

**Joint work plan for the  
Dutch-Russian co-operation  
in education 2000-2002**



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in education 2000-2002**



## CONTENTS

	<i>Page</i>
<b>INTRODUCTION</b>	
Introduction	9
<b>PART I   CURRENT PROGRAMMES</b>	
1     Child-oriented approach in pre-primary education	13
2     Prospekt	14
3     Ecodrome - Moscow	14
4     Management in education I	15
5-7   VET Reforms in the N.W. region of the Russian Federation: Phase II	16
5     Sector of transport and logistics	17
6     Sector of tourism and hospitality	18
7     Training firms (with Austria and supported by TACIS-PCP)	19
8     Relation between general formative and vocational education and training and their relation with the labour market II	20
9     Issues in higher education (policy): a series of CHEPS seminars	21
10    European Law II	22
11    Comparative history	22
12    Innovative didactics with Information and Communication Technology	23
13    Training of Russian managers - Presidential Plan	24
14    Innovation in teacher training I	25
15    Language and culture - the Witsen project	26
16    Language and culture - arts education	27
17    International Center for Educational Innovation (ICEI), Herzen State Pedagogical University, St Petersburg	28

## **PART II NEW PROGRAMMES**

18	Ethnic and cultural education in multi-cultural regions as an instrument for enhancing social cohesion	33
19	Motivation in science learning	34
20	Centre for Comparative Educational Policy (CCEP)	35
21	History education at secondary level in Russia - Euroclio	36
22	Progress in Reading Literacy Study	37
23	Management in education II	37
24	Educational statistics	38
25	Students' financing II	39
26	VET Reforms in Russia - dissemination, education/business relationships, teacher training	40
27	Training Firms II	41
28	The relation between general formative and vocational education and their relation with the labour market III	41
29	Improvement of self-evaluation and external review for institutions of higher education in the Russian Federation	43
30	The adaptation of MEPHI Engineering programmes & Evolution of MEPHI institutional management structures and processes 2000 - 2002	44
31	Business schools	46
32	Accountancy, auditing and financial management II	46
33	Financial MBA	47
34	Development of proper procedures aiming at the mutual recognition of diploma's	47
35	Information and Communication Technologies for supporting teachers in rural schools	49
36	Innovation in teacher training II	50
37	CIS Centre for the monitoring of international programmes and projects in education	51
Annex:	Memorandum on the co-operation between the Ministry of General and Professional Education of the Russian Federation and the Ministry of Education, Culture and Science of the Kingdom of the Netherlands.	

# **Introduction**



## Introduction

The Dutch-Russian co-operation in education is governed by the Memorandum that was undersigned in Moscow on 2 December 1997 by the then Ministers of Education of the Netherlands and the Russian Federation. In the Memorandum that is in force for a period of five years, a mid-term review of the Dutch-Russian collaboration was foreseen. This mid-term evaluation was carried out by an independent Russian and Dutch expert in the period November 1999 - March 2000. The new Joint work plan for Dutch-Russian co-operation in education for the years 2000 - 2002 is based on the above mentioned Memorandum; when formulating the work plan also the recommendations of the evaluators were taken into account. Furthermore mention should be made of the International Conference on "Innovative strategies for the European educational community", held 1-4 June 2000 in St Petersburg at Herzen State Pedagogical University, as another input in the preparations of the new work plan.

In the Joint work plan three categories of programmes can be distinguished:

- a- Current programmes, which started before the present plan period (2000-2002), and continue running on the basis of an earlier assignment.
- b- Programmes, which are following on or thematically linked with former or current programmes, but will be executed on the basis of a new assignment for the 2000 - 2002 period.
- c- New programmes.

In Part II of this work plan an overview is given of the current programmes which continue running in the present period.

In Part III the programmes under categories b and c above are presented under the heading New programmes. These new programmes are:

- Ethnic and cultural minorities in education III. Multicultural education as an instrument for enhancing social cohesion
- Motivation in science learning
- Comparative education research
- History education - Euroclio
- Progress in Reading Literacy Study
- Management in education II
- Educational statistics II
- Students' financing II
- VET Reforms in Russia - dissemination, education/business relationships, teacher training
- Training firms II
- The relation between general and vocational education and their relation with the labour market II
- Improvement of self-evaluation and external review for institutions of higher education in the Russian Federation
- The adaptation of MEPHI (Moscow State Engineering Physics Institute) Engineering programmes & Evolution of MEPHI Institutional Management Structures and Processes
- Business schools
- Accountancy and auditing II
- Financial MBA
- Development of proper procedures aiming at the mutual recognition of diploma's
- ICT: the rural schools connection
- Innovation in teacher training II
- Consultancy on monitoring

The Joint Executive Group for the Dutch-Russian co-operation in education, which will meet twice a year, will monitor the progress of the various programmes.

According to article 13 of the Dutch - Russian Memorandum of 1997 a final evaluation of the educational co-operation will be carried out to be completed at least 3 months before the date of expiry of the Memorandum, i.e. before 2 September 2002.



## **Part I**

### **Current Programmes**



# 1. Child-oriented approach in pre-primary education

## 1.0 *Preamble*

This programme is a further development of the Dutch-Russian programme during the last four years. Special attention is being given to train the target groups to disseminate the ideas of the child-oriented approach in primary education. They learned to discuss with each other in a small group, to work together, to evaluate in a professional way their own teaching behaviour, to create a classroom climate and to solve little problems with children in class-situations.

## 1.1 *Objectives*

- to introduce and promote a child-oriented approach in pre-primary education and to train in-service teachers for the dissemination of this kind of education.

More specifically the aims are:

- to introduce in a practical way a child-oriented approach in pre-primary education;
- to promote the development of teaching skills and attitudes in a personal oriented training;
- to provide teachers of pre-primary schools with necessary insights, attitudes and skills to deal with a child-oriented approach;
- to promote teacher personal development in a personal oriented training;
- to learn how to create a classroom-climate related to the stimulation of the social and emotional development of children;
- to learn the real teacher-attitude on children's daily-life situations;
- to learn how to support the interest of children in tasks, activities;
- to train the in-service teachers to disseminate the ideas of the child-oriented approach in primary education.

## 1.2 *Target groups*

- teachers of pre-primary schools;
- teacher trainers;
- in-service teachers, from the regions of Moscow, Vladimir, Nizhnii Novgorod, Togliatti, Volgskii Rostov and Barnaoul.

## 1.3 *Programme management*

On the Russian side : Mrs. R. Sterkina, Ministry of Education;  
On the Dutch side : Mr. W. Fonteyn, University of Professional Education (Hogeschool van Arnhem/Nijmegen), Faculty of Education;  
Other participants : Mrs. L. Schrijver, teacher trainer from the Hogeschool Arnhem/Nijmegen;  
Mrs. R. van Zeeland, teacher trainer from the Hogeschool Arnhem/Nijmegen;  
Mrs. O. Knjazeva, Russian Teaching Academy.

## 1.4 *Planning of activities*

### **March - April 2000:**

- training of Russian in-service teachers and pre-primary school teachers in the Netherlands.

### **April 2000:**

- follow-up seminar in Russia (Togliatti);
- evaluation of the whole course.

### **September - December 2000:**

- preparation of a module child-oriented approach in pre-primary education;
- dissemination of this concrete product.

## **2. Prospekt**

### **2.0 Preamble**

In 1999 Prospekt has been restyled into a magazine which is also attractive on the market of (potential) subscribers. Furthermore the scope of the magazine has been broadened so as to include also other countries (besides Russia) which were part of the Soviet Union.

### **2.1 Objectives**

- to contribute to the professionalisation of Dutch experts operating in the Dutch-Russian co-operative programmes through a systematic supply of information on recent developments in Russian education, culture, science and technology as well as on general themes of Russian studies;
- to serve a wider public interested in education, culture, science and technology in former Soviet Union countries with this information.

### **2.2 Target groups**

- Dutch experts in education, culture, science and technology, collaborating with the Russian Federation;
- people interested in education, culture, science and technology in former Soviet Union countries.

### **2.3 Editor**

Mr. R. Does, Institute for East European Studies, University of Amsterdam.

### **2.4 Planning of activities**

#### **2000 - 2002:**

- Each year 6 issues of the journal Prospekt - Education, Science and Technology will appear.

## **3. Ecodrome - Moscow**

### **3.0 Preamble**

The programme started in 1998. Since the start a few fact-finding missions took place to Russia and the Netherlands to establish the proper setting for an educational/recreational establishment (Ecodrome - Moscow) aiming at promoting ecological awareness with young people and the general public at large.

### **3.1 Objectives**

- to assist Russian authorities and experts in developing and establishing an Ecodrome in Russia (Moscow), i.e. an exhibition dealing with ecological problems based on a well-designed didactical concept (cf. Ecodrome-Zwolle).

### **3.2 Target groups**

- Russian pupils and teachers;
- the Russian public at large.

### 3.3 *Programme management*

On the Russian side : Moscow Children Center;  
On the Dutch side : Mr J. Mulder and Mr. J. van Dijk, Ecodocet, Zwolle.

### 3.4 *Planning of activities*

#### **June 2000:**

- mission to Moscow to establish the proper partner institution on the Russian side and to develop a sustainable Ecodrome - Moscow.

#### **June - December 2000:**

- development of ecological software for the Moscow Center;
- provision of appropriate hardware to the Center;
- implementation of the materials in the Center and affiliate institutions;
- analysis of the public's views;
- spin-off to other educational institutions.

## 4. Management in education I

### 4.0 *Preamble*

In 1999 it was decided that the Netherlands and the Russian Federation would set up a pilot programme in educational management in the Novgorod region, which may be followed on by a much broader effort in this field in Russia. After a fact-finding mission in September 1999, in November of the same year a kick-off conference was held in Novgorod. The pilot will focus on management in education at all levels in the region. In this region the reform of primary vocational education has been chosen as a special topic to work on the main goal: region wide management development.

### 4.1 *Objectives*

- to further develop and reinforce educational management at regional, local and institute level in the Novgorod region, with a view to dissemination to other regions in the Russian Federation.

### 4.2 *Target groups*

- educational managers and administrators at various administrative levels (regional, local, institute's).

### 4.3 *Programme management*

On the Russian side : Mr. M. Agranovich, Ministry of Education, Moscow;  
Mr. V. Averkin, Education Committee for the Novgorod region;  
On the Dutch side : Mr. P. Karstanje, Dutch School of Education Management, University of Amsterdam;  
Mr. A.W. van der Meer, SLO, Enschede.

#### 4.4 *Planning of activities*

##### **January 2000:**

- seminar in Novgorod on decentralisation of educational policy from the regional to the local level and project planning.

##### **March 2000:**

- monitoring visit of the Dutch and Russian programme management to pilot zones in the region, in particular with a view to creating links at local level between the demands of the labour market and the supply of professional profiles by the schools.

##### **April 2000:**

- seminar in Novgorod on the implementation of planned innovation and the necessary management techniques.

##### **June 2000:**

- participation of the Dutch programme management in the ICEI-conference “Innovative strategies for European educational community” to lay the (multinational) basis for a broad follow-on programme in several other regions in Russia.

##### **September 2000:**

- monitoring visit to the Novgorod region.

##### **October 2000:**

- seminar in Novgorod about feedback on the use of management tools and techniques.

##### **November 2000:**

- study visit to the Netherlands.

##### **December 2000:**

- workshop in the framework of the ICEI programme, including other partners like the World Bank and Austria, to draw up a workplan on “Educational management” for some 20 other regions in Russia through dissemination.

##### **Spring 2001:**

- dissemination of the management techniques and experiences to two other zones in the Novgorod region.

## **5-7. VET Reforms in the N.W. region of the Russian Federation: Phase II**

### ***Introduction***

In June 1996 the Russian Federation, the Netherlands, Flanders, Finland, Germany and Austria started the first phase of a comprehensive multinational programme aiming at modernising VET in N.W. Russia, including the development of effective education - business relations. The collaboration has been focusing on four economic sectors:

- transport and logistics;
- tourism and hospitality;
- telecommunication;
- wood processing.

Besides the sectoral subprojects, also horizontal (trans-sectoral) activities were developed:

- labour market assessment;
- project management;
- language courses;
- training firms.

When the first phase was completed (1998), the partners considered the results sufficiently promising for justifying a second phase of the programme (1999 - 2001). Sweden replaced Germany as a partner in the programme.

The overall co-ordination lies with:

on the Russian side : Mrs. G. Borisova, International Department, Education Committee of St Petersburg;  
as of 1 January 2001: Petrovsky College, St Petersburg;  
on the EU side : Mr. T. Kuusela, European Training Foundation (EC).

A steering committee is overseeing the programme. In this committee the Russian Ministry of Education and the Dutch Ministry of Education, Culture and Science are represented by :

Mr. E. Butko, head of the initial VET Department of the Russian Ministry;  
Mr. Th. J. Siskens, Director of bureau CROSS.

The steering committee meets once or twice a year.

## **5. Sector of transport and logistics**

### **5.0 Preamble**

In the first year of phase II (1998) a number of pilot schools created forums with companies in order to strengthen the links with the labour market. Other results achieved in 1998 are: a study of the relevance of graduation placements in the private sector; curricula for the various sub-sectors for the second course year; a level 4 curriculum for the “controller” job profile.

### **5.1 Objectives**

- to realise adequate curricula based on European standards, in the sub-sector of motor mechanics, truck driving, water transport and logistics;
- to create and maintain consultative structures between the Russian private sector, schools, education authorities and institutions;
- dissemination of the results of phase I to nine follow-up schools;
- to provide a hardware investment incentive so that the new curriculum can be implemented at student’s level.

### **5.2 Target Groups**

- management and staff of vocational schools in the transport sector in N.W. Russia, and through these the students;
- management and staff of companies, interested in links with vocational schools;
- teacher training institutes for VET;
- administrators and policy-makers in the VET sector at all administrative levels (federal, oblast, municipal).

### **5.3 Programme management**

On the Russian side : Mr. I. Merchasin, director of one of the pilot schools;  
On the EU side : Mr. J.J.M.T. Scheeren, Gilde opleidingen, Venlo;  
Mr. K. de Koeper, Schipping and Transport College, Rotterdam;  
Mr. O. Desender, Kortrijk, Flanders.

#### 5.4 *Planning of activities*

##### **2000:**

- 4 to 5 platform meetings, work meetings and sector management meeting to enhance the co-operation between schools, the administration and companies;
- transfer meetings to transfer knowledge/know-how to the follow-on schools;
- monitoring of pilot schools;
- study trip of Russian teachers to the Netherlands (Venlo, Rotterdam).

##### **2001:**

- 4 to 5 platform meetings, work meetings and sector management meeting;
- monitoring of pilot schools and follow-on schools;
- courses ADR (Accord européen relatif au transport international des marchandises Dangereuses par Route) and ANDR (Accord européen relatif au transport international des marchandises Dangereuses par voie de navigation sur le Rhin) on the tuning with European legislation / regulations and standards;
- transfer meetings;
- final conference.

## **6. Sector of tourism and hospitality**

#### 6.0 *Preamble*

In the first year (1998) of phase II of the VET reform programme a.o. the following results were achieved: the new tourism and hospitality curricula were approved by the federal government and declared applicable throughout Russia; the schools performed labour market analyses; the private sector took actively part in the development of job profiles and curricula; a matrix programme was drawn up for a more closely integrated development of the study materials.

#### 6.1 *Objectives*

- to modernize and, where necessary, redesign vocational training in the tourism and hospitality sector;
- to develop effective social partnerships involving the private sector, the government and the education sector, so as to link education closely with the demands of the labour market;
- to develop teaching materials and refresher / retraining courses for teachers.

#### 6.2 *Target groups*

- management and staff of vocational schools in the sector of tourism and hospitality in N.W. Russia, and through these the students;
- management and staff of companies interested in links with vocational schools;
- teacher training institutes for VET;
- administrators and policy-makers in the VET sector at all administrative levels (federal, oblast, municipal).

#### 6.3 *Programme management*

On the Russian side : Mr. E.V. Vassina, deputy director of Petrovsky College, St Petersburg;  
On the EU side : Mr. E. Wage, NHTV, International Services, Breda, the Netherlands;  
Mr. E. Colette, Hotel school, Hasselt, Flanders.

## 6.4 *Planning of activities*

### **January - February 2000:**

- development seminar total school quality management.

### **February 2000:**

- monitoring of pilot and partner schools;
- tourism fair.

### **March 2000:**

- project co-ordination meeting;
- seminar;
- monitoring.

### **June 2000:**

- study visit staff of Russian pilot schools to the Netherlands and Flanders.

### **October - December 2000:**

- project co-ordination meetings;
- seminar;
- monitoring.

### **February - June 2001:**

- monitoring;
- project co-ordination;
- seminar.

### **October - December 2001:**

- monitoring;
- project co-ordination meetings;
- final conference;
- evaluation.

## **7. Training firms** (with Austria and supported by TACIS-PCP)

### 7.0 *Preamble*

Six general secondary education schools and four vocational schools have worked on the programme from the start (1998). A training firm has been set up in each school and the control unit has been established at the University of Economics and Finance. At the end of 1999 teachers have been trained to act as company managers, the organisational structure, documentation and handbooks had been developed, the implementation of training firms in school curricula had been reviewed, the firms and the central unit had been equipped.

### 7.1 *Objectives*

- to introduce the concept of training firms in various schools at secondary level (vocational and general) in St Petersburg, and thus;
- to acquaint students with various functions in a (small) company.

### 7.2 *Target groups*

- staff and students of some 10 pilot schools, part of which are participating in the sectoral components of the VET Reforms programme in N.W. Russia.

### 7.3 *Programme management*

On the Russian side : Mrs. G. Borisova, International Relations Department, Education Committee  
St Petersburg; as of 1 January 2001: Petrovsky College, St Petersburg;  
On the EU side : Mrs. G. Tagini, Austrian Centre for Training Firms;  
Mr. L. van den Broek, SLO, Enschede.

Mr. G. Kowar and Mr. Th.J. Siskens represent KulturKontakt (Austria) and bureau CROSS, respectively, in the steering committee of the programme.

### 7.4 *Planning of activities*

#### **January - June 2000:**

- seminar on (inter)national networking of schools;
- workshops on curriculum development and development of teaching materials;
- meeting of steering committee.

#### **September 2000:**

- final conference with giving additional support for dissemination of the results and advantages of the training firms concept.

#### **October - November 2000:**

- final report, including documentation of the programme.

## **8. Relation between general formative and vocational education and training and their relation with the labour market II**

### 8.0. *Preamble*

Since 1996 the Municipal Lyceum of Enschede and schools in Pskov oblast have been collaborating on reforms in the forms of education which contain both a general formative and a vocational component (phases I and II of the joint programme). The joint work resulted in 1998 in a book "Changes in secondary vocational education and the counselling system on subject selection in the Pskov region", comprising a series of lessons produced by the teachers involved. The work was continued with a larger group of schools in the region, aiming at implementing the first lesson series in the schools and co-developing new lesson series.

### 8.1 *Objectives*

- to exchange experiences from and realise innovations in forms of education with both a general secondary and vocational education component.

### 8.2 *Target groups*

- management and staff of schools offering a mix of general secondary and vocational education, and through them the pupils/students;
- teachers of teacher training and retraining institutes;
- policy makers in the fields of general secondary and vocational education and the labour market;
- employers organizations and the Chamber of Commerce in Pskov oblast.

### 8.3 *Programme management*

On the Russian side : Mrs. L. Vasilieva, Department of Education, Pskov oblast;  
On the Dutch side : Mr. R.J. Schurink, Het Stedelijk Lyceum, Enschede;  
Mr. A.W. van der Meer, SLO, Enschede.

### 8.4 *Planning of activities*

#### **First half of 2000:**

- preparation and publication of a second book comprising a new lesson series for the Russian schools.

## **9. Issues in higher education (policy): a series of CHEPS seminars**

### 9.0 *Preamble*

The series was started in December 1996 with a seminar on the relationship between public and private elements in the traditional public higher education systems and the development of private higher education. In 1997 a second seminar was held on legislative issues of higher education. The next seminar took place in 1998 in connection with a Dutch - Russian co-operative programme on public professional accreditation of educational programmes and institutes in the Russian Federation. Although financed from a separate budget line of CROSS the seminar on “Educational Credits and Insurance”, held in December 1998, can also be considered at part of this series.

### 9.1 *Objectives*

- to exchange views and enhance the know-how of each other’s higher education systems and policies;
- to produce a number of reports on topical issues relevant to policies for higher education.

### 9.2 *Target groups*

- Dutch and Russian managers, administrators and staff in higher education institutions and supportive organisations;
- Dutch and Russian policy-makers;
- Dutch and Russian experts / researchers in higher education policy.

### 9.3 *Programme management*

On the Russian side : Mr. A.M. Kondakov, vice-minister for international relations, Ministry of Education;  
On the Dutch side : Mr. J. File, deputy director of CHEPS, University of Twente, Enschede.

### 9.4 *Planning of activities*

#### **First half of 2000:**

- preparation and execution of a seminar linked with the co-operative programme “The adaptation of MEPHI Engineering Programmes & Evolution of MEPHI Institutional Management Structures and Processes”. (Cf. programme no. 30).

#### **Second half of 2000:**

- preparation and execution of a seminar on “Student’s financing”, as a follow-up of the seminar on “Education Crediting and Insurance”. This seminar is expected to lay the basis for further co-operative activities in this area between the Netherlands and Russia. (Cf. programme no. 25).

## 10. European Law II

### 10.0 *Preamble*

Since 1994 the Moscow State Academy of Law (MSAL) has been collaborating on European law with the law faculties of several Dutch universities and the Catholic University of Leuven, and the Asser Institute (co-ordinated by the Netherlands Centre for International Legal Co-operation, CILC, Leiden). As a result of this co-operation the department of European Law was established at the Moscow Academy. It was one of the first EU Law departments in the Russian Federation and CIS. In 1997 a textbook “Principles of the law of the European Union” (in Russian) was published. In 1998 a follow-up programme European Law II was started. In the framework of that follow-up programme the lecturers of the MSAL were trained in the EU Law in the Dutch universities and the new textbook “EU Law: Documents and Comments” (in Russian) was published in the end of 1999.

### 10.1 *Objectives*

- to acquaint staff and students of Russian law schools with European law;
- to develop curricula on European law at these institutions;
- to develop and publish textbooks.

### 10.2 *Target groups*

- staff and students of Moscow State Academy of Law;
- staff and students of Russian law schools and similar institutions in the Commonwealth of Independent States.

### 10.3 *Programme management*

On the Russian side : Mr. S.Y. Kashkin, vice-rector of MSAL, head of the EU law department;  
On the Dutch side : Mr. D. Kounine, CILC.

### 10.4 *Planning of activities*

#### **March 2000:**

- final activity-conference at MSAL on “Current Tendency in the Development of the European Law and Russian Legal Education”;
- presentation of the textbook “EU law: Documents and Comments” by the authors’ collective from the EU law department of MSAL.

## 11. Comparative history

### 11.0 *Preamble*

Over the past two years a number of Russian historians have visited the Netherlands to get acquainted with Dutch academic education and to collect materials for history teaching in Russia. In May 1999 the Russian translation of a handbook on European economic and social history was published, which will be used in Russian universities as of 2000.

### 11.1 *Objectives*

The overall objective of the programme is to encourage the development and dispersion of new concepts and methodologies in the training of professional historians in the Russian Federation. In particular the aims are:

- to introduce Russian historians to Western concepts and methodologies of historical analysis;
- to prepare for the introduction of these concepts into university courses;
- to provide training in all areas of history, including non-western areas and, of course, the Netherlands;
- to grant “hands-on” experience in the employment of these techniques of analysis in advanced teaching in the West;
- to enable the collection of teaching materials for use in comparative courses in the Russian Federation;
- to support Russian colleagues, and students, through the means of intensive seminar courses;
- to produce new textbooks (in Russian) to underpin the teaching of Russian history in an implicit (or explicit) comparative context.

### 11.2 *Target groups*

- university teachers of history;
- students and potential future teachers of history;
- staff and students from other disciplines, interested in history.

### 11.3 *Programme management*

On the Russian side : Mrs. N. Selounskaja, Lomonosov State University, Moscow;  
: Moscow City Pedagogical University;  
: Russian Academy of Science, Centre for the analysis of Science and Industrial Policies;  
the Universities of St Petersburg, Altai, Irkutsk, Murmansk and Nizhnii-Novgorod;  
On the Dutch side : Mr. R.T. Griffiths, University of Leiden.

### 11.4 *Planning of activities*

#### **January 2000 - mid 2001:**

- various work visits of Russian historians to the Netherlands (University of Leiden), a.o. to prepare textbooks on:
  - \* the origin of democratic institutions;
  - \* new methodological trends in historical science.

#### **May 2000:**

- workshops in Moscow and St Petersburg, involving Dutch historians.

## **12. Innovative didactics with Information and Communication Technology**

### 12.0 *Preamble*

Based on the results of the fact finding mission in June 1998 the programme decided to focus on innovative didactic use of information and communication technology in the initial training of physics teachers. Three pedagogical universities, two from the Russian Federation (HSPU and MSPU) and one from the Netherlands (EFA, Amsterdam) participated in the programme. In 1999 course materials that focused on the use of educational software within physics teaching, were developed and implemented by the three institutions.

### 12.1 *Objectives*

- to jointly investigate the strategic, didactic and practical aspects of the introduction and use of information and communication technology (ICT) in education;
- to develop a pre-service and in-service training programme for future and present teachers;
- to build up capabilities in Russian pedagogical universities.

### 12.2 *Target groups*

- staff and students of Pedagogical Universities;
- teachers in participating schools;
- policy makers at various administrative levels.

### 12.3 *Programme management*

On the Russian side : Mr. Y. Gorokhovatsky, Herzen State Pedagogical University, St Petersburg;  
On the Dutch side : Mrs. J.M. Voogt, Faculty of Educational Science and Technology, University of Twente, Enschede.

### 12.4 *Planning of activities*

#### **January - March 2000:**

- implementation of curriculum materials where use of ICT is integrated in courses at the collaborating pedagogical universities.

#### **February 2000:**

- evaluation of lesson plans for secondary schools, where use of ICT is integrated in physics lessons of pedagogical students.

#### **June 2000:**

- exchange with experiences and results of Dutch, Hungarian and Russian project teams. (Within the Hungarian - Dutch co-operation a similar project is carried out).

#### **May - September 2000:**

- writing a report on experiences and results of the programme.

#### **December 2000:**

- realisation of a web-site with project materials;
- dissemination conference with ICEI.

## **13. Training of Russian managers - Presidential Plan**

### 13.0 *Preamble*

In 1997 the Russian President initiated a training programme for 5000 Russian managers per year, half of which number were to receive part of the training abroad. With the G-7 and Sweden as the other partners, the Netherlands has been actively involved in this programme. In 1998 and 1999 three groups of Russian managers took part in the Dutch training and traineeships.

### 13.1 *Objectives*

- to give young Russian managers in the Netherlands (partly in Russia) a training at Dutch business schools (theory) and traineeship in Dutch companies (practice);
- to create through this programme twinning between Dutch and Russian business schools in order to gear the curricula to modern management practice and market economy.

### 13.2 *Target groups*

- practising Russian managers from the private, semi-private and public sector;
- staff of Russian business schools.

### 13.3 *Programme management*

On the Russian side : Mrs. M. Larionova, Higher School of Economics, Moscow;  
On the Dutch side : Mr. D. Hauwert, VNO / NCW, on an assignment from the ministries of Economic Affairs and Transport and Public Works, and bureau CROSS.

### 13.4 *Planning of activities*

#### **First half of 2000:**

- selection of the fourth group of Russian managers;
- preparatory theoretical course in a Russian business school;
- study and work placement programme in the Netherlands.

#### **Second half of 2000:**

- conference in Moscow, involving all Russian managers from the four groups, to evaluate the programme so far, and to lay the basis for a structural relationship with the Netherlands (network of alumni).

## 14. **Innovation in teacher training I**

### 14.0 *Preamble*

The Dutch-Russian co-operation programme started in 1998 and has been focusing on “Guiding Reflective Learning” of teacher training students. Russian teacher training universities and secondary schools have been acquainted with this concept and have started practical experiments.

### 14.1 *Objectives*

- to acquaint Russian teacher training institutions with the concept, the content and the procedures of guiding reflective learning of teacher training students;
- to implement guiding reflective learning on an experimental basis in the Russian education system.

### 14.2 *Target groups*

- staff of teacher training institutions in Russia;
- teacher training students;
- staff of secondary schools.

### 14.3 *Programme management*

On the Russian side : Mr. V.A. Terekhov, Moscow State Pedagogical University;  
Mr. A. Trjapitsina, Herzen State Pedagogical University, St Petersburg;  
On the Dutch side : Mr. A. Frik, Faculty of Education, Hogeschool van Arnhem en Nijmegen

### 14.4 *Planning of activities*

#### **January - April 2000:**

- preparation of final conference.

#### **April 2000:**

- final conference in St Petersburg.

#### **July 2000:**

- final report.

## 15. **Language and Culture - the Witsen project**

### 15.0 *Preamble*

Nicolaes Witsen's Noord en Oost Tartarije (second edition, 1705: 1000 pp. and 140 illustrations), is a famous book, because it is a comprehensive compendium of all knowledge available in the 17th century about then hardly known territories in the North of Russia, the Volga-area, the Crimea, the Caucasus, Siberia and Central Asia. Its importance for the knowledge of the history, religion, languages and customs of the many peoples living in those regions is beyond doubt. Witsen's book is however a bibliographical rarity and written in 17th century Dutch. The ultimate aim of this project is a scholarly annotated re-edition of Noord en Oost Tartarije in Russian and Dutch. To reach this aim activities have been planned and divided into three phases: a preliminary phase, a research phase, and a last phase in which the work will be made fit for print. The first phase was started in 1998 and will end in 2000. Its objective is a solid preparation of subsequent research. It was mainly executed by the Institute for Russian and East European Studies of the University of Amsterdam. The main activities of phase I have been the completion of a computerised version of the Dutch text, of a Russian translation of the whole text and of an index of all passages in the text which need scholarly attention. Research groups have been formed in Amsterdam, St Petersburg and Moscow and tasks have been divided between them.

### 15.1 *Objectives*

- the years 2000 - 2002 will be devoted to phase II: the execution of planned research by Russian and Dutch scholars. The W.E. Janden Fonds will support this phase.

### 15.2 *Target groups*

- target groups will be reached only after publication of the new edition of Noord en Oost Tartarije. This book, will not only be of interest to the scholarly community in Russia and the Netherlands but also to the general educated public in both countries.

### 15.3 *Programme management*

- On the Russian side : Mr. N.M. Rogozhin, Institute for Russian History, Russian Academy of Sciences;  
Ms. N. Kopaneva, St Petersburg branch Academy of Sciences;  
On the Dutch side : B. Naarden, Institute for Russian and East European Studies of the University of  
Amsterdam.

### 15.4 *Planning of activities*

The basis for the planning of research is a very detailed (500 pp.) index of all passages in the text which need scholarly attention. The first results of research will be obtainable in the beginning of 2001. All research teams will discuss them, after that it will be decided collectively how to proceed from there.

## 16. **Language and Culture - arts education**

### 16.0 *Preamble*

Before 2000 a number of projects have successfully been completed in the field of arts education. The continuation of this programme has been facilitated by a substantial additional contribution from NUFFIC.

### 16.1 *Objectives*

- to improve the quality of arts education in Russia and the Netherlands by mutual exchange of knowledge and experience.

### 16.2 *Target groups*

- faculty members and students of institutions for arts education.

### 16.3 *Programme management*

- General supervision : Mr. Th. J. Siskens, director bureau CROSS;  
Mr. B. Naarden, Institute for Russian and East European Studies of the University of  
Amsterdam;  
Mr. V. Wintermans, Nuffic.

### 16.4 *Planning of activities*

The following collaborations will be effectuated in the 2000 - 2002 period:

- Conservatorium Hogeschool Enschede - State Conservatory "Rimski Korsakov" St Petersburg;
- Hogeschool voor de Kunsten, Utrecht, all Russian State Institute of Cinematography (VGIK);
- Hogeschool voor de Kunsten, Amsterdam, Moscow State;
- Hanze Hogeschool Groningen - Music College of St Petersburg Conservatory Rimski-Korsakov;
- Conservatorium van Amsterdam, Gnessin Conservatory Moscow - State Conservatory Kazan.

## **17. International Center for Educational Innovation (ICEI), Herzen State Pedagogical University, St Petersburg**

### **17.0 Preamble**

The Ministries of Education of Russia and the Netherlands founded the Center on 1 January 1995. The same year Austria joined the Center, and later on Flanders and the UK (British Council) became partners. The work of the Center is based on the current protocol undersigned by the partners which is in force for three years (1998 - 2000). The Center is part of a network of pedagogical universities in Russia. Several follow-up seminars and workshops have been held at a number of these universities

### **17.1 Objectives**

- to develop a body of knowledge on educational innovations in an international context;
- to consolidate and disseminate throughout the Russian educational system the results c.q. products of international co-operative programmes on educational innovation between the Russian Federation and countries in Western Europe;
- to act as a forum for cross-fertilisation between Russian and West European experts of educational innovation to their mutual benefit;
- to initiate new multinational educational programmes, in particular where the multi-nationality can generate sufficient “mass” for substantive reform and/or the variety of cultural/educational backgrounds enriches the joint activity.

### **17.2 Target groups**

- experts of educational innovation in the Russian Federation and countries in Western Europe;
- administrators of education in the Russian Federation and countries in Western Europe;
- school leaders, teachers, teacher (re-)training institutes in the Russian Federation, in particular in the North West region.

### **17.3 Programme management**

The Center is governed by a Governing Board.  
Mrs. N. Gorokhovatskaya, is the director of the Center.

Members of the Board are:

- Mr. G.A. Bordovsky, Rector of Herzen SPU;
- Mr. F. Lander, to be succeeded by Mr. A. IJzerman in September 2000, the Netherlands;
- Mr. A. Dobart, Austria;
- Mr. T. van Haver, Flanders;
- Mrs. E.A. Lenskaya, Moscow Office British council, UK;
- Mr. A.M. Kondakov and Mr. V.A. Bolotov, federal Ministry of Education, Russian Federation;

#### 17.4 *Planning of activities*

##### **March 2000:**

- meeting of Governing Board, Moscow;
- seminar on civics education, St Petersburg.

##### **May 2000:**

- conference on children at risk, St Petersburg.

##### **June 2000:**

- international conference on “Innovative strategies for the European educational community”, at Herzen SPU, St Petersburg;
- seminar on motivation in sciences, St Petersburg.

##### **September 2000:**

- meeting of Governing Board, St Petersburg;
- workshop on environmental education, Sochi.

##### **October 2000:**

- workshop on civics education, St Petersburg.

##### **November 2000:**

- workshop on civics education, Samara;
- initiating workshop for a multinational programme on motivation in science learning, St Petersburg.

##### **December 2000:**

- seminar on innovative didactics with ICT, St Petersburg.

##### **January - February 2001:**

- initiating workshop for a multinational programme on management in education, St Petersburg.

##### **2001/2002:**

- to be decided by the Governing Board.



## **Part II**

### **New Programmes**



## 18. Ethnic and cultural education in multi-cultural regions as an instrument for enhancing social cohesion

### 18.0 *Preamble*

Over the past years the Dutch educational consultancy SARDES has collaborated with Russian counterpart institutions on the theme “Ethnic and cultural minorities in education”. A pilot project was carried out with the Russian Republic of Chuvasia. The results and recommendations of this pilot activity were presented and elaborated on in regional dissemination seminars in St Petersburg (the International Centre for Educational Innovation), Yakutsk and Sochi.

### 18.1 *Objectives*

- to develop (policy) instruments for strengthening the social cohesion in multi-ethnic rural regions, in casu in the Krasnodar region through educational development with particular attention for:
  - \* the multi-cultural and socio-economic situation in the region;
  - \* the development of an up-to-date educational concept, which serves as the basis for the implementation of policy for language and culture at school level;
  - \* strengthening the parents’ role in raising their children, stimulated from the educational sphere, in connection with the training of “social teachers”.

### 18.2 *Target groups*

- policy-makers, teachers, parents, pupils, in Russia and in the Netherlands, who are interested in, respectively will benefit from a development towards “community education”, i.e. education which is linked with its (social) environment and with the parents’ role in raising their children.

### 18.3 *Programme management*

On the Russian side : Mr. I. Prodanov, head of the Sochi Educational Department (SED);  
On the Dutch side : Mrs. M. den Elt, SARDES, Utrecht.

### 18.4 *Planning of activities*

#### **September - December 2000:**

- linking up with pilot schools and other institutions in the Krasnodar region:
  - \* training of Russian participants from Sochi, including SED;
  - \* start conference resulting in a workplan;
- inventory of needs and problems of the pilot schools in Sochi;
- start of the application of (home language and school-parents) surveys, available in Tuapse, Primo-Akhtarsk and Novokubansk.

#### **January - May 2001:**

- development of the social monitor;
- development of the educational concept and language policy at school level;
- development of profile and training course for social teachers, including training materials;
- drafting recommendations for policy makers based on the surveys carried out in the three regions.

#### **June - December 2001:**

- implementation of the social monitor;
- start of pilots for the application of language policy and parts of the tasks of social teachers.

**January - September 2002:**

- description of the products in view of further dissemination;
- transfer conference;
- advice on the further application of the products in Russia and the Netherlands.

## 19. Motivation in science learning

### 19.0 *Preamble*

Over the past few years activities have been developed in the broader framework of the ICEI in the area of motivation in science learning. (MISE project: Motivation by active learning In Science Education). On the initiative of Austria experts from Russian, Austrian and the Netherlands have been working on this theme, be it at a modest level of intensity. One of the outcomes of the ICEI-conference “Innovative Strategies for European Educational Community”, June 2000, was a recommendation to set up a multinational programme in this area. Important reason for such a multinational activity is the shortage of natural scientists and engineers in many countries, projected for the decades to come. A Multinational approach will enrich such a programme in view of the variety of didactic, pedagogical and cultural backgrounds.

### 19.1 *Objectives*

- to develop and test new didactic/pedagogical approaches in science teaching, so as to enhance the motivation with pupils and students for science learning.

### 19.2 *Target groups*

- teachers and teacher trainers in mathematics, natural sciences and engineering/technology in the countries involved, and through them pupils and students.

### 19.3 *Programme management*

On the Russian side : Mr. V.P. Solomin, Herzen SPU, St Petersburg;  
On the Dutch side : Mr. W. J. Bustraan, Hogeschool van Amsterdam.  
Other partner : Ms. H. Stadler, University of Vienna.

### 19.4 *Planning of activities*

**September - December 2000:**

- selection of pilot schools in Russia and in the Netherlands;
- description of the products in view of further dissemination.

**January - July 2001**

- setting up of project team;
- seminar on results of the MISE project, defining the theoretical background of the project and planning project activities in groups.

**August - December 2001**

- monitoring visits to pilot schools in Russia;
- seminar on the first results, discussing the theoretical background and planning of follow-up activities in schools.

**January - July 2002**

- study visit of Russian participants to the Netherlands.
- seminar on the results, discussing the theoretical background and planning of work in schools; ideas on publication.

### **August - December 2002**

- final conference on project results;
- final publication of the products.

## **20. Centre for Comparative Educational Policy (CCEP)**

### *20.0 Preamble*

The CCEP is a state organisation, which was founded in April 2000 by the Ministry of Education of the Russian Federation. Its objective is to comparatively analyse educational policy, legislation, governance, organisation, finance, content of education (educational standards) etc. in the Russian Federation, CIS (Commonwealth of Independent States) countries and countries abroad to support the reform and further development of educational policy in these countries (incl. developing countries). The CCEP will also participate in UNESCO programmes and research activities.

### *20.1 Objectives*

- to give support, through Dutch expertise, to the development and functioning of the CCEP.

### *20.2 Target groups*

- policy makers and administrators in the area of education at all levels, in Russia, CIS and abroad;
- management and staff of educational institutions;
- educational researchers.

### *20.3 Programme management*

On the Russian side : Mr. V.N. Tchistokhvalov, director General of the CCEP, Moscow;  
On the Dutch side : Mr. G.H. van den Hoven, director of APS (General Pedagogical Studies Center), Utrecht.

### *20.4 Planning of activities*

#### **Fall 2000 / Early 2001**

- fact-finding mission of the Dutch programme manager to Russia to identify the proper modality of Dutch support to the development and functioning of the CCEP;
- formulation of a joint programme.

#### **Early 2001 / September 2002**

- execution of the programme.

## 21. History education at secondary level in Russia - Euroclio

### 21.0 *Preamble*

Over the past years three new history textbooks have been developed by the Moscow History Teachers Association and the MIROS institute for textbook and curriculum development in close co-operation with the Euroclio network (European Standing Conference of History Teachers Associations), supported by MATRA. The titles are:

- 1945 - 1955 - The Post-war Decade;
- Illusion and Disillusion in the sixties;
- Difficult Roads to Democracy.

The books are aiming at training students to exercise critical reading and observation skills and develop an individual point of view. Also developed is a teacher guide, belonging to the textbooks, containing background information, teaching principles and a range of suggestions on teaching and learning approaches.

### 21.1 *Objectives*

- to execute a programme of seminars at various locations in the Russian Federation to acquaint Russian history teachers with the new approaches of history learning and teaching as applied in the teaching materials that have been developed in the past years;
- to develop innovative textbook materials on modern history for history education in Russia;
- to build an active network in Russia of people involved in the innovation of history education, linked with the European Euroclio network.

### 21.2 *Target groups*

- Russian history teachers;
- staff of universities and institutes active in the field of history teacher training;
- educational authorities at local level.

### 21.3 *Programme management*

On the Russian side : Mr. A.P. Shevyrev, head of History Department, MIROS;  
Mrs. T.N. Eidelman, History Teachers Association, Moscow;

On the Dutch side : Mrs. J. van der Leeuw-Roord and Mr. H. Crijns, Euroclio.

### 21.4 *Planning of activities*

#### **January - December 2000:**

- seminars in Pskov and Novgorod, Izhevsk and Tchelyabinsk, Vologda and Archangelsk, St Petersburg and Petrazavodsk.

#### **October 2000**

- in-service teacher training seminar in Tomsk supported from the Dutch-Russian educational co-operation budget.

#### **November 2000**

- seminar in Tomsk supported from the Dutch - Russian educational co-operation budget.

#### **December 2000**

- conference in Moscow on “the future of history education in Russian society”, attended by academic historians and the project team.

## 22. Progress in Reading Literacy Study

### 22.0 *Preamble*

The International Association for the Assessment of Educational Achievement (IEA) has started an international comparative study on reading literacy. It can be considered as a follow-up of the study that was carried out in the early 1990's.

### 22.1 *Objectives*

- to support the participation of the Russian IEA Center at the Russian Academy of Educational Sciences in the "Progress in Reading Literacy Study" (PIRLS) of IEA.

### 22.2 *Target groups*

- staff of the Russian IEA research group at the Russian Academy of Educational Sciences, and in a wider context: educational researchers and policy makers world-wide, who are interested in the outcomes of PIRLS.

### 22.3 *Programme management*

On the Russian side : Mrs. G. Kovalyova, Russian Academy for Educational Sciences, Moscow;  
On the Dutch side : Mr. Tj. Plomp, University of Twente.

### 22.4 *Planning of activities*

#### **2000:**

- IEA General Assembly meeting;
- National Research Co-ordinators (NRC) meeting;
- training of researchers.

#### **2001**

- IEA General Assembly meeting;
- NRC meetings;
- training of researchers.

#### **2002**

- IEA General Assembly meeting;
- NRC meeting.

## 23. Management in education II

### 23.0 *Preamble*

The pilot project in Management in education in the Novgorod region (cf. chapter 4) started fall 1999 and is planned to be completed by spring 2001. Also on the basis of the results of the international conference on "Innovative strategies for the European educational community" at the ICEI, St Petersburg (cf. chapter 17). It is foreseen that upon the Novgorod pilot a multinational programme can be started aiming at disseminating a.o. the Novgorod results to various regions throughout the Russian Federation.

### 23.1 *Objectives*

- to develop and reinforce educational management at regional, local and institute levels in various regions in the Russian Federation, building a.o. on the results of the Novgorod pilot (dissemination).

### 23.2 *Target Groups*

- educational managers and administrators at various administrative levels (regional, local, institutes) in several regions in Russia.

### 23.3 *Programme management*

- On the Russian side : Mr. M. Agranovich, Ministry of Education, Moscow;  
Programme managers in various regions, to be appointed later on;
- On the Dutch side : Mr. P.N. Karstanje, Dutch school of Education Management, University of Amsterdam;  
Mr. A.W. van der Meer, SLO, Enschede;
- Other partners : to be identified.

### 23.4 *Planning of activities*

#### **Fall 2000 - Spring 2001:**

- setting up a multinational co-operative programme, also involving other EU partners and organisations like the World Bank and the Open Society Institute, to disseminate experiences and know-how on management in education to several regions in the Russian Federation;
- selection of the regions and appointment of regional Russian programme managers;
- preparation of the dissemination programme.

#### **Summer 2001 - Fall 2002**

- execution of the dissemination programme;
- description of scenarios and procedures for further dissemination of the experiences.

## 24. Educational statistics

### 24.0 *Preamble*

In 1999 a Russian delegation visited the Netherlands to get acquainted with the process of generating educational statistics in the Netherlands. This visit laid the basis for further co-operation, as outlined below.

### 24.1 *Objectives*

- to enhance the system of education statistics in Russia so that this system is in accordance with policy needs, i.e. provides information that is timely, valid, policy relevant, and comparable in time and with other European countries.

### 24.2 *Target groups*

- Russian education statisticians, policy makers and administrators.

### 24.3 *Programme management*

On the Russian side : Mr. S.V. Satsevitch, associate director of the Federal Center of Social Innovations;  
On the Dutch side : to be determined in the course of 2001.

### 24.4 *Planning of activities*

In the course of 2001 the activity plan will be drawn up. It will be to be executed in 2001/2002.

Activities will include:

- analysis of policy needs;
- workshops on OECD methodology;
- organisation of education statistics.

## 25. Students' financing II

### 25.0 *Preamble*

Responding to an urgent request of the Russian Ministry of Education (1998) bureau CROSS assigned CHEPS with the task to organise a seminar on "Education Crediting and Insurance". The most important goal of the seminar, which was held in December 1998, was to explore the possibilities for levying tuition fees and setting up a linking system of student grants. As a result of the seminar a reader was assembled listing the most important contributions, some of which were translated into Russian. As the theme is one of the priority issues of the Russian Ministry of Education, it was decided to set up a joint programme elaborating on this subject.

### 25.1 *Objectives*

- to acquaint Russian policy makers with practice and underlying rationale of different systems of students' financing as applied in various countries all over the world, so as to facilitate the development of a system of education crediting and insurance, best fit to the Russian situation.

### 25.2 *Target groups*

- policy makers in the field of students' financing;
- higher education (policy) researchers.

### 25.3 *Programme management*

On the Russian side : Mr. V.G. Kniazev, vice-rector, Plekhanov Russian Academy of Economics, Moscow;  
On the Dutch side : Mr. J.J. Vossensteyn, CHEPS, University of Twente, Enschede.

### 25.4 *Planning of activities*

#### **Early 2001:**

- in the framework of the series of CHEPS seminars (cf. chapter 9) a second seminar on students' financing will be organised;
- the seminar will result in a workplan for a Dutch - Russian co-operative programme on this issue.

#### **Spring 2001 - September 2002:**

- execution of the workplan.

## 26. VET Reforms in Russia - dissemination, education/business relationships, teacher training

### 26.0 *Preamble*

The multinational project “VET Reforms in N.W. Russia” (cf. chapters 5-7) will be completed by the end of 2001. The knowledge and experience to be gained after some 6 years (1995 - 2001) in this project will, of course, be of great importance to other regions in the Russian Federation as well. Furthermore additional action is required, also in the N.W. region, on difficult sub-themes of the 1995-2001 project, like building up education/business relations and developing proper modalities of teacher training for VET in Russia (with the right mix of theoretical knowledge and practical experience).

### 26.1 *Objectives*

- to disseminate the knowledge and experience gathered in the “VET Reforms in N.W. Russia” project, phases I and II, to other regions of the Russian Federation;
- to further develop (the concept of) co-operative platforms between vocational schools, administrations and companies in the N.W. region as well as in other regions of the Russian Federation;
- to develop legislation and regulations for modern VET in Russia, also providing room for experimental trajectories in VET to deal with the rapid dynamics of the labour market;
- to further develop proper modalities of teacher training for VET, accounting for both theoretical knowledge and practical know-how.

### 26.2 *Target groups*

- management and staff of vocational schools throughout Russia, and through these the students;
- management and staff of companies, interested in links with vocational schools;
- administrative legislators regulators and policy makers in the VET sector at all administrative levels (federal, oblast, municipal).

### 26.3 *Programme management*

To be decided later on.

Please note: This programme would benefit greatly from a multinational set-up, including the present partners in the N.W. Russia project as well as the World Bank.

### 26.4 *Planning of activities*

#### **Fall 2001:**

- also on the basis of the results of the “VET Reforms in N.W. Russia” project, a new programme will be designed in the light of the objectives, the target groups, and the desirability of a multinational set-up, as indicated above.

#### **2002:**

- execution of the programme.

## 27. Training Firms II

### 27.0 *Preamble*

In the period 1998-2000 the multinational (Russian-Austrian-Dutch) project on training firms, supported by the European Commission (TACIS-PCP), was executed in a successful way (cf. chapter 7): mid 2000 a central office and some 15 training firms were functioning in the St Petersburg area.

### 27.1 *Objectives*

- to consolidate the training firms network in the St Petersburg area;
- to develop teacher training capabilities to ensure proper dissemination of the training firms concept in Russia (depending on Bistro support).

### 27.2 *Target groups*

- students and teachers in secondary schools for vocational resp. general education in Russia;
- staff of teacher training institutes.

### 27.3 *Programme management*

On the Russian side : Mrs. G. Borisova, Education Committee of the city of St Petersburg;  
On the Dutch side : Mr. L van den Broek, SLO, Enschede;  
On the Austrian side : KulturKontakt, Vienna.

### 27.4 *Planning of activities*

#### **Fall 2000:**

- definition of a programme aiming at consolidation of the training firms network in the St Petersburg area;
- preparation and submission of an application for Bistro-support to a programme for dissemination of the training firms concept in Russia.

#### **2001:**

- execution of the programme.

## 28. The relation between general formative and vocational education and their relation with the labour market III

### 28.0 *Preamble*

The Municipal Lyceum of Enschede and schools in Pskov oblast will further develop their collaboration, which started in 1996. (cf. chapter 8).

### 28.1 *Objectives*

- to further disseminate the lesson series developed in phases I and II for the professional profiles of car mechanics, administration (office practice), pupils guidance (in choosing a profession), metal engineering, fashion and clothes in the satellite schools;
- to further elaborate the profiles of car mechanics and administration in view of the specific regional economic situation in Pskov oblast;
- to further elaborate the profiles of pupils guidance and “home economics”;
- to start the development a new profile: electrical engineering;
- to implement teaching materials, developed in phases I and II, in the teacher training institute in Pskov oblast;
- to have the Enschede Lyceum “guide-at-a-distance” (pupils guidance, metal engineering, fashion and clothes) and guide directly (car mechanics, administration, “home economics”, electrical engineering) and monitor the progress of the programme in co-operation with counsellors from the teacher retraining institute in Pskov oblast.

### 28.2 *Target groups*

- directors and teachers of the pilot and satellite schools;
- teachers of the teacher training institute and the teacher retraining institute;
- policy makers in the area of vocational education, training and labour market;
- employers’ organisations and the Chamber of Commerce in the Pskov region.

### 28.3 *Programme management*

- On the Russian side : Mr. N. Ovsyannikov, federal Ministry of Education; Mrs. V. Emeljanova and Mrs. L. Vassilieva, Department of Education, Pskov oblast;
- On the Dutch side : Mr. R.J. Schurink, Central Directorate, and Mr. D. van Golberdinge, Division head preparatory vocational education, Municipal Lyceum Enschede; Mr. A.W. van der Meer, SLO, Enschede.

### 28.4 *Planning of activities*

#### **Fall 2000:**

- pilot schools will define themes for new lesson series for the profiles of car mechanics, electrical engineering, home economics, administration and pupils guidance;
- elaboration of the suggestions by teachers of the Municipal Lyceum;
- study visit to Enschede of the Pskov programme management and the pilot teachers of car mechanics and electrical engineering.

#### **November 2000 - March 2001:**

- development of lessons by teachers of the pilot schools.

#### **September 2000 - March 2001:**

- dissemination of the results of phases I and II in at least two satellite schools per profile.

#### **September - December 2000:**

- implementation of the curricula for car mechanics, home economics, administration, metal engineering, fashion and clothes and pupils guidance in the teacher training institute in Pskov.

#### **March 2001:**

- first monitoring in Pskov by the Dutch programme management and the Dutch teachers of car mechanics, electrical engineering and home economics.

#### **April 2001:**

- visit to Enschede of the Pskov programme management and teachers of the pilot and satellite schools.

**Spring 2001:**

- implementation of the new lesson series in pilot and satellite schools in the Pskov region.

**May 2001:**

- establishing the curricula (incl. Phase III) for all professional profiles.

**Fall 2001:**

- implementation of these curricula in the teacher training institute in Pskov.
- development of retraining programmes for teachers of the satellite schools in the Pskov region.

**February 2002:**

- second monitoring in Pskov by the Dutch programme management (incl. preparation of the publication on Phase III).

**May 2002:**

- final conference in Pskov on the basis of the publications of the results of the phases I, II and III of the programme.

**September - October 2002:**

- conference in St Petersburg to disseminate the programme results “Innovations in preparatory vocational education in the Pskov region” in the N.W. region of the Russian Federation.

## **29. Improvement of self-evaluation and external review for institutions of higher education in the Russian Federation**

### *29.0 Preamble*

In 1998 the Center for Higher Education Policy Studies (CHEPS) of the University of Twente started a co-operative programme with the Russian National Accreditation Committee for Economics Education (NACEE) on the theme of “Professional and public accreditation of training programmes and institutions”. In 1999 NACEE was replaced by the National Accreditation Center (NAC) of the Russian Federation, which was appointed as the new Russian partner in the programme by the Russian Ministry of Education.

Delegations from CHEPS and NAC met in the Netherlands in November 1999. The programme outline as presented below is the result of this meeting.

### *29.1 Objectives*

- to develop improvement oriented quality assurance systems for higher education in the Russian Federation by delivering professional support to NAC for its plans to organise and implement pilot projects for quality assurance models based on self-evaluation and external review in co-operation with institutions for higher education.

### *29.2 Target groups*

- staff of NAC;
- management and staff of Russian institutions for higher education.

### *29.3 Programme management*

On the Russian side : Mr. V. Navodnov and Mrs. G. Motova, director and vice-director of NAC;  
On the Dutch side : Mr. A. Verkleij, Mr. H. Brinkman and Mr. H. Scholte, CHEPS.

## 29.4 *Planning of activities*

### **Part 1.**

Benchmarking of protocols and guidelines and adaptation of the results of a TACIS project to the specific context of the Russian Federation.

#### **January - October 2000:**

- preparatory visit of CHEPS experts to Russia;
- participation of CHEPS experts in the National Conference on Quality Assurance in Yoshkar Ola;
- international working session, involving experts from NAC, Russian institutions for higher education, CHEPS and other international experts, to discuss NAC's option models for the further development of a quality assurance system;
- development by NAC on the basis of the outcomes of the session, of draft guidelines for self-evaluation and external review that can be tested in pilots.

### **Part 2.**

Preparation of the pilots for implementation of self-evaluation and external review.

#### **November 2000 - January 2001:**

- workshops for institutions willing to participate in the try-outs of the new protocol and guidelines for self-evaluation and external review;
- evaluation of the workshops and selection of the pilot institutes.

#### **February - September 2001:**

- setting up of review teams by NAC;
- site-visits;
- workshop for external review teams;
- CHEPS or other international experts join the review teams as observers;
- review teams prepare external assessment report.

#### **October - December 2001:**

- evaluation of the experiences gained in the pilots;
- dissemination seminar and publication of the evaluation report;
- NAC adjusts guidelines for self-evaluation and external review.

## **30. The adaptation of MEPHI Engineering programmes & evolution of MEPHI institutional management structures and processes 2000 - 2002** (MEPHI = Moscow State Engineering Physics Institute)

### 30.0 *Preamble*

Since the initial contacts in 1997 between MEPHI and CHEPS (University of Twente) MEPHI has moved forward with the introduction of social science / gamma components in the engineering curricula. Against the background of this transformation delegations from MEPHI and CHEPS met in November 1999 to draw up an updated co-operative programme in accordance with the present state-of-the-art at both institutions. This meeting has resulted in the programme outline as presented below.

### 30.1 *Objectives*

- to adapt and revise the engineering curricula at MEPHI to present and future needs of society-at-large; with particular attention to: entrepreneurship and integrated (interdisciplinary) activities (using best practice at the University of Twente);
- to reform governance and administrative structures at MEPHI so as to facilitate the changes in the primary process.

### 30.2 *Target groups*

- management, staff and students at MEPHI;
- management, staff and students of Russian higher education institutions at large (through dissemination).

### 30.3 *Programme management*

- On the Russian side : Mr. D. Gorelov, vice-rector;  
Mr. A. Simakov, head of International Relations, MEPHI;
- On the Dutch side : Mr. L. Goedegebuure, executive director, CHEPS, University of Twente, Enschede;  
Mr. H. Scholte, CHEPS.

### 30.4 *Planning of activities*

#### **January - July 2000:**

- workshops to (i) assess and (ii) adapt the existing materials at the University of Twente in the MEPHI curriculum, with the focus on entrepreneurship and integrated projects (Line A);
- institutional audit at MEPHI (Line B);
- workshops with deans / programme leaders on outcomes lines A and B (content and structure) (Line A/B);
- setting up task forces at MEPHI and University of Twente to co-ordinate projects (Line A/B).

#### **September - December 2000:**

##### Line A:

- pilots for entrepreneurship and integrated projects, the latter including student and staff exchange/co-operation;
- evaluation with a view to the next phase.

##### Line B:

- training workshop for institutional management at central and de-central level;
- evaluation with a view to the next phase.

##### Line A/B:

- attunement of outcomes of separate evaluations, readjustment, planning for 2001.

#### **February - July 2001:**

##### Line A:

- second pilots;
- evaluation.

##### Line B:

- training workshops;
- evaluation.

##### Line A/B:

- attunement of outcomes of the separate evaluations, forward planning.

#### **September - December 2001:**

##### Line A:

- drawing up development plan: identification of possibilities of further upscaling and introduction on the basis of the experience gained (evaluation outcomes).

##### Line B:

- idem with the focus on institutional management.

## 31. Business schools

### 31.0 *Preamble*

In the period 1998 / mid-2000 four groups of Russian managers have visited the Netherlands for management training: a mix of (theoretical) management education and (practical) work placements in Dutch industry (cf. chapter 13: Training of Russian managers - Presidential Plan). For the fourth group the theoretical preparation was partly shifted from a Dutch business school to a Russian one. In view of sustainability it is desirable that high-level Russian business schools will be further developed to meet high Western standards.

### 31.1 *Objectives*

- to acquaint staff and students of high-level Russian business schools with the state-of-the-art in management education and science in the West, in connection with the training of Russian managers (work placements in Dutch industry);
- to update contents of the curricula and teaching methods accordingly.

### 31.2 *Target groups*

- staff and students of high-level Russian business schools;
- future Russian managers.

### 31.3 *Programme management*

On the Russian side : Mr. V. Galenko, director of the business school of the St Petersburg University of Economics and Finance;  
Mr. S.R. Filonovich, director of the business school of the Higher School of Economics, Moscow;

On the Dutch side : Mr. D. Hauwert, VNO/NCW.

### 31.4 *Planning of activities*

#### **Fall 2000:**

- setting up a team of outstanding Dutch (Western) management experts from various business schools in the Netherlands;
- preparation of a joint Dutch-Russian action programme.

#### **January 2001 - August 2002:**

- execution of the programme.

## 32. Accountancy, auditing and financial management II

### 32.0 *Preamble*

This programme is a continuation of the Dutch-Russian programme in the field of accountancy, auditing and financial management which was carried out in 1998-1999.

In September 1999, at a special conference dedicated to the issue of new standards for the professional fields mentioned above the representatives of Russian institutes for higher education agreed on the contents of the standards. In March 2000 the new standards were approved by the Russian Ministry of Education, which laid down a legal basis for the actual innovation of higher education in the field of accountancy, auditing and financial management.

### 32.1 *Objectives*

To contribute to the implementation of the new educational standard in the accountancy, auditing and financial management focusing on the following aspects:

- changing the contents of the curriculum;
- developing the learning materials ;
- establishing training-the-trainers programmes in order to ensure the dissemination of the new curriculum.

### 32.2 *Target groups*

- teachers and professors of the departments of financial management, auditing and accountancy at the Russian institutions for higher education.

### 32.2 *Programme management*

On the Russian side : Mr. V. Getman, Finance Academy, Moscow;

On the Dutch side : Mr. T.J. Busstra, Amsterdam Academy of banking and Finance, Mr. D. Dingeman Manschot, Academy of Accountancy, Hogeschool Holland.

### 32.3 *Planning of activities*

#### **September 2000:**

- definition of priority courses;
- agreements concerning the development of teaching materials;
- agreements concerning the organisation of dissemination (training-the-trainers programme);
- further elaboration of the project proposal including the time schedule.

#### **December 2000:**

- joint development of the selected course 1.

#### **February-June 2001:**

- realisation of the training-the-trainers programme course 1 in Moscow, St Petersburg, Togliatti, Novosibirsk.

#### **October 2001:**

- joint development of the selected course 2.

#### **November 2001-May 2002:**

- realisation of the training-the-trainers programme course 2 in Moscow, St Petersburg, Togliatti, Novosibirsk.

#### **June 2002:**

- study trip of the Russian partners to the Netherlands.

#### **September 2002:**

- evaluation of the programme;
- reporting on the results.

## 33. **Financial MBA**

### 33.0 *Preamble*

This programme is a follow-up of a joint Dutch-Russian programme in the field of bank management that was carried out in 1995-1998.

### 33.1 *Objectives*

- to develop and implement a Financial MBA curriculum in the Russian Federation.

### 33.2 *Target groups*

- employees and managers of banks, other financial organisations, and organisations with the need for financial capabilities at large.

### 33.3 *Programme management*

On the Russian side : Mr. V. Solodkov, Higher School of Economics. Banking Institute Moscow;  
Mr. A. Karminsky, Interregional Institute;  
On the Dutch side : Mr. T.J. Busstra, Amsterdam Academy of Banking and Finance.

### 33.4 *Planning of activities*

#### **July-August 2000:**

- elaboration of the programme proposal.

#### **September-October 2000:**

- definition of the contents of the programme and of the criteria for selection of participants;
- definition and division of responsibilities;
- definition of the structure and the function of the virtual platform;
- elaboration of the time schedule.

#### **November 2000-July 2001:**

- joint development of modules.

#### **September 2001:**

- official start of MBA programme (pilot execution of selected modules).

#### **September 2002:**

- evaluation of the programme;
- reporting on the results.

## **34. Development of proper procedures aiming at the mutual recognition of diploma's**

### 34.0 *Preamble*

In view of the increasing demand for certification and validation of courses and study programmes between the Netherlands and the Russian Federation it is deemed desirable to jointly develop proper procedures with the purpose of mutual recognition of diploma's.

### 34.1 *Objectives*

- to develop proper procedures aiming at the mutual recognition of diploma's, and thus facilitate the exchange of graduate professionals, students and teaching staff.

### 34.2 *Target groups*

- administrators responsible for certification and validation of courses and study programmes;
- graduates / professionals, students, teaching staff.

### 34.3 *Programme management*

- On the Russian side : Mr. N.I. Zverev and Mr. J.P. Akimov of the Department of Diploma recognition and Equivalence, Ministry of Education of the Russian Federation;
- On the Dutch side : Mr. A.A. Von Balluseck and Ms. K. Wigleven, Netherlands organisation for International co-operation in higher education (NUFFIC), The Hague.

### 34.4 *Planning of activities*

#### **Fall 2000:**

- fact-finding mission of a NUFFIC delegation to Russia;
- drawing up a joint action plan.

#### **January 2001 - September 2002:**

- execution of the action plan.

## **35. Information and Communication Technologies for supporting teachers in rural schools**

### 35.0 *Preamble*

The purpose of the programme is to explore the possibilities of the electronic communication for supporting rural schools with innovative materials including online interactive support of colleagues and teacher trainers via e-mail and discussion groups. The programme uses the web-site with curriculum materials that is realised in the frame of the programme cf. chapter 12: "Innovative didactics with Information and Communication Technology".

### 35.1 *Objectives*

- to jointly investigate the strategic and practical aspects of electronic communication systems (World Wide Web and e-mail) for the professional development of teachers in rural schools;
- to build capacity of teachers in rural schools;
- to jointly develop concrete lesson materials to be implemented in secondary (rural) schools, starting with physics teaching;
- to generate a concrete database of innovative lesson plans and ideas to be used in education.

### 35.2 *Target groups*

- teachers in participating schools in rural areas from Yaroslavl and Chuvasia;
- staff of pedagogical universities;
- policy makers at various administrative levels.

### 35.3 *Programme management*

- On the Russian side : Mr. Y. Gorokhovatsky, Herzen State Pedagogical University, St Petersburg;
- On the Dutch side : Mrs. J.M. Voogt, Faculty of Educational Science and Technology, University of Twente, Enschede.

### 35.4 *Planning of activities*

#### **November 2000:**

- fact finding mission of the Russian (2) and Dutch (2) project teams to the selected regions and the nominated pilot schools;
- nomination of pilot schools.

#### **December 2000:**

- presentation and discussion of the result and products of the programme on “Innovative Didactics with ICT”.

#### **Spring 2001:**

- in-service workshop for the pilot schools of the two selected regions to coach the use of the products of the “Innovative Didactics with ICT” projects;
- set up of the communication infrastructure.

#### **March - June 2001:**

- online communication and support on the implementation of the materials in the respective pilot settings.

#### **Autumn 2001:**

- development of concrete lesson materials by teachers of rural schools with support from pedagogical university staff via online communication.

#### **Spring 2002:**

- implementation of lessons in rural schools.

#### **June 2002:**

- evaluation of results.

#### **Autumn 2002:**

- dissemination conference and final report.

## **36. Innovation in teacher training II**

### 36.0 *Preamble*

Phase I of the programme has been focusing on the concept of “Guiding reflective learning of teacher training students”. This first phase was concluded in May 2000 (cf. chapter 14). The second phase of the programme will focus on “School practice as a learning place for the development of individual styles of teaching” as a natural follow-up of the previous co-operative activities. Phase II includes two parts. In the first part a Train-The-Trainers (TTT) course will be given as a follow-up to the basic training from the first programme period. In the second part a pilot project “A new school practice in Russian teacher training” will be prepared, executed and evaluated.

### 36.1 *Objectives*

- part 1: to provide - through a TTT course in guiding reflective learning - the basic trainer skills necessary to teach course and to develop the ability to design training courses for specific target groups, such as mentor teachers and teacher educators;
- part 2: to find out - by means of an experimental approach - which elements from the present school practice approach at the Russian colleges need adjusting so that a learning environment originates for students which is enticing to develop an individual and proper style of teaching.

### 36.2 *Target groups*

- students of the two teacher training colleges in Moscow and St Petersburg;
- teacher trainers of the two universities;
- mentor teachers from the participating schools for secondary education;
- the management of the participating schools for secondary education.

### 36.3 *Programme management*

On the Russian side : Mr. V.A. Terekov, Moscow State Pedagogical University, and  
Ms. A. Trjapitsina, Herzen State Pedagogical University, St Petersburg;  
On the Dutch side : Mr. A. Frik, Faculty of Education, Hogeschool van Arnhem en Nijmegen.

### 36.4 *Planning of activities*

#### **September - December 2000:**

- preparation by SLO staff member: secure the preconditions for the project;
- preparation by Dutch team: further elaborate the project set-up of part 2;
- preparation by Russian team: study with regard to the TTT course in January 2001.

#### **January - February 2001:**

- execution of part 1 of the programme, the TTT course;
- definition stage of part 2 of the programme: in consultation between the partners the programme will be defined in more detail and embedded into the Russian organisation.

#### **March - Augustus 2001:**

Design stage of part 2

- inspect the present school practice approach critically from the objectives set;
- work out what can be changed with regard to content, structure and duration; in quality in coaching and supervision by mentor teacher and/or teacher educator; in the relationship between University and schools for secondary education;
- plan the pilot project for a number of subjects where experiments with a new form of school practice will be carried out.

#### **September 2001 - May 2002:**

- executive stage of pilot project;
- monitoring of pilot.

#### **June - July 2002:**

- evaluation stage and transfer of results by means of a final conference.

#### **September 2002:**

- final report.

## **37. CIS Centre for the monitoring of international programmes and projects in education**

### 37.0 *Preamble*

The Conference of Ministers of Education of CIS (Commonwealth of Independent States) countries has decided to establish a Centre for monitoring of international programmes and projects in the field of education at the Moscow School for Social and Economic Sciences. It should be noted that in the mid-term review of the Dutch-Russian educational co-operation it has been recommended to strengthen the monitoring capability of the International Department of the Russian Ministry of Education through a joint Dutch-Russian activity.

### 37.1 **Objectives**

- to strengthen the capability in the Russian Federation of monitoring international programmes and projects in education.

### 37.2 **Target groups**

- Russian specialists/methodologists in the field of monitoring;
- Russian administrators and programme/project managers responsible for international co-operative activities in the field of education.

### 37.3 **Programme management**

On the Russian side : Ms. A. Galichin, Moscow School of Social and Economic Sciences;

On the Dutch side : Mr. Tj. Plomp, University of Twente, Enschede.

Also the Open Society Institute (SOROS) may be involved.

### 37.4 **Planning of activities**

#### **End of 2000 / Early 2001:**

- fact-finding mission of a Dutch expert to Russia to identify the feasibility of a Dutch-Russian co-operative activity aiming at strengthening the monitoring capabilities as to (international) educational programmes and projects in the Russian educational administration and institutions.

#### **Early 2001:**

- formulation of a joint programme.

#### **Early 2001-2002:**

- execution of the programme.

Done in Moscow, 15 January 2001.

On behalf of the Minister of Education, Culture  
and Science of the Netherlands,



Drs. T.P. Hofstee  
Her Majesty's Ambassador to the Russian Federation

The Minister of Education  
of the Russian Federation,

Dr. V.M. Filippov



## MEMORANDUM

### **on the co-operation between the Ministry of General and Professional Education of the Russian Federation and the Ministry of Education, Culture and Science of the Kingdom of the Netherlands**

The Ministry of General and Professional Education of the Russian Federation and the Ministry of Education, Culture and Science of the Kingdom of the Netherlands (the Parties),

**BEING AWARE** of the important role of education in society;

**CONSIDERING** the successful execution of the Memorandum of Understanding in the field of education between the Ministry of Education (Russian Federation) and the Ministry of Education and Science (Kingdom of the Netherlands), which was undersigned on 2 March 1992, and the Memorandum of Understanding between the Ministry of Science and Technology Policy, the State Committee for Higher Education (Russian Federation) and the Ministry of Education and Science (Kingdom of the Netherlands), which was undersigned on 5 June 1993, as well as the positive results of the concrete programmes which have been carried out in the framework of these Memoranda of Understanding;

**REFERRING** to the Cultural Treaty between the Russian Federation and the Kingdom of the Netherlands, renewed on 28 February 1997, as the umbrella-Memorandum for the above-mentioned Memoranda of Understanding;

**REFERRING** to the multilateral co-operation in education, in which also other Member States of the European Union, the European Commission, the Council of Europe, the World Bank and other multilateral institutions are involved;

**EMPHASIZING** the importance of further developing the direct relationship between the Ministry of General and Professional Education (Russian Federation) and the Ministry of Education, Culture and Science (Kingdom of the Netherlands);

### **DECIDE**

#### **Article 1**

Parties will effectuate and develop the co-operation to their mutual benefit, aiming at continuity in their co-operative relationships.

## **Article 2**

The Parties will develop co-operative programmes in the following priority areas:

- educational policy, including joint projects on educational policy issues of mutual interest and exchange of information on educational policy developments;
- governance of general education and vocational education and training, including: the relation between federal (national) and lower administrative levels in educational administration, management, finance, quality control/ accreditation of education;
- improvement c.q. modernization of the system and contents of vocational education and training, including the relation between education and the labour market, further development of the social dialogue and the development of professional qualification structures;
- improvement c.q. modernization of the system and contents of higher education in relation with the demands of the labour market, including the development of the system of non-state higher education institutions with particular attention to accreditation issues;
- development of proper procedures aiming at the mutual recognition of diploma's;
- ethnic and cultural minorities in education;
- information and communication technology in education.

## **Article 3**

The Parties will continue the Advanced Studies Programme for Central and Eastern Europe of the Netherlands Ministry of Education, Culture and Science, aiming at training Russian professionals in priority areas.

## **Article 4**

The Parties will collaborate in the implementation of the President's Initiatives Programme, aiming at having Russian students trained at institutions for higher education abroad, in casu in the Netherlands

## **Article 5**

Taking into account the positive experience gained in the collaboration between Dutch institutions and Herzen State Pedagogical University, St. Petersburg, and Moscow State Pedagogical University, the Parties will stimulate collaborative programmes between teacher training institutions in the Netherlands and the Russian Federation on a structural basis, including the areas of developmental and learning psychology.

## **Article 6**

The Parties will continue to stimulate co-operative educational programmes, so as to promote a better mutual understanding of each other's language, literature and culture. In this respect reference is made to the responsibility of the Dutch Language Union for promoting the Dutch language, literature and culture abroad, in casu in the Russian Federation. On the Russian side the Ministry of General and Professional Education will be responsible for the development and administration of similar programmes.

## **Article 7**

The Parties will continue to render assistance to the work of the International Center for Educational Innovation at Herzen State Pedagogical University, in view of the positive results of the activities of the Center. A protocol on the continuation of the Center will be undersigned in due time.

## **Article 8**

The Parties will have the Russian-Dutch collaborative programmes implemented to the maximum extent through direct working relationships between the educational institutions themselves.

## **Article 9**

The Parties will make use of the opportunities foreseen in the Cultural Treaty between the Russian Federation and the Netherlands, to support the co-operative programmes in education.

## **Article 10**

The Parties will stimulate international involvement in the Russian-Dutch collaborative programmes and encourage the acquisition of international (co-)financing of the collaborative activities (other interested countries, the European Commission, the World Bank, the Council of Europe).

## **Article 11**

The Parties will establish one Joint Executive Group for the Russian-Dutch co-operation in education at all levels. The Joint Executive Group will prepare, have implemented and monitor the bi-annual Joint Workplans for the Russian-Dutch co-operation in education, which are based on the principles laid down in this

Memorandum. The Joint Executive Group will meet at least twice a year, alternately in the Russian Federation and the Netherlands.

#### **Article 12**

In the framework of this Memorandum the Parties will co-operate under the following conditions:

- the Russian Party will cover the costs of transportation of the Russian participants from the Russian Federation to Amsterdam and vice versa;
- the Dutch Party will cover the costs of transportation of the Russian participants in the Netherlands, the costs of transportation and accommodation of the Dutch participants to, from and in the Russian Federation, as well as the expenditures for the organisation of joint activities.

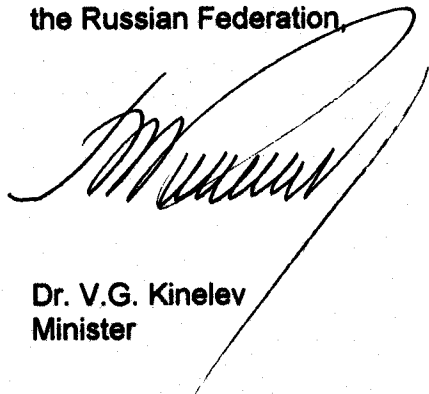
The financial modalities of the co-operation can be revised annually through mutual consultations.

#### **Article 13**

This Memorandum will enter into force on the day of undersigning. It will remain in force for a period of 5 years. The Parties will have a mid-term review of the Dutch-Russian co-operation in education and a final evaluation of the co-operation carried out to be completed at least 3 months before the date of expiry of this Memorandum. On the basis of this evaluation the Parties will decide on the continuation of the co-operation in education and the modalities thereof.

Done in Moscow on 2 December 1997, threefold, one text in Dutch, one text in Russian, one text in English, all texts being authentic.

**For the Ministry of General and  
Professional Education of  
the Russian Federation,**



**Dr. V.G. Kinelev  
Minister**

**For the Ministry of Education,  
Culture and Science of  
the Kingdom of the Netherlands,**



**Dr. J.M.M. Ritzen  
Minister**