

**Joint work plan for the
Dutch-Russian co-operation
in education 2003-2005**

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Introduction

The Dutch-Russian co-operation in education is governed by the Memorandum of Understanding that was undersigned by the Minister of Education, Culture and Science, Mrs M. J. A. van der Hoeven of the Netherlands and the Minister of Education of the Russian Federation, Mr V. M. Filippov in Zoetermeer on April 2, 2003. The Memorandum is in force for a period of five years.

The Joint work plan for Dutch-Russian co-operation in education for the years 2003-2005 is based on the above mentioned Memorandum.

In selecting the co-operative programmes the following documents/recommendations were taken into account:

- The Protocol of the consultations between the Ministry of Education, Culture and Science of the Netherlands and the Ministry of Education of the Russian Federation on the Dutch-Russian co-operation in education (June 2002);
- The recommendations of the External Evaluation of Dutch-Russian Co-operation in Education Programme (August 2002);
- The recommendations of the Dutch-Russian Round Table Conference held in St Petersburg (October 2002);
- The Concept of Modernization of Russian Education for the period up to 2010 (2001).

In selecting the co-operative programmes the importance of the principle of mutual benefit was underlined by both Parties. Where possible, the programmes will build on existing projects and experience and make optimum use of existing frameworks of donor co-ordination and co-operation.

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

- Programmes in the field of primary, secondary and special education, and teacher training;
- Programmes in the field of vocational education and training;
- Programmes in the field of higher education;
- Programmes aimed at promotion of better understanding of each other's language, literature and culture and dissemination of the results of the co-operation in education.

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

According to article 8 of the Dutch - Russian Memorandum of 2003 an interim review of the educational co-operation will be carried out to be completed by mid-2005. The outcome of the interim review may lead to adaptations of the Joint work plan to be implemented in the second half of the five-year period. Article 8 also envisages a final evaluation of the co-operation that has to be completed at least 3 months before the date of expiry of the Memorandum.

Part I Primary, secondary and special education and teacher training

Primary, secondary and special education and teacher training

1. Educational management

1.0 Preamble

The Dutch-Russian co-operation in the field of educational management training originates from the nineties when several CROSS projects were carried out in this field, mainly with the Academy for Qualification Upgrading and Retraining of Educational Staff (APKRO) in Moscow. One of the products of these CROSS-projects was a handbook for educational management edited by K. Ushakov and P. Karstanje published in 1995. A dissemination conference of the management training project took place in 1996 in Archangelsk and then already the need for professionalization of more institutes in the field of educational management. This project proposal intends to focus on this need, especially in the North West region of the Russian Federation.

1.1 Objectives

- Training of trainers in regional institutes for retraining and teacher training universities in the field of educational management training (a train-the-trainers programme);
- Developing a training manual for the training of school management;
- Preparation of the dissemination of the project activities and objectives to other regions and institutes.

1.2 Target groups

- Trainers in teacher training universities and institutes for retraining in two regions;
- The above will also be involved in dissemination in other regions;
- School managers.

1.3 Project management

On the Russian side:	K. Ushakov, Academy for Qualification Upgrading and Retraining of Educational Staff (APKRO), Moscow, (project leader); V. Averkin, Head of the Regional Department of Education, Veliki Novgorod; Mrs. V. Yemelyanova, Head of the Regional Department of Education, Pskov.
On the Dutch side:	P. Karstanje, Netherlands School for Educational Management (NSO), University of Amsterdam.

1.4 Planning of activities

The three year project has three phases:

2003:

- Start seminar with the educational authorities at regional and local levels as well as the training and retraining institutes. After the start seminar the selection of trainers to be trained will be made. In the following seminars these trainers will prepare training seminars for a limited number of school directors of both regions in co-operation with the Dutch NSO-tutors and the Russian APKRO-tutors. Before the first seminar with schools a train the trainer seminar is organized by the Dutch tutors.

2004:

- Continuation of the training seminars. At the same time training manuals are prepared. In the second half of the year the training is given for schools in other regions as a pilot for the dissemination. In this dissemination pilot the role of the NSO- and APKRO-tutors is more coaching and less training.

2005:

- Continuation of the dissemination training and revision and elaboration of the training manuals. New trainers to be trained by the first group of trainers will be involved. This process is supervised by the NSO- and APKRO-trainers.

1.5 Products

- A curriculum for educational management training. Among other topics attention will be paid to school based curriculum development, human resources management, team building and financial management;
- Manual for school management training;
- Article on dissemination strategies and experiences.

2. Quality assessment and examination

2.0 Preamble

In the nineties (1992-1997) Citogroep took part in the project Educational Standards and Evaluation in the Russian Federation (Moscow, Vologda, Krasnoyarsk). The aim of this project was the development and quality insurance of educational standards, the development of pilot examinations and the establishment of a regional testing and examination centre. Citogroep contributed to the organisation and logistics of local Centres for Information and Diagnostic Services (CIDS) and to the development and try-out of evaluation instruments, especially for mathematics and English in close co-operation with local counterparts.

2.1 Objectives

Introduction of national examinations is a process that needs careful monitoring. The quality of the examinations, the content of the test, the marking, the logistics, the psychometric

evaluation, etc. should be immaculate. The acceptability of the outcomes of the exams depends on the validity and reliability of the tests and testing procedures. Examinations and their outcomes, which are not accepted by the stakeholders, as there are the institutes of higher education, the employers, and the public in general, are of no use to the candidates. The project therefore focuses on the following two objectives:

- Monitoring the quality of the examinations;
- Improving society's reception of the outcomes of the examinations.

2.2 Target groups

During the inception phase the region will be determined.

2.3 Project management

On the Russian side: A.V. Barannikov, Ministry of Education, Moscow.
On the Dutch side: Ms. A. de Knecht-van Eekelen, Citogroep, Arnhem.

2.4 Activities

- Analysis of the content of some examinations (for instance mother tongue and mathematics), including the relation curriculum-exam, use of test grid, question types, marking schemes etc.;
- Analysis of the logistic procedures of the examinations, including safety procedures, marking procedures, information to candidates etc.;
- Analysis of the psychometric evaluation of the exams, setting cut-off-scores, decision pass-fail, pass rate decisions, etc.;
- Advice based on the outcome of above-mentioned activities;
- A seminar with representatives of institutes for higher education and the producers of the examinations to discuss the attitude of the institutes for higher education towards national examinations, the validity of the exam, the level of difficulty, etc.;
- A seminar with representatives of the employers and the producers of the examinations to discuss the use of these diploma's by the employers, the predictive value of these examinations for the success of the candidate on the labour market, the content of these exams in relation to the requirements of employers, etc.;
- A conference for the larger public in which the results of the two seminars are presented and discussed.

3. Ethnic and cultural minorities/special needs

3.0 Preamble

This project builds on the achievements of the project 'Ethnic and cultural minorities in education', which was concluded in September 2002. One of the outcomes of that project was a social teacher profile, defined in terms of professional standards, didactic principles for after-school activities and approaches to school-parent relations. In view of the saliency of increasing ethnic diversity in education and the growing number of immigrant pupils at risk of school failure, the present project seeks to elaborate the social teacher profile in terms of a

concrete training curriculum for social teacher students. In the development of the curriculum, use will be made of 'good practice' in the Netherlands and in Russia. The curriculum is intended as a course option, to be used as a complement to the basic training programme for social teachers.

3.1 Objectives

- To develop, building on the social teacher profile developed in the previous project, a training curriculum that (1) makes social teacher students aware of the multifaceted problems of at-risk children from diverse ethnic backgrounds and that (2) provides social teacher students with the appropriate strategies and methodologies to address these problems;
- To provide teacher trainers with a theoretical justification of the curriculum and guidelines for its implementation.

3.2 Target groups

- Social teacher students;
- Teacher trainers.

3.3 Project management

On the Russian side: Mrs. I. Badayan, Sochi Department of Education;
Mrs. I. Radchenko, head of Sochi Multi-Cultural College.
On the Dutch side: K. Broekhof, Sardes, Utrecht.

3.4 Planning of activities

June – September 2003:

- Preparation of teacher training materials;
- Preparation of guidelines for trainers;
- Organisation of trial implementation.

September 2003 – May 2004:

- Trial implementation;
- Interim evaluation;
- Adjustment and continued development of the materials.

May – June 2004:

- Drafting of the definitive materials;
- Organisation of nation-wide dissemination.

4. ICT in rural schools

4.0 Preamble

The pilot project *ICT in rural schools-I* was conducted from December 2000 till December 2002. In the project an alternative approach to prepare and support teachers in the implementation of the integration of ICT in physics teaching has been developed, evaluated and revised on a small scale. Two regions, Chuvash Republic and Yaroslavl Oblast, participated in the project. In each region, physics teachers from four rural schools were involved.

In view of the ongoing Federal Programme of the Ministry of Education of the Russian Federation for the development of an ICT-environment, this project should be linked to activities within this federal programme.

4.1 Objectives

Federal level:

- Capacity building in the technical design and implementation of flexible web environments that are able to support tailor made professional development programmes;
- The design of tailor-made professional development programmes that make use of such a web environment.

Regional level:

- Capacity building of in-service educators in the role of content moderator, respectively technical moderator, that are able to use these www-supported professional development programmes (via a train-the-trainers approach);
- Capacity building of in-service educators in the implementation of the integration of ICT in their subject (via a train-the-trainers approach);
- Exemplary lesson materials that support the integration of ICT in some subjects (which could eventually also become available at the federal level).

4.2 Target groups

- In-service educators (2 in-service educators in physics teaching and 2 in-service educators in biology teaching) from two regions to be determined (from the Chuvash Republic and Yaroslavl Oblast and, if possible, Samara Oblast);
- Teachers from 15-20 schools;
- Other relevant experts.

4.3 Project management

On the Russian side:

Y.A. Gorokhovatsky , expert in physics teaching, HSPU, St. Petersburg (project leader);
V. Fradkin, In-service Teacher Education Institute, didactical expert in biology;

On the Dutch side:

Mrs. N. Pourycheva, expert ICT in physics teaching, expert as content moderator in web-supported professional development programmes, HSPU;
A. Skuratov, Deputy-Director, "Informika".
Mrs J. Voogt, expert ICT in curriculum and professional development programmes, University of Twente, (project leader);
R. Almekinders, web-design expert, biology content expert, expert as technical moderator, University of Twente;
W. Bustraan, expert in didactical use of ICT in science education, Amstel Institute, Amsterdam.

4.4 *Planning of activities*

- Fact finding mission to Yaroslavl Oblast, Chuvash Republic and Samara Oblast;
- Technical design and implementation of a generic web environment;
- In-service educators that participate in the project will be trained in ICT basic skills by their respective retraining institutes;
- Introduction seminar for content and technical moderators;
- Online communication between trained content and technical moderators;
- Second seminar for content and technical moderators,
- Online communication between trained content and technical moderators;
- First workshops for physics and biology teachers;
- Online communication among teachers;
- Monitoring mission to regions;
- Second workshops for physics and biology teachers;
- Online communication among teachers;
- Final conference in regions, presentation of the final report;
- Dissemination conferences.

4.5 *Products and results*

2003:

- First draft prototype of the web-environment.

2004:

- Working prototype of the web-environment;
- Some exemplary lesson materials;
- Trained content and technical moderators;
- Final report with concrete materials.

Part II Vocational education and training

Vocational education and training

5. Policy development for secondary vocational education

5.0 Preamble

Policy development for secondary vocational education is a complex issue involving many actors (stakeholders). To develop sustainable policy a consolidated approach is required focusing on such issues as the demands of the labour market, employers and employees, curriculum development, quality assessment, standards, teacher training, financing, use of ict etc. In this project, consisting of a number of seminars and workshops focussing on all aspects of policy development, Dutch and Russian policymakers will meet. The pilot-projects in the sectors hotel and catering, retail, industry and trade, wholesale and services, competencies for entrepreneurship and ICT in secondary VET will form the practical cases for this umbrella-project.

5.1 Objectives

- To provide a general overview of all stake holders involved in policy development in secondary vocational education in the Netherlands;
- To provide insight (best practises) of the merging process (into ROC's) in the Netherlands;
- To identify all relevant stakeholders in the Russian Federation involved in policy development in secondary vocational education;
- To actively involve all stakeholders in policy development in secondary vocational education especially in the sectors hotel and catering, retail, industry and trade, wholesale and services, with the ultimate aim to align VET policy with the demands of the labour market and European standards in VET.

5.2 Target groups

- Policymakers;
- Employers;
- Employees;
- Secondary vocational schools;
- Secondary vocational teachers;
- Teacher trainers.

5.3 Project management

On the Russian side: V.M. Dyomin, President of the League of Directors of Secondary Vocational Schools.
On the Dutch side: Ms E. Vogel, ECABO, Amersfoort.

5.4 Products and results

- Policy document based on the results of the fore-mentioned activities. This document will be discussed during the meeting of the JEG in May 2004. On the basis of this document possible further projects will be determined.

6. Competencies for entrepreneurship and the use of ICT in vet (building on the pilot projects)

6.0 Preamble

Two pilots have been executed between September 2002 and April 2003, the first about competencies for entrepreneurship and the second about the use of ICT in secondary VET. The responsible persons for these two pilots have noticed that there can be increased impact and dissemination if the projects, necessary after these pilots, were to be combined. The project on ICT was confronted with the wish to involve the labour market and the project on alignment of education and labour market wishes to have a programme that will meet the European standards. Meeting European standards also means that European educational methods have to be used which increasingly are using ICT methods.

6.1 Objectives

- A programme of in-depth training on entrepreneurial skills for 60 courses for the higher level of secondary vocational education with a student workload of 500 credit hours for the whole period of training in accordance with the European standards;
- The basic modular programme will be developed within 5 specialisations: hotel and catering, retail, industry and trade, wholesale and services. The achieved skills will not only serve the students who really will start their own business but also the students who will work in the new market economy;
- The development of a general and integral programme for ICT applications in secondary VET.

The two programmes will be integrated through the ICT based educational materials.

6.2 Target groups

- Teachers in VET;
- Students in 5 specialisations: hotel and catering, retail, industry and trade, wholesale and services.

6.3 *Project management*

On the Russian side: Mrs N.G. Yaroshenko, Ministry of Education, Moscow.

On the Dutch side: Mrs J. Schel, Albeda College, Rotterdam (project manager).

6.4 *Activities*

- Comparison of the only programme for entrepreneurship that is being executed in the South of Russia with the content with the Dutch programmes;
- Introduction of entrepreneur skills in the curricula;
- Create a modular basic framework;
- Test the basic module in a group;
- Evaluate the basic module;
- Elaborate a trajectory for one of the specialties;
- Test the trajectory in one of the colleges;
- Evaluate the trajectory;
- Elaborate the other trajectories;
- Elaborate the new network of entrepreneurs;
- Elaborate ICT material for entrepreneur skills;
- Disseminate the programme to the colleges concerned;
- Introduce mentorship for students and teachers by entrepreneurs.

6.5 *Products and results*

- A programme for the secondary VET colleges for entrepreneur skills;
- Introduction of a 'European' VET education level;
- ICT material for entrepreneur skills;
- Students with skills to function on the labour market.

7. Restructuring of VET in line with labour market demands / involvement of social partners

7.0 *Preamble*

Several projects in the framework of the Dutch-Russian co-operation in the North West region have focused in different ways on the innovation of vocational education and the fit between vocational education and the labour market. CROSS-projects like VET/ETF and Prevocational Education have resulted in new curricula, vocational profiles, standards for vocational education. The project 'Management in Education' has resulted in new regional infrastructures with structural co-operation between school boards, employers, local and regional administrations, in a team of trainers and a training manual.

One of the consequences of these projects, that also included visits abroad to observe international innovations in the ever-changing world of vocational education, is that in the Russian regions the need emerged for working on:

- The developments of matching, fitting, compatible programmes in the different layers of vocational education;

- To create possibilities for a smooth flow of students through the system of vocational education;
- To reduce drop out and to take care of children at risk.

Fine-tuning, synergy and integration are key words for the next generation of projects in vocational education. Before the start of the project the project management will provide information and hand over developed materials to the federal Ministry of Education in order to achieve a nation-wide approach.

The results and products of the above mentioned projects form a rich input for a new project focusing on synergy and integration of vocational education. Not only because of the experience with relationship between education and labour market and the development of modern curricula and the training of teachers, but also because of the experience with management training and the formation of an infrastructure for meaningful changes in VET.

7.1 Objectives

- Fine-tuning and integration of primary and secondary vocational education;
- Progressing fit between education and the needs and developments in the labour market;
- Professionalization of trainers who are able train (school) administrators.

7.2 Target groups

- Two Russian regions in the N.W. region (Veliki Novgorod and Pskov) and later - dissemination to other regions where already a regional infrastructure with zone-committees has been established through the CROSS-projects from 1998-2002;
- Pairs of primary and secondary vocational schools in a co-operation with the municipal authorities and employers;
- Management trainers (preferably from an institute for further training) to be professionalized for the training of management and the dissemination of the project results to other regions in the Russian Federation;
- School directors and teachers (trained in the former projects as mentioned in the introduction).

7.3 Project management

On the Russian side: V. Averkin, Head of the Regional Department of Education in Veliki Novgorod;
Mrs. V. Yemelyanova, Head of the Regional Department of Education in Pskov.

On the Dutch side: P. Karstanje, Netherlands School for Educational Management (NSO), University of Amsterdam;
H. Schurink, Enschede;
J.J.M.T. Scheeren, Gilde Opleidingen.

7.4 Planning of activities

2003:

- Start seminar with all participants involved;

- Meetings and seminars on programmatic fit in a number of educational sectors between primary and secondary vocational education and the determination of entrance requirements for those sectors;
- Parallel a management training programme is provided for the trainers.

2004:

- Involvement of the trained trainers together with the Dutch mentors;
- Organization of a number of seminars on curriculum development;
- The introduction of innovative didactics;
- The development of programmes of vocational orientation and pupil coaching.

2005:

- First implementation of the measures and materials agreed upon;
- Involvement of new couples of schools, trained by the newly professionalized Russian trainers;
- Preparation and printing of training manuals;
- Legislative and regulative consequences are worked on at the same time.

7.5 *Products and results*

- Revised curricula for schools for primary and secondary vocational education;
- Training manuals for a systematic approach on pupil guidance and counselling;
- Training manuals for a systematic approach on vocational orientation;
- Training manuals for a systematic approach on educational management and innovation of the innovative capacity of schools and school management.

8. Arrangements for enhancing vertical mobility in vocational education and training

8.0 *Preamble*

The 19 Dutch Centres of Expertise on Vocational Education, Training and Labour Market play a key role in the Netherlands in translating the needs of the labour market to secondary vocational education. They have been attributed the following legal tasks:

- To develop the qualification structure for the relevant sector;
- To guarantee sufficient work placements of good quality;
- To contribute to improving the quality of examinations.

The Dutch system for vocational education shows a clear distinction of levels:

- primary vocational education;
- secondary vocational education;
- higher vocational education.

Mobility between these three levels does not run smoothly and often students have problems in going from one level to another. Sometimes they notice large gaps and sometimes there is overlap. Nowadays the educational system is changing rapidly and the Dutch government is

putting strong emphasis on continuous vertical streamlining in vocational education, in order to facilitate students in achieving the highest education level possible and in preventing students from dropping out of education. In the Netherlands the joint responsibilities of educational institutions, social partners and the Ministry of Education for the optimum connection between different levels of education within one sector or profession are acknowledged.

8.1 Objectives

- To stop the increasing number of drop-outs (vulnerable groups, practical learning, coaching);
- To promote involvement of the labour market in practical training and in vertical mobility;
- To share experience and identify best practices in enhancing vertical mobility in vocational education;
- To learn what direction the Russian policy for vocational education is heading for and what steps are being taken to keep up with modern teaching and learning methods (competence and problem based learning, open learning systems, individual student guidance and counselling).

8.2 Target groups

- One of the regions, preferably the St Petersburg region, because of its social, cultural and geographical closeness to the Netherlands. Other regions to be involved in dissemination of best practices;
- Relevant stakeholders from the different levels of vocational education in both countries.

8.3 Project management

On the Russian side: Ms. E.V. Vasina, deputy director, Petrovsky College, St Petersburg
On the Dutch side: Ms. Epke Vogel, Ecabo.

8.4 Planning of activities

2003 - 2005:

- Meetings;
- Discussions;
- Seminars.

8.5 Products and results

- A policy document based on the outcomes of the project. This document will be discussed during the meeting of the JEG in May 2004. On the basis of this document possible further projects will be determined.

Part III Higher education

9. Modernization of the structure of higher education / quality assurance

9.0 Preamble

In the previous period, CHEPS's contribution to quality assurance in the Russian Federation was targeted at the federal level, through our co-operation with NAC in developing a new generation of its handbook for accreditation. Now that this and similar efforts have been made to update the regulative framework, a focus on implementing commensurate quality management approaches in individual higher education institutions seems to be called for. In order to establish an active 'role model' for other higher education institutions to follow, it is important to develop new methodological approaches regarding the issues of quality assurance and optimisation of the contents of educational programmes and also to assist 4 leading Russian universities in changing their quality management systems and to enhance their capacity to disseminate the project results to others.

9.1 Objectives

- Development of quality assurance methods and systems at the level of individual higher education institutions and possibly at the level of supra-institutional higher education systems (regional, national and international);
- Capacity-building for enhancing the quality culture in the North West region of the Russian Federation and possibly in the whole Federation area;
- Modernisation of the structure and the content of higher education (for the groups of specialities and/or courses to agree) with the use of the student credits system while organizing the education process;
- Development of a in-service training programme, including learning and methodological materials, for the staff of the higher educational institutions on the issues of quality assurance.

9.2 Target groups

- 4 universities in the N.W. region with an established development centre:
 - . Jaroslav-the-Wise University, Veliky Novgorod,
 - . Pomorski University, Archangelsk,
 - . Petrozavodski University, Petrozavodsk,
 - . St Petersburg Electrotechnical University, St Petersburg.

9.3 Project management

On the Russian side:	A.L. Gavrikov, Rector Jaroslav-the-Wise University; V.N. Vasilev, Rector, Petrozavodski State University; D.V. Puzankov, Rector, St Petersburg Electrotechnical University, St Petersburg; V.N. Bulatov, Rector, Pomorski State University, Veliky Novgorod.
On the Dutch side:	D.F. Westerheijden, Center for Higher Education Policy Studies (CHEPS), University of Twente.

9.4 *Planning of activities*

2003 - 2005:

- Workshops on issues relevant to quality management in the participating universities;
- Internships and study visits from the staff of the universities to the University of Twente and/or other higher education institutions in Europe will be organised to build the necessary capacity in the Centre for implementing such projects;
- CHEPS staff will visit Novgorod University to learn more about the present state and potential with respect to quality assurance, and to train staff as well as other workshop participants.

9.5 *Products and results*

- Creation of systems of quality assurance within 3 universities in the N.W. region;
- Development of an educational programme, learning and methodological materials on quality assurance for the purposes of in-service training of the staff of the higher educational institutions;
- Publications, in two languages, including a joint monograph on quality assurance in higher education in the situation of the globalisation of the educational market and development of new educational technologies.

10. Management development at university level

10.0 *Preamble*

The workshops are a co-ordinated approach to higher education management capacity development for a carefully selected group of Russian higher education staff drawn from both the Ministry (and other system/regional level organisations) and universities.

10.1 *Objectives*

The objectives of the workshops are to add significantly to the capacity and insight of a small (20-person) group of high potential Russian staff in management skills and approaches relevant to higher education and systematic methods of understanding key higher education policy questions.

Carefully selection of participants for the programme will yield direct benefits to this group and their employing organisations, indirect benefits to their region, the overall system and those they will work with. Selection and programme design will have an explicit focus on developing the capacity for replicating this experience for additional groups of participants with the initial cohort as a key resource.

10.2 *Target groups*

- Russian higher education staff members with high potential. Participants should be under 40 years of age and should have a good command of the English language. The group should be a mixture of staff drawn primarily from higher education institutions, but with some participants (say 4 of the 20) drawn from the Ministry responsible for higher education and/or intermediary bodies with system level responsibilities. In terms of

logistical arrangements and the development of an active network amongst the university participants, they should be drawn from different regions (where the workshops will be held) rather than from across the whole Federation. In terms of potential synergy with the proposed quality assurance project, at least 5 representatives from the North West region should participate. Participants should be committed to attending the full set of workshops as this will be planned and presented as an integrated series;

- Dutch and Russian experts in the field of management of higher education (4-5 experts from each side).

10.3 Project management

On the Russian side: D.V. Puzankov, Rector, St Petersburg Electrotechnical University, St Petersburg.

On the Dutch side: J.M. File, Center for Higher Education Policy Studies (CHEPS), University of Twente.

10.4 Planning of activities

November 2003 – June 2005:

The full set of six workshops will be held in the selected region of the Russian Federation with the exception of the final workshop that will be held at CHEPS in the Netherlands. The workshops will include lectures, discussions, practical exercises, simulations and preliminary and follow up readings. Workshop presenters will be drawn from the staff of CHEPS and from its European network of higher education managers and policy-makers. CHEPS has had a wealth of experience in workshops of this nature in Western Europe, Central and Eastern Europe and in Southern Africa, and will draw on this experience in designing a tailor-made programme for higher education management in the Russian Federation.

10.5 Products and results

- Trained management staff (both from the ministry and a number of higher education institutes);
- A programme in the field of university management and a developed set of learning and methodological materials, if possible ending in a MPA programme.

11. Training of experts in the field of mutual recognition of diplomas

11.0 Preamble

In implementing the project on recognition with its Russian partners, financed by CROSS, Nuffic found out that there is a need in the Russian Federation for training admissions officers and credential evaluators in the methodology and procedures of credential evaluation and recognition.

Nuffic's Centre for International Recognition & Certification is well experienced in providing credential evaluation courses for both national and international audiences. To give an example, every year a course for the networks of recognition information centres of the European Commission (NARIC) and the Council of Europe/UNESCO (ENIC) is organized.

Nuffic is also responsible for the organisation of an annual workshop on credential evaluation for the European Association for International Education (EAIE).

11.1 Objectives

Upon conclusion of the course, participants will have basic knowledge of and some practical experience in credential evaluation. They will be taught to apply the methodology according to good practice and against the background of recent developments in this field. They are expected to be able to handle simple credential evaluation files under supervision. They are expected to apply the relevant international legal instruments (Lisbon Recognition Convention) and recognition tools (Diploma Supplement).

They will also have an overview of related educational issues on the international level.

11.2 Target groups

- 25 representatives (admissions officers and credential evaluators) from university centres responsible for credential evaluation and recognition of diplomas.

11.3 Project management

On the Russian side: A.V. Talonov, Ministry of Education, Moscow.
On the Dutch side: J. Divis, Nuffic.

11.4 Planning of activities

2003 - 2005:

- Training seminar on educational systems;
- Training seminars on academic and professional recognition, and the relevant methodology and procedures;
- Seminars on related themes, such as accreditation/quality assurance and recognition of lifelong learning qualifications.

The emphasis in the seminars will be laid on recognition and its methodology and procedures. It entails theoretical instruction and provides the opportunity for hands-on experience and is highly interactive. The teaching materials are included in a reader that is being handed out during the course. The reader contains background information, legal texts, sample documents and assignments.

11.5 Products and results

- 25 trained representatives (admissions officers and credential evaluators) from selected universities.

12. ICT in higher education

12.0 Preamble

Information Communication Technology (ICT) has made an enormous step forward for education and for the society as a whole. After the period of industrialization the society is changing to a knowledge and network society. The ever ongoing digitalization gives a impulse to innovation and transformation of business processes in all sectors of the society. Education can't wait and has to anticipate on it.

ICT connects students, teachers, institutions and the environment. ICT has penetrated into all processes within an institution, including the education itself. The possibilities of the internet for students have increased enormously. E-learning will soon become natural for all students and teachers.

More and more influence ICT has on administration and business processes of an institution. ICT gives new opportunities to gather knowledge, to arrange collaborations and to connect on networks.

The intensity and multilateral digitalizing ask for new formats for coherence of all the processes within an institution. Moreover, an institution becomes more dependent on ICT and therefore there is also more risk.

12.1 Objectives

As part of the educational co-operation between the Netherlands and the Russian Federation a series of seminars and conferences on ICT in higher education will be organized. The aim of the seminars and conferences is to exchange knowledge and experiences as regards the use of ICT. Knowledge and experiences will be exchanged on strategic, tactical and operational matters. The seminars and conferences will equally pay attention to the matters of collaboration between institutions, the governmental policy and the lessons learned by individual institutions. The seminars will be focused on five themes:

- ICT: strategy and policy;
- ICT and education;
- ICT and science;
- ICT and management;
- ICT infrastructure.

12.2 Target groups

- Policymakers;
- Decision makers;
- Higher education institutes;
- Teaching staff.

12.3 Project management

On the Russian side:

V.V. Lunin, Dean of faculty, Moscow State University.

On the Dutch side:

P. Cramers, information manager, Netherlands

Association of Universities of Professional Education

12.4 Activities

The first meeting will be held in the framework of the Online Educa Conference in December 2003. The Online Educa Conference is an international conference in technology supported learning and training, which is organized every year in Berlin (<http://www.online-educa.com>). The conference attracts 1200 participants from the European and other countries. In 2003 the conference will address the issues in connection with the Bologna process (update), the 6th Framework EU and the online learning and competence management.

In 2003 there will be a specific workshop organized by SURF, an Association of Dutch higher education institutions for the ICT related issues. A number of Dutch higher education institutions will present projects and activities in the field of ICT in the Netherlands.

During the conference a special meeting will be organized between the Dutch and the Russian delegation in order to get acquainted with each others' wishes and opportunities and to formulate the specific theme's of the seminars.

12.5 Products and results

- Volume of materials developed for the Russian-Dutch workshops (seminars) on the use of ICT in higher education.

13. Knowledge circulation

13.0 Preamble

This project is included in the co-operation programme due to an increasing demand for correlation between the creation of new knowledge, the process of education and commercialisation of research conducted within universities.

13.1 Objectives

- To train staff members of (technical) universities in entrepreneurship for the circulation of scientific products on a market-oriented basis.

13.2 Target groups

- Staff members of (technical) universities.

13.3 Project management

On the Russian side:

A.B. Khmelinin, Vice-Rector, Moscow State Engineering Physics Institute (MEPhI);

A.A. Kharin, Russian State University of Innovation Technology and Entrepreneurship;

Y.S. Vassiliev, St Petersburg Technical University.

On the Dutch side:

A.J. Groen, NIKOS, Twente University.

13.4 Activities

- To develop a monitor of knowledge circulation potential;
- To apply the monitor to a number of universities to get a zero base measurement;
- To develop a set of instruments to stimulate knowledge circulation;
- To experiment with most promising methods in a number of universities;
- To monitor developments to be able to adjust the project;
- To describe the processes and to explain the differences in outcomes;
- To report on practices that work, including policy recommendations.

13.5 Products and Results

- Methodological recommendations concerning technology transfer, improvement of institutional structure of universities and creation of new courses, based on research outcomes;
- Development of a in-service training programme including learning and methodological materials for the staff of technical universities;
- Training of 30 staff members of technical universities (tutors) in order to enable them to carry out, on an independent basis, an in-service training programme for the university professors and researchers in the field of technology transfer and realisation (circulation) of scientific products.

Part IV Promotion of better understanding of each other's language, literature and culture and dissemination of products of the co-operation in education

14. "Prospekt"

14.0 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.

14.1 Objectives

- To contribute to the professionalization 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.

14.2 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.

14.3 Editor

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

14.4 Planning of activities

2003 - 2005:

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

15. Language and Culture - the Witsen project

15.0 Preamble

Nicolaes Witsen's *Noord en Oost Tartarye* (North and East Tartary, 2nd edition, 1705: 2 volumes, 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 *North and East Tartary* 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 ended in 2002. Its objective was a solid preparation of subsequent research. It was mainly executed by the Institute for Russian and East European Studies of the University of Amsterdam and financed by a subsidy from Cross. 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 inventory 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 coming period will be devoted to the execution of planned research by Russian and Dutch scholars. The two Russian research teams in the Witsen project are subsidized by a grant from NWO in the framework of the programme for Russian-Dutch scientific co-operation.

15.2 Target groups

Target groups will be reached only after publication of the new edition of *North and East Tartary*. 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 Project management

On the Russian side:	A. Sakharov, director of the Institute for Russian History, Russian Academy of Sciences (IRI RAN), Moscow; Ms. N. Kopaneva, Archives of the Russian Academy of Sciences, St Petersburg
On the Dutch side:	B. Naarden, Institute for Russian and East European Studies of the University of Amsterdam.

15.4 Planning of activities

The research was started in May 2002. In 2002 a rough draft of the indexes was prepared and a study of the Dutch-Georgian dictionary in North and East Tartary was completed. In 2003 the necessary details will be added to the indexes start with the vademecum of volume I of North and East Tartary and the work continue concerning the sections about foreign languages. In 2004 the vademecum of volume II and the introductory essays will be prepared.

15.5 Products and results

- Witsen's original text will be published in two volumes of each 500 pages and accompanied by a third volume of about 750 pages which will contain:
 - . A number of introductory essays, a very detailed vademecum or guide through Witsen's book with explanations about the text and its sources;
 - . A commentary on the more than 25 lists of words in many languages;
 - . Three long indexes (personal names, geographical names and other items);
 - . Lists of sources, archival material and literature.

16. International Institute for Educational Innovation (IIEI)/teacher training: dissemination of the results of Dutch-Russian co-operation in education

16. A.0 Preamble

The Ministries of Education of Russia and the Netherlands founded the Institute on 1 January 1995. The same year Austria joined the Institute, and later on Flanders and the UK (British Council) became partners. The work of the Institute is based on the current protocol undersigned by the partners which is in force for three years (1998 - 2000). The Institute 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

Members of the Board are:

- G.A. Bordovsky, Rector of Herzen SPU;
- Ms. L.E. Beijlsmit, Bureau Cross, for the Netherlands;
- A. Dobart, Austria;
- Ms. E.A. Lenskaya, Moscow Office British council, UK;
- V.A. Bolotov, federal Ministry of Education, Russian Federation;

16. A.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.

16. A.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.

16. B.0 *Preamble*

The International Institute for Educational Innovation (IIEI) receives structural support from four donor countries: Austria (KulturKontakt), Finland, the Netherlands (Bureau CROSS) and the United Kingdom (The British Council). Considering the great potential of the institute as an actor in the dissemination of the results of all international co-operation in education with the Russian Federation, the Ministry of Education of the Russian Federation and the donor countries have embraced the idea to work towards sustainability of the IIEI.

16. B.1 *Objectives*

- Sustainability of the IIEI;
- Human resource development of the staff at the institute.

16. B.2 *Target groups*

- Staff and potential staff members of IIEI.

16.B.3 *Project management*

On the Russian side:	Mrs N.V. Gorokhovatskaya, director IIEI, St Petersburg
On the Dutch side:	To be determined.

17. *Dissemination of the results of higher education projects*

17.0 *Preamble*

In the past years the Amsterdam Academy and the Russian Finance Academy, Moscow co-operated in the development of standards in the field of accountancy, auditing and financial management. As the products of this project are of interest to other higher education institutes offering courses in these fields, the results should be disseminated.

17.1 Objectives

- To disseminate standards in the field of accountancy, auditing and financial management developed in the above-mentioned project.

17.2 Target groups

- 250 faculties at higher education institutes offering courses in the field of accountancy, auditing and financial management.

17.3 Project management

On the Russian side:	Ms. A. Gryaznova, Russian Finance Academy, Moscow; V.G. Getman, Russian Finance Academy, Moscow.
On the Dutch side:	Tj. Busstra, INHOLLAND University (formerly Amsterdam Academy).

17.4 Activities

- Upgrading of courses the field of accountancy, auditing and financial management based on the developed standards.

17.5 Products and results

- Upgrading of courses the field of accountancy, auditing and financial management based on the developed standards.

Done in Moscow on 4 June, 2003.

For the Ministry of Education of the Russian Federation,

A handwritten signature in blue ink, consisting of a stylized initial 'F' followed by a series of loops and a long horizontal stroke at the bottom.

V.M. Filippov

Minister

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

A handwritten signature in blue ink, featuring a complex, swirling initial 'H' followed by several horizontal strokes.

Drs. T.P. Hofstee

Her Majesty's Ambassador to the Russian Federation