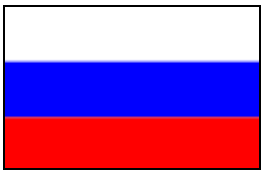
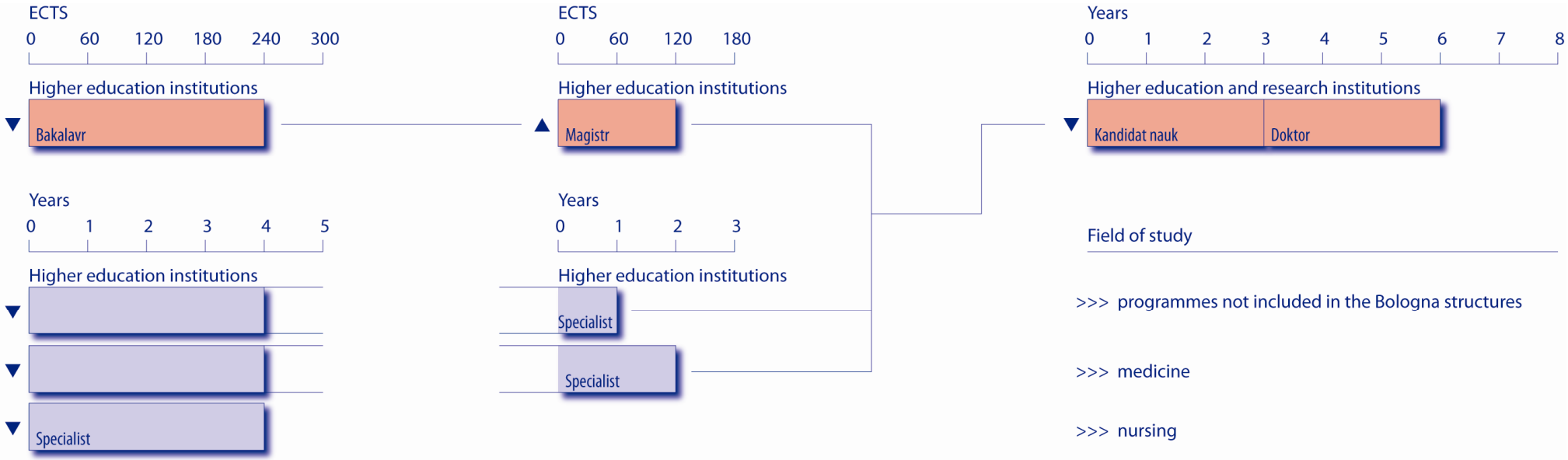
# HIGHER EDUCATION IN

# THE RUSSIAN FEDERATION



# The higher education system in the Russian Federation




Most common length of a Bologna cycle

Other length of a Bologna cycle

Programme outside the typical Bolgona model

Professional programme

**ECTS**

Credits according to the European Credit Transfer and Accumulation System

| | | regulated at national level | decided at institutional level |
|---|---|---|---|
| ALL | programmes have admission requirements | ▼ | ▲ |
| SOME | | ▽ | △ |

# I. Overall description

## 1. Major characteristics of tertiary education in the country

### Legislation covering the field of tertiary education

Tertiary education, like the whole of the education system in the Russian Federation (RF) is regulated by the Constitution of the RF (1993), the Law on Education (1992) and the Law on Higher and Postgraduate Education (1996).

Under Article 43 of the Constitution of the RF, citizens have the right to free secondary vocational education and training (VET) and higher professional education if it is being obtained for the first time.

Under Article 5 of the Law on Education, Russian citizens are entitled to education irrespective of gender, race, ethnicity, language, origin, residence, religion, convictions, membership of public organisations, age, health, social, material and employment status and previous conviction.

The secondary VET and the higher education system are legally regulated by constitutional, international, administrative, financial and labour legislation, as well as by legal acts of the executive authorities and by regional legislation. For example, in 1994 by order of the Government on the approval of the state education standards of higher professional education, Master programmes were introduced alongside traditional one-cycle programmes in order to train specialists (this was the first step towards the two Bologna cycles).

In October 2007, amendments to the current legislation introduced the two cycle system: the first cycle – Bachelor (duration of study of four years), the second cycle – Master (duration of study of two years building on the previous cycle). The one-cycle traditional system is also retained (duration of study no less than five years, for those professions where the two cycles have not been introduced). In line with these amendments, the Ministry of Education and Science has drawn up a new list of pedagogical areas and training for professions.

More amendments were adopted in December 2007 to introduce changes to the concept and structure of the State Education Standards for higher education (HE) to make them more outcome-oriented and to offer a greater degree of academic freedom, allowing higher education establishments to adapt curricula to regional labour market needs (50 % of the academic freedom for Bachelor programmes and 75 % for Master programmes).

The same changes apply in the secondary VET standards.

Other amendments were also adopted to ensure that employers have the right to participate in developing and implementing state policy in the sphere of vocational and professional education, thus increasing employers' say in VET and in higher education.

Another relevant amendment concerns the enhancement of quality assurance in education and provides for integrating procedures of state certification (called *'аттестация'* in Russian) and state accreditation to enhance academic recognition of foreign diplomas and periods of study.

Given the large number of amendments introduced since the adoption of these laws, a new edition of the Law on Education is in the pipeline.

In line with the current legislation, broader and specific goals, objectives and priorities for the system of education are set out in the National Doctrine of Education (equivalent to a "White Paper" in Europe). Specific steps on the modernisation of education are set out in the Federal Programme for Development of Education for 2010-2015 and in the programme of social and economic development until 2020.

### Types of tertiary education programmes and qualifications

Tertiary education programmes and qualifications (diplomas/degrees) comprise of undergraduate and postgraduate programmes of higher professional education (International Standard Classification of Education/ISCED, levels 5A and 6A). These are delivered at higher education institutions (HEI) and in tertiary non-university programmes (ISCED level 5B) delivered at VET colleges or colleges affiliated to higher education establishments.

Tertiary non-university programmes (5B) lead to a secondary VET diploma at either basic or advanced level. The duration of the programmes is:

- three years and ten months, for those who have completed the compulsory secondary education, together with a vocational curriculum (basic level)
- two years and ten months, for those who enter the programmes with a

certificate for completion of general secondary education (basic level)

- four years and ten months, for graduates of compulsory secondary education, who have a vocational qualification and have completed general secondary education (advanced level)
- three years and ten months, for those who have a certificate for completion of general secondary education (advanced level).
- The qualifications awarded upon graduation are those of 'technician' (техник) for basic levels and 'senior technician' (старший техник) or 'technician' with further training in a certain area (e.g. management, economics, ICT etc.) for the advanced level.

Higher education establishments (at ISCED levels 5A and 6A) deliver Bachelor (*бакалавр*), postgraduate Master (*магистр*) and Doctoral programmes (*кандидат наук*) as well as traditional one-cycle higher education programmes (*специалист*,), leading to Bachelor, Master, candidate of sciences degrees and specialist qualifications respectively. The duration of the programmes is: four years for Bachelor, two years for Master, three years for full-time postgraduate programmes (the postgraduate degree is known as the 'candidate of sciences' which is compatible with the Doctoral degree of Western education systems), five-six years for one-cycle traditional programmes, depending on the area of training. At postgraduate level there are programmes preparing candidates of sciences (*кандидат наук*) – *аспирантура* (compatible with the Doctoral level in international terminology), the type of postgraduate education may vary from full-time to individually-tailored programmes, the latter undertaken by individuals who are working in parallel to doing research.

Postgraduate programmes include both taught courses and independent research. These study programmes comprise teaching practice and participation in research, conferences, seminars and workshops. The supervision and assessment procedures for such studies consist of annual postgraduate assessment. Assessment committees are appointed by the higher education institutions (HEIs) themselves.

Leading higher education institutions have special dissertation boards in charge of awarding scientific degrees (both for candidates and doctors of sciences).

Currently the national classification of professional training is being updated due to the transition to the two-cycle structure of higher education. The content of all programmes and qualifications is also being updated for the same reason and thanks to the introduction of competence-based education standards and curricula aimed at ensuring international compatibility.

Any standard programme/course comprises lectures, seminars, independent work by students, laboratory work and industry placements (practical training periods).

The two-cycle system, compatible with the Bologna requirements, has been mandatory in 2011 with the exception of traditional specialist curricula.

## Types of tertiary education institutions

There are both public and private higher education institutions (HEIs), many of which have branches and representative offices across the country and abroad (mainly in CIS countries).

Currently, there are five types of higher education institution:

- Federal university (Федеральный университет): a leading higher education institution and centre of research at federal level. Currently, there are nine federal universities that were established following the merger of a number of regional universities.
- National Research University (Национальный исследовательский университет): a recent addition to the system. A higher education institution integrating regional research activities. Currently, there are 29 such universities.
- University (Университет): a higher education institution offering a wide range of programmes in many disciplines.
- Academy (Академия): a higher education institution that delivers diverse programmes in a certain area (e.g. agriculture, health, arts etc.).
- Institute (институт): an education institution which trains specialists for a specific profession.

A new type of university emerged recently that is not stipulated in the Law on Higher and Postgraduate Education and came about as a result of the national priority project on education, namely that of an *innovative university (Инновационный университет).* This is a higher education institution which offers innovative programmes and courses and

pursues a strong development and innovation agenda. Currently, there are 34 such universities.

Two universities were granted a special status by law in 2009, giving them a right to adopt own HE standards and award own diplomas and degrees. They are Moscow State and St. Petersburg State Universities.

All types of higher education institutions in RF provide full-time, part-time, correspondence and external tuition. Distance learning programmes are becoming increasingly widespread.

All tertiary education institutions must have a state licence for delivering programmes and to be entitled to award nationally recognised degrees/qualifications they must also be state accredited.

Every higher education institution has a charter and is an autonomous legal entity.

| **Number of HEIs** | | | |
|---|---|---|---|
| 1 080 | | | |
| **State** | | **Private** | |
| 634 | | 446 | |
| **Number of students at HEI (academic year 2011/2012)** | | | |
| 6 490 000 | | | |
| **State** | | **Private** | |
| 5 454 000 | | 1 036 000 | |
| **Full-time** | **Part-time** | **Full-time** | **Part-time** |
| 2 687 000 | 2 767 000 | 161 000 | 875 000 |

| **Number of colleges** | | | |
|---|---|---|---|
| 2 925 | | | |
| **State** | | **Private** | |
| 2 665 | | 260 | |
| **Number of students at colleges** | | | |
| 2 083 000 | | | |
| **State** | | **Private** | |
| 1 984 000 | | 99 000 | |
| **Full-time** | **Part-time** | **Full-time** | **Part-time** |
| 1 507 000 | 477 000 | 64 000 | 35 000 |

## 2. Distribution of responsibilities

The Russian system of governance of higher education has retained certain features of the soviet system that followed a linear and highly centralised model.

The distribution of responsibilities is not contingent on the types of tertiary education institutions and/or programmes.

Most of the higher education institutions are affiliated and fall under the jurisdiction of 24 federal ministries that are the founders of state higher education institutions. These are: the RF Ministry of Education and Science (337 HEI), the Ministry of Agriculture (58 HEI), the Ministry of Health and Social Development (47), the Ministry of Culture and Mass Communications (44). Eight additional ministries are in charge of two higher education institutions each.

The Federal Law of 2004 delineated the responsibilities and the financing regulations in the system of education between different parties, such as the federal centre, regions and local autonomous governments/authorities. According to the amended legislation, the state higher education institutions were transferred to the federal level and are financed from the federal budget.

As for the regulation of secondary vocational education and training (SVET) colleges, currently all of them have been transferred to regional jurisdiction.

The federal authorities (the Ministry of Education and Science) are responsible for setting state education standards and for overall policy in education, including the financial policy and legal regulation of the system of higher professional and vocational education. The implementation of the policy is vested in the regional education administrations and education institutions that have significant autonomy. Regional education administrations (departments, Ministries or committees) can adopt their own regulations and regional parliaments can adopt education legislation appropriate to regional needs.

Within the structure of the Ministry, the Federal Inspection Service in the sphere of education and science and the Federal Service for Intellectual Property, Patents and Trade Marks have been established.

The Federal Inspection controls the implementation of legislation in the sphere of education, performs quality controls in education, in the licensing and accreditation of education establishments and in research organisations. It is responsible for regulating the recognition of degrees and qualifications in education.

The influence of the Ministry in the system of higher education is still very high, as it controls almost the entire budget (on average, every state higher education institution gets up to 70-80 % of its funding from the state budget).

Apart from state education establishments, there are higher education establishments founded and regulated by the RF regions and municipalities.

At regional level, higher education departments are established to coordinate all institutions of higher education in the region.

Since the mid-90s, the administrative, financial and academic autonomy of higher education institutions has grown considerably. Namely, they currently have the right to: independently form their structure, identify goals and objectives of academic and research activities, determine admission rules, set the level of tuition fees and raise them; develop courses and identify areas of training. They may also award qualifications at all levels of higher education, recruit teaching staff (on a competitive basis) and conclude contracts of employment with them, implement up-skilling programmes and engage in international cooperation.

The enhanced financial autonomy of higher education institutions (namely the right to develop their own medium-term budget plans) has created new job positions within the HEI structure, such as vice-rector for economic policy. About 1/3 of higher education institutions have started planning strategically and quite a few have formed committees for university management**.**

## 3. Governing bodies of the higher education institutions

The head of a higher education institution is the rector who is elected for five years and who has a number of deputy/vice-rectors responsible for specific activities and in charge of operational issues.[1] Issues related to the development of the higher education institution are vested in the Academic Council that is elected for five years. The Academic Council comprises the rector (as chairperson), vice-rectors and may also include departmental deans.

The structure of higher education institutions is made up of faculties that comprise chairs/units. University and academy faculties may have the status of institutes. Key academic and research entities at higher education institutions are known as chairs.

## 4. Financing

The 1992 Law on Education provided the right to establish private higher education institutions and gave higher education establishments the right to raise funds and to offer paid tuition. As a consequence, the funding sources of higher education have been diversified.

The sources and mechanisms of financing state and private higher education institutions differ considerably. State higher education institutions regularly (on an annual basis) receive funding from the budget (mostly the federal budget). Moreover, the state provides higher education institutions under its jurisdiction with premises, hostels and other property free of charge.

Traditionally, private HEIs did not receive state funding. Their key source of income was tuition fees. The jurisdiction of the founders and the HEI administration allocated funds. However, recently, with the introduction of per capita funding, private universities are entitles to the same funding scheme as state universities.

State HEIs must comply with legal constraints relating to obtaining loans and credits and to making profit from the use of state property.

Currently, the following new financing mechanisms are being piloted: per capita funding, funding of development programmes of education institutions, state support through education loans etc.

Besides the basic financing, which state-owned higher education institutions and colleges receive based on the number of students, HEIs are entitled to raise funds from a number of sources. One of them is grants from various federal and regional programmes and projects. Both state and private education institutions are entitled to compete for participation in these programmes and projects. The key grant programmes are the federal programme for development of education and the priority regional projects on education.

Other sources of funding are: tuition fees, provision of supplementary services, provision of consultative services, state contracts for training and retraining certain target groups, such as civil servants, teaching staff at regional universities etc; state contracts for research: provision of services to the public sector; state grants for pure and applied research; income from using rights to intellectual property; income generated by renting out state property managed by HEIs.

The non-budgetary funds are managed by HEIs' Academic Councils within the limits of the estimate of expenses and income that must be approved by the Federal Treasury.

Non-budgetary funds comprise, on average, one half of the state higher education institutions budget, sometimes they may represent up to 70 %.

1 Exceptions to this rule are: the rectors of Moscow and St. Petersburg State Universities as they are appointed by presidential decree for five years and the rectors of the federal universities as they are appointed by government decree also for five years.

Students themselves and their parents also contribute to funding their studies. Employer contributions are still insignificant.

The recent adoption of the Federal Law on Autonomous Institutions aims at granting more freedom to higher education institutions to allocate funds and at freeing them from close financial and administrative control, as well as at enhancing their responsibility for the rational management of resources.

## 5. Students' contributions and financial support

Where fees are required, young students are mostly dependent on their parents to cover tuition costs. The cost of tuition varies from HEI to HEI and in some cases it can be much higher than those of the most reputed HEIs in Europe and the USA.

At state HEIs, a certain share of the student cohort is financed by the state budget, while the other share, identified by the HEI itself, is financed by the students and their parents. This differentiation refers both to traditional young students and to non-traditional students from older age groups.

Tertiary education is provided on a fee basis when it is the student's second or third higher education programme.

Tuition costs may be covered by employers under contracts signed between students and enterprises. This is largely the case of Master degree programmes for staff already in employment.

Students who show good academic performance usually get grants which are still very low and cannot cover living costs. Thus, parents bear the brunt of their children's living costs while they study. Also, even full-time students often have to work to support themselves and their education.

There are no family allowances or tax relief, with the exception of certain benefits for disabled persons and army veterans.

To ensure equality, social scholarships are provided for children/youth left without parental care and for disabled persons.

There are also a few special scholarships, like the residential scholarships and scholarships given by companies and foundations to support talented students.

## 6. Licensing, quality assurance and accreditation of institutions and/or programmes

Quality assurance mechanisms are the same for public and private HEIs, that award nationally recognised diplomas and degrees.

The system of higher education quality assurance was established by the Law on Education in 1992. In April 2007, amendments to the legislation were adopted to make the Russian system of quality assurance in higher education compatible with European systems. In line with these amendments, all quality assurance procedures have been brought in line with the European Standards and Guidelines of the European Association for Quality Assurance in Higher Education (ENQA) and now include two procedures - *licensing* (ex-ante) and *accreditation* (ex-post).

The amendments also introduced the concept of an "expert" as "a peer review team member", as well as a requirement for training and certification of experts. The formal involvement of students and employers in the quality assurance of education is mandatory and new internal quality assurance systems are being actively established (about 2 000HEIs and their branches have established internal quality assurance systems). There is a growing tendency towards the certification of quality assurance systems and accreditation of educational programmes with foreign accreditation agencies.

In 2006, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) developed by the European Association for Quality Assurance in Higher Education (ENQA), were translated into Russian and recommended by the National Accreditation Agency to be used by HEIs in establishing their internal quality assurance systems.

To enhance the establishment of quality assurance systems at HEIs, an annual competition was initiated by the Federal Inspection Service for Education and Science (*Rosobnadzor*). The number of HEIs participating in this competition is growing.

As indicated above, currently the quality assurance system in education comprises of two procedures: licensing and accreditation.

*Licensing* means the assessment of compliance with standard requirements and conditions for carrying out education activities. These requirements relate to premises, laboratory equipment, teacher qualifications and textbooks etc. Hence, a licence is a document entitling education institutions to deliver instruction and benefit from certain tax benefits.

Licensing includes a review by authorised experts of a standard package of documents and an external assessment of the education institution by a group of experts in the format of a site visit. It is performed on an indefinite basis. Licensing is similar to the ex-ante procedure in European terms and is carried out by the State Federal Inspection. Licensing is mandatory for both state and private HEIs.

*Accreditation* aims at granting the education institution its status and type (institute, academy or university) and at approving the range of courses for which a nationally recognised degree is awarded. Accreditation is similar to the ex-post procedure at European Universities. Accreditation is mandatory for state HEIs. Private institutions seek accreditation only if they want to award nationally recognised diplomas/degrees.

The first accreditation procedure is carried out three years after licensing and after the first cohort of students has graduated.

The management of quality assurance in education is performed by the Federal Inspection in Education and Science. Within the Federal Inspection Service there is a Department of Licensing, Accreditation and Inspection. In June 2006, a guild of experts was established to develop methodological and regulatory materials, as well as to provide information and organisational support to experts.

Certain tasks and evaluation procedures are delegated to specialised state institutions:

- The National Accreditation Agency in the Sphere of Education that provides information and organisational support on quality assurance procedures and maintains and updates a data bank of accreditation results;
- The State Expert Centre for Evaluation of Education that provides experts to perform site visits to evaluate HEIs and validate self-evaluation reports;
- The Information and Methodological Centre for Evaluation of Education Institutions that assists HEIs in preparing for accreditation and reviews courses in terms of their compliance with the State higher education Standards.

Accreditation procedures and requirements are the same for all higher educational institutions.

Under the new Law of April 2007, students and employers are to be involved in the assessment of HEIs.

The decision on accreditation is made by a collective body named the Accreditation Board which comprises of representatives from education administrations, HEIs, professional associations, employers and the president of the National Union of Students.

The decision is based on:

- the outcomes of the analysis of the self-assessment of a HEI carried out in the year preceding the external assessment. It is mandatory that a HEI includes student survey results in the self-assessment report that is to be placed on the HEI's web-site three months prior to the site visit;
- the outcomes of a five-day site visit to the HEI by a peer review panel;
- the analysis of the HEI’s compliance with performance indicators set down by the National Accreditation Agency (NAA).

Requirements for programmes offered at Russian HEIs and for qualifications awarded upon completion of these programmes are set out in the Federal State Educational Standards (FSES) which are mandatory for all HEIs. Specific requirements about the workload, procedures and criteria for ongoing and final assessment of students are set out in the normative and legislative documents of the Ministry of Education and Science. They are mandatory for all accredited HEIs in Russia.

The specific character of the Russian system of education, in particular its scope and geographical size, calls for a wide use of information technology in the state accreditation process. To this end, Internet exams (tests) in different subjects have been introduced that are conducted twice-a-year (during winter and summer examination sessions). The participation of HEIs in this type of examination is voluntary. The exams are arranged by the Federal Testing Centre.

Quality assessment results are open to the general public on a website. Since 2005 a new Journal entitled "Accreditation in Education" is being published.

Education standards and requirements for student assessment are published on the website of the Ministry of Education and Science.

Quality assurance measures are financed by the state budget, also education establishments pay for the provided services.

Apart from the state quality assurance bodies there are two major independent quality assurance bodies in Russia: The Accreditation Centre for Engineering Programmes and the Agency for Higher Education Quality Assurance and Career Development (AQA) which are

prototypes of awarding bodies in European countries.

To foster the establishment of an independent quality assurance system in Russia, in July 2009, two Regulations were approved jointly by the Ministry of Education and Science and the Russian Union of Industrialists and Entrepreneurs. One was on the establishment of a system of independent quality assessment in vocational and professional education and the other dealt with the assessment and certification of qualifications of VET and HE graduates and other categories of citizen who have completed VET and HE in different formats.

In line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, Russia is represented in the European Association for Quality Assurance in Higher Education (ENQA). The National Accreditation Agency is a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and Central and Eastern European Networking Association (CEENET).

As of 1 January 2008, over 81.4 % HEIs in Russia were accredited. Currently, over 920 HEIs have established an internal quality assurance system and for over 660 HEIs the internal quality assurance system covers the whole institution. About 280 HEIs have established an internal quality assurance system in individual subdivisions (departments) and over 600 institutions have developed quality assurance systems for individual processes (management, instruction and teaching and others).

The accreditation of colleges is the jurisdiction of the RF regions. Student participation in assessment procedures is often only peripheral.

# 7. Admission

Formally, access and equality are guaranteed by the Constitution. However, given the growing share of paid services offered by HEIs and the financial and social differentiation of the population, there is a risk of seriously limiting access to children from low income or disadvantaged families to higher education. To address this risk, a Uniform State Examination (USE, *единый государственный экзамен*, *ЕГЭ*)[2] was introduced and is taken on completion of general secondary education. While previously enrolment at HEIs was based on entrance examinations, currently, it is based on the results of the USE (*ЕГЭ*). Each HEI sets its own requirements for the USE score obtained by general school-leavers.

HEIs and SVET institutions carry out additional selection procedures if applicants are required to have certain creative abilities or physical and/or psychological attributes that the USE cannot assess. The list of professional training which requires additional examinations is approved by the Ministry of Education and Science together with a list of subjects for these additional examinations. Only two universities (Moscow State University and St. Petersburg State University) have been granted the right to independently determine subjects for additional examination.

To broaden access to secondary vocational education and to higher professional education for those who have served in the Army for three years under a respective contract, amendments to the Law on Education have been adopted stipulating the right of these persons to free of charge participation in preparatory courses offered by federal state education institutions, with tuition costs paid by the state budget. The above-mentioned persons also have the right to be enrolled in state and municipal higher education institutions without competition and they are entitled to state scholarships if they are full-time students.

At state HEIs, enrolment figures are identified every year by the federal body of the executive power to which the HEI is affiliated. Every HEI can enrol students on a contractual basis (paying tuition fees) within the maximum enrolment figures indicated in its licence.

# 8. Organisation of the academic year

The length and organisation of the academic year is determined by the Federal Ministry of Education and Science. The structure of the academic year may comprise of two or three semesters, the first traditionally beginning on 1 September. However, there are legal provisions allowing universities to change this date in certain circumstances. At the end of each semester, there is student assessment and/or examinations, the number, format and content of these are determined by the HEI. The maximum number of examinations during the academic year is eleven for full-time students. Academic breaks (student vacations) are determined by the Government.

# 9. Curriculum content

The curricula content is developed by HEIs themselves following the requirements of the State Standards of Vocational Education (for colleges) and State Standards for HE (for HEIs). The standards set out requirements for learning outcomes, structure of curricula and

[2] The USE scores are established at the level of each individual faculty. Thus the minimum required score may be different in one and the same HEI.

conditions of their implementation. Based on the standards, a framework curriculum is developed under the aegis of the Ministry of Education and Science by university/college associations which have the character of a recommendation. Education institutions are free to abide by the framework curriculum or develop detailed curricula on their own.

The new education standards allow a wide margin of academic freedom to ensure curricula content compliance with the regional and local labour market requirements.

## 10. Assessment, progression, certification and degree

The most common form of assessment of students is through traditional examinations and graduation projects. A holistic assessment of learning outcomes is not yet in place. Exams and graduation projects largely focus on knowledge assessment.

There are no possibilities to recognise or accredit prior experience or learning (e.g. work, community or volunteer experience). Formally, a HE student is exempt from part of a course if he/she has completed a course in a related area of training at an education institution of secondary vocational education; however this is done on an administrative but not on a competence basis. Students progress from one year/stage of studies to the next based on the successful results of exams and of practical training in an enterprise.

Final qualifications are awarded on the basis of exams and projects (traditional five year programmes); projects for Bachelor programmes and thesis for Master programmes and postgraduate studies.

Qualifications and degrees awarded to students:

- SVET – diploma of secondary VET (basic or advanced level) and qualification of technician, senior technician/junior engineer etc., respectively;
- traditional diploma of specialist with a higher education (name of qualification depending on the area of training as stipulated in the National List/Classification of the areas of training and occupations);
- Bachelor and Master degrees for two cycle programmes. (Степени бакаларов и магистров, присуждаемые после завершения программ двух циклов).

As for the rights attached to a final degree/qualification, Bachelor graduates and specialists (graduates from traditional one-cycle programmes) are entitled to continue on Master level programmes; graduates from one-cycle and Master programmes are entitled to go on to programmes leading to the qualification of a candidate of science; candidates of science are entitled to apply for a higher degree called doctor of science that is awarded upon completion of serious research at the forefront of a specific area of knowledge and social practice.

SVET graduates are entitled to go on to Bachelor programmes and traditional one-cycle HE programmes.

## 11. Academic staff

The main categories of staff at colleges are lecturers and teachers of practical training. Lecturers are required to have a higher education degree, including teacher training education. Teachers are required to have an occupational background and no requirements as to their higher education background are set.

At HEIs, the qualifications required are a higher education degree and a research degree (candidate or doctor of science).

Selection of staff is through open competitions. The duration of a teaching contract is five years.

## 12. Research activities

The role of HEIs in research has not been high enough in recent years, although the situation differs with every HEI. One of the reasons for this is that the bulk of state funding allocated to research is absorbed by the Russian Academy of Science. Until recently, the percentage of HEIs in research activities nationally was around 4 %.

To remedy the situation, amendments were made to the federal legislation in the field of education and science to ensure the integration of higher education and research. The Priority National project on Education and the Federal Programmes on the "Development of a nano-industry infrastructure in the Russian Federation for 2008-2010" and "Research and education personnel for innovative Russia for 2009-2013" have highly contributed to enhancing research at HEIs. More funds are now allocated from the budget for financing HE research. The connection between HE research and state research organisations and employers (business structures) has strengthened. Thus, within the framework of Priority National Project (PNP), "Education" in 2008, the HEIs-participating in this project (40 HEIs) concluded about 3 407 contracts to

undertake research for the amount of RUB 3.4 billion (about EUR 95 million) and received 615 patents for research outcomes.

- The Federal Programme "Research and education personnel for innovative Russia, for 2009- 2013" aims at supporting postgraduate students.
- The strategy of fostering university research under the Strategy for Development of Science and Innovation for the period until year 2015 (adopted in 2006) envisages:
- support for establishing target departments (chairs) of leading HEIs at academic institutes, as well as of respective laboratories at HEIs, expansion of practical training of students;
- provision of resources (on the basis of tenders) for the purchase of research equipment for HEIs;
- support of HE teacher involvement in research activities and research schools,
- grants to young lecturers and researchers;
- support to young research teams and of student research lead by young scientists;
- training personnel in the management of innovations;
- further development of postgraduate studies.

## 13. University-enterprise cooperation

Recent amendments to the Federal Law on Education provide for the participation of associations of employers in the:

- development and implementation of the state policy in the sphere of vocational and professional education, including the development of federal state educational standards and of federal state requirements to programmes of further education;
- development of lists of areas and professional training in vocational and professional education;
- the state accreditation of education institutions of vocational and professional education.

The lead in enhancing university-enterprise cooperation has been taken by the Russian Union of Industrialists and Entrepreneurs and has resulted in signing a Cooperation Agreement with the Ministry of Education and Science and in the above-mentioned amendments to legislation. However, the links are still weak, given a lack of corporate culture at enterprises.

## 14. International cooperation

International cooperation is one of the top priorities of the Ministry of Education and Science. Student mobility is also an issue of special importance, given that both national and international mobility is still weak, mostly due to financial reasons and students and teaching staff lacking in foreign language competence.

The Ministry of Education and Science lays special emphasis both on the "export" of education and on attracting foreign students to HEIs. To this end, quality assurance procedures are being brought into line with European ones and the diploma supplement is being introduced. However, at present only few HEIs issue European Diploma Supplements and the number of applications for the Diploma Supplement are not significant.

Thanks to international programmes, such as Tempus, Erasmus Mundus, the mobility figures are improving. This is supported by the development of joint programmes with EU universities. Yet, the overall number of joint programmes is still very low – around 246, implemented at 78 universities (only 2 % of the delivered programmes). They comprise of 20 % Bachelor programmes, 65 % Master programmes, 9 % traditional one-cycle programmes and 6 % Doctoral programmes. Joint degree programmes comprise of 45 % in economics and management, 36 % in engineering and ecology, 14% in humanities and 5 % in natural sciences.

Leaders in international cooperation include Moscow State University, St. Petersburg State University, Tomsk Polytechnic University, Moscow State Technical Bauman University, Far-Eastern State university, Russian university named after Immanuel Kant, Nizhny Novgorod State University, to mention but a few.

As for joint degrees/diplomas, the situation is not favourable as there is no official regulation for awarding or recognising joint degrees/diplomas. The text of a degree/diploma issued is determined by law and has a unified format which precludes any additional entry for the award of a joint degree/diploma.

On the one hand, the regulation of joint programmes concerning their recognition is the competence of Russian HEIs. On the other, for a joint degree, all parts of a joint programme should go through quality assurance

procedures and partner HEIs should be accredited in Russia which is not conducive to attracting foreign partners. Qualifications of transnational institutions are recognised on the basis of institutional or programme accreditation on Russian territory.

Establishing equivalence of a foreign degree/qualification in the Russian State education Standards is part of the recognition procedures and is aimed at establishing such equivalence or finding substantial differences. Experts prepare a substantiated conclusion about the compliance of a qualification received abroad with the Russian State Educational Standards and about possible ways of addressing the gaps of non-compliance. The National Information Centre on Academic Recognition and Mobility provides information about national systems of education and national qualifications, about the accreditation status of Russian and foreign HEIs, about the recognition procedures, possibilities for application and other recognition-related issues. The centre is a source of information on recognition issues for students and other interested parties, universities and other organisations. The centre actively assists in the recognition of Russian education documents abroad and takes an active part in the ENIC network.

The following measures are being taken to overcome obstacles in the development of mobility: introduction of instruments for ensuring compatibility of the structure and content of programmes, in particular the development, approval and introduction of state education standards of the third generation (these standards are developed on the basis of a competence approach and the credit transfer system); the ongoing efforts to implement an ECTS system (launched in 2002).

To promote academic mobility, the Russian Council for Academic Mobility (RCAM) has been set up and is a voluntary association of HEIs and other Russian organisations working in the field of education and science.

There is also an international centre for the promotion of international mobility of researchers, undergraduate and postgraduate students from Russia and the European Union.

The promotion of academic mobility among teaching staff has become a key element of the innovative programmes supported by the National Priority Project on Education.

# II. Current challenges and needs

## 1. Trends and challenges

The system of higher education in Russia is under active modernisation and has yielded tangible results. In recent years, the financial support of higher education from the federal budget has nearly doubled. Contributions from other sources, including family budgets, have also grown.

For the first time in the last 20 years, a programme to support leading universities has been implemented under the Priority National Programme on Education. 57 HEIs received grants to the total amount of RUB 37 billion (~ Euro 925 million). For some of these HEIs the amount of the grant is comparable to their annual budget.

The two-cycle system of higher education has been adopted which is not only relevant in terms of the implementation of the Bologna Process but also in terms of the contemporary social and economic situation where people have to engage in lifelong learning. Now students will have real opportunities for choosing individual learning and development routes.

The implementation of new outcome-based higher education standards and curricula started country-wide in 2011.

The quality assessment system is moving towards compatibility with the European ones and independent quality assurance systems are emerging.

The reform processes have resulted in an enhanced openness of the system of education, in so far as employers and other civil society institutes are beginning to participate in the assessment and development of curricula, which is stipulated by the legislation.

Despite the above-mentioned positive developments, there is a dramatic shortage of qualified specialists in the country meeting the requirements of a knowledge-based economy and of growing labour market. This is largely due to the fact that the education system is

still following outdated economic, social, scientific or technical concepts. Hence, the challenge for the future is to rethink the content, forms and formats of the provision and assessment of knowledge taking advantage of the potential of competence-based curricula and of opportunities offered by ICT.

The next challenge is to enhance the competitiveness of Russia's higher education and namely the export of higher education services which is now only modest. This calls for measures to speed up the resolution of issues relating to mutual compatibility and recognition of degrees and qualifications.

In the future, the share of Russian HEIs on the international market of education has to increase to 10 %.

The strategic reforms relate to three areas: structural, institutional and content. The structural reform was launched by the 1992 Law on Education that stipulated the establishment of private HEIs and fund-raising by all types of HEIs. However, this process was not backed up by reform in the two other areas which has led to the current situation.

The innovative approach to the reform in education is based on the assumption that the system does not only adapt to the labour market but is a source and "incubator" of new ideas, innovative solutions and breakthrough technologies.

The structural reform envisages an enhancement of investments in research universities and establishment of eight to ten new research and education clusters that will implement world class education, research and technological programmes.

The institutional reform will allow for an enhanced autonomy of universities and their responsibility for results of their activities. To this end the pattern of financing will be changed and transition to per capita normative financing completed. This financial model requires a fine-tuned system of assessment of learning outcomes.

The reform of the content means radically changing the paradigm and methods of teaching and learning.

# 2. The Bologna Process[3]

## *General Information*

| | | | |
|---|---|---|---|
| **Level of integration in the Bologna Process** | X | Bologna-Signatory Country (in 2003) | |
| | | Non Bologna-Signatory Country | |
| | | | Bologna Process officially embedded in the education system |
| | | | Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education |
| | | | No particular mechanism supporting the implementation of the Bologna Process |

## *Bologna cycle structure*

| | |
|---|---|
| **Level of implementation of a three-cycle structure compliant with the Bologna Process** | Bologna structure fully implemented in all or most fields of study |

| **Student workload/duration for the most common Bologna programmes** | | | |
|---|---|---|---|
| **Bachelor programmes** | 240 ECTS (4 academic years) | **Master programmes** | 120 ECTS (2 academic years) |

| | |
|---|---|
| **Bachelor/Master cycle structure models most commonly implemented** | 240+120 ECTS (4+2 academic years) |

## *European Credit Transfer and Accumulation System (ECTS)*

| | |
|---|---|
| **Definition of the Learning Outcomes Concept** | Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations |

| | |
|---|---|
| **Level of implementation of ECTS** | More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on student workload. |

| | |
|---|---|
| **Indicative number of hours of student workload corresponding to one ECTS** | 1 ECTS = 30 – 40 hours |

## *Bologna Diploma Supplement (DS)*

| | |
|---|---|
| **Level of implementation of the Bologna Diploma Supplement** | Partial and gradual introduction of the Bologna DS (25%-75% of institutions) |

| | | |
|---|---|---|
| **Diploma Supplement issued** | Bologna DS issued on request in return of payment | Bologna DS issued in the language of instruction and /or English |

[3] Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

## *National Qualifications Framework (NQF)*

| | | |
|---|---|---|
| **Stage towards establishing a National Qualification Framework** | | Not yet started formally/not foreseen. |
| | | Step 1: Decision taken. Process just started. |
| | X | Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established. |
| | | Step 3: The NQF has been adopted formally and the implementation has started. |
| | | Step 4: Redesigning the study programmes is ongoing and the process is close to completion. |
| | | Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area. |

## *Quality Assurance Practices*

| **National Quality Assurance body** | | | | |
|---|---|---|---|---|
| **Name** | National Agency on Accreditation | | | |
| **Status** | A Government-dependent body or Ministry has responsibility for quality assurance. | | | |
| **Year of establishment** | 1995 | | | |
| **Involvement in external quality assurance process** | | Decision-making role | Participation | No participation |
| | Academic staff | X | | |
| | Students | | | X |
| | International Experts | | | X |
| Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency. | | | | |

## *Recognition of foreign qualifications*

| | | |
|---|---|---|
| **Ratification of the Lisbon Recognition Convention** | X | 1999 (signature), 2000 (ratification) |
| **Recognition of Foreign Qualifications for academic study** | Recognition for academic study by central or regional governmental authorities | |
| **Recognition of Foreign Qualifications for professional employment** | No information available | |

## *Joint Degrees*

| | |
|---|---|
| **Establishment of joint degrees and programmes in higher education legislation** | Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever. |

# II. Participation in EU programmes

## 1. Tempus

The Russian Federation has participated in the Tempus programme since 1994.

### 1. Statistics

**Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)**

| | TEMPUS I and II | TEMPUS III | TEMPUS IV | | | | |
|---|---|---|---|---|---|---|---|
| | 1990-1999 | 2000-2006 | 2008 | 2009 | 2010 | 2011 | 2012 |
| **Joint Projects** | 97 | 158 | 17 | 12 | 7 | 9 | 11 |
| **Compact Projects** | 35 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)** | 0 | 39 | 3 | 2 | 1 | 2 | 4 |
| **Total** | **132** | **197** | **20** | **14** | **8** | **11** | **15** |

**Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)**

| Institutions | Total | Number of projects | |
|---|---|---|---|
| | | JP | SM |
| **KAZAN TUPOLEV STATE TECHNICAL UNIVERSITY** | **5** | 4 | 1 |
| **SOUTHERN FEDERAL UNIVERSITY** | **5** | 4 | 1 |
| **SAMARA STATE TECHNICAL UNIVERSITY** | **5** | 4 | 1 |
| **ST PETERSBURG STATE POLYTECHNICAL UNIVERSITY** | **5** | 3 | 2 |
| **MOSCOW M.V. LOMONOSOV STATE UNIVERSITY** | **4** | 3 | 1 |
| **TOMSK POLYTECHNIC UNIVERSITY** | **4** | 4 | 0 |
| **ASTRAKHAN STATE UNIVERSITY** | **3** | 2 | 1 |
| **MOSCOW STATE UNIVERSITY OF RAILWAY ENGINEERING** | **3** | 3 | 0 |
| **MOSCOW STATE REGIONAL UNIVERSITY** | **3** | 3 | 0 |
| **OMSK STATE AGRARIAN UNIVERSITY** | **3** | 1 | 2 |
| **SARATOV STATE TECHNICAL UNIVERSITY** | **3** | 2 | 1 |
| **SIBERIAN FEDERAL UNIVERSITY** | **3** | 3 | 0 |
| **ALTAI STATE TECHNICAL UNIVERSITY** | **2** | 2 | 0 |
| **KHAKAS STATE UNIVERSITY. NAMED AFTER N. F. KATANOV** | **2** | 2 | 0 |
| **VOLGOGRAD STATE TECHNICAL UNIVERSITY** | **2** | 2 | 0 |
| **MOSCOW ACADEMY OF FINE CHEMICAL TECHNOLOGY** | **2** | 2 | 0 |
| **MOSCOW STATE TECHNICAL UNIVERSITY** | **2** | 2 | 0 |
| **ST PETERSBURG STATE ELECTROTECHNICAL UNIVERSITY "LETI"** | **2** | 2 | 0 |
| **NOVOSIBIRSK STATE TECHNICAL UNIVERSITY** | **2** | 2 | |
| **IMMANUEL KANT STATE UNIVERSITY OF RUSSIA** | **2** | 1 | 1 |
| **ST PETERSBURG STATE UNIVERSITY** | **2** | 2 | 0 |
| **POVOLZSKIY STATE UNIVERSITY FOR TELECOMMUNICATION/IT** | **2** | 2 | 0 |
| **VORONEZH STATE UNIVERSITY** | **3** | 3 | 0 |
| **NOVGOROD STATE UNIVERSITY NAMED AFTER YAROSLAV MUDRIY** | **2** | 2 | 0 |
| **BURYAT STATE ACADEMY OF AGRICULTURE NAMED AFTER V.R. PHILIPPOV** | **2** | 2 | 0 |
| **SOUTH RUSSIAN STATE TECHNICAL UNIVERSITY** | **2** | 2 | 0 |
| **ST. PETERSBURG STATE ACADEMY OF ECONOMICS AND FINANCE** | **2** | 1 | 1 |

**Higher education institutions coordinating TEMPUS IV projects (2008-2012)**

| Institutions | Total | Number of projects | |
|---|---|---|---|
| | | JP | SM |
| **D. MENDELEYEV UNIVERSITY OF CHEMICAL TECHNOLOGY OF RUSSIA** | **1** | 1 | 0 |
| **MOSCOW STATE UNIVERSITY OF GEODESY AND CARTOGRAPHY** | **1** | 0 | 1 |
| **ST PETERSBURG STATE UNIVERSITY** | **1** | 1 | 0 |
| **SAINT PETERSBURG STATE UNIVERSITY OF AEROSPACE INSTRUMENTATION** | **1** | 1 | 0 |

## 2. Impact of the TEMPUS Programme

The Tempus projects implemented in Russia have had a strong impact on the modernisation of higher education in Russia and on the integration of Russian higher education institutions in to the European Higher Education Area (EHEA).

The implemented projects have resulted in the:

- updating of old and developing of new curricula compatible with the curricula at European universities, including Bachelor and Master programmes in numerous fields;
- development and implementation of up skilling courses for the non-academic community;
- development and implementation of continuing training courses for university teachers;
- new models of governance at universities including establishment of networking mechanisms (e.g. regional lifelong training network in the sector of hospitality and tourism; inter-regional network to improve university management);
- new models of management of university intellectual property;
- quality assurance mechanisms established at universities;
- new models of international cooperation departments at universities;
- new models of strategic planning and financial management at universities;
- new models of career development;
- introduction of mechanisms of the Bologna Process;
- double-degree curricula (e.g. Master curricula in environmental management; regional and municipal administration; small and medium-sized enterprise(SME) management; human resources and regional management; applied economics; industrial management; Bachelor curriculum in finance). Unfortunately, projects aimed at developing double degrees are few which can be accounted for by a lack of foreign language skills of students and teachers, high mobility costs, unresolved issues relating to the recognition of double diplomas;
- establishment of networks and structures, like the Centre of Social Policy in Udmurtia; a Russian-Ukrainian network for promotion of pedagogical innovations; a Network of International and European Law at Volga universities; a network of assessors in higher education;
- continuous engineering training distance learning network established at Urals universities;
- distance learning programmes for municipal servants of Siberia and civil servants in Sverdlovsk Region;
- structure, responsibilities and activities of newly established university-enterprise cooperation departments.

Participation in the Tempus programme has enhanced prestige and standing of participating HEIs as sources of new knowledge and of new teaching and learning.

The programme has impacted on the improvement of content of curricula and has yielded new competence-based programmes. The latter contribute to the comparability and compatibility of Russian higher education and that of the EHEA.

Apart from that, curricula developed under Tempus offer new opportunities for professional and personal development of students due to the methods used which

contributes to enhancing the employability of graduates.

It can be concluded that the Tempus programme has considerably contributed to the adoption of the two-cycle higher education structure and to development of the Federal Standards of Higher Education of a new generation that are currently being put into practice.

The Tempus Programme has also impacted on the development of international cooperation creating conditions for multiple partnerships between Russian and European Universities.

At the same time, due to involvement in the Tempus Programme, Russian universities have become aware of the need for further decentralisation of university governance and for its flexibility and its labour market orientation to be improved.

Academic and student mobility envisaged in the projects allow students and teachers to familiarise themselves with methods and concepts of teaching and learning as well as of university governance, used in the European Union. A very graphic example is the project "Towards Research and Entrepreneurial University Models in the Russian, Ukrainian and Moldavian Higher Education" aimed at enhancing technology transfer and entrepreneurship support practices and private-public partnerships with industry.

In terms of the implementation of the Bologna Process, the Tempus Projects have contributed to all the ten Bologna action lines.

# 2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) - with scholarships
Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships
Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical "lot" on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorate, post-Doctorate – and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects
This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

*More information:*
*http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php*

## Number of students/staff participating in the programme

### Erasmus Mundus – Joint degrees (Action 1)

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|
| **Students** | 9 | 31 | 36 | 50 | 81 | 64 | 75 | 63 | 57 |
| **Scholars** | 3 | 9 | 13 | 16 | 18 | 21 | NA | NA | NA |
| **Fellows** | - | - | - | - | - | - | 1 | 6 | 12 |

*Nationals of the country participated in the programme for the first time in 2004-2005.*

### Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

| | Undergraduate | Masters | Doctorate | Post-Doctorate | Staff | TOTAL |
|---|---|---|---|---|---|---|
| 2007 | 84 | 52 | 33 | 26 | 25 | ***220*** |
| 2008 | 206 | 134 | 77 | 56 | 51 | ***524*** |
| 2009 | 139 | 108 | 70 | 40 | 41 | ***398*** |
| *2010** | *182* | *154* | *131* | *54* | *60* | ***581*** |
| *2011** | *185* | *154* | *118* | *52* | *53* | ***562*** |

## Institutions participating in the programme up to and including 2011

| Institutions | Action 1 Joint Programmes | Action 2 Partnerships | Action 3 Attractiveness projects |
|---|---|---|---|
| Baikal National University Of Economics And Law (Bnuel) | | | x |

| | | | |
|---|---|---|---|
| Bauman Moscow State Technical University (BMSTU) | | x | |
| Bonch-Bruevich Saint-Petersburg State University Of Telecommunications | | | x |
| Buryat State Academy Of Agriculture Named After V.R. Philippov | | x | |
| D. Mendeleyev University Of Chemical Technology Of Russia | x | | |
| European University Of Saint-Petersburg | x | | |
| Federal Center Of Speech Pathology And Neurorehabilitation | x | | |
| Federal State Educational Institution Of Higher Prof Training Buryat State Academy Of Agriculture Named V. Philippov | | x | |
| Fsee Hvo Novosibirsk State Agrarian University | | x | |
| Higher School Of Economics | | x | |
| Immanuel Kant State University Of Russia | | x | |
| Irkutsk State Technical University | | x | |
| Ivanovo State Power Engineering University | x | | |
| Kazan State University | | x | |
| Kuban State University | | x | |
| Lipetsk State Technical University | | x | |
| Lobachevsky State University Of Nizhni Novgorod (UNN) | x | x | |
| Mitschurinskij State University | x | | |
| M.V.Lomonosov Moscow State University | x | x | |
| Moscow Engineering Physics Institute (State University) | | | |
| Moscow State Agro-Engineering University | x | x | |
| Moscow State Linguistic University | x | | |
| Moscow State University Of Land Use Planning (Sulup) | | x | |
| Moscow State University Of Railway Engineering (MIIT) | | x | |
| National Research Nuclear University Mephl | x | | |
| National University Of Science And Technology (MISIS) | | x | |
| North-Caucasus State Technical University | | x | x |
| Northwest (Saint-Petersburg) Branch Of Russian Law Academy | | x | |
| Novosibirsk State Agrarian University | | x | |
| Omsk State Agrarian University | | x | |
| Omsk State Transport University | | x | |
| Oreal State Agrarian University | | x | |
| Pacific National University | | | x |
| P.G. Demidov Yaroslavl State University | | x | |
| Petrozavodsk State University | | x | |
| Primorsky State Agricultural Academy | | x | |
| Pskov State Pedagogical University | | x | |
| Russian State Agrarian University-Moscow Timiryazev Agricultural Academy | | x | |
| Russian State Hydrometeorological University | x | x | |
| Russian State University For The Humanities | | x | |
| Russian Timiryazev State Agricultural University | | x | |
| Saint-Petersburg Electrotechnical University | x | | x |
| Saint-Petersburg State Agrarian University | x | x | |
| Saint-Petersburg State Polytechnic University | x | x | |

| | | | |
|---|---|---|---|
| Saint-Petersburg State University | x | x | |
| Saint-Petersburg State University Of Economics And Finance | | | x |
| Saint-Petersburg State University Of Service And Economics | | | x |
| Samara State Agricultural Academy | | x | |
| School Of Russian Studies - State University - Moscow Higher School Of Economics | | x | |
| Shirshov Institute Of Oceanology | x | | |
| Siberian Federal University | | x | |
| Siberian State University Of Telecommunications And Information Sciences | | | x |
| South Russia State Technical University | | x | |
| State Educational Institution Of Higher Professional Education "Bauman Moscow State Technical University | | x | |
| State University Higher School Of Economics | x | x | |
| Stavropol State Agrarian University | | x | |
| Tomsk Polytechnic University | | x | |
| Tomsk State Pedagogical University | | x | |
| Udmurt State University | | x | |
| Ufa State Aviation Technical University | | x | |
| University Of Social And Economic Sciences, Saratov | | | x |
| Ural State University A.M. Gorky | | x | x |
| Ural State Technical University - Upi | | | x |
| Volgograd State Academy Of Agriculture | x | | |
| Yaroslav-The-Wise Novgorod State University | | x | |

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- **List of Useful Websites:**
- Higher education in Russia: http://www.vovr.ru/
- Higher education today: http://www.hetoday.org/
- Questions of Education: http://vo.hse.ru/
- Quality of Education: http://www.platobraz.ru/
- Ministry of Education and Science of RF http://mon.gov.ru/
- Federal Supervision Service in Education and Science (ROSOBRNADZOR) http://www.obrnadzor.gov.ru/
- Federal Institute of Education Development (http://www.firo.ru/ )

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***Web-site***: http://eacea.ec.europa.eu/tempus/

- **National Tempus Office Russian Federation**
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