

International Education Guide

FOR THE ASSESSMENT
OF EDUCATION FROM THE FORMER USSR
AND THE RUSSIAN FEDERATION



I Q A S

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE

Alberta
Canada 

WELCOME TO THE ALBERTA GOVERNMENT'S INTERNATIONAL EDUCATION GUIDES

The International Qualifications Assessment Service (IQAS) developed the International Education Guides for educational institutions, employers and professional licensing bodies to help facilitate and streamline their decisions regarding the recognition of international credentials.

These guides compare educational systems from around the world to educational standards in Canada. The assessment recommendations contained in the guides are based on extensive research and well documented standards and criteria. This research project, a first in Canada, is based on a broad range of international resources and considerable expertise within the IQAS program.

Organizations can use these guides to make accurate and efficient decisions regarding the recognition of international credentials. The International Education Guides serve as a resource comparing Alberta standards with those of other countries, and will assist all those who need to make informed decisions, including:

- employers who need to know whether an applicant with international credentials meets the educational requirements for a job, and how to obtain information comparing the applicant's credentials to educational standards in Alberta and Canada
- educational institutions that need to make a decision about whether a prospective student meets the education requirements for admission, and who need to find accurate and reliable information about the educational system of another country
- professional licensing bodies that need to know whether an applicant meets the educational standards for licensing bodies

The guides include a country overview, a historical educational overview, and descriptions of school education, higher education, professional/technical/vocational education, teacher education, grading scales, documentation for educational credentials and a bibliography.

The guides also include placement recommendations for comparison and application in Alberta, Canada.

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COUNTRY OVERVIEW

LAND

The Russian Federation, or Russia (Российская Федерация or Россия; *Rossiiskaia Federatsiia* or *Rossiiia*), is a country that covers eastern Europe and northern Asia. With an area of 17,075,200 square kilometres, it is the largest country in the world, covering almost twice the territory of the next largest country, Canada. It has the world's eighth largest population, of 142,893,540 (July 2006 estimate).

Alberta's 661,190 square kilometres, stretching from the 49th parallel to latitude 60, measure just under 4% the size of the Russian Federation..

The Russian Federation, stretching in excess of 10,900 kilometres from east to west, encompasses 11 time zones. The capital city, Moscow, is three hours ahead of UTC.

Alberta is seven hours behind UTC. Using the Russian Federation's capital city as a point of comparison, Alberta is 10 hours behind Moscow.

GEOGRAPHY AND CLIMATE

The land consists of:

- broad plains with low hills west of the Ural Mountains
- vast coniferous forests and tundra in Siberia
- uplands and mountains along southern border regions

Mount Elbrus, located in the western Caucasus Mountains near the border of Georgia, and measuring 5,642 metres, is Europe's highest peak.

Russia is the coldest country in the world (the mid-annual temperature is -5.5 C), but because of the variety of climates within its large area, such an average is somewhat misleading. Russian climates range from a steppe climate in the south to humid continental in much of European Russia, and from subarctic in Siberia to tundra in the polar north. Winters vary from cool along the Black Sea coast to frigid in Siberia. Summers vary from warm in the steppes to cool along the Arctic coast.

Russia shares land borders with the following countries: Norway, Finland, Estonia, Latvia, Lithuania, Poland, Belarus, Ukraine, Georgia, Azerbaijan, Kazakhstan, China, Mongolia and North Korea. It is also close—across various stretches of water—to Armenia, Iran, Turkey, Japan, the United States and Canada.

MAP OF THE RUSSIAN FEDERATION



PEOPLE AND LANGUAGE

The Russian Federation is home to as many as 160 different ethnic groups and indigenous peoples. Nearly all of these groups live together in their respective regions; Russians are the only people significantly represented in every region of the country.

TABLE 1. ETHNIC COMPOSITION OF RUSSIAN FEDERATION (2002 CENSUS)

ETHNICITY	PERCENTAGE
Russian	79.8
Tatar	3.8
Ukrainian	2.0
Bashkir	1.2
Chuvash	1.1
Chechen	0.9
Armenian	0.8
Avar, Azerbaijani, Belarusian, Buryat, Chinese, Evenki, Georgian, German, Greek, Ingushe, Inuit, Jewish, Kalmyk, Karelian, Kazakh, Korean, Mari, Mordvin, Nenetse, Ossetian, Polish, Tuvan, Udmurt, Uzbek, Yakut and other.	10.3

The Russian language is the most widespread of the Slavic languages. It is the only official language, but individual republics have often made their native language co-official next to Russian. The Cyrillic alphabet is the only official script, which means that these languages must be written in Cyrillic in official texts. Russia is a highly literate society, with a literacy rate of 99.6 per cent (2003 estimate).

HISTORY

VIKINGS

The Vikings, also known as *Rus*, came to Russia in the 9th century AD along trade routes from Sweden down the Russian rivers. They founded the great cities of Staraja

Ladoga, Kiev and Novgorod. The Rus seem to have kept mainly to the regions along the rivers, their relations with the Slavs being mostly confined to exacting tribute and raiding for slaves. Their neighbours included the Khazars, whose empire stretched around the Black Sea from the Danube to the Caspian. The Khazars were a Turkic race that had been converted to Judaism in the 8th century AD and, according to some sources, were the overlords of the Rus. According to the Russian *Primary Chronicle*, a medieval historical work compiled in Kiev in the early 12th century, the Slavs invited the Swedish chieftain Rurik and his two brothers to rule them in AD 862.

TSARS

Founded in the 12th century, the Principality of Muscovy was able to emerge from over 200 years of Tatar-Mongol domination (13th through 15th centuries) and to gradually conquer and absorb the surrounding principalities. In the early 17th century a new Romanov dynasty of Russian tsars continued this policy of expansion across Siberia to the Pacific. During the 1682–1725 rule of Tsar Peter the Great, Russian territory was extended to the Baltic Sea and the country was renamed the Russian Empire. In the 19th century Russia made further territorial acquisitions in Europe and Asia.

COMMUNISM

Repeated defeats of the Russian army in World War I led to widespread rioting in the major cities of the Russian Empire and to the overthrow in 1917 of the imperial household. The Communists under Vladimir Lenin seized power soon after, forming the Union of Soviet Socialist Republics (commonly known as the USSR or the Soviet Union). Joseph Stalin, ruling from 1928 to 1953, strengthened Communist rule and Russian dominance of the Soviet Union at the cost of tens of millions of lives. Soviet economy and society stagnated in the decades that followed until

TABLE 2. LETTERS OF THE RUSSIAN CYRILLIC ALPHABET AND LATIN TRANSCRIPTION

А	Б	В	Г	Д	Е	Ё	Ж	З	И	Й
A	Be	Ve	Ge	De	Ye	Yo	Zhe	Ze	I	Short I
К	Л	М	Н	О	П	Р	С	Т	У	Ф
Ka	El	Em	En	O	Pe	Er	Es	Te	U	Ef
Х	Ц	Ч	Ш	Щ	Ъ	Ы	Ь	Э	Ю	Я
Kha	Tse	Che	Sha	Shcha	Hard sign	Yery	Soft sign	E	Yu	Ya

TABLE 3. RUSSIAN transliteration table

RUSSIAN	ENGLISH	RUSSIAN	ENGLISH	RUSSIAN	ENGLISH
А а	A a	К к	K k	Х х	Kh kh
Б б	B b	Л л	L l	Ц ц	Ts ts
В в	V v	М м	M m	Ч ч	Ch ch
Г г	G g	Н н	N n	Ш ш	Sh sh
Д д	D d	О о	O o	Щ щ	Shch shch
Е е	E e	П п	P p	Ъ ъ	‘
Ё ё	E e	Р р	R r	Ы ы	Y y
Ж ж	Zh zh	С с	S s	Ь ь	‘
З з	Z z	Т т	T t	Э э	E e
И и	I i	У у	U u	Ю ю	Iu Iu
Й й	I i	Ф ф	F f	Я я	Ia Ia

Note: This transliteration table is based on the American Library Association and Library of Congress Romanization standard.

General Secretary of the Communist Party Mikhail Gorbachev (in that position from 1985 to 1991) introduced the concepts of *glasnost* (openness) and *perestroika* (restructuring) in an attempt to modernize communism.

POST-COMMUNISM

Gorbachev's initiatives inadvertently released forces that, by December 1991, splintered the USSR into Russia and 14 other independent republics. Since then, Russia has struggled in its efforts to build a democratic political system and a market economy to replace communism's strict social, political and economic controls. While some progress has been made on the economic front, recent years have seen a recentralization of power under Vladimir Putin and the erosion of young democratic institutions.

ADMINISTRATION

The Russian Federation consists of many different federal jurisdictions, with a total of 88 constituent components. Twenty-one republics within the federation enjoy a high degree of autonomy on most issues; these correspond to some of Russia's ethnic minorities. The remaining territory consists of 48 *oblast* (provinces) and seven *krai* (territories), as well as nine autonomous *okrug* (districts) and one autonomous *oblast*. Beyond these there are two federal cities: Moscow and Saint-Petersburg. Recently, seven extensive federal districts have been added as a new layer between the above subdivisions and the national level. The national capital is Moscow.

TABLE 4. FORMER AND CURRENT NAMES OF THE FORMER USSR REPUBLICS

FORMER NAME	CURRENT NAME
Armenian Soviet Socialist Republic	Republic of Armenia
Azerbaijani Soviet Socialist Republic	Republic of Azerbaijan
Byelorussian Soviet Socialist Republic	Republic of Belarus
Estonian Soviet Socialist Republic	Republic of Estonia
Georgian Soviet Socialist Republic	Republic of Georgia
Kazakh Soviet Socialist Republic	Republic of Kazakhstan
Kirghiz Soviet Socialist Republic	Kyrgyz Republic
Latvian Soviet Socialist Republic	Republic of Latvia
Lithuanian Soviet Socialist Republic	Republic of Lithuania
Moldavian Soviet Socialist Republic	Republic of Moldova
Russian Soviet Federative Socialist Republic	Russian Federation
Tajik Soviet Socialist Republic	Republic of Tajikistan
Turkmen Soviet Socialist Republic	Turkmenistan
Ukrainian Soviet Socialist Republic	Ukraine
Uzbek Soviet Socialist Republic	Republic of Uzbekistan

As of December 2007 the president (Vladimir Putin, from 7 May 2000) is the chief of state, and the premier (Viktor Zubkov, from 12 September 2007) is the head of government.

The national flag of the Russian Federation is a rectangle of three equal horizontal stripes: the uppermost is white, the middle is blue and the bottom is red. The official flag of the former USSR consisted of a plain red flag, with a hammer crossed with a sickle and a red star in the upper hoist.

NATIONAL FLAGS OF THE FORMER USSR AND THE RUSSIAN FEDERATION



Russia's national emblem is a rectangular red heraldic shield with rounded bottom corners, coming to a point in the middle of the bottom edge. The shield is adorned with a golden double-headed eagle spreading its wings upward. The eagle is crowned with two small crowns and, above them, a large crown, all three joined together by a ribbon. Until the collapse of the Soviet Union in 1991 the national emblem was the hammer and sickle superimposed on a globe with the Red Star suspended above, enclosed on the sides by wreaths of wheat inscribed with the USSR state motto in the official languages of the Soviet republics. Each Soviet Socialist Republic and Autonomous Soviet Socialist Republic had its own national emblem, largely inspired by that of the Union. The national emblems of Russia and the former USSR appear on all educational certificates of Russia and the former USSR, respectively.

NATIONAL EMBLEMS OF THE FORMER USSR AND THE RUSSIAN FEDERATION



ECONOMY

After the collapse of the Soviet Union, Russia saw its comparatively developed centrally planned economy contract severely as the nation attempted to develop a market economy and achieve more consistent economic growth. The economic development of the country has been extremely uneven. The huge capital region of Moscow is a bustling, affluent metropolis on the cutting edge of technology. It contributes one-third of the country's gross domestic product while having only a tenth of its population. The rest of the country lags significantly behind, especially the indigenous, rural Asian communities.

Market integration is nonetheless being felt in cities such as Saint-Petersburg and Ekaterinburg, and recently also in the adjacent rural areas.

INCREASE IN RUSSIA'S GDP:

From 2003 to 2004 > 7.2 per cent

From 2004 to 2005 > 6.4 per cent

Russian-Canadian relations

One of the most important spheres of Russian-Canadian relations is trade and economic cooperation. Regional ties are actively developing. Substantial interest in such cooperation is demonstrated by Ontario, Quebec, Manitoba, Alberta and Northwest Territories in Canada, and Moscow, St. Petersburg, Republic of Tatarstan, Republic of Bashkortostan, Republic of Sakha (Iakutia), Iamalo-Nenets and Khanti-Mansiisk Autonomous regions, Samara, Perm and Tiumen regions in Russia.

Russian immigration to Canada

A majority of recent Russian immigrants are highly skilled professionals who choose to settle in large urban centres such as Montreal, Toronto, Vancouver, Calgary and Edmonton. On average, over 15,000 people come each year to Canada from Russia and other countries of the former USSR.

According to the 1996 Canadian Census, a total of 272,335 persons responded that they were fully (46,885) or partially (225,450) of Russian background.

HISTORICAL EDUCATION OVERVIEW

EDUCATION IN THE FORMER USSR

Elimination of Illiteracy

The Russian census of 1897 suggested that only 22 per cent of the population was literate; the rate for women was even lower, at about 12 per cent. By 1920 the literacy rate had increased to 54 per cent overall, although it was still extremely low among some ethnic groups. The eradication of illiteracy became a primary task in the new policy of *likbez* (ликвидация безграмотности, *likvidatsiia bezgramotnosti*). The new system included universal compulsory education for children and special literacy schools for adults. The most active phase of *likbez* lasted until 1939, raising the literacy rate to 87.4 per cent. By the 1960s the USSR was claiming almost 100 per cent literacy.

Educational Philosophy

The Soviet system maintained some traditions from tsarist times: for example, the five-point grading scale, formal and regimented classroom environments and standard school uniforms (dark dresses with white collars for girls, white shirts and black pants for boys). Some education scholars find a distinct Russian/Soviet school culture of conformity, tracing its roots to Orthodox Church dogmas. At all times, Russian students were told what the answer was, not why the answer was what it was. Teacher authority reigned supreme and dissent was not tolerated.

The underlying philosophy of Soviet education was that the teacher's job was to transmit standardized material to the students, whose job was to memorize it. Soviet education was inflexible, dominated by Marxist-Leninist ideology and

socialist ethics. It stressed the primacy of the collective over the interests of the individual. Therefore—for both teachers and students—creativity and individualism suffered.

Centralization

Soviet education was a highly centralized, government-run system with a uniform curriculum. Advantages were:

- access for all citizens
- high academic standards
- guaranteed post-education employment

The Soviet Union recognized that the foundation of its system depended upon complete dedication of the people to the state, military training, and specialized education in the fields of engineering, natural and social sciences. The hard sciences developed especially quickly in the USSR after 1945 to meet Cold War demands for high-tech weapons. System centralization meant that school organization, course content, grading systems and number of credit hours were the same throughout the Union. Each region had its own local educational authority, with a number of school administrators and inspectors monitoring curriculum, academic standards and teaching methods.

Preschool and school education

Soviet preschool education consisted of nurseries (for children between the ages of 6 months and 3 years) and kindergartens (for children between the ages of 3 and 6). General schools provided primary, lower secondary and upper secondary education. Ten years (11 years in the Baltic republics) of secondary education have been compulsory in the USSR and the Russian Federation since 1981.

Soviet primary and secondary schools remain the example of high achievement. Soviet pupils studied six days a week

TABLE 5. SOVIET SYSTEM OF SCHOOL EDUCATION

EDUCATION LEVEL	GRADE	AGE	LEAVING CREDENTIAL	LEAVING CREDENTIAL (RUSSIAN AND TRANSLITERATION)
Primary	1–3 (1–4)	6–9 (6–10)	N/A	N/A
Lower Secondary	4–8 (5–9)	9–14 (10–15)	Certificate of Incomplete Secondary Education	Аттестат об основном общем образовании, <i>Attestat ob osnovnom obshchem obrazovanii</i>
Upper Secondary	9–10 (10–11)	14–16 (15–17)	Certificate of Completion of Secondary Education	Аттестат о среднем (полном) общем образовании, <i>Attestat o srednem (polnom) obshchem obrazovanii</i>

and followed a curriculum heavily biased toward math and hard sciences. They took up to six required classes a day and, in many cases, stayed on until evening in the homework preparation programs.

Special schools

The two main types of special schools were:

- schools for the intellectually handicapped
- schools for the intellectually gifted

In the second category, special schools gave greater emphasis to a particular subject much earlier in the school system. Special schools usually covered both the primary and secondary levels, and concentrated on mathematics and physics, foreign languages, ballet, music or sports. Mathematics/physics special schools were generally affiliated with a university, and their students were recruited through special competitions called Olympiads. On completion of their school education students usually proceeded to the affiliated university or were offered non-competitive entry to many institutions of higher education. Such special schools, noted for their academic excellence, were highly selective and admission to them was much sought after.

Vocational Education

In general, two types of secondary vocational education were available to students in the former USSR:

- lower vocational education (qualified worker): This type of education was offered through vocational schools (профессионально-техническое училище, *professionalno-tekhnicheskoe uchilishche*)
- higher vocational education (for example, technician or nurse): This type of education was offered through technical or professional colleges (техникум, *tekhnikum* or училище, *uchilishche*)

Both types of vocational education could be accessed either after the completion of lower secondary education (grade 8 or 9) or after the completion of upper secondary education (grade 10 or 11). The length of study varied depending upon the mode of entry.

Higher education

TYPES OF INSTITUTIONS

Higher education (высшее образование, *vysshee obrazovanie*) was obtained at degree-level facilities:

- universities
- institutes
- higher technical colleges
- military schools and academies

Only classical universities had the status of “university,” of which there were only a few, mostly in the large regional centres. Other institutes of higher education held the status of “institute.” This term referred to specialized schools of higher education, mostly technical, which were usually subordinate to the ministry associated with their field of study. The largest institutes were medical, pedagogical (for the training of school teachers), construction and various transport (automotive and road, railroad, civil aviation) institutes. Some institutes were present in every *oblast* capital while others were unique and situated only in big cities.

CREDENTIALS

The Soviet system of university education consisted of two distinct phases.

- The first phase was typically five years in length and resulted in the Diploma of Specialist (специалист, *spetsialist*).
- The second phase included two levels: Candidate of Sciences (Кандидат наук, *Kandidat nauk*) and Doctor of Sciences (Доктор наук, *Doktor nauk*).

TABLE 6. SOVIET SYSTEM OF HIGHER EDUCATION

EDUCATION LEVEL	LEAVING CREDENTIAL	LEAVING CREDENTIAL (RUSSIAN AND TRANSLITERATION)	TYPICAL YEARS OF STUDY
First degree program	Diploma of Specialist	Диплом специалиста, <i>Diplom spetsialista</i>	5
Graduate program	Diploma of Candidate of Sciences	Диплом кандидата наук, <i>Diplom kandidata nauk</i>	3
Advanced graduate program	Diploma of Doctor of Sciences	Диплом доктора наук, <i>Diplom doktora nauk</i>	5

LANGUAGE OF INSTRUCTION

School education was conducted in Russian, even in those areas in which it was not the mother tongue of the majority of the population. Local languages were studied only as a supplementary course.

REFORMS IN THE 1980S

Educational reform programs in the 1980s called for new curricula, textbooks and teaching methods. The aim of these reforms was to create a “new school” that would better equip Soviet citizens to deal with the modern technological world. However, in the 1980s, facilities generally were inadequate, overcrowding was common, and equipment and materials were in short supply. Schools and universities failed to supply adequately skilled labour to almost every sector of the economy, and the country’s overgrown bureaucracy further compromised education’s contribution to society. Young Russians became increasingly cynical about Marxist-Leninist philosophy and the absence of self-expression and individual responsibility. In the final years of the Soviet Union, funding was inadequate for the large-scale establishment of “new schools,” and requirements of ideological purity continued to smother the new pedagogical creativity.

EDUCATION IN THE RUSSIAN FEDERATION AFTER 1991

Reforms in educational philosophy and decentralization

The dissolution of the Soviet Union and the transition toward democracy had a profound effect on national education policy. In 1992 a reform philosophy was set forth in the Law on Education. The fundamental principle of that law was the removal of state control from education policy.

THE 1992 LAW ON EDUCATION STRESSED:

- the humanistic nature of education
- common values
- freedom of human development
- citizenship

In regions with non-Russian populations, this meant that educational institutions could base their curricula and teaching methods on national and historical traditions.

In all regions, enactment of the law meant significant autonomy for local authorities to choose the education strategies most appropriate to the time and place.

Post-Soviet education reform also stressed teaching objectively. It aimed at discarding all forms of the narrow, institutional view that had dominated the previous era and attempted, by presenting a broader interpretation of the world, to prepare young people to deal with all aspects of the society they would encounter. The new vision of education paid more attention to the arts, humanities and social sciences.

Curriculum changes were laid out in the Basic Curriculum of the General Secondary School. Overall curriculum reform was to occur over a five-year period ending in 1998.

Local development of curricula and materials became legal in 1992, but financial constraints often limited such new development. As well, the Soviet era had left educators with a strong bias toward standardized instruction and rote memorization.

A major factor encouraging local initiative was the disarray of federal education agencies, which often left regional authorities to their own devices. In the mid-1990s many public schools designed special curricula, some returning to the classical studies prevalent in the early 1900s. Nevertheless, only about one-third of primary and secondary schools have taken advantage of the opportunity to develop their own curricula. Many authorities have been unwilling to make such large-scale decisions independently.

The law of 1992 also gave educators the right to choose their own textbooks and to determine other aspects of instruction. Private publishing, which did not exist during the Soviet period, has expanded rapidly, although new textbooks are still not widely available.

Post-Soviet educational philosophy seeks to integrate education with the production and economic processes. The new vision of continuous lifelong learning in the Russian Federation aims to convert the education process from an economic burden to an engine of economic progress. Especially important in this program is the reorientation of vocational training to complement the economic reforms of the 1990s. This includes new systems of education for farmers and various types of on-the-job training for adults.

Structure of Russian education

The Russian education system was originally inherited intact from the Soviet Union. Subsequent developments led to few significant changes at the primary and secondary levels.

Primary and secondary education

Russia presently has an 11-grade system of school education, which is compulsory up to grade 9. Children begin school at age 6 or 7 and study for four years to complete their primary education. After their first four years, they study for another five years to complete their lower secondary education. The Certificate of Incomplete Secondary Education (Аттестат об основном общем образовании, *Attestat ob osnovnom obshchem obrazovanii*) is awarded after the first nine years of schooling. Graduates of this level may continue their education for another two years at a senior high school to complete their upper secondary education, or they may enter vocational schools or colleges.

Those who have chosen senior high school study for another two years. Secondary education leads to the award of Certificate of Completion of Secondary Education (Аттестат о среднем (полном) общем образовании, *Attestat o srednem (polnom) obshchem obrazovanii*). The *attestat* is awarded directly by individual schools. Students receive between 32 and 38 hours of weekly instruction. The curriculum includes compulsory subjects such as physics, math, literature and so on. In addition, students may choose from several elective subjects which individual schools offer.

Secondary schools in Russia, in addition to Soviet-type general secondary and special schools, include gymnasiums and lyceums focusing on humanities and sciences, respectively (for full details, see Table 11, page 13). Most gymnasiums and lyceums are located in large cities such as Moscow and Saint-Petersburg, with a few in smaller

cities. Most are private (non-state) organizations that commonly charge tuition. In addition to tuition costs, many lyceums and gymnasiums also distinguish themselves from other state-funded schools by being very selective in their acceptance process. At present, they make up eight per cent of all schools in Russia.

PRIVATE SCHOOLS AND HOME SCHOOLING

In 1992 the new education law legalized private schools and home schooling. As public schools debated what to do with their new academic freedom, private schools and preschools became centres of innovation. They were rediscovering pre-Revolutionary pedagogy and freely borrowing teaching methods from Western Europe and the United States. Private schools emphasize learning English and other critical skills. Student-to-teacher ratios are very low, and teacher salaries average about US\$170 per month (about three times the average for a public school teacher). Tuition may be as much as US\$3,000 per year, but some private schools charge parents according to their means. Unlike public schools, all private schools must pay for rent, utilities and textbooks, and many struggle to retain adequate building space.

THE UNIFIED STATE EXAM

The Unified State Exam (Единый государственный экзамен, *Edinyi gosudarstvennyi ekzamen*) has been introduced in some regions of Russia as an experiment since 2004. The plan is to make it a standard graduation test in Russian general schools by 2009. It is currently administered at the end of grade 11. From 2009 onward, it will also be administered for students leaving general school after grade 9. It consists of three parts:

- Part A contains multiple-choice questions.
- Part B contains fill-in-the-blank questions.
- Part C requires students to write the full solution (as in mathematics) or a composition (as in literature).

TABLE 7. RUSSIAN SYSTEM OF SCHOOL EDUCATION

EDUCATION LEVEL	GRADE	AGE	LEAVING CREDENTIAL	LEAVING CREDENTIAL (RUSSIAN AND TRANSLITERATION)
Primary	1–4	6–10	N/A	N/A
Lower secondary	5–9	10–15	Certificate of Incomplete Secondary Education	Аттестат об основном общем образовании, <i>Attestat ob osnovnom obshchem obrazovanii</i>
Upper secondary	10–11	15–17	Certificate of Completion of Secondary Education	Аттестат о среднем (полном) общем образовании, <i>Attestat o srednem (polnom) obshchem obrazovanii</i>

An excellent score ranges from 65 (mathematics) to 90 (foreign language). The score of three subjects is added up into a total score. Each student taking the exam will receive a Certificate of USE Results (Свидетельство о результатах (ЕГЭ), *Svidetelstvo o rezultatakh*). Submitted together with *attestat*, the USE score will replace entrance exams for students applying to a university. Students who take the USE will have a chance to apply to several universities.

Vocational education

Russian vocational education has the same structure as that of the former USSR, with some changes in the names of institutions. In general, two types of secondary vocational education are available to Russian students:

- lower vocational education (qualified worker): This type of education is offered through vocational schools (профессионально-техническое училище, *professionalno-tekhnicheskoe uchilishche*)
- higher vocational education (for example, technician or nurse): This type of education is offered through technical or professional colleges (техникум, *tekhnikum* or училище, *uchilishche*), colleges (колледж, *kolledzh*) and lyceums (лицей, *litsei*)

Both types of vocational education can be accessed either after the completion of lower secondary education (grade 8 or 9) or after the completion of upper secondary education (grade 10 or 11). The length of study varies depending upon the mode of entry.

Changes in higher education

In the new Russia, the higher education system has undergone a more drastic transformation than the primary and secondary systems. Responsibility has moved from the central government to agencies in local and sub-national jurisdictions. Under the new system, each university can

determine its own admissions policy and the content of its academic programs. The institutions also have their own financial resources and statutes of operation.

After Russia joined the Bologna Process (one of the goals of which is to make academic degree and quality assurance standards more comparable throughout Europe), many higher education institutions split the old five-year program of specialist (Специалист, *Spetsialist*) into the four-year bachelor's (Бакалавр, *Bakalavr*) and the two-year master's (Магистр, *Magistr*) programs. However, this change was not uniform within and across institutions. Some departments and institutions made the change; others kept the specialist program in place. The introduction of the PhD program is also being discussed, but has not been implemented yet.

AS OF 2002, RUSSIA'S 1,041 INSTITUTIONS OF HIGHER EDUCATION—COMPRISING UNIVERSITIES, INSTITUTES AND ACADEMIES—INCLUDED:

- 610 state institutions
- 280 private institutions with state accreditation
- 151 private institutions without state accreditation

To hold the status of university or academy, an institution must be a leading scientific and methodological centre in the field of its specialization. Universities conduct fundamental and applied research in many fields, while academies and institutes focus on one particular field. An academy differs from a university by offering a narrower spectrum of specialties connected with a particular industry: for example, Academy of Railway Transport, Agriculture Academy or Academy of Economics. Institutes offer mainly applied professional training. An institute also can be established as a department of a university or an academy, with the aim of conducting independent educational or scientific activities.

TABLE 8. RUSSIAN SYSTEM OF HIGHER EDUCATION

EDUCATION LEVEL	LEAVING CREDENTIAL	LEAVING CREDENTIAL (RUSSIAN AND transliteration)	TYPICAL YEARS OF STUDY
Undergraduate program (bachelor's degree)	Diploma of Bachelor	Диплом бакалавра, <i>Diplom bakalavra</i>	4
Graduate program (master's degree)	Diploma of Master	Диплом магистра, <i>Diplom magistra</i>	2
First degree program	Diploma of Specialist	Диплом специалиста, <i>Diplom spetsialista</i>	5
Graduate program	Diploma of Candidate of Sciences	Диплом кандидата наук, <i>Diplom kandidata nauk</i>	3
Advanced graduate program	Diploma of Doctor of Sciences	Диплом доктора наук, <i>Diplom doktora nauk</i>	5

With greater autonomy, many institutes of higher education elevated their statuses from that of institute to that of academy or university. By 1996 there were six times more universities and 30 times more academies than there had been just five years earlier. To raise their status, many institutes opened new departments in economics, law, business administration and management. Private institutions of higher education usually have the status of institute. As of 2006, only six non-state universities and four non-state academies were operating in Russia.

Business education

In the new Russian Federation, business education has expanded dramatically because of the increased demand for competent managers and commerce graduates. Experts believe Russia's business education programs will play an important role in transforming social attitudes toward the market economy and establishing a new economic infrastructure. In the first two years after the Soviet Union dissolved, more than 1,000 business schools and training centres, both state and private, were established.

The primary goals of the new business programs are:

- to create familiarity with the principles of the market economy
- to cast aside Marxist economic ideology

Language of instruction

The principal language of instruction for all levels of education is Russian. The 1990s saw a greatly increased emphasis on conducting education in the national languages of the national republics and minority communities. In the Russian Federation, schools for these minority groups are referred to as national schools.

Funding and infrastructure

In the former Soviet Union, education at all levels was free. The downside of that system was that institutions had to be funded entirely from federal and regional budgets. Consequently, after the collapse of the Soviet Union, institutions found themselves unable to maintain their facilities or to provide adequate teachers' salaries or student scholarships. To address the financial issue, many state institutions began opening their doors to tuition students, who paid for their education. The number of these students has grown steadily since then. In 2002, 44 per cent of freshmen at state institutions paid their own tuition. In

2004, 35 per cent of all first-year students were paying for their own education in state institutions and 20 per cent were enrolled in private universities.

Russia inherited a system of very large, overcrowded schools and a decaying infrastructure. By the late 1980s, 21 per cent of students attended schools with no central heating, and 30 per cent were learning in buildings with no running water. In 1992 Russia had nearly 67,000 primary and secondary schools that provided an average per-pupil space of 2.6 square metres, one-third the official standard. About one-quarter of schools housed 900 or more students. In 1993 Russia closed about 20,000 of its schools because of their physical inadequacy, and an estimated one-third of the national school capacity was in need of major repair. In 1994 one of every two students attended a school operating on two or three shifts. Rural schools, which make up about 75 per cent of the national total, were in especially bad condition.

Disparities in conditions have widened since 1991 as schools have become increasingly reliant on local support from public and private sponsors. Many schools have specialized, either to attract sponsors or to meet the needs of current sponsors, and reformers have sought to refocus the curriculum around the needs of students.

Public institutions of higher education, once heavily supported by the state, have had to cover a much larger share of their operating costs. To attract support from potential sponsors, regional authorities upgraded more than 100 teacher-training colleges to universities or academies, which are more prestigious. As a result, new teacher-training institutes were created to ensure that Russia trains an adequate number of future educators.

SCHOOL EDUCATION

OVERVIEW OF SCHOOL EDUCATION IN THE FORMER USSR AND THE RUSSIAN FEDERATION

Stages of school education

School education (школьное образование, *shkolnoe obrazovanie*) in both the former USSR and the Russian Federation is also known as general education (общее образование, *obshchee obrazovanie*). It is divided into three stages:

- primary general education—also known as elementary education (начальное образование, *nachalnoe obrazovanie*)
- lower secondary education—also known as basic general education (основное общее образование, *osnovnoe obshchee obrazovanie*)
- upper secondary education—also known as secondary complete general education (среднее полное общее образование, *srednee polnoe obshchee obrazovanie*)

Overall length of combined primary and secondary education

In the former USSR, complete school education lasted between 10 and 11 years. When school education lasted 10 years it included three years of primary education, five years of lower secondary and two years of upper secondary education. When it lasted 11 years it included four years of primary education, five years of lower secondary and two years of upper secondary education. Within the 11-year school system, grades 1 to 9 were compulsory. When the

change from 10 to 11 years occurred the extra year was added to primary education.

One notable exception was the Baltic states (see Table 10). The overall length of school education in the Baltic states varied between 11 and 12 years.

School education credentials

The Certificate of Incomplete Secondary Education (Аттестат об основном общем образовании, *Attestat ob osnovnom obshchem obrazovanii*, or Аттестат о неполном среднем общем образовании, *Attestat o nepolnom srednem obshchem obrazovanii*) is awarded after the completion of lower secondary education and the successful passing of final examinations (also called the state final attestation). The certificate entitles its holder to be admitted to either upper secondary education or vocational education.

The Certificate of Completion of Secondary Education (Аттестат о среднем (полном) общем образовании, *Attestat o srednem (polnom) obshchem obrazovanii*), or, before 1993, the Certificate of Secondary Education (Аттестат о среднем образовании, *Attestat o srednem obrazovanii*), is also commonly known as the Certificate of Maturity (Аттестат зрелости, *Attestat zrelosti*). The certificate is awarded after the completion of the upper secondary program and the successful passing of the state final attestation. It entitles its holder to pursue higher education or vocational education.

TABLE 9. SCHOOL EDUCATION STAGES IN THE FORMER USSR AND RUSSIAN FEDERATION

EDUCATION LEVEL	LEAVING CREDENTIAL (RUSSIAN AND TRANSLITERATION)	LEAVING CREDENTIAL (ENGLISH TRANSLATION)	IN THE FORMER USSR (PRIOR TO 1991)		IN THE RUSSIAN FEDERATION (SINCE 1991)	
			GRADE	AGE	GRADE	AGE
Primary	N/A	N/A	1–3 or 1–4	6–9 or 6–10	1–4	6–10
Lower secondary	Аттестат об основном общем образовании, <i>Attestat ob osnovnom obshchem obrazovanii</i>	Certificate of Incomplete Secondary Education	4–8 or 5–9	9–14 or 10–15	5–9	10–15
Upper secondary	Аттестат о среднем (полном) общем образовании, <i>Attestat o srednem (polnom) obshchem obrazovanii</i>	Certificate of Completion of Secondary Education	9–10 or 10–11	14–16 or 15–17	10–11	15–17

TABLE 10. DURATION OF COMPLETE SCHOOL EDUCATION IN THE FORMER USSR REPUBLICS AND THE CURRENT RUSSIAN FEDERATION

YEAR	DURATION OF COMPLETE SCHOOL EDUCATION, IN YEARS			
	FORMER USSR REPUBLICS, ⁽¹⁾ EXCEPT FORMER BALTIC REPUBLICS ⁽²⁾ (PRIOR TO 1991)	RUSSIAN FEDERATION (SINCE 1991)	FORMER BALTIC REPUBLICS ⁽²⁾ (PRIOR TO 1991)	BALTIC STATES ⁽³⁾ (SINCE 1991)
1929–1958	10	–	11	–
1958–1964	11	–	12	–
1964–1989	10	–	11	–
1989–1991	11 ⁽⁴⁾	–	12	–
1991–	–	11	–	12

Notes:

(1) Includes the former Russian Soviet Federative Socialist Republic.

(2) Former Baltic republics include the former Estonian Soviet Socialist Republic, the former Latvian Soviet Socialist Republic and the former Lithuanian Soviet Socialist Republic.

(3) Baltic states include Estonia, Latvia and Lithuania.

(4) 10 years in some republics.

In both the former USSR and Russian Federation, regardless of whether the length of studies had been 10, 11 or 12 years, students sat for the same standardized examinations to obtain the Certificate of Completion of Secondary Education and for the same entrance examinations at the institutions of higher learning.

Name changes in educational ministries, from the time of the former USSR to the present time

MINISTRY OF EDUCATION:

Former USSR (prior to 1991): Ministry of People's Education (Министерство народного образования, *Ministerstvo narodnogo obrazovaniia*)

Russian Federation 1991–1996: Ministry of Education (Министерство образования, *Ministerstvo obrazovaniia*)

Russian Federation 1996–1999: Ministry of General and Professional Education of the Russian Federation (Министерство общего и профессионального образования, *Ministerstvo obshchego i professionalnogo obrazovaniia*)

Russian Federation 1999–present: Ministry of Education and Science (Министерство образования и науки, *Ministerstvo obrazovaniia i nauki*), also called by its short version, the Ministry of Education (Министерство образования, *Ministerstvo obrazovaniia*)

Administration of school education

School education in the former USSR and the Russian Federation has been administered and supervised by the federal Ministry of Education.

The Ministry of Education is in charge of development and implementation of state policy in preschool, general and vocational education. The following main functions come under the terms of reference of the federal administration:

- establishment of procedures for creation, reorganization and dissolution of educational institutions
- creation, reorganization and dissolution of educational institutions under federal control
- establishment of procedures for different forms of quality control (licensing, attestation and state accreditation of educational institutions) and their implementation
- recognition of educational credentials obtained abroad
- establishment of procedures for attestation and evaluation of teaching staff
- funding of state educational institutions

In addition to the federal Ministry of Education, state bodies for education operate in the constituent parts of the Russian Federation (republics, provinces, territories, districts and other regions) as well as in local/municipal administrative bodies (cities, city districts and towns). They are responsible for the development of education as stipulated by federal administration. They also have administrative responsibilities over the educational institutions that they set up. They carry different names, usually Department of Education (Отделы образования, *Otdely obrazovaniia*) of the corresponding local administration, or local Ministry of Education.

Types of schools

The current system of school education comprises four major types of schools. Two new types of schools were introduced in the Russian Federation: the gymnasium and the lyceum (see Table 11).

General secondary schools offer school education from grades 1 to 11.

General schools offering intensive studies in certain subjects provide advanced education in a specific field such as mathematics, physics, a foreign language and so on. If the

school is affiliated with an institution of higher education the affiliation is usually reflected in the name of the school.

Private schools offering programs similar in content to those offered by one of the above-mentioned institutions (usually gymnasiums and lyceums) began operating in

Unlike schools in Alberta, schools in Russia are identified by their location and a number—for example, General Secondary School #7 of the city of Moscow—and very rarely use other names.

Russia in 1993. They have many different names. Private schools that are licensed and accredited may award certificates, consistent with the state format, that are recognized for entry to institutions of higher education. Other types of institutions may offer vocational education at the upper secondary level.

TABLE 11. TYPES OF SCHOOLS IN THE RUSSIAN FEDERATION AND THE FORMER USSR

TYPES OF SCHOOL IN THE RUSSIAN FEDERATION	ШКОЛА (SHKOLA)	FOCUS OF STUDIES	PERCENTAGE OF ALL SCHOOLS IN 2004	STAGES OF SCHOOL EDUCATION OFFERED	COMMON IN THE FORMER USSR
General secondary school	Общеобразовательная средняя школа (<i>Obshcheobrazovatelnaia sredniaia shkola</i>)	General	80%	Primary, lower secondary and upper secondary*	Yes
General school offering intensive studies in certain subjects	Общеобразовательная школа с уклоном (<i>Obshcheobrazovatelnaia shkola s uklonom</i>)	A specific field of studies, usually reflected in the name of the school	15%	Primary, and/or lower secondary and/or upper secondary	Yes, called special or specialized schools (специальная школа, <i>spetsialnaia shkola</i>)
Gymnasium	Гимназия (<i>Gimnaziia</i>)	Humanities	2%	Primary, and/or lower secondary and/or upper secondary	No
Lyceum	Лицей (<i>Litse</i>)	Scientific and technical subjects	3%	Primary, and/or lower secondary and/or upper secondary	No

Source: Nordic Recognition Network, 2005.

Note: *Very few general schools offer primary and lower secondary education only.

Education at state schools of various types is officially free. However, parents pay for textbooks, supplies and uniforms. Private schools charge tuition fees.

School year

In the former USSR, the school year ran from September 1 until the end of May for grades other than final grades and until June for final grades. Students attended school six days per week (Monday through Saturday) for the nine months in each grade. Final examinations were held in May or June.

In the Russian Federation, the majority of schools now operate on a five-day week, with a few still operating on a six-day week. The academic year generally lasts from September to May or June. Final examinations are held in June.

The school day and the school year are structured the same in the Russian Federation as they were in the former USSR. At the end of each quarter or semester a student is assigned a grade in each subject.

SCHOOL YEAR AND SCHOOL DAY IN THE RUSSIAN FEDERATION

SCHOOL YEAR	SCHOOL DAY
four quarters > typically for students up to grade 8 – or – two semesters > higher grades	three to seven classes > the higher the grade, the more classes per day

PRESCHOOL EDUCATION

PRESCHOOL EDUCATION IN THE FORMER USSR

In the Soviet Union, children between the ages of 6 months and 6 years could attend preschool, which was free and common but not compulsory. Soviet preschool education consisted of nurseries (for children between the ages of 6 months and 3 years) and kindergartens (for children between the ages of 3 and 6 years). Teaching staff were required to have upper vocational (*uchilishche*) pedagogical education, which included upper secondary education.

In addition, parents may have enrolled their children into the so-called grade 0 at a primary school. Grade 0 was customarily held each Saturday for several months prior to grade 1. Students learned basic reading, writing and arithmetic skills.

During the period of time when primary education programs were of three years duration (in a 10-year school system) students typically received preschool education with primary school disciplines. The few who did not receive preschool education had to catch up.

PRESCHOOL EDUCATION IN THE RUSSIAN FEDERATION

In the Russian Federation, children between the ages of 1 and 6 may attend preschool. As in the former USSR, preschool is not compulsory.

Preschool education in the Russian Federation is no longer free. Since 1995, preschool institutions have diversified; some have become private. Institutions similar to the Soviet-era nurseries and kindergartens coexist with the new type of preschools. Regardless of the type of preschool, most require the payment of tuition fees. Due to economic and financial circumstances, enrolment has fallen and the number of preschool institutions has declined since 1992.

Current preschool educational programs focus on a child's physical and mental development, emotional well-being and physical health, and on the arts. Teaching staff are required to hold upper vocational (*uchilishche*) pedagogical education, which includes upper secondary education.

PRIMARY EDUCATION

PRIMARY EDUCATION IN THE FORMER USSR

Before 1989, students took three years of primary schooling, typically commencing at age 7. During the transition to a four-year primary system (when the school system as a whole changed from a 10-year to an 11-year system) some schools chose to continue the 10-year system by omitting grade 4. Students progressed from grade 3 directly into grade 5 (the first grade of lower secondary education in the new system). Curriculum, however, was the same for both systems.

The primary curriculum emphasized reading, writing and arithmetic skills, as well as speaking, arts and physical education. Children also acquired general notions about nature, society and labour. For the most part, one teacher taught the students all subjects. Teachers for this stage of school education were required to complete upper vocational (*uchilishche*) pedagogical education, which included upper secondary education.

TABLE 12. COMMON CURRICULUM FOR SOVIET PRIMARY SCHOOLS, 1989

SUBJECT	HOURS OF INSTRUCTION PER GRADE				
	1	2	3	4	TOTAL
Russian Language	306	340	408	374	1,428
Mathematics	136	170	170	204	680
Environment	34	34	–	–	68
Nature	–	–	34	34	68
Music	34	34	34	34	136
Graphic Art	34	34	34	34	136
Physical Education	68	68	68	68	272
Labour	68	68	68	68	272
Total	680	748	816	816	3,060

Source: Adapted from Russian Soviet Federative Socialist Republic, May 1989.

Formal examinations were held at the end of the final year of primary education. State written exams were conducted in both mathematics and Russian. Oral exams were held in subjects chosen by local school authorities (usually environment, nature and physical education).

PRIMARY EDUCATION IN THE RUSSIAN FEDERATION

As of 2004–2005, the 11-year school education system has been the sole system (as per Ministry of Education Order No. 1312, 3 September 2004). Primary education lasts four years. However, as of 2004 about 10 per cent of students had completed only three years of primary schooling (since their preschool education had included some primary school curriculum).

Primary schools admit children who turn 7 years of age in the calendar of the current year. Parents choose whether they want their child to enter school at age 6 or age 7.

Primary-school curriculum includes Russian language and literature, mathematics, a foreign language, physical education, environment, music, arts and labour.

TABLE 13. COMMON CURRICULUM FOR RUSSIAN THREE-YEAR PRIMARY SCHOOLS, 2004

SUBJECT	HOURS OF INSTRUCTION PER GRADE			
	1	2	3	TOTAL
Russian Language and Literature	297	272	272	841
Foreign Language	66	68	68	202
Mathematics	165	170	170	505
Environment	33	68	68	169
Regional Option	–	68	68	68
Family Studies	–			68
Labour	66	68	68	202
Music	33	34	34	101
Fine Arts and Culture	33	34	34	101
Physical Education	66	68	68	202
Sports and Games	33	34	34	101
Individual Studies	66	34	68	168
Total	858	918	952	2,728

Source: Ministry of Education of the Russian Federation, National Information Centre on Academic Recognition and Mobility. (Retrieved from www.russianenic.ru/english/index.html)

TABLE 14. COMMON CURRICULUM FOR RUSSIAN FOUR-YEAR PRIMARY SCHOOLS, 2004

SUBJECT	HOURS OF INSTRUCTION PER GRADE				
	1	2	3	4	TOTAL
Russian Language and Literature	306	306	272	272	1,156
Foreign Language	68	68	68	68	272
Mathematics	136	136	136	136	544
Environment	34	34	68	68	204
Regional Option	–	68	68	68	102
Family Studies	–				102
Labour	68	68	68	68	272
Music	34	34	34	34	136
Fine Arts and Culture	34	34	34	34	136
Physical Education	68	68	68	68	272
Sports and Games	34	34	34	34	136
Individual Studies	–	34	102	102	238
Total	782	884	952	952	3,570

Source: Ministry of Education of the Russian Federation, National Information Centre on Academic Recognition and Mobility. (Retrieved from www.russianenic.ru/english/index.html)

The federal Ministry of Education sets the compulsory minimum educational content of the curriculum. Subjects include Russian language, literature, foreign language, mathematics, environment, music, visual arts, labour and physical education. Regional administrations and individual schools are permitted to develop up to 20 per cent of this curriculum.

As in the former USSR, a single teacher teaches all subjects. Teachers for this stage of school education require upper vocational (*uchilishche*) pedagogical education, which includes upper secondary education. Formal examinations are held at the end of grade 4. They include compulsory written exams in both mathematics and Russian, plus three oral exams set by the local administrations and schools.

While the vast majority of children are enrolled at state primary schools, several hundred private schools have entered the market over the last few years. They educate approximately one per cent of the total population of primary school students.

LOWER SECONDARY EDUCATION

LOWER SECONDARY EDUCATION IN THE FORMER USSR

Before the education reforms of 1989, lower secondary school consisted of grades 4 to 8; after 1989 it was grades 5 to 9. This represented the second phase of compulsory education.

TABLE 15. PLAN OF STUDY FOR RUSSIAN PRIMARY SCHOOLS (GRADES 1 TO 4), 2006

SUBJECT	CONTENT	TOTAL HOURS	PERMITTED PROGRAM CUSTOMIZATION
Russian Language (schools using Russian as the language of instruction)	Communication, phonetics and graphics, word composition, morphology, syntax and punctuation, lexis	675	10%
Russian Language (schools not using Russian as the language of instruction)*	Communication, phonetics and graphics, word composition, morphology, syntax and punctuation, lexis	439	10%
Russian Literature (schools using Russian as the language of instruction)	Listening, reading, discussing, writing about literary works	472	10%
Russian Literature (schools not using Russian as the language of instruction)*	Listening, reading, discussing, writing about literary works	270	10%
Foreign Language	Basic skills in a foreign language	204	10%
Mathematics	Non-negative integers, arithmetic, magnitudes, space, figures, measurement	540	10%
Environment	Society and environment, nature, local community, the planet Earth	270	20%
Music	Folklore, song, dance, march, choral, instrumental, orchestra music, Russian anthem, folklore festivals, children's music (in TV, radio and theatre)	135	20%
Visual Arts	Painting, sculpture, architecture, design, crafts, drawing, colour, composition, volume, proportion	135	20%
Labour	General knowledge and skills, production technology, home labour, working on computer	203	10%
Physical Education	Health and personal hygiene, physical development and training, sports	270	10%

Source: Ministry of Education of the Russian Federation, National Information Centre on Academic Recognition and Mobility. (Retrieved from www.russianenic.ru/english/index.html)

Note: *In the former USSR it was mandatory to teach all subjects in Russian, but in the Russian Federation, schools may teach all subjects (except Russian language and Russian literature) in all grades in a local language.

Curriculum was organized into subject classes, all of which were compulsory. Emphasis in the uniform state program was on science, mathematics and languages, with biology being introduced in grade 6, physics in grade 7 and chemistry in grade 8. Since specialist instructors taught each subject, those who taught at this stage of education were required to complete higher (university-level) pedagogical education with a specialization in a given subject.

Students sat for formal examinations at the end of the final grade of lower secondary education. Written exams were required in mathematics and Russian composition. The Ministry of Education also set three oral exams.

The **Certificate of Incomplete Secondary Education** was awarded at the completion of lower secondary education and after successful passing of final examinations. Final-exam results were generally not recorded separately but were reflected in the final grades. The Certificate of Incomplete Secondary Education was required for entry to upper secondary or vocational education.

LOWER SECONDARY EDUCATION IN THE RUSSIAN FEDERATION

Lower secondary education in the Russian Federation, comprising grades 5 to 9, concludes compulsory education. However, only 90 per cent of students currently transition from primary level to lower secondary level.

Since specialist instructors teach every subject from grade 5 onward, those who teach at this stage must hold higher pedagogical education with a specialization in a given subject.

Curriculum at the lower secondary level is organized into subject classes, some compulsory and some elective. As with other levels of school education, educational programs at the lower secondary level must meet the basic curriculum set by the federal Ministry of Education. Natural and some social sciences (biology, physics, astronomy, chemistry, geography, history, civics) as well as individual projects are introduced into the curriculum in lower secondary school.

Students completing the lower secondary cycle take final examinations (also called the state final attestation). The state final attestation includes compulsory written exams in both mathematics and Russian composition, plus three oral exams in optional subjects.

TABLE 16. COMMON CURRICULUM FOR SOVIET LOWER SECONDARY SCHOOLS, 1989

SUBJECT	HOURS OF INSTRUCTION PER GRADE					TOTAL
	5	6	7	8	9	
Russian Language	245	210	140	108	76	779
Russian Literature	140	105	70	72	114	501
Mathematics	210	210	210	216	228	1074
History	70	70	70	72	114	396
Nature	35	–	–	–	–	35
Geography	–	70	105	72	76	323
Biology	–	70	70	72	76	288
Physics	–	–	70	72	114	256
Chemistry	–	–	–	108	95	203
Drawing	–	–	35	36	38	109
Foreign Language	140	105	70	72	38	425
Music	35	35	35	36	–	141
Graphic Art	35	35	35	36	–	141
Physical Education	70	70	70	72	76	358
Labour	70	70	70	108	114	432
Total	1,050	1,050	1,050	1,152	1,159	5,461

Source: Adapted from Russian Soviet Federative Socialist Republic, May 1989.

TABLE 17. COMMON CURRICULUM FOR RUSSIAN LOWER SECONDARY SCHOOLS, 2004

SUBJECT	HOURS OF INSTRUCTION PER GRADE					
	5	6	7	8	9	TOTAL
Russian Language and Literature	272	272	238	204	204	1,190
Foreign Language	102	102	102	102	102	510
Mathematics	170	170	204	170	170	884
Computer Science	68	–	–	–	–	68
Environment	34	–	–	–	–	34
Biology	–	68	68	68	68	272
Physics and Astronomy	–	–	68	68	68	204
Chemistry	–	–	–	68	68	136
Geography	–	68	68	68	–	204
History	68	68	68	68	68	340
Civil Science	34	34	34	34	34	170
Economics	–	–	–	–	68	68
Labour	68	68	68	34	34	272
Information Technology	–	–	–	34	34	68
Music	34	34	34	34	34	170
Fine Arts and Culture	34	34	34	34	34	170
Physical Education	68	68	68	68	68	340
Individual Project	68	68	68	68	68	340
Individual Studies	68	102	102	136	136	544
Total	1,088	1,156	1,224	1,258	1,258	5,984

Source: Ministry of Education of the Russian Federation, National Information Centre on Academic Recognition and Mobility. (Retrieved from www.russianenic.ru/english/index.html)

Successful completion of final exams leads to the awarding of the **Certificate of Incomplete Secondary Education** and concludes the compulsory stage of education. Final-exam results are generally not recorded separately but are reflected in the final grades. The certificate grants the holder access to further studies in either the upper secondary education stream or the vocational stream.

UPPER SECONDARY EDUCATION

UPPER SECONDARY EDUCATION IN THE FORMER USSR

Upper secondary education in most republics of the former USSR consisted of grades 9 and 10 or grades 10 and 11. A standard academic program was suitable to prepare students for entry to institutions of higher education

offering various fields of study. Thus the upper secondary curriculum, which included a large number of science and social science subjects, was essentially academic in content. Students studied more than 10 subjects (including mathematics, Russian literature, history, geography, biology, physics, astronomy, chemistry, a foreign language, physical education and other subjects) in order to obtain the average of 36 to 38 hours of weekly instruction.

Upper secondary education could be integrated with vocational training at technical and vocational schools.

TABLE 18. COMMON CURRICULUM FOR SOVIET UPPER SECONDARY SCHOOLS, 1989

SUBJECT	HOURS OF INSTRUCTION PER GRADE		
	GRADE 10	GRADE 11	TOTAL
Russian Literature	152	114	266
Mathematics	171	152	323
Computer Science	38	76	114
History	152	114	266
Family Life	38	–	38
Soviet Society	–	38	38
Geography	57	–	57
Biology	38	57	95
Physics	152	152	304
Astronomy	–	38	38
Chemistry	76	76	152
Foreign Language	38	38	76
Physical Education	76	76	152
Labour	152	152	304
Military Training	76	76	152
Total	1,216	1,159	2,375

Source: Adapted from Russian Soviet Federative Socialist Republic, May 1989.

Subjects were taught by specialist teachers who were required to complete higher (university-level) pedagogical education with a specialization in a given subject. These might be the same specialist teachers as at the lower secondary level.

Standardized examinations (both oral and written) in various core subjects followed the last grade of upper secondary education. Students sat for at least five exams, with two compulsory written exams—one in mathematics and one in Russian composition. In the 1988–1990 period students were tested in mathematics (written), Russian (written), literature (oral), physics (oral) and chemistry (oral).

If successful in all subjects students were awarded the **Certificate of Completion of Secondary Education**. Final grades were listed on the Certificate of Completion of Secondary Education itself. Final-exam results were generally not recorded in the certificate but were reflected in the final grades.

Students who received the highest grade (5 out of 5) in every subject were usually awarded a Gold Medal. Students who fell short by receiving 4 out of 5 in only one subject usually received a Silver Medal. Exact stipulations for the awarding of Gold and Silver Medals were set by the state administrative bodies and were subject to change from year to year.

The certificate entitled its holder to apply for admission to an institution of higher or vocational education.

Total instructional hours in Alberta (grades 1 to 12) are comparable to those in the former USSR (grades 1 to 10 or 1 to 11).

TABLE 19. COMPARISON OF TOTAL INSTRUCTIONAL HOURS IN THE FORMER USSR AND ALBERTA SCHOOLS

GRADES	TOTAL INSTRUCTIONAL HOURS IN USSR GENERAL SCHOOLS	TOTAL INSTRUCTIONAL HOURS IN ALBERTA SCHOOLS
1–6	5,160	5,700
7–11 (7–12 in Alberta)	5,774	5,350
Total for grades 1–11 (grades 1–12 in Alberta)	10,934	11,050

Source: Alberta Advanced Education, International Qualifications Assessment Service.

UPPER SECONDARY EDUCATION IN THE RUSSIAN FEDERATION

Currently, upper secondary education comprises grades 10 and 11. This stage of schooling is not compulsory. Some schools may offer programs that combine upper secondary education and technical and vocational training.

As at the other stages of school education, upper secondary school curricula follow the basic curriculum of school education of the Russian Federation. Subjects are similar to those in lower secondary schooling, including Russian language and literature, mathematics, foreign language, biology, physics and astronomy, chemistry, history, social science, regional options and individual studies, among others.

TABLE 20. COMMON CURRICULUM FOR RUSSIAN UPPER SECONDARY SCHOOLS, 2004

SUBJECT	HOURS OF INSTRUCTION PER GRADE		
	GRADE 10	GRADE 11	TOTAL
Russian Language and Literature	170	136	306
Foreign Language	102	102	204
Mathematics	136	136	272
Biology	68	102	170
Physics and Astronomy	102	102	204
Chemistry	68	68	136
History	68	68	136
Social Science	68	68	136
Regional Option	34	34	68
Family Studies	34	34	68
Economics	68	68	136
Labour	102	102	204
Information Technology	34	34	68
Fine Arts and Culture	34	34	68
Physical Education	68	68	136
Individual Project	68	68	136
Individual Studies	68	68	136
Total	1,292	1,292	2,584

Source: Ministry of Education of the Russian Federation, National Information Centre on Academic Recognition and Mobility. (Retrieved from www.russianenic.ru/english/index.html)

The optional and non-federal components of the curriculum are increasing. In 2004, local content developed by regions and individual schools comprised 12.4 per cent of class time in five-day schools.

As in the former USSR, school subjects are taught by specialist teachers who are required to complete higher (university-level) pedagogical education with a specialization in a given subject. The specialist teachers may be the same ones as at the lower secondary level.

Final and annual examinations are a combination of one-third oral and two-thirds written exams. The number of disciplines in the final attestation is at least five:

- two federal compulsory written examinations (Russian composition and mathematics)
- at least three examinations in fields selected by the student

Students who complete secondary education with a 5 in every subject may be awarded a Gold Medal. Students who receive a 4 in a maximum of two subjects and a 5 in all other subjects are typically awarded a Silver Medal. Exact stipulations for the awarding of Gold and Silver Medals are set by the state administrative bodies and may change from year to year.

The **Certificate of Completion of Secondary Education** includes the results of the final examinations and a transcript listing the grades achieved by the student in all the subjects studied. Sample documents are available from the Ministry of Education of the Russian Federation, National Information Centre on Academic Recognition and Mobility (see www.russianenic.ru/english/index.html for more information).

TABLE 21. COMPARISON OF TOTAL INSTRUCTIONAL HOURS IN RUSSIAN AND ALBERTA SCHOOLS

GRADES	TOTAL INSTRUCTIONAL HOURS IN RUSSIAN GENERAL SCHOOLS	TOTAL INSTRUCTIONAL HOURS IN ALBERTA SCHOOLS
1–6	5,814	5,700
7–11 (7–12 in Alberta)	6,324	5,350
Total for grades 1–11 (grades 1–12 in Alberta)	12,138	11,050

Even though the school week has changed from six days in the former USSR to five days in the Russian Federation, total instructional hours for all grades combined have increased by approximately 1,100 hours.

BASIC CURRICULUM IN THE RUSSIAN FEDERATION

A minimum compulsory education content and student workload required by the state is set in the basic curriculum for school education. Actual school curricula may differ in the number of hours per subject and the number of years a subject is taught. The Ministry of Education of the Russian Federation sets 75 per cent of the basic curriculum, while at least 10 per cent of the curriculum is set by the regions and at least 10 per cent by the schools of general education. Other institutions, such as the gymnasiums and lyceums, make individual adjustments to the general curriculum in accordance with the field of study focused on at the institution.

EDUCATIONAL REFORMS IN THE RUSSIAN FEDERATION

PROFILE EDUCATION

In 2003 a new concept known as profile education was introduced in the upper secondary classes (grades 10 and 11) in general schools (as per Ministry of Education, Order No. 334, 9 June 2003). Profile education involves the introduction of a number of study concentrations, or profiles.

TABLE 23. CORE SUBJECT GROUPS IN THE BASIC CURRICULUM, GRADES 1 TO 11

SUBJECT GROUP	SUBJECTS
Humanities	Russian Language
	Literature
	Arts
Social Sciences	Foreign Languages
	Russian History
	World History
	Economic and Social Geography
	Law
	Political Science
	Economics
Natural Sciences	Biology
	Physics
	Astronomy
	Chemistry
	Ecology
Mathematics	Algebra
	Geometry
Physical Education	Various Sports
Labour	For example: Home Economics, Sewing, Cooking, Metal Work, Carpentry

Source: United Nations Educational, Scientific and Cultural Organization, 2000.

TABLE 22. BASIC CURRICULUM FOR RUSSIAN SCHOOL EDUCATION, GRADES 1 TO 11, 2000

SUBJECT	HOURS OF INSTRUCTION PER WEEK PER GRADE										
	1	2	3	4	5	6	7	8	9	10	11
Russian Language	3	3	3	3	3	3	3	3	3	–	–
Literature	4	4	4	4	8	8	6	5	5	4	4
Arts	2	2	2	2	2	2	2	2	–	–	–
Social Sciences	2	2	2	2	2	2	2	3	4	4	4
Natural Sciences					2	3	6	8	8	4	4
Mathematics	4	4	4	4	5	5	5	4	5	3	3
Physical Education	2	2	2	2	2	2	2	2	2	3	3
Labour	2	2	2	2	2	2	2	3	3	2	3
Total	19	19	19	19	26	27	28	30	30	20	20
Disciplines in Regional Options	1	3	5	5	3	3	4	2	3	12	12
Total Mandatory Load	20	22	24	24	29	30	32	32	33	32	32
Optional, Individual and Group Classes	2	3	3	3	3	3	3	3	3	6	6
Total	22	25	27	27	32	33	35	35	36	38	38
Weeks per Year	33	34	34	34	34	34	34	34	34	34	34

Source: United Nations Educational, Scientific and Cultural Organization, 2000.

TABLE 24. PROFILE NAMES AND SUBJECTS OF STUDIES, 2006

PROFILE NAME	SUBJECTS OF INTENSIVE STUDIES
Agricultural Science	Agriculture Technology, Agronomy, Biology, Cattle Husbandry
Biology and Geography	Biology, Geography, Mathematics
Chemistry	Chemistry, Mathematics
Chemistry and Biology	Biology, Chemistry, Mathematics
Fine Arts	Art, Literature
Humanities	Civics, History, Law, Literature, Russian Language
Industrial Science	Physics, Technology
Information Technology	Informatics, Mathematics
Mathematics	Informatics, Mathematics, Physics
Philology	Literature, Russian Language, two foreign languages
Physical Education	Health/Life Skills, Physical Education
Physics and Chemistry	Chemistry, Mathematics, Physics
Social Sciences and Economics	Civics, Economics, Geography, Law, Mathematics

Source: Profile Education in Upper Secondary School. (Retrieved from www.profile-edu.ru)

TABLE 25. HOURS OF INSTRUCTION FOR PROFILE EDUCATION, 2004

SUBJECTS	COMPULSORY AND ELECTIVE SUBJECTS (2 YEARS OF STUDY)	
	BASIC LEVEL	PROFILE
Russian Language	70*	210
Literature	210*	350
Foreign Languages	210*	420
Mathematics	280*	420
History	140*	280
Physical Education	140*	280
Social Science	70*	210
Economics	35*	140
Law	35*	140
Geography	70	210
Physics	140*	350
Chemistry	70*	210
Biology	70	210
Informatics	70	280
Art	70	210
Technology	70	280
Civics	35	140
Subtotal	maximum: 2,100	
Subjects set by region	140	
Subjects set by school	minimum: 280	
Grand total	up to 2,520	

Source: Nordic Recognition Network, 2005.

Note: *Non-variable (compulsory) subjects

The profile education model is implemented in all Russian general schools at two stages: the preparatory stage (grade 9) and profile teaching stage (grades 10 and 11).

In the preparatory stage students prepare to choose profiles that will be taught for the duration of grades 10 and 11. Students study one subject intensively for two to three months, or one semester. The duration of a course can vary from 12 to 100 hours. During the preparatory stage students can explore different profiles.

In the profile teaching stage students commit to a profile (group of subjects) that will be taught at an advanced level. For every educational program only a few subjects remain mandatory. Mandatory subjects are taught at the basic level.

The complete model of profile education (both preparatory and profile teaching stages) was scheduled for implementation across the country in 2006 and 2007.

UNIFIED STATE EXAMINATION

Another recent reform in Russian general education is the Unified State Exam (Единый государственный экзамен, *Edinyi gosudarstvennyi ekzamen*). Since 2004, the Russian Ministry of Education has been experimenting with a single nationwide, standardized exam. Each student taking the exam receives a Certificate of USE Results (Свидетельство о результатах, *Svidetelstvo o rezultatakh*). The plan is to make it a standard graduation test in Russian general schools by 2009. It is currently administered at the end of grade 11 and only at state-accredited institutions. As of 2009 it will also be administered for students leaving general school after grade 9.

HIGHER EDUCATION

HIGHER EDUCATION IN THE FORMER USSR

OVERVIEW OF HIGHER EDUCATION IN THE FORMER USSR

Higher education in the former USSR was free, as declared by the Constitution, and controlled by the state. In 1991 there were 904 higher education institutions (высшие учебные заведения, *vysshie uchebnye zavedeniia*). HEIs were located throughout the Soviet republics in some 350 cities; they enrolled 5.2 million students on a full-time, part-time or correspondence basis.

ADMINISTRATION

Higher education in the country was administered by the State Committee for Public Education. Soviet republics and regions had their own local committees for public education. In the case of some specialized institutions, corresponding ministries and departments assumed administrative responsibility jointly with the state committee.

The SCPE set entrance requirements and determined curricula and textbooks. It also determined professional training requirements.

For each institution, the SCPE appointed a rector. This rector, as head of the institution, chaired its academic council, which was responsible for institutional policies. The academic council included the vice-rector, deans, department chairs and professors.

Since 1987 the faculty and staff have elected the rector, for a five-year term.

The SCPE recognized institutions for their contributions to education and research. Institutions could be granted the honour of being named after a distinguished citizen in recognition of their academic merit. As well, four special “order” awards denoted institutional quality.

ORDER AWARDS DENOTING INSTITUTIONAL QUALITY

Order Name	Russian Name	Latin Name
The Order of Lenin	Орден Ленина	<i>Orden Lenina</i>
The Order of the Red Labour Banner	Орден Трудового Красного Знамени	<i>Orden Trudovogo Krasnogo Znameni</i>
The Order of the October Revolution	Орден Октябрьской Революции	<i>Orden Oktiabrskoi Revoliutsii</i>
The Order of the Friendship of People	Орден Дружбы Народов	<i>Orden Druzhby Narodov</i>

TYPES OF INSTITUTIONS

Institutions of higher education included universities, institutes, academies, *uchilishche* and conservatories (for further information, see the *International Handbook of Universities*, 12th edition, and the *World of Learning 1989*, 39th edition). The types of institutions were considered equal in terms of academic standards, admission requirements and awards offered. The categories were functional and were not meant to represent an educational hierarchy. The 1990 breakdown for about 900 institutions is shown in Table 27.

TABLE 26. NUMBER OF HIGHER EDUCATION INSTITUTIONS IN SOVIET REPUBLICS, 1991

FORMER SOVIET REPUBLICS	NUMBER OF HEIs	PERCENTAGE OF ALL HEIs IN THE FORMER USSR
Russian Soviet Federative Socialist Republic	512	56.6%
Ukrainian SSR*	147	16.3%
Armenian SSR, Azerbaijani SSR, Georgian SSR, Kirghiz SSR, Moldavian SSR, Tajik SSR, Turkmen SSR	85	9.4%
Kazakh SSR	55	6.1%
Uzbek SSR	44	4.9%
Byelorussian SSR	33	3.7%
Estonian SSR, Latvian SSR, Lithuanian SSR	28	3.0%
Total HEIs in the Former USSR	904	100.0%

Note: *SSR is the abbreviation for “Soviet Socialist Republic.”

TABLE 27. TYPES OF INSTITUTIONS OF HIGHER EDUCATION IN THE FORMER USSR, 1990

INSTITUTION TYPE	DESCRIPTION	PERCENTAGE OF ALL INSTITUTIONS IN 1990
University	<ul style="list-style-type: none"> Universities were large, comprehensive institutions offering a broad range of disciplines in the sciences and humanities. They did not offer courses in areas such as the applied sciences, engineering or medicine. Education was often theoretical and focused on preparing researchers and teachers for the post-secondary level. Research was primarily fundamental. Universities were located in major urban centres. In 1987, 68 universities enrolled approximately 600,000 students. In 1990, there were 70 universities. Average enrolment ranged between 8,000 and 9,000 (including part-time and correspondence students). 	8%
Institute	<ul style="list-style-type: none"> Institutes typically specialized in one major applied discipline: for example, medicine, agriculture, economics, teacher education, technology or aviation. A combination of practical industrial experience and theoretical knowledge was emphasized. Even though fundamental research was also done at institutes, the focus was more applied. Institutes were generally smaller than universities, with an enrolment of between 3,000 and 7,000 students. Polytechnical institutes, or polytechnics, were the largest type of institute, with an average enrolment of 10,000 to 15,000 students. They trained engineers and technologists. Polytechnics numbered 64 in 1991. 	80%
Academy	<ul style="list-style-type: none"> Academies could be educational institutions or institutions dedicated to academic research. Only graduate degrees were awarded at research academies. There were four major research academies in the former USSR: <ul style="list-style-type: none"> Academy of Sciences Academy of Pedagogical Sciences Academy of Agricultural Sciences Academy of Medical Sciences 	1%
<i>Uchilishche</i>	<ul style="list-style-type: none"> Some <i>uchilishche</i> were higher education institutions, even though the majority represented technical and vocational institutions. The higher education <i>uchilishche</i> was generally similar to the specialized institutes. Examples of higher education <i>uchilishche</i> included: <ul style="list-style-type: none"> theatrical <i>uchilishche</i> (театральное училище, <i>teatralnoe uchilishche</i>)—schools of drama and cinematography higher military <i>uchilishche</i> (высшее военное училище, <i>vysshee voennoe uchilishche</i>)—military schools higher marine engineering <i>uchilishche</i> (высшее инженерное морское училище, <i>vysshee inzhenernoe morskoe uchilishche</i>)—schools of marine transportation and navigational science 	9%
Conservatory	<ul style="list-style-type: none"> Conservatories offered programs of higher education in music. They were similar to institutes of art and institutes of culture. 22 conservatories operated in the former USSR. 	2%

ADMISSION TO UNIVERSITY-LEVEL HIGHER EDUCATION

Admission to higher education in the former USSR was competitive, with admission to some institutions and programs being much more competitive than to others. Applicants had to carefully weigh their chances of admission, since different institutions held their entrance examinations simultaneously. Furthermore, students had to submit their original school-leaving certificate with their application.

Although students' previous academic record was taken into consideration to some extent, the entrance exam score was the most important factor. To prepare students for the entrance exams, many higher education institutions offered one-year preparatory courses. These courses were typically taken during the last year of school education.

TABLE 28. HIGHER EDUCATION ADMISSION REQUIREMENTS IN THE FORMER USSR

ADMISSION REQUIREMENT	DESCRIPTION
Academic credential requirement	A school or vocational education credential: <ul style="list-style-type: none"> • Certificate of Completion of Secondary Education (<i>Attestat o srednem (polnom) obshchem obrazovanii</i>) or • A diploma of vocational education that included complete secondary education
AND	
Examination requirement	<ul style="list-style-type: none"> • Oral and written entrance examinations set by individual institutions for entry into different specializations or areas of study. The typical number of exams was three to five.

ADDITIONAL ADMISSION CONSIDERATIONS

- For full-time study an age limit of 35 years was typically enforced. There was no age limit for part-time, evening or correspondence studies.
- Institutions typically reduced the number of examinations for certain categories of applicants, for example, for:
 - individuals who had been awarded a medal (at the completion of school education) or a diploma with honours/distinction (at the completion of vocational education) or some other award
 - graduates of specialized schools
- Students from certain regions (rural regions or certain republics) who intended to study in subject areas such as agriculture or pedagogy that would directly benefit the development of their regions might have been granted admission priority.
- The former USSR supported students from developing countries. However, foreign students were expected to meet the same entrance requirements as Soviet nationals—in particular, to have completed school education and taken entrance exams.
- A compulsory pre-academic year was offered for those who did not know Russian or for those with weak pre-university training.

FORMS OF EDUCATION

Different forms of education were offered in the former USSR:

- full-time
- part-time (evening and correspondence programs)
- *externat* (a form of education that enabled individuals to study independently and to take examinations)

A limited number of specializations (medicine, arts and some technical disciplines) could be completed only through full-time study.

Unlike in Western countries, a large number of students in the former USSR enrolled in evening and correspondence programs. Part-time students followed the same curricula and received diplomas of the same format as full-time students.

STUDENT ENROLMENT IN 1985–1986 (FROM A TOTAL OF 5,147,000 STUDENTS)

Full-time students > 54 per cent

Evening students > 12 per cent

Correspondence students > 34 per cent

ACADEMIC YEAR

Applications for admission were generally accepted in June. Entrance examinations were held in July and August. Registration for enrolment took place at the end of August.

The academic year ran from September to June and was divided into two semesters, September through January and February through June. Student contact hours throughout the year amounted to 34 to 40 hours a week, including lectures, seminars and labs. At least 20 per cent of the time was assigned to practical exercises and laboratory work in technical and science curricula. Independent work and background reading occupied a less significant amount of time than in Western countries.

Each semester culminated in a final-exam session, which included oral and written exams in five core subjects. Other courses taken in the term were marked pass/fail on the basis of oral exams. A final mark of “fail” was very rare, as students were allowed to repeat a failed exam up to two times. Students who failed more than two courses were required to withdraw from their program.

LANGUAGE OF INSTRUCTION

Russian was overwhelmingly the language of instruction throughout the former USSR.

CURRICULUM STANDARDS

Under the Soviet system, central control by the state resulted in a high degree of uniformity in course and program contents. Higher education programs followed highly specialized curricula that provided theoretical and

practical fundamentals for their fields of specialization. Based on specialty groupings, specializations were numbered and provided by the state committee for public education.

Students chose their fields of specialization before their entrance to an institution of higher education. The first two years of undergraduate study were devoted to the study of foundation courses, mainly in the social and natural sciences. Specialization courses generally began in the third year.

TYPICAL DIVISION OF PROGRAM STUDIES:

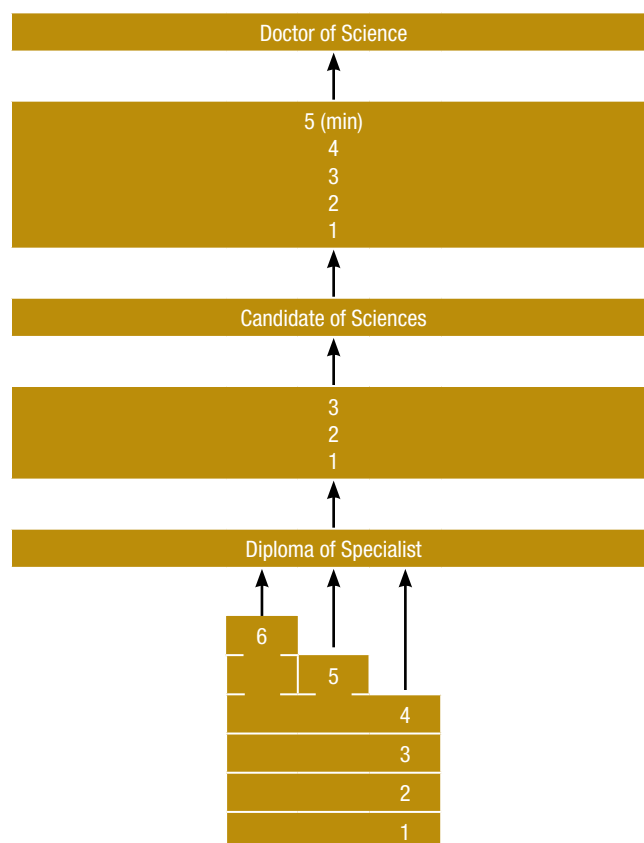
- Foundation studies and core subjects > 50 per cent
- General profile courses > 35 per cent
- Specialization courses > 15 per cent

Pure theoretical sciences, such as mathematics and physics, were highly emphasized in Soviet education. Even students specializing in humanities took compulsory courses in these areas. Compulsory courses in all specializations also included foreign-language studies, the history of the Communist Party, Marxist-Leninist philosophy, military training and civil defence.

EDUCATION STRUCTURE AND CREDENTIALS

The Soviet system of higher education consisted of two distinct phases. The first phase was typically five years in length and resulted in the Diploma of Specialist. The second phase included two levels: Candidate of Sciences and Doctor of Sciences.

FIGURE 1. HIGHER EDUCATION STRUCTURE IN THE FORMER USSR



UNDERGRADUATE EDUCATION

Undergraduate programs are defined as those to which students are directly admitted after school education and its equivalents. *Graduate* programs are defined as those

TABLE 29. HIGHER EDUCATION CREDENTIALS IN THE FORMER USSR

CREDENTIAL	TYPICAL LENGTH OF FULL-TIME STUDY	PRIMARY ORIENTATION	ADMISSION REQUIREMENTS	GIVES ACCESS TO:	THESIS COMPLETION	SAMPLE DOCUMENT IN APPENDIX C
Diploma of Specialist (Диплом специалиста, <i>Diplom spetsialista</i>)	5 to 6 years (4 for some teaching qualifications)	Academic/professional	Completion of school education and entrance exams	Candidate of Sciences program or employment	3 to 4 months	A, B
Candidate of Sciences (Кандидат наук, <i>Kandidat nauk</i>)	Minimum 3 years, including research and optional coursework	Advanced academic research	Diploma of Specialist, entrance exams and research qualifications	Doctor of Sciences program and associate professor position	At least 2.5 years	C
Doctor of Sciences (Доктор наук, <i>Doktor nauk</i>)	5 to 15 years	Advanced academic research	Candidate of Sciences, academic position and research qualifications	Full professor position	5 to 15 years	n/a

to which students are admitted from a level-one (first degree) higher education program. These terms are not meant to portray equivalency to any programs in other countries. “Professor” and “associate professor” refer to the requirements and interpretation established in the country of the former USSR or the Russian Federation.

DIPLOMA OF SPECIALIST (Диплом специалиста, *DIPLOM SPETSIALISTA*), OR **FIRST DIPLOMA** (Первый диплом, *PERVYI DIPLOM*)

The first degree of higher education in the former USSR was commonly referred to as the First Diploma or the Diploma of Specialist. The credential itself, however, did not use these terms. It was normally entitled Diploma of Completion of Higher Education (Диплом об окончании высшего учебного заведения, *Diplom ob okonchanií vysshego uchebnogo zavedeniia*) or just Diploma (Диплом, *Diplom*). A specialization appeared in the diploma as a professional title, such as engineer or teacher.

The Diploma of Specialist required five years of full-time study for most majors. Only a small number of programs required four years of study, such as some teaching qualifications. Programs in architecture required five-and-a-half years of study. The program in medicine required six years; in addition, students undertook one year of specialization practice (the *internatura*) in a selected field of medicine. Other disciplines—such as geology and certain branches of engineering, technology and fine arts—also required six years of study. A typical Diploma of Specialist program represented 4,500 to 5,500 hours of instruction in approximately 20 to 34 subjects, depending on the specialization.

STATE FINAL EXAMINATION

The state final examination stage consisted of the state final examinations and defence of a final research project. The final research project was expected to be independent research or scholarship. It was defended before the State Examination Commission. The chair of the commission was appointed by the state committee for public education on the recommendation of the rector of the institution. Members of the commission were appointed by the rector and included faculty and industry representatives. Additionally, the SEC examined each student in the field of specialization.

GRADUATE EDUCATION

Graduate education could be obtained at institutions of higher education (research institutes, academies, universities, and so on).

A study program leading to the Candidate of Sciences was called *aspirantura*, and a student pursuing such a degree was called *aspirant*. A study program leading to the Doctor of Sciences was called *doktorantura*, and a student pursuing such a degree was called *doktorant*. The Candidate of Sciences and Doctor of Sciences degrees could be undertaken through either full-time or part-time study. They could also be awarded following independent study.

Both graduate degrees were traditionally awarded by the Supreme Certifying Commission (Высшая аттестационная комиссия, *Vysshaia attestatsionnaia comissiia*) under the auspices of the Council of Ministers of the USSR.

CANDIDATE OF SCIENCES (Кандидат наук, *KANDIDAT NAUK*)

The Candidate of Sciences was the first graduate degree in the former USSR. It was awarded across a broad range of academic disciplines. The discipline might be stated in the title: for example, the Candidate of Economic Sciences.

Students were admitted to the Candidate of Sciences program after completing the first diploma (the Diploma of Specialist) with an overall grade of “excellent” or “good.” They must also have passed qualifying examinations in their proposed field of specialization, a foreign language and philosophy.

Students undertook supervised research and prepared a thesis during at least three years. Coursework was voluntary but common. The thesis was critically reviewed by at least two official reviewers (opponents). It was typically about 150 pages in length. An extended abstract of the thesis was sent out to approximately 100 other institutions for review. The thesis was publicly defended before the dissertation council of the institution.

DOCTOR OF SCIENCES (Доктор наук, *DOKTOR NAUK*)

The Doctor of Sciences was the highest academic credential in the former USSR. Highly research oriented, it was obtained by senior scholars. The primary objective of the *doktorantura* was to develop a publication track record and facilitate faculty promotion. A Doctor

of Science entitled its holder to obtain the position of a full professor or department head at an institution of higher education. The Doctor of Sciences was determined by a secret ballot by peers and approved by the Supreme Certifying Commission.

To be eligible for admission, a candidate must have held the Candidate of Sciences, met research requirements and been under 40 years of age. The Doctor of Sciences required submission of another thesis after the thesis done for the Candidate of Sciences program. The Doctor of Sciences thesis was to have represented a piece of original research with results of fundamental scientific or applied significance. Publication of 10 to 20 scientific papers was required.

Although extremely rarely, the Doctor of Sciences could have been awarded immediately after the Candidate of Sciences if the research was of an appropriately high standard.

SAMPLE PROGRAMS

As a result of the state administration in the former USSR, programs were consistent across different institutions. Sample Diploma of Specialist programs in medicine, civil engineering, architecture and literary studies are presented in Tables 30 through 33.

TABLE 30. SIX-YEAR SPECIALIST PROGRAM IN MEDICINE (SPECIALIZATION NUMBER 1901, THERAPIST), MOSCOW MEDICAL ACADEMY, 1991

SUBJECT	LECTURE	LAB/PRACTICE/ SEMINAR	TOTAL
History of the Communist Party of the USSR	60	60	120
Marxist-Leninist Philosophy	80	60	140
Principles of Scientific Atheism	18	6	24
Political Economy	50	50	100
Scientific Communism	40	40	80
Special Training	68	186	254
Civil Defence	20	30	50
Physical Education, including Medical Gymnastics and Medical Control	11	174	185
Latin and Medical Terminology	–	72	72
Foreign Language	–	350	350
Medical Biology and Genetics	28	120	148
Medical and Biological Physics, including Information Science and Medical Equipment	36	132	168
General and Bio-organic Chemistry	48	140	188
Biochemistry	46	144	190
Human Anatomy	54	222	276
Histology, Embryology and Cytology	34	134	168
Normal Physiology	50	186	236
Microbiology, including Virology and Immunology	38	146	184
Pharmacology	36	130	166
Clinical Pharmacology	4	52	56
Pathological Anatomy, including Dissection	38	148	186
Pathological Physiology	38	128	166
General Hygiene, including Ecology	36	94	130
Social Hygiene and Organization of Health Services	56	96	152

SUBJECT	LECTURE	LAB/PRACTICE/ SEMINAR	TOTAL
General Patient Care (Therapy)	–	40	40
Introduction to Internal Diseases	36	168	204
Internal Disease and General Physical Therapy	76	256	332
Endocrinology	18	38	56
Tuberculosis	18	78	96
Polyclinic Training	18	52	70
Occupational Diseases	8	30	38
Roentgenology and Radiation Medicine	18	58	76
General Patient Care (Surgery)	–	32	32
General Surgery and Anesthesiology	46	120	166
Reanimation and Intensive Therapy	4	34	38
Operative Surgery and Topographical Anatomy	18	112	130
Surgical Diseases	70	210	280
Urology	8	30	38
Stomatology	8	30	38
Traumatology and Orthopedics	40	94	134
Oncology	12	50	62
Infectious Diseases and Epidemiology	42	120	162
Dermatology and Venereal Diseases	26	70	96
Neurology, Neurosurgery and Medical Genetics	38	112	150
Psychiatry	26	66	92
General and Medical Psychology	4	32	36
Otorhinolaryngology	18	56	74
Pulmonology	18	56	74
Forensic Medicine	16	70	86
Soviet Law	30	18	48
Obstetrics and Gynecology	50	182	232
Pediatrics	36	130	166
Pediatric Surgery	8	58	66
Subtotal number of hours			6,906
Specialization: Internal Diseases	70	1,106	1,176
Surgical Diseases	70	1,106	1,176
Obstetrics and Gynecology	70	1,106	1,176
Total Hours	1,809	8,620	10,429

Source: Erika Popovich & Brian Levin-Stankevich, 1992.

State examinations are required at the end of various years of study.

STATE EXAMINATIONS		
SECOND YEAR	FIFTH YEAR	SIXTH YEAR
Human Anatomy	Internal Diseases	Specialization
Normal Physiology	Surgical Diseases	Marxism-Leninism
Histology	Obstetrics and Gynecology	Social Hygiene and Organization of Health Services
Biochemistry		

In medicine, the Diploma of Specialist listed the title of physician (врач, *vrach*). The four major types of specialist programs were:

- therapist (primary care physician)
- hygienist (sanitarian/epidemiologist/hygienist)
- pediatrician (children's primary care physician)
- stomatologist (dentist)

TABLE 31. FIVE-YEAR SPECIALIST PROGRAM IN CIVIL ENGINEERING (SPECIALIZATION NUMBER 2903), PATRICE LUMUMBA PEOPLE'S UNIVERSITY, 1991

SUBJECT	LECTURE	LAB/PRACTICE/ SEMINAR	TOTAL
History of Soviet Society	51	51	102
Philosophy	68	68	136
Philosophical and Methodological Problems in Science and Technology	17	17	34
Political Economy	76	62	138
Scientific Communism	45	31	76
Foreign Language	–	464	464
Physical Education	–	136	136
Introduction to Specialization	34	–	34
Higher Mathematics	221	238	459
Chemistry	34	68	102
Physics	136	136	272
Theoretical Mechanics	85	102	187
Descriptive Geometry and Drafting	34	170	204
Engineering Geodesy	51	51	102
Construction Materials	51	51	102
Metals and Welding Technology	51	17	68
Strength of Materials	119	85	204
Hydraulics and Hydraulic Machines	68	68	136
Electrical Technology and Electronics	68	51	119
Principles of Civil Construction	62	62	124
Principles of Hydro-technical Construction	62	62	124
Water Supply and Sewerage	34	17	51
Heat, Air Conditioning and Climate Control	48	31	79
Construction Mechanics	127	79	206
Soil Mechanics	65	31	96
Reinforced Concrete and Concrete Structures	90	76	166
Metal Structures	62	31	93
Construction Machines	45	45	90
Reconstruction of Civil and Industrial Buildings	34	–	34
Highways	65	48	113

SUBJECT	LECTURE	LAB/PRACTICE/ SEMINAR	TOTAL
Land Reclamation	62	48	110
Computer Science and Programming	31	65	96
Work Safety	45	31	76
Branch Economics	42	14	56
Engineering Geology	51	34	85
Management Automation Systems	17	34	51
Principles of Soviet Law	–	34	34
Courses in Specialization	353	353	706
Diploma project	–	–	14 weeks
Total Hours	2,504	2,961	5,465

Source: Erika Popovich & Brian Levin-Stankevich, 1992.

TABLE 32. FIVE-AND-A-HALF-YEAR SPECIALIST PROGRAM IN ARCHITECTURE (SPECIALIZATION NUMBER 2901), MOSCOW ARCHITECTURAL INSTITUTE, 1991

SUBJECT	LECTURE	LAB / INDEPENDENT WORK	TOTAL
History of the Communist Party of the USSR	182	122	304
Philosophy	78	62	140
Aesthetics	62	46	108
Economics	120	120	240
Communism	32	44	76
Soviet Law	30	14	44
World Culture	24	–	24
Foreign Language	124	156	280
Higher Mathematics	32	28	60
Building Mechanics	142	130	272
Planning Technique	90	52	142
Architectural Materials	90	46	136
Architectural Construction	120	115	235
Construction Site Technology/Safety	62	46	108
Construction Economics	62	46	108
Construction Organization	40	30	70
Geodesy	32	14	46
Site Preparation	62	42	104
Building Engineering Equipment	62	42	104
Building Physics	116	100	216
Descriptive Geometry	130	94	224

SUBJECT	LECTURE	LAB / INDEPENDENT WORK	TOTAL
Drawing	380	180	560
Painting	136	40	176
Sculpture	85	40	125
Art History	82	48	130
History of Architecture	60	48	108
Russian Architecture	64	34	98
Urban History	60	48	108
Soviet Architecture	30	24	54
Foreign Architecture	20	20	40
Problems of Architecture and Urban Planning	30	20	50
Introduction to the Profession	32	22	54
Architectural Typology of Buildings	30	20	50
Theory of Urban Planning	30	14	44
Ecological Issues	30	14	44
Volume/Distance Planning	124	146	270
Basics of Architecture Planning	380	420	800
Architectural Planning	490	554	1,044
Civil Defence	52	26	78
Disciplinary Specialized Courses (Residential Architecture):			
Sociology of Residential Buildings	12	–	12
Theory of Architectural Composition	30	21	51
Special Course on Construction and Engineering Equipment	70	–	70
Rural Building Projects	12	–	12
Practical Work	–	29	29
Course Project	–	284	284
Total Hours	3,931	3,401	7,332

Source: Erika Popovich & Brian Levin-Stankevich, 1992.

TABLE 33. FIVE-YEAR SPECIALIST PROGRAM IN LITERARY STUDIES (SPECIALIZATION NUMBER 0216), A.M. GORKII LITERARY INSTITUTE, 1991

SUBJECT	LECTURE	LAB/PRACTICE/ SEMINAR	TOTAL
History of the Communist Party of the USSR	56	64	120
Analytical Problems in the History of the Communist Party of the USSR	50	–	50
Marxist-Leninist Philosophy	60	80	140
Political Economy	58	82	140
Scientific Communism	30	38	68
History of the USSR	70	–	70
World History	70	–	70
History of Philosophy	70	–	70
Marxist-Leninist Philosophy Aesthetics	70	–	70
Principles of Scientific Atheism (changed to History of Religion)	34	–	34
Soviet Law	36	–	36
Foreign Languages	–	490	490

SUBJECT	LECTURE	LAB/PRACTICE/ SEMINAR	TOTAL
Introduction to Literary Studies	58	12	70
Oral Folk Art	28	6	34
History of Russian Literature	258	48	306
History of Soviet Literature	140	–	140
Seminar in Contemporary Soviet Literature	–	300	300
History of Foreign Literature	280	–	280
Introduction to Linguistics	36	–	36
Contemporary Russian	100	100	200
Orthography and Punctuation Practice	–	70	70
History of Russian Literary Language	48	22	70
Russian Stylistics	70	70	140
Editing Theory and Practice	32	18	50
Studies in Literary Crafts (Poetry, Prose, Drama, Literary Criticism, Translation)	–	450	450
Courses in Specialization	360	120	480
Civil Defence	30	6	36
Physical Education	–	140	140
Diploma Project	–	–	variable
Total Hours	2,044	2,116	4,160

Source: Erika Popovich & Brian Levin-Stankevich, 1992.

GRADING SYSTEM

The grading system in higher education in the former USSR was the same as at other levels of education. Additionally, some courses were marked *зачет* (*zchet*), which is usually translated as “pass” or “credit.” No more than five set examinations were typically graded each semester. The remaining courses of the term, if passed, were marked *zchet*. Students could continue their programs and graduate only if they passed each subject of the curriculum. They could retake a failed examination a maximum of two times.

TABLE 34. GRADING SCALE IN HIGHER EDUCATION IN THE FORMER USSR

SCALE	DESCRIPTION
5	Excellent (Отлично, <i>Otlichno</i>)
4	Good (Хорошо, <i>Khorosho</i>)
3	Satisfactory (Удовлетворительно, <i>Udovletvoritelno</i>)
2	Fail (Неудовлетворительно, <i>Neudovletvoritelno</i>)
<i>Zchet</i>	Pass (Зачет, <i>Zchet</i>)
<i>Nezchet</i>	Fail (Незачет, <i>Nezchet</i>)

HIGHER EDUCATION IN THE RUSSIAN FEDERATION

REFORMS IN HIGHER EDUCATION

Since the early 1990s the system of higher education in the Russian Federation has undergone major reforms. The reforms were based on the 1992 Law on Education and the 1996 amendments and changes to the Law on Education passed as the Law on Higher Education and Graduate Education.

As institutions moved toward administrative and financial autonomy, a new accreditation system was developed to make it possible for institutions to disengage from centralized authority and control. Further, the 1992 Law on Education provided for the establishment of private higher education institutions. By 2005, 631 licensed private institutions were operating, of which about 75 per cent were accredited. In addition, public higher education institutions now admit a significant number of tuition-paying students.

The higher education sector has witnessed rapid growth, with student enrolment more than doubling in the decade between 1993 and 2003.

GROWTH IN THE HIGHER EDUCATION SECTOR	YEAR	NUMBER
By number of institutions in operation	1990	900
	2005	1,304
By number of students enrolled	1993	2.6 million
	1999–2000	3.7 million
	2002–2003	5.9 million

As part of the integration of the Russian Federation into the Bologna Process, a new degree structure was adopted. Since 1992–1993 the Russian Federation has implemented a new credential structure of intermediate diploma, bachelor's and master's degrees. The longer traditional first degree, the Diploma of Specialist, continues to be widely offered in parallel to the bachelor's and master's degrees. In 2004, 92.4 per cent of undergraduate students were enrolled in specialist programs, compared to 7.2 per cent in bachelor's programs.

A new examination at the end of grade 11, known as the Unified State Examination, has been progressively implemented since 2001. It is used to evaluate secondary-school outcomes and as a standardized national entry examination to higher education institutions. Proponents expect the USE to improve the transparency and equity of the higher education admission process and to reduce corruption and bribery.

Recent years have also witnessed changes in the priorities of specializations. The number of students in the fields of economics, management, law, foreign languages, sociology and psychology has increased considerably. At the same time, numbers have declined in the fields of engineering and technology. This is in contrast to the 1980s, when the portion of students in the latter fields consistently exceeded 40 per cent of total student enrolment.

New specializations have been designed, especially in the humanities and the socio-economic sciences. Higher education institutions now offer educational programs in cultural studies, theology, political science, management, commerce, public relations, accounting, state and municipal management, marketing and many other fields. Some of these programs are based on revisions of specializations that existed in the former USSR; others have been newly designed.

The volume of humanities and socio-economic sciences courses included in the engineering and natural sciences programs has doubled; they now constitute more than 20 per cent of contact hours. Sociology, political science and cultural studies have been introduced. Philosophy, history, law, market economics and other disciplines have been freed from ideology and brought nearer to science. In the humanities and socio-economic sciences, training in modern technologies has been strengthened—in particular, by introducing the study of the foundations of information technology (informatics).

TABLE 35. HIGHER EDUCATION ADMINISTRATION IN THE RUSSIAN FEDERATION, 2006

LEVEL OF ADMINISTRATION	ADMINISTRATIVE BODY AND ITS MAIN RESPONSIBILITIES
Federal	The Ministry of Education and Science of the Russian Federation (Министерство образования и науки, <i>Ministerstvo obrazovaniia i nauki</i>)
	<ul style="list-style-type: none"> • Federal HEIs may be administered directly by the Ministry of Education and Science. • The Ministry of Education and Science is responsible for legislative regulation and the development of national policy for all levels of education, research, technology and innovation. • It controls and coordinates numerous subordinate agencies.
	Federal, Industry-specific Ministries and Agencies
	<ul style="list-style-type: none"> • About half of federal HEIs operate under the auspices of various industry-specific ministries and agencies, such as the Ministry of Health Care.
Local	Regional and Municipal Administrations
	<ul style="list-style-type: none"> • Regional and municipal authorities have responsibility for the local development of education (curriculum development, textbooks, teaching methods, budgets, construction and equipment). • They also establish local HEIs.
Private providers	Private Institutions
	<ul style="list-style-type: none"> • In accordance with the 1992 Law on Education, private bodies, and local and foreign enterprises or organizations may set up private HEIs. They are most prolific in the fields of law, management, finance and humanities.

ADMINISTRATION

Higher education institutions in the Russian Federation can be administered federally, locally or privately. In 2003, HEIs numbered:

- 676 federal
- 45 local
- 578 private

STATE EDUCATION STANDARD

The State Education Standard comprises the state-defined (federal) minimum curriculum requirements for different specializations (for more information, see www.edu.ru/db/cgi-bin/portal/spe/listplx?substr=&gr=0&st=all [in Russian only]). It is developed by teaching and methodological associations and approved by the Ministry of Education.

To be accredited:

- educational programs must comply with the State Education Standard
- research degrees must comply with the requirements of the Russian Academy of Sciences

Institutions that do not have state accreditation do not have to comply with the standard.

Higher education institutions are governed by an academic council headed by a rector, who is responsible for the direct administration of the institution to oversee compliance with the standard. An academic council is comprised of academic staff. The term of office of an academic council is five years.

QUALITY ASSURANCE/ACCREDITATION

The 1992 Law on Education and the 1996 Law on Higher and Graduate Education stipulate that quality assurance of higher education in the Russian Federation is implemented through:

- licensing
- attestation
- accreditation
- compliance with the State Education Standard

State (public) and non-state (private) institutions are subject to the same compliance criteria and processes. Campuses of an institution undergo these processes at the same time as the head institution.

It is important to note that **only accredited institutions may grant diplomas of the state format and only for their accredited programs**. Licensing and attestation are prerequisites for accreditation.

As of 1 January 2000 the three stages of quality assurance have been consolidated into a single process called complex assessment. This revision was ordered by the Ministry of Education to simplify processing and reduce costs for higher education institutions.

TABLE 36. QUALITY ASSURANCE STAGES IN THE RUSSIAN FEDERATION

QUALITY ASSURANCE STAGE	DESCRIPTION
Licensing	<ul style="list-style-type: none"> • Licensing permits an institution to engage in educational activities in specified specializations at specified levels but not to grant diplomas of the state format. • An evaluation team considers whether the institution meets state requirements with respect to educational facilities, equipment, teaching staff and teaching materials.
Attestation	<ul style="list-style-type: none"> • The attestation is based on a self-evaluation and an external examination by a central or regional agency. • Attestation is a decision by the State Attestation Board that the institution complies with the State Education Standard for higher education in terms of the level and quality of its graduates. • Attestation alone does not give the right to grant diplomas of the state format.
Accreditation	<ul style="list-style-type: none"> • Accreditation means permission to grant diplomas of the state format and to apply a state seal. • Accreditation involves both institutional and program accreditation based on a self-evaluation and on peer review. The institution is evaluated against 12 criteria to determine whether the State Education Standard is met. • As of 2004, 79% of all institutions were accredited. However, not all of the programs of an accredited institution may be accredited. Non-accredited institutions issue their own non-state diplomas.

TABLE 37. TYPES OF INSTITUTIONS OF HIGHER EDUCATION IN THE RUSSIAN FEDERATION

INSTITUTION TYPE	DESCRIPTION	PERCENTAGE OF ALL INSTITUTIONS (2005)
University	<ul style="list-style-type: none"> • A university is a large, comprehensive institution that conducts fundamental and applied research and offers undergraduate and graduate programs in a wide range of disciplines. • In the Russian Federation many institutions of other types (such as institutes) have changed their names to universities. • There are now pedagogical universities (formerly pedagogical institutes), medical universities (formerly medical institutes), agricultural universities (formerly agricultural institutes), technical universities (formerly polytechnic and specialized institutes) and so on. They coexist with the classical universities of the Soviet era, which offer programs in a wide range of humanities and sciences. 	27%
Academy	<ul style="list-style-type: none"> • An academy conducts fundamental and applied research and offers undergraduate and graduate programs in a single major area of science, technology or culture. • Many institutions of other types (such as institutes) have changed their names to academies. 	15%
Institute	<ul style="list-style-type: none"> • An institute may be an independent institution or a university or academy division with a more specialized focus. • An institute offers undergraduate programs in one or more disciplines and may offer graduate programs. • Institutes conduct fundamental and applied research in those disciplines and carry out professional development of specialists. 	57%
Other	<ul style="list-style-type: none"> • Some institutions of other types (such as <i>uchilishche</i> and conservatory) have kept their names since Soviet times. 	1%

ACCREDITED INSTITUTIONS

Ninety-three per cent of state institutions are accredited, as compared to only 60 per cent of non-state institutions (a list of accredited institutions in Russia can be found at www.russianenic.ru/english/cred/index.html).

TYPES OF INSTITUTIONS OF HIGHER EDUCATION

There are three major types of higher education institutions in the Russian Federation:

- + universities
- + academies
- + institutes

As was the case in the former USSR, the types of institutions are comparable in terms of the level of education.

In 2006, the 1,387 institutions of higher education included:

- + 378 universities
- + 205 academies
- + 804 institutes

Students may transfer from one higher education institution to another if they meet the requirements of the new institution.

ADMISSION TO UNIVERSITY-LEVEL HIGHER EDUCATION

TABLE 38. HIGHER EDUCATION ADMISSION REQUIREMENTS IN THE RUSSIAN FEDERATION

ADMISSION REQUIREMENT	DESCRIPTION		
Academic credential requirement	A school or vocational education credential: <ul style="list-style-type: none"> • Certificate of Completion of Secondary Education (<i>Attestat o srednem (polnom) obshchem obrazovanii</i>) or • Diploma of vocational education that includes complete secondary education 		
AND			
Examination requirement	<table border="0"> <tr> <td style="vertical-align: top;"> Prior to the introduction of the USE in 2001: <ul style="list-style-type: none"> • Oral and written entrance examinations set by individual institutions for entry into different specializations or areas of study. • The typical number of exams is three to five. </td> <td style="vertical-align: top;"> Since the introduction of the USE in 2001: <ul style="list-style-type: none"> • Certificate of USE results —and/or— • Oral and written entrance examinations as before (as set by the institution) </td> </tr> </table>	Prior to the introduction of the USE in 2001: <ul style="list-style-type: none"> • Oral and written entrance examinations set by individual institutions for entry into different specializations or areas of study. • The typical number of exams is three to five. 	Since the introduction of the USE in 2001: <ul style="list-style-type: none"> • Certificate of USE results —and/or— • Oral and written entrance examinations as before (as set by the institution)
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UNIFIED STATE EXAMINATION

The Unified State Examination (Единый государственный экзамен, *Edinyi gosudarstvennyi ekzamen*) has been implemented since 2001 as a standardized school graduation examination. Test takers receive the Certificate of USE Results (Свидетельство о результатах, *Svidetelstvo o rezultatakh*).

Higher education institutions may use the USE results in place of or in addition to their own entrance examinations. With a Certificate of USE Results and an applicable school-leaving credential, students can apply simultaneously to several institutions all over the country.

By 2004, 70 per cent of the student cohort across 64 regions had taken the USE in 946 participating HEIs. The plan was to have 1,650 participating HEIs by 2005.

ADDITIONAL ADMISSION CONSIDERATIONS

- Admission for fee-paying students may not be as competitive as for students financed from the state budget.
- Institutions of higher education may reduce the number of examinations for certain categories of applicants. For example:
 - individuals who have been awarded a medal (at the completion of school education) or a diploma with honours/distinction (at the completion of vocational education) or some other awards
 - graduates of specialized schools
- **Foreign students** must meet the same entrance requirements as Russian nationals—in particular, they must have completed school education and taken entrance exams. There is a compulsory pre-academic year for those who do not know Russian or for those with weak pre-university training. Foreign applicants may not be older than 28 years of age (or 35 for doctoral studies). In addition, they must have a valid student visa and financial guarantees.
- Bribery to gain admission is a widespread problem in the Russian Federation, perhaps on a greater scale than in the former USSR and more so at prestigious schools and programs. It is hoped that the adoption of the USE to replace the entrance exam requirement will help combat this problem.

FORMS OF EDUCATION

Forms of education include:

- full-time
- part-time (evening and correspondence programs)
- *externat* (a form of education that enables individuals to study independently and to take examinations)

The State Education Standard specifies acceptable forms of education for each specialization. Minimum content requirements set by the SES do not depend on the form of education.

ACADEMIC YEAR

Entrance examinations are traditionally held in August. The academic year runs from September to June. It is divided into two academic semesters, with examinations held at the end of each semester. Examinations may be oral or written; they number about five per semester.

In contrast with other countries, in the Russian Federation 100 per cent of the course grade is determined by the final examination grade in that subject. Other courses may be evaluated as pass/fail. In order to qualify for the final examination, students must also complete professional practice requirements.

The university-level higher education curriculum stipulates 36 weeks of study a year. Depending on the field of study (specialization), mandatory courses in the curriculum constitute 80 to 85 per cent and optional courses 15 to 20 per cent. The total workload of a student should not exceed 54 hours a week, including classroom work and independent studies. For part-time evening education, class work should constitute no less than 10 hours a week. In the case of correspondence education, students are offered at least 160 contact hours a year.

It is important to note that the system of higher education in the Russian Federation, as in the former USSR, emphasizes contact hours at the expense of homework and independent study. Therefore, a direct conversion of Russian Federation instructional hours to the semester hours (credits) used in Western countries may be misleading.

One of the current initiatives of the Russian Ministry of Education in conjunction with the Bologna Process is the introduction of credits. The European Credit Transfer

System uses a standard system of 30 hours corresponding to one ECTS credit. It is envisioned that one academic year will comprise approximately 60 credits.

LANGUAGE OF INSTRUCTION

The principal language of higher education in the Russian Federation is Russian, but higher education may be conducted in other languages of the Russian Federation, as well as foreign languages. A region's relevant administrative body sets the language of education.

STATE FINAL EXAMINATION

All state-accredited institutions follow the same state final examination procedure (государственная итоговая аттестация, *gosudartvennaia itogovaia attestatsiia*), which includes:

- state final examinations (which may be in an individual subject or in an interdisciplinary subject area)
- a final research project

The minimum number and content of state final examinations are set in the State Education Standard.

CURRICULUM STANDARDS

As in the former USSR, higher education programs in the Russian Federation are divided into study areas (направления, *napravleniia*), which are further subdivided into specializations (специальности, *spetsialnosti*). Similarly, all programs continue to be identified by a number and a name. Specializations within the same study area may carry the same identification number but have different names. The total number of specializations has increased as traditional specializations exist in parallel with new ones. New specializations have been added in study areas such as business/management, law, sociology, computer science/informatics, languages and environmental science.

Foundation studies, in the first and second year of study, now integrate compulsory teaching in humanities and social sciences with natural science programs, and vice versa.

Also in a shift from the Soviet system, some subjects—such as the history of the Communist Party of the USSR, scientific communism and political economy, which were previously part of foundation studies within all specializations—have been renamed, revised or eliminated. Despite a broader general character of studies in the first two years of study, many bachelor's and specialist programs continue to have a high degree of professional specialization.

The division of the program content into foundation studies, basic professional courses and specialized courses is similar to the division in the Soviet system of education. However, now institutions of higher education have some autonomy with regard to determining course content. Institutions may define 15 to 20 per cent of the curriculum based on regional requirements and specialization. In addition to compulsory courses, students may choose among a certain number of electives. In bachelor's and specialist programs, state-determined curriculum constitutes most of the study hours. In master's programs the state educational standard defines only general course requirements.

EDUCATION STRUCTURE AND CREDENTIALS

In the Russian Federation the new Diploma of Incomplete Higher Education, bachelor's degrees and master's degrees are offered in parallel with the traditional Diploma of Specialist, Doctor of Sciences and Candidate of Sciences.

FIGURE 2. HIGHER EDUCATION STRUCTURE IN THE RUSSIAN FEDERATION

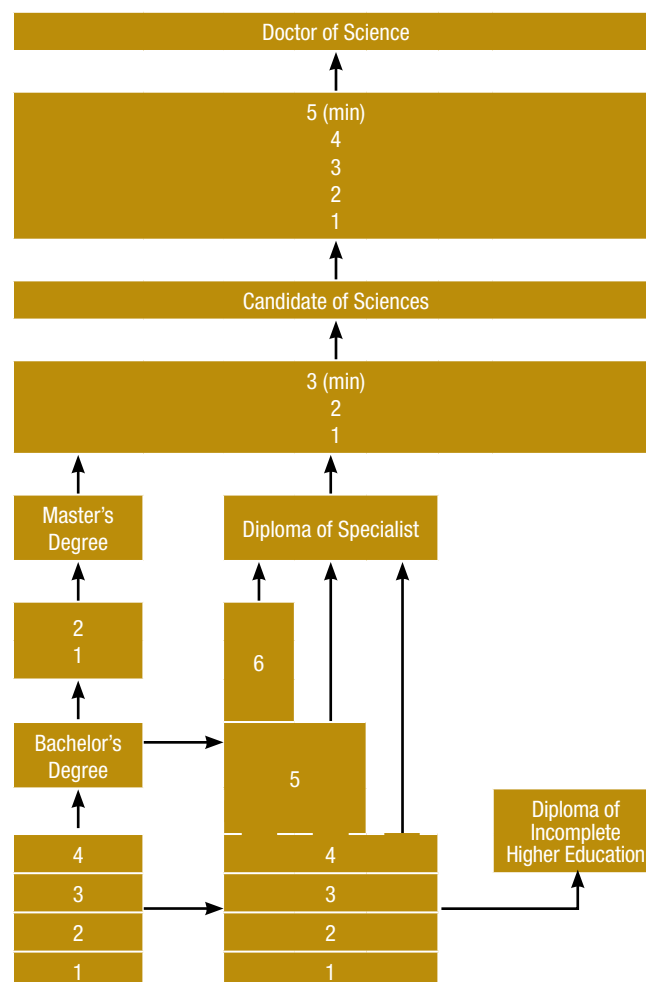


TABLE 39. HIGHER EDUCATION CREDENTIALS IN THE RUSSIAN FEDERATION

CREDENTIAL	TYPICAL LENGTH OF FULL-TIME STUDY	PRIMARY ORIENTATION	ADMISSION REQUIREMENTS	GIVES ACCESS TO:	THESIS COMPLETION	EXISTED IN FORMER USSR	SAMPLE DOCUMENT IN APPENDIX C
Diploma of Incomplete Higher Education (Диплом о неполном высшем образовании, <i>Diplom o nepolnom vysshem obrazovanii</i>), or Incomplete Diploma	2 years	Academic	Completion of school education and entrance exams	Bachelor or specialist program, or employment	N/A	No	D
Bachelor's degree (Бакалавр, <i>Bakalavr</i>)	4 years (2 years after Incomplete Diploma)	Academic	Same as above or Incomplete Diploma	Master or specialist program, or employment	1.5 to 4 months	No	E, F
Diploma of Specialist (Диплом специалиста, <i>Diplom spetsialista</i>)	5 to 6 years, or 4 years in a few specializations (1 to 1.5 years after a bachelor's degree, 3 years after a Diploma of Incomplete Higher Education)	Academic/professional	Same as above or bachelor's degree	Candidate of Sciences program, or employment	3 to 4 months	Yes	G, F
Master's degree (Магистр, <i>Magistr</i>)	2 years after a bachelor's degree (1 to 1.5 years after a Diploma of Specialist—not common)	Academic research	Bachelor's degree or specialist diploma and entrance exams	Candidate of Sciences program, or employment	0.5 to 1 year	No	H, F
Candidate of Sciences (Кандидат наук, <i>Kandidat nauk</i>)	Minimum 3 years after a specialist or master's degree	Advanced academic research	Specialist diploma or master's degree, entrance exams and research qualifications	Doctor of Sciences program and associate professor position	At least 2.5 years	Yes	J
Doctor of Sciences (Доктор наук, <i>Doktor nauk</i>)	5 to 15 years after a Candidate of Sciences	Advanced academic research	Candidate of Sciences, academic position and research qualifications	Full professor position	5 to 15 years	Yes	K

UNDERGRADUATE EDUCATION

ДИПЛОМ О НЕПОЛНОМ ВЫСШЕМ ОБРАЗОВАНИИ (ДИПЛОМ О НЕПОЛНОМ ВЫСШЕМ ОБРАЗОВАНИИ, *DIPLOM O NEPOLNOM VYSSHEM OBRAZOVANII*)

The Diploma of Incomplete Higher Education is also known as Incomplete Diploma or Intermediate Diploma. This diploma is not considered a degree; it is only an intermediate qualification. It is issued at the student's request or to students who cease study part way through a

bachelor's or specialist program. It may be issued after at least two years in a bachelor's or specialist program and later be used for re-entry into a relevant program.

After the first two years of study, students would usually have covered the compulsory fundamental courses in a given study area.

The diploma gives direct access to the labour market and facilitates mobility among education institutions and/or

different specialization programs. It often states that it gives the right to carry out the professional activity at the level it represents or to continue with higher education.

BACHELOR'S DEGREE (БАКАЛАВР, *BAKALAVR*)

The bachelor's degree is the first degree in the Russian post-secondary system. About 80 per cent of the curriculum in the program is based on State Education Standards. Each bachelor's program contains a defined portion of fundamental education, with courses taken from humanities, social sciences and economics, and natural sciences. In senior years students receive specialized education and complete a professional practicum.

The bachelor's degree is primarily an academic degree and gives access to the master's degree. It is considered to be less professionally oriented than the traditional specialist diploma and may be less popular with some employers. The bachelor's degree may be awarded in all disciplines except medicine and related disciplines such as veterinary medicine and dentistry.

The bachelor's program normally requires 25 to 30 contact hours per week. The program also includes a compulsory 10- to 12-week professional practicum in the area of specialization.

The state final attestation includes the defence of a final research project and state final examinations. The final research project is prepared over a period of up to four months of full-time study and defended before the State Examination Commission. State final examinations may be in individual subjects or an interdisciplinary area.

The Supplement to the Diploma (Приложение к Диплому, *Prilozhenie k Diplomu*), which may also be translated as the Addendum to the Diploma, includes:

- list of subjects
- number of hours
- grades
- professional practicum
- results obtained in the final state examinations
- results obtained in defence of the final research project

DIPLOMA OF SPECIALIST (ДИПЛОМ СПЕЦИАЛИСТА, *DIPLOM SPETSIALISTA*)

The specialist diploma has been referred to informally since the Soviet era as the First Diploma (Первый диплом, *Pervyi diplom*). The traditional first degree from the Soviet

system, this diploma continues to be offered in parallel with the new bachelor's degree. The document is titled "Diploma" and does not state "Specialist," although it is commonly known as the Diploma of Specialist. A specialization appears in the document as "qualification" with a specialist title such as economist, teacher, engineer or doctor. The specialist diploma is for students who choose to pursue advanced study in their specialization. It is primarily oriented toward professional practice but also gives access to the Candidate of Sciences.

A specialist program may be undertaken as a first degree following the completion of school education or as a second undergraduate degree following a bachelor's degree. As a first degree, it typically requires five years of full-time study, although programs in different specializations may vary from four to six years in length. Only a small number of programs, such as pedagogy or finance, require four years of study. Medicine requires six years of study, as do some engineering and technology disciplines. Following a bachelor's degree, the specialist diploma normally requires one to one-and-a-half years of full-time study.

The state final attestation for the Diploma of Specialist includes the defence of a final research project and state final examinations. The state final attestation procedures and the format of the diploma and the supplement are the same as for the bachelor's degree.

Foreign students are typically required to study Russian for at least one year prior to enrolling into a specialist program. Those who successfully complete a specialist program receive a diploma format that is different from the typical Diploma of Specialist. Their Diploma of Specialist is often translated as "Master."

DIPLOMA OF PROFESSIONAL RETRAINING (ДИПЛОМ О ПРОФЕССИОНАЛЬНОЙ ПЕРЕПОДГОТОВКЕ, *DIPLOM O PROFESSIONALNOI PEREPODGOTOVKE*)

The Diploma of Professional Retraining is awarded to those who already have a higher education credential (a Diploma of Specialist or a bachelor's degree) and who complete studies in another specialization. This diploma is awarded with a professional title. Programs of professional retraining vary in length but are shorter than the regular degree programs (typically between six months and two years). The Diploma of Professional Retraining represents a type of the "after-degree" program.

FINAL RESEARCH PROJECT PREPARATION IN UNDERGRADUATE PROGRAMS

For the preparation of a final research project, a supervisor is appointed for each student. Students choose topics from a list set by the institution or propose their own topics.

The final research project is expected to be of independent research or scholarship. Before the defence can take place, experts in relevant fields review the work.

A final research project is defended before an examination commission, called the State Attestation Commission, set up by the rector of the institution. Members of the State Attestation Commission are professors and researchers from various institutions and industry experts. The chairperson is invited from outside the institution and is approved by the administrative body in charge of the institution.

GRADUATE EDUCATION

MASTER'S DEGREE (МАГИСТР, *MAGISTR*)

The master's degree is obtained upon the completion of a minimum of two years of study following a bachelor's degree or a minimum of one year following a Diploma of Specialist.

For holders of a bachelor's degree in the same field, admission procedures may consist of examinations, interviews and so on, as determined individually by educational institutions. Holders of a bachelor's degree wishing to pursue a master's program in another discipline must pass additional tests that reflect the curriculum of the bachelor's program in the chosen discipline. Master's degrees give access to Candidate of Sciences study.

The master's degree program is primarily an academic program leading to the defence of a thesis. Each master's program consists of two equally weighted components:

- a course component
- an independent research component

In addition to core area courses it usually includes some pedagogy courses. Professional practice may also be required.

The final state attestation includes the defence of a thesis and state final examinations. The thesis is based on original research under the guidance of a supervisor. The document of a master's degree indicates both the discipline and the research area and follows the general format of the document of a bachelor's degree.

The State Education Standard defines only general requirements for master's programs and not specific requirements for the content of education. Institutions of higher education make their own decisions regarding program content.

TRADITIONAL DOCTORAL DEGREES: THE CANDIDATE OF SCIENCES AND THE DOCTOR OF SCIENCES

In the Russian Federation, the two traditional doctoral degrees of Candidate of Sciences and Doctor of Sciences continue to be offered. Only public, fully-accredited higher education institutions and research institutes may award the doctoral degrees. They operate under the general supervision of the Ministry of Education and Science and the Russian Academy of Sciences, respectively.

A study program leading to the Candidate of Sciences is called *aspirantura*, and a student pursuing such a degree is called *aspirant*. A study program leading to the Doctor of Sciences is called *doktorantura*, and a student pursuing such a degree is called *doktorant*. The Candidate of Sciences and Doctor of Sciences may be undertaken either full-time or part-time. They can also be awarded following independent study.

The doctoral candidate publicly defends the doctoral thesis before a dissertation council established under the overall supervision of the Supreme Certifying Committee (*Vyssshii attestatsionnyi komitet*) of the Russian Federation.

CANDIDATE OF SCIENCES (КАНДИДАТ НАУК, *KANDIDAT NAUK*)

The Candidate of Sciences is the first doctoral degree in the Russian educational system and is awarded in all disciplines. It is focused on research and university teaching.

Admission is competitive and institutions set quotas for the number of students admitted each year. Quotas are based on available funds, facilities and research staff, as well as federal guidelines for the needs in science and economy. Institutions usually set an age limit of 35 years for full-time *aspirants* and 45 years for part-time *aspirants*.

Admission is based on a five- or six-year Diploma of Specialist, or since 1996, a master's degree. The overall level of achievement required in these degrees is at least "good."

Application requirements include:

- a research proposal
- a research and academic track record
- entrance examinations

Additionally, preliminary discussions of proposed research with the prospective supervisor(s) are usually required.

Applicants take competitive entrance examinations in the subject of specialization, in one foreign language and in philosophy. Admission is awarded based on the results of the entrance examinations and evaluation by the prospective supervisor(s).

A Doctor of Sciences or a professor specializing in the research area is appointed as a supervisor for each *aspirant* as soon as he or she joins an *aspirantura*. *Aspirants* may be required or encouraged to teach (usually seminar classes) in their subject areas. In that case they hold a position of assistant (*assistent*). Full-time Candidate students receive a stipend from the state and any salary as an assistant.

Programs include both graduate courses and research. The theoretical coursework component of the program comprises 20 per cent.

Courses consist of lectures and seminars. During graduate studies, students study pedagogy and teaching methods, psychology, economics, information technology, mathematical simulation and other subjects.

In addition to course examinations, *aspirants* must pass qualifying (Candidate) examinations in the given specialization, philosophy and a foreign language. The academic council of the institution determines the content of these exams. Qualifying examinations are usually completed within the first year of study.

The thesis is expected to make a significant original contribution to the field of knowledge and requires a public defence before a dissertation council comprising Doctor of Sciences and Candidate of Sciences degree holders.

Dissertation councils are appointed by the Supreme Certifying Committee (*Vysshi attestatsionnyi komitet*) of the Russian Federation. During the Soviet period the Candidate of Sciences was awarded directly by decision of these dissertation councils. The Russian Federation continued this practice until 1997. Since that year, however, the Supreme Certifying Committee of the Russian Federation has approved the decisions of dissertation councils.

The Candidate of Sciences is a preferred credential for the position of associate professor (*dotsent*). It grants its holder a competitive advantage in applying for teaching and research positions at educational and research institutions and leads to a higher salary. The Candidate of Sciences awarded to a foreign national may be translated as a PhD degree.

DOCTOR OF SCIENCES (ДОКТОР НАУК, *DOKTOR NAUK*)

The second level of doctoral studies and the highest academic degree in the Russian Federation, as in the former USSR, is the degree of Doctor of Sciences. Similar to the Candidate of Sciences, it is awarded in all disciplines. In architecture and fine arts, the degrees awarded are the Doctor of Architecture and the Doctor of Fine Arts, respectively. In technical sciences, the degree is called Doctor of Technical Sciences.

This degree requires a period of study following the Candidate of Sciences program, and the writing of another doctoral thesis leading to a public defence. Although the program has no fixed duration, in practice it generally requires five to 15 years of full-time study. Doctoral theses are prepared either on a full-time basis during doctoral studies in *doktorantura* or independently, outside *doktorantura*.

Doctor of Sciences programs are offered at leading educational and research institutions. The qualifying requirements for a doctoral thesis are higher than those for a candidate thesis. The Doctor of Sciences thesis must be an advanced work that solves an important problem of social, scientific or technological significance. It must also serve as a basis for several refereed publications. Similar to the Candidate of Sciences, the Doctor of Sciences is awarded by resolution of the Supreme Certifying Committee of the Russian Federation.

Admission to *doktorantura* is competitive and available to holders of Candidate of Sciences degrees known for their contributions in their respective fields. Candidates must hold teaching and/or research positions at recognized educational or research institutions. The standard age limit for *doktorantura* is 40 years. In some cases it may be 45 years. Outside of *doktorantura*, no age limit is applied to those seeking the Doctor of Sciences degree through independent research.

The main admission requirements are research achievements in a chosen area. Applicants must submit a complete outline for a thesis, a list of research publications and reviews of the applicant's research. The academic

council of the institution makes admission decisions and approves individual research programs.

Doctoral programs have no course component; they consist only of research. A research consultant, who must be a holder of the Doctor of Sciences degree, is appointed to advise a *doktorant*. As well, *doktorants* may visit other leading research centres in the country or abroad for their research. *Doktorants* present an annual progress report to the academic council, which monitors progress in their individual programs and decides as to their continuation in *doktorantura*.

The *doktorant* submits the thesis to the dissertation council, which, for the Doctor of Sciences degree, is designated by the Supreme Certifying Committee and

consists of Doctors of Sciences. The general defence procedure for the Doctor of Sciences degree is the same as for the Candidate of Sciences degree. The final decision for the award of a Doctor of Science degree is made by the Supreme Certifying Committee.

The degree of Doctor of Sciences serves as a prerequisite for appointment to the post of a full professor (профессор, *professor*) at a higher education institution.

SAMPLE PROGRAMS

The State Education Standards (minimum curriculum requirements) for several sample programs are presented in Tables 40 through 43.

TABLE 40. STATE EDUCATION STANDARD FOR THE BACHELOR OF TECHNOLOGY IN METALLURGY (SPECIALIZATION NUMBER 550500), 2000

STUDY AREA AND RELATED SUBJECTS	INDIVIDUAL SUBJECT HOURS*	TOTAL HOURS
Humanities and socio-economic area—total hours		1,800
Mathematical and scientific area—total hours		2,450
Math and Computer Science	860	
General scientific subjects	1,100	
Physics		
Chemistry		
Basis of Crystallography and Mineralogy		
Physical Chemistry		
Ecology		
Student electives (subjects are determined by the institutions)	490	
General introduction to the specialization—total hours		1,820
Exchange of Heat and Mass, and Heat Technology of Metallurgy	120	
Descriptive Geometry and Drawing	150	
Applied Mechanics	200	
Electrotechnology and Electronics	190	
Physical Metal Science	260	
Physics and Chemistry of Process, and Systems of Metallurgy	100	
Physical/Chemical Methods of Analysis	100	
Heat Machinery and Heat Energetics of Metallurgy	190	
Metrology, Standardization	70	
Safety	100	
Student electives (subjects are determined by the institutions)	340	
Specialization, including seminars and workshops		824
Additional subjects		450
Total hours for the theoretical course component		7,344
Practical training and state final exams		40 weeks

Source: State Education Standards of the Russian Federation as translated in Nordic Recognition Network, 2005.

Note: *If the number of hours within a specific subject is not stated, then the number of hours is determined individually by institutions.

TABLE 41. STATE EDUCATION STANDARD FOR THE BACHELOR OF ECONOMICS (SPECIALIZATION NUMBER 521600), VALID FROM 1997 TO 1998

STUDY AREA AND RELATED SUBJECTS	INDIVIDUAL SUBJECT HOURS*	TOTAL HOURS
Humanities and socio-economic area—total hours		1,690
Philosophy		
Foreign language	340	
Culture		
History		
Sport	408	
Law		
Sociology		
Politology		
Psychology and Pedagogy		
Student electives (subjects are determined by the institutions)	324	
Mathematical and scientific area—total hours		1,200
Math and Computer Science		
Modern Scientific Theories		
Student electives (subjects are determined by the institutions)	300	
General introduction to the specialization—total hours		2,900
Theory of Economics	360	
Economic Thinking Throughout History		
History of Economics		
Statistics		
Accounting		
Finance, Money and Credit		
Management		
Economics and Sociology of Labour		
World Economy		
Marketing		
Strategic Organization		
Price Formation		
Social and Economic Prognosis		
Tax Systems		
Human Recourse		
Income Policies and Salary		
Student electives (subjects are determined by the institutions)	1,058	
Specialization		806
Additional subjects		640
Total hours for the theoretical course component		7,236
Practical training		12 weeks
Final state examinations and defence of final research project		2 weeks

Source: State Education Standards of the Russian Federation as translated in Nordic Recognition Network, 2005.

Note: *If the number of hours within a specific subject is not stated, then the number of hours is determined individually by institutions.

TABLE 42. STATE EDUCATION STANDARD FOR THE SPECIALIST OF ENGINEERING WITH SPECIALIZATION IN METALLURGY OF BLACK METALS (SPECIALIZATION NUMBER 110100), 2000

STUDY AREA AND RELATED SUBJECTS	INDIVIDUAL SUBJECT HOURS	TOTAL HOURS
Humanities and Socio-Economic area—total hours		1,802
Mathematical and Scientific area—total hours		2,380
Mathematics and Computer Science	920	
• Mathematics	670	
• Computer Science	250	
Physics	400	
Inorganic Chemistry	270	
Basis of Crystallography and Mineralogy	60	
Physical Chemistry	250	
Ecology	200	
Student electives (subjects are determined by the institutions)	280	
General introduction to the specialization—total hours		1,850
Exchange of Heat and Mass, and Heat Technology of Metallurgy	250	
Descriptive Geometry and Drawing	150	
Applied Mechanics	200	
Electrotechnology and Electronics	190	
Physical Metallurgy	260	
Coloured-metals Production	80	
Processing of Metals under Pressure	70	
Physical/Chemical Methods of Analysis	100	
Metrology, Standardization and Certification	70	
Safety	100	
Organization and Management	100	
Student electives (subjects are determined by the institutions)	280	
Specialized subjects within Metallurgy—total hours		1,630
Specialization, including seminars and workshops	530	
Additional subjects		600
Course total		8,262
Practical training		12 weeks

Source: State Education Standards of the Russian Federation as translated in Nordic Recognition Network, 2005.

TABLE 43. STATE EDUCATION STANDARD FOR THE MASTER IN PHILOLOGY (SPECIALIZATION NUMBER 520300), 2000

STUDY AREA AND RELATED SUBJECTS	INDIVIDUAL SUBJECT HOURS	TOTAL HOURS
State-determined curriculum		700
Modern Problems of Philology	300	
History and Methodology of Philology	300	
Computer Technology in Philology	100	
Subjects determined by region		434
Subjects determined by institution		300
Specialization subjects		900
Scientific research activities		2,034
Total hours (courses and research)		4,368
Total theoretical courses, including scientific research activities, professional practicum and thesis		58 weeks
Practical training		20 weeks
• Scientific research	14 weeks	
• Pedagogical (scientific area)	6 weeks	
Examinations		6 weeks
Final state examinations		4 weeks
Total		88 weeks

Source: State Education Standards of the Russian Federation as translated in Nordic Recognition Network, 2005

In specialist programs in medicine there are now nine areas of study. They can be studied not only at medical institutes, but also at medical academies and regular universities.

TABLE 44. AREAS OF STUDY IN SPECIALIST PROGRAMS IN MEDICINE IN THE RUSSIAN FEDERATION, 2000

AREA OF STUDY NUMBER	AREA OF STUDY	YEARS OF FULL-TIME STUDY	SPECIALIST TITLE
040100	Medicine	6	Physician
040200	Pediatrics	6	Physician
040300	Prophylactic medicine	6	Physician
040400	Dentistry	5	Physician
040500	Pharmacy	5	Pharmacist
040600	Nursing	4	Nursing Supervisor
040800	Medical biochemistry	6	Physician—Biochemical
040900	Medical biophysics	6	Physician—Biophysics
041000	Medical cybernetics	6	Physician—Cybernetics

GRADING SYSTEM

The grading system in higher education in the Russian Federation is the same as that in the former USSR. It includes the same grading scale as at the other levels of education. Additionally, some courses are marked *zachet* (зачет), which is usually translated as pass or credit. No more than five set examinations are typically graded each semester. The remaining courses of the term are marked *zachet* if passed. Students can continue their programs and graduate only if they pass each subject of the curriculum. Students are allowed to re-sit a failed exam two times only.

TABLE 45. GRADING SCALE IN HIGHER EDUCATION IN THE RUSSIAN FEDERATION

SCALE	DESCRIPTION
5	Excellent (Отлично, <i>Otlichno</i>)
4	Good (Хорошо, <i>Khorosho</i>)
3	Satisfactory (Удовлетворительно, <i>Udovletvoritelno</i>)
2	Fail (Неудовлетворительно, <i>Neudovletvoritelno</i>)
<i>Zachet</i>	Pass (Зачет, <i>Zachet</i>)
<i>Nezachet</i>	Fail (Незачет, <i>Nezachet</i>)

TEACHER EDUCATION

TEACHER EDUCATION IN THE FORMER USSR

In the former USSR there was no professional certification requirement for teachers. The professional title of teacher was awarded on academic credentials and could be listed as педагог (*pedagog*), учитель (*uchitel*) or преподаватель (*prepodavatel*). These terms were synonymous.

Preschool and primary school teachers did not receive a specialization in a particular subject. They taught all subjects to a class of students, preschool or primary. In contrast, lower secondary and upper secondary teachers specialized in one or two subjects. They generally taught these subjects to different classes of students, lower secondary and upper secondary.

Different kinds of teachers were trained at the following levels of education:

- higher vocational education (at pedagogical *uchilishche*)
- university-level and graduate education (at pedagogical or other institutes, universities and academies)

Higher vocational institutions (pedagogical *uchilishche*)

Pedagogical *uchilishche* trained mainly preschool and primary school teachers, as well as some lower secondary school teachers. At a pedagogical *uchilishche*, holders of

the Certificate of Completion of Secondary Education completed a two-year program. Holders of the Certificate of Incomplete Secondary Education trained for three-and-a-half years for preschool teaching or four years for primary or lower secondary school teaching. The curriculum included foundation studies, education subjects and practice teaching, as well as secondary education subjects for students without completed secondary education. The Diploma of Higher Vocational Education was awarded as a *Diplom* with a relevant professional title.

University-level institutions (pedagogical and other institutes, universities and academies)

The majority of lower and upper secondary school teachers in the former USSR were trained at university-level educational institutions (pedagogical and other institutes, universities and academies). Graduates of these institutions received the Diploma of Specialist. The title of teacher on the Diploma of Specialist was followed by a subject specialization such as teacher of the French language (учитель французского языка, *uchitel frantsuzskogo iazyka*). Those preparing to teach one subject typically completed a four-year program. Those preparing to specialize in two subjects typically completed a five-year program. Few specialist programs were up to six years in length. In addition, some university-level institutions (typically pedagogical institutes) also offered four-year programs for preschool or primary school teaching.

TABLE 46. HIGHER VOCATIONAL EDUCATION FOR TEACHERS IN THE FORMER USSR

PROFESSIONAL TITLE AWARDED	TITLE IN RUSSIAN	TRANSLITERATION	TYPICAL LENGTH OF STUDY		CHILDREN TAUGHT
			AFTER CCSE ⁽¹⁾	AFTER CISE ⁽²⁾	
Preschool teacher	педагог дошкольного образования	<i>pedagog doshkolnogo obrazovaniia</i>	2 years	3.5 years	3–6 years of age
Primary school teacher	учитель начальных классов	<i>uchitel nachalnykh klassov</i>	2 years	4 years	Primary, grades 1–3 (1–4)
Lower secondary school teacher	учитель средних классов	<i>uchitel srednikh klassov</i>	2 years	4 years	Lower secondary, grades 4–8 (5–9)

Notes:

(1) Certificate of Completion of Secondary Education

(2) Certificate of Incomplete Secondary Education

TABLE 47. TWO-YEAR PROGRAM OF PRESCHOOL TEACHER (FOLLOWING THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION), UFA PEDAGOGICAL UCHILISHCHE #1, 1983

SUBJECT	HOURS	SUBJECT	HOURS
History of the Communist Party of the Soviet Union	134	Drawing, History of the Arts	92
Foundations of Scientific Atheism	16	Methods of Teaching Art to Children	116
Foundations of Marxist-Leninist Philosophy, Ethics and Aesthetics	38	Music, Singing, Rhythm	72
State and Law	40	Methods of Musical Education	108
Anatomy	136	Methods of Physical Education	135
Psychology	137	Workplace Safety	32
Preschool Pedagogy	286	Subject of Narrow Specialty	38
Russian	114	Physical Education	134
Methods of Speech Development, Correctness and Instruction of Alphabet	249	Labour Education	116
Literature for Children, Reciting	156	Subtotal	2,382
Natural Sciences for Children, Practicum	116	Pedagogical Practice	340
Development of Elementary Mathematical Concepts	117	Total	2,722

Source: Alberta Advanced Education, International Qualifications Assessment Service.

TABLE 48. UNIVERSITY-LEVEL EDUCATION FOR TEACHERS IN THE FORMER USSR

PROFESSIONAL TITLE AWARDED	TITLE IN RUSSIAN	TRANSLITERATION	TYPICAL LENGTH OF STUDY	CHILDREN TAUGHT
Preschool teacher	педагог дошкольного образования	<i>pedagog doshkolnogo obrazovaniia</i>	4 years	3–6 years of age
Primary school teacher	учитель начальных классов	<i>uchitel nachalnykh klassov</i>	4 years	Primary, grades 1–3 (1–4)
Teacher (specialization in specific subject[s])	учитель	<i>uchitel</i>	4–6 years	Lower secondary, grades 4–8 (5–9) and/or upper secondary, grades 9–10 (10–11)

Approximately two hundred pedagogical institutes (university-level educational institutions) trained preschool, primary and secondary school teachers. Study of the subject(s) to be taught occupied a central part of the curriculum. Education-related courses included psychology, educational theory and methodology, history of education and school hygiene. During the last two years of the program, practice teaching and summer work at a pioneer (youth) camp were required. Final examinations at pedagogical institutes typically included an exam in the philosophy/history of the Communist Party of the USSR and three exams related to the area of concentration.

Compared to students at pedagogical institutes, students at universities received narrower, more specialized subject-specific training. General education subjects (psychology, educational theory, school hygiene and so on) and practice teaching were given less importance. Universities granted the title of teacher generally, in addition to another title such as “chemist and teacher of chemistry.”

The majority of technical and vocational teachers were trained at university-level institutions as well. A few technical and vocational teachers with long vocational experience may have been trained at institutions of higher vocational education such as *uchilishche*, *tekhnikum* or college.

Classification of university teachers

Teaching ranks at universities and other institutions of higher education included the positions of professor (full professor), docent (associate professor), senior teacher (senior lecturer) and assistant (seminar teacher). Assistants were typically engaged in teaching seminars only. Professors, docents and senior teachers could teach lectures as well.

TABLE 49. TEACHING RANKS AT UNIVERSITIES AND OTHER HIGHER EDUCATION INSTITUTIONS IN THE FORMER USSR

TEACHING RANK	POSITION REQUIREMENTS
Professor (профессор, <i>professor</i>)	Normally, Doctor of Sciences (in exceptional cases, the Candidate of Sciences and outstanding research achievements and/or long careers)
Docent (доцент, <i>dotsent</i>)	Normally, Candidate of Sciences (in exceptional cases, the Diploma of Specialist and outstanding research achievements and/or long careers)
Senior teacher (старший преподаватель, <i>Starshii prepodavatel</i>)	Diploma of Specialist and teaching experience of at least five years
Assistant (ассистент, <i>assistent</i>)	Diploma of Specialist and, normally, registration in <i>aspirantura</i> or <i>doktorantura</i>

TABLE 50. FIVE-YEAR PROGRAM OF TEACHER OF ENGLISH AND GERMAN, ASTRAKHAN PEDAGOGICAL INSTITUTE, IN THE FORMER USSR, 1986

SUBJECT	HOURS
History of the Communist Party of the Soviet Union	170
Political Economy	140
Aspects of Modern Socialism	130
Fundamentals of Scientific Atheism	40
Physical Education	140
Developmental Physiology and Student Health	54
General Psychology	100
Developmental and Pedagogical Psychology	40
History of Pedagogy	90
School Pedagogy	90
Methods of Teaching Foreign Language	300
Practical Training in Spoken and Written Language	1,322
Practical Phonetics	288
Practical Grammar	286
Theory and Practice of Translation	60
Language History	70

TABLE 50. FIVE-YEAR PROGRAM OF TEACHER OF ENGLISH AND GERMAN, ASTRAKHAN PEDAGOGICAL INSTITUTE, IN THE FORMER USSR, 1986 (CONTINUED)

SUBJECT	HOURS
Theoretical Phonetics	40
Theoretical Grammar	70
Lexicology	70
Stylistics	40
History of British Literature	100
Introduction to Linguistics	70
Latin Language	70
Regional Studies	70
Technical Aids for Instruction	40
Comparative Typology of Native and Foreign Languages	40
Second Foreign Language	750
Special Course on Pedagogy	18
Special Course on Methodology	18
General Linguistics	80
Logic	40
Fundamentals of Ethics and Aesthetics	60
Methods of Teaching Second Foreign Language	120
Modern Russian Language	160
Total	5,176

Source: Alberta Advanced Education, International Qualifications Assessment Service.

Additional requirements:

Term papers: linguistics, methodology of teaching foreign languages, psychology

Additional practical training (not included in the total number of hours):

- * summer pedagogical practice—two weeks
- * summer children's program facilitator—three weeks
- * teaching practice—six weeks
- * teaching practice—eight weeks

Final state examinations

Final diploma paper in specialization

TABLE 51. TEACHER EDUCATION IN THE FORMER USSR: SUMMARY

EDUCATION LEVEL	INSTITUTION TYPE	CREDENTIAL	TYPICAL DURATION	GAVE ACCESS TO TEACHING:						
				PRESCHOOL	PRIMARY	LOWER SECONDARY	HIGHER SECONDARY	VOCATIONAL	UNIVERSITY-LEVEL	GRADUATE
Higher vocational education	Pedagogical <i>uchilishche</i>	Diploma of Higher Vocational Education	2 years after CCSE, ⁽¹⁾ 3.5–4 years after CISE ⁽²⁾	√	√	√				
University-level education	Pedagogical or other institute, university, academy	Diploma of Specialist	4–6 years	√	√	√	√	√	√	
Graduate education		Candidate of Sciences	3 years minimum						√	√
		Doctor of Sciences	5–15 years						√	√

Notes:

(1) Certificate of Completion of Secondary Education

(2) Certificate of Incomplete Secondary Education

TEACHER EDUCATION IN THE RUSSIAN FEDERATION

No professional certification requirement for teachers is in place in the Russian Federation. The professional title of teacher is awarded on academic credentials and can be listed as педагог (*pedagog*), учитель (*uchitel*), or преподаватель (*prepodavatel*). These terms are synonymous.

Preschool and primary school teachers do not receive a specialization in a particular subject. They teach all subjects to a class of students, preschool or primary. In contrast, lower secondary and upper secondary teachers specialize in one or two subjects. They generally teach these subjects to different classes of students, lower secondary and upper secondary.

Different kinds of teachers are trained at the following levels of education:

- higher vocational education (at pedagogical *uchilishche* and pedagogical colleges)
- university-level and graduate education (at pedagogical and other institutes, universities and academies)

Since the Soviet era a new type of higher vocational education, the college, has appeared. A new university-level degree structure has been created (as explained in

more detail in the Higher Education section) that includes bachelor's degrees and master's degrees.

Higher vocational institutions (pedagogical *uchilishche* and pedagogical colleges)

Higher vocational institutions include pedagogical *uchilishche* and pedagogical colleges. They train primarily preschool and primary school teachers, although they may also train lower secondary school teachers.

Preschool and primary school programs require:

- three to four years of full-time study following the Certificate of Incomplete Secondary Education or
- two to three years of full-time study following the Certificate of Completion of Secondary Education

Lower secondary school programs require:

- five years of full-time study following the Certificate of Incomplete Secondary Education or
- three years of full-time study following the Certificate of Completion of Secondary Education

The Diploma of Higher Vocational Education is awarded as a *Diplom* with a relevant professional title. It generally provides one to two years of advanced standing in a degree program at a university-level institution.

TABLE 52. HIGHER VOCATIONAL EDUCATION FOR TEACHERS IN THE RUSSIAN FEDERATION

PROFESSIONAL TITLE AWARDED	TITLE IN RUSSIAN	TRANSLITERATION	TYPICAL LENGTH OF STUDY		CHILDREN TAUGHT
			AFTER CCSE ⁽¹⁾	AFTER CISE ⁽²⁾	
Preschool teacher	педагог дошкольного образования	<i>pedagog doshkolnogo obrazovaniia</i>	2–3 years	3–4 years	3–6 years of age
Primary school teacher	учитель начальных классов	<i>uchitel nachalnykh klassov</i>	2–3 years	3–4 years	Primary, grades 1–4
Lower secondary school teacher	учитель средних классов	<i>uchitel srednikh klassov</i>	3 years	5 years	Lower secondary, grades 5–9

Notes:

(1) Certificate of Completion of Secondary Education

(2) Certificate of Incomplete Secondary Education

TABLE 53. THREE-YEAR PROGRAM FOR PRESCHOOL TEACHER (FOLLOWING THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION), MOSCOW PEDAGOGICAL COLLEGE #4, 2000

SUBJECT	HOURS	SUBJECT	HOURS
Homeland History	172	Economics	62
History of Pedagogy	125	Pedagogical Psychology	103
Preschool Education	272	Psychology of Personality	110
Cultural Studies	112	Logic	68
Ethics	20	Psychological Preparedness for School	50
Russian	112	Fundamentals of General Psychology	120
Mathematics	115	Methods of Teaching Preschool Math	196
Foreign Language	105	Methods of Teaching Preschool Russian	196
Preschool Psychology	100	Methods of Teaching Preschool Reading	196
Pedagogy	100	Methods of Teaching Preschool Work Skills	92
Anatomy of the Central Nervous System	103	Methods of Teaching Preschool Music	196
Physiology	100	Study of Defective Speech	90
Political Sciences	82	Correctional Pedagogy	50
Sociology	103	Psychology of Communication	50
History of Psychology	105	Drawing	120
Experimental Psychology	65	Preparation for School	100
Law	72	Educational and Correctional Games	90
Psychology in Age Development	103	Culture of Speech	120
History of Pedagogy	105	Fundamentals of Computer Knowledge	100
Comparative Pedagogy	60	Physical Education	120
		Total	4,360

Source: Alberta Advanced Education, International Qualifications Assessment Service.

TABLE 54. THREE-YEAR PROGRAM FOR TEACHER OF PRESCHOOL CHILDREN WITH INTELLECTUAL AND SPEECH DISABILITIES (FOLLOWING THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION), MOSCOW PEDAGOGICAL COLLEGE #4, 1999

SUBJECT	HOURS	SUBJECT	HOURS
Fundamentals of Philosophy	102	Fundamentals of Teaching Skills	54
Fundamentals of Economics	51	Fundamentals of Special Pedagogy and Special Psychology	133
Fundamentals of Sociology and Political Science	51	Psychology of Mental Retardation, Psychology of Speech Pathology	127
Fundamentals of Law	61	Russian	37
History of Russia	111	Pedagogy of Mental Retardation	127
World Art and Culture	87	Children's Literature, Expressive Reading Practicum	171
Literature and Fundamentals of Literary Criticism	87	Fine Art Activities	111
Standards of Speech	57	Practicum in Artistic Work and Design	111
Foreign Language (English)	244	Music, Rhythm	111
Mathematics	51	Fundamentals of Speech Therapy, Pronunciation Practicum	153
Computer Science	54	Special Methods:	
Fundamentals of Natural Science and Ecology	111	Methods of Speech Development and Surroundings Study	153
Russian Language and Fundamentals of Linguistics	168	Methods of Nature Studies and Ecological Education	102
Physical Education	300	Methods of Mathematical Development	127
Anatomy and Physiology of Children, Fundamentals of Healthy Lifestyle, Fundamentals of Podiatry and Hygiene	271	Methods of Teaching Fine Art Activities and Design	132
Life Safety	72	Methods of Teaching Physical Education and Development	127
Pediatric Neuropathology	81	Methods of Teaching Industrial Arts	51
Pediatric Psychopathology	102	Methods of Musical Development, Corrective Rhythmics	120
Speech and Sensory Systems, Disabilities	51	Methods of Teaching to Play Games	69
Fundamentals of Genetics	80	Methods of Developing Socio-personal Qualities and Behaviour	54
Mental Disabilities	32	Methods of Auditory and Visual Perception Development	51
Psychology	273	Methods of Educational Technology and Computer Use	54
Pedagogy	245	Fundamentals of Military Training	68
		Total	4,985

Source: Alberta Advanced Education, International Qualifications Assessment Service.

University-level institutions (pedagogical and other institutes, universities and academies)

Most lower and higher secondary teachers as well as some preschool and primary teachers in the Russian Federation are trained at university-level institutions (pedagogical and other institutes, universities and academies). Bachelor's degree and specialist diploma programs train teachers for particular levels of the school education system.

The majority of specialist diploma programs are five years in length. Four-year programs are offered in a limited number of single-subject disciplines (primary school education with no subspecialization, foreign languages, where only one language is studied and, in rare cases, Russian language and literature). Few specialist diploma programs are six years in length. Bachelor's degree programs are typically four years in length.

TABLE 55. UNIVERSITY-LEVEL EDUCATION FOR TEACHERS IN THE RUSSIAN FEDERATION

PROFESSIONAL TITLE AWARDED	TITLE IN RUSSIAN	TRANSLITERATION	TYPICAL LENGTH OF STUDY	CHILDREN TAUGHT
Preschool teacher	педагог дошкольного образования	<i>pedagog doshkolnogo obrazovaniia</i>	4 years	3–6 years of age
Primary school teacher	учитель начальных классов	<i>uchitel nachalnykh klassov</i>	4 years	Primary, grades 1–4
Teacher (specialization in specific subject[s])	учитель	<i>uchitel</i>	4–6 years	Lower secondary, grades 5–9 and/or upper secondary, grades 10–11

Over 100 pedagogical institutions operate in the Russian Federation. Many pedagogical institutes from the Soviet era have upgraded to pedagogical universities and pedagogical academies. Teaching qualifications may be obtained at pedagogical institutes and pedagogical universities as well as at institutes, universities and academies within other study areas.

University-level pedagogical education includes:

- foundation studies/core courses in humanities, social sciences and natural sciences
- subject specialization studies in biology and medicine
- studies in pedagogy and psychology
- an introduction to the pedagogical profession (in-service teacher training)

University-level graduates may specialize in one or two subjects: for example, mathematics, biology or language. The qualification of teacher may be added to a professional title or a subject title when pedagogical requirements are fulfilled.

The majority of **technical and vocational teachers** are trained at university-level institutions as well. A few technical and vocational teachers with long vocational experience may be trained at institutions of higher vocational education such as *uchilishche*, *tekhnikum* or colleges.

Classification of university teachers

As in the former USSR, teaching ranks at universities and other institutions of higher education include the positions of professor (full professor), docent (associate professor), senior teacher (senior lecturer) and assistant (seminar teacher). Assistants are typically engaged in teaching seminars only. Professors, docents and senior teachers teach lectures as well.

In 1999, out of 255,900 academics employed at university-level higher education institutions, 148,300 held the Doctor of Sciences or Candidate of Sciences.

TABLE 56. TEACHING RANKS AT UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION IN THE RUSSIAN FEDERATION

TEACHING RANK	POSITION REQUIREMENTS
Professor (профессор, <i>professor</i>)	Normally, Doctor of Sciences (in exceptional cases, the Candidate of Sciences and outstanding research achievements and/or long careers)
Docent (доцент, <i>dotsent</i>)	Normally, Candidate of Sciences (in exceptional cases, the Diploma of Specialist or master's degree, and outstanding research achievements and/or long careers)
Senior teacher (старший преподаватель, <i>starshii prepodavatel</i>)	Diploma of Specialist or master's degree and teaching experience of at least five years
Assistant (ассистент, <i>assistent</i>)	Diploma of Specialist or master's degree and, normally, registration in <i>aspirantura</i> or <i>doktorantura</i>

TABLE 57. FIVE-YEAR PROGRAM OF TEACHER OF FRENCH AND GERMAN, SAMARA STATE PEDAGOGICAL UNIVERSITY, 1994

SUBJECT	HOURS	SUBJECT	HOURS
History of Russia	200	Methods of Teaching Foreign Languages	196
Philosophy	144	Practical Course of the Primary Foreign Language (French)	3,140
Economics	200	Stylistics	72
Political Science	120	Theoretical Phonetics	72
Latin Language	144	Theoretical Grammar	120
Modern Russian Language	144	Typology	60
General Linguistics	148	Lexicology	72
Fundamentals of Information Science and Computing	72	History of the Language	72
World Art Culture	144	Regional Geography	112
Cultural Studies	108	Literature of the Country of the Studied Language	144
Age-specific Physiology	36	Practical Course of the Second Foreign Language (German)	960
School Hygiene	36	Theory of the Second Foreign Language	40
Physical Education	220	Special Courses: Management	40
General Psychology	72	Pedagogical Systems	40
Age-specific Psychology	72	Methods of Educational Work	40
Teaching Psychology	64	Imperialism, Symbolism in French Art, Theory of Translation	40
History of Pedagogy	72	Special Seminars: Language of Mass Media	40
Pedagogy	216	Education in the Modern World	40
		Total	7,512

Source: Alberta Advanced Education, International Qualifications Assessment Service.

Additional requirements:

Term papers: pedagogy, teaching methods, philology

Practice (not included in the total number of hours):

- ✦ summer pedagogical—four weeks
- ✦ methodical in primary language—six weeks
- ✦ pedagogical—eight weeks

Final state examinations:

- ✦ second foreign language, pedagogy, psychology, methods of teaching foreign languages, fundamentals of medical knowledge

Final diploma paper

TABLE 58. TEACHER EDUCATION IN THE RUSSIAN FEDERATION: SUMMARY

EDUCATION LEVEL	INSTITUTION TYPES	CREDENTIAL	TYPICAL DURATION	GIVES ACCESS TO TEACHING:						
				PRE-SCHOOL	PRIMARY	LOWER SECONDARY	HIGHER SECONDARY	VOCATIONAL	UNIVERSITY-LEVEL	GRADUATE
Higher vocational education	Pedagogical <i>uchilishche</i> , pedagogical college	Diploma of Higher Vocational Education	2–3 years after CCSE, ⁽¹⁾ 3–5 years after CISE ⁽²⁾	✓	✓	✓				
University-level education	Pedagogical institute/ university/ academy or university/ institute/ academy	Bachelor's degree	4 years	✓	✓	✓	✓	✓		
		Specialist diploma	4–6 years	✓	✓	✓	✓	✓	✓	
Graduate education	institute/ academy	Master's degree	2 years						✓	
		Candidate of Sciences	3 years minimum						✓	✓
		Doctor of Sciences	5–15 years						✓	✓

Notes:

(1) Certificate of Completion of Secondary Education

(2) Certificate of Incomplete Secondary Education

TECHNICAL AND VOCATIONAL EDUCATION

TECHNICAL AND VOCATIONAL EDUCATION IN THE FORMER USSR

Information on the technical and vocational grading scale, language of instruction, administration and quality assurance is found in the Higher Education section.

OVERVIEW OF TECHNICAL AND VOCATIONAL EDUCATION IN THE FORMER USSR

Technical and vocational education in the former USSR was offered at two levels, lower vocational education and higher vocational education. The two distinct levels of vocational education led to different credentials:

- Diploma of Lower Vocational Education
- Diploma of Higher Vocational Education

They also led to different qualification titles. The title of a qualified worker in a specific vocation was associated with lower vocational education. A professional title was associated with higher vocational education.

TABLE 59. TECHNICAL AND VOCATIONAL EDUCATION IN THE FORMER USSR

TECHNICAL AND VOCATIONAL EDUCATION LEVEL	CREDENTIAL NAME	TITLE ON THE DIPLOMA	NUMBER OF SCHOOLS IN 1989	NUMBER OF STUDENTS IN 1989
Lower vocational education (начальное профессиональное образование, <i>nachalnoe professionalnoe obrazovanie</i>)	Diploma of Lower Vocational Education (Диплом об окончании профтехучилища, <i>Diplom ob okonchanii proftekhuchilishcha</i>)	Qualified worker (in a specific occupation)	5,900	2.5 million
Higher vocational education (среднее профессиональное образование, <i>srednee professionalnoe obrazovanie</i>)	Diploma of Higher Vocational Education (Диплом об окончании среднего специального образования, <i>Diplom ob okonchanii srednego spetsialnogo obrazovaniia</i>)	Professional title (for example: nurse, teacher)	4,500	4.2 million

The majority of teachers at both levels of vocational education possessed university qualifications in their fields.

LOWER VOCATIONAL EDUCATION IN THE FORMER USSR

Lower vocational education in the former USSR was aimed at the training of skilled workers. Programs varied according to the type of institution, the entry level (after lower secondary or upper secondary education) and the occupation for which training was provided. The type of educational institution and the entry mode determined the duration and level of the program.

Lower vocational education was usually obtained on the basis of lower secondary education, but for a few occupations, training was offered only after completion of upper secondary education.

Types of institutions offering lower vocational education in the former USSR

Most lower vocational programs in the former USSR were offered by the following types of institutions:

- professional technical *uchilishche* (PTUs)
- secondary professional technical *uchilishche* (SPTUs)

The main distinction between PTUs and SPTUs was that PTUs did not offer complete secondary education.

PROFESSIONAL TECHNICAL *UCHILISHCHE* (Профессионально-техническое училище, *PROFESSIONALNO-TEKHNICHESKOE UCHILISHCHE*), MAY ALSO HAVE BEEN CALLED PROFESSIONAL *UCHILISHCHE* (профессиональное училище, *PROFESSIONALNOE UCHILISHCHE*)

PTUs were developed post–World War II to train skilled workers in a wide variety of trades. For example, they

trained technical personnel in such areas as carpentry, cookery, hairdressing, industrial and technical drawing, lathe operation, metalwork, machining, motor vehicle mechanics, plumbing, radio electronics, secretarial studies, sewing machine operation and welding.

PTUs offered very narrow and applied instruction, about 80 per cent of which was practical and the remaining 20 per cent theoretical. Work experience was an integral part of all programs.

PTUs did not offer complete secondary education. Individuals who entered after lower secondary education followed different curricula than those who entered after upper secondary education. Students without upper secondary education were offered some basic courses from the upper secondary curriculum and additional courses in Soviet society and military training. Students with upper secondary education received a more advanced understanding of their craft.

SECONDARY PROFESSIONAL TECHNICAL *UCHILISHCHE* (Среднее профессионально-техническое училище, *SREDNEE PROFESSIONALNO-TEKHNICHESKOE UCHILISHCHE*)

SPTUs developed from PTUs in the early 1970s, as many PTUs started to incorporate complete upper secondary education into their vocational programs. Upper secondary education by SPTUs was considered to be fully equivalent to that at general secondary schools. They offered vocational education in a wide range of trades, similar to PTUs.

Programs incorporating upper secondary education usually lasted three years. Upper secondary courses were distributed throughout the duration of the program. Students took examinations in upper secondary subjects at the end of their second and third years. Exams were similar

TABLE 60. LOWER VOCATIONAL EDUCATION IN THE FORMER USSR

ADMISSION REQUIREMENTS	INCORPORATES COMPLETE SECONDARY EDUCATION	DURATION	INSTITUTION TYPE	GIVES ACCESS TO:	CREDENTIAL
Certificate of Incomplete Secondary Education (typically without entrance exams)	No	2 years	PTU	Employment	Diploma of Lower Vocational Education Diploma of Skilled Worker (for example, mechanic, cook)
	Yes	3 years	SPTU	Employment or higher education	
Certificate of Completion of Secondary Education (typically without entrance exams)	N/A	1 to 1.5 years	PTU, SPTU	Employment	

to those in general secondary schools. Only those students who completed the full three-year program obtained an equivalent of complete upper secondary education.

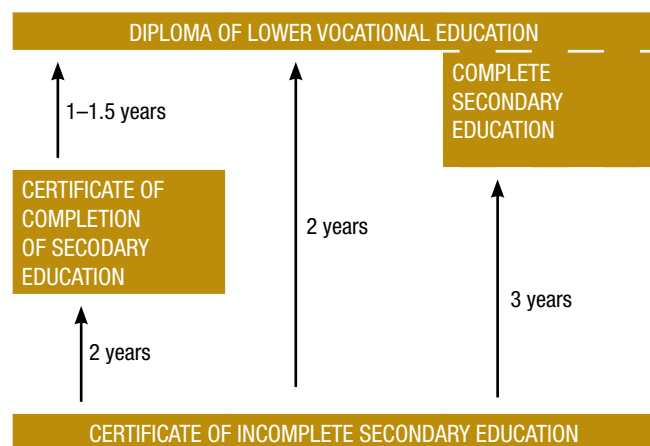
Diploma of Lower Vocational Education in the former USSR

The **Diploma of Lower Vocational Education** (Диплом об окончании профтехучилища, *Diplom ob okonchaniï proftekhuchilishcha*) was generally referred to as the Diploma of Skilled Worker. This *Diplom* stated that the occupational qualification was awarded by decision of the State Examination Commission (also called the State Attestation or Qualification Commission). It listed the institution attended and the dates the program started and ended. If the program combined upper secondary and vocational education, the diploma attested that the person had “gained complete secondary education.”

The diploma usually also referred to a numeric category (категория, *kategoriia*) or, equivalently, a level/grade (разряд, *razriad*) assigned to each specialization. This identified the level of vocational skill and pay grade.

The diploma awarded in the former Russian Soviet Federative Socialist Republic was in Russian. The diploma awarded in any other former Soviet socialist republic was bilingual—in Russian and the local language of that republic.

FIGURE 3. LOWER VOCATIONAL EDUCATION STRUCTURE IN THE FORMER USSR



HIGHER VOCATIONAL EDUCATION IN THE FORMER USSR

The objective of higher vocational education was to train mid-level professionals such as preschool/primary teachers, nurses and so on. Correspondence study generally required

an additional year of study compared to the other forms of education.

ENROLMENT OF HIGHER VOCATIONAL STUDENTS IN 1989

Full-time programs

66.7 %

Evening programs

6.6 %

Correspondence programs

26.6 %

Types of institutions offering higher vocational education in the former USSR

Institutions of higher vocational education in the former USSR were known as specialized secondary education institutions (Средние специальные учебные заведения, *Srednie spetsialnye uchebnye zavedeniia*). They fell into three main categories:

- *tekhnikum*
- *uchilishche*
- college (since 1989)

The *tekhnikum* (техникум) offered programs in technical and business fields.

The *uchilishche* (училище) offered programs for a range of skilled, non-technical occupations such as preschool and primary school teaching, nursing and so on. (Some *uchilishche* were institutions of higher education.)

The *college* (колледж, *kolledzh*) emerged in 1989. Colleges were created to educate highly trained specialists for the type of work previously entrusted to university-level graduates. As of 1990, 12 *tekhnikum* were upgraded to colleges.

Admission to a specialized secondary education institution was by entrance examinations that tested knowledge of the curriculum of lower secondary or upper secondary education, depending on the mode of entry. Entry into a college was the most competitive of all the types of specialized secondary education institutions.

Diploma of Higher Vocational Education in the former USSR

Students who successfully completed their course at a specialized secondary education institution were awarded the **Diploma of Higher Vocational Education** (Диплом

TABLE 61. HIGHER VOCATIONAL EDUCATION IN THE FORMER USSR

ADMISSION REQUIREMENTS	INCORPORATES COMPLETE SECONDARY EDUCATION	DURATION	INSTITUTION TYPE	GIVES ACCESS TO:	CREDENTIAL
Certificate of Incomplete Secondary Education and entrance exams	Yes	3–5.5 years:		Employment or higher education	Diploma of Higher Vocational Education (Diploma of Technician, Diploma of Nurse, Diploma of Feldsher, and so on)
		3–5 years, typically 4 years	<i>Tekhnikum/ uchilishche</i>		
		4 to 5.5 years	College		
Certificate of Completion of Secondary Education and entrance exams	N/A	2–4.5 years:		Employment	
		2–3 years, typically 2 years	<i>Tekhnikum/ uchilishche</i>		
		3–4.5 years	College		

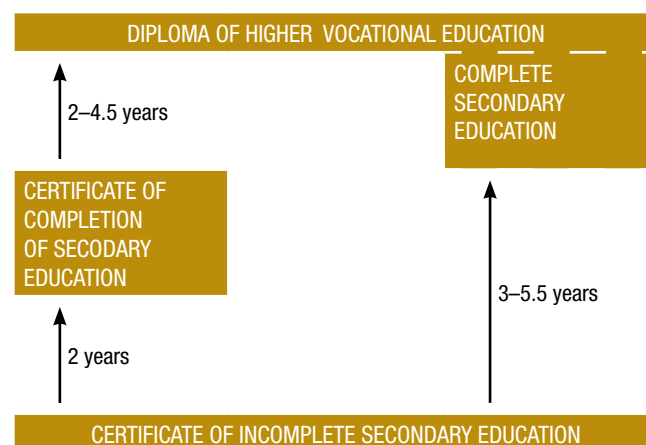
об окончании среднего специального образования, *Diplom ob okonchanií srednego spetsialnogo obrazovaníia*, also Диплом о среднем специальном образовании, *Diplom o srednem spetsialnom obrazovanii*). This credential was also known as the Diploma of Technician, Diploma of Nurse, Diploma of Feldsher and so on. The diploma was awarded by the State Examination Commission, which was also referred to as the State Attestation or Qualification Commission.

Diplomas awarded in the former Russian Soviet Federative Socialist Republic were in Russian. Diplomas awarded in other former Soviet socialist republics were bilingual—in Russian and the local language of that republic.

Holders of the Diploma of Higher Vocational Education completed upper secondary education, either prior to or during their study at a specialized secondary education institution. If upper secondary education was obtained at a specialized secondary education institution the diploma may not have always attested to that, but the Supplement to the Diploma included upper secondary courses, and the duration of the program was appropriately longer. Graduates of specialized secondary education institutions could continue their education at a higher educational institution, but the majority entered the workforce.

In addition to the type of the diploma issued by the *tekhnikum* and *uchilishche*, the college may have also awarded the diploma with the title of Junior Engineer (младший инженер, *mladshii inzhener*). The Diploma of Junior Engineer required an additional one-and-a-half years. College graduates with this credential may have been granted advanced standing in the third year of appropriate higher education programs.

FIGURE 4. HIGHER VOCATIONAL EDUCATION STRUCTURE IN THE FORMER USSR



Note: Although available in Russian only, lists of specializations (as per the State Education Standard) can be accessed via the following websites:

- for lower vocational education:
www.edu.ru/db/cgi-bin/portal/nach/list1.plx?substr=and
www.edu.ru/db/mo/Data/d_00/pr7-1.doc
- for higher vocational education:
www.edu.ru/db/cgi-bin/portal/sred/list.plx?substr=

TABLE 62. TECHNICAL AND VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

TECHNICAL AND VOCATIONAL EDUCATION LEVEL	CREDENTIAL NAME	TITLE ON THE DIPLOMA	NUMBER OF SCHOOLS IN 2002	NUMBER OF STUDENTS IN 2002
Lower vocational education (начальное профессиональное образование, <i>nachalnoe professionalnoe obrazovanie</i>)	Diploma of Lower Vocational Education (Диплом о начальном профессиональном образовании, <i>Diplom o nachalnom professionalnom obrazovanii</i>)	Qualified worker (in a specific occupation)	3,900	1.6 million
Higher vocational education (среднее профессиональное образование, <i>srednee professionalnoe obrazovanie</i>)	Diploma of Higher Vocational Education (Диплом о среднем профессиональном образовании, <i>Diplom o srednem professionalnom obrazovanii</i>)	Professional title (for example: nurse, teacher)	2,600	2.5 million

TECHNICAL AND VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

Information on the grading scale, language of instruction, administration and quality assurance is found in the Higher Education section.

OVERVIEW OF TECHNICAL AND VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

Technical and vocational education in the Russian Federation, as in the former USSR, is offered at two levels:

- lower vocational education
- higher vocational education

In the Russian Federation, two new types of vocational education institutions have appeared:

- the professional lyceum (an institution of lower vocational education)
- the college (an institution of higher vocational education)

Technical and vocational schools may be state (public) or non-state (private) institutions.

ADMINISTRATIVE STATUS OF PUBLIC INSTITUTIONS IN 2002

federal > 55 per cent

regional > 44 per cent

municipal > 1 per cent

Most teachers (97 per cent) possess university qualifications. The remaining three per cent teach practical subjects and possess much vocational experience.

Technical and economic programs are the most popular and attract more than 70 per cent of all higher vocational

students. Higher vocational professionals made up 31 per cent of the workforce in Russia in 2002.

LOWER VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

The aim of lower vocational education is to train skilled workers. Students are usually admitted on the basis of lower secondary education. Vocational training for certain occupations may require completion of upper secondary education.

The academic year runs from September 1 to the end of June. Instruction is usually 36 hours a week. During industrial practicum, instruction is reduced to seven hours a week.

Programs vary according to the type of institution, the entry level and the occupation for which training is provided. They may be offered at the basic (*базовый, bazovyi*) or advanced (*повышенный, povyshennyi*) levels. Generally, advanced-level lower vocational programs require one more year of study compared to basic vocational training for that occupation. The diploma with the title of Qualified Worker may refer to the vocational level, basic or advanced. Further, each specialization of lower vocational education is also assigned a numeric category (*категория, kategoriia*) or level/grade (*разряд, razriad*). This identifies the level of vocational skill and the pay grade.

In vocational education in the Russian Federation, the type of educational institution and the entry mode (after lower secondary or upper secondary education) determine the duration and level of the program. It is important, therefore, to pay attention to the institution name and the mode of entry.

Types of institutions offering lower vocational education in the Russian Federation

Most lower vocational programs in the Russian Federation are offered by institutions of the following types:

- professional technical *uchilishche* (PTUs)
- professional lyceums (SPTUs)
- secondary professional technical *uchilishche*

As evident from their names, PTUs and SPTUs are types of *uchilishche* (училище). They are not to be confused, however, with other types of *uchilishche*. Some other *uchilishche* are higher education institutions, while the majority are higher vocational institutions. Examples of higher education *uchilishche* include theatrical *uchilishche*, higher military *uchilishche* and higher marine engineering *uchilishche*. Examples of higher vocational *uchilishche* include pedagogical *uchilishche*, medical *uchilishche* and musical *uchilishche*.

Uchilishche that are lower vocational institutions are either PTUs or SPTUs. The main distinction between PTUs and SPTUs is that PTUs do not offer complete secondary education.

PROFESSIONAL TECHNICAL UCHILISHCHE (профессионально-техническое училище, PROFESSIONALNO-TEKHNICHESKOE UCHILISHCHE), MAY ALSO BE CALLED PROFESSIONAL UCHILISHCHE (профессиональное училище, PROFESSIONALNOE UCHILISHCHE)

PTUs continue to operate in the post-Soviet era, although some have closed, merged or upgraded to institutions of higher vocational education under new names. PTUs are lower vocational institutions that train skilled workers and junior technical personnel. The programs are quite narrow and applied. Eighty per cent of the content is practical and 20 per cent is theoretical.

Programs requiring lower secondary education (nine years) for admission are designed for basic crafts or trades. They also include some secondary education, although they do not have the breadth or depth of complete upper secondary education (11 years). Programs requiring upper secondary education typically provide training in a vocation at a more advanced level than those requiring lower secondary education for admission.

After passing the state final examination, graduates of PTUs are awarded diplomas that give them the right to practice a vocation. Such a diploma also entitles its holder to course credit if he or she pursues higher vocational education in the same field. However, this type of vocational education on its own does not grant access to university-level higher education as it does not incorporate complete secondary education in its curriculum.

PROFESSIONAL LYCEUM (профессиональный лицей, PROFESSIONALNYI LITSEI)

Professional lyceums offer lower vocational training as well as complete upper secondary education. The secondary education provided by professional lyceums is fully equivalent to the Certificate of Completion of Secondary Education.

Professional lyceum programs evolved from other types of lower vocational training that added an extra year of study for a more advanced level of vocational education. The vocational training is at a higher level than that offered by PTUs, and the awarded document refers to the advanced level. Professional lyceums also offer shorter programs that are purely vocational for individuals who already hold a Certificate of Completion of Secondary Education.

TABLE 63. LOWER VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

ADMISSION REQUIREMENTS	INCORPORATES COMPLETE SECONDARY EDUCATION	DURATION	INSTITUTION TYPE	GIVES ACCESS TO:	CREDENTIAL
Certificate of Incomplete Secondary Education (typically without entrance exams)	No	1–2.5 years	PTU/PU	Employment	Diploma of Lower Vocational Education
	Yes	3–4 years	Professional lyceum/SPTU	Employment or higher education	Diploma of Skilled Worker (for example, mechanic, cook)
Certificate of Completion of Secondary Education (typically without entrance exams)	N/A	1–1.5 years	Professional lyceum/SPTU/PTU	Employment	

After passing the state final examination, graduates of a professional *lyceum* are awarded diplomas that not only give them the right to exercise a vocation, but also indicate that they have received complete secondary education. This diploma gives its holder the right to be admitted to university-level higher education institutions. If higher education is pursued in the same field, course credit can be granted by the institution.

SECONDARY PROFESSIONAL TECHNICAL *UCHILISHCHE*
(среднее профессионально-техническое училище,
SREDNEE PROFESSIONALNO-TEKHNIЧЕСКОЕ UCHILISHCHE)

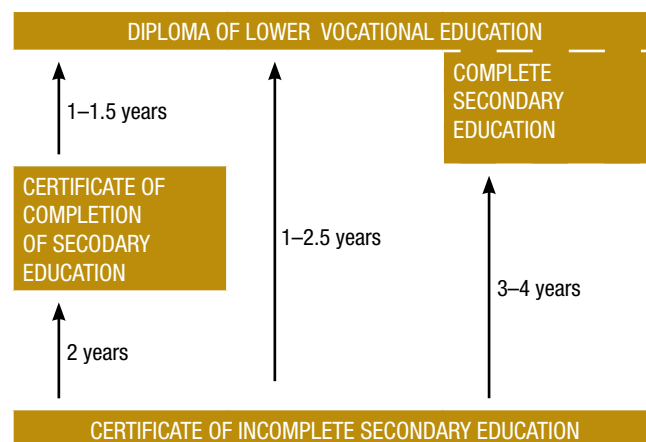
SPTUs continue to operate in the post-Soviet era, although some have become professional lyceums. Similarly to professional lyceum programs, SPTU programs that require the Certificate of Incomplete Secondary Education for admission combine lower vocational with higher secondary education. Other SPTU programs require the Certificate of Completion of Secondary Education for admission. SPTUs offer vocational education in a wide range of trades, similar to PTUs. Some higher vocational institutions may offer lower vocational programs as well.

Diploma of Lower Vocational Education in the Russian Federation

The **Diploma of Lower Vocational Education** (Диплом о начальном профессиональном образовании, *Diplom o nachalnom professionalnom obrazovanii*) is generally referred to as the Diploma of Skilled Worker. The diploma identifies the skilled worker title (such as electrician). It states that the occupational qualification is awarded by decision of the State Examination Commission. It lists the institution attended and the dates the program started and ended. If the program provided upper secondary in addition to vocational education, the diploma attests that the person “has gained complete secondary education.”

The Diploma of Lower Vocational Education in the Russian Federation is in Russian.

FIGURE 5. LOWER VOCATIONAL EDUCATION STRUCTURE IN THE RUSSIAN FEDERATION



HIGHER VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

The objective of higher vocational education is to train higher-level professionals such as preschool/primary teachers, nurses, bookkeepers, technicians and so on. They are trained at institutions of various types that offer programs of different duration and level. (Note: The Russian words *техник* (*tekhnik*) and *технолог* (*tekhnolog*) mean “technician” and “technologist,” respectively. However, they may be used interchangeably to describe similar programs. The specialization on the diploma, the coursework and its duration should be given more weight than the literal qualification title.)

Admission to higher vocational education is competitive. Applicants take entrance exams set by educational institutions for specific specializations. Admission to some programs and institutions is more competitive than others, but the average admission ratio in 1995 was about 180 applicants per 100 vacant places. Even though it is possible to enter higher vocational education after lower secondary education, the number of applicants with incomplete secondary education has been declining. They currently account for about one-third of the total number of applicants. Some programs are offered exclusively to students who have completed upper secondary education.

The duration of programs varies according to the mode of entry, field of study and level of program. Generally, basic programs in humanities and the arts are shorter than those in technical fields. In addition, there are two levels of program—basic (standard) and advanced. It is possible

to upgrade from a basic-level diploma to an advanced-level diploma by an additional year of full-time study.

The curricula stipulate 45 weeks of study per year. Academic time is equally divided between theoretical education and a practical component. The total workload of a full-time student is 54 hours a week, including class work and independent study, with 36 instructional hours a week. For part-time (evening) education, class work amounts to 16 hours per week. In the case of correspondence education, each student must be provided with at least 160 contact hours a year.

Coursework includes humanities, business administration, law, Russian language, mathematics and informatics. Other subjects are professionally oriented and divided between general subjects within the chosen field of study and specialization subjects. In addition, programs include a compulsory external professional practicum. Programs conclude with a supervised diploma project that must be defended and final examinations.

Types of institutions offering higher vocational education in the Russian Federation

Most higher vocational programs are offered in disciplines such as technology, agronomy, business, services, teaching, health (and allied medical professions), culture and art. Institutions are usually named according to their area of specialization.

In the Russian Federation, three types of institutions offer higher vocational education:

- *tekhnikum* (техникум)
- *uchilishche* (училище)
- college (колледж, *kolledzh*)

The *tekhnikum* typically provides programs in technology and business.

Typical *uchilishche* programs of higher vocational education provide training for occupations in services, health, teaching (preschool or primary) and art. Other types of *uchilishche* are lower vocational institutions and higher education institutions. Examples of higher vocational *uchilishche* are medical *uchilishche*, pedagogical *uchilishche* and so on.

Educational programs of *colleges*, in addition to the educational programs for *tekhnikum* and *uchilishche*, include more in-depth theoretical education and professional training for up to one additional year. Colleges can be independent educational institutions or constituent parts of higher education institutions. Colleges may also award the Diploma of Incomplete Higher Education that can be used for entry into year three of a bachelor's or specialist program of higher education.

Most programs at *tekhnikum* and *uchilishche* are at the basic level. *Tekhnikum* and *uchilishche* may obtain state accreditation for one or several advanced vocational programs so they can assume the more prestigious "college" name. Most colleges offer both basic (standard) and advanced higher vocational programs. Only colleges can offer advanced vocational programs.

Diploma of Higher Vocational Education in the Russian Federation

On the successful completion of the coursework and state final examinations, students are awarded the **Diploma of Higher Vocational Education** (Диплом о среднем профессиональном образовании, *Diplom o srednem professionalnom obrazovanii*) and a professional title (the

TABLE 64. HIGHER VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

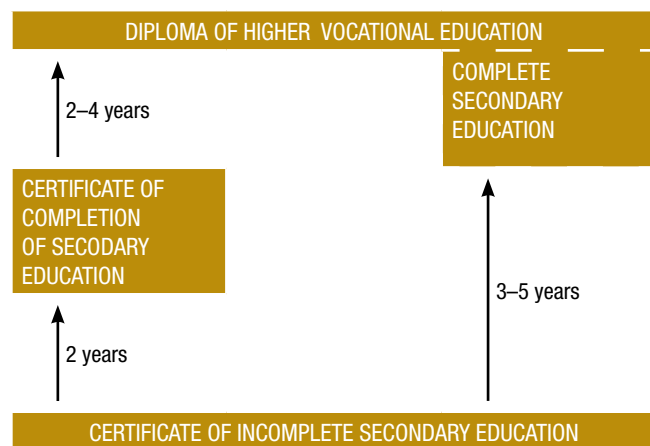
ADMISSION REQUIREMENTS	INCORPORATES COMPLETE SECONDARY EDUCATION	DURATION	INSTITUTION TYPE	TYPICAL LEVEL OF VOCATIONAL TRAINING	GIVES ACCESS TO:	CREDENTIAL
Certificate of Incomplete Secondary Education and entrance exams	Yes	3–5 years:		Basic	Employment or higher education	Diploma of Higher Vocational Education (Diploma of Technician, Diploma of Nurse, Diploma of Feldsher and so on)
		3 years minimum	<i>Tekhnikum/uchilishche</i>			
		4–5 years	College	Basic and advanced		
Certificate of Completion of Secondary Education and entrance exams	N/A	2–4 years:		Basic	Employment	
		2–3 years	<i>Tekhnikum/uchilishche</i>			
		3–4 years	College	Basic and advanced		

Diploma of Technician, Diploma of Nurse, Diploma of Feldsher and so on). The diploma is in Russian.

Unlike in the former USSR, the diploma format is now similar to the formats of documents issued by university-level higher education institutions. The diploma supplement lists subjects taught during the period of studies and the grades earned. The supplement also states whether the admission credential was the Certificate of Completion of Secondary Education or whether the program of study incorporated upper secondary education. The text of the diploma refers to the qualification being at the basic level (базовый уровень, *bazovyi uroven*) or advanced level (повышенный уровень, *повыshennyi uroven*). Students who complete advanced training (typically at a college) may be awarded a professional title with the addition of the word “senior” (старший, *starshii*)—for example, “senior technician” (старший техник, *starshii tekhnik*).

Graduates of higher vocational programs are entitled to apply to institutions of higher education. Typically the *Diplom* at the basic level provides one year of advanced standing in a relevant bachelor’s or specialist diploma, while a *Diplom* at the advanced level provides two years of advanced standing. Graduates of higher vocational education seek admission to university-level higher education on the same conditions as upper secondary school graduates. The majority of graduates, however, enter the labour market. Of those who continue their education, 70 per cent follow evening or distance studies while working.

FIGURE 6. HIGHER VOCATIONAL EDUCATION STRUCTURE IN THE RUSSIAN FEDERATION



GRADING SCALES

GRADING FOR SECONDARY EDUCATION IN THE FORMER USSR AND THE RUSSIAN FEDERATION

The grading system for secondary education in the Russian Federation is the same as that in the former USSR. The following grading scale has been used at all levels of school education.

TABLE 65. GRADING SCALE FOR SCHOOL EDUCATION IN THE FORMER USSR AND THE RUSSIAN FEDERATION

SCALE	GRADE DESCRIPTION
5	Excellent (Отлично, <i>Otlichno</i>)
4	Good (Хорошо, <i>Khorosho</i>)
3	Satisfactory (Удовлетворительно, <i>Udovletvoritelno</i>)
2	Fail (Неудовлетворительно, <i>Neudovletvoritelno</i>)

The lowest passing grade is 3. Students must pass each course in order to enrol in the next grade or to graduate. A grade of 1 also exists, but is used very rarely.

A plus (+) or a minus (–) may be added to a grade. For example, a 4+ is higher than a 4 and lower than a 5–. A grade of 5+ is very rare. These intermediate grades may be awarded throughout the period of study but typically not as a final grade.

GRADING FOR HIGHER EDUCATION IN THE FORMER USSR AND THE RUSSIAN FEDERATION

The grading system for higher education in the Russian Federation is the same as that of the former USSR. It includes the same grading scale as at the other levels of education. Additionally, some courses are marked *zachet* (зачет), which is usually translated as pass or credit.

No more than five set examinations are typically graded each semester. The remaining courses of the term are marked *zachet*, if passed. Courses that are marked *zachet* are likely to be part of a longer sequence of courses that is graded at the end of the sequence, or courses that are minor to the specialization.

Students can continue their programs and graduate only if they pass each subject of the curriculum. They are allowed to re-sit a failed examination two times only.

Students may be awarded a Diploma with Distinction/Honours (Диплом с отличием, *Diplom s otlichiem*), which is also called the Red Diploma (Красный диплом, *Krasnyi diplom*) because of the colour of its cover.

TABLE 66. GRADING SCALE FOR HIGHER EDUCATION IN THE FORMER USSR AND THE RUSSIAN FEDERATION

SCALE	DESCRIPTION
5	Excellent (Отлично, <i>Otlichno</i>)
4	Good (Хорошо, <i>Khorosho</i>)
3	Satisfactory (Удовлетворительно, <i>Udovletvoritelno</i>)
2	Fail (Неудовлетворительно, <i>Neudovletvoritelno</i>)
<i>Zachet</i>	Pass (Зачет, <i>Zachet</i>)
<i>Nezachet</i>	Fail (Незачет, <i>Nezachet</i>)

DOCUMENTATION

In both the Russian Federation and the former USSR, only one original of an academic credential may be issued. A lost or stolen credential may be replaced and the word “дубликат” (*dublikat*, duplicate) will appear on the new document. Copies of a credential may be notarized or certified by the institution with a signature, the title of the certifying official and the seal of the institution.

Credentials are issued directly by institutions but follow a state format. The state format of documents issued in the former USSR is different from the one adopted by the Russian Federation. However, after the breakup of the former USSR in 1991 some educational institutions in the Russian Federation might have still issued documents in the Soviet state format for several years.

State format documents:

- are printed on special security paper
- include the state emblem and state seal
- note that the document is a state educational document

NAMES OF DOCUMENTS

An academic document may have one of a few different names:

- The term “diploma” (диплом, *diplom*) is used for higher academic credentials.
- A certificate (свидетельство, *svidetelstvo*) is a credential issued after lower-level or shorter training.
- The term “attestat” (аттестат) is used exclusively as a secondary school credential.
- A letter or certificate (справка, *spravka*) is an

additional document, issued by an institution on request, that may confirm such things as the fact of study, graduation, curriculum and subject hours.

Examples of *spravka* are:

- archival certificate (архивная справка, *arkhivnaia spravka*)
- academic certificate (академическая справка, *akademicheskaiia spravka*)

SECONDARY EDUCATION

SECONDARY EDUCATION IN THE FORMER USSR

If successful in all subjects, secondary students are awarded the *attestat*, or the Certificate of Completion of Secondary Education. In the former USSR, final grades were listed on the *attestat* itself. Final-exam results were generally not recorded on the certificate but were reflected in the final grades. Failing grades were not typically recorded on academic credentials, since either the courses were repeated, the exams were retaken or the student might not have graduated.

The *attestat* was the only document issued to students. They received no transcripts or other documents. In the Russian Republic the *attestat* was written in Russian; in the other republics it was bilingual (written in Russian and the local language).

SECONDARY EDUCATION IN THE RUSSIAN FEDERATION

In the Russian Federation the *attestat*, or the Certificate of Completion of Secondary Education, may include the results of the final examinations and a transcript listing the grades achieved by the student in all the subjects studied.

As in the former USSR, failing grades are typically not recorded on academic credentials, as either the courses are repeated, the exams retaken or the student may not have graduated. The *attestat* is the only document issued to the student. It is written in Russian.

In the Russian Federation, the Unified State Exam is becoming the standard final exam for secondary school graduation and a standard university entrance exam. The *attestat* may be replaced or accompanied in the future by the **Certificate of Unified State Exam Results**.

POST-SECONDARY EDUCATION

POST-SECONDARY EDUCATION IN THE FORMER USSR

A diploma of post-secondary education was typically accompanied by a Supplement to the Diploma (Приложение к Диплому, *Prilozhenie k Diplomu*), with the exception of the Candidate of Sciences and Doctor of Sciences. This Supplement may have included additional information about the program such as the list of subjects, grades, professional practicum and the results obtained in the final state examinations and in the defence of the final research project. The Supplement to the Diploma may also have been translated as the Addendum to the Diploma. Note that the Supplement/Addendum to the Diploma was not valid without the corresponding diploma, as identified by its serial and registration numbers and names of the student and the institution.

The Supplement to the Diploma in the former USSR did not state subject hours. That information could be found on a separate document called an archival certificate (архивная справка, *arkhivnaia spravka*) that was issued by the institution on request.

Another document, the academic certificate (академическая справка, *akademicheskaiia spravka*), was used to record courses taken and grades received for partial completion of a post-secondary program. It also included the number of study hours for each subject.

Post-secondary students may have been awarded a Diploma with Distinction/Honours (Диплом с отличием, *Diplom s otlichiem*), which was also called the Red Diploma (Красный диплом, *Krasnyi diplom*) because of the colour of its cover.

Failing grades were not typically recorded on academic credentials, as either the courses were repeated, the exams retaken or the student might not have graduated. In post-secondary education some courses may have been marked only as “pass” (зачет, *zacet*). These courses had no corresponding graded final exams.

Educational credentials issued in the Russian Republic were typically written only in Russian. If issued to a foreign student they may have been bilingual (in Russian and a foreign language) and in a special format. If issued in one of the other Soviet socialist republics they may have been bilingual (in Russian and the other local language). The

quality of English translations may have varied as they may have been performed by the students themselves and then certified by the foreign languages department or international office of the institution.

POST-SECONDARY EDUCATION IN THE RUSSIAN FEDERATION

A diploma of post-secondary education is typically accompanied by a Supplement to the Diploma (Приложение к Диплому, *Prilozhenie k Diplomu*), with the exception of the Candidate of Sciences and Doctor of Sciences. This Supplement is more elaborate than the one issued in the former USSR and may include the list of subjects, number of hours, admission credentials, grades, professional practicum and the results obtained in the final state examinations and in the defence of the final research project. The Supplement to the Diploma may also be translated as the Addendum to the Diploma. Note that the Supplement/Addendum to the Diploma is not valid without the corresponding diploma, as identified by its serial and registration numbers and names of the student and the institution.

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The recent trend in the Russian Federation is to standardize the different educational documents into one model. For example, the Supplement to the Diploma of Higher Vocational Education and the academic certificate now resemble the Supplement to the Diploma used for specialist,

bachelor's and master's degrees. Furthermore, some recent university credentials may now follow the UNESCO, European Commission or Council of Europe models.

SUMMARY OF EDUCATIONAL CREDENTIALS

SUMMARY OF EDUCATIONAL CREDENTIALS IN THE FORMER USSR

TABLE 67. SUMMARY OF EDUCATIONAL CREDENTIALS IN THE FORMER USSR

CREDENTIAL	TYPICAL LENGTH OF FULL-TIME STUDY	ADMISSION REQUIREMENTS	GAVE ACCESS TO:
Certificate of Incomplete Secondary Education (Аттестат об основном общем образовании, <i>Attestat ob osnovnom obshchem obrazovanii</i>)	5 years	Completion of primary school	Upper secondary school or vocational education
Certificate of Completion of Secondary Education (Аттестат о среднем (полном) общем образовании, <i>Attestat o srednem (polnom) obshchem obrazovanii</i>)	2 years	Certificate of Incomplete Secondary Education	Higher education or vocational education
Diploma of Lower Vocational Education (Диплом об окончании профтехучилища, <i>Diplom ob okonchanii proftekhuchilishcha</i>)	2 years (if the program does not incorporate complete secondary education)	Certificate of Incomplete Secondary Education (typically without entrance exams)	Employment
	3 years (if the program incorporates complete secondary education)		Employment or higher education
	1–1.5 years	Certificate of Completion of Secondary Education (typically without entrance exams)	Employment
Diploma of Higher Vocational Education (Диплом об окончании среднего специального образования, <i>Diplom ob okonchanii srednego spetsialnogo obrazovaniia</i>)	3–5.5 years	Certificate of Incomplete Secondary Education and entrance exams	Employment or higher education
	2–4.5 years	Certificate of Completion of Secondary Education and entrance exams	Employment
Diploma of Specialist (Диплом специалиста, <i>Diplom spetsialista</i>)	5–6 years (4 for some teaching qualifications)	Completion of school education and entrance exams	Candidate of Sciences program or employment
Candidate of Sciences (Кандидат наук, <i>Kandidat nauk</i>)	3 years minimum, including research and optional coursework	Diploma of Specialist, entrance exams and research qualifications	Doctor of Sciences program and associate professor position
Doctor of Sciences (Доктор наук, <i>Doktor nauk</i>)	5–15 years	Candidate of Sciences, academic position and research qualifications	Full professor position

SUMMARY OF EDUCATIONAL CREDENTIALS IN THE RUSSIAN FEDERATION

TABLE 68. SUMMARY OF EDUCATIONAL CREDENTIALS IN THE RUSSIAN FEDERATION

CREDENTIAL	TYPICAL LENGTH OF FULL-TIME STUDY	ADMISSION REQUIREMENTS	GIVES ACCESS TO:
Certificate of Incomplete Secondary Education (Аттестат об основном общем образовании, <i>Attestat ob osnovnom obshchem obrazovanii</i>)	5 years	Completion of primary school	Upper secondary school or vocational education
Certificate of Completion of Secondary Education (Аттестат о среднем (полном) общем образовании, <i>Attestat o srednem (polnom) obshchem obrazovanii</i>)	2 years	Certificate of Incomplete Secondary Education	Higher education or vocational education
Diploma of Lower Vocational Education (Диплом о начальном профессиональном образовании, <i>Diplom o nachalnom professionalnom obrazovanii</i>)	1–2.5 years (if the program does not incorporate complete secondary education)	Certificate of Incomplete Secondary Education (typically without entrance exams)	Employment
	3–4 years (if the program incorporates complete secondary education)		Employment or higher education
	1–1.5 years	Certificate of Completion of Secondary Education (typically without entrance exams)	Employment
Diploma of Higher Vocational Education (Диплом о среднем профессиональном образовании, <i>Diplom o srednem professionalnom obrazovanii</i>)	3–5 years	Certificate of Incomplete Secondary Education and entrance exams	Employment or higher education
	2–4 years	Certificate of Completion of Secondary Education and entrance exams	Employment
Bachelor's degree (Бакалавр, <i>Bakalavr</i>)	4 years	Completion of school education and entrance exams	Master's or specialist program or employment
Diploma of Specialist (Диплом специалиста, <i>Diplom spetsialista</i>)	5–6 years, or 4 years in a few specializations (1–1.5 years after a bachelor's degree)	Completion of school education and entrance exams or bachelor's degree	Candidate of Sciences or master's program or employment
Master's degree (Магистр, <i>Magistr</i>)	2 years after a bachelor's degree (1–1.5 years after a Diploma of Specialist—not common)	Bachelor's degree or specialist diploma, entrance exams	Candidate of Sciences program or employment
Candidate of Sciences (Кандидат наук, <i>Kandidat nauk</i>)	3 years minimum, after a specialist diploma or master's degree, including research and optional coursework	Master's degree or specialist diploma, entrance exams and research qualifications	Doctor of Sciences program and associate professor position
Doctor of Sciences (Доктор наук, <i>Doktor nauk</i>)	5–15 years after Candidate of Sciences	Candidate of Sciences, academic position and research qualifications	Full professor position

GLOSSARY OF COMMON RUSSIAN EDUCATIONAL TERMS

TABLE 69. GLOSSARY OF COMMON RUSSIAN EDUCATIONAL TERMS

ENGLISH	RUSSIAN
academic degree	академическая степень
academic department	кафедра
academic year	академический год
academy	академия
accelerated program	ускоренная программа
agriculture	сельское хозяйство
area of study	направление
arts	искусство
Certificate of Completion of Secondary Education	Аттестат о среднем (полном) общем образовании
Certificate of Incomplete Secondary Education	Аттестат об основном общем образовании
Certificate of Unified State Exam Results	Свидетельство о результатах ЕГЭ
college	колледж
correspondence study	заочное обучение
course; year of study	курс
credit hours	учебные часы
curriculum	учебный план
date of birth	дата рождения
date of entrance	дата поступления
date of graduation	дата окончания
date of issuance	дата выдачи
Department of Education	Отдел образования
Diploma of Bachelor	Диплом бакалавра
Diploma of Candidate of Sciences	Диплом кандидата наук
Diploma of Doctor of Sciences	Диплом доктора наук
Diploma of Higher Vocational Education	Диплом об окончании среднего специального образования
Diploma of Incomplete Higher Education	Диплом о неполном высшем образовании
Diploma of Lower Vocational Education	Диплом об окончании профтехучилища
Diploma of Master	Диплом магистра
Diploma of Professional Retraining	Диплом о профессиональной переподготовке
Diploma of Specialist	Диплом специалиста
diploma supplement	приложение к диплому
economics	экономика
education	образование
eradication of illiteracy	ликвидация безграмотности
evening study	вечернее обучение
fail	незачет
full-time study	дневное обучение
general education (same as secondary education)	общее образование

ENGLISH	RUSSIAN
general school offering intensive studies in certain subjects	общеобразовательная школа с уклоном
general secondary school	общеобразовательная средняя школа
graduate school; a program leading to the Candidate of Sciences	аспирантура
graduate school; a program leading to the Doctor of Sciences	докторантура
graduate student enrolled in a Candidate of Sciences program	аспирант
graduate student enrolled in a Doctor of Sciences program	докторант
graduation examination	выпускной экзамен
gymnasium	гимназия
higher education	высшее образование
higher educational institutions	высшие учебные заведения
higher vocational education	среднее профессиональное образование
history	история
incomplete secondary education	неполное среднее образование
institute	институт
law	юриспруденция
lower secondary education	основное общее образование
lower vocational education	начальное профессиональное образование
lyceum	лицей
management	менеджмент
medicine	медицина
military school	военное училище
military training	военная подготовка
Ministry of Education	Министерство образования
pass	зачет
philosophy	философия
practical training at another institution (as a visiting student, intern or scholar)	стажировка
primary education	начальное образование
professional lyceum	профессиональный лицей
professional technical <i>uchilishche</i> /school	профессионально-техническое училище
program length	длительность программы
qualification	квалификация
research institute	исследовательский институт
Russian Federation	Российская Федерация
school education	школьное образование
science	наука
secondary education	среднее образование
secondary education (same as general education)	общее образование
secondary professional technical <i>uchilishche</i> /school	среднее профессионально-техническое училище
semester/term	семестр
specialization	специальность
specialized secondary education	среднее специальное образование
Supreme Certifying Commission	Высшая аттестационная комиссия

ENGLISH	RUSSIAN
technical school/ <i>tekhnikum</i>	техникум
technology	технология
Unified State Exam	Единый государственный экзамен
university	университет
upper secondary education	среднее полное общее образование
1 (poor)	1 (плохо)
2 (unsatisfactory)	2 (неудовлетворительно)
3 (satisfactory)	3 (удовлетворительно)
4 (good)	4 (хорошо)
5 (excellent)	5 (отлично)
one (1)	один (1)
two (2)	два (2)
three (3)	три (3)
four (4)	четыре (4)
five (5)	пять (5)
six (6)	шесть (6)
seven (7)	семь (7)
eight (8)	восемь (8)
nine (9)	девять (9)
ten (10)	десять (10)

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INTERNET RESOURCES

NOTE: The URLs referenced in this section were accurate and functional as at the time of writing (2008), but since websites and Internet content are subject to change, their ongoing status cannot be guaranteed.

INTERNATIONAL WEBSITES

Anabin (in German)

www.ifos.de/anabin/

Bologna Secretariat

www.dfes.gov.uk/bologna/

CICIC: Canadian Information Centre for International Credentials

www.cicic.ca/en/page.aspx?sortcode=2.15

UK NARIC: National Recognition Information Centre

www.interskills.info/

www.internationalcomparisons.org.uk/

World Higher Education Database

www.unesco.org/iau/onlinebases/index.html

World Education Services

www.wes.org/

RUSSIAN WEBSITES

Federal Agency on Education

www.ed.gov.ru

Federal Service for Supervision in Education and Science

www.obrnadzor.gov.ru

Federal State Research Institute of Information Technologies and Telecommunications

www.informika.ru/text/index.html

Ministry of Education and Science

www.mon.gov.ru

National Accreditation Agency of Russia

www.nica.ru

Ministry of Education of the Russian Federation, National Information Centre on Academic Recognition and Mobility

www.russianenic.ru/

www.russianenic.ru/english/index.html

Profile Education in Upper Secondary School

www.profile-edu.ru

Russian Rectors' Union

<http://rsr-online.ru/english/about.htm>

The Unified State Exam Portal

www.ege.ru/

APPENDIX A—PLACEMENT RECOMMENDATIONS

Placement recommendations provide guidelines for comparing international and Canadian educational credentials and standards. These recommendations are advisory in nature and indicate the general level of a credential in Canadian terms.

Placement recommendations represent benchmark assessments and do not cover all credentials. However, the fact that a credential is not mentioned in the placement recommendations does not mean it cannot be assessed by IQAS. International credentials not specifically covered should be referred to IQAS for individual evaluation.

Given the different educational philosophies, objectives and program structures in educational systems around the world, evaluation in terms of direct equivalence to specific

Canadian credentials is not possible. For this reason IQAS placement recommendations are made in terms of “generally compares” to and not “equivalent” to.

When evaluating international credentials IQAS considers the following:

- the education system of the country concerned
- the recognition of the awarding institution
- the level, length and structure of the program

When appropriate, IQAS may:

- consider that comparison to a different level of education may more accurately reflect the level of the international credential in Canadian terms
- combine two or more credentials

CREDENTIAL NAME	IQAS RECOMMENDATION
Certificate of Completion of Secondary Education (Аттестат о среднем (полном) общем образовании, <i>Attestat o srednem (polnom) obshchem obrazovanii</i>)	Generally compares to the completion of a high school diploma (regardless of whether it is a 10-, 11- or 12-year system).
Diploma of Lower Vocational Education (Диплом о начальном профессиональном образовании, <i>Diplom o nachalnom professionalnom obrazovanii</i>)	<p>In the former USSR and the Russian Federation: Admission after incomplete secondary education:</p> <ul style="list-style-type: none"> • If it incorporates complete secondary education, generally compares to the completion of a high school diploma plus vocational training. • If it does not incorporate complete secondary education, generally compares to the completion of vocational training. <p>Admission after complete secondary education:</p> <ul style="list-style-type: none"> • Generally compares to the completion of vocational training. <p>In the Russian Federation only:</p> <ul style="list-style-type: none"> • If vocational training is offered through a professional lyceum and the number of years and type of training warrant it, generally compares to the completion of a one-year post-secondary certificate. [Where training incorporates complete secondary education, completion of a high school diploma is acknowledged.]
Diploma of Higher Vocational Education (Диплом о среднем профессиональном образовании, <i>Diplom o srednem professionalnom obrazovanii</i>)	<p>In the former USSR and the Russian Federation: Admission after incomplete secondary education:</p> <ul style="list-style-type: none"> • Generally compares to the completion of a high school diploma plus a post-secondary diploma. <p>Admission after complete secondary education:</p> <ul style="list-style-type: none"> • Generally compares to the completion of a post-secondary diploma. If vocational training is provided through a college (this option applies mainly to Russian Federation credentials): • At a basic level: Generally compares to the completion of a post-secondary diploma. [Where training incorporates complete secondary education, completion of a high school diploma is acknowledged.] • At an advanced level: Generally compares to the completion of a three-year post-secondary diploma. [Where training incorporates complete secondary education, completion of a high school diploma is acknowledged.]
Bachelor's degree (Бакалавр, <i>Bakalavr</i>) (four years)	Generally compares to the completion of a four-year bachelor's degree.

CREDENTIAL NAME	IQAS RECOMMENDATION
Diploma of Specialist (Диплом специалиста, <i>Diplom spetsialista</i>)	<ul style="list-style-type: none"> • Four-year Diploma of Specialist generally compares to the completion of a four-year bachelor's degree. • Five-year Diploma of Specialist generally compares to the completion of a four-year bachelor's degree plus a graduate diploma.
Master's Degree (Магистр, <i>Magistr</i>)	Generally compares to the completion of a two-year master's degree.
Candidate of Sciences (Кандидат наук, <i>Kandidat nauk</i>)	Generally compares to the completion of a Doctor of Philosophy (Ph.D.) degree.
Doctor of Sciences (Доктор наук, <i>Doktor nauk</i>)	Represents the completion of post-doctoral research.
Diploma of Incomplete Higher Education (Диплом о неполном высшем образовании, <i>Diplom o nepolnom vysshem obrazovanii</i>)	Generally compares to the completion of: <ul style="list-style-type: none"> • a two-year post-secondary diploma (if appropriate)
Non-university-level teaching credential: Diploma of Higher Vocational Education (Диплом о среднем профессиональном образовании, <i>Diplom o srednem professionalnom obrazovanii</i>)	<p>In the former USSR: Admission after incomplete secondary education:</p> <ul style="list-style-type: none"> • Generally compares to the completion of a high school diploma plus a post-secondary diploma. <p>Admission after complete secondary education:</p> <ul style="list-style-type: none"> • Generally compares to the completion of a post-secondary diploma. <p>In the Russian Federation: <i>Training for preschool and primary school teachers:</i> Admission after incomplete secondary education:</p> <ul style="list-style-type: none"> • Generally compares to the completion of a high school diploma plus a post-secondary diploma. <p>Admission after complete secondary education:</p> <ul style="list-style-type: none"> • Generally compares to the completion of a post-secondary diploma. <p><i>Training for lower secondary school teachers:</i></p> <ul style="list-style-type: none"> • Generally compares to the completion of a three-year post-secondary diploma. [Where training incorporates complete secondary education, completion of a high school diploma is acknowledged.]
University-level teaching credentials	<p>Four-year Diploma of Specialist – Teacher or a bachelor's degree generally compares to the completion of a four-year bachelor's degree.</p> <p>Five-year Diploma of Specialist – Teacher generally compares to the completion of:</p> <ul style="list-style-type: none"> • a four-year bachelor's degree plus a graduate diploma. • a five-year combined bachelor's degree (such as a BEd/BSc) or • assessed on an individual basis
University-level credentials in Medicine/Dentistry	<p>In the former USSR and the Russian Federation: The Diploma of Physician/Stomatologist/Paediatrician/Hygienist, etc., generally compares to the completion of a first professional university degree in medicine, dentistry, etc.</p> <p>In the Russian Federation: The Diploma of Nursing Supervisor generally compares to the completion of a four-year bachelor's degree.</p>

APPENDIX B—SAMPLE SCHOOL EDUCATION CREDENTIALS

A. SAMPLE CERTIFICATE OF INCOMPLETE SECONDARY EDUCATION IN THE FORMER USSR AND THE RUSSIAN FEDERATION

1. CERTIFICATE OF INCOMPLETE SECONDARY EDUCATION
2. WITH DISTINCTION
3. LAST NAME, FIRST NAME, PATRONYMIC
4. DATE OF BIRTH
5. NAME AND LOCATION OF SCHOOL
6. LIST OF SUBJECTS AND GRADES
7. LIST OF SUBJECTS AND GRADES, CONTINUED
8. ADDITIONALLY, SUCCESSFULLY COMPLETED A PROGRAM IN FACULTATIVE (OPTIONAL) SUBJECTS
9. DATE OF ISSUE
10. SEAL
11. SIGNATURES OF THE DIRECTOR, VICE-DIRECTOR, AND TEACHERS
12. SERIAL NUMBER

1 **АТТЕСТАТ**
об основном общем образовании

2 **С ОТЛИЧИЕМ**

Настоящий аттестат выдан, 3 (фамилия, имя, отчество)

4 родивше в 19 _____ году, в том, что он обучал в 5 _____ (полное наименование образовательного учреждения и место его нахождения)

получил _____ основное общее образование и обнаружил следующие знания:

6

по русскому языку
по русской литературе
по алгебре
по геометрии
по истории
по географии
по физике
по химии
по биологии

7

по иностранному языку (_____)
по трудовому обучению
по черчению
по изобразительному искусству
по музыке
по физической культуре

8 Кроме того, успешно выполнил программу по факультативным курсам

9 _____ 19 _____ года

10 М. П.

11

Директор
Заместитель директора по учебно-воспитательной работе
Учитель:

12 АО № 0000000

ОБРАЩЕНИЕ

B. SAMPLE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION IN THE FORMER USSR

1. CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION
2. LAST NAME, FIRST NAME, PATRONYMIC
3. PLACE AND DATE OF BIRTH
4. GRADUATION YEAR AND NAME OF SCHOOL
5. SIGNATURES OF THE DIRECTOR, VICE-DIRECTOR, AND TEACHERS
6. DATE AND PLACE OF ISSUE
7. SEAL
8. SERIAL NUMBER

1

АТТЕСТАТ
о среднем (полном) общем образовании

2
Настоящий аттестат выдан

3
Имя

4
в 19... году

5
в том, что он в 19... году окончил

6
Выдан в 19... г.
Наименный пункт

7
М.П.

8
А № 000000

ОБРАЗЕЦ

C. SAMPLE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION IN THE RUSSIAN FEDERATION

1. CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION
2. LAST NAME, FIRST NAME, PATRONYMIC
3. PLACE AND DATE OF BIRTH
4. GRADUATION YEAR AND NAME OF SCHOOL
5. SIGNATURES OF THE DIRECTOR, VICE-DIRECTOR, AND TEACHERS
6. DATE AND PLACE OF ISSUE
7. SEAL
8. SERIAL NUMBER

АТТЕСТАТ
о среднем (полном) общем образовании

Настоящий аттестат выдан ² _____

родивше³ _____ в _____ 19____ года.

в том, что он ⁴ _____ в 19____ году окончил _____

⁵ _____
 Директор
 Заместитель директора
 по учебно-воспитательной работе
 Классный руководитель
 Учитель:

⁶ Выдан с _____ 19____ г.
 Населенный пункт _____

М. П. _____

⁷ _____

⁸ А № 0000000

О Б Р А З Е Ц

D. SAMPLE SUPPLEMENT TO THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION IN THE RUSSIAN FEDERATION

1. SUPPLEMENT TO THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION SERIAL NUMBER
2. LAST NAME, FIRST NAME, PATRONYMIC
3. DATE AND PLACE OF BIRTH

Без аттестата о среднем (полном)
общем образовании недействительно

1

ПРИЛОЖЕНИЕ

к аттестату №
о среднем (полном) общем образовании

2

Фамилия

Имя

Отчество

3

Дата рождения г.

Место рождения г. Москва

E. SAMPLE SUPPLEMENT TO THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION IN THE RUSSIAN FEDERATION

1. LISTING OF FINAL GRADES
2. CLASS (PROFILE)
3. SUBJECT
4. GRADE
5. PASSED QUALIFICATION EXAMS FOR A PROFESSION
6. ATTAINED QUALIFICATION LEVEL (CLASS, CATEGORY)
7. ADDITIONALLY, SUCCESSFULLY COMPLETED A PROGRAM IN FACULTATIVE (OPTIONAL) SUBJECTS
8. SEAL
9. SIGNATURE OF THE DIRECTOR
10. DATE OF ISSUE

ТАБЕЛЬ ИТОГОВЫХ ОЦЕНОК УСПЕВАЕМОСТИ	
Класс ²	(профиль)
3 Наименование предметов	4 Оценка
русский язык	4 (хорошо)
литература	4 (хорошо)
алгебра и начала анализа	3 (удовлетв.)
геометрия	3 (удовлетв.)
физика	4 (хорошо)
астрономия	5 (отлично)
биология	4 (хорошо)
химия	4 (хорошо)
экономическая география	4 (хорошо)
всеобщая история	3 (удовлетв.)
история России	3 (удовлетв.)
обществознание	4 (хорошо)
иностранный язык (англ.)	3 (удовлетв.)
физическая культура	5 (отлично)
информатика	4 (хорошо)
экология	5 (отлично)
московедение	5 (отлично)
экономика	4 (хорошо)
мировая художественная культура	4 (хорошо)
основы безопасности жизнедеятельности	5 (отлично)
Сдал квалификационные экзамены по профессии 5	
Присвоен квалификационный разряд (класс, категория) 6	
Кроме того, успешно выполнил программу по факультативным курсам информационные технологии	
8	9 Директор (Ф., И., Б.)
10	Выдан « 23 » июня 20 01 г.

F. SAMPLE SUPPLEMENT TO THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION IN THE RUSSIAN FEDERATION (WITH FINAL EXAM RESULTS)

1. SUPPLEMENT TO THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION SERIAL NUMBER
2. LISTING OF GRADES
3. LAST NAME, FIRST NAME, PATRONYMIC
4. NAME OF SCHOOL
5. SUBJECTS AND GRADES
6. PASSED FINAL EXAMS (SUBJECTS AND GRADES)
7. PASSED QUALIFICATION EXAMS FOR A PROFESSION ... ATTAINED QUALIFICATION LEVEL (CLASS, CATEGORY) ... ADDITIONALLY, SUCCESSFULLY COMPLETED A PROGRAM IN FACULTATIVE (OPTIONAL) SUBJECTS ...
8. PARTICIPATED IN THE YEAR ... IN ... AND WON ... PLACE. AWARDED ...
9. SIGNATURES OF THE DIRECTOR, VICE-DIRECTOR, AND TEACHERS
10. DATE AND PLACE OF ISSUE

<p>1 Приложение к аттестату о среднем образовании АС № 04</p>	<p>6 Сдал а выпускные экзамены по следующим предметам:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Наименование предметов</th> <th style="text-align: left;">Оценка</th> </tr> </thead> <tbody> <tr> <td>литература (устно)</td> <td>5 (отлично)</td> </tr> <tr> <td>русский язык</td> <td>5 (отлично)</td> </tr> <tr> <td>математика и лог. анализа</td> <td>5 (отлично)</td> </tr> <tr> <td>геометрия</td> <td>5 (отлично)</td> </tr> <tr> <td>основы информатики</td> <td>5 (отлично)</td> </tr> <tr> <td>астрономия</td> <td>5 (отлично)</td> </tr> </tbody> </table>	Наименование предметов	Оценка	литература (устно)	5 (отлично)	русский язык	5 (отлично)	математика и лог. анализа	5 (отлично)	геометрия	5 (отлично)	основы информатики	5 (отлично)	астрономия	5 (отлично)																										
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<p>2 ТАБЕЛЬ ИТОГОВЫХ ОЦЕНОК УСПЕВАЕМОСТИ (без аттестата о среднем образовании недействителен)</p>	<p>7 Сдал ... квалификационные экзамены по профессии Присвоен квалификационный разряд (класс, категория) Кроме того, успешно выполнил ... программу по факультативным курсам</p>																																								
<p>3</p>	<p>8 Участвовал ... в 19 ... году в ... и занял ... место. Награжден</p>																																								
<p>4 за время обучения в <u>школе-гимназии № 7</u> <u>Деминского района г. Казани</u> <u>Республики Татарстан</u> обнаружил а следующие знания:</p>	<p>9 Казань директор школы Заместитель директора школы по учебно-воспитательной работе Классный руководитель Учитель:</p>																																								
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русский язык	5 (хорошо)																																								

G. SAMPLE CERTIFICATE OF UNIFIED STATE EXAM RESULTS

1. CERTIFICATE SERIAL NUMBER
2. LAST NAME, FIRST NAME, PATRONYMIC
3. THAT S/HE PASSED THE UNIFIED STATE EXAM
4. BY A DECISION OF THE STATE EXAM COMMISSION OF ... DATE AND NUMBER ...
5. DIRECTOR OF THE LOCAL BODY OF EDUCATION ADMINISTRATION
6. SEAL
7. DATE OF ISSUE AND REGISTRATION NUMBER
8. LAST NAME, FIRST NAME, PATRONYMIC
9. SUBJECTS AND SCORES

<p>¹ СВИДЕТЕЛЬСТВО № 00000000000000</p> <p>Настоящее свидетельство выдано ² _____ (фамилия, имя, отчество)</p> <p>³ В том, что он (она) сдал _____ единый государственный экзамен.</p> <p>⁴ Решение государственной экзаменационной комиссии от _____ № _____</p> <p>⁵ Руководитель органа управления образованием субъекта Российской Федерации И.О. Фамилия</p> <p>⁶ _____ М.П.</p> <p>⁷ Выдано _____ 200__ г. Регистрационный № _____</p>	<p>⁸ (фамилия, имя, отчество)</p> <p>по результатам сдачи единого государственного экзамена обнаружил _____ следующие знания:</p> <p>⁹ Наименования общеобразовательных предметов</p> <p>Баллы</p>
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APPENDIX C—SAMPLE HIGHER EDUCATION CREDENTIALS

SAMPLE HIGHER EDUCATION CREDENTIALS IN THE FORMER USSR

A. SAMPLE DIPLOMA OF SPECIALIST IN THE FORMER USSR

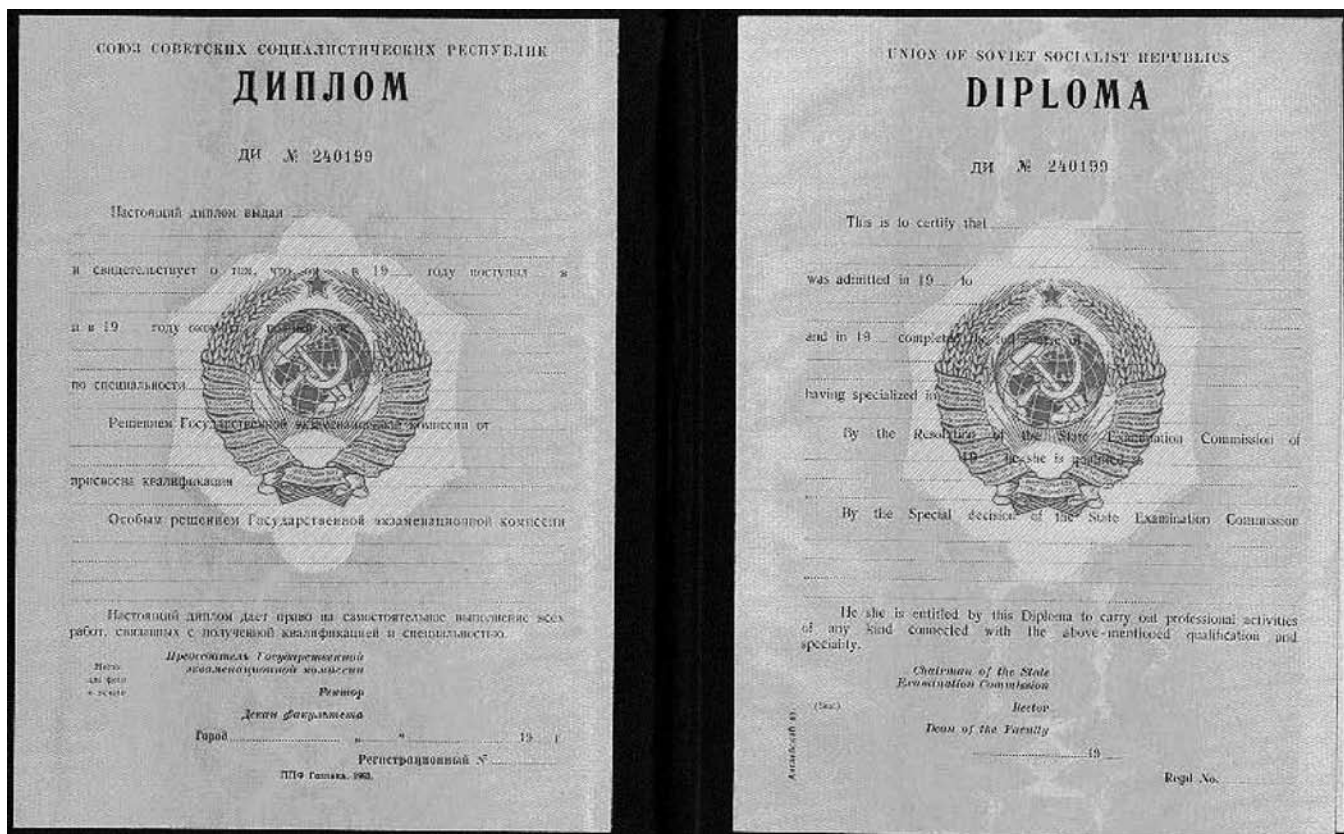
1. DIPLOMA
2. WITH DISTINCTION
3. SERIAL NUMBER
4. THIS DIPLOMA IS ISSUED TO (LAST NAME, FIRST NAME, PATRONYMIC)
5. THAT S/HE IN (YEAR) ENTERED (NAME OF SCHOOL)
6. AND IN (YEAR) COMPLETED COURSE OF (FULLTIME/EVENING/CORRESPONDENCE) STUDIES
7. SPECIALIZATION
8. BY DECISION OF THE STATE EXAMINATION COMMISSION OF (DATE)
9. AWARDED THE QUALIFICATION OF
10. CHAIR OF THE STATE EXAMINATION COMMISSION, RECTOR, SECRETARY
11. SEAL
12. DATE AND PLACE OF ISSUE
13. REGISTRATION NUMBER

The image shows a sample diploma from the former USSR. The left side is the front cover, featuring a large, embossed coat of arms of the Soviet Union. The right side is the back cover, which contains a form with the following fields:

1	ДИПЛОМ
2	С ОТЛИЧИЕМ
3	Ю Ж 000000
4	Настоящий диплом выдан _____
5	в том, что он _____ в 19____ году поступил _____
6	и в 19____ году окончил _____ полный курс _____
7	по специальности _____
8	Решением Государственной экзаменационной комиссии от "_____" 19____ г.
9	присвоена квалификация _____
10	Председатель Государственной экзаменационной комиссии Ректор
11	м. п. Секретарь Ророз 12 " _____ 19____ г.
13	Регистрационный № _____

Московская типография Госиздат, 1971.

B. SAMPLE DIPLOMA OF SPECIALIST FOR FOREIGN STUDENTS IN THE FORMER USSR



C. SAMPLE CANDIDATE OF SCIENCES DIPLOMA IN THE FORMER USSR


1. DIPLOMA OF CANDIDATE OF SCIENCES
2. SERIAL NUMBER
3. PLACE AND DATE OF ISSUE
4. BY DECISION OF THE DISSERTATION COUNCIL AT (NAME OF SCHOOL) ON (DATE OF COUNCIL DECISION)
5. AWARDED THE DEGREE OF CANDIDATE OF ECONOMIC SCIENCES
6. CHAIR AND SECRETARY OF THE DISSERTATION COUNCIL



SAMPLE HIGHER EDUCATION CREDENTIALS IN THE RUSSIAN FEDERATION

D. SAMPLE DIPLOMA OF INCOMPLETE HIGHER EDUCATION IN THE RUSSIAN FEDERATION

1. DIPLOMA OF INCOMPLETE HIGHER EDUCATION
2. SERIAL NUMBER
3. ISSUED TO (LAST NAME, FIRST NAME, PATRONYMIC) THAT S/HE SUCCESSFULLY COMPLETED THE COURSE OF INCOMPLETE HIGHER EDUCATION
4. PRIOR EDUCATION CERTIFICATE
5. ENTRANCE EXAMS (PASSED/NOT PASSED)
6. STARTED STUDIES IN (YEAR) AT (NAME OF SCHOOL)
7. STOPPED STUDIES IN (YEAR) AT (NAME OF SCHOOL)
8. STANDARD DURATION OF FULL-TIME STUDY ... YEARS
9. SPECIALTY/SPECIALIZATION
10. ANNUAL PAPERS
11. FIELD WORK
12. REGISTRATION NUMBER AND DATE OF ISSUE
13. RECTOR, DEAN AND SECRETARY
14. SEAL

1	ДИПЛОМ О НЕПОЛНОМ ВЫСШЕМ ОБРАЗОВАНИИ	2	ВН 0032752		
НАСТОЯЩИЙ ДИПЛОМ ВЫДАН 3 _____ _____ В ТОМ, ЧТО ОН/ОНА УСПЕШНО ЗАВЕРШИЛ(А) КУРС НЕПОЛНОГО ВЫСШЕГО ОБРАЗОВАНИЯ		 РОССИЙСКАЯ ФЕДЕРАЦИЯ			
4 Предыдущий документ об образовании		Диплом Выдаётся при профессиональной деятельности и продолжении высшего образования.			
6 Вступительные испытания					
6 Поступил(а) в					
7 Завершил(а) обучение в					
8 Нормативный период обучения по очной форме					
9 Направление/специальность					
10 Курсовые работы					
11 Практика					
Продолжение см. на обороте				12 (регистрационный номер) _____ год (дата выдачи)	
				Ректор 13 _____ Декан _____ Секретарь _____	
		14 М. П.			

D. SAMPLE DIPLOMA OF INCOMPLETE HIGHER EDUCATION IN THE RUSSIAN FEDERATION (CONTINUED)

15. SUPPLEMENT TO THE DIPLOMA

16. LAST NAME, FIRST NAME, PATRONYMIC


17. DATE OF BIRTH

18. DURING THE COURSE OF STUDY... PASSED THE FOLLOWING EXAMS

19. SUBJECT

20. CREDIT HOURS

21. GRADE

16 Фамилия, имя, отчество		15 ПРИЛОЖЕНИЕ К ДИПЛОМУ	
17 Дата рождения			
18 За время обучения сдали (а) зачеты, промежуточные и итоговые экзамены по следующим дисциплинам:			
19 Наименование дисциплины	20 Объем зачетных часов	21 Оценка	
			
<small>ИЗД. 1996. 1000 экз.</small>			


E. SAMPLE BACHELOR'S DEGREE DIPLOMA IN THE RUSSIAN FEDERATION

1. DIPLOMA, SERIAL NUMBER
2. BY DECISION OF THE STATE EXAMINATION COMMISSION OF (DATE)
3. LAST NAME, FIRST NAME, PATRONYMIC
4. AWARDED THE DEGREE OF BACHELOR
5. SPECIALIZATION AT (NAME OF SCHOOL)
6. CHAIR OF THE STATE EXAMINATION COMMISSION
7. SEAL
8. RECTOR




F. SAMPLE SUPPLEMENT TO THE DIPLOMA (BACHELOR'S DEGREE, DIPLOMA OF SPECIALIST, OR MASTER'S DEGREE) IN THE RUSSIAN FEDERATION

1. SUPPLEMENT TO THE DIPLOMA NUMBER ...
2. REGISTRATION NUMBER AND DATE OF ISSUE
3. BY DECISION OF THE STATE EXAMINATION COMMISSION OF (DATE) AWARDED THE DEGREE OF ...
4. LAST NAME, FIRST NAME, PATRONYMIC
5. DATE OF BIRTH
6. PRIOR EDUCATION CERTIFICATE
7. ENTRANCE EXAMS (PASSED/NOT PASSED)
8. STARTED STUDIES IN (YEAR) AT (NAME OF SCHOOL)
9. STOPPED STUDIES IN (YEAR) AT (NAME OF SCHOOL)
10. STANDARD DURATION OF FULL-TIME STUDY ... YEARS
11. SPECIALTY
12. SPECIALIZATION
13. ANNUAL PAPERS
14. FIELD WORK
15. FINAL STATE EXAMINATION
16. FINAL RESEARCH PROJECT
17. RECTOR, DEAN AND SECRETARY
18. SEAL

РОССИЙСКАЯ ФЕДЕРАЦИЯ																																															
																																															
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18	_____																																														
М. П.																																															
<p>Данный диплом дает право профессиональной деятельности в соответствии с уровнем образования и квалификацией.</p> <p>Продолжение см. на обороте</p> <p style="font-size: small;">Дипломы выдаются исключительно на русском языке. Дата: 191</p>																																															

F. SAMPLE SUPPLEMENT TO THE DIPLOMA (BACHELOR’S DEGREE, DIPLOMA OF SPECIALIST, OR MASTER’S DEGREE) IN THE RUSSIAN FEDERATION (CONTINUED)

- 19. DURING THE COURSE OF STUDY... PASSED THE FOLLOWING EXAMS
- 20. SUBJECT
- 21. CREDIT HOURS
- 22. GRADE

19 За время обучения студента(а) зачет, промежуточные и итоговые экзамены по следующим дисциплинам:		
20 Наименование дисциплины	21 Объем кредитных часов	22 Итоговая оценка
		
ВЕЗ ДИПЛОМА НЕДЕЙСТВИТЕЛЬНО		
ВЕЗ ДИПЛОМА НЕДЕЙСТВИТЕЛЬНО		
<small>© 2004 Финанс. ДИК</small>		

G. SAMPLE DIPLOMA OF SPECIALIST IN THE RUSSIAN FEDERATION

1. REGISTRATION NUMBER
2. DIPLOMA, SERIAL NUMBER
3. BY DECISION OF THE STATE EXAMINATION COMMISSION OF (DATE)
4. LAST NAME, FIRST NAME, PATRONYMIC
5. AWARDED THE QUALIFICATION OF (SPECIALIZATION)
6. CHAIR OF THE STATE EXAMINATION COMMISSION, AND RECTOR
7. SEAL





H. SAMPLE MASTER'S DEGREE DIPLOMA IN THE RUSSIAN FEDERATION

1. REGISTRATION NUMBER
2. DIPLOMA, SERIAL NUMBER
3. BY DECISION OF THE STATE EXAMINATION COMMISSION OF (DATE)
4. LAST NAME, FIRST NAME, PATRONYMIC
5. AWARDED THE DEGREE OF MASTER
6. SPECIALIZATION AT (NAME OF SCHOOL)
7. CHAIR OF THE STATE EXAMINATION COMMISSION, AND RECTOR



I. SAMPLE ACADEMIC RECORD IN THE RUSSIAN FEDERATION

1. ACADEMIC RECORD
2. LAST NAME, FIRST NAME, PATRONYMIC
3. DATE OF BIRTH
4. PRIOR EDUCATION CERTIFICATE
5. ENTRANCE EXAMS (PASSED/NOT PASSED)
6. STARTED STUDIES IN (YEAR) AT (NAME OF SCHOOL)
7. STOPPED STUDIES IN (YEAR) AT (NAME OF SCHOOL)
8. STANDARD DURATION OF FULLTIME STUDY ... YEARS
9. SPECIALTY
10. SPECIALIZATION (N/A)
11. ANNUAL PAPERS (N/A)
12. FIELD WORK
13. FINAL STATE EXAMINATION (N/A)
14. FINAL RESEARCH PROJECT (N/A)
15. REGISTRATION NUMBER AND DATE OF ISSUE

<p>2 <input type="text"/> Фамилия, имя, отчество</p> <p>3 Дата рождения <input type="text"/></p> <p>4 Предыдущий документ об образовании Аттестат о полном среднем образовании, выданный в 1992 году</p> <p>5 Вступительные испытания <input type="text"/> прошла</p> <p>6 Поступил(а) в <input type="text"/> 1994 году в Российский Университет дружбы народов</p> <p>7 Завершил(а) обучение в <input type="text"/> 2000 году в Российском Университете дружбы народов</p> <p>8 Нарядный период обучения по очной форме <input type="text"/> 7 лет</p> <p>9 Направление/специальность <input type="text"/> Лечебное дело</p> <p>10 Специализация <input type="text"/> не предусмотрена</p> <p>11 Курсовые работы: <input type="text"/> не выполняла</p> <p>12 Практика: 1. Учебная по уходу за больными, 2 недели, зачет 2. Медсестринская, 2 недели, отлично «<input type="text"/>»</p> <p>13 Итоговые государственные экзамены: <input type="text"/> не сдавала</p> <p>14 Выполнение выпускной квалификационной работы: <input type="text"/> не выполняла</p> <p>Продолжение см. на обороте</p> <p>Документ содержит информацию о личности</p>	<p>РОССИЙСКАЯ ФЕДЕРАЦИЯ</p>  <p>г. МОСКВА РОССИЙСКИЙ УНИВЕРСИТЕТ ДРУЖБЫ НАРОДОВ</p> <p>1 АКАДЕМИЧЕСКАЯ СПРАВКА № 0549508</p> <p>15 (регистрационный номер) <input type="text"/> (дата выдачи) год</p> <p>Ректор <input type="text"/></p> <p>Декан <input type="text"/></p> <p>Секретарь <input type="text"/></p>  <p>Лист № 1</p>
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I. SAMPLE ACADEMIC RECORD IN THE RUSSIAN FEDERATION (CONTINUED)

16. DURING THE COURSE OF STUDY... PASSED THE FOLLOWING EXAMS

17. SUBJECT

18. CREDIT HOURS

19. GRADE

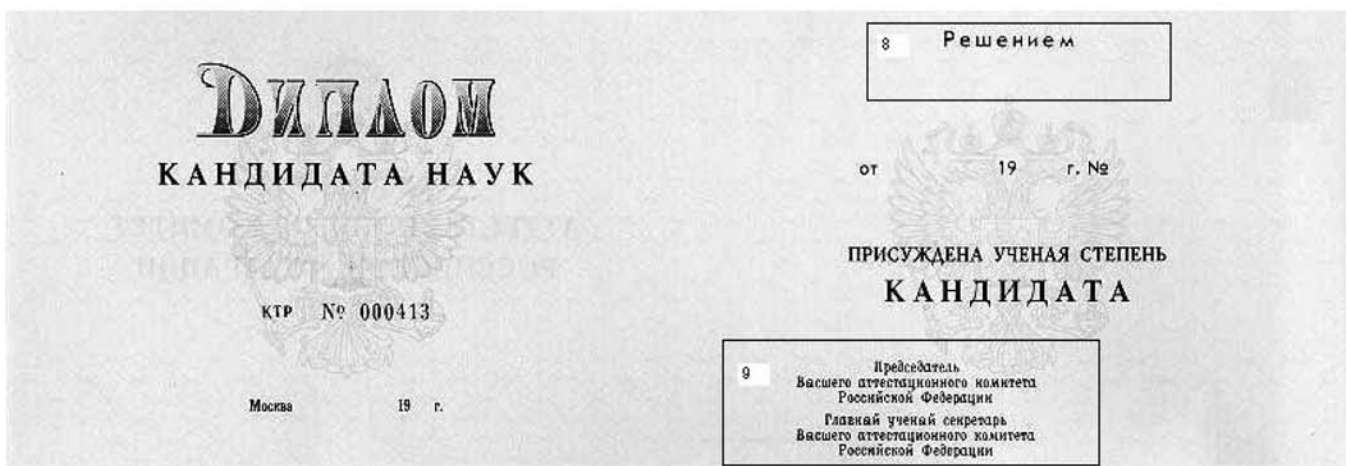
20. TOTAL HOURS

21. BASIS FOR PROGRAM TERMINATION

16	17	18	19
За время обучения студ(а) зачеты, промежуточные и итоговые экзамены по следующим дисциплинам:	Наименование дисциплины	Минимум академических часов	Итоговая оценка
Подготовительный факультет 1994/1995 учеб. год			
	1. Иностранный язык (французский)	724	хорошо
	2. Развивавшиеся страны в системе международных отношений	152	хорошо
	3. Математика	116	удовлет
	4. Биология	76	отлично
	5. Химия	76	удовлет
	6. Физвоспитание	76	зачет
	7. Информатика	40	зачет
	8. Физика	36	хорошо
	9. Введение в лингвистическое	36	зачет
	10. Введение в теорию перевода	36	зачет
Медицинский факультет 1995/2000 учеб. год			
	1. Неорганическая химия	134	удовлет.
	2. Анатомия человека	108	хорошо
	3. Физвоспитание	110	зачет
	4. Иностранный язык (французский)	613	хорошо
	5. Латинский язык	70	хорошо
	6. Физика	192	зачет
	7. Основы высшей математики	68	удовлет
	8. Биология	213	отлично
	9. История России	114	зачет
	10. Уход за больными (хирургия)	18	зачет
	11. Уход за больными (терапия)	18	зачет
	12. Биоорганическая химия	102	хорошо
	13. Фармакология	186	хорошо
	14. Медицинская физика	102	хорошо
	15. Гистология	114	хорошо
	16. Патологическая анатомия	185	отлично
	17. Патологическая физиология	204	отлично
	18. Информатика	76	зачет
	19. Нормальная анатомия	133	хорошо
	20. Международное медицинское право	36	зачет
	21. Оптика окружающей среды	51	зачет
	22. Психология	108	отлично
	23. Философия	74	зачет
	24. Медицинская информатика	108	хорошо
	25. Физическая и коллоидная химия	72	хорошо
	26. Нормальная физиология	352	хорошо
	27. Латин	70	зачет
	28. Биохимия	222	удовлет
	29. Стоматология	19	зачет
	30. История медицины	72	зачет
	31. Микробиология	295	отлично
	32. Медицинская биотехнология	36	зачет
	33. Внутренние болезни	167	хорошо
	34. Хирургические болезни	95	зачет
	35. Хирургия	72	хорошо
	36. Гигиена	54	зачет
	37. Оперативная хирургия	90	зачет
	38. Анестезиология	36	зачет
	39. Инфекционные болезни	18	зачет
	40. Онкология	54	зачет
	20. Общее количество аудиторных часов	6289	
	21. Отчислена из РУДН по приказу Ректора	№ 25м	01.02.2000
КОНЕЦ ДОКУМЕНТА			

J. SAMPLE CANDIDATE OF SCIENCES DIPLOMA IN THE RUSSIAN FEDERATION (TWO DIFFERENT SAMPLES)

1. DIPLOMA OF CANDIDATE OF SCIENCES
2. SERIAL NUMBER
3. PLACE AND DATE OF ISSUE
4. BY DECISION OF THE DISSERTATION COUNCIL
5. DATE OF THE COUNCIL DECISION
6. AWARDED THE DEGREE OF CANDIDATE
7. CHAIR AND SECRETARY OF THE DISSERTATION COUNCIL
8. BY DECISION OF
9. CHAIR AND CHIEF SECRETARY OF SUPREME CERTIFYING COMMITTEE OF THE RUSSIAN FEDERATION



K. SAMPLE DOCTOR OF SCIENCES DIPLOMA IN THE RUSSIAN FEDERATION

1. DIPLOMA OF DOCTOR OF SCIENCES
2. SERIAL NUMBER, PLACE OF ISSUE
3. BY DECISION OF THE SUPREME CERTIFYING COMMITTEE OF THE RUSSIAN FEDERATION OF (DATE)
4. AWARDED THE DEGREE OF DOCTOR
5. CHAIR AND CHIEF SECRETARY OF THE SUPREME CERTIFYING COMMITTEE OF THE RUSSIAN FEDERATION



APPENDIX D—SAMPLE TECHNICAL/VOCATIONAL EDUCATION CREDENTIALS

SAMPLE TECHNICAL/VOCATIONAL EDUCATION CREDENTIALS IN THE FORMER USSR

A. SAMPLE DIPLOMA OF LOWER VOCATIONAL EDUCATION (SPTU) IN THE FORMER USSR

1. SERIAL NUMBER ...
2. THE DIPLOMA IS ISSUED TO ... (NAME) THAT S/HE ... (DATE) ENTERED SECONDARY PROFESSIONAL TECHNICAL *UCHILICHSHE* NUMBER 31 OF THE CITY OF KERCH AND ... (DATE) COMPLETED A COURSE OF STUDIES AT THE PROFESSIONAL TECHNICAL *UCHILICHSHE* IN THE OCCUPATION OF ... AS WELL AS COMPLETED UPPER SECONDARY EDUCATION.
3. BY DECISION OF THE EXAMINATION COMMISSION ... (DATE) ... (NAME) RECEIVED THE QUALIFICATION OF ... (OCCUPATIONAL TITLE AND NUMERIC LEVEL).
4. DATE OF ISSUE AND REGISTRATION NUMBER.

Державний комітет Української РСР по професійно-технічній освіті	Государственный комитет Украинской ССР по профессионально-техническому образованию
1 ДИПЛОМ А № 896197	№ 896197
Цей диплом видано в тому, що він, вона, <u>Г. Вересня</u> , 19 <u>85</u> р. вступив <u>В</u> до <u>середнього професійно-тех-</u> <u>нічного училища № 31 м. Керчі</u> і, <u>29</u> - <u>серпня</u> 19 <u>88</u> р. закінчив <u>В</u> повний курс середнього професійно-технічного училища за професією <u>слюсар-інструментальник</u> і здобув <u>В</u> середню освіту. Рішенням екзаменаційної комісії від <u>2</u> " <u>лютого</u> 19 <u>88</u> р. присвоєно кваліфікацію <u>слюсар-інструмен-</u> <u>тальник третього розряду</u> .	2 Настоящий диплом выдан в том, что он <u>Г. сентябрь</u> 19 <u>85</u> г. поступил в <u>среднее профессионально-техническое</u> <u>училище № 31 г. Керчи</u> и <u>29</u> - <u>июня</u> 19 <u>88</u> г. окончил <u>В</u> полный курс среднего профессионально-технического училища по профессии <u>слесарь-инструментальник</u> и получил <u>В</u> среднее образование. Решением экзаменационной комиссии от <u>2</u> " <u>февраля</u> 19 <u>88</u> г. присвоена квалификация <u>слесарь-инструмен-</u> <u>тальник третьего разряда</u> .
Голова екзаменаційної комісії М. П. Директор училища Заступник директора училища по навчально-виробничій частині (роботі)	Председатель экзаменационной комиссии М. П. Директор училища заместитель директора училища по учебно-производственной части (работе)
Видано <u>2</u> " <u>июля</u> 19 <u>88</u> р.	4 Выдан <u>2</u> " <u>июля</u> 19 <u>88</u> г. Регистрационный № <u>89</u>

B. SAMPLE SUPPLEMENT TO THE DIPLOMA OF LOWER VOCATIONAL EDUCATION (SPTU) IN THE FORMER USSR

1. SUPPLEMENT TO DIPLOMA SERIAL NUMBER ...
2. SUBJECTS AND GRADES IN PROFESSIONAL TECHNICAL EDUCATION BLOCK
3. FINAL QUALIFICATION EXAMINATIONS
4. SUBJECTS AND GRADES IN SECONDARY EDUCATION BLOCK
5. SUBJECTS AND GRADES IN ELECTIVES
6. DATE OF ISSUE AND REGISTRATION NUMBER

<p>1</p> <p style="text-align: center;">ВЫПИСКА</p> <p>итоговых оценок успеваемости к диплому № 896194 (без диплома недействительна)</p>	<p>4</p> <p style="text-align: center;">II. ОБЩЕОБРАЗОВАТЕЛЬНЫЙ ЦИКЛ</p> <p>Родной язык <i>укр. яз.</i> 3 (удов.) Родная литература <i>укр. лит.</i> 3 (удов.) Русский язык 3 (удов.) Русская литература 3 (удов.) Алгебра и начала анализа 3 (удов.) Геометрия 3 (удов.) Основы информатики и вычислительной техники 5 (отлично) История СССР 4 (хорошо) Всеобщая история 4 (хорошо) Обществоведение 3 (удов.) География 4 (хорошо) Физика 3 (удов.) Астрономия 3 (удов.) Химия 3 (удов.) Биология 3 (удов.) Иностранный язык (.....) 4 (хорошо) Физическая культура 3 (удов.) Начальная военная подготовка 4 (хорошо)</p>																						
<p>за время обучения в <i>среднем профессионально-техническом училище № 31 г. Керчи</i> при <i>удовлетв.</i> поведении и <i>удовлетв.</i> прилежании обнаружил следующие звания:</p>	<p>5</p> <p style="text-align: center;">III. ФАКУЛЬТАТИВНЫЕ ПРЕДМЕТЫ</p> <p>Эстетическое воспитание 4 (хорошо) Основы правоведения 4 (хорошо) Успешно выполнил программу по „Этике и психологии семейной жизни“</p> <p style="text-align: right;">Директор училища М. П. <i>Заместитель директора училища по учебно-производственной части (работе)</i></p>																						
<p>2</p> <table border="1"> <thead> <tr> <th>Наименование предметов</th> <th>Оценки</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКИЙ ЦИКЛ</td> </tr> <tr> <td><i>Производственное обучение</i></td> <td>4 (хорошо)</td> </tr> <tr> <td><i>Специальная техника</i></td> <td>4 (хорошо)</td> </tr> <tr> <td><i>Техническое черчение</i></td> <td>4 (хорошо)</td> </tr> <tr> <td><i>Материаловедение</i></td> <td>4 (хорошо)</td> </tr> <tr> <td><i>Допуски и технические измерения</i></td> <td>4 (хорошо)</td> </tr> <tr> <td><i>Материалы и технология машиностроения</i></td> <td>4 (хорошо)</td> </tr> <tr> <td><i>Электротехника</i></td> <td>3 (удов.)</td> </tr> <tr> <td><i>Автоматизация на основе электронной вычислительной техники</i></td> <td>3 (удов.)</td> </tr> <tr> <td><i>Основы экономических знаний</i></td> <td>3 (удов.)</td> </tr> </tbody> </table>	Наименование предметов	Оценки	ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКИЙ ЦИКЛ		<i>Производственное обучение</i>	4 (хорошо)	<i>Специальная техника</i>	4 (хорошо)	<i>Техническое черчение</i>	4 (хорошо)	<i>Материаловедение</i>	4 (хорошо)	<i>Допуски и технические измерения</i>	4 (хорошо)	<i>Материалы и технология машиностроения</i>	4 (хорошо)	<i>Электротехника</i>	3 (удов.)	<i>Автоматизация на основе электронной вычислительной техники</i>	3 (удов.)	<i>Основы экономических знаний</i>	3 (удов.)	<p>6</p> <p>Выдана <i>2 июля</i> 19<i>88</i> г. Регистрационный № <i>119</i></p>
Наименование предметов	Оценки																						
ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКИЙ ЦИКЛ																							
<i>Производственное обучение</i>	4 (хорошо)																						
<i>Специальная техника</i>	4 (хорошо)																						
<i>Техническое черчение</i>	4 (хорошо)																						
<i>Материаловедение</i>	4 (хорошо)																						
<i>Допуски и технические измерения</i>	4 (хорошо)																						
<i>Материалы и технология машиностроения</i>	4 (хорошо)																						
<i>Электротехника</i>	3 (удов.)																						
<i>Автоматизация на основе электронной вычислительной техники</i>	3 (удов.)																						
<i>Основы экономических знаний</i>	3 (удов.)																						
<p>3</p> <p>Выпускные квалификационные экзамены 4 (хорошо)</p>																							

C. SAMPLE DIPLOMA OF HIGHER VOCATIONAL EDUCATION IN THE FORMER USSR

1. DIPLOMA WITH DISTINCTION SERIAL NUMBER ...
2. THIS DIPLOMA IS ISSUED TO ... (NAME) THAT S/HE ... ON (DATE) ENTERED THE MEDICAL UCHILICHSHE OF THE CITY CHORTKOV AND ... ON (DATE) COMPLETED A COURSE OF STUDIES AT THE NAMED UCHILICHSHE IN THE OCCUPATION OF FELDSHER.
3. BY DECISION OF THE STATE QUALIFICATION COMMISSION ... ON (DATE) ... (NAME) RECEIVED THE QUALIFICATION OF FELDSHER.

Note: The lefthand side of the Diploma is in the local language of a Soviet Socialist Republic (Ukrainian). In the former USSR, diplomas awarded in the Soviet Socialist Republics (SSRs) other than the Russian Soviet Federative Socialist Republic (RSFSR) were bilingual. In the Russian Federation, diplomas are in Russian.



D. SAMPLE SUPPLEMENT TO THE DIPLOMA OF HIGHER VOCATIONAL EDUCATION IN THE FORMER USSR

1. SPECIALIZATION FELDSHER ON THE BASIS OF LOWER SECONDARY EDUCATION. SUPPLEMENT TO THE DIPLOMA SERIAL NUMBER ... (NAME) DURING THE PERIOD OF STUDIE AT THE MEDICAL UCHILICHSHE OF THE CITY CHORTKOV FROM ... (DATE) TO ... (DATE) OBTAINED THE FOLLOWING GRADES IN THE FOLLOWING SUBJECTS.
2. PASSED THE FOLLOWING STATE EXAMINATIONS.
3. SIGNATURES OF VICE-DIRECTOR AND SECRETARY, SEAL, PLACE AND DATE OF ISSUE, AND REGISTRATION NUMBER.

СПЕЦИАЛЬНОСТЬ ФЕЛЬДШЕРСКАЯ НА БАЗЕ ВОСЬМИЛЕТНЕЙ
ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ

ВЫПИСКА

из семестровых и экзаменационных ведомостей
к диплому № 1151
(без диплома недействительна)

пребывания в Чортковской медицинской училище
Министерства здравоохранения УССР с сентября 1985 по март 1989 г.
обнаружила следующие знания:

1. История 5(пять)
2. Обществоведение 5(пять)
Сов. право - 5(пять)
3. Основы научного атенда 5(пять)
основы, морфология - 5(пять)
4. Литература уже лит. 4(четыре) рус. лит. 5(пять)
5. Математика 4(четыре)
6. Физика 5(пять)
7. Химия 4(четыре)
8. Иностраный язык 4(четыре)
осн. морфология 4(четыре)
9. Латинский язык 5(пять)
10. Биология 5(пять)
11. Анатомия 5(пять)
12. Физиология 4(четыре)
13. Микробиология 5(пять)
14. Патологическая физиология с патологической анатомией 4(четыре)
15. Фармакология с рецептурой 5(пять)
16. Гигиена 5(пять)
17. Социальная гигиена и организация здравоохранения 5(пять)
18. Внутренние болезни с уходом за больными 5(пять)
19. Хирургические болезни 4(четыре)
20. Акушерство 5(пять)

21. Детские болезни 5(пять)
22. Эпидемиология 4(четыре)
23. Инфекционные болезни 5(пять)
24. Болезни зубов и полости рта 5(пять)
25. Кожные и венерические болезни 5(пять)
Зеркала 5-ми - 5(пять)
26. Глазные болезни 5(пять)
27. Болезни уха, горла, носа 5(пять)
28. Физיותרпия, массаж и лечебная физкультура 5(пять)
осн. лит. психологии - 5(пять)
29. Охрана труда и противопожарная защита 5(пять)
основы психологии - 5(пять)
30. Начальная военная подготовка 5(пять)
Фактор скоростной полетной - 5(пять)
31. Финансовое воспитание 5(пять)
32. Производственная практика 5(пять)

2

Сала государственные экзамены:

1. Внутренние болезни 5(пять)
2. Хирургические болезни 5(пять)
3. Обществоведение 5(пять)
и Детские 5-ми - 5(пять)

3

Директор по учебной части _____
г. Чортков _____ 1989 г.
Регистрационный № 4738
Секретарь учебной части _____

г. Чортков, а. 204-500, 1-86 г.

SAMPLE TECHNICAL/VOCATIONAL EDUCATION CREDENTIALS IN THE RUSSIAN FEDERATION


A. SAMPLE DIPLOMA OF LOWER VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

1. MINISTRY OF EDUCATION OF THE RUSSIAN FEDERATION DIPLOMA: SERIAL NUMBER; THE DIPLOMA IS ISSUED TO ... (NAME) THAT S/HE ... (DATE) ENTERED (NAME OF THE INSTITUTION) AND ... (DATE) COMPLETED A COURSE OF STUDIES IN THE OCCUPATION OFBY DECISION OF THE ATTESTATION COMMISSION ... (DATE) ... (NAME) RECEIVED THE QUALIFICATION OF ... (OCCUPATIONAL TITLE AND NUMERIC LEVEL). SIGNATURES OF THE CHAIRMAN OF THE STATE ATTESTATION COMMISSION, DIRECTOR, AND SECRETARY. DATE OF ISSUE AND REGISTRATION NUMBER.

	1 МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ ДИПЛОМ А № 000000
	Настоящий диплом выдан
	в том, что он... 199 г. поступил...
	и ... 199 г. окончил
	
	Решением Государственной аттестационной комиссии от «...» 199 г. присвоены квалификация
	<i>Председатель Государственной аттестационной комиссии</i> М. П. <i>Директор</i> <i>Секретарь</i>
	Выдан «...» 199 г. Регистрационный №

B. SAMPLE DIPLOMA OF HIGHER VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

1. RUSSIAN STATE EMBLEM. THIS DIPLOMA IS A STATE DOCUMENT OF HIGHER VOCATIONAL EDUCATION.
2. ADVANCED LEVEL.
3. REGISTRATION NUMBER
4. RUSSIAN FEDERATION. STATE EDUCATIONAL INSTITUTION PEDAGOGICAL COLLEGE NUMBER 4. DIPLOMA WITH DISTINCTION SERIAL NUMBER ...
5. BY DECISION OF THE STATE ATTESTATION COMMISSION ... (DATE) ... (NAME) RECEIVED THE QUALIFICATION OF PRESCHOOL TEACHER FOR CHILDREN WITH SPECIAL NEEDS WITH SPECIALIZATION IN SPECIAL PRESCHOOL EDUCATION.

<p>1</p>  <p>ДИПЛОМ ЯВЛЯЕТСЯ ГОСУДАРСТВЕННЫМ ДОКУМЕНТОМ О СРЕДНЕМ ПРОФЕССИОНАЛЬНОМ ОБРАЗОВАНИИ</p>	<p>4</p>  <p>РОССИЙСКАЯ ФЕДЕРАЦИЯ Государственное образовательное учреждение Педагогический колледж №4</p> <p>ДИПЛОМ С ОТЛИЧИЕМ АК 026</p>
<p>2</p> <p>ПОВЫШЕННЫЙ УРОВЕНЬ</p>	<p>5</p> <p>Решением Государственной аттестационной комиссии от <u>26 июня 2002</u> года</p> <p>присваивается квалификация <u>воспитатель</u> <u>детей дошкольного возраста с</u> <u>отклонениями в интеллектуальной</u> <u>и речевой развитии</u> по специальности <u>специальное дошкольное</u> <u>образование</u></p>
<p>3</p> <p>Регистрационный номер <u>1307</u></p>	 <p>Председатель Государственной аттестационной комиссии М.П. директор С.И. Мерегов <u>г. Москва</u> <u>С.И.</u></p>

C. SAMPLE SUPPLEMENT TO THE DIPLOMA OF HIGHER VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION

1. LAST NAME, FIRST NAME, PATRONYMIC... DATE OF BIRTH... ADMITTED BASED ON THE CERTIFICATE OF COMPLETION OF SECONDARY EDUCATION ISSUED IN 1999. PASSED ENTRANCE EXAMINATIONS, ADMITTED TO PEDAGOGICAL COLLEGE NUMBER 4 IN 1999, GRADUATED FROM PEDAGOGICAL COLLEGE NUMBER 4 IN 2002.
2. NORMATIVE PERIOD OF FULLTIME STUDY: 2 YEARS 10 MONTHS, SPECIALIZATION: SPECIAL PRESCHOOL EDUCATION, PROJECTS/PAPERS: PSYCHOLOGY, EXCELLENT.
3. FINAL DIPLOMA PROJECT/PAPER: TOPIC AND GRADE, FINAL STATE EXAMINATIONS: SUBJECTS AND GRADES.
4. RUSSIAN FEDERATION STATE EDUCATIONAL INSTITUTION PEDAGOGICAL COLLEGE NUMBER 4 OF THE CITY OF MOSCOW, SUPPLEMENT TO THE DIPLOMA SERIAL NUMBER, REGISTRATION NUMBER (DATE).
5. BY DECISION OF THE STATE ATTESTATION COMMISSION ... (DATE) AWARDED THE QUALIFICATION OF PRESCHOOL TEACHER FOR CHILDREN WITH SPECIAL NEEDS WITH SPECIALIZATION IN SPECIAL PRESCHOOL EDUCATION, SIGNATURES OF THE CHAIRMAN OF THE STATE ATTESTATION COMMISSION, DIRECTOR AND SECRETARY.
6. OVER THE PERIOD OF STUDY PASSED EXAMINATIONS IN THE FOLLOWING SUBJECTS: SUBJECTS AUDITED, HOURS, FINAL GRADE.

C. SAMPLE SUPPLEMENT TO THE DIPLOMA OF HIGHER VOCATIONAL EDUCATION IN THE RUSSIAN FEDERATION (CONTINUED)

1

Фамилия, имя, отчество: _____

Дата рождения: _____

Документ о предыдущем уровне образования и наименование учреждения, его выдавшего: аттестат о среднем (полном) общем образовании, выданный в 1999 году

Вступительные испытания: прошла

Поступила(а) в _____ в 1999 году в учебно-педагогический комплекс «Педагогический колледж-лицей» № 4

Завершена(а) обучение в 2002 году в Педагогическом колледже № 4

2

Нормативный срок обучения по очной форме: 2 года 10 месяцев

Специальность: специальное дошкольное образование

Специализация: _____

Курсовые проекты (работы): ПСИХОЛОГИЯ, **отлично**

Практика:

- учебная практика, 1 курс, 1 неделя, **зачет**
- педагогическая практика, 2, 3 курсы, 13 недель, **зачет**
- преддипломная практика, 3 курс, 6 недель, **отлично**

3

Выполнение дипломного проекта (работы) на тему: Развитие цветослепости у детей дошкольного возраста с нарушенным интеллектом в процессе изобразительной деятельности.

Результаты зачетов: **отлично**

Итоговый Государственный междисциплинарный экзамен по специальности: _____

Итоговые государственные экзамены:

- специальная психология, **отлично**
- специальная педагогика с вопросами частных методик, **отлично**

4

РОССИЙСКАЯ ФЕДЕРАЦИЯ

Государственное образовательное учреждение

ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ № 4

г. Москва

ПРИЛОЖЕНИЕ К ДИПЛОМУ № АК 026

1397 (регистрационный номер)

27 июня 2002 года (дата выдачи)

5

Решением Государственной академии педагогики от 26 июня 2002 года присвоена квалификация воспитателя детей дошкольного возраста с отклонениями в интеллектуальном развитии для специальности СПЕЦИАЛЬНОЕ ДОШКОЛЬНОЕ ОБРАЗОВАНИЕ

Диплом выдан в соответствии с требованиями Федерального закона от 19.05.2004 № 26-ФЗ «О внесении изменений в Федеральный закон «Об образовании в Российской Федерации»

Директор: _____

Секретарь: _____

Приложение на обороте

6

За время обучения студент(а) защитил, промежуточные и итоговые экзамены на следующие дисциплины:

Наименование дисциплины	Количество оценочных баллов	Итоговая оценка
1. основы философии	102	отлично
2. основы экономики	51	отлично
3. основы социологии и политологии	51	отлично
4. основы права	61	отлично
5. история Отечества	111	хорошо
6. мировая художественная культура	87	отлично
7. литература с основами литературоведения	87	отлично
8. культура речи	57	отлично
9. иностранный язык (английский)	244	отлично
10. математика	51	хорошо
11. информатика	51	отлично
12. основы естествознания и экологии	111	хорошо
13. русский язык с основами языковедения	168	хорошо
14. физическая культура	300	зачет
15. анатомия и физиология детей раннего и дошкольного возраста, основы здорового образа жизни, основы педиатрии и гигиены	271	отлично
16. безопасность жизнедеятельности	72	отлично
17. невропатология детского возраста	81	отлично
18. психология детского возраста	102	отлично
19. речевые, сенсорные системы и их нарушения	51	отлично
20. основы генетики	80	отлично
21. клиника интеллектуальных нарушений	32	отлично
22. психология	273	отлично
23. педагогика	245	отлично
24. основы педагогического мастерства	54	отлично
25. основы специальной педагогики и специальной психологии	133	отлично
26. олигофренопедагогика, догипнология	127	отлично
27. русский язык	37	хорошо
28. олигофренопедагогика	127	отлично
29. детская литература с практикумом по выразительному чтению	171	отлично
30. изобразительная деятельность	111	отлично
31. практикум по художественному труду и конструированию	111	отлично
32. музыка, ритмика	111	отлично
33. основы логопедии с практикумом по звукопроизношению специальные методики:	153	отлично
34. методика развития речи и ознакомления с окружающим миром	153	отлично
35. методика ознакомления с природой и экологического образования	102	отлично
36. методика математического развития	127	отлично
37. методика обучения изобразительной деятельности и конструированию	132	отлично
38. методика физического воспитания и развития	127	отлично
39. методика трудового воспитания	127	отлично
40. методика музыкального развития, коррекционная ритмика	120	отлично
41. методика обучения игре	69	отлично
42. методика воспитания социально-личностных качеств и поведения	54	отлично
43. методика развития слуховой и зрительного восприятия	51	отлично
44. методика использования ТСО и ЭВТ	54	отлично
45. основы военной службы	68	зачет

конец документа

APPENDIX E—RANKING OF RUSSIAN INSTITUTIONS OF HIGHER EDUCATION

Listed below are the top 10 ranked institutions in each category, as rated by the Ministry of Education of the Russian Federation.

UNIVERSITIES	
RANK	UNIVERSITY
1	Moscow State University
2	Saint-Petersburg State University
3	Moscow Physical Technical Institute (State University)
4	Moscow Physical Engineering University (State University)
5	Russian Peoples' Friendship University
6	Tomsk State University
7	Nizhny Novgorod State University
8	Rostov State University
9	Kazan State University
10	South Ural State University

UNIVERSITIES OF TECHNICAL AND TECHNOLOGICAL FIELDS	
RANK	UNIVERSITY
1	N.E. Bauman Moscow State Technical University
2	Moscow State University of Mines
3	Saint-Petersburg State Institute of Mines (Technical University)
4	Saint-Petersburg State Polytechnical University
5	Russian State University of Oil and Gas (Moscow)
6	Moscow State Technological University (STANKIN)
7	Moscow Energy Institute (Technical University)
8	Moscow State University of Electronic Technology (Technical University)
9	Tomsk Polytechnical
9	University Moscow State Geological Exploration University
10	Voronezh State Technical University

PEDAGOGICAL INSTITUTES	
RANK	UNIVERSITY
1	Moscow State Pedagogical University
2	Russian State Pedagogical University (Saint-Petersburg)
3	Moscow State Linguistic University
4	Nizhny Novgorod State Linguistic University
5	Volga State Engineering-Pedagogical Academy
6	Moscow City Pedagogical University
7	Volgograd State Pedagogical University
8	Moscow State Open Pedagogical University
9	Rostov State Pedagogical University
10	Samara State Pedagogical University

HIGHER EDUCATION INSTITUTIONS OF ECONOMICS

RANK	UNIVERSITY
1	Saint-Petersburg State University of Economics and Finance
2	Academy of National Economy under the Government of Russian Federation (Moscow)
3	State University – Higher School of Economics
4	State University of Management (Moscow)
5	Russian Academy of Economics (Moscow)
6	Moscow State University of Economics, Statistics and Informatics
7	All-Russian Correspondence Institute of Finance and Economics (Moscow)
8	Moscow State University of Consumer Cooperation
9	Russian State University of Trade and Economics
10	Saint-Petersburg State University for Engineering and Economics

HIGHER EDUCATION INSTITUTIONS OF AGRICULTURE

RANK	UNIVERSITY
1	Moscow Agricultural Academy
2	Stavropol State Agrarian University
3	Kuban State Agrarian University
4	Russian State Correspondence Agrarian Academy (Balashikha Moscow Region)
5	Saratov State Agrarian University
6	State University of Land Use Planning (Moscow)
7	Voronezh State Agrarian University
8	Omsk State Agrarian University
9	Ural State Agricultural Academy (Yekaterinburg)
10	Bashkir State Agrarian University

INSTITUTIONS OF MEDICAL SCIENCE

RANK	UNIVERSITY
1	Moscow Medical Academy
2	Moscow State Medical Stomatological University
3	Russian State Medical University
4	Saint-Petersburg State Medical University
5	Siberian State Medical University
6	Ryazan State Medical University
7	Volgograd State Medical University
8	Novosibirsk State Medical University
9	Saint-Petersburg State Medical Academy
10	Bashkir State Medical Academy

HIGHER EDUCATION INSTITUTIONS OF GOVERNMENT SERVICE

RANK	UNIVERSITY
1	Russian Academy of Governmental Service under the President of the Russian Federation (Moscow)
2	Moscow State Institute of International Relations (University)
3	North-West Academy of Governmental Service (Saint-Petersburg)
4	Povolzhie Academy of Governmental Service (Saratov)
5	Northern Caucasia Academy of Governmental Service (Rostov-on-Don)
6	Volgo-Vaytsk Academy of Governmental Service (Nizhny Novgorod)
7	Siberian Academy of Governmental Service (Novosibirsk)
8	Ural Academy of Governmental Service (Yekaterinburg)
9	Orel Regional Academy of Governmental Service
10	Volgograd Academy of Governmental Service

HIGHER EDUCATION INSTITUTIONS OF LAW

RANK	UNIVERSITY
1	Moscow State Law Academy
2	Ural State Law Academy
3	Saratov State Law Academy
4	Russian Academy of Justice
5	Saint-Petersburg Law Institute of the General Prosecutors of Russia
6	Academy of Law and Management of Ministry of Justice of Russia
7	Vologda Institute of Law and Economics
8	Pskov Law Institute of Ministry of Justice of Russia

HIGHER EDUCATION INSTITUTIONS OF SERVICE

RANK	UNIVERSITY
1	Moscow State University of Service
2	South-Ural State University of Economics and Service
3	Vladivostok State University of Economics and Service
4	Ufa State University of Service
5	Sochi State University of Tourism and Resort Business
6	Saint-Petersburg State Academy of Economics and Service
7	Toliyatti State Institute of Service
8	Omsk State Institute of Service

HIGHER EDUCATION INSTITUTIONS OF ARCHITECTURE AND ART

RANK	UNIVERSITY
1	Moscow Architectural Institute (State Academy)
2	Moscow State Artistically Industrial University
3	Ural State Architectural-Artistic Academy (Yekaterinburg)
4	Novosibirsk State Architectural-Artistic Academy
5	Saint-Petersburg State Artistically Industrial Academy
6	Rostov State Academy of Architecture and Art

NON-STATE-ACCREDITED HIGHER EDUCATION INSTITUTIONS WITH 700+ FULL-TIME STUDENTS

RANK	UNIVERSITY
1	Russian International Academy of Tourism (Skhodnya)
2	International University (Moscow)
3	Moscow Academy of Finance and Law
4	Tatar Institute for Business Promotion (Kazan)
5	Institute of Special Pedagogy and Psychology (Saint-Petersburg)
6	Institute of Management and Economy (Saint-Petersburg)
7	Moscow Open Social University (Institute)
8	Taganrog Institute of Management and Economics
9	Saint-Petersburg Institute of Foreign Relations, Economics and Law
10	International Independent University of Ecology and Politology (Moscow)

NON-STATE-ACCREDITED HIGHER EDUCATION INSTITUTIONS WITH 100 TO 700 FULL-TIME STUDENTS

RANK	UNIVERSITY
1	Institute of International Law and Economics named after A.S. Griboedov (Moscow)
2	Institute of Practical Oriental Studies (Moscow)
3	Institute of Management (Arkhangelsk)
4	Moscow Institute of Economics, Politics and Law
5	Saint-Petersburg International Institute of Management
6	Institute of World Economy (Moscow)
7	Ural Institute of Finance and Law (Yekaterinburg)
8	Novosibirsk Institute of Economics and Management
9	International Bank Institute (Saint-Petersburg)
10	Institute of Jurisprudence and Management (Saint-Petersburg)

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