Joint work plan for the Russian-Dutch co-operation in education 2005-2007

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Introduction

The Russian-Dutch cooperation in education has developed over the past 12 years from assistance to cooperation. Although their backgrounds differ for economical and historical reasons, Russia and the Netherlands alike are faced with a number of more or less similar issues and problems in education. A number of key-issues the two countries are dealing with can be summarised as follows:

- Raising education quality.
- Improving the content of education and its overall efficiency and effectiveness of delivery.
- Human resources development to increase the competitiveness of the economy and social cohesion. The rapid technological and social developments require a system of *life long learning* and upgrading of skills and competencies to increase the employability of individuals and to meet the needs of the labour market and society.
- Education needs to reinforce its labour market relevance in order to guide young people to make the right career choices. Therefore, the gaps between the labour market trends and the qualifications provided by the system have to be bridged.
- The different levels of education need to be interconnected (the so-called vertical column) preventing drop-out and facilitating *lifelong learning*.

The Russian-Dutch co-operation in education is governed by the Memorandum of Understanding signed between the Ministry of Education of the Russian Federation and the Ministry of Education, Culture and Science of the Netherlands on April 2, 2003. The Memorandum is in force for a period of five years. According to article 8 of the Russian-Dutch Memorandum of 2003 an interim review of the educational co-operation was to be completed by mid-2005. This Mid-term review took place in March of this year.

The joint work plan for the Russian-Dutch co-operation in education for the years 2005-2007 is based on the above mentioned Memorandum, the conclusions of the Mid-term evaluation report written by the evaluator Paul E. Engelkamp and a number of policy documents such as the Concept of Modernization of Russian Education and the Priority Directions of the Educational System Development of the Russian Federation for the period up to 2010.

Four categories of programmes can be distinguished:

I. Programmes in the field of primary, secondary and special education, and teacher training;
II. Programmes in the field of vocational education and training;
III. Programmes in the field of higher education;
IV. Programmes aimed at promotion of better understanding of each other's language, literature and culture.

Part I Primary, secondary and special education and teacher training

1 Educational management

1.1 Preamble

The Russian Federation is following the decentralisation process that has taken place in other countries entailing increasing autonomy for the educational institutes. The importance of good educational management is therefore self-evident.

1.2 Objectives

- Increasing the investment attractiveness of the education system by means of its modernisation and adaptation to the needs of the labour market in a globalising environment;
- Training of trainers in regional institutes for retraining and teacher training universities in the field of educational management training (a train-the-trainers programme).

1.3 Target groups

- Trainers in teacher training universities and institutes for retraining;
- School managers.

1.4 Project management

On the Russian side:	A. N. Leibovich, Federal Institute for the Development of Education.
On the Dutch side:	P. Karstanje, Netherlands School for Educational Management (NSO), University of Amsterdam.

1.5 Planning of activities

2005 - 2007:

- Conducting model training seminars, elaboration and revision of educational resources. This process will be supervised by the NSO and APKRO trainers;
- Development of recommendations for the management and staff of education authorities in Russian regions on how to enhance the investment attractiveness of the education system by means of its modernisation and adaptation to the needs of the labour market in a globalising environment;
- Development and piloting of a model for the dissemination of results and experiences.

1.6 *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

2.1 *Preamble*

The Russian Federation has started to implement a national examination system. This has already been piloted in a large number of regions and is to ultimately involve the whole Russian federation.

2.2 *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.

2.3 *Target groups*

- Management and staff of federal and state education authorities, research centres and higher education institutions in the Russian Federation.
- School management, teachers, parents and other interested parties, mass media.

2.4 *Project management*

On the Russian side:	Ms T.A. Barkhatova, Federal Service for Supervision in Education and Science.
On the Dutch side:	Mrs A. de Knecht-van Eekelen, Citogroep, Arnhem.

2.5 *Activities*

- Development of psychometric software;
- Consultancy on test- and item development;
- Consultancy on communication about national examinations.

For the development of psychometric software seminars will be organized with psychometricians from FIPI, and institutes in Krasnoyarsk and Vologda. Training in the use of this software of two psychometricians at Cito is foreseen. It is important that all those involved in the analysis of the national examinations can use the software.
Item writers from FIPI, and institutes in Krasnoyarsk and Vologda will be trained to improve the quality of the items. The emphasis of training in item construction is on competency-orientation tasks related to the real situation.

Communication with stakeholders and with the media is necessary to explain what the public can expect from national examinations. Cito's Communication Department has the task to publish on these topics, to give press releases, to organise press meetings etc. Consultancy will be provided for the Russian colleagues on the examination issues to be covered and Cito's experience with the production of information materials and information in electronic media will be shared.

December 2005	International conference organised by FIPI.
March 2006	Training at Cito in the use of psychometric software for 2 Russian psychometricians.
April 2006	Training in Krasnoyarsk on test and item development.
September 2006	Meeting and training in Moscow.
December 2006	Meeting and training in Moscow.
March 2007	Training in Vologda on test and item development.
September 2007	Meeting and training in Moscow; Conference organised by FIPI; Training for persons from FIPI, Vologda and Krasnoyarsk.

2.6 Products

- Psychometric software.

3 Motivation in science learning

3.1 Preamble

The Netherlands and other European countries have been trying to increase the number of students in secondary and tertiary education in science learning. In view of the Lisbon-process this has become even more important. New technologies are being used to attract the attention of students. A number of interesting developments in this field have been taking place in both countries. The OECD is also focusing on this issue. Experience gained in previous projects should be incorporated.

3.2 Objectives

- To analyse and systemise best practices developed in both countries;
- To develop a system of methods and techniques allowing to increase the motivation of school students to choose for natural and technical sciences.

3.3 *Target groups*

- Pupils in primary and secondary education.
- Teachers in primary and secondary education.
- Students and lecturers at institutions of general and higher professional education (particularly teacher education).

3.4 *Project management*

On the Russian side	V. V. Kolkov, University of Humaniora, Moscow.
On the Dutch side:	W. Bustraan, Educatieve Faculteit Amsterdam;
	Ms J. de Voogt, Twente University.

3.5 *Planning of activities*

- Analysis and systematisation of international experiences on how to attract school students to technical studies and natural sciences;
- Development of a system of methods and techniques allowing to increase the motivation of school students to choose for natural and technical sciences;
- Joint seminars;
- Creation of pilot sites in both countries;
- Development of a plan to disseminate the results of the project.

3.6 *Products and results*

- A system of methods for increasing pupils' motivation for technical and natural sciences;
- A dissemination plan.

4 Pre-primary education

4.1 *Preamble*

Pre-primary education has become more and more important for the formation of a socialised personality in the modern world. Furthermore, pre-primary and pre-school education is very important in order to give children more equal start opportunities, in addition to access primary education. An important aspect of this process is to prevent physiological problems of children in the transition from pre-primary to primary education.This requires a totally different approach to the work of pre-primary teachers and other specialists working with pre-school children, and a new approach to the creation of educational resources.

4.2 *Objectives*

- To analyse and systematise best practices in Russia, the Netherlands and other countries;

- To provide specialists working in the system of pre-primary education and profile specialists in the social sphere with the necessary knowledge, skills and competences to deal with the new demands made on them;
- To develop and test an educational programme for use with pre-primary children;
- To develop a model educational standard for pre-school education;
- To create a public awareness strategy aimed at sensitising parents to the importance of pre-primary education and to promoting their involvement in their children's education;

To prevent physiological problems of children in the transition from pre-primary to primary education.

4.3 Target groups

- Specialists working in the system of pre-primary and pre-school education;
- Social sphere specialists working with families with pre-school children;
- Teacher trainers and re-trainers;
- NGOs, incl. parents associations.

4.4 Project management

On the Russian side	Ms L.A. Trubina, Federal Service for Supervision in Education and Science.
On the Dutch side:	K. Broekhof, Sardes.

4.5 Planning of activities

- Analysis and systematisation of best practices in Russia, the Netherlands and other countries;
- Development of an education programme incl. a visit to the Netherlands, pilot sites and tryout of the model;
- Joint training seminars for staff piloting the new programme and for teacher trainers;
- Joint seminars to discuss intermediate experiences and outcomes;
- Refining of the programme on the basis of intermediate experiences and outcomes;
- Information and training seminars with NGOs and parents associations.

4.6 Products and results

- An educational programme preparing pre-primary children for primary school;
- Staff trained to deliver the programme;
- Teacher trainers trained to educate pre-primary staff, with a view to subsequent dissemination;
- A tried-out strategy to enhance public awareness, with a special focus on parental involvement;
- Recommendations for prevention of physiological problems of children in the transition from pre-primary to primary education.

Part II Vocational education and training

5 Involvement of civil society institutes in the development and realisation of educational policy

5.1 Preamble

At present the Russian Federation is actively improving the forms of participation of civil society institutes in the development and realisation of educational policy. It is extremely interesting to look at the Dutch practice of involving different NGOs and other civil society institutes into the process of developing of a joint governmental/societal form of governing education.

5.2 Objectives

- To provide the federal ministry of Education and Science of the Russian Federation with an overview of the key actors involved in the Netherlands and the methods used to involve civil society at all levels. If possible other countries (e.g. Austria, Finland and the UK could also be involved);
- To collect and analyse best practices of development of education systems in Europe;
- To elaborate recommendations on the development of mechanisms of joint governmental/societal governance of education in the Russian Federation.

5.3 Target groups

- Staff members of the Russian and Dutch Ministries who are responsible for this subject area;
- Management and staff of education authorities in Russian regions;
- Representatives of non-governmental structures and civil society organisations in the Russian Federation.

5.4 Project management

On the Russian side	S.N. Flyugov, Committee for Youth Affairs of the Veliki Novgorod Region Administration.
On the Dutch side:	P. Karstanje, Netherlands School for Educational Management (NSO), University of Amsterdam.

5.5 Planning of activities

- Getting familiar with the existing practice and mechanisms of participation of civil society institutes in the development and implementation of educational policy during a study tour to the Netherlands;

- Developing information resources facilitating the implementation into Russian practice of positive experiences of joint governmental/societal governance in education;
- Conducting a joint thematic seminar with representatives of EU countries on this subject area.

5.6 Products and results

- A resource containing an analysis and a systematised inventory of experiences with civil society involvement in the Netherlands in the development and realisation of educational policy (or in a number of other countries);
- An overview of civil society involvement in governing the education system in the Netherlands (and if possible a number of other countries), making it possible to systemise best practices in the development and realisation of educational policy in European countries;
- Proposals and recommendations developed for the Russian practice of joint governmental/societal governance in education.

6 Vocational education and training – a sector-wide approach

6.1 Preamble

To develop a sustainable policy for vocational education, 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. Nowadays the focus is on Life Long Learning, allowing people to continue their education to meet their personal needs, their employer's requirements and the demands of the labour market.

To facilitate Life Long Learning it is essential for people to be able to move from one level of (vocational) education to another, the so-called vertical column, i.e. from initial to secondary and from secondary to higher vocational education. This means that each level of education should be transparent and its output of a guaranteed quality. In order to reach these objectives, qualification frameworks are being developed all over Europe[1].

The project will make use of experiences gained and products developed in other projects. For instance, the activities of the Russian affiliate of *Jongondernemen.nl* can be of interest for the project.

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1 National Qualification Frameworks (NFQ) offer common sets of principles and references. They provide the opportunity to make informed decisions on the relevance and value of qualifications. They make it possible for users to decide whether or not a qualification opens up opportunities both in the labour market and for further learning. Developing such frameworks (NFQ) not only safeguards formal recognition of the skills of individuals, it also works as a driving force behind broader education and training reform.

The Copenhagen Process and the way it strives to increase the portability of qualifications has pushed the issue of qualification frameworks upwards on European education and training policy agendas. Recent European developments have added urgency to international coordination in this field. With the European Neighbourhood Policy (ENP) in mind, stimulating the debate on qualification frameworks in our neighbouring countries is a logical extension of internal EU activity.

The focus in this comprehensive project will be on the *Food sector (including biotechnology)*. The food sector in the Netherlands is an innovative sector in which education plays a key role. Also for the Russian Federation vocational education in the food sector is of particular importance. The Russian food sector is developing rapidly with investments of Russian companies like Wimm Bill Dann and foreign companies like Unilever. The changes in the Russian food sector also call for changes in education. In the food sector all levels of the production chain can be covered: from initial levels to high-tech ones.

6.2 General objectives

- To actively involve all stakeholders in policy development and implementation in all levels of vocational education, with the Food sector being taken as an example.
- To align VET policy (i.e. standards, qualification frameworks etc.) with the demands of the labour market and European standards in VET.

Project components:

Component A: Ensuring the continuity of standards of initial, secondary and higher vocational education by means of gearing the lists of majors to one another and the development of uniform framework requirements for the standards at the education levels mentioned; arrangements for enhancing vertical mobility in vocational education and training.

Component B: Development of a set of instruments and methodology for a national qualification framework in vocational education; development of a qualification framework for the food sector using the developed set of instruments and methodology.

Component C: Development of new (modular) curricula for all levels of vocational education in the food sector, including the use of ICT and modules for entrepreneurship based on the required skills and competences (the acquired skills will not only serve students who want to start their own business but also those who want to work in modernising food sector).

Component D: Teacher training for the new curricula.

Component E: Involvement of social partners in vocational education and training at all levels.

Components A and B should be carried out within 1 year simultaneously, as the continuity of standards of initial, secondary and higher vocational education is predicated on description of qualification characteristics.
The implementation of component C will start in the second year and will be based on changed standards (component A) and a restructured set of instruments (component B). Components D and E will also be realised during the second year upon completion of components A through C.

It is intended that for each component an organisation will be chosen in Russia and the Netherlands to carry out the subprojects/components. Co-ordination will be entrusted to the Russian ministry of Education and Science and EVD/CROSS. It is also intended that within each component, the project work (standards, qualifications, curriculum development, and training) will cover all the technological levels: from the initial level to the high-tech one (biotechnology).

6.3 *Target groups*

- Staff members of the Russian and Dutch Ministries who are responsible for VET;
- Employers;
- Management and staff of initial, secondary and higher professional institutions;
- Experts and staff members of the system of continuing professional education.

6.4 *Project management*

On the Russian side:	F.F. Dudyrev, deputy director of Department, Ministry of Education and Science.
On the Dutch side:	Ms L.E. Beijlsmit, EVD/CROSS.

6.5 *Planning of activities*

- Development of a policy paper (inception report) on how to achieve an interconnected system of vocational education in the mentioned sectors and how to develop the set of instruments and methodology for a national qualifications framework; development of a qualifications framework for the food sector;
- Revision of curricula for institutions of initial, secondary and higher vocational education;
- Re-training of staff.

6.6 *Products and results*

- Qualification structure for the identified jobs according to the European model. (Linked to the work of ETF and other relevant international programmes).
- New curricula, course materials and methods adapted to the needs of the regional labour market and facilitating vertical mobility.
- (Re-)trained teachers and trained pupils and students with good prospects for jobs in the participating enterprises.
- A training firm as a structural didactical method for encouraging entrepreneurship and vertical educational co-operation in the involved educational institutes.
- Structural involvement of industry and social partners in VET at all levels in the pilot region for the food processing sector.
- Presentation of the final results in a way that will facilitate dissemination of operational products / methods to other relevant regions in the Russian Federation.

Part III Higher education

7 Higher education seminars

7.1 Preamble

Since the formulation of the previous work plan the Russian Federation has signed the Bologna Declaration, thereby making it clear that it wishes to reform the higher education system to become compatible with higher education within the EU.
Joining the Bologna process will involve some major changes in the higher education system in Russia. Besides the introduction of the two tier system: Bachelor-Master, Russia has to make a shift from a teacher-oriented to a student-oriented form of education. The curricula having a modular structure must allow the introduction of the ECTS (European Credit Transfer System).
As quality and transparency is of paramount importance Russia will need to follow the European Qualification Framework presently being developed.

For this reason two projects developed under the previous Work plan will be integrated into one large project focusing on relevant issues related to the Bologna process, especially quality control and institutional management.

7.2 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 management capacity at institutions 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 with the use of the student credits system while organizing the education process;
- Development of an in-service training programme (possibly part of a Masters programme), including learning and methodological materials, for the staff of the higher educational institutions on the issues of quality assurance and strategic management.

7.3 Target groups

- Staff members of federal and regional education authorities as well as teachers of the universities mentioned below.
- Dutch and Russian experts in the field of quality assurance and quality control in higher education (4-5 experts from each side).

5 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
- Ukhta State University, Ukhta.

7.4 *Project management*

On the Russian side:	A.A. Kirinuk, Federal Service for Supervision in Education and Science; D.V. Puzankov, St Petersburg Electrotechnical University, St Petersburg.
On the Dutch side:	Jon File, Center for Higher Education Policy Studies (CHEPS), University of Twente.

7.5 *Planning of activities*

- Training of staff; development of relevant educational resources;

7.6 *Products and results*

- Trained managers and staff members from central education authorities and higher education institutions of the Russian Federation;
- An in-service training programme (possibly part of a Masters programme) in the field of quality assurance and strategic management in higher education and a developed set of learning and methodological materials;

8 Training of experts in the field of mutual recognition of diplomas

8.1 *Preamble*

In view of the fact that the Russian Federation has joined the Bologna Process with its objective amongst others to increase mobility, it has become especially important to train credential evaluators and to evaluate foreign candidates' qualifications.

8.2 *Objectives*

- During the training programme participants will acquire theoretic and practical knowledge in the field of recognition of foreign credentials and evaluation of qualifications. They will get familiar with the methodology and practice of credential evaluation procedures after the example of leading countries; they will learn how to apply in practice the fundamental international and national legal instruments, in particular, the Lisbon Recognition Convention etc. The trainees will also be informed of the main international and national developments in this field.

8.3 Target groups

- Management and staff of federal education authorities and higher education institutions in the Russian Federation.

8.4 Project management

On the Russian side:	V.I. Kruglov, Federal Service for Supervision in Education and Science.
On the Dutch side:	Ms L.A. de Bruin, Centre for International Recognition and Certification, Nuffic.

8.5 Planning of activities

Late spring 2006:
First three-day workshop on academic and professional recognition (including the relevant methodology and procedures), on educational systems, and on related themes, such as accreditation/quality assurance and recognition of lifelong learning qualifications. Nuffic/CIRC will provide three presenters for the workshop, and an external interpreter will be hired for the necessary translations during the workshop.

Late spring 2007:
Second three-day workshop on academic and professional recognition (including the relevant methodology and procedures), on educational systems, and on related themes, such as accreditation/quality assurance and recognition of lifelong learning qualifications. Nuffic/CIRC will provide three presenters for the workshop, and an external interpreter will be hired for the necessary translations during the workshop.

Autumn 2007:
Final conference for the trainees and stakeholders of the project in Moscow. Nuffic/CIRC will provide three presenters for the conference (three days of preparation each, two days of conference), and an external interpreter will be hired for the necessary translations during the conference.

The emphasis in the workshops will be laid on recognition and its methodology and procedures. The workshops contain both theoretical and practical components. The trainees will be supplied with relevant teaching materials and manuals.

8.6 Products and results

- Two groups of 25 experts (admissions officers and credential evaluators) in the field of recognition of foreign degrees and credential evaluation drawn from the management and staff of federal education authorities and higher education institutions of the Russian Federation, who are responsible for admissions and credential evaluation;
- Teaching materials and manuals on this subject area;
- A reader containing materials developed for the Russian-Dutch seminars.

9 ICT in education

9.1 Preamble

Information Communication Technology (ICT) has made an enormous step forward for education and for the society as a whole. At present, there is a clear need to further develop information infrastructure in order to increase accessibility of education, spread innovation technologies and methodology, and facilitate access to education for learners with special educational needs. Russia initiated the eLearning support project (for general secondary education) and the activities in this framework will be closely connected and will strengthen this project. The Netherlands started 20 years ago with this process, and national operating ICT expert centres under the Ministry of Education do have expertise for different parts of the curriculum.

9.2 Objectives

As part of the educational co-operation between the Netherlands and the Russian Federation, a series of seminars and conferences will be organised on ICT. 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, regional education authorities. The activities will be focused on three themes:

- ICT: strategy, policy and ICT-enhanced environments in schools;
- Management and legislation in the field of digital learning resources development and use by schools (copyright issues etc.);
- Identifying of necessary curriculum changes;
- ICT: strategy, policy and development of infrastructure;
- Management and legislation in this field.

9.3 Target group

- Vice-rectors responsible for ICT at higher education institutions (Pedagogical Universities, Teacher Training Institutions), school principles;
- Decision makers at education authorities who are responsible for ICT at regional and municipal level;
- Regional ICT co-ordinators (appointed in all Russian regions by the Ministry of Education and Science).

9.4 Project management

On the Russian side:	V.P. Kashitsin, National Training Foundation.
On the Dutch side:	A.L. Ellermeijer, Amstel Institute, University of Amsterdam.

9.5 *Planning of activities*

Development of educational resources for the systems of secondary, higher and continuing professional education for teachers; development and tryout of a model for ICT infrastructure in schools; development of materials for Russian-Dutch seminars. Models for in-service training. Models for integration in curricula and examination.

9.6 *Products and results*

- Volume of materials developed for the Russian-Dutch workshops (seminars) on the use of ICT in general secondary education and (related) teacher training programmes (initial and in-service);
- Models of ICT infrastructure;
- A set of teaching and strategic resources.

10 Train the trainer project in the field of accountancy, auditing and financial management.

10.1 *Preamble*

In the past years INHOLLAND and the Finance Academy of the RF Government realised projects on the development of standards in the field of accountancy, auditing and financial management. In order to adapt Russian education and practice to the international norms, the staff of the Finance Academy and the other higher education institutions offering courses in the field of accountancy, auditing and financial management should be trained how to adjust the courses and teaching methods according to the continuous changes in international norms. In order to do this a train-the-trainers model in the field of accountancy, auditing and financial management training must be developed and used.

10.2 *Objective*

- To provide the staff of leading Russian higher education institutions with the skills and competencies required to adjust the initial training of Russian specialists to the continuously changing international standards in accountancy and auditing.
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10.3 *Target groups*

- Teachers able to train the staff of 250 faculties at Russian higher education institutions offering degree programmes in the field of accountancy, auditing and financial management.

10.4 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 (formerly the Amsterdam Academy).

10.5 Planning of activities

- Training of teaching staff to adapt Russian education to the continuous upgrading of international standards of initial training in the field of accountancy, auditing and financial management based on the developed standards;
- Development of a train-the-trainers model in the field of accountancy, auditing and financial management training.

10.6 Products and results

- Recommendations for teachers on the adaptation of courses in the field of accountancy, auditing and financial management to the changing international norms and standards;
- A resource centre created within the Academy and a trained group of tutors to work at the centre;
- A train-the-trainers model in the field of accountancy, auditing and financial management training.

11 Entrepreneurship in high-tech sphere (Knowledge circulation)

11.1 Preamble

This project is formulated in view of the increasing demand for correlation between the creation of new knowledge, the process of education and the commercialisation of research. The project is in line with the policy of the Dutch Ministry of Economic Affairs and the policy of the Scientific Department of the Dutch Ministry of Education, Culture and Science, which aims at developing a bilateral cooperation between the Netherlands and the Russian Federation in the field of basic research, technological development and commercialisation of (applied) research results. Furthermore the project strives to establish a link with the activities of the Organisation for Economic Cooperation and Development (OECD) in the related area.
The activities envisaged will be based on the experience accumulated in the framework of the project on knowledge circulation conducted in 2003 – 2005.

11.2 Objectives

- Creation of an institutional infrastructure to serve the development and implementation of educational courses in the area of innovation management, high tech entrepreneurship and technology transfer;
- Enhancement of knowledge and competences of the university staff and students in relation to development and realisation of scientific products on a market oriented basis.

11.3 Target group

- University staff

11.4 Project management

On the Russian side:	A.B. Khmelinin, First Vice-Rector, Moscow Engineering Physics Institute (State University), MEPhI.
On the Dutch side:	A.J. Groen, NIKOS, Twente University.

11.5 Planned activities

- To provide academic supervision and methodological assistance to the university staff involved in developing a two tier (bachelor – master) curriculum on innovation management, entrepreneurship and technology transfer;
- To create a set of instruments for defining initial potential for knowledge transfer and for monitoring the process of development and market realisation of scientific products;
- To provide support for spin off activities;
- To conduct experiments with the most promising commercialisation methods in a number of technological areas where the parties do research (e.g. water purification technologies, nuclear technologies, information technologies);
- To keep record of the activities in order to provide a thorough description and analysis of the processes and outcomes and to formulate policy recommendations for further development.

11.6 Products and Results

- A two tier curriculum on innovation management, entrepreneurship and technology transfer according to the standards set in the framework of the Bologna process;
- Policy recommendations based on research outcomes concerning the development of an institutional infrastructure for technology transfer and commercialisation of scientific products;
- An In-service Training Centre (at MEPhI) for disseminating results to other Russian technical universities;
- A group of MEPhI staff members (tutors) capable to independently implement an in-service training programme in the field of technology transfer and commercialisation of scientific products for professors and researchers of other technical universities in the Russian Federation.

Part IV Promotion of better understanding of each other's language, literature and culture

12 "Prospekt"

12.1 Preamble

The magazine has been published since 1994 in the framework of joint co-operation. It is a publicist magazine containing news in culture, science and education. It has been restyled into a magazine which is also attractive on the market of (potential) subscribers. Furthermore the scope of the magazine was broadened so as to include also other countries (besides Russia) which were part of the Soviet Union. It is being published only in Dutch.

12.2 Objectives

- To contribute to the professionalisation of Dutch experts operating in the Russian-Dutch 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.

12.3 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.

12.4 Editor

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

12.5 Planning of activities

2005 - 2007:

- Each year 6 issues of the journal Prospekt - Education, Science and Technology will appear.
- It is advisable that in the framework of the present project an annual digest in Russian on the matters of education should be published.

Done in the Hague on November 2, 2005.

For the Ministry of Education and Science of the Russian Federation,

A.A. Fursenko
Minister

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

M.J.A. van der Hoeven
Minister