

# **The RUSSIAN FEDERATION HIGHER EDUCATION SYSTEM**

**Current Development Priorities**

## Main changes in last decade

- ☛ Goals - orientation towards the needs of the market, society and individuals
- ☛ Governance - decentralization vs. centralized planning
- ☛ More autonomy of HEI - introduction of private higher education
- ☛ Financing - diversification of financial sources vs. State financing only
- ☛ Content - enhancing the humanitarian components in the curriculum and diversifying programs and courses
- ☛ Structure - four- and two-year programs in parallel with traditional five-year program; elimination of a bias towards engineering specialities

## Main features of the Russian Tertiary Education System

- **655 State Institutes** (312 – Universities; 179 – Educational Academies; 145 – Institutes and 19 – others)
- 572 federal institutions,
- 55 institutions are established by regional authorities (oblasts) and
- 28 – by local / municipal authorities.
- **384 Private Institutes**

*A database of higher education institutions in Russia can be found on the following Web site: [www.informika.ru/eng](http://www.informika.ru/eng) (choose the “databases and references” option).*

## Main features of the Russian Tertiary Education System

- The number of Russian students was ca. 6 000 000 in 2002/2003 (with 87% being educated at state HEI and 13% at non-state (private) HEI\*).
- 36% of non-state institutions enroll about 13 % of students (The private institutions are small and are of local importance in their region. Private institutions were mainly opened for the professions that were demanded by the labor market: lawyers, economists and accountants).

## Main features of the Russian Tertiary Education System

Geographically and traditionally HE Institutes are concentrated in European Russia reflecting the population density:

- Central Federal District (347);
- North-Western Federal District (136);
- Southern Federal District (146);
- Volga Federal District (42);
- Siberian, Urals, Far East Federal Districts count 14-29 HE Institutes each.

## Main features of the Russian Tertiary Education System

☛ **Universities:** responsible for education and research in a variety of disciplines.

(There are “classical” and “technical” universities with special attention paid respectively to social sciences and humanities or natural fundamental and applied (engineering) sciences. Non-official ratings also distinguish old “classical” universities and “new” universities, former pedagogical or technical institutions which have acquired their university status quite recently).

☛ **Academies:** responsible for education and research.

(They differ from universities only in restricting the area of studies to a single discipline).

# Main features of the Russian Tertiary Education System

☛ **Institutes:** multi-discipline oriented.

(They can be independent structural units, or part of a university or academy and usually specialise in one area. However pedagogical institutes are responsible for a full spectrum of disciplines taught at schools)

☛ **Private institutions:** offer degrees in non-engineering fields such as business, culture, sociology and religion.

# Main features of the Russian Tertiary Education System

## The main types of state HEI

Types	Academies	Universities	Institutes	Others
Technical	38	122	22	1
Agricultural	38	20	2	1
Pedagogical	3	63	40	1
Medical	32	16	1	-
Natural and Humanitarian sciences	13	50	23	2
Others	55	41	57	15
Total	179	312	145	19

## Main features of the Russian Tertiary Education System

The distribution of state HE Institutes by branches of Russian economy:

- industry and construction (169),
- agriculture (60),
- transport and communication (29),
- economy and law (101),
- medicine, sport and physical culture (62),
- pedagogical science (179),
- art and cinema (55).

## Governance structure

- ☛ **The 1992 Law** delegated to the republics, provinces and local education authorities the responsibility for curriculum, textbooks, teaching methods, budgets, construction equipment.
- ☛ HEIs received the freedom to seek revenue from non-government sources and to engage in commercial activities.
- ☛ The law also opened the possibility for establishing private institutions.

Governance structure: federal level

- Ministry of Education and Science - education policy elaboration
- Federal Agency for Education - implementation of the strategy
- Federal Service for Supervision in the Sphere of Education and Science - monitoring and control functions

*(The Presidential decree # 314 “On the system and structure of the federal Executive bodies” of March, 9, 2004 and the Regulations of the Government of the Russian Federation ## 158, 159, 168 of April, 2004)*

Governance structure: federal level

Some State HEI are established by and administratively belong to different federal bodies.

*For example*

- ☞ State University – Moscow Institute of International Relations is under the Ministry of Foreign Affairs,
- ☞ Moscow Technical University of Communication and Informatics has been founded by the Ministry of Communication and Industry,
- ☞ State University – Higher School of Economics is under the Ministry of Economic Development and Trade and the Ministry of Education and Science,
- ☞ whereas the Moscow State University is a unique institution as it financed directly from the federal budget (see above).

## Management structure

At institutional level, the hierarchy of management includes an elected representative body,

- ☛ **the Academic Council**, an advisory and strategic decisions making body,
- ☛ **the Rector and the Deputies, Rectorate**, performing the executive functions at the university level.
- ☛ **Deans of the faculties** are elected and supported in their responsibilities by the **Dean' office and the academic councils of the respective faculties.**

## Management structure

- ☛ **Education management** has considerably increased in institutions given their new, significant autonomy. Today an educational institution can choose how to organise its educational process, select and hire its own staff, and organise its own research, financial and economic activity.
- ☛ **Institution Boards of Trustees and HEI** themselves usually maintain relations with all levels of authorities, business (industry) and communities to diversify the sources of income, generate revenue and/or get financial and other kinds of support.

## Budget structure

- ☞ **Federal Budget for education activities** (directly or through the main founder - government structure) **50-70 %**
- ☞ **Research activities** (fundamental if the contractor is the state or applied in case of industry) **10-20 %**
- ☞ **Grants** **5-10%**
- ☞ **Tuition fees and other educational services, rent out of facilities** **10-20%**

Federal budget is the main source for renovation of facilities, equipment, library funds and maintenance of buildings. Income from other sources is used to increase professor's and other staff salaries, purchase of computers and software.

## Quality assessment

- ☛ All issues related to the content of HEI programs (education and research processes) should be agreed and handled in compliance with the **State educational standards**.
- ☛ Accreditation of HE institutions is an ongoing process. After the governmental reform the quality assurance responsibilities rest with the **Federal Agency for Supervision over Education and Science**. It will obviously inherit from the Ministry existing quality control tools: accreditation, attestation and licensing.

# Higher education system key features

There are a lot of various ratings of the top Russian HEI which can be found on the <http://www.5ballon.ru> web site. The top 25 universities in Russia are:

HEI	1999	2000	2001	2002
Moscow state university	1	1	1	1
Public economy academy under the Government of the RF	17	2	2	2
Moscow state physical technical university	2	3	4	3
Russian Academy for Economics named after Plechkanov	N/R *	4	3	4
Moscow state technical university named after Bauman	14	14	N/R	5
Moscow medical academy named after Sechenov	5	12	7	6
Moscow state university of International Relations	6	6	9	7
Moscow State Academy of Law	16	8	6	8
International University in Moscow	30	35	27	9
The Urals state university named after Gorky	42	15	22	10
State university of management	11	17	8	11
Russian state university of oil and gas named after Gubkin	N/R	52	31	12
Moscow state university of Economics, Statistics and Informatics	15	9	10	13
State university – Higher School of Economics	60	10	11	14
The Siberian State Medical university	10	22	N/R	15
Novosibirsk State university	29	16	26	16
Moscow state physical engineering university	20	18	21	17
Moscow state institute of electronics	70	69	68	18
The Urals state technical university	N/R	N/R	91	19
Saint Petersburg state university of economics and Finance	N/R	N/R	N/R	20
Academy of Finance under the Government of the RF	3	5	5	21
Saratov state university named after Chernishevsky	N/R	19	18	22
Saint Petersburg state technical university	N/R	11	38	23
Moscow international higher school of Business	N/R	71	15	24
Rostov state university	7	43	29	25

\* - N/R – Not in the rating

## Degree structure

In the degree structure the traditional system (Diploma of specialist) coexists with two-tier system with types of diploma (degrees) recognised as ones of completed higher education - Diploma of Bachelor (Bakalavr) and Diploma of a Master level (Magistr).

It should be noted that Russia has signed Bologna Declaration and by the year 2010 transition to a two-tier degree structure should be completed, the objective is specified as one of the ultimate goals of the country's educational reforms.

## Degree structure

***I Diploma of Bachelor (bakalavr):*** Awarded upon completion of four-year programs in the humanities, economics and natural sciences, as well as some practical professional training.

Does not allow access to doctoral study.

***II Diploma of Specialist:*** Awarded on the completion of traditional 4-6 year programme of study or upon the completion of at least 1.5 years of study after Bachelor (*bakalavr*). The degree grants professional qualifications in engineering, teaching, economics, etc.

***III Diploma of Master (magistr):*** This is an academic degree designed for students who wish to pursue a career in academia and research. It takes 2 years after obtaining the bachelor degree. The field of study must be the same as for the bachelor.

There are two options after the second level - **Master and Specialist**. Both degrees allow access to doctoral study.

## Degree structure

The Law on Education does not address any changes to the Soviet model of research postgraduate education (*kandidat nauk* [Candidate of Science] and *doktor nauk* [Doctor of Science]).

## Admission system

# Prerequisites

- ☛ The Certificate of Secondary Complete General Education
- ☛ The successful pass of university-entrance exams are required for admission to all kinds of higher education institutions.

## Admission system

- ☞ 1/3 of students enter university relying only on the knowledge acquired in school.
- ☞ 1/3 of students follow special preparatory courses.
- ☞ 1/3 of students hire private tutors or educate themselves. The cost of preparing for entrance examination is an extra economic burden for households.

# Governmental Individual Financial Obligations (GIFO)

- ☞ acting principle 'money follows the student'
- ☞ shared responsibility for higher education
- ☞ cover operational expenses of HEI (up to 77% of existing budget)
- ☞ stimulate HEI to educate students in socially demanded and professions
- ☞ provide additional state subsidies for high costs education programs (engineering and natural sciences - 1.2; medicine - 1.3)
- ☞ are accompanied by additional federal budget investments into the leading universities

## Internationalization and Bologna Process in Russia

- How to achieve sufficient and permanent financing of universities and to ensure effective use of funds;
- How to ensure autonomy and professionalism in educational issues;
- How to ensure equity of higher education;
- How to direct sufficient amount of resources to support high quality of education and to create conditions that will allow universities to maintain this quality;
- What is necessary for universities to better satisfy local and regional needs;
- How to ensure closer cooperation between universities, business and enterprises to improve distribution and application of new knowledge in economy and in society as a whole.

## Internationalization and Bologna Process in Russia

- Adoption of a system of easily readable and comparable degrees;
- introduction of two-tier system of education;
- creation of a system similar to the European Credit Transfer System (ECTS);
- adoption of the common framework approach to qualification of the Bachelor and Master levels, provision of “comparability” of diplomas, separate courses, credits;
- promotion of mobility of students, teachers and researchers;
- cooperation in quality assurance with a view to develop comparable criteria and methodologies;
- development of cooperation in quality assurance with a view to develop comparable criteria and methodologies.

## Internationalization and Bologna Process in Russia

- Former Ministry of Education of the Russian Federation has taken the leading role.
- International Conferences “Bologna Process and Modernization of Russian Education: moving in the same direction” & “Integration of Russian Higher education into the European Higher education area: problems and perspectives” were held in 2002 and 2003.
- Most of leading Russian Universities fully supported the policy of the Ministry of Education
- A survey carried by Ministry of Education and Science revealed a high degree of dynamics in awareness growth among the top management of the universities, although the awareness level of professors and students remained insufficient.

# TEMPUS in Russia

- Current TEMPUS budget for Russia is approximately 10 M Euro/year (20% of the overall budget).
- By January 2004 there were 176 running projects in Russia (64 JEPs, 112 IMGs and 3 SCMs). The total contractual value of the projects is about 27 M Euro.
- Most of the JEPs aim at Curriculum Development (52-59%); about 20% - University Management; and from 12 to 20 % - Institution Building.
- 46 Joint European Projects (JEPs) funded since 1997 in Russia are in social sciences (mainly Economics and European studies),
  - 29 in university management,
  - 15 in applied science and technology,
  - 11 in humanities (mainly law),
  - 11 others are mainly in education and teacher training, institution building, professional association development),
  - 10 are in management and business and 6 in modern languages
- Structural and complementary measures (SCM) was introduced in 2003. By now there are 3 projects running.