmes have been selected. Among the programmes were in particular such ones as the "European urban culture" (with participating universities from the Netherlands, Belgium, the United Kingdom and Finland) and "Economics of international trade and European integration" (with participating universities from Belgium, Czech Republic, Spain, Italy and France).

² Developing joint Master's programmes for Europe. EUA, 2004, Belgium.

³ One of such examples is the TRIUM programme between LSE of the UK, the US Stern University and HES, the French school of management.

PART III: CASE STUDIES

Chapter 6

Training of economists in the light of Bologna process: experience of the Department of Economics of the Lomonosov Moscow State University (MSU)

Vasily P. Kolesov

The Lomonosov Moscow State University is a complex system including 28 departments, a lot of research institutes, museums, bases and other facilities. The University has been the father of university education in the country, for a quarter of a century of its existence turned out hundreds of thousands of disciples, many of which have left brilliant traces in the history of the country, and now it continues to enjoy high reputation as a first-class school.

The MSU Department of Economics is one of dynamic departments, reaching an admittance level to all degrees of 1000 persons per year and being one of the leading departments for this indicator. However, qualitative changes that have occurred at the Department since the unavoidable modernisation of university economic education of the 90-es seem more interesting and more important in the long run. They concerned the content of education, degrees (switching to two-degree system), education organisation and technology, material and financial conditions and turned out coherent with the main guidelines of Bologna process that also received a definite shape in the 90-es. Coherent since the keywords of Bologna process are: degrees, stages, credited hours, mobility, quality, and European dimension of education. Behind those words, we find the same problems the Department had to resolve in the course of renewal of economic education.

6.1. Transformation of economic education

The radical breakdown of political and economic foundations of Russian society which happened starting from the year 91 had little impact on the content of the most of MSU departments, in particular in natural sciences. In this respect, the Department of Economics was in a more serious situation. Not later than in the late 80-es, practice of training specialists in Marxist political economy, planning and separately mathematical methods of economic analysis appeared dubious. As a result of transition to a market economy, the profession of economist has radically changed in its essence. Liberation from ideological canons made it possible and necessary assimilation of economic knowledge accumulated in the world, the tree of which turned out no less huge and ramified than, let's say, the of physical knowledge. The economists discovered that they "sat" on one of its branches only, namely, on the branch of radical economic thought directed to breaking down early capitalist society and poorly adapted to positive progressive development of modern society. Specific economic knowledge based on sector-by-sector approach had considerably lost its value, while instrumental one turned out insufficiently developed and did not meet modern requirements. It seemed the easiest way of doing was to replace the outdated professions by a dozen of then fashionable professions like marketing, accounting, logistics, etc., but that would not be a solution worth a university.

The university-worth reply to this challenge has been seen in a renewal of the content of university education in economics basing on implementation of more than a couple of dozens of training disciplines new for us (micro- and macroeconomics, institutional economics, international economics, sector market economics, etc.), as well as renewal of disciplines keeping their original names (statistics, accounting, which was to be shifted to the international system of national accounts, etc.). The scientific council and most of the teaching staff have accepted this trend of renewal of the content, but in addition to the obvious difficulties of re-training the teachers, this has shown that narrow specialisation is not only undesirable, but also impossible.

Keeping the bases of general training in mathematics, languages, philosophy and law, all disciplines of general economics and specific economics could not be integrated into the training plan of any specialist, even if student's class-room load is increased to 40 hours per week. The solution was to implement the idea of two-stage education basing on the regulatory documents that had been issued by the last Soviet Ministry of Higher Education at the time of the Minister G.Yagodin. In spring 1991, the Scientific Council of the Department decided on such transformation, and the Scientific Council of the University supported this decision as an

experiment, so the Department performed the first enrolment according to the Bachelor program and in autumn (after the scandalous putsch) started practical training following this program having renounced at all to enrolment by specialisation. To the date of publication of this paper, two-stage training already lasted for 14 years.

Thus, changes in the profession of economist and its essential renewal required serious revision of the content of University education in economics, while renewal of the content turned out impossible without changing the existing structure. Shaping of the content under the circumstances of its growing complication and the desire to cover all directions of any importance extended the "educational field" of the Department up to 300 courses (accounting for general education disciplines, versions of the same disciplines for different directions and flows – economics, management, evening courses – and specialisation courses) and required a new approach to their structuring. The essence of this approach was seen in separating theoretical training in general economics as a separate Bachelor cycle, while specific economic knowledge in various fields and professional skills, as another one called Master degree. Such a cycle makes it possible to deploy any number of programs and specialisation's inside the programs. There are now 16 programs with 3 – 4 specialisations in each of them.

Structuring of the content of the university education in economics was not limited to transition to 2-stage education. Other steps were required. One of them was delimitation of training in economics and management. Now, the economics branch is represented by disciplines of managerial training to 1/5, while the latter is made of disciplines in economics to more than 1/3. At the Bachelor stage, they are represented by two directions: economics and management. At the Master stage, the direction of "economics" is represented by mainly theoretical programs, and the direction "management", mainly by programs in specific economics.

The following step in structuring of the content of education was a clearer delimitation of the extensive list of disciplines by blocs:

- general education (law, sociology, politology, social psychology, business Russian language, foreign languages, etc.),
- fundamental bloc making the base or core of the knowledge of a future economist (micro- and macroeconomics, econometrics, history of economic theories, etc.),
- specific economic bloc (economics of public sector, economics of sector markets, economics of labour, economics of company, applied and financial disciplines, etc.),
- instrumental bloc (mathematical analysis, linear algebra, theory of probability, statistics, economic informatics, etc.).

Although somewhat conventional, such delimitation makes it possible to see more clearly final objectives of training and competence characteristics of graduates from various programs, to have more weighed approach to discipline combinations and find their optimal proportion, to restrain lobbyist's intentions of the chairs and to resolve other didactic problems.

For economic education all over the world it is traditionally very important to use teaching methods ensuring progressive, gradual plunging into most difficult areas of economic knowledge or disciplines. So, the educational plans of Bachelor's and Master's training include courses bearing the same designation, but with indication of complexity and profundity of learning. For example, microeconomics 1, microeconomics 2, microeconomics 3 or macroeconomics 1, macroeconomics 2, macroeconomics 3. Courses may often have the same names, but as per their content they also make an interdependent system. For example, while Bachelor's training for the direction "Economics" includes the compulsory course "International economics", the educational plan for Master's training in the program "World economics" includes, instead of respective sections of this course, two autonomous courses "Theory of international trade" and "International monetary and financial relationships".

In more general meaning, structuring of economic knowledge required resolving the task of echelonment of knowledge dispensed to students.

It is known that continuous process of detaching individual areas of knowledge under long-lasting prevalence of the multi-stage standard system of training leads to an education based on the principle of "putting everything we know ourselves into student's head". Since every teacher considers the discipline he/she dispense the most important and necessary for training of a specialist, following this principle leads either to overloading the students, or, in case of authority pressure (administrative, academic, sector, etc.), to making a separate specialisation of narrow knowledge. Although the interdisciplinary commission under the Ministry of Education (before reforming the latter in 2004) from time to time "consolidated" the socialist in its essence "nomenclature of specialisation's", it managed however, under the conditions of the new Russia, to engender hundreds of "specialisation's", some of which have rather exotic names. In the field of economics, these are "national economics", "marketing", "logistics", etc. (Such qualification as "mortiser" existed in technical education until recently.)

Echelonment of knowledge required general review of the requirements for qualification at different levels of training. It was necessary to clearly state, in terms of acquired knowledge and skills, major tasks for training of Bachelors, Masters and Candidates. While basic objective of

Bachelor's training consists in acquiring certain amount of knowledge on a wide profile of training and acquiring minimum skill of using them in practice, Master's level is to a greater extent oriented to acquiring specialised knowledge, maximum possible skills and certain professional know-how. Respectively, a Candidate must have, in addition to profound specialised knowledge, the know-how of not only transforming the existing, previously created knowledge, but also generating new ideas and knowledge.

6.2. Level of specialisation

The issue of the level of specialisation of the program for Bachelors and the program for Masters was and still remains rather complicated and to a certain extent controversial. Minimum specialisation in Bachelor's training is required, and it is first of all ensured by writing of course theses and preparing graduation qualification thesis, as well as availability of optional courses for student's choice. That is due to the fact that any Bachelor graduate must also show certain qualification.

A Master's program originally includes training in a narrower segment within given direction. Furthermore, the list of Master's programs implemented by a school may be changed rather frequently. There is a possibility of delimiting even narrower areas of specialisation within Master's programs. However, there must be a sense of measure, since there is a risk of conversion of Master's programs into programs of training for some specific craft.

Making of Master's programs for various directions of training may be done accounting for various requirements and conditions.

For example, making Master's programs for the direction «Economics» should be based, first of all, on the interdisciplinary approach. A Master program should appear as some generalised complex area of research, within which narrower areas of specialisation should be delimited. Thus, the Master's program «Economics of enterprise» was given the following specialisation: agrarian policy and agrarian business, making of investment projects, management of company development, risk management and insurance; the Master's program «Mathematical methods of economic analysis» contains: mathematical methods in micro-economic analysis, mathematical methods in macroeconomic analysis, economic informatics.

Making of Master's programs for the direction «Management» has been based either on the principle of matching determined specific professional activities, for example, «Accounting and audit», «Marketing», «Project management», etc., or on a more general approach assuming identification of 3 kinds of managerial activities: business administra-

tion, public administration, international business. In the latter case, specific professional activities might be considered as specialisation areas.

At making a list of Master's programs it would be quite undesirable to base on chair principle, since that would lead to development of negative aspects of specialisation: localistic tendencies and quality degradation. In this case, chairs could be comforted by their own forces, which could become, under the conditions of limited resources and continuous emergence of interdisciplinary areas of research, an impasse for development of the Department as a whole.

In the system of multilevel training, Master's level is an intermediate level between Bachelor's and post-graduation levels. Consequently, it would be appropriate to distinguish 2 equal components Master's training: theoretical education and research. For the latter, the State educational standards in force allocate 50% of training time. In addition, the State standard defines basic organisational forms of research for Masters:

- research during the semester;
- research probation period;
- teaching probation period;
- Master's thesis.

As we can see, contrary to Bachelor's programs, Master's training pays considerable attention to organisation and holding of various probation periods by the students. Their content and forms should be mainly determined by respective directions of training.

Thus, according to the educational standard of Master's training for the direction "Management" Master's cycle students' research probation work may consist of making a real research project, which may be related both to development of a theoretical direction (method, methodology, model, etc.), and to studying real situations (for example, within a consulting project).

Within the framework of renewal of the content of education in economics and management in the Departments of Economics of MSU, some other problems and issues were resolved. Let's enumerate them:

- organisation of re-training and professional development of the teaching staff, which was complicated by lack of knowledge of foreign languages by many and by financial limitations;
- at the beginning, complete lack of manuals and guides for newly introduced courses required, first, translation and publication of classical Western manuals, then edition of our own ones;
- inventory of the rather neglected programming stuff, creation of new programs for practically all disciplines being dispensed. Now, full catalogues of training programs for Bachelors in the directions "Economics" and "Management" are published every 2 years;

- strengthening of the economic mathematics component of the training of future economists and managers;
- modification of the scheme and content of teaching foreign languages: increasing periods and weekly hours, English language compulsory for all students, language teaching divided into 2 levels: basic and professional;
- extended opportunities for choice of disciplines. The first elective courses appeared almost 10 years ago, and their number is continuously growing since then;
- reduction of classroom load for students. Now, classroom load for the direction "Economics" varies from 27 up to 34 hours depending on semester. Respectively, the time for students reserved for autonomous work increases, which is recognised all over the world as one of the most substantial elements of economist training;
- holding the final State examination in written form. The programs of those examinations cover an extensive area of most fundamental subjects from basic courses learnt during all years of education and are of complex interdisciplinary nature;
- modification of educational technologies: transition to written form of examinations and tests, which makes their results more transparent and objective; introduction of compulsory intermediate check of knowledge, the results of which accounted for at putting the final mark.

Anyhow, full-scale deployment of Master's programs was particularly difficult. In September 1991, the first 12 students were admitted for the first Master's program «International business». In the scholar year 2004/2005, within the framework of Master's training, students were given the opportunity of training following 2 directions: «Economics» and «Management» already including 16 Master's programs: «Economic theory», «Mathematical methods of economic analysis», «World economics», «State policy and regulation», «Financial economics», «Economics of enterprise», «Economics of social area, labour and population» (direction «Economics»), «Accounting and audit», «General and strategic management», «Project management», «Marketing», «International business», «Personnel management», «Risk management and insurance», «Financial management», «Economic informatics» (direction «Management»). Total number of students following Master's programs this scholar year made 592 persons, out of which 324 persons follow programs of the direction «Economics» and 268 persons, the direction «Management». Three quarters of those students have basic higher economic education, respectively, the share of those who have basic higher education other than economic is 25%. With rather big rate of failure (15–28%), during

the ten-year period of Master's level existence, diplomas of Masters were delivered to 1626 persons.

In our opinion, transition to multi-level system of training has made it possible to resolve rather efficiently 2 major problems at the Master's level:

- implementing specialised fundamental training of research and teaching staff in the field of economics and management;
- performing specialised specifically applied training of specialists in the field of economics and management.

Respectively, 2 kinds of Master's programs can be distinguished:

- of theoretical, research-oriented nature;
- of applied, practical nature.

In the first case, students continue profound study of basic fundamental economic disciplines during 2 years, but greater attention is paid to training in a specific field of economic and managerial knowledge. One of the major objectives of this kind of Master's training is to give a student certain analytical way of thinking and skills in the field of research and teaching activities. Students are given an opportunity to prepare and pass examinations of post-graduate minimum. The training is finalised with Master's thesis defence and passing State examinations, which makes it possible to enter post-graduate stage in order to write and defend a thesis for the degree of Candidate of economic sciences.

In the second case, major task of Master's training is to give students an opportunity to assimilate profound specific economic and managerial knowledge and applied crafts and skills in addition to certain fundamental economic and managerial education. So, during the period of training, students study both theoretical and specific economic and instrumental disciplines. Training is also finalised with Master's thesis defence and passing State examinations. Those who desire are given an opportunity to prepare and pass examinations of post-graduate minimum.

Master's programs must be, on one hand, substantial and fundamental as for their content and quality of training, and on the other hand, flexible, vividly reacting on the demands from various fields of economic and managerial science and practice. In our opinion, delimitation of different areas of specialisation in each program helps successfully resolving this task. Now, every Master's program in the direction «Economics» has 3–4 specialisation's: «Economic theory»: institutional analysis, historic-economic analysis, systems of regulation in market economy, theory of transformation processes and national economy; «Mathematical methods of economic analysis»: mathematical methods in microeconomic analysis, mathematical methods in macroeconomic analysis, economic informatics; «Financial economics»: economic theory of finances, financial mathematics, financial

markets, corporate finances; «Economics of social area, labour and population»: economics of labour, economics and development of social area, demography and economics of population, economic theory of public choice, development of human resources; «World economics»: international economic relations, international monetary and financial relations, national models of economic development, globalisation of world economy and national economic security; «Economics of enterprise»: management of company development, making investment projects, risk management and insurance, agrarian policy and agrarian business; «State policy and regulation»: competition policy and corporate management, State and municipal finances, creation of market infrastructure, economic policy.

6.3. Teaching plan of Master's training

The teaching plan for each Master's program is composed of 3 basic blocs of disciplines (respectively 25%, 25% and 50% of class time):

bloc I: disciplines of the direction: basic general education and economic (managerial) disciplines compulsory for all students following Master's programs in the direction «Economics» or «Management»;

bloc II: disciplines of the program: compulsory fundamental disciplines in each program;

bloc III: specialisation disciplines (a) compulsory, (b) optional.

The first bloc includes acquisition of general scientific and general economic knowledge necessary for highly qualified specialists. For training of Masters in the direction «Economics», these are advanced courses of micro- and macroeconomics, econometrics, philosophy and foreign language.

The second bloc consists of courses making the profile of a program. For example, for the program «Mathematical methods of economic analysis», they include the following disciplines: econometrics 4, methods of evaluation of financial instruments; State economic strategies or models of world economy, Economic mathematical models or Models of intersector balance; Fundamentals of technologies of information systems, Dynamic programming, Company management using information technologies, Theory of corporation or Mechanisms of inter-corporation interactions and their optimisation, Theory of financial markets, Modern sociology and economic mathematical methods, production functions, Prospective technologies of information systems, Theory of games or methods of forecast in economics, Econometric models with distributed lags or Institutional changes and transition economy; Theory of sector markets or Economic theory of labour; Economic analysis of information technologies. For the program «World economics»: theory of internation-

al trade, international monetary and financial relations, national models of economic development, international statistics, international financial markets, foreign investments in world economy, economic comparativistics, international economic organisations, globalisation of world economy, transition to a market economy in post-socialist countries: common features and national peculiarities, international insurance, conjuncture of international commodities markets, economic development, international accounting, international migration and globalisation of economic development. For the program "Economics of enterprise": risk management, project analysis, enterprise in innovative environment, competition policy on commodities markets, State regulation of enterprise, economics of personnel.

The third bloc ensures specialisation of students and direct them either to further continue research and teaching activities in higher schools, or to jobs in specific areas of economy and management.

Such are the results of the efforts for renewal of the content and structure of university economic education in MSU. The reader might wonder: what has all this to do with the Bologna process? The answer is: directly related.

Every European country having declared being joined to it begins to modify its education system in compliance with the principles stated in the package of documents united by the designation of Bologna process. That means modernisation of the education system, mainly its higher level, in compliance with the requirements of post-industrial development and globalisation. Russia's joining to the European program of harmonisation of education systems also means modernisation of an education that was mainly shaped at the time and for the tasks of early industrialisation.

In the meanwhile, the experience of modernisation of education in other countries has shown that it successful when it integrates:

- education content
- education structure
- education technology and organisation of teaching process
- resources.

On the example of the Department of economics we have shown changes in the first two: content and structure. It can be seen that they are indissoluble: changing content, one unavoidably comes to necessarily structuring knowledge up to changing the scheme of the stages. The inverse is also true: trying to change structure, one unavoidably affects content. The requirements of the Bologna process with respect to transition to two-stage system of higher education would mean, for Russian higher schools, first of all, its renewal, structuring and definition of the configuration of necessary and sufficient knowledge for

each level, i.e. revision of the content. In what direction? In the most general sense, towards giving the content of education a post-industrial character, when knowledge is not only transformed into qualification, but also makes the foundation of the economy of knowledge. Towards echeloning of knowledge by levels, closer integration together with the skills of its use, and making a system of its life-long enrichment and renewal.

The acquired experience allow us to state that transition to two-stage system would "by the way" make it possible to resolve some other tasks:

- improving quality;
- differentiating social demand and labour market demand for higher education so that the first stage mainly meets social demand, while the second stage mainly meets the demand for research, engineering and other kinds of professional elite;
- making more flexible combination of the existing forms of education and employment;
- differentiating and raising the efficiency of education methods at separation of basic and specialised knowledge;
- widening the opportunities for students for independent and responsible choice of their course of life;
- widening the opportunities for higher schools for student selection and quitting the chain system oriented to "middle level";
- rating higher schools as for their real potential;
- widening the opportunities for interdisciplinarity, combination by students of knowledge from various fields, training of researchers "at junction" between specialisation's and following new directions;
- improving attractiveness of education in the eyes of employers;
- improving economic efficiency of education;
- ensuring identification of diplomas, degrees and education systems at international comparisons, which are more and more demanded due to growing mobility of people and internationalisation of education.

Now, how is about the other two directions of education modernisation: education technology and resources? I'm convinced that they are also directly related to the Bologna process, the experience of the Department of economics is here to confirm this.

6.4. System of credits: new education technology

One of the directions of harmonisation of education systems within the Bologna process is transition to the system of credited hours or transferable accounted points. Such transition is sometimes understood as full re-calculation of class hours into "credits". Actually, that means a modification of education technology and organisation of teaching process,

which is more profound and presenting more serious difficulties and consequences than transition to the Bachelor – Master system.

At the MSU Department of economics, the first attempt to assess the possibility of applying credits dates of 1995, i.e. 10 years ago, however the Department had concluded that their use in an individual school, the more so in a department, made no sense, although could contribute to develop exchanges with American universities. Now, the time's changed, and transition to credited hours becomes imperative.

Transition to the system of credits requires determination of original proportion of classroom and autonomous load for a student. At Bachelor's level, the Department adopted the proportion of 1:2, at Master's level, 1:3.

Use of credits is the most advanced at Master's level. To account labour-intensity, a standard unified for all dispensed disciplines and types of education is used: 1 accounted unit = 36 class hours, 1 training week = 1.5 accounted unit. Total labour-intensity of a Master's program makes 120 accounted units, out of which 60 accounted units are for the 1st year of training, and 60 accounted units for the 2nd. The teaching plan in terms of credits appears as follows:

Theoretical training: trimesters 1 – 4: 60 credits, including:

- disciplines of the direction: basic general education and economic (managerial) disciplines compulsory for all students following Master's programs of the direction "Economics" ("Management"): 24 credits (6 disciplines of 4 credits each);
- disciplines of the program: compulsory and elective fundamental disciplines per each program: 24 credits (8 disciplines of 3 credits each);
- specialisation disciplines: (a) compulsory, (b) optional: 12 credits (6 disciplines of 2 credits each).

Research training: trimesters 2 – 6: 60 credits, including:

- scientific seminars: 25 credits
- course's thesis: 2 credits
- research and teaching probation: 2 credits
- pre-graduation probation: 19 credits
- preparation of Master's thesis: 6 credits
- State examination and thesis defence: 6 credits

6.5. Importance of autonomous work done by students

Major change in education technology due to use of credits consists in shifting the centre of gravity to autonomous work directed and controlled in a new way. Under the conditions of extensive availability of manuals (during next scholar year, the Department itself is going to publish at once a series of 70 accessible manuals and guides) and information

on electronic supports for teaching process, it is now difficult to make students regularly record the content of systematic presentation of all the dispensed disciplines, especially at Master's level. Such conferences are poorly attended, and it would be a simplification to believe that this is just lack of discipline. So, starting from the third year, the number of such conferences is reduced – conferences on problematic and key subjects are only kept. However, under such circumstances, it becomes even more important to check whether or not a student has learnt the content of a manual on its own by sections and chapters, and that must be done regularly during the semester.

So, 3 interrelated kinds of learning load are distinguished in organisation of teaching process, which make total labour-efficiency of learning each discipline:

- classroom load in traditional forms: conferences, seminars, practical exercises, etc.;
- autonomous work done by students, which includes both preparation for current classroom courses: studying compulsory and optional literature, conference records, electronic documents on conference and seminar subjects, resolving homework problems and exercises, preparation of reports of seminar subjects, preparation for tests, colloquia and other forms of current knowledge checks, etc., and execution of additional tasks: finding (selection) and reviewing literature and electronic sources of information on individually given problem of a course, writing of a summary or essay on given subject, analytical review of scientific publications on given problem, study of statistical and factual data on given subject, execution of calculations, making of schemes and models basing on statistical data, analysis of specific situations and preparation of analytical note, probation work on dispensed discipline using computer and remote technologies, etc;
- contact hours during which teacher, on one side, renders (gives an opportunity to get) individual consultations to student in the course of execution of autonomous tasks, and on the other hand, checks and evaluates the results of those individual tasks.

Conventionally, autonomous work done by students may be divided into compulsory and special. Compulsory forms ensure student's preparation for current classroom work. The results of this preparation are manifested by the activity of the student in class and quality level of the reports presented, test works, test tasks and other forms of current check. The points received by a student as per the results of classroom work make his/her current progress rating for a discipline.

Special forms of autonomous work (summary, essay, report, etc.) aim at extending and assimilation of student's knowledge and development of

analytical skills on the problems of dispensed discipline. Summing up and result assessment for such forms of autonomous work are done during contact hours with teacher. The points received for this kind of training make mark for autonomous work and are also taken into account at final attestation for a course.

Introduction of such a kind of training load as contact hours gives rise to the issue their quantification and share in total labour-efficiency of learning of a discipline. When keeping the ratio between classroom and autonomous work at a level of 1 to 2 at Bachelor's training and 1 to 3 at Master's training, the share of the load in the form of contact hours can also be equated with respective unit.

From the point of view of teacher's load, contact hours may be considered as classroom load. In this case, teaching staff's classroom load does not only diminish, but notoriously increases in volume and in complexity of the content.

For students, contact hours may in no way be identified to collective, compulsory classroom training, since during contact hours, individual consultations with teacher take place.

The above-described qualitative changes in the content and technology of education require certain amendments in organisation of teaching process. First, for each dispensed course, in addition to traditional program, teacher has to issue a subject-oriented schedule. Second, student must know how to schedule and organise his/her autonomous work. In this, he/she can be assisted by the teaching card of autonomous work.

Third, transition to point-rating system of student's progress evaluation must be provided with clear and transparent accounting of execution by student of all kinds tasks, which is made possible by filling up a register of student's progress.

Fourth, since the process of education becomes more and more oriented to individual training (especially, for Master's level of training), it would be appropriate that each student develop individual plan of training. Respective forms of plans, cards and registers have been developed at the Department and are really used in practice, together with the Regulation on autonomous student's work and Regulation on additional remuneration of teachers.

Efforts for transition of teaching process to credited hours face other problems and are not fully completed. However, current results confirm in principle the possibility of such transition.

As far as resources are concerned, personnel, finances and material supplies should be marked out. Renewal of the content, transition to two-stage system and new technology required big efforts in order to re-train and improve qualification of teaching staff. Language courses, methodological conferences and more than 300 trips for probation abroad, in

particular, supported by the innovation project of the Department within the framework of the NFPT, made it possible to progress to considerable extent in this direction. Financial support extended thanks to paid programs made it possible to have 3 rubbles of extra-budgetary money per 1 rubble of budgetary money and ensure remuneration of additional effort of teachers. The Department has relatively modern technical base, including 6 computerised classes, while bad need of classroom surfaces (lesser than 1 m² per student) would be solved by erecting its own building of 37,000 m². The existing chair rooms (sometimes, this is not more than a module of 17 m²) would be supplemented with technically equipped rooms for professors and teachers and for research and teaching activities (namely, contact hours). Today, such "working place" for teacher is often a windowsill. Unfortunately, because of lack of financing, construction progresses at an insufficiently high rate. In general, we can see rather promising prospects in the field of resources in view of completion of the transition to modern type and level of university economic education.

Thus, the experience of the Department of economics of MSU has shown that modernisation of education (renewal of its content, structure, technology and resources) and major transformations ensuing from Russia's joining the Bologna process are not contradictory and match each other in many aspects. Transition to two-level system and credited hours proposed by the "Bologna" automatically creates the base for resolving all problems mentioned at the beginning of the article as keywords of the Bologna process, in particular, for international comparison of degrees and diplomas, education quality improvement (though requiring special measures) and students' mobility. As far as the European dimension of education is concerned, this is not pertinent for the moment for a country that is not member of the EU.

6.6. Conclusions

The following conclusions and summarising can be made from the above.

- Bologna process is the EU's reaction on the challenges of globalisation in the field of education, co-ordinated actions of European countries aiming at improving competitiveness of their education systems.
- Russia's interest in joining the Bologna process consists in the prospect of modernisation of national education system, improving its competitiveness before the challenges of globalisation and transformation of education into most important component of the "economy of knowledge".

- Bologna process for Russia is a timely opportunity to think over and select specific solutions for our own long lasting problems and directions of modernisation of higher school. Joining the Bologna process is now the most logical way of modernisation of Russian higher education.
- Main direction of joining (and modernisation) may be, in our opinion, transition to two-stage system of personnel training using credited hours. Such transition would lead to resolving of all other tasks of harmonisation of our education with the European one and make it possible to avoid the worst scenario of an inarticulate and slow-going reform of higher education mainly focussed on "improvement of the economic mechanism" by absurd voucherization of education.

Chapter 7

Bologna process in the Saint-Petersburg State University

Stanislav L. Tkachenko

The subject of the present review is an analysis of difficulties faced by Saint-Petersburg State University in the course of integration into pan-European system of higher professional education. This university plays a leading role in Russia's integration into pan-European educational space, which makes it possible to examine difficulties of practical implementation of the conditions of Bologna declaration as typical for national system of higher education as a whole.

The experience of the last years accumulated by SPSU has shown that the amount and acuity of the difficulties faced by Russian universities at implementation of Bologna declaration are directly proportional to the size and, what's more important, number of specialisation's available in the University. This can be explained by impossibility in practice to work out unified approaches at transformation of the existing specialisations in compliance with Bologna requirements. Thus, classical universities, which are obliged to show flexibility in standardisation of those procedures and education practice that historically, developed as separated from each other face the most serious difficulties. As a result, different departments select, because of their specific features in SPSU, different transformation strategies, and formulas of unified approaches would be, most probably, possible on most general, basic level. The thesis of the difficulties growing proportionally to the size of university is also true, since implementation Bologna declaration requires participation of each teacher and employee in transformation of higher education. Similarly, the older the university is, the more difficulties emerging in relation with Bologna process there are, which is due to conservatism of the structures and procedures existing in classical universities.

7.1. Two-level system of higher education and Bachelor's position in it

One of major provisions of Bologna declaration is two-level system of higher education. In this system, Bachelor's level is the starting, i.e. compulsory stage recognised by all member countries of Bologna process. In SPSU, where Bachelor's training started 13 years ago, among the first higher schools in the country, and this stage, in principle, was not new. In SPSU,

this two-stage system already covers 25–30 per cent of all students. So, at today's stage of total transition of Saint-Petersburg State University to the system «Bachelor – Master», discussion of the content of training and principles of shaping training process may be held at high professional level. People at SPSU are convinced that there are a series of obvious arguments in favour of two-stage education system, the main among which is the demand for mass education and demand of labour market. Knowledge quickly goes out of date, at the same time, higher education must continuously grow more competitive. These difficulties and contradictions may only be overcome using flexible education system. Introduction of Bachelor's level makes broad basis for this. We believe that from the very beginning of training at university, it is necessary to develop with student such qualities as creativeness and capability of solving problems.

But that is only academic aspect of the issue. However, since such a long time of existence of Bachelor's (and Master's) stage in SPSU, basic legal issues haven't been solved in Russia. Bachelor's competence level has not been established (it has been simply equated with specialist, and for some items, with Master) — that means that the problem of employment has not been resolved. There are no answers to the simplest questions asked by entrants to the Central admittance commission of SPSU:

- may a Bachelor as per training level teach at school or in the system of higher professional education?
- may a Bachelor enter post-graduate stage?
- may a Bachelor be responsible for designing of a pram or construction of a bridge?

Meanwhile, these are key questions for current stage of transition of higher education in our university and in the whole country to training by directions. One of major motivations for multi-level architecture of higher education consists in extension of opportunities of choice for students. At today's stage, these very opportunities are not defined. According to interrogations among students of SPSU, not more than 20–30% of graduate Bachelors are ready to complete training and get a job. Certainly, this is not an issue of university level, but a task first of all before the government and parliament. For the moment, we objectively face the situation where practically all Bachelor graduates are obliged to go to post-graduate cycle in order to be competitive on employment market.

The international conference on the subject «What is Bachelor's level?» held in November 2004 in SPSU under the aegis of the Ministry of Education and Sciences, Committee for Education and Sciences of the State Duma and the Council of Europe stated, on proposal of the professor of SPSU, director of the Centre for development of education and innovations of SPSU V.B.Kasevich, the following conclusions based on the experience of our university:

- Bachelor's degree must become basic type of higher education in Russia. Any exception to this in the form of integrated long-term programs must be determined individually in each particular case;
- main characteristic of Bachelor's stage must be not the period of training, but the results achieved and number of credits;
- although working on general characteristics of Bachelor's degree is also helpful, the community of specialists must develop special descriptors (description of cumulated results of training following Bachelor's and Master's programs in terms of skills and qualities, a graduate must have in order to get respective degree).
- students' creative capabilities should be stimulated. To do so, Bachelor's degree must involve students into research work.

The reverse side of the medal is higher, with respect to Bachelor's degree, level of professional training, i.e. Master's degree. The departments of natural sciences of SPSU (physics, chemistry, mathematics and mechanics, applied mathematics-control processes) assert, not without reason, that for their directions of education it is not possible to delimit «Bachelor's» and «Master's» levels. As an example, departments' deans call upon for considering the «integrated» teaching plan of Master's training discussed in some European countries, where Bachelor's level is not a graduation degree. The fact is that it is «integrated» with respect to education content. Unfortunately, in Russian Federation, the developers of State standards have already integrated teaching plans for Bachelor's and Master's training, but basing on formal features. Thus, Bachelor's level is not only a graduation degree, but also compulsory for a university at opening Master's training. Certainly, changing direction of training after Bachelor's level is not an easy problem, but it is annually successfully managed by hundreds of thousands of Bachelors entering Master's programs in the USA, Great Britain, Australia, New Zealand and some other countries. However, the problem is pending. On one hand, the possibility of changing direction of training makes education process oriented to each student's priorities evolving in the course of education. But on the other hand, quality of education at Master's stage cannot be seriously guaranteed at exotic change of direction (for example, Bachelor in law willing to become Master in chemistry).

7.2. Academic mobility of students

Academic mobility of students is given high, even decisive importance within the framework of Bologna process, as an important element of creation of pan-European educational space. The experience of SPSU in this field makes it possible to thoroughly analyse this process dividing it in at least two components: internal and external.

The external academic mobility is different from probation periods habitual for our students in several aspects. First, students go for training to foreign universities for long time (longer than one semester) contrary to shorter probation periods. Second, in case academic mobility, they study abroad «of full value» entirely assimilating several courses, which must be reckoned in without fail by specific SPSU's professors (senior lecturers). Many of SPSU's teachers, including world-wide known specialists, repeatedly raised the issue whether or not courses attended in a foreign university should be «reckoned in» automatically. Their arguments are as follows: student as a «being accustomed to look for the easiest ways» would most probably look for schools where academic credits can be acquired in the easiest way. And after that to claim delivering a SPSU's diploma, in spite of the fact that often one practically didn't study in our university (anyway, for most important and difficult disciplines).

SPSU already repeatedly was in a situation where a student having attended a course even in a well-known West-European university (last in date examples: German university at Kiel and Dutch university at Gronningen) complains that our teachers refuse to automatically transfer a course attended abroad into his/her record-book. SPSU's teachers justify their refusal by the argument that the courses attended abroad reproduce author's courses dispensed at SPSU for lesser than 50%, which means that they are in fact different courses. So, now a student leaving for a long trip abroad for training, first, makes and concurs with all teachers an «individual schedule of examinations» for incoming session or even for two sessions, i.e. for the whole scholar year; and, second, before leaving, concurs with the teachers whose courses «resemble» those that the student envisages to attend abroad the possibility of «reckoning in» such courses, when a given course is dispensed to this student in SPSU (sometimes, one year later). That's why the Learning and Methodological Direction of the Rector's office of SPSU now thoroughly studies the practice, becoming more and more extensive in Europe, of the so-called learning agreements, where basic university approves the program of student's training and indicates which kinds of credits (for example, specialisation only) would be transferred into the record-book automatically. It should be also accounted for the fact that a university is autonomous in making decision on which disciplines would be reckoned in, so, conclusion of agreements between universities-partners on reckoning in disciplines is absolutely necessary.

Two major problems of external mobility for students from SPSU (obviously for students from all universities of Russia, too) are trip financing and knowing of one or more foreign languages.

The experience of last years shows that although the number of Russian students ready to pay on their own their trip abroad for long education period and further return to SPSU is continuously growing, it is still

premature to hope that such trips would be massive and make it possible to account for them as an important element of national system of mobility or integration of foreign courses into national teaching plans. Another problem of SPSU is that the possibilities of the university to enrol foreign students on conditions unconditionally offered to our students abroad are also poor. In spite of almost three thousand vacant places in SPSU's hostels and readiness of the most of departments to finance on their own repairing the hostels to a level required by foreign students, all those thousands of places are located in SPSU's hostel centre in Peterhof at 35 km from Saint-Petersburg downtown.

SPSU's Petrodvorets campus is located there, including 4 departments and 8 research institutes, a hostel centre with a cultural centre and six tremendous hostels. However, remoteness from downtown, poor transport facilities, as well as unfavourable criminal situation oblige foreign students to look for dwelling in Saint-Petersburg, or renounce to study in SPSU. So, this problem cannot be resolved without serious financial and organisational support from the State's side. True, it is worth noting here that the problem of international, and even «domestic» mobility of specialists having just graduated from a university is negligible in Russia. Even in Europe, a bit more than one per cent of specialists of higher education level permanently work outside their own country.

The problem of foreign language seems not to require any special comment. It is with good reason thought that the problem of learning foreign languages is resolved within the framework of the educational standards approved by the State. But it is obvious for everybody that we cannot require from a student at final stage of training even at SPSU anything more than reading professional literature and communicating on professional subjects. On the other hand, it is evident that the best student of all departments of SPSU fluently speak some foreign language already at the moment of entering to the first year of SPSU. Nevertheless, having encountered difficulties when sending students in biology to universities in Germany in virtue of the program DAAD, SPSU's rector's office decided to finance from extra-budgetary sources of the university special course of training in German language for 5–10 students annually leaving the biology and pedology department for training in Germany. It is worth noting here that speaking German for those students is not necessary for training (they hear courses within the framework of international Master's programs in English language).

The requirement of speaking German has been recently set forth by the government of Germany as additional condition for allocation of grants for training of Russian Master's degree students in German universities. We can't exclude introduction of such practice by other European countries, if their decision to support students' mobility is not

of a nature of equitable Cupertino between Russia and given European country, but remains a kind unilateral «aid» to trips of Russian students for training in member countries of Bologna process.

The opinion more and more prevailing at SPSU is that soon the students at both Bachelor's and, in particular, Master's degrees must have much more extensive opportunities for choice of disciplines than they have now. Teaching plan must shift from a «trajectory» strictly prescribed by standards and previous practice to a multi-level set of cycles of disciplines:

- compulsory disciplines for learning in determined sequence;
- compulsory disciplines for learning in any sequence;
- disciplines recommended for learning;
- optional disciplines.

Smolny Institute of Liberal Arts operates at SPSU already for five years, where this practice has been proved at training of Bachelors in specialisation's «economics», «politology», «art criticism» and some others. The model of Smolny Institute has been borrowed by SPSU to Bard college, leading American centre of Bachelor's training using liberal arts practice, where a student him/herself determine basic set of courses for the first two years of training, and not earlier than after completion of half-time of Bachelor's training he/she decides what specialisation to get at graduation from Smolny Institute.

That means that liberal arts model includes a very small part of compulsory lecturer's courses. The prospects of extensive use of such practice in SPSU are considered as unrealistic. However, some components of organisation of training process, as well as the system of learning progress checking including checking of attendance, autonomous work and work at seminars, as well as putting the mark in credits in parallel to the traditional out-of-five system are proposed for use at transition to criteria of Bologna system at other departments of SPSU.

As a whole, the system of accounting of disciplines assimilated by Bachelors and Masters seems requiring thorough consideration. Under the new conditions, thorough accounting of classroom hours could hardly be a useful criterion for learning progress. The simple arithmetical technique proposed by the Ministry of Education and Sciences (36 hours per credit) is no good at all. Most probably, any other mechanical calculation may only be a temporary solution. As a matter of fact, the whole philosophy of learning process in the university should change.

For example, the hours of student's autonomous work stated in the training plan are included in semester duration. If we take into account that an examination session lasts three weeks (54 hours each), and that a student of SPSU passes an average of 4 examinations, then for each examination passed, learning departments of dean's offices should add 40.5 more to this autonomous work. Following the technique proposed by the

Ministry of Education and Sciences, one credit should be added for each course set for examination session by the training plan. However, one should take into account that the number of examinations for a student varies, sometimes considerably, from one session to another. Certainly, one should also recognise the fact that the importance of disciplines in specialist training is far from being always determined by number of hours (both total and classroom).

That is to say that the system of accounting student's work in credits should be based on quite different principles, than simple accounting of training hours. According to the dean of the department of management of SPSU V.S.Katkalo, such a system has already been implemented at the Master Degree Program in International Business dispensed in English language.¹

Very tough discussions have been raised at SPSU about quality assurance in education. We at the university are accustomed that quality of our training is very high and recognised in Russia and abroad. But no department has seriously thought over the question: who and how has ever measured this quality? Everybody, even at the level of many rector's office services responsible for training of both Russian and foreign students, goes no farther than analysing complimentary or critical remarks. Meanwhile, it is well known that for the member countries of Bologna process, quality assurance is a serious, multi-stage and thoroughly controlled process, the results of which determine all the other indicators of functioning of a university. It makes no doubt that there some elements of education quality assurance in SPSU. But if one seriously considers the idea that training process should be centred on student and his/her interests, then the main point in evaluation of educational activity should be not training process planning and implementation including:

- content of training plans;
- content and timing of disciplines;
- learning progress
but learning outcomes:
 - knowledge acquired by student;
 - skills acquired in the course of learning disciplines;
 - extension of disciplines in pre-determined field;
 - professional success (at employment and career progress).

There is at SPSU clear understanding that stakes in this matter are extremely high, since the question is of current and future competitiveness of the university. For example, from the year 2000 in Europe, there is a Network of higher education quality assurance uniting national (as a rule, not State-owned, but social and professional) agencies (structures).

At analysing functioning of those structures, the most important question for SPSU is criteria of operation and objectiveness of the available indicators. That is just development of them that presents already

now the biggest difficulty for the Teaching and methodological service of SPSU in charge of this work, the same as for development of a standard. People in our university understand the latter first of all not a training standard (i.e. educational standard), but a university's quality standard, i.e. principles basing on which procedures and institutions of education quality control must appear in near future.

7.3. Problem of evaluation

European enclosures to diploma would contain, instead of the items habitual for Russian universities «number of hours» and «mark», the items «number of credits» and «rating». As a matter of fact, the item of rating does not differ from the item «mark» habitual for us, even if it considerably improve the possibility for a teacher to evaluate student's knowledge by introducing a more flexible system of grading of knowledge shown at examination. As far as «credit» is concerned, that is the so-called «unit of evaluation of student's learning work». A student should total not lesser than 30 credits per semester, or, respectively, not lesser than 60 credits per year. The remarks made at SPSU in relation with the prospects of implementation of this system are as follows:

- In our school, some matters are dispensed in larger number of hours than similar matters in partner schools (say 4 hours per week, and not 2 hours), so the prospect of evaluation of the same course, which is dispensed in double in our school, with the same number of «credits» can hardly be attractive.
- The spirit of the new system is that at examinations, a student can only total determined number of credits, while the rest may be given by teacher for active work at lectures, seminars and (the most important) for autonomous work. The critics of the innovation believe that even in SPSU, and the more so in other universities/schools of Russia, there are no conditions for full-scale organisation of autonomous work for students. There are no enough places in the libraries' reading rooms, there is no possibility of obtaining all materials for lectures through Internet, the schools provide no financing for subscription for the biggest electronic libraries of scientific literature (Ebsco, jstor.org or similar) for all their employees and students, the availability of computers and organisation of access to Internet at students' residence at home or in hostels are poor. As a result, students whose load would change because of redistribution of their learning schedule in favour of autonomous work would be simply left without any knowledge they normally could get at course dispensed in the form of lecture.

The unified European enclosure to diploma does not only certifies successful completion of training in the training program selected by the

student, but also is a mechanism of implementation of its bearer's (Bachelor's or Master's) rights. That means that the content of a diploma must allow any employer to see at once what quality of education and in what amount the graduate of the given university has acquired. According to the scheme developed by UNESCO, enclosure to a university diploma must contain eight sections:

- information on diploma bearer;
- information on qualification acquired (including school status: public or private);
- information on qualification level in national education system;
- information on content of training and learning outcomes;
- professional description of qualification;
- additional information (probation periods, publications, etc.);
- certification information (by whom the diploma is signed) and delivery date;
- general information on national education system.

As one can see, the content of the enclosure is only slightly different from the Russian one. About half of information is available in the Russian «insert to diploma». Adding the remaining would not be an issue, just technical work, since required additional information is available in other documents: State standard, summary, etc. SPSU together with the Association of pro-rectors for international relations of Saint Petersburg has already held three seminars for employees of rector's and dean's offices and international services of universities of Northwest and Central part of Russia, and at learning the new practice, the participants experienced no difficulties in assimilation of the practice of issuing «European enclosure to diploma».

But we at SPSU understand that the key element in evaluation of learning outcomes are the results acquired, since it is obvious that the question should be – and in a very near future – of not only Russian evaluation, but also of its European equivalent.

Table 3. European grading

A	excellent	5
B	very good	4+
C	good	4
D	satisfactory	3+
E	mediocre	3
FX	unsatisfactory (with right to re-pass)	2
F	unsatisfactory (with no right to re-pass)	?

Here we unavoidably face two problems. The first one is tests (zachet). Half of marks in the Russia enclosure to diploma are «passed». Under such context, all tests must be differentiated, which already now

makes many departments of SPSU prepare for changes in the whole system of current marks. The second problem is European grading. Here is what it is suggested to us today taking into account that the marks already put to students may only be re-calculated:

Table 4. Russian system and ECTS

Russian system	ECTS
excellent	A
good	B
	C
satisfactory	D
	E
unsatisfactory	FX
	F

In all this, it remains absolutely unclear how to distinguish «good» and «satisfactory» in different marks! SPSU did not manage to resolve this problem so far.

Furthermore, there is one more criterion of no lesser importance for the system of credit transfer: those marks should be relative from practical point of view. That means that they should evaluate not only student's knowledge in a matter, but also the level of such knowledge among all students of a group (year). Marks A may make about 10 %, B – 25 %, C – 30 %, D – 25 %, E – 10 %, provided the student having received FX and F are not accounted for. Even if we take this scale as indicative, we could hardly get similar proportion in our school, especially on senior years. For example, having put «excellent» to one third of a group (year) for a main matter at the 4th year (which is quite logical and often encountered actually at all departments of SPSU), the teacher would be obliged, comparing his/her marks with the European scale and acting within the framework of recommended rules, to envisage grade B in the best case. Certainly, this problem will be resolved with time and by practice of each teacher. So far, we consider this collision in SPSU as a rather complicated problem.

Now, SPSU faces many other problems at switching to two-stage system of higher education. For example, absence of licenses for teaching by directions. If the question is of a discipline for which respective department of SPSU has a license for teaching in similar «specialisation» (5-year training), then it is possible for our university to get a license for teaching by directions (4+2) from the Federal service for supervision in the field of education following a simplified (declarative) procedure. We would only have to submit an excerpt from respective decision of the Scientific Council of SPSU to the Federal service. But if there is no State standard for a discipline in the direction, then teaching in SPSU may be only imple-

mented following regular procedure: development of a State standard «as experiment», its discussion at the Scientific Council of SPSU, and then its registration with respective Federal service.

Some difficulties at SPSU are due to introduction of written forms of knowledge check in all programs at all levels. Now, making a question card passes from a formality (one question — one lecture subject or its substantial part) to a laborious occupation. The problem is further complicated by the fact that at re-passing an examination, student must receive a fully new version of the question card. If the whole group passes examination basing on one (or a few number of) question cards including sometimes 15–20 questions, then preparation of a new question card (new question cards) raises objections from teachers, but is necessary for true knowledge check. The practice of compulsory check of written examination work by two teachers is becoming general rule, and in case of discrepancies between their marks, by a third teacher, as a rule, by the lecturer of the course for which this written examination is held. This practice generates some problems requiring resolution. On one hand, all written works after being checked and given a mark must be accessible for students. But on the other hand, SPSU has no standardised practice of appeal by students for written examinations. Development of such practice is now under way.

Rapprochement between Russian and European education systems prompts the departments of SPSU to pay growing attention to anonymous questioning of students as per the results of course learning. Thus, it is envisaged to make more objective the system of teacher's work quality, as well as to react on strengthening of the requirements from dean's offices with respect to individual teachers. Partly, this problem is due to the fact that low level of requirements from teacher's side towards students is observed in many departments of SPSU.

Certain complications for SPSU are due to reforming of the plan of enrolment of students for the first year of Bachelor's stage. According to the new policy of the Ministry of Education and Sciences, starting from 2005, the Federal service for supervision makes a rating for each specialisation and direction basing the data available. Allocation of vacancies for the first-year students is envisaged to be based on such ratings. For 2005, SPSU plans keep enrolment to Bachelor's stage and sharply increase enrolment to most of Master's programs. A big discussion has been raised on the issue of the future of the chair-based system at implementation of the provisions of Bologna declaration. According to most of our experts, the problems of difficulties of adaptation of the chair-based structure to the new requirements seem exaggerated. Already now, a student enters a Russian higher school first of all for a program (program of direction of training /specialisation).

That is just what students indicate in the documents together with the selected department. So, the function of the chairs is to provide for

implementation of the program. Every chair is assigned a determined content-based fragment of the program, and chairs are not obliged to belong to one department, especially if the question is of an inter-disciplinary (multi-disciplinary) program. Doing so, each chair continues to quite traditionally be specialised in certain field of sciences, which creates conditions for making up particular scientific and teaching schools, which serve as indicator of unique character of a department and a whole university. SPSU believes it essentially important to keep the practice of selecting specialisation of students by chairs at their training at post-graduate or Master's stages. The problem of the role of chairs at training of Bachelors will be treated below.

At the same time, the issue of essential change in the role of chairs in future higher education system does not seem so easy. Instead of the existing situation, where chairs are self-sufficient structural units, they are going to be transformed into administrative structures the activities of which aim at supporting new training programs (Bachelor's and Master's) becoming subordinated structures with respect to these programs. However, the existence itself of the chair-based structure is not threatened by this development.

SPSU has declared development of a new type of training plans for Bachelors and Masters as major priority in its teaching activities in 2005. According to the principles now shared by the Russian school, there must be no specialisation at Bachelor's stage. Such interpretation of Bachelor's stage is, most probably, an illegitimate extension of the principles of its segment in the Anglo-Saxon system, where there are most extensive qualifications: «Bachelor of Arts» and «Bachelor of Science», to the whole Bachelor's system. In reality, however, the Anglo-Saxon system also admits «narrow» Bachelor's degree (degrees-qualifications like Bachelor of Law, Bachelor of Veterinary, etc.). In any case, if, according to both Russian Law and Bologna declaration Bachelor must be demanded on labour market, then elements of specialisation must not be excluded at Bachelor's stage. Our university has raised the issue of introducing specialisation at Bachelor's level. The Ministry of Education and Sciences promised to amend the instruction for filling up Bachelor's diplomas this year (2005), which must allow indicating specialisation. From here, it follows that it is necessary to make real amendments in Bachelor's training plans.

Functioning of Master's stage under the new conditions also faces considerable difficulties. The departments have raised the issue of more detailed regulation of all aspects of Master's stage functioning. Thus, the most acute problem is that of revision of the rules of enrolment to Master's stage adopted in 1997 and in force up to now. Very soon, the Scientific Council of SPSU will decide that the responsibility for organisation of enrolment to Master's stage will be assumed by the departments' deans and departments' scientif-

ic councils. Centralisation of this process will be only possible at the stage of establishing target figures of enrolment to Master's stage. Soon, the scientific councils of SPSU will be in charge of approving the programs of entry examinations, as well as strict criteria of knowledge evaluation at entry examinations. That means that the conditions of enrolment of various types of Bachelors (from our university and from other universities having similar specialisation or related but still different) to Master's stage will be unavoidably different, but the marks must reflect real level of entrants' knowledge.

The priority in the activities has been given to «target-oriented Master's stage» as a mechanism of tougher relation of the Master's stage students with practical activity or research work, as well as a guarantee of employment. Implementation of this direction of activity is envisaged through conclusion of Master's stage education contracts with companies and authorities.

So far, there are no regulations guaranteeing Bachelors entering Master's stage of SPSU from other universities from call to military service. There is no clearness about the possibility of transfer of a student having successfully passed the examinations to enter the Master's stage from paid Bachelor's stage to budgetary Master's stage. That is due to the fact that the existing documents from the Ministry of Education and Sciences strictly regulate enrolment to the first year of Bachelor's stage, but provide practically no regulation for enrolment to the first year of Master's stage.

The problem of distribution of teaching tasks under the new conditions remains acute. At switching to two-stage system of higher education, teacher's load changes radically (this is confirmed by the experience of the department of law, department of international relations and department of management of SPSU). The question is of increasing time for student's autonomous work, which must be confirmed by regulation of this autonomous work in the programs of courses. The idea that is now examined by the rector's office and departments' representatives is to establish no SPSU standards for classroom teaching load (200, 300, 450 or any other number of hours per scholar year). The only standard regulating teacher's load, which is envisaged to be kept, is 900 hours of total teaching load per year. One more important innovation ensues from that: approval of all teaching tasks by the department itself (department's scientific council and decision of department's dean made in virtue of the decision of this scientific council). Many representatives of SPSU departments note that such step would give an important impetus initiating a change of the structure of the departments.

Possible consequences of re-distribution of teaching tasks are: increase of number of hours for consultations by teachers, necessary arrangement of sufficient number of individual working places (offices) for teachers giving consultations (now, such conditions are only available

at the department of law of SPSU), and in future, we cannot exclude staff reduction. One more logical change of teacher's load in future is that all teachers dispensing courses during the current semester must have a special day assigned for consultations to students. That should engender rather strong tension at many departments of SPSU, where teachers give lectures in other schools in addition to SPSU. One more consequence of changes in this field is longer opening hours of university and department's libraries, as well as computer classes. That would lead to a necessary increase of teaching staff payroll (to avoid necessity of additional employment) and service personnel payroll.

7.4. Conclusion

In conclusion I would also like to note the discussion on the principle of orientation in education to European values declared by Bologna process. As it was noted by the director of the Centre of development of education and innovations of SPSU V.B.Kasevich, the question is of the efforts of the European countries aiming at reasonable restriction of globalisation processes and competitiveness and attractiveness of precisely European education. In primitive interpretation of globalisation this phenomenon is often substituted by Americanisation, which transforms the world into global rural area made on American model. However, the problem is not whether or not we have good attitude towards American civilisation (if such can be clearly described at all).

Historical experience shows that any unification is ruinous: it leads to unavoidable stagnation, since precisely diversity and interaction of different systems generate positive development. Each culture has its own unique mission, its own original contribution to development of world culture. Loss of even one national culture under pressure of globalisation would be a world-scale tragedy. Respectively, Europe has all grounds for caring of conservation of its identity, to oppose, in a good sense, one's own culture to all others, to see in this an important role, mission in world history and educate students precisely so. Thus, the principle of Europeization gives rise to resolute support.

References

¹ www.som.pu.ru

Chapter 8

**International College of Economics
and Finance (ICEF) of SU-HSE as a model
of two-diploma program**

Sergey M. Yakovlev

ICEF was founded in 1997 as an autonomous subdivision of SU-HSE with academic support by London School of Economics and Political Sciences (LSE) of the University of London and financial support of Russian banks and financial institutions. At founding the ICEF, the objective was to create an institute offering to students permanent opportunities of education comparable with the opportunities of education in LSE and confirmed by delivery of diplomas of SU-HSE and of the University of London (UL) to all graduates of the Institute. It was required to create in the Institute such a training program implementation of which would ensure conformity with the requirements of the LSE and SU-HSE for all students and all components of the training process. It was also required to organise a system of external independent examinations of UL and examination tests of SU-HSE. As a result, the graduates should be given, in addition to a Russian Bachelor's diploma of SU-HSE in economics, a diploma of the University of London in specialisation's «Economics and Finances», «Banking and Finances» and «Economics».

Resolving such a problem required development of a new training plan, implementation of new methods of education, organisation of the training process and students' knowledge evaluation, involvement of students and teachers of appropriate level, as well as new solutions in the field of university management and financing.

The format of the ICEF program was different from the other programs existing in Russia by the following parameters:

There are in Russia university programs, which allow students (as a rule, a part of them) to attend additional courses and pass examinations in a foreign educational institution in order to obtain a second diploma. The main goal of ICEF was to create a training program of international level based on a concurred training plan for all enrolled students in a Russian university. Thus, students were given an opportunity to get a second diploma, and that was direct confirmation of international recognition of SU-HSE diploma in economics.

Solution of the tasks that had been set forth before the program should ensure the possibilities of:

- training economists of international level confirmed by receiving a diploma from a leading foreign university;
- working out a prospective model of Russian economic education reflecting the requirements of the leading European universities for professional training of economists and traditions of Russian extensive fundamental university education (including training plan and course programs, educational technologies and evaluation of students' knowledge, forms of assurance of international qualification level of teaching staff and quality of teaching and research process);
- working out a model of partnership of two universities, forms of academic mobility: a) together with the LSE, participation in academic co-ordination of the program and control of its quality (assessment and concurrence of the training plan, programs, teaching staff enrolment, monitoring of the course of training process and examination results); b) actions together with the LSE aiming at strengthening of academic potential and culture in ICEF (joint methodological seminars, seminars within the framework of the research program together with the LSE, probation periods at the LSE and improvement of professional skills of ICEF teachers on the basis of participation in the Summer school of the LSE); c) execution of model lectures and consultations for students of ICEF by teachers of the LSE.
- working out a management model based on certain level of academic and financial autonomy required for construction of a program meeting the requirements of the universities of both countries and participation of representatives external environment in academic and financial strategic management, as well as diversified scheme of financing
- fulfilling the role of a kind of a laboratory of quality, «growing point», technopark, where teachers of SU-HSE together with their colleagues from the LSE work out modern technologies of economic education meeting the requirements of leading European universities.

Solution of the assigned tasks required a new approach to economic education, new training programs, teaching and students' knowledge evaluation methods, as well as involvement of the best teachers and enrolment of students with rather high level of knowledge. Employment of the best teachers of high international qualification assumed adequate remuneration.

Accounting for limited financial capacities of most of the Russian families, it was necessary to make this program accessible for students from families with medium and low income. Involvement of Russian

sponsors for participation in the project allowed the university to substantially reduce education fees and offer appropriate remuneration to highly qualified teachers without transferring this charge onto students' shoulders.

8.1. Training program

Being part of the SU-HSE the Institute implements a 4-year Bachelor's program in economics and delivers Russian diplomas to all graduates. The whole training program has been made in compliance with Russian educational standards. The ICEF training plan and course programs are examined and approved by the Scientific Council of SU-HSE and other academic bodies of the university.

The students of ICEF are registered for the external program of the University of London at the same time, or more accurately, after enrolment to the University of London at the beginning of the second year at ICEF upon the results of examinations after the first year. They have an opportunity to simultaneously study in two universities and get two diplomas, since the examinations at the University of London meet the requirements for obtaining Russian diploma for professional matters. At the same time, Russian program of education is more extensive than the British one, and in addition to the External program, the students of ICEF must study the courses as per the Russian program.

Education in ICEF lasts 4 years and is dispensed in Russian and English language. At the end of the first year the students of ICEF pass Advanced Placement Tests in economics, quantitative methods and statistics. These examinations are organised by the Council of the American College, Princeton. Satisfactory marks for those examinations, as well as IELTS examination in English allow students to enter the external program of the University of London. Students may select one of the three specialisations: «Economics», «Banking and Finances», «Economics and Management».

Every year, the students of ICEF pass examinations following the Russian program and the external program of the University of London. Upon completion of training, the students of the 4th year pass an inter-disciplinary State examination and defend a thesis, which are required for getting a diploma of the SU-HSE.

Education in the external program of the University of London means that teaching of the matters of economic bloc, social sciences and applied courses is monitored by the London School of Economics and Political Sciences. The examinations are held and evaluated by teachers from the LSE. The rules of examinations are the same both for the students of the external program and for the students that study in full-time section

of the LSE. So, at graduation from the Institute, the students are given diplomas recognised at international level.

8.2. College management structure

The College management structure reflects international character of partnership and necessity of assurance of compliance of the training process with the requirements of both universities. The ICEF management structure includes:

The Council of Trustees is responsible for strategic policy of the College and its financial support. The members of the Council of Trustees are managers or other representatives of the consortium of sponsoring organisations and SU-HSE. The Council of Trustees of the ICEF was originally represented by Sberbank, Vneshtorgbank, Vnesheconombank, bank «Eurofinance» and the Moscow Inter-bank Currency Exchange, later joined by Gazprombank and RAO EES.

The International Academic Committee (IAC) manages the academic program of the ICEF. It is composed of the rector and the first pro-rector of the SU-HSE, two representatives of the LSE, the director of ICEF and his/her deputy. According to the Contract, any meeting of the Academic Committee is considered valid, if it is attended at least two representatives of the LSE. The IAC is also responsible for selection of teachers, examines and concurs the training plan and course programs before the latter are set for approval by respective academic bodies of the SU-HSE, monitors the content of the training courses and their dispensing.

Direction of the ICEF is responsible for current administration of the College, including academic, financial and administrative activities.

8.3. Teachers

The teachers in the ICEF are selected by the International Academic Committee of the ICEF (IAC). They are selected basing on received applications and open tender in compliance with the Regulation of the ICEF approved by the Scientific Council of the SU-HSE and the Contract concluded between the SU-HSE and London School of Economics and Political Sciences. In total, the IAC has held more than 250 interviews with candidates for teaching in the ICEF. From the very beginning, the task of finding highly qualified teachers freely mastering English and with appropriate international experience and qualification was combined with the task of strengthening the staff of the SU-HSE. As a result, the ICEF has formed a stable staff of highly qualified teachers, the majority of whom are permanent teachers of the SU-HSE. The teaching staff also includes

employees of some international education and research centres (RES, CEFIR). Some teachers are the best graduates from the ICEF having acquired Master's degree. It is noteworthy that often they are those who get the highest marks at questioning ICEF students. The teaching staff is international, it includes foreign teachers.

Since the students also prepare examinations in the University of London, it is extremely important for the teachers to have appropriate qualification, i.e. diplomas or certificates from Western universities. Many Russian teachers have passed probation periods in the Summer school of the LSE and/or other courses of skill improvement, this process having been launched since the early 90-es.

8.4. Students studying in the program of double diploma

In 2004, total number of students in the ICEF reached 330 persons, their geography extended. 20% of ICEF students represent Russian province and CIS countries. Most of them have entered the College directly after graduating from Russian secondary schools, and only a few of them have received international education. The dynamics of student enrolment for the first year of the ICEF reflects growing interest for it from the students: from 38 in 1997 up to 96 in 2003 and 103 in 2004. In the last four years, there was competitive enrolment for vacancies with full payment of fees. Thus, in 2004, actual competition for vacancies with full payment made about three persons. The entry mark has risen by three points. While in 2001, the entry mark for vacancies with full payment of fees was 12 out of 27, in 2002 it rose up to 14, in 2003 up to 16, and in 2004 up to 19. It has reached a level, which, according to calculation, fully meets the requirements for training in the international program of the ICEF and lets us assert prospects of successful external examinations at the end of the first year further on.

In 2004, the ICEF enrolled 3 winners (1st prize, including 1st and 2nd individual positions) of the All-Russian Olympiad in Economics for school-children as beneficiaries of grants with full payment of fees for training on sponsors' account. This helped strengthening the «core» of the most capable and purposeful students of the ICEF capable of making considerable international achievements and being models for the other students.

Out of 103 entrants of 2004, 26 participated in the United State Examination (USE) (in 2003, 12 out of 96 entrants). The first results of education with them are evidence that in general the USE can serve as an objective indicator of student's preparedness, since the outcomes with these students are not much different from those of the other students with the same entry marks.

8.5. Integrated training plan and organisation of the teaching process

Structure of the training plan and specialisations

The training plan in the ICEF is more extensive than that of the LSE. It includes full set of matters for the external program providing for professional training and development of analytical and professional skills, which is reached thanks to orientation to autonomous preparation of students. The plan also includes matters and activities necessary for getting Russian diploma: disciplines of social-humanitarian bloc, diploma thesis, probation periods, etc.

The training plan

Of the ICEF has been developed, approved by the Scientific Council of the SU-HSE and implemented in practice. It is focussed on fundamental general professional training in economics and gives an opportunity to learn wide range of non-economic disciplines (philosophy, law, sociology, disciplines of historical-institutional bloc), as well as an opportunity for professional specialisation in senior years. In addition to the specialisation's of the University of London «Economics and Management» and «Banking and Finances», the training plan also includes the new specialisation «Economics». The training plan reflects the tendency to further consolidation of the dispensed disciplines with reduction of their total number providing for fundamental education in blocs of humanitarian and socio-economic, mathematical and natural-science, general professional and specialised disciplines. The plan also reflects the number of training hours by blocs and disciplines and the number of credits within the framework of implementation of credit-rating system in the SU-HSE. According to the training plan, weekly classroom load makes about 20 to 24 hours (progressively going down by the 4th year¹; the number of disciplines compulsory for learning in 4 years has been reduced down to 3²).

Today, the ICEF students learn micro- and macroeconomics in a volume of 1215 hours (including autonomous work), mathematical disciplines: 1107 hours, statistics and econometrics: 972 hours. In the program of the University of London, the students of the ICEF are specialised in three fields starting from the 2nd year: «Banking and Finances», «Economics and Management» and «Economics». The graduates receive diplomas of the University of London with indication of those specialisations. Specialisation disciplines are compulsory for the students having selected the given specialisation, for the others they are optional. For the first specialisation, these are «Fundamentals of Banking» and «Banking transactions and Risk Management»; for the second specialisation: «Introduction to Management» and «Theory of Organisation»; for the new specialisation «Economics», these are «Mathematical Methods in

Economics» and compulsory course of «Theory of Sector Markets» and «Theory of Money and Money Circulation» (from these two, the students specialised in «Banking and Finances» will only learn the second one, while the students specialised in «Economics and Management», only the first one). Together with compulsory disciplines, students can learn some other optional courses based both on the ICEF (French, German, Spanish languages, economics on computer, etc.) and on the department of economics of the SU-HSE.

In compliance with the training plan, new programs of training courses and sets of didactic materials have been prepared and implemented (in Russian and English languages). For 26 courses, this work was done within the project of the NFPT and successfully completed. Total amount of material prepared in Russian and English language makes about 400 fasc. Today, all courses dispensed in the ICEF are provided with sets of programs in Russian and English languages, which are placed on ICEF's site in the Internet.³ The newly developed materials have been proved in training process in the ICEF, published and placed in the Information system for teachers and students of the ICEF also created within the project of the NFPT.

Forms of organisation of training process and students' knowledge check

Successful implementation of the training plan which includes lesser classroom road under high international requirements for students' knowledge and skills assumes development of various forms of organisation of training process, intensive autonomous work done by students, provision of manuals, guidelines, methodological guides, banks of tests and problems, regular consultation hours by teachers, written homework, individual assistance to students. Last year marked very considerable progress in providing students with manuals, guidelines, methodological and scientific publications in English language through the library of the ICEF and SU-HSE, continuous and quick access to Internet is provided from two computer classes of the ICEF. Students regularly receive written homework, which is evaluated by teachers and taken into account at putting final marks for disciplines.

This results in ensuring not a mechanical memorisation of the material on a matter, but its profound and exhaustive understanding, a firm skill of learning new areas and disciplines, execution of open creative tasks including appropriate finding of necessary materials in modern information environment is formed.

An important role in the control of efficiency of training process in the ICEF is played by the system of intermediate tests and examinations both external independent held in the program of the University of London, and internal examinations in the ICEF. Twice a year, in

November and in April, all students pass intermediate examinations in the matters that will be afterwards subject to external independent examinations. External examinations are supplemented with internal examinations of the ICEF and other forms of knowledge check.

Finally, together with winter and summer sessions, the ICEF organises total control of students' knowledge 4 times per year. That makes organisation of training process in the ICEF similar to four-module modular system. At the same time, the courses in the external program have annual cycle of training and checking with possibility of re-passing examinations not earlier than one year later, which imposes additional peculiarities to organisation of training process in the ICEF. If a student fails to pass part of external examinations (two or more examinations or one examination in a matter that is a *sin qua non* condition for several matters of the following year), then he/she will be obliged to redouble the year of training. However, by decision of the IAC he/she may be given permission to learn some matters in the Russian and external program from the following year in order to more evenly distribute total remaining training load through years.

Examinations in the ICEF are held in written form, for most of the matters in English, in the format compatible with external international examinations. This format may include tasks of various types (multiple-selection tests, theoretical questions), but first of all, it is oriented to open questions and tasks. An answer to such a question must not only simply reflect theoretical knowledge, but also include its application to execution of a theoretical extensive open task. External independent examinations give objective evaluation of assimilation of the training program by students and of teaching level in the whole College. In total mark per each course, the share of the final examination makes about 50%, the remaining part of points comes from the results of intermediate examinations, written homework, writing of essays, work at class. The structure of the final mark per each matter is pre-determined in the program of the course. This approach makes it possible to motivate and check students' work during the whole scholar year, and not only during the session, which often happens in other schools.

Basing on the results of intermediate and final knowledge checking, the ICEF has organised monitoring of individual progress of students. The students of each year are given, four times per year, a rating reflecting the results of both intermediate and final tests and examinations and student's work during the year (homework, essays, work at seminars). All kinds of student's work are accounted in the rating on a scale out of 100 basing on structured methodologies, which makes it possible to determine it with high objectivity. The points acquired are also converted (for purpose of Russian program) into 5-point and 10-point marks. In order to

study students' opinions on all issues relative to their training in the ICEF, anonymous questioning is held twice a year, the results of which are discussed at teachers' meetings, IAC meetings and taken into account at making further decisions.

Teaching of foreign languages

Teaching of English language is done accounting for international nature of the program and necessity of learning most of the matters in English language. For this reason, most of the course of English language as such falls onto the first year of training, at the end of which all students of the ICEF pass international IELTS examination, basing on which they may be enrolled to the External program of the University of London. Minimum level of requirements in IELTS examination: 6.0 out of 9 in total and 5.5 for each of the 4 parts. Having reached this level, students can study in English in a British university. Accounting for this task and the original level of preparedness, the students of the first year are divided into groups, where they learn language 8 to 10 hours per week.

Most of the teachers of English language are native bearers with appropriate teacher's qualification and experience. At the beginning of training and at the end of the year (prior to IELTS examination), 3-week intensive programs of «plunging», when students only learn foreign language. In the second year, lessons of English language continue as support for writing written exercises and essays in foreign language. Then, language mastering is developed in the course of learning professional matters in English language, including under supervision of teachers from the LSE. The program of student training ensures that practically all students reach the level of the requirements of the University of London for IELTS examination by the end of the first year. Students of the ICEF also learn, optionally, French, German, Spanish languages in the program of the SU-HSE.

Assurance of international quality of training program

Implementation of such an objective requires comparativity and quality control at all stages of training process covering all of its components to be assured. Specificity of the mechanism of quality control is that the latter is implemented accounting for international nature of the program and with participation of an external expert and examiner in the person of leading foreign university LSE. This is performed through involvement of its teachers, didactic, methodological and research seminars for teachers and students, consultations within the framework of academic co-ordination of the program.

The training plan and course programs are discussed and concurred by the International Academic Committee of the ICEF.

ICEF teachers are selected on the basis of open tender and interview in the IAC of the ICEF. They improve their skills during probation periods

abroad for preparation of a course, courses at the Summer school, through participation in methodological and research seminars together with their colleagues from LSE.

The course of implementation of the program is under continuous monitoring by the IAC of the ICEF and Methodological committee of the ICEF composed of co-ordinators of blocs of dispensed disciplines and employees of the Direction of the ICEF. Regular questioning of students is held with discussion of the results at IAC meetings, regular visits to classes of ICEF teachers by their colleagues from LSE (including reporting with recommendations), visits to classes by co-ordinators of blocs of dispensed disciplines.

Improving teachers' skill

Participation of teachers in implementation of ICEF training program, including its international component, implies continuous process of skill improvement. It is implemented in the following forms:

- courses at the Summer school of London School of Economics, working on development of sets of didactic-methodological materials for the ICEF. Working with specialists from LSE visiting the ICEF. Every visit of a teacher from LSE implies mutual visits of classes with ICEF teachers, as well as discussion of the directions of course development; preparation of recommendations for its improvement;
- holding joint Teaching Methods Workshops with teachers from LSE;
- participation of ICEF teachers in the activities of the research group of the College;
- other forms of teachers' skill improvement are also used, including probation periods at LSE during preparation of new and reforming the existing courses.

ICEF research program

In the scholar year 2002, for the first time in the ICEF, a full-scale research program for teachers and students was organised. Financing of the program was originally to large extent performed on the account of the Innovative educational project of the NFPT. The head of the program has been selected on tender basis — that is one of ICEF teachers having defended a Doctorate thesis in economics in the University of Manchester. During the elapsed period, publications were prepared on subjects in the field of economics pertinent for Russia. The program is implemented in continuous contact with specialists from LSE. Joint scientific workshops are held in Moscow and in London. The activities of the research group involve the best students of the ICEF making their course and diploma theses under the guidance of teachers members the research group of the ICEF. Cycles of seminars with presentations by students and competitions of the best research works executed by students are regularly held.

Teachers from the SU-HSE working together with their colleagues from LSE within the program of the ICEF get an opportunity to assimilate new teaching technologies, improve their professional qualification and then use the experience acquired in the training process in the departments of the SU-HSE.

Interaction with LSE

An important role in successful making up and development of the program of the ICEF belongs to participation of LSE in academic monitoring of the development of the training plan and programs of the ICEF, making up of the teaching staff capable of implementing the program at the level of LSE's requirements, the course of the whole training process in the ICEF, co-ordination of the latter with the External program of the University of London. Meetings of the International Academic Committee of the ICEF are regularly held at least twice per year. Visits of specialists from LSE are quite efficient for students and teachers of the ICEF of the SU-HSE. The program of such visit includes, as a rule, review lecturing for students, visits to lectures and seminars of their Russian colleagues, discussion of methodological issues with teachers of the given course or bloc of disciplines, consultations to students, participation in seminars on teaching methods, reforming of training courses and preparation of didactic and methodological materials in the ICEF, as well as support to research program of the ICEF.

Financing

During the first year of foundation of the ICEF, its financing was performed mainly on the account of external financing under supervision of the Council of Trustees of the ICEF of the SU-HSE. Gradually, internal sources of financing, namely, receipts of fees from students, became prevalent. Now, they make more than 70% in total structure of the income of the ICEF's budget. This makes a factor of financial stability of the College in future. Education fees are differentiated and now make \$2750 to \$8500. It varies depending on the results at entry examination (in the 1st year) and the student's position in general rating (for remaining years). Annually, the ICEF enrolls several students from the winners of All-Russian Olympiads in economics and mathematics, who study in the ICEF on sponsors' account.

.Support from sponsoring organisations is of great importance for ICEF development. Their money allows the College to reduce education fees compared to real cost and unite two basic principles of education: quality at international level and accessibility of the program for students from families with low income.

Some results of ICEF activities

The progress in reaching international academic standards of the program is evident from the success of ICEF's students and graduates,

appears in consolidation of teaching staff, growth of teaching and research capabilities. For 7 years of ICEF existence, the number of candidate entrants grew (from 38 to 230), and the number of students up to 330, which testifies of growing interest to the ICEF.

Every year, students win prizes and letters of merit from the University of London for excellent progress in training. In total in 2000 – 2004, students of the ICEF making lesser than 1% of total number of students in the University of London won more than 10% the prizes and letters of merit for excellent outcomes. In 2004, six graduates from the ICEF got diplomas of the University of London with first-class honours degree. Of the total number of graduates from the ICEF of the first four years (98 persons) about 80% of graduates got diplomas of the University of London with first- and second-class honours degree.

Most of the graduates from the ICEF continue their education in post-graduate programs of the SU-HSE, RES, leading foreign universities, in particular, LSE. Those of them who got a job successfully passed serious tenders in Russian and international banks, organisations and companies.

Thus, for example, six graduates of 2004 continue education abroad, four of them got grants: including two grants offered by the company «Basic element» for training of the two best graduates from the ICEF in the Master's program of LSE, one grant from LSE for training in the Master's program, and one grant for training in Oxford at Master's stage of Said Business School. Graduates from the ICEF get jobs consistent with their education level in the biggest Russian and foreign financial and economic companies and banks such as Gazprombank, Sberbank of Russia, Eurofinance, Standard&Poor's, International Monetary Fund, «Nikoil», International Investment Bank, IC «Renaissance-Capital», etc.

The experience of the first four graduations has shown necessity of serious support of ICEF graduates' efforts in finding employment and application to other universities with the purpose of continuing training. The ICEF provides students with information and organisational support in continuation of training, organises and provides financial support to the best students in order for them to pass the international examinations GRE, GMAT, TOEFL to apply for Master's and post-graduate stage in the best university of the world.

8.6. Conclusions

The ICEF of the SU-HSE successfully implementing for more than 7 years the Russian-British program of two diplomas in the field of economics at Bachelor's level may serve a model for other Russian universities.

The ICEF has been created as a model of modern economic education in Russia and operates reflecting the requirements of the leading

European university (LSE) for professional training of economists and Russian traditions of fundamental university education. Presenting an example of merger of Western and Russian educational cultures (diploma structure, teaching methods, student's knowledge evaluation, etc.), it is successful thanks to Cupertino between the LSE and SU-HSE. Some lessons can be drawn from the experience of functioning of the ICEF. In order for such a program to be successful under today's conditions in Russia, availability of two diplomas – Russian and Western – is important. Offering training in a double-diploma program to students, the College can have an opportunity to take the best from different education systems ensuring at the same time extensive fundamental knowledge typical for Russian training program and development of professional analytical knowledge and skills proper to British education system.

References

¹ In London School of Economics: about 14 hours, the intensive program for the summer school includes about 18 hours.

² At Bachelor's stage in the University of London: 12 disciplines.

³ www.hse.ru/МИЭФ/