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AND PRIORITIES**

EDUCATIONAL SYSTEM IN RUSSIA

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Introduction

Radical change of political and economic reference points, which took place in Russia after the collapse of the USSR, its becoming a democratic state with the market economy could not help but be accompanied by profound reforming of the educational system in all sectors of general education and vocational training.

The present stage of its development began three years ago when on August, 29, 2001 the State Council of the Russian Federation approved the Concept of modernization of Russian education until 2010. Among its strategic goals are: to ensure the accessibility of education, to improve its quality, to enhance the effectiveness of using of material and intellectual resources, to develop state and public forms of governance in education.

Realization of the Concept of modernization should lead to the formation of a model of "perspective effective education" without which an effective state is impossible. Education is becoming the major factor determining the formation of a "new quality economy", and society as a whole. Its role is constantly growing together with the growth of influence of the human capital.

Educational policy of the Russian Federation – a major component of the state policy, a tool to provide the fundamental rights and personal freedoms, to increase the pace of social and economic, scientific and technical development, humanization of society, cultural growth. The educational policy on the basis of public consent establishes the goals and objectives of educational development, ensures their achievement by way of well-coordinated actions of a state and society.

The strategic aim of the Russian educational policy at the present stage ensuring modern quality in education, ensuring that it matches the actual and perspective needs of a person, society and the state.

The goals and priority tasks of the modern educational policy:

- strengthening the social and economic priority of education;
- ensuring accessibility and continuity of education;
- preserving the good breeding of education;
- supporting national idiosyncrasy and the culture of peoples of Russia with the help of education, taking account of regional and national features of various territories of Russia;
- developing mechanisms of state and public governance in education;
- increasing the role and responsibility of subjects of education, legislative definition of their status
- introducing educational standards and benchmarks.

The basic trends of educational policy

- providing modern contents and optimizing the educational structure;
- ensuring accessibility of education and its continuity during man's whole life;
- increasing the role, status and ensuring state and society's support for the basic subjects of educational activity: the trainee, the teacher, the educational establishment;
- ensuring state support for education, providing resources;
- subjects of educational policy, responsibility management

General principles of Russian modern educational policy are defined and described in the following documents:

- The Law of the Russian Federation "On education",
- The Law of the Russian Federation "On Higher education and post-graduate vocational training.

- The National doctrine of RF education valid until 2025,
- The Federal program of the development of education for 2000-2005,
- The Federal target program “Patriotic education of Russian citizens for 2001-2005”,
- The Concept of modernization of Russian education for the period until 2010.

Chapter 1

PRESENT-DAY RUSSIAN EDUCATIONAL POLICY

General overview of changes in the structure and contents of Russian education

The Russian Federation occupies the territory of 17075,4 thousand square kms. **The country's population** makes up 116 million peoples. 89 subjects make part of the Federation. There are 1,095 cities, 1,963 urban-type communities, 24,456 rural settlements. Russia is a multinational country which counts more than 160 nationalities, differing in languages, culture, historical affiliation with different civic zones and traditions, in the level of modern industrial, economic, social and cultural development.

In the last 10 years the system of Russian education has undergone significant changes with regard to the general processes of democratization of life, building the market economy. This became possible as a result of consecutive adoption of legislative acts in the field of education, other normative documents.

According to Laws “On education” and “On higher education and postgraduate vocational training” educational establishments develop some autonomy. Educational institutions receive ample opportunities for flexible adaptation to the requirements and needs of all users of their educational and other services. Within the framework of this process about 85 % of general high schools have received the legal status by now.

The acquisition of autonomy by educational establishments is accompanied by their growing diversification. Thus, within the framework of preschool education which counts 48,8 thousand units there has developed a wide spectrum of types: with pursuit of one or several priority directions of pupils' development –2,3 thousand; compensating type –1,6 thousand; care and improvement –1.2 thousand; combined type –8,5 thousand; centers of child development –0,5 thousand. Alternative preschool education constitutes about 35% of the total number of kindergartens.

Within the framework **of general education** schools with intensive study of selected subjects are widespread –about 25 % of the total of high schools; lycea –9 %; grammar schools –12%.

Within the framework of **initial vocational training** there have sprung up educational institutions of a higher level, basically professional lycea specializing in training highly skilled human resources. They account for 25 % of the total number of educational institutions of this level.

In the course of reshaping the system of high vocational training new kinds of educational institutions emerged – colleges – which make about 40% of the total number of establishments of the given level. Such colleges train specialists in the field of high technologies, social sphere and other fields of activity which call for workers with a high IQ.

Within the framework of higher educational institutions the university sector has seen further development making now 50% of the total number of the state higher institutions. Academies make about 30%.

The network of professional educational institutions has considerably extended. Lycea, technical schools, colleges, higher institutions, their structural divisions have become much more accessible for inhabitants of the remotest areas of the country. Gradually the system of

open (distance) learning is being built.

One of the important changes in education is the diversification of educational programmes which promotes the choice of a level and type of education by a trainee and greater orientation of education towards the needs of the labor market.

With the development of diversification of educational programmes the spectrum of the published educational literature has considerably extended. There has appeared and is growing the competition of authors and groups of authors, the possibility of selecting highest-quality materials for publication has increased.

One of the outcomes of the reorganization of vocational training activity was significant change in the structure of human resources training for specific professions, specialties. These changes were brought about as a result of growing orientation of education to the trainee's personal need to master a profession, acquire certain qualifications, and of the demand on the labor market in experts in the field of humanities, sphere of service, information technologies. A range of specialties have integrated into larger ones. In elementary vocational training 1,200 specialties that existed before have become incorporated in 293 integrated ones. As far as secondary vocational training is concerned, due to the integration the number of specialties has decreased by 12%. Within the framework of higher education 35 specialties (about 10% of the total number) have been grouped under directions of vocational training.

The integration of educational and research institutions, industrial enterprises into various types of educational research-and-production complexes is widely popular. It has allowed to comprehensively start solving the problem of continuity of educational programmes of different levels, to reinforce connection between education, science and industry, to more fully and effectively use available material and technical basis, teaching staff, financial resources. The establishment of University complexes, restoring and developing Russian and foreign experience of the organization of an educational system which has stood the test of time, starts acquiring special significance.

The basic legislative and normative-legal base of education has been put in place. Standard regulations and resolutions for all basic types of educational institutions, state educational standards for initial, secondary and higher vocational training have been adopted. The passed federal laws and resolutions on education of the Government of the Russian Federation, laws and other normative legal acts of the subjects of the Russian Federation ensure legal regulation of the sphere of education.

The system of public institutions of management in education, at its separate levels and sectors, of educational institutions is being developed and is already actively working: parental committees, boards of trustees, academic-methodical associations, research-methodical councils, the Russian union of rectors, councils of rectors of higher institutions of the Russian Federation subjects, regional boards of directors of secondary specialized educational institutions, association of commercial higher institutions and others.

The changes taking place in education are reflected in a well-developed system of educational statistics, which contains much data describing the condition, and also quantitative and qualitative changes occurring in the sphere of education. Indicators that would match international requirements are gradually being introduced.

Russian education and trends of global development

The educational policy, while reflecting national interests in the sphere of education, takes into account the common trends of global development:

- acceleration of the pace of society development and as a consequence – the necessity of preparing people for life in rapidly changing conditions;
- transition to postindustrial, information society, significant expansion of the scale of

intercultural interaction, in this connection communicative skills and tolerance acquire special importance;

- democratization of society, expansion of the boundaries of political and social choice which makes it necessary to raise public awareness and readiness for such choice;
- dynamic development of economy, growth of competition, reduction of the sphere of unqualified and barely qualified labor, profound structural changes in the sphere of employment, determining constant need for qualification development and retraining of workers, growth of their professional mobility;
- growth of significance of the human capital which determines the necessity for intensive, outstripping development of education of the youth, and adult population.

The domestic educational system is called upon to back up the international prestige of Russia as a country, which has always been noted for a high level of culture, science, education. It should find its expression not only in public recognition, but also in active export of educational services.

New social and economic requirements to the system of Russian education

The developing society is in need of moral, enterprising people educated in line with present-day standards who can make decisions independently in a situation of choice, can cooperate, whom distinguish mobility, dynamism, constructive thinking, who are open for cross-cultural interaction, feel responsible for the destiny of the country, for its social and economic prosperity. **Russian educational system is called upon to prepare people who are not only able to live in civil society and a lawful state, but also to build them.**

Education is called upon to use its potential for the consolidation of society, preservation of single social and cultural country space, for overcoming ethno-national tension and social conflicts on the grounds of the priority of individual rights, equality of national cultures and different creeds, restriction of social inequality.

Substantial increase in the effectiveness of social policy, formation of a developed market of social services, and improvement in the quality of life are required to ensure a country's competitiveness and a high rate of economic growth. This target is achieved through possibly fuller involvement of working, intellectual and creative potential of the country's citizens in the economy.

One of the main priorities of the social and economic policy of the Russian Federation is **accessible to all and free-of-charge** education and observance of the constitutional guarantees of availability and equality of citizens' rights as regards education.

Observance of state guarantees of accessibility of quality education

The Constitution of the Russian Federation guarantees citizens' right to education. The state ensures its observance, **creating legal and economic conditions for:**

- free-of-charge full secondary education within the limits of state standard and free-of-charge education at other levels within the limits stipulated by the law;
- equal access of all citizens of Russia to education at different levels;
- choice of an educational institution and educational programmes irrespective of the place of residence and family income;
- getting education in accordance with the established state standards which ensure quality of educational programmes acceptable in society.

Accessibility of quality education also means state guarantees of:

- teaching/learning which relies on modern learning resources and the use of modern equipment and learning aids;

- teaching/learning in conditions which guarantee the protection of students' rights in the educational process, their psychological and physical safety;
- social-pedagogical and psychological-pedagogical assistance to a student's family, early diagnostics of a child's reserves of development (physical and psychological);
- students' free-of-charge use of public libraries' resources, visiting museums and state and municipal culture centres.

With a view to increasing impartiality while appraising general education graduates' performance and ensuring equal opportunities of getting secondary and higher vocational training, the present system of final examinations in secondary schools and entrance exams to higher institutions and secondary specialized schools is being changed. For the selection of most gifted applicants certain categories of higher institutions introduce additional conditions which take account of the grades received in all-Russian and international Olympiads.

At the same time a system of specialized training (profile training) is set in senior classes of general school, aimed at individualization of training and socialization of trainees.

For expansion of accessibility of education irrespective of place of residence and family income a system of state minimal social standards in education is introduced, and also measures are taken to ensure accessibility of education and individual social help to pupils and students from low income families, to orphans and foster children:

- introduction of individual target payments which are beyond federal financing standards for needy pupils with the aim of opening for them access to additional educational programs and to the training in educational institutions which rely on advanced programmes, exceeding state educational standards;
- creation, at the regional and municipal levels, of mechanisms of support for children in need of special social protection, for children from low income families to be able to receive additional education;
- creation of a system of state educational crediting, subsidizing to raise the chances of children from low income families to receive secondary and higher vocational training, considering different forms of credit repayment, grant scholarship which can be partly or fully returned, or be a permanent loan on the condition of working off a certain period of time in the acquired capacity! speciality.

It is also necessary to use opportunities of state educational crediting and subsidizing for competitive selection of candidates for specialties having special significance in the realization of state programs of economic and social development;

- clear normative-legal regulation of conditions of the attraction of off-budget resources to the sphere of education and their use, guarantee of protection of consumers of paid educational services;
- bringing the size of the academic and social grant closer to a living wage;
- maintenance of students' hostels from budgets of the founder, a ban on using funds for other purposes;
- Stimulation of the creation of funds of part-time workplaces for students.

For provision of equal opportunities for rural schoolboys in receiving high-quality general education special interdepartmental measures on development of rural school, which aim to increase the role of school in the social development of a village and settlement and in the preparation of country's labour resources are carried out.

Children with disabilities (invalids) are provided with state medical-psychological aid and special conditions for learning mainly in a general school near the place of residence and only in exceptional cases .in special needs boarding schools.

Children with problems of anti-social character get obligatory individual psychological and pedagogical support. It is especially important if we take account of the fact that the number of such children among teenagers and young people has risen.

Complex emergency measures are taken by the state to fight homelessness, anti-social behavior among children and young people, social orphanhood:

- creation of a network of teaching and educational institutions;
- creation of specialized counseling centers for teenagers where they would solve their psychological and pedagogical, medical and social problems;
- streamlining of the order and procedures of adoption of children, development of a system of family type children's homes;
- training of special staff .social teachers and psychologists for work with children at risk;
- training and retraining of pedagogical staff, and also delivering a training session for parents on preventive treatment of drug addiction and alcoholism;
- appointment of special Human Rights Commissioners at the federal and regional levels.

Creation of conditions for the improvement of the quality of general education

The main tasks of Russian state policy on general education are **the improvement of quality and competitiveness of educational services, provision of equal access to quality education.**

The core element of the process of modernization of education is general school.

Modernization of school presupposes the solution of a number of system tasks .normative and legal, economic and contents-related. The primary task is the achievement of new, modern quality in education. On **the state-wide scale** new quality of education is its consistency with present-day vital needs of the country's development. On **the pedagogical scale**, it is orientation of education not only towards the assimilation of a certain amount of knowledge by students, but also towards the development of their personality, cognitive and creative abilities. General school does not only form a new system of competences (knowledge, skills, etc.), it also provides experience of independent activity and personal responsibility, i.e. modern key competences.

There occurs a reconsideration **of the objectives of upbringing as the first priority in education.** Upbringing is turning from a separate element of extracurricular pedagogical work into a necessary constituent of pedagogical activity integrated into the common process of studying and development. **The major tasks of upbringing** are the cultivation of civil liability and legal consciousness, Russian civil identity, spirituality and culture, initiative, independence, tolerance.

The conditions necessary for the achievement of new, modern quality in education:

- introduction of new state educational standards of general secondary education, and also the development of requirements to the level of competence of graduates at different stages of secondary education ensuring the principle of continuity in education;
- introduction of profile training at the senior school, setting up a flexible system of profiles and cooperation of the senior school with vocational institutions;
- expansion of diversification of educational programmes (with the possibility of expanding the number of staff and improving information resources);
- strengthening the role of the disciplines promoting successful socialization of pupils and their inclusion in labor relations (subjects of a social .humanities cycle, general computer literacy, Russian, native and foreign languages, vocational orientation and vocational training);
- finalizing of experimental working off of system of uniform graduation examinations for a course of full (secondary) school;
- working off of various mechanisms of re-structuring of the basic and senior steps of rural school (at preservation and support uncompleted schools and maintenance in each settlement of conditions for realization of programmes pre-school and an elementary education);

- introduction of new information educational technologies, including expansion of distance methods of training;
- active use of technologies of “open education”; informatization of education and optimization of methods of training, development of those from them which form practical skills of the analysis of the information and self-training, increase in a role of independent work of students.

The basic goal of the general secondary education – preparation of versatile advanced person of the citizen focused in traditions of domestic and world culture, in modern system of values and needs of the modern life capable to active social adaptation in a society and an independent vital choice, to the beginning of labor activity and continuation of vocational training, to self-education and self-improvement.

Creation of conditions for improvement of vocational training quality

The system of vocational training while is not enough oriented both on federal, and on territorial labor markets, and also on perspective needs of their development, that sometimes makes its noncompetitive.

As a major factor of updating of vocational training inquiries of development of economy and social sphere, a science, techniques, technologies act. The system of constant monitoring of the current and perspective needs of a labor market in the staff of various qualifications should be created, including in view of the international tendencies. According to these needs it is necessary to build optimum system of vocational training, in particular real multilevel structure of higher education.

Development of connections between vocational training and sphere of work is impossible also without creation of effective system of employment of graduates, including by development of target contract preparation. Formation at all graduates of high schools, technical schools and technical training college of skill of search and selection of work, including creation of working places, opening of own affair is necessary.

In system of vocational training outstripping development should receive initial and average vocational training as at the present stage the need of a national economy for highly skilled workers and experts of an average link sharply grows. It is necessary to actualize essentially the contents and to raise quality of vocational training on these educational levels with its orientation to the international quality standards, and to intensify activity on integration, integration of trades, to turn establishments initial and secondary education to needs of a local labor market.

The basic purpose of vocational training – preparation of the qualified competitive specialists of a corresponding level and a structure freely owning the trade and capable to be guided in the adjacent spheres of activity, capable to effective work on a specialty at a level of the world standards, ready to constant professional growth, social and professional mobility.

Chapter 2

Analysis of the system of education and priorities of educational policy at different levels

Improvement of quality assurance in general and preschool education

Since the mid-80s in the Russian system of education there began to develop processes of democratization as well as there appear diversity of education and innovations. These processes have been reflected in the Law "On education" .1992 (and its subsequent editions) that ratified principles of academic and economic autonomy of educational institutions, freedom of choice in education for teachers and pupils.

Preschool education in Russia is the first stage of the general system of education. The basic principles of the development of preschool education are the following:

- giving citizens an opportunity to choose various forms, methods and content of educational services for their children;
- orientation at satisfaction of educational needs of parents and the child;
- educational process is aimed at protection and strengthening of the child's health, his physical and mental development, maintenance of emotional wellbeing.

At present in the Russian Federation there are 48,8 thousand preschool institutions, including 27,4 thousand in cities and 21,3 thousand in villages. They are attended by 4,2 million children, including 3,4 million in cities and 1 million in countryside.

Network of the preschool educational institutions in the Russian Federation [OMITTED]

In line with the concept of modernization of the Russian education for the period up to 2010 the Ministry of Education and Science of the Russian Federation has carried out the activity aimed at **quality assurance of preschool education** which included the following:

- project of the provisional general educational program of upbringing, training and development of children of early and preschool age is developed;
- the experimental variant of the provisional general educational program of upbringing, training and development of children of early and preschool age is prepared and issued
- the project of provisional requirements to the physical training programs of children of preschool age is prepared;
- the project of the methodic recommendations on the organization of the developing environment in the family (for parents who do not use services of preschool educational institutions) is developed.

There has been introduced the differentiation of preschool educational institutions by types and categories. There is a growing number of kindergartens with priority to one or several directions of development; kindergartens of the compensating type; kindergartens of supervision and health improvement; kindergartens of the combined type; centres for the child's development.

There function new flexible forms of the correctional-pedagogical help to preschool children (groups of short-term stay and home training, integration of children with special needs into normal children's community, etc.).

The continuity of preschool and general initial education takes place. There is a growing network of educational institutions that provide optimal organizational conditions of continuity between preschool and general initial education. Now there are more than 4 thousand of such institutions.

One of the main factors affecting the quality of preschool education is pedagogical staff. Now in the kindergartens there work more than 700 thousand teachers, 99% of whom have a special professional education. There has been a tendency for a raise of the educational level of the pedagogical staff. The number of teachers with higher (non-completed higher) education constantly increases.

General Initial, Basic, Secondary (Full) Education

The main strategic line of the development of general secondary education involves its adaptation to the changed social and economic conditions (primarily in terms of the content of education, in the internal school arrangement, in its organizational and economic mechanism, in management). The conditions needed for this line's realization are the following:

- personal orientation and individualization of educational process;
- variety of educational institutions and diversity of educational programs;
- effective support of innovative actions and active participation of society in educational activity as well as in the development of education.

Main principles of the general secondary education are:

- general availability of education, its adaptation to the levels and peculiarities of students' development and training;
- humanistic nature of education with a priority given to universal human values, life and health of a man, free development of personality; the development of civic consciousness, diligence, respect for the rights and freedom of a person, love to the Motherland, family;
- differentiation and individualization of training; development of the pupil in accordance with his propensities, interests and opportunities;
- developing nature of education; orientation on the child's personality and promotion of learning by ways of thinking and activities;
- democratization of education, and first of all, on the level of training; a pupil's choice of the trajectory of development, participation in the management of all pedagogic processes.

The task of quality improvement and updating of the content of education has a priority.

There study **17,1 million pupils in 63,4 thousand general educational** institutions. About 45 thousand schools, or 69,8% of their total amount are located in the countryside. There is trained 5,9 million people or 30,6% of total number of pupils.

In Russia there operate 7,5 thousand gymnasiums (grammar schools), lyceums, schools with profound subjects' studying as well as schools with classes of profound subjects' studying that makes about 12% of the total number of general educational institutions. The organization of such kinds of schools is more characteristic for cities than for a countryside: at schools of the kinds mentioned above there are trained 18,7% of the city children but only 2,7 % of rural children.

Besides, **in 683 non-governmental general educational institutions there are trained 68 thousand people that makes 1%** of the total number of institutions and 0,4% of number of trainees.

The most significant activities carried out with a view to improve quality of general education are the following:

- development and introduction into effect of the state educational standards of the general education and variable basic curriculum;
- large-scale experiment on improvement of structure and content of general education;
- introduction of profile training in senior school;
- experiment on re-structuring a network of the general educational institutions located in the countryside;
- experiment on introduction of the state unified graduation examination.

According to the Law of the Russian Federation "On education" namely the concept of modernization of Russian education for the period up to 2010 the development **of a federal component of state standard of the general initial, basic and secondary (full) education**

and federal basis curriculum for educational institutions of the Russian Federation.

During its development the priorities were as follows:

- shift to 4 years initial education;
- introduction of profile training at the senior stage of school;
- normalization of the academic workload for pupils; elimination of overwork that undermines their physical and mental health;
- personal orientation of the content of education;
- active character of education, the content of education is aimed at forming general educational skills, the generalized ways of educational, cognitive, communicative, practical, creative activity, on getting experience of this activity by pupils;
- strengthening of educational potential and social-humanitarian orientation of the content of education that promotes the statement of the values of a civil society and legal democratic state as well as achievement of personhood;
- forming key competencies - readiness of pupils to use the acquired knowledge, skills and variety of actions in a real life to solve practical tasks;
- provision of variability and freedom of choice in education for the parties of educational process (pupils and their parents, teachers and educational institutions);
- strengthening of the role of subjects aimed at providing successful socialization of pupils, i.e. economy, history, law, literature, Russian, native and foreign languages;
- maintenance of overall computer literacy;
- increase of the role and quality of the physical training lessons.

Based on a federal component of state standard of the general education there is developed a federal basis curriculum, which is aimed at solving priority tasks set by the Concept of modernization of the Russian education for the period up to 2010, namely essential increase in a regional (national-regional) component and a component of educational institution (19,4 percent is allocated for 5-day academic week and 25,2 percent for 6-day academic week); increase of a role of the subjects that aid to socialization of the student; introduction of the foreign language in the initial school; maintenance of overall computer literacy and some others.

The main changes entered in the content of the general education are the following.

The first one is **the release of content and substantial growth of a variable component.**

In the federal basis curriculum a ratio between a federal component and two other components is established, which are a regional (national- regional) component and a component of educational institution:

federal component - no less than 75 percent of the general normative time assigned for development of the basic educational programs of the general education;

regional (national-regional) component - no less than 10 percent; component of educational institution - no less than 10 percent.

The second one is **updating of the content of the general education.**

In the federal basis curriculum a number of academic hours is increased for the subjects of a social and economic cycle, foreign languages and computer science.

The subject **“Foreign language”** is studied from II grade, the total number of hours is increased for its learning (II-IV grades to 6 hours per week). The suggested amount of school time is sufficient for learning of the foreign language at a functional level.

The subject "Surrounding around (a man, nature, society)" is studied in the I-IV grades for 2 hours per a week. The subject is integrated. There is considerably strengthened a social-humanitarian constituent of the subject promoting socialization of pupils. In addition there entered developing modalities, and also elements of life in the content.

First-graders are taught reading **and writing** by new courses which are built on the communicative-active basis and focused not only on children's mastering their skills of reading and writing, but also on the development of cognitive and verbal abilities, forming interest to the native language as the most important mean of communication.

The new content **of literary education** in the primary school acculturates children to the literature as art, provides favorable conditions for practical entering of a child into the world of literature, allows the teacher to develop their literary abilities, independent creativity, the culture of verbal communication of pupils.

A distinctive feature of the new programs on Russian is more successful realization of principles of speech development, communicative function of the language, a practical orientation of training. A new direction in the content development of the Russian language is training the art of speech, a skill to communicate with the interlocutor, a skill to convince with a word, to assert the point of view.

The modern content **of mathematical education** is directed mainly on intellectual development of younger school pupils, formation of culture and independence of their thinking. Essential strengthening of algebraic and geometrical propaedeutics, inclusion of meaningful and logic tasks, games, questions are aimed at the **development of cognitive processes** in children. The new content **of natural sciences and social science** is focused on disclosing inseparable relation between a man and environment and society, forming in pupils a complete picture of the world. The selection of content is focused to a greater degree on socialization of a child, learning basic knowledge about the history of native land, democracy, rights of a child, moral norms, structuring their various pieces of information about natural world.

There are developed sets of textbooks to realize complete model of primary education. Each model of the initial education is built on the sole psychological-pedagogical conceptual base. The content of subjects in these models is built on common logic to which the methodical approach of all the textbooks corresponds.

In a federal component of state educational standard **of the general initial** education the special place is allocated to the active, practical content of the initial education, concrete activities, application of the acquired knowledge and skills to the real life situations. The major priority of the general initial education lies with the formation of common academic skills, skills and ways of cognitive activity, the level of which predetermines success of training at the subsequent stages of continuous education. Identification of interdisciplinary academic skills, skills and ways of cognitive activity promotes integration of all subjects to meet overall objectives of the initial education, to prevent subject dissociation, observe necessary balance of theoretical and practical constituents of the content of education.

"Computer science and Information-Communication Technologies (ICT)" providing overall computer literacy is studied in III-IV grades as an educational module and from VIII grade as an independent subject.

The subject "Social science" is studied in VI-IX grades. The number of academic hours is increased for its studying (from 2 to 4 hours per week at the stage of the general basic education). The subject is integrated, built on a modular principle and includes substantial modules: **"Society", "A human being", "Social sphere", "Politics", "Economy" and "Law"**.

According to the basic goals and directions of the modernization of Russian education in a federal component of state standard of general education on "Geography" there is realized a new concept of the content of geographical education that envisages shift from separate study

of physical, social and economic geography to the integrated course. Such an integrated approach to the course design allows to release teaching material to approximately 30-40%, while the education content based on the competence approach makes possible reduction of the amount of info-reference material.

Subjects of the educational area of “**Art**” are studied in IX grade too. Thus, it makes the educational area continuous and allows to give pupils complete insight to the world of art at the final stage of the basic school.

The basis curriculum of the basic school envisages pre-profile preparation of the learners. The academic hours of the educational area “**Technology**” in IX grade are transferred from a federal component to a component of educational institution, which provides strengthening of profession oriented activity and corresponding “showdown of strength” by pupils.

For teaching of a subject “**Physical training**” it is advised to allocate additional third hour per week.

The subject of “**Basics of life security**” is entered for studying in the basic school. There is allocated 1 hour per week in VIII grade for its learning.

In X-XI grades there is introduced the subject ‘Russian’ for 1 hour per week. taking into account a growing role of Russian in a multinational federative state and compulsory examination on this subject while entering any high school. In senior school more attention is paid to studying foreign languages – the time is increased for studying “Foreign language” up to 3 hours per week due to reality of learning of the foreign language at a functional level by school graduates.

In senior school within a humanitarian specialization as one of possible variants there is entered an integrated course “Natural sciences”, which allows

- to give ample opportunities of formation of a single complete natural-science picture of the world;
- to sensitize trainees to the common academic and intellectual skills formed on an inter-subject basis;
- to remove inefficient “hourly” subjects.

The subject “**Social science**” in senior school on a base level includes modules (sections) “**Economy**” and “**Law**” which can be taught both as part of this subject, and as independent subjects. At a profile level “Social science”, “Economy” and “Law” are studied as independent subjects.

The third one is **shifting to profile training in senior school and, in this relation essentially new structure of building basic curriculum (BC) of the general secondary (full) education.**

Profile training is a mean of differentiation and individualization of training when due to changes in structure, content and organization of educational process there are taken into account interests, propensities and abilities of pupils, there are created conditions for education of senior pupils according to their professional interests and intentions with regard to continuation of education. Thus, opportunities of the pupil building an individual educational trajectory essentially widen.

Transition to profile training allows:

- to provide the profound study of separate subjects;
- to create conditions for differentiation of the training content of senior pupils, to build individual educational programs;
- to establish equal access to high-grade education for different categories of trainees, to expand opportunities for their socialization;
- to provide continuity between the general and vocational training, including more

effective preparation of the school graduates for learning programs of the higher vocational education.

Principles of the federal basis curriculum for X-XI grades are based on the idea of **two-level** (base and profile) federal component of state standard on each subject. Therefore subjects can be presented in the curriculum of educational institution or chosen for studying by a student either on base, or on a profile level.

Choosing various combinations of base and profile courses and taking into account school hours limitation, each school and basically every pupil has a right to form their own curriculum.

Such approach gives educational institution ample opportunities of entering one or several profiles, and a choice of profile and elective courses for a pupil, which will finally make his individual educational trajectory.

Base general educational courses are courses of a federal component directed at completing general educational training of school pupils. The basis curriculum implies functionally their full, but quantitatively their minimal set. Compulsory base courses are "Russian", "literature", "foreign language", "mathematics", "history", "physical training", and also the integrated course "social science" for physical and mathematical, natural science and technological profiles, "natural sciences" for humanitarian, philological and social and economic profiles. Other base courses are studied by choice.

Profile general educational courses are courses of a federal component, of the advanced level, determining specialization of each specific training profile. So "Physics", "Chemistry", "Biology" are profile courses of natural science profile; "Literature", "Russian" and "Foreign language" belong to a philological profile; "Social science", "Law", "Economy", etc. – social and economic profile, etc.

A set of base and profile general educational courses defines the constitution of a federal component of the basis curriculum. A regional (national . regional) component and a component of an educational institution for X-XI grades are presented by the number of hours assigned for their studying.

Elective courses are compulsory courses at the choice of pupils from a component of educational institution. Elective courses carry out three main functions:

- are "superstructures" of a profile course, when such an added profile course becomes fully profound (while school/class where it is studied turns into traditional school with the profound studying of separate subjects);
- develop the content of one of the basis courses, which is studied at the minimal general educational level, which allows to support studying of adjacent subjects at a profile level or to receive additional preparation for taking a unified graduation examination in the chosen subject on a profile level;
- promote satisfaction of cognitive interests in various spheres of the person's activity.

Provisional curricula for different specialization profiles are recommended in senior classes while taking into account that the senior stage prepares graduates not only for studying in high school, but also for training in the system of elementary and secondary vocational education, as well as the labor activity. In particular it has defined an increase in number of the recommended profiles of a technological character.

Experiment on re-structuring a network of the general educational institutions located in a countryside

The main goal of experiment on re-structuring a network of general educational institutions in a countryside is to create necessary conditions for availability and high quality of general education in rural schools. Now in the experiment there participate 18 subjects of the

Russian Federation, 36 districts, 136 general educational institutions in which there are trained about 30 thousand schoolchildren.

In practice there are developed **and approved the following models:**

Base (basic) school with a network of branches.

This model represents a sole educational institution where separate units (school branches) represent themselves as its structural divisions.

The base school in relation to branches represents itself as a resource center. It is best supplied with the educational equipment and has stronger pedagogical staff.

The base (basic) school carries out integrative function (carrying out of collective events), creates single educational space, thus allows to lower effect of social estrangement for distant or less-equipped branches.

Model "Mobile laboratory".

This model allows to enhance equipment status of learning/demonstration, laboratories and compensate shortage of teachers.

Model "Social and cultural complex".

The given model implies integration of activity of educational institutions with social, cultural institutions, institutions of additional education and other establishments of micro-society.

The model of social and cultural complex is tried in the following variants:

- on associative basis: educational, cultural, sports institutions are included into a complex on a contract basis and build their work on a coherent plan;
- on administrative basis: building a complex by giving educational institutions rates for art workers', sports staff.

Social-cultural complexes, apart from institutions of education, include musical schools, sports clubs, institutions of additional education, health service cabinets (e.g. cabinets of doctors of primary examination, logopedists, psychologists).

Model "Association of educational institutions".

This model represents association of the independent legal bodies focused on horizontal partnership. There is no head organization and hierarchical administrative subordination, however the functions between various educational institutions are divided.

The associated educational space gives opportunities for creation of common educational program for the students of various general educational institutions which are included in association, unity of resources (economic, pedagogical, methodical, social, etc.). The given model reflects modern ideas about network partnership.

On results of the experiment each municipal education can choose their own models of network re-structuring of the general educational institutions according to regional specific conditions.

Unified State Graduation Examination.

One of the main directions of modernization of system of the Russian education is to improve control and quality management of education. To **create an objective system of knowledge assessment of school graduates and enrollees for high schools and secondary vocational institutions in 2001-2004** an experiment on introduction of unified graduation examination (further UGE) has been conducted.

As a result of experiment:

- there is developed and tried the base technology of carrying out UGE in 65 subjects of RF;
- there is created a database of control measure materials in 12 general educational subjects that numbers more than 80 thousand test tasks;
- there is built an infrastructure of 63 regional and federal centers of information processing; all regions, participants of the experiment, have allocated communication

channels; higher and secondary vocational institutions have an opportunity to check any certificate on UGE results in the Federal certificate base; there is developed an automated unified system of entrance to high schools;

- at a federal level and in the regions, participants of the experiment, the experts to carry out UGE are prepared.

Thus, conditions for introduction of the approved technology of carrying out UGE to all Russia are prepared.

According to the conditions of experiment the regions and high schools participated in it on a voluntary basis, so examinations were not held in all general educational subjects.

The following results are achieved:

- at federal and regional levels the real picture of the **quality** of the general secondary (full) education for the first time was presented. These results correlate with the data of the international research;
- the analysis of UGE results allows managers of different levels (from the head of the region to the school principal) to set real objectives to **improve quality of education**;
- for the first time with UGE introduction an opportunity is given to the enrollees to participate in competition by correspondence (without leaving to a high school);
- more than one hundred thousand graduates have entered high schools of the country by results of UGE. Besides the accessibility **of higher education** to inhabitants of the removed areas and countryside has really raised: the share of those entered high schools from a countryside has increased in some regions up to 10%; thus the share of students from villages grows not only for traditionally “rural” specialties;
- the opportunity of UGE use for competitive selection in high schools is shown. The results of students’ training who entered by UGE results testify’ that UGE data allow to predict success of training more precisely;
- attention of the public at large and, more importantly, of professional community with help of UGE is drawn to the discussion of issues of content of the general education;
- parents and children for the first time have received the objective grounds for a choice of school, which noticeably raised a competition between schools. Especially it was showed in the regions that moved on to a system of personal financing (Yaroslavl, Samara regions, Republic of Chuvashia).

As a result of experiment as a whole the UGE system is created that allows to estimate graduates and solve problems of selection of the enrollees of high schools and secondary vocational schools.

Improvement of quality of vocational training

At the present stage of development of the Russian society the initial and secondary vocational training play an important role in maintenance of stable economic development of the country.

In the Russian Federation for 10 thousand population there are 114 students in the institutions of elementary vocational training and 165 students in the institutions of secondary vocational training. Annually there graduate more than 1 million qualified workers, among them there are 640-650 thousand people after full time (daily) training, and there are 646 and 475 thousand specialists with secondary vocational training accordingly.

Now in the Russian Federation there operate 3798 institutions **of initial vocational education** with the total contingent of students equal to 1649,3 thousand people, among them there are 3431 day time institutions with a total contingent of students equal to 1564,8 thousand people.

Network of establishments of initial vocational education and contingent of students [OMITTED]

Elementary vocational education over the last years has undergone significant changes connected, first of all, with reduction of a network of the institutions of initial vocational education. This reduction is brought about by the processes of intralayer and inter-level integration in vocational training. Only for 2003 the network of professional schools and lyceums was reduced to 25 units. In 2004 because of transfer of institutions of initial vocational education to the regions even greater reduction in the institutions' number can be predicted.

With a view of a fact that many educational institutions of secondary vocational education are actively integrated with high schools, it is possible to note general **objective tendency of gradual promotion of substantial and structural reorganization of vocational training towards higher levels**. Thus the reduction of students' contingent trained in professional schools and lyceums by 2010 can make 30-35%. Therefore, one of the main tasks of the system of vocational education is to make a prognosis of the need in qualified workers. Such work has been carried out for the period until 2010, on the basis of which there formed projects of estimated enrollment to the institutions of initial vocational training.

Now the content of training of qualified workers in the system of elementary vocational education is built according to the state educational standards entered in 90s.

With a view of modernization of qualified employees' training, its conformity with the world practice providing constant professional growth and social mobility of the worker, there is created a concept of development of the state educational standards for initial vocational training of the second generation, which defines requirements to general educational training of graduates of the elementary vocational TI that results from the nature of the trade and necessity of learning of the program of the secondary full general education by trainees in conditions of transition to profile training, representation of some key competencies in the standards, construction of two-level structure of the standard in view of requirements of employers, inclusion in the standard of requirements to assessment procedures.

The serious step is made in elementary vocational training on formation of modular training programs on a number of trades. In connection with extending integration of educational institutions of initial and secondary vocational training there are developed samples of related programs for connected trades and specialties. Thus terms of training of professional schools and lyceums' graduates can be reduced to one year.

Professional training of the specialists of a middle level is conducted in system of secondary vocational education.

The main activity of the middle level specialists is industrial technological and organizational/administrative one within the framework of which these specialists solve the broad range of tasks on manufacture and maintenance of technical systems, the control of technological processes and quality of production, information processing, etc. Besides that, middle level specialists work as managers of small work groups.

As it is secondary vocational training is an educational level oriented on a wide range of professional resources' training. Specialists of this level make the greatest segment in sphere of labor, i.e. **31%**.

In modern economy middle level specialists take a significant place in industry, construction, transport and communication (30-35%). Employment of specialists with secondary vocational education is expanding in the field of financial/credit activity and insurance (30%), in trade, public catering and consumer services (33-36%). Specialists with secondary vocational education have various functions in social sphere, e.g. in the field of health service and physical training (45%), in the field of culture and art (36%), in the field of education (26%).

Today the system of **secondary vocational education** includes **2,6 thousand** public and municipal secondary special educational institutions, 250 divisions of the state high schools and more than 200 non-governmental educational institutions. The present stage of

development of secondary professional school is characterized by the steady tendency to intensive growth of specialists' training.

Enrolling and number of students of secondary special TI, graduation of specialists
with secondary vocational education [*OMITTED*]

Development of secondary vocational training for the last two years is characterized, first of all, by updating of the content. There is introduced a new Classifier of specialties of secondary vocational education and according to it there are developed state educational standards of the second generation (a base level) for different professions.

Federal components of state educational standards were developed together with representatives of labor considering modernization of economy and social sphere. Requirements to the level of training of the graduates are considerably complemented with such competencies as communicative, economic/legal, information, etc. The new generation of standards provides significant academic freedom of educational institutions that will allow them to form variable and flexible educational programs, including those connected with related programs of initial and higher vocational education.

Considering the change of content of secondary vocational education and profile training in senior school there is generated a concept of updating the general educational training in secondary special educational schools.

Integration processes in higher and secondary vocational education will be facilitated by the new All-Russian Classifier of specialties.

In the secondary vocational training the processes of informatization of educational process became more intensive, distance education has begun to develop.

In conditions of gradual activization of industrial sector after several years of economic recession there extends training of the specialists of a technical profile again. For the last 5 years the enrollment for the technical specialties has increased by 90 thousand people and made 38% of the total enrollment. The increase in enrollment for such specialties as power, technological machines and equipment, computer science and computer facilities is especially high.

Development of service sphere has led to the development of specialists' training in the field of service. For the last 5 years the extent of their training has increased almost in 7 times.

For the last years there have been developed versatile, multilevel, multipurpose educational complexes (on the basis of secondary special educational schools) aimed at satisfying various regional needs. Technical schools, schools and colleges alongside with realization of programs of secondary vocational training carry out functions of the centers of the additional general and vocational training, and also fulfill functions of the cultural and educational centers. It allows to involve additional resources into the system of secondary vocational education reinvested to educational process, and also to provide support of the fixed funds of educational institutions.

There is a continuing process **of integration of secondary special and higher educational institutions**. At present 239 divisions of higher institutions implement programs of secondary vocational training. Annually more than ten secondary special schools are embedded into structure of higher institutions.

Considering contemporary integration phenomena, international tendencies as well as coming demographic recession, the main directions to preserve and use of potential of secondary vocational education should be retraining and qualification development, inclusion in educational complexes, and also development of customized (contract) training and programs of higher professional training.

In the territory of the Russian Federation there are now 568 state **higher educational institutions** of federal subordination. 1,242 of their branches and 52 high schools with no

federal accreditation. Besides that, in the country there operate 352 accredited non-governmental higher educational institutions and 341 of their branches.

The number of students studying in **state higher institutions** exceeds 5,596 thousand people, among them about 2,900 thousand people are trained at the expense of the state budget.

About 4027 thousand people study in the higher institutions subordinated to the Ministry of Education and Science of the Russian Federation (62,4% of total number of students), among them there are more than 2,149 thousand who study at the expense of the state budget.

Number of the students studying in the state higher institutions of the Russian Federation [OMITTED]

The number of students for 10 thousand of population in the current academic year amounts to 451,1 people, among them there are 202,5 people trained at the expense of the state budget.

Development of the higher vocational education is characterized by expansion of the market of the competitive educational programs that meet requirements of scientific and technical development, such as "Devices and systems of beam power, "Technogenic and secondary resources metallurgy", "Quantum and optical electronics", "Bioengineering and bio computer science. Technical physics of thermonuclear reactors and plasma installations", "Nanotechnologies", Photonics and optoinformatics". The same processes are characteristic for the development of postgraduate vocational training programmes that conforms with the development of specialties of researchers (Bioinformatics, Biomechanics, Vacuum and plasma electronics, etc.).

An important point is deepening of integration and interdisciplinary programs in higher school, their connection with storming high technologies, especially in social and cultural spheres: "Physics of open nonlinear systems", "Ergonomics" and "Intellectual systems in humanitarian sphere", "Logistics". Preparation of specialists and researchers on such specialties as "Political institutes, Ethno-political conflictology, national and political processes and technologies" will give a new impulse to social and economic development in the Russian Federation.

Direct influence on forming innovative culture will have such new directions and specialties of higher vocational education as "Innovations", "Management in innovations", "Management in high technologies".

Shifting of the Russian system of higher professional education to the two-level **Master** training is in process.

At the same time genuine integration of science and education which leads to development of creative thinking and, consequently, to innovative activity of graduates takes place only in those high schools that have substantial funding for scientific research and technologically combine educational process with scientific research of students.

The system of higher vocational education and training stands on a threshold of cardinal changes: in 2003 at the meeting of European Ministers of Education under the Bologna Declaration for formation of the European space of higher education there

appeared the signature of Russia.

Bologna Declaration is directed on convergence of systems of higher education of European countries that should be based on three main principles:

- introduction of two-cycle system of higher education (the first cycle 3-4 years, the second cycle 1-2 years);
- introduction of system of credits (ECTS) for unification of the learning workload and increase of students mobility;
- assurance of quality of education by introduction of mutually recognized methodology and credits (degrees and periods of studies).

Even before official signing Bologna Declaration by Russia efforts were made to study Bologna principles for contingency of systems of higher education and formation of new mechanisms of students mobility.

Experience of development since the beginning of 90s of multilevel higher vocational education in the Russian Federation, the trends of constant expansion of academic freedoms of higher institutions have been analyzed while forming basic educational programs on the basis of the state educational standards of the higher vocational education of the first and second generations, development of new information technologies of training, experience of the international cooperation of Russian high schools and emerging management systems and quality monitoring of specialists' training.

It was concluded that in the system of Russian higher school there had been created necessary preconditions to enter European international space, which the following:

Alongside with traditional training of diploma specialists there develop training of bachelors and masters.

So, if in 2000 their graduation in all directions of training made about 52,5 thousand people upon all forms of training (or 47,5 thousand upon full time form of training), then in 2002 the graduation made 59 thousand (or 53 thousand upon full time training).

For the last 6 years **the graduation of bachelors has** doubled.

The biggest number of bachelors enter the labor market upon the following fields of training (2002): [OMITTED]

The number of **master** graduates grows too: in 2000 it made 8,202 people and in 2002–9,233 people.

The system of higher vocational education and training which consists of **two educational subsystems** has developed and operates:

- **one-stage** (mono-level) training of diploma specialists on specialties or groups of related specialties of higher vocational education (5 and 5,5-year training);
- **two-stage training** that provide implementation of educational programs alongside the stages of the higher vocational education with awarding the graduate with a degree (qualification) of “bachelor” (4-year training) and “master” (6-year training).

Practical realization of these subsystems in Russia is carried out under different schemes: independent (trajectories of education on two subsystems have no common parts) or branching (trajectories of education in the first years are combined with the subsequent cultivation in the final years).

One of the primary goals on realization of the Bologna Declaration is working out the model of two-level structure of the Russian higher vocational education. Now a bill draft is being considered and discussions about preservation or cancellation (it is possible stage-by-stage) of the monoprogramme of diploma specialists training are in progress.

One of the most complicated problems the higher school needs to solve in the nearest future is optimization of the List of directions of specialists training.

Since 2002 work on introduction of credits in educational process of high schools is actively developed. The design procedure of credits is developed, an experiment on organization of academic process based on credits has begun in more than 30 high institutions of Russia. By its first results corresponding provisional position is generated. The question of introduction of the European type Diploma Supplement into the RF education system as well as adoption of levels and stages in accordance with international classification is in progress.

In higher education system the work on formation of the mechanism of competitive placement of the state order for specialists' training is carried out, approaches towards the target enrollment in high schools are generated on the basis of increase of the student's (young specialist) responsibility for his education.

Strengthening of a social orientation of education system

The major task of the state is **maintenance of the accessible and qualitative general and vocational training for people with health problems** which implies modernization of elements of system of special (correctional) education. At the first stage of realization of the Concept of modernization of the Russian education the following problems were solved:

- create conditions to form appropriate invalids' professional competence;
- provide information for the people with health problems in accessible form;
- create a system of medical/psychological/pedagogical support to people who did not get special education (mentally retarded, including those with Down's syndrome), i.e. school of home training, special (correctional) residential educational institutions;
- create barrier free environment of life and communication;
- medical/psychological/pedagogical support.

Following the UN standard rules of equal opportunities for invalids in the field of education, especially after the adoption of the Federal law "On social protection of invalids in the Russian Federation" in 1995, which secured the invalid's right to get elementary, secondary and higher vocational training according to the individual program of rehabilitation in professional institutions, there is a tendency for growth of number of learners with health problems.

Enrollment of invalid students into higher educational institutions is extended. If in 2001 there were about 5400 people in 259 high schools (in 72 subjects of the Russian Federation), then in 2002-2003 academic year the number of students-invalids already amounted to more than 14,5 thousand people. Only within the system of Ministry of Education and Science of Russia they study in 299 institutions of higher vocational training.

One of the major conditions of education access for invalids is to provide support of various kinds, i.e. adaptive and pedagogical, medical and social, legal and volunteer supports of students .invalids. Therefore, Conceptual approaches to creation of system of vocational training for invalids were drafted and adopted as work paper in 2002.

In 2002 within the framework of the Federal program of development of education two

projects were carried out: "Creation of the model of continuous different-level vocational training" and "Initial vocational training". As a result of the first project the modern equipment for the lecture hall was installed, taking into account particular needs of students-invalids.

Information supply of educational process for people with health problems in the form accessible to them is realized within two federal programs: the Federal program of development of education and the Federal target program "**Children – invalids**".

One of variants of training of mentally retarded children is schools of home training. Now in the Russian Federation there are 30824 children-invalids who are trained at home. Training of the child at home quite often results in his isolation from groups of children, deprivation, feeling of pathological isolation, unwillingness and fear of communication with other children. With the aim of overcoming these phenomena RF educational bodies went on to build an experimental model of educational training –schools of home training. Now there are more than 40 such schools in Russia, where more than 4000 children study.

In many regions of Russia a psychological service appeared. The professional psychological help is beginning to reach absolutely new level. In all subjects of the Russian Federation the psychological centers of various orientation are open and being intensively developed, such as

- psychological/pedagogical help;
- social/psychological;
- psychological/medical/social;
- professional orientation;
- rehabilitation.

Another important kind of activity is directed at improving the system **of health protection of children and teenagers** in educational institutions. There are developed methodical recommendations on the organization of medical examination and health control of preschool children and school pupils as well as healthcare in kindergartens and schools; the school rehabilitation centers are created where pupils and teachers receive treatment while continuing teaching and studying. More than 300 schools in Poccn work in a mode of "schools of health" where teachers, physicians and psychologists devote their work to training, health care and improvement. For those children who frequently fall ill or sick for a long time there function more than 170 educational institutions of sanatorium type against various disease. In all the schools of Russia there are health lessons.

In the government policy concerning children who stayed without parents a steady tendency for placing children to the family (for trusteeship, guardianship and adoption) can be noted. In Russia there are more than 700 such adoption families where over 4000 children are being brought up. So practice proved their efficiency and viability.

Informatization of the educational system

Use of information technologies in the sphere of education steadily grows. Today information infrastructure is a combination of information resources, global networks of data transmission, computer and telecommunication technical means, etc., which allows to get access practically to any source of information and use electronic kinds of teaching materials during training.

With all the variety of information and telecommunication technologies and ways of data transmission on communication channels the Internet (the world information computer network) takes the central place. Moreover, for today it is the only global network widely used in the Russian system of education.

The network of 15 federal educational portals consolidating network resources on all educational levels is created.

For the purpose of organizational and methodical support of educational process **the central library of educational resources** is created, which provides access to text versions

of textbooks and manuals on main subjects and directions of the higher vocational training. The funds of Library are presented by over 470 thousand units of storage (including full versions of books —7350 pieces).

Now the electronic resources aimed at control and testing level of pupils' knowledge are widely circulated. It reduces essentially teachers' workload while developing individual practical tasks. The opportunity of more frequent knowledge control adds motivation to learning.

To increase access of educational resources and structure of the information there are created **federal depository** of electronic means of education where it is stored over 500 items of learning-methodical materials. It allowed to make accessible electronic materials on all disciplines of a comprehensive school, initial and secondary vocational training, and also on natural science, humanitarian, public disciplines, economy, sociology and management, on technical specialties of vocational training and on communication technologies.

The importance of using Internet in sphere of education is realization of **distance educational technologies**. It enables to carry out preparation and retraining of personnel on various directions, irrespective of the actual location of students.

The system of distance training represents a complex of program/methodical means of training, retraining and testing of the students, based on modern Internet technologies and techniques of education on the basis of computer training programs and testing systems. Training is based on studying of learning/methodical materials, multimedia electronic textbooks, consultations of teachers, test tasks. Students have an opportunity to make an appointment for individual or group consultation with a teacher.

For organizational . methodical support of distance education there is created the network consisting of **17 regional centers of distance training** which are included technologically and methodically in a common information educational space.

It is necessary to note achievements in development of federal telecommunication computer scientific . educational network RUNNet. For last years it has made a way from the general idea up to the working basic network of national scale having own digital communication channels and a high-speed output in the Internet and foreign academic networks. The structure of infrastructure RUNNet includes federal units in Moscow and Saint Petersburg, basic units of a network are located in 50 subjects of the Russian Federation.

Development of a satellite segment of a network proceeds, since 2002 the system of the removed access of rural schools to information educational resources has functioned. The center of satellite access and over 7500 user's reception stations of a satellite communication belong to this segment. Regular advertisements of an educational content in schools started. It consists of news block which is updated daily and educational resources block which is updated every two weeks. It is planned that the network of the user's stations established at schools will be expanded, there are projects directed at two-way information interchange with use of a satellite segment of a network.

Full-fledged use of the opportunities given by Internet **technologies** for development of modern forms of training, will enable **to improve the quality of education** and allow Russia to keep and develop a mental potential.

The computerization of rural and city schools proceeds. **There are installed 56607 units of the computer equipment in 30715 rural schools and accordingly 75027 units in 8797 city and village schools**. In 2003 the computer techniques is installed in children's homes, boarding schools for children-orphans and children without parents, institutions of initial vocational training.

Management of state and public system of assessment and quality assurance of

education

In this area in the Russian Federation **three procedures operate:**

- **licensing** - assessment of conformity of the conditions of implementation of educational process with the state and local requirements regarding norms and rules, sanitary and hygienic norms, health protection of learners, the equipment of educational premises, equipment of educational process, the educational qualification of pedagogical staff and its completeness;
- **certification** - assessment of conformity of the content, a level and quality of training of graduates to requirements of the state educational standard;
- **the public accreditation** - an establishment of the state status of educational institution.

Procedures of licensing, certification and the state accreditation are inextricably related among themselves and allow to build the interconnected system of indicators for an estimation the quality of education and management.

Training quality of graduates is estimated at the certification consisting of several stages – estimations of conformity of the contents of education with requirements of the state educational standards, quality of students' mastering knowledge, skills and abilities. Procedure of certification is carried out in the form of self-inspection and external examination. Independence and objectivity of an estimation of the content of education are provided by comparison of working curricula on directions and specialties of training with requirements of the state educational standard of the higher vocational training on the basis of expert estimations and developed software.

Since 2003 testing students for certification with use of modern information technologies is applied.

At present the bank of tests consists of 180 thousand tasks on disciplines of general mathematical, natural-science and general professional cycles. Testing allows to define a level of knowledge of students objectively enough. However not less important is a problem of the estimation of skills (competencies) of the graduate which can be carried out only with participation of a consumer or employer. Attraction of representatives of associations of employers for an estimation of quality of training of graduates of high schools allows not only to estimate quality of training, but also to correct the state educational standards in view of labor market needs.

Since 2003 the new algorithm of carrying out of the check-ups, based on specially developed information and test technologies is carried out. With a view of objectivity in a choice of the higher educational institutions subject to check, it is offered to carry out quality assurance of education simultaneously in all high schools and the branches located in the territory of a separate subject of the Russian Federation.

During the state accreditation the estimation of efficiency and productivity of educational institution's activity is given, its state accreditation status (on type and a kind) is established, the rights and authority are given for the certain term according to the legislation of the Russian Federation.

Procedure of the state accreditation had 90 % of the public and 60 % of nonpublic higher institutions.

As a result of administrative reform the Federal service on supervision in the sphere of education and science to which functions on licensing have been transferred, certifications and the state accreditation of higher educational institutions and their branches, educational institutions of additional vocational training of federal subordination, and also the research organizations (in the sphere of post-institutional and additional vocational training) is created.

Improvement of quality of education at all levels will be promoted by creation **of the**

unified state monitoring system of quality of education.

Creation of system will allow to provide integrity, objectivity, transparency and independence of the estimation of quality of education.

Chapter 3.

Youth policy. Additional education for children and youth.

The basic directions of the youth policy

State youth policy is the component of the state policy of the development of post-industrial society. State youth policy - important part of the state policy in the areas of the social and economic, cultural and national development of the Russian Federation. It is the integral system of the measures of lawful, organizational-administrative, financial and economic, scientific, information, cadre nature, directed toward the creation of the necessary conditions for the selection by the young citizens of its path in life, for their critical participation in the life of Russian state and society.

Taking into account the changing political and social and economic situation in the country, and also experience of work with the young people, accumulated in recent years, are advanced new requirements for the state youth policy, namely:

- **The initiative of youth** - potential of the development of Russia (assistance and the support of the development of the civil initiatives of young people, the stimulation of youth self-guidance, development activities of youth and children's public associations).
- **the interests of youth** - for the good of society (reprofiling the activity of youth centers taking into account of contemporary needs and interests of young people; the creation of the contemporary infrastructure of youth policy).
- **innovativeness and investmentness** (realization of the principle of long-term investment to the expenditures in the area of state youth policy and forecast of a possible volume of profit).
 - **informativeness** (interactive cooperation of state and youth in the information global networks by the forces of young people herself, the public agreement of the mass communication on every possible scope of young people by information).
 - **integration and collaboration** (definition of the priority of state youth policy as interbranch sphere, the joint use of a material base of the organizations of different state sectors; the development of youth sectors in the special investment programs of all levels).
 - **accessibility of social services** (integration of the state funds for youth policy, strengthening the role of economic resources, support of the youth organizations modern equipments).
 - **diversification** of youth policy (use of a various approaches to the young people for different social and age classes, the development of the new technologies of work with the young people on the basis of the social and age-qualification differences).
 - **dialogue with the youth** (organization of encounters, of "round tables", yearly festivals of youth initiatives; the stimulation of the creation of the public associations of worker, rural, creative young people, etc.).

The main factors of the new approaches in the work with youth are:

- **activity** of young people, connected with the expansion of potential possibilities in its social development;
- **realization** of needs and interests of each age class of young people (17-19 years, 20-24 years, 25-30 years);
- **created the special projects and programs** at the regional and federal levels, the guarantee with normative base and state financial support.

Purpose of state youth policy - creation of conditions for the development of social-critical tolerant personality, member of the poly-cultural civil association, integrated by means of the native and all-Russian culture into the world cultural space, training intolerance to the manifestations of nationalism, religious extremism and xenophobia.

For achievement of this purpose in the Russian Federation are developed the special programs:

- “The youth of Russia (2001-2005)”;
- “Patriotic training of the citizens of the Russian Federation”;
- “Housing for young families”;
- “Building of the installations of tolerant consciousness and the preventive maintenance of extremism in the Russian society (2001-2005).”

Development of the additional education of children and youth.

The main priorities in the system of additional education and training of children and youth are:

- creation of mentality and system of the base (fundamental) general human, civil, professional values;
- health promotion;
- the development of the sports and tourism;
- the social adaptation of adolescents and youth;
- warning offenses among the minor;
- the preventive maintenance of addiction and different forms of dependences;
- sociopsychological aid.

In the Russian Federation are 18 thousand educational organizations of the additional education of children and youth, in which are trained 13 million children at the age from 5 to 18 years.

In the last 10 years a quantity of organizations of additional education increased on 3,300 and contingent of trainers – 5 millions. This testifies about interest of this form of education in the society.

The organizations of the additional education of children create equal “starting” possibilities to each child, sensitively reacting to the rapidly changing needs of children and their parents, support to talented students, raising them to the qualitatively new level of individual development.

Educational process in the system of the additional education of children is constructed in the paradigm of the developing education, ensuring information, trainer, socializing, relaxation functions. The Russian system of the additional education of children has available unique social-pedagogical possibilities along the development of the creative abilities of trainers in the field of scientific and technical, artistic, ecological- biological, sport- technical, physical culture- sport, tourist-regional-study, military patriotic, social-pedagogical, natural-science and other educational activity.

The implementation of the Program of the development of training in the education system of Russia taking into account of sociocultural special features, national traditions, economic conditions continues. Renews the content of educational activity in the educational establishments taking into account of contemporary requirements, special features of students, their interests and needs dependent on age, the cadre, scientific methods guarantee of a process of training, etc.

Now is realized the **interdepartmental Program of the development of the system of the additional education of children during the years 2002-2005**, which contributes:

- state guarantees to the free additional education of children. In spite of unfavorable demographic situation, the network of the organizations of the additional education of children is grown;

- development of the associations of the additional education of children on the base of general education organizations;

- creation and development of children's and youth public associations, to strengthening their role in the patriotic training of the growing up generation, socialization of personality, the participation in the diverse socially significant projects.

Is enlarged the number of partners of the educational organizations of the additional education of children, real interdepartmental interaction in the interests of satisfaction of the cultured way- educational demands of personality, family, is created the infrastructure of educational space due to the formation of the system of the cooperative, coordination and data correlations between different services, which are occupied by children in the region.

The yearly conducting of **operation "Adolescent"** in the vacation time contributes to the guarantee of employment of trainers in the educational organizations of all types and is specific independent of departmental belonging. Conditions for job placement of adolescents are created, the network of profile, health camps, camps of labor and rest, training- research expeditions is developed.

Considerable attention is paid to resolution of questions of job placement and employment of young people, to development of their interest in the independent owner's activity. Development and step by step introduction of motivational mechanisms for creating of training enterprises and student productions is accomplished. The support in the field of the normative lawful guarantee of development of youth enterprise, directed toward the creation of favorable conditions for the business- formation and the owner's activity of young people occurs for this on the competitive basis. Is achieved creation and the support of the infrastructure, which ensures the participation of young people in the owner's activity (business- incubators, it is center business information for the young people, it is center the development of enterprise in the sphere of crafts and people trades, it is center lawful, economic safety, consultation and training it is center). Through the system of youth employment exchanges according to the preliminary data, in recent years there were job-placed more than 1,5 million adolescents.

Special attention is paid to **the leisure and the health of children and young people**. The number of children, adolescents and young people, enveloped by summer health-improvement campaign, grew in recent years. This occurred because of an increase in the number of stationary camps and the development of such forms of the organization of leisure young people as tent camps, the centers of a day stay, tourist marches, the archaeological and regional-study expeditions, family of camp.

CHAPTER 4

International cooperation in sphere of education

In the field of development of the international cooperation by the primary goal realization of a complex of measures on creation of complete system of the international links is in the field of the education, covering both international and the Russian market of educational services.

In this sphere as priority the following directions are determined:

- integration of Russia in the world educational community as the full partner;
- elaboration of the international academic mobility and participation of Russia in preparations of highly skilled specialists for foreign countries;

- development and realization of target innovative programs and participation in the international projects and programmes;
- interaction with the state-participants CIS in problems of creation of the common educational space, satisfaction of educational needs of compatriots.

With a view of the further development of the international activity in the field of education it is necessary to carry out:

- work out of the offers in the international contracts of the Russian Federation on problems of integration of Russian education in the international educational community, expansions of the international academic exchanges;
- assistance to the Russian educational establishments in occurrence in the international market of educational services, the organization of exhibitions .fairs of achievements of the Russian education;
- organization of work on distribution of Russian to foreign countries;
- elaboration of cooperation with the international and national foreign organizations, first of all, from UNESCO, the Council of Europe, the Commission of the European Community, OECD.

In the Concept of modernization of Russian education for the first time at the state level importance of development of the international activity of the Russian higher professional school is designated in the field of a professional training **for foreign countries and export of educational services.**

The Russian Federation possesses the real potential allowing it to take a worthy place in world educational community. Determining value here has high quality of the Russian education and a wide spectrum of given educational services. In interests of Russia an effective utilization of the educational potential being one export resources of our country.

Training of foreign citizens in high schools of the Russian Federation is the important component of all complex of export of educational services of the Russian education system. In sphere of preparation of the national staff for foreign countries the state objective should become competitiveness of foreign graduates of the Russian high schools in the world markets of education and labor. In 2002 the President of the Russian Federation and the Government of the Russian Federation have approved the developed Concept of a state policy in the field of preparation of the national staff for the foreign states in the Russian educational establishments. With a view of its realization by the Ministry of Education and Science of Russia the complex of actions on expansion of reception of foreign students in higher institutions and technical schools of the Russian Federation, to increase in number of students from states .participants of the CIS in the Russian higher institutions, to development of activity joint Russian . national educational establishments, to assistance of studying of Russian in foreign educational institutions is carried out. In the Russian high schools in 2003-2004 academic year about 25 thousand foreign citizens due to means of the federal budget are trained.

Last years the number of citizens of the foreign countries training or raising qualification in educational establishments of the Russian Federation on a contract basis has sharply increased. Now in Russia over 80 thousand foreign citizens are trained on a contract basis. At the same time, the Russian Federation assists foreign countries in preparation of the national staff within the framework of performance of the arrangements fixed in the international contracts, and also by granting the public grants.

Annual applications of foreign partners for expansion of preparation of the national staff in the Russian high schools testify to high international authority of the Russian education. It was shown also with the World forum of foreign graduates of the Russian and Soviet high schools (Moscow, on May 14-16, 2003) on which over 800 participants from 119 countries of the world have addressed to the Government of the Russian Federation with the request to increase reception of citizens of the countries on study in the Russian higher educational institutions to involve foreign graduates in realization of actions of business cooperation of Russia with other countries more widely.

Last years with states - participants of the CIS the direction of cooperation providing reception of education in Russian both the title population, and compatriots actively develops. Directly in the countries this problem is carried out created together with the governments of the Republics of Armenia, Belarus, Kirghizia and Tadjikistan by Russian-national universities and Russian school in Turkmenistan, where over 10 thousand citizens of the CIS and compatriots are trained. In total it is abroad created over 70 branches of higher educational institutions.

Over 2 thousand Russian citizens: students, post-graduate students, teachers and science officers annually are trained in more than 30 countries of the world on the basis of the international contracts of the Russian Federation, and also direct partner links of the Russian and foreign educational institutions under the following forms: a full curriculum, training (including language), research, improvement of professional skill.

Annually ran courses of Russian for students and teachers from the states CIS, Europe and Asia. To schoolboys and schoolgirls . winners of Olympiads on Russian grants are allocated for study in the Russian high schools.

In the expired year intergovernmental agreements with Germany, Italy about cooperation are signed in the field of learning and teaching of Russian, and also with Italy, Moldova, France and Ukraine about a mutual recognition of documents on education, projects of the Concept of development of distance education, the Concept of development of education of the adults in CIS states-participants are brought on the coordination.

The law of the Russian Federation "On education" has conceded a right foreign trade activities to educational establishments of Russia.

Participation in export of educational services gives the large opportunities to the Russian educational institutions for expansion of their activity and perfection of a professional level of preparation of experts, promotion of educational technologies and programs on the international market of education.

The educational policy of Russia reflecting national interests in sphere of education and showing to their world community, takes into account at the same time the common tendencies of world development causing necessity of essential changes in an education system. As one of priorities of the international cooperation it is possible to allocate also preparation and realization of target programs of participation in the international projects and programs.

Now the Russian educational establishments accept active participation in realization more than 70 projects and programs. As the basic programs of rendering of assistance of modernization of the Russian education system the following can be allocated: the program of technical assistance TESIS and programs of interuniversity cooperation TEMPUS-TESIS (the European Commission); programs of the Russian-British cooperation in the field of general average and vocational training (the British Council); programs of the Russian . Netherlands cooperation (Bureau CROSS); the working programme of cooperation with the Council of Europe.

Substantive provisions of the Concept of modernization of the Russian education are taken into account as at an estimation and monitoring of working programs and projects, and at initiation new ones. Meetings and the negotiations which have been carried out with the basic partners (UNESCO, UNICEF, the Council of Europe, the European Commission, the British Council, Council of the states of Baltic sea, Barents-Euroarctic Council, Forum ATES, the national Ministries of Education of the Netherlands, France, Austria, Finland, etc.), have shown their support to new approaches of the Russian side to issues of realization of the international cooperation.

With a view of assistance to process of modernization of the Russian education and successful realization of reforms negotiations on creation of international strategic commission of experts (ISCE) have been carried out from among foreign and Russian experts in the field

of carrying out of large-scale reforms in sphere of education. One of the purposes of creation ISCE is rendering support on various aspects of the most important directions of modernization of education.

The Russian Federation expresses the large interest in development Bologna process as the movement directed on harmonization of the European educational systems and creation of the all-European educational area.

in conditions of increasing academic mobility cooperation with the European partners becomes an integral part of the Russian educational system. The education system of the Russian Federation for last years has undergone a number of the changes essentially approaching it to model stipulated Bologna Declaration.

The conclusion

The Russian education, thus, is in the period of dynamic transition in new quality.

From the point of view of domestic national problems this quality is characterized by consecutive democratization of mechanisms of development of educational policy. Special value such functions of education, as get formation the common civic identity of polycultural community, its consolidation on base of mutually shared political, social and spiritual moral values, formation from young people of readiness for continuous education in constantly changing world.

From the point of view of external challenges the problem is development of domestic education in a context of global trends, about development of the integration processes roughly going in modern world educational area, focused on requirements of the international labor market.

The basic directions of development of the Russian education could be presented as the following positions:

- development of new understanding of quality and efficiency of education in logic "Lifelong learning", definition adequate contents and forms of training, including on the basis of information technologies;
- implementation of structure of the Russian education system and educational standards conformity with necessity of construction of the economy based on knowledge;
- strengthening of a role of education as factor common civic consolidations of a polycultural Russian society at a deepening of processes of its integration into world educational area;
- strengthening of practice-oriented character of the vocational training which is meeting the requirements of national and international labor markets, full-scale inclusion in Bologna process;
- putting onto practice of conformity with modern requirements of material and learning-laboratory base of educational establishments of all levels;
- formation of the public -state control system by quality of education, quality assurance of knowledge, substantial improvement of adaptation of graduates to system of continuous education and a labor market;
- carrying out of the large-scale program of preparation and improvement of professional skill of teachers and managers of education, focused on a basic change of professional quality of these categories of workers;
- perfection of governance in education on the basis of principles of strategic management, the budgeting focused on a final result, introductions of modern information systems and databases, electronic document circulation, etc.