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Integration of Russian Higher Education System in EHEA.

Problems and Achievements

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Abstract: The paper presents an analysis of the implementation of the guidelines of the Bologna process in the Russian Federation. The estimations that are submitted in relevant national reports, as well as the degree of achievement of target indicators in the relevant areas of the program of development of education in Russia are discussed. The article presents the data to trace the dynamics of the participation of Russian universities in the Bologna process and evaluate the results. For some major areas the key problems are identified that are hindering the implementation of tools of the Bologna process in RF. Outlined the steps for Russian Federation and European countries to implement of the Bologna Declaration and subsequent communiqués

Keywords: Bologna process; credit transfer system; Diploma Supplement

1. Introduction

The interaction of national higher education systems (HES) and comparable qualifications are discussed in Europe since the mid 80's. As a result, in 1997 Lisbon Convention was ratified on the joint recognition of academic qualifications. In 1998 the Sorbonne Declaration was signed on the establishment of a common higher education system. Finally, in 1999, 29 countries signed Bologna Declaration for European Higher Education Area (EHEA). Later, the Bologna process has captured a growing number of countries because the EHEA principles were relevant to the needs of education in many countries. Russia joined officially to this process in 2003.

Impetus to the development process of building EHEA were successive meetings of HES ministers since the Prague Summit in 2001, and later in Berlin 2003, Bergen 2005 London 2007, Leuven 2009, Budapest/Viena 2010 Bucharest in 2012 and 2015 in Yerevan. But, if in Europe special programs were developed to promote European higher education in order to increase its attractiveness and competitiveness in the global space in Russian Federation (RF) the situation was somewhat different. The RF does not participate in many European programs. Russia is not a member of the European Economic Community. However, in Russia the gradual adaptation of basic EHEA principles to the Russian higher education system occurs. Formally, the RF Law "On Education" in 1992, opened possibility to implement a two-level training programs and to support the international cooperation.

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In 2005, an experiment was initiated for introduction of the credit system, which culminated by the adoption of Federal State Educational Standards (FSES). Since 2006, the development started of a national qualifications frameworks and a package of national standards based on competence. FSES were developed consistently to the standards of the next generation, taking into account the principles of EHEA. New Law on Education of the Russian Federation in 2012 has set new challenges for the implementation of EHEA in Russia. It should be noted that the process of integration of the Russian Federation in the EHEA is held in an atmosphere of ever-changing legislation, which negatively affected the results. In fact, the implementation of the EHEA principles is not done systematically in Russia. For example, in RF were developed and implemented certain international cooperative programs, partially implemented modular educational programs, were produced some systems of quality assurance, but the activity in EU international consortia, conferences and seminars is low. No coordination in implementation of EHEA processes in total.

2. EHEA in Russia

In the early stages of implementing the EHEA principles in Russia were accepted that the key provisions are:

1. system of comparable degrees, the Diploma Supplement, the international competitiveness of the higher education system of the Russian Federation;
2. two-level education (undergraduate and graduate);
3. European credit transfer system (ECTS) to support large-scale student mobility and lifelong learning;
4. mobility of students, teachers and other personnel, the standards of transnational education;
5. promotion of the European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, integrated programmes of study, training and research.

As a result RF has made some structural changes for these key areas in the higher education system:

- the two-cycle (now three-cycle) degree system is being implemented on a large scale;
- the number of students has grown in the cycle system of education;
- structural reforms have taken place in the management of leading universities;
- Russian universities were involved in the global processes of educational programs accreditation and institutional ratings;
- the role of external and internal evaluation of the institution activity were increased;
- internal quality assurance system was appeared;
- content of higher education was modernized for economic and social areas of training;
- the structure of the curriculum have been upgraded

However, together with the achievements some problems appeared, among them are:

- the lack of implementation of the Lisbon Convention. Russia ratified this convention, but Convention does not work at the state legislative level;

- Diploma Supplement provides a small number of universities only on the base of student requests and with payment;
- only a small number of students have a clear understanding of the credit system. A large number of students do not see the connection between the credit system and the choice of individual trajectory of training and participation in mobility programs;
- the ECTS system, which is designed to promote the development of academic mobility in Russia in fact unknown and no implemented;
- most students are not aware about the academic mobility programs;
- the majority of students believe that the role of student organizations in the management of the university is negligible

In general, the complexity of integration into the European educational space is associated with structure and content of the educational process; with the need for professional development of teachers and building relations with the labor market in accordance with the objectives of education; with the necessity of reforming the system of governance in higher education institutions for the development and implementation of institutional internationalization strategies; with the need to preserve basic traditions of RF universities.

In European practice of EHEA formation the reforms are measured by a set of indicators. Such evaluation indicators of progress in a particular country are represented in the national reports of the Bologna Process (Reports 2005-2009)

For the period from 2005 to 2009 Russian Federation presented three national reports on its activities to integrate into European education (2005, 2007, 2009). For several reasons, the national 2012 report has not been submitted by the Russian Federation. Although indicators of progress were varied from year to year, some indicators give the dynamics of the EHEA formation in Russia from an early stage. Pic. 1 displays the appraisal of Russia (at five point scale) in 10 key indicators for the period from 2005 to 2009 (Nikolaev & Suslova, 2010). It should be noted that in preparing the 2009 report the survey was based on the analysis of not more than ten public universities of the RF. Therefore, the accuracy of the results should be interpreted taking into account this small number of samples. For reference, the total number of higher education institutions in the Russian Federation in this period was about 1200, half of which were state.

To the set of indicators of 2009 report were included: a two-cycle training, the access to the second cycle, the national framework of qualifications, an external quality assurance system, student participation in quality assurance, an international activities to ensure the quality, the Diploma Supplement, implementation of the Lisbon Convention on the recognition of qualifications, ECTS, and recognition of previous periods of study.

The evaluation results of the Russian Federation and the average score for the 46 participating countries are shown at pic. 1 (Nikolaev & Suslova, 2010)

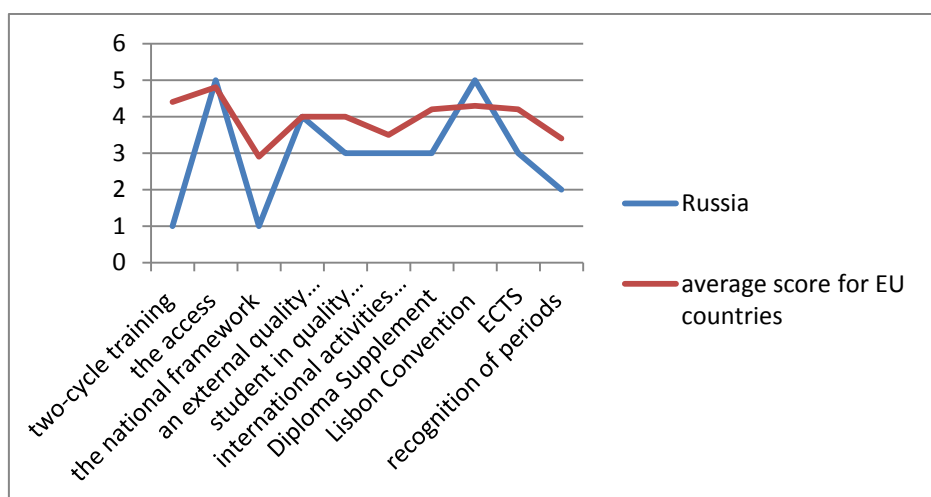


Figure 1. Results of Russia in 2009 compared to the average estimate of other European countries.

The dynamics of changing the indicators from 2005 to 2009 is shown at pic. 2. (Nikolaev & Suslova, 2010)

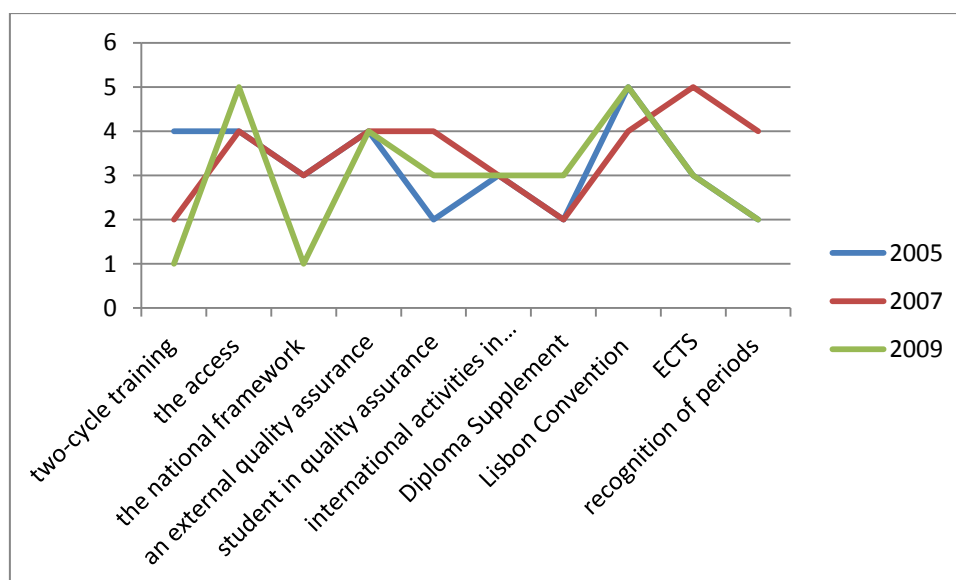


Figure 2. Indicators of RF during 2005-2009

During the preparation of the 2015 national report, the Ministry of Education and Research of RF, together with Association of Classical Universities of Russia (ACUR) conducted a special survey for more than 200 universities, which significantly improves the accuracy and representativeness of new results. These materials were prepared based on the forms provided in April 2014 by the Secretariat of Monitoring Group of the Bologna Process (BFUG). These forms has 7 profiles on the following topics: the degree and qualification; quality assurance; social dimension; tuition, support and the right to transfer funds; employment and transition to the labor market; continuing education (lifelong learning); internationalization and mobility. In many respects, these criteria are consistent with previous indicators and allows to set the dynamics and the level of realization criteria in the national systems. Below there are some profiles of comparison.

3. The Cycle Education

At 2011 RF changed the most training programs to Bachelor (4 years) and Master (2 years) degree programs. The proportion of undergraduate and graduate programs until 2010 was not more than 20% in total and on these programs were trained not more than 10% of the total number of students. In 2011 the proportion of undergraduate and graduate programs to total became about 80%. And in 2013 the students enrolled in undergraduate and graduate programs had already reached about 90% of all students that are on training in higher education programs.

Table 1. Percentage of educational programs by level of HE

	2013	2010	2009	2007	2006	2005
Bachelor	73 %	30 %	15 %	14 %	12,1 %	11,7 %
Expert	15 %	64 %	80 %	81,2 %	83,4 %	84,6 %
Master	12 %	6 %	5 %	4,8 %	4,5 %	3,7 %

Distribution of the number of students by level of education is presented in Table. 2

Table 2. Percentage of students by level of HE

	% 2013	2010	2009	2007	2006	2005
Bachelor	90 %	30 %	20 %	7,3 %	6,7 %	7 %
Expert	6 %	67 %	78 %	92,2 %	92,6 %	92,4 %
Master	4 %	3 %	2 %	0,5 %	0,7 %	0,6 %

Development programs and special federal programs are the national guidelines for industries in the Russian Federation. In these documents the target structure of students defined as the proportion of institutions of higher education, implementing undergraduate and graduate programs. Previously were established the following targets for that data: 2006 - 10%, 2007 - 10%, 2008 - 15%, 2009 - 20% and 2010 - 40 percent. Thus, the degree of advancement of the RF to introduce a two cycle education system is evaluated within the RF and within the EHEA by criteria that are using disparate indicators. Naturally, this is manifested in the distortion of the interpretation of the data for comparison.

As another problematic issue of integrating Russia into the EHEA have a question about the period of training on educational programs. Prior to the new law the period of training on the higher education programs must be fixed (Bachelor - 4 years, Master - 2 years). This situation has created real difficulties in the implementation of programs of the two diplomas with European universities, in which periods of training program are not fixed

4. Accessibility to the Next Cycles of Higher Education: Bachelor - Master - PhD

The meaning of this indicator is to identify and overcome the so-called dead-end educational trajectories. The initial stage of integration of the Russian Federation revealed the set of problems with the accessibility to the next cycle of higher education on the basis of the then legislation on education. However, subsequent modernization of domestic legislation in the field of education has led to the fact that the modern system of education in Russia does not contain a “dead-end routes.” Student can on a competitive basis get place financed from the federal budget, to another cycle consistently, including the third level - up to PhD.

The full transition to two-cycle model of higher education was carried out in Russia in 2011, but left unresolved the question of granting the status of post-graduate programs as the third cycle of higher

education. However, the new Federal Law “On Education in the RF” in 2012 transferred the training in graduate programs to the category of “third cycle of higher education.” But the question is how the third cycle degree (or qualification) of RF will be recognized as equivalent to PhD in the world. It is clear that necessary to define a number of rules relating to the system of academic degrees and titles in the Russian Federation and the procedures for their preparation. Thus, for full integration into the EHEA in the implementation of the three-cycle model of higher education in Russia is necessary to harmonize the Russian programs of graduate and PhD. This problem was not executed at present .

5. Implementation of the National Framework (Structure) Qualifications

Currently, the Russian Federation has the process of developing professional standards and the formation of the National Qualifications Framework. National Classification of specialties for Education needs to be updated with the new version of ISCED (ISCED -International Standard Classification of Education), ISCED 2011 to the classification of levels of education and types of educational programs and ISCED-O 2013 in the classification of fields of study and subject fields.

An important task of creating a new system of codes for the Russian Federation is the account for different types of educational programs (academic and professional programs), in line with the principles of ISCED coding

In this direction, the work is very difficult. Russian Ministry of Education did not yet approved the standards of professional education, related to learning outcomes. Russian Union of Industrialists and Entrepreneurs is trying to coordinate the establishment of professional standards by employers, often is encountering a lack of understanding of the importance of this work on the part of employers.

With little results RF is working to establish regional centers of professional certification for the organization of external independent evaluation of the quality of vocational education. It is clear that such an assessment is possible only on the basis of certification of graduates together with employers in the region. However, in this area there is no real progress.

6. Development of the External Quality Assurance System

Quality assurance is a key priority of the Bologna Process. Quality assurance is the basis for the recognition of diplomas and qualifications, mobility and inter-institutional cooperation, confidence to Russian higher education in general.

Russia has a state control over the quality of educational programs (state accreditation). The basis of control are state educational standards, which are approved by the Ministry of Education. Standards based on competences and a credit system (the Russian equivalent of a system of credits ECTS), have been introduced in Russia in 2011 году. These standards gave the opportunity to convergence the Russian programs with the programs of European universities, but have not decided emerging conflicts.

State accreditation of educational activities and the federal government control the quality of education are mandatory for all educational institutions every 6 years. The procedure of external quality assessment typically includes teaching and research, student support services, student admission, academic performance of students, the number of dropouts and graduates, employability of graduates, the system of internal evaluation of the quality management. In general, the state university

may get accreditation from independent accreditation agency in Russian, or accreditation of international organizations. During the state accreditation process the students, foreign experts and employers do not participate in any procedures. The state accreditation procedure and the state control are aimed at monitoring compliance with the content and quality of training according with requirements of federal standards.

RF held the substantial upgrading of educational standards for successful interaction with EU currently. Standards began to wear a framework character. Universal competences were introduced for graduates of all programs of the same level, which allowed universities to design modular programs in the understanding of ECTS. Upgraded standards give increased autonomy of universities in the development and implementation of educational programs. Such modernization and increased autonomy of universities have led to the development of forms of independent evaluation of the quality of educational programs. The government announced the desire to develop the professional public accreditation and various forms of monitoring.

The professional-public and the public (non-state) accreditation of educational programs by independent organizations (including foreign institutions) were carried out on a voluntary basis (at the initiative of the universities) as an additional, independent assessment of the quality of education. Professional-public and public accreditation take into account the broader characteristics of the universities such as the system of internal quality assessment and control system, the quality of the program content, the quality of teachers, educational resources, processes of student assessment, the information environment of the University and the interaction with the external environment. The guidelines of independent accreditation agencies are listed on the websites of organizations. Among them are: National Center of Public Accreditation (www.ncpa.ru); Agency for Quality Control and Career Development (www.akkork.ru); Association for Engineering Education of Russia (www.aeer.ru); Association of Lawyers of Russia (www.alrf.ru); Association of Classical Universities of Russia (www.acur.msu.ru).

The current legislation of the Russian Federation does not consider the requirements of the European standards in the activities of accreditation agencies. Existing in Russia accreditation agencies were established under legislation 1992-2012 gg. taking into account the European (and global) standards that do not fit into the current legislation of the Russian Federation. Applicable laws and regulations governing the procedure of RF for self assessment (or monitoring) at the institutional level are not harmonized with European standards ESG and have no relation to accreditation and, consequently, to the quality assurance in the European sense.

By definition, the Russian universities themselves bear the primary responsibility for the quality of education. But in the current regulations there are no formal requirements for internal and external quality assurance system in accordance with European standards (ESG). State accreditation procedure in fact duplicates the control of state standards, which does not cover many additional aspects in the actual functioning of European quality assurance systems.

Development of forms of independent (non-state) system of quality assessment and accreditation are in their infancy. Current legislation does not encourage the emergence of a variety of institutions and form of accreditation, does not require from the bodies carrying out accreditation (professional-public or public) to be included in the European Register of Quality Assurance Agencies (EQAR), or to be a member of the European Association for Quality Assurance Agencies in Higher Education (ENQA). Also in RF not developed mechanisms for the recognition of judgments of foreign quality assurance agencies that are the members of the European Register of Quality Assurance Agencies (EQAR).

7. The International Participation in Quality Assurance

Since 2003 activity of Russian universities in the organization of joint educational programs and research with foreign universities is growing quite effectively. At present, only 11% of universities have no international agreements.

Now in Russia is trained more than 100 thousand foreign students. More than 40,000 foreign graduate are trained via federal budget of the Russian Federation. RF has the concept of educational services export of the Russian Federation for the period 2011-2020, that is being implemented. The practice of joint educational programs and research develops every year. By 2014, at least 20% of Russian universities have created a joint EU-RF program, but the percentage of students on them is low - less than 1% of the total number of students.

Percentage of universities (among leading universities) with the practice of inviting foreign teachers for reading courses and guest lectures for 2012-2013 was more than 90%. Students of leading universities of the Russian Federation have the practice of learning or internships at foreign universities, the participation in bilateral cooperation with foreign universities, the participation in consortia of multilateral cooperation, like Erasmus program etc.

Overall, however, Russia has no official strategy of internationalization of higher education. At the national level there is no system of normative and methodological support (order, regulations and procedures) academic mobility of students, teachers and staff.

However, at the federal level, a number of indicators of internationalization are defined. In particular, the federal target program of education development for 2011 - 2015 years has the following targets for the international mobility of students: the proportion of students enrolled in the program, which includes the possibility of partial learning in foreign universities, in the overall student number. According program the value of this indicator should change from baseline (end of 2010) in the 3% to 30% at the end of 2015. In addition, in the Federal target program of education development for 2011 - 2015 was determined the mobility index (including international) for teachers: the percentage of teachers who work in higher education institutions participating in intercollegiate cooperation, that have the opportunity to conduct research in other institutions from the total number of university teachers. According the federal program the value of this indicator should change from baseline value 5% (at the end of 2010), to the final value in 52% to the end of 2015. These conditions are not met at present.

In a special decree of the President of the Russian Federation (in 2012) was planned to achieve the following indicators for the internationalization of education to 2020: no less then five Russian universities must be in the first hundred of the world's leading universities in the world according to the global ranking of universities. The same decree is scheduled to reach indicators for the internationalization of science through an increase by 2015 the proportion of publications by Russian researchers in the total number of publications in international scientific journals indexed in the database "Network Science» (WEB of Science) to 2.5 percent.

The distribution of students from leading universities of the Russian Federation for the duration of study abroad in 2012-2013., (as a percentage of total number of students abroad) is presented in Table. 3.

Table 3.

Period of study at a foreign university	The percentage of students enrolled in a foreign university
Up to 1 month	25
From 1 to 3 months	15
From 3 to 6 months	28
From 6 months to a year	22
1 year	5
2 years	3
More than two yearst	2

As can be seen from above data in Russian universities are dominated the short-term academic mobility

By 2014, in RF a slight increase has been noted in the number of teachers involved in academic mobility. This number reaches 10-25% in the leading universities of Russia of the total number of teachers in these universities. The number of invited foreign lecturers and researchers increased - up to 10-100 people per year, which is associated with indicators of the international rankings to obtain a considerable percentage of foreign teachers for higher scores.

Now 97% joint educational programs of the leading universities of the Russian Federation are carried out according to the agreed programs; 90% of joint programs have the modules structure in the framework of mobility; 80% of programs have the adopting criteria for assessing student achievement during the mobility periods. But only half of the programs creates a joint system of quality control and quality monitoring system. In this case, only two types of last programs can be attributed to the joint educational programs with foreign universities on the basis of EHEA.

8. The European Diploma Supplement

Currently, about 10% of Russian universities issue the European Diploma Supplement. With rare exceptions, the application shall be issued only at the request of the graduate and for a fee. This is due to the fact that this indicator at the federal level is not regulated. In 2006 and 2007, European Diploma Supplement received annually about 31,000 graduates (about 2% of the total number of graduates). But starting in 2008 sharply reduced the number of graduates who receive the Diploma Supplement in public universities.

At the same time, at the first stage of Bologna process in RF was observed value of this criteria greater than value announced by the Federal program of development. 2007 year was considered as the start of issuing the Diploma Supplement and this year it was planned to 0% of institutions issuing application. But by 2009, this value must be 5%, and by 2010 - 15 %. Thus these indicators in subsequent phases were not achieved.

As a fact Russia has not yet implemented the principal obligation of the Bologna Process, that offers free issue to all graduates of higher education programs Diploma Supplement in the format developed by the European Commission, the Council of Europe and UNESCO-CEPES (Diploma Supplement).

Russian diploma of higher education has an application, but it has a form that is not Diploma Supplement. The Ministry of Education RF was not regulate this issue, and in 2006 (on the base of special order) gave the right for universities decide the problem of Diploma Supplement by themself.

At present, only a few percent of Russian Universities use practice of issue in fact Diploma Supplement to all graduates, but about 90% of the issued only at the request of students, and for a fee.

In 2011- 2012, according to the ACUR monitoring only 0.7% of the Russian leading universities had issued the Diploma Supplement similar to the European form “automatically” to all graduates of undergraduate and graduate students. Among these universities 43% had issued documents after the individual request of graduates and usually for a fee. In 2014, 2.1% of leading universities had issued similar to the European Diploma Supplement “automatically” to all graduates. Among them 3.1% made it “automatically”, but only in a few areas of training, and 89% - at the individual request of graduates and 9.3% - at the request of the graduate and only on few areas of training. In 75% of leading universities Diploma Supplement similar to the European is issued on request (request) graduates and for a fee. The amount of payment is set by university and varies from 2 to 440 euros, the average fee is 60 euros. But many universities are still have difficulties in filling the “European application” to Diploma. Among these difficulties the terminological are about 35%, content difficulties of 22%, 52% is the methodological difficulties, logistical (availability of samples of forms) difficulties are about 57%, and finally financial problems (order forms and production) are 44%.

9. Implementation of the Principles of the Lisbon Recognition Convention

The practice of mutual recognition of diplomas and obtained degrees is based on agreements with several countries, with which Russia has signed agreements on mutual recognition of diplomas, degrees and titles. In addition, in RF there is a list of universities whose diplomas Russia recognized “automatically”. The list includes 213 universities from 23 countries. This document includes institutions that were or are members of one of the first 300 positions of world leading rankings at the same time. This list does not include universities of China and the Republic of South Africa, since these the two countries signed agreements directly on the mutual recognition of degrees and academic titles.

More legal problem for Russia higher education is so-called problem of “two diploma” programs. Now in Russia this problem is not resolved, as they have not been solved, and in the majority of countries participating in the Bologna process. One of the obstacles is the lack in the law “On Education in the Russian Federation” and in the regulations such of concepts as “joint educational programs”, “double-degree program,” “dual degree program (joint degree).”

In addition virtually no implemented principles of ECTS, in 2007, 12% of RF institutions and about 209 branches of universities of the country announced using in the educational process the ECTS for 8% of the educational programs (Table. 4) [1]. However, apparently, these figures are based on the use of terms not exactly. The national report of the Russian Federation in 2009 was indicated that 50-75% of the programs was associated with credits ECTS (and Russia had got 3 points, so the figure), but there seems to have been a mistake.

Table 4. Number of educational programs using the ECTS in 2007

Qualification	Number of implemented educational programs using ECTS	
	State universities	Private universities
Bachelor	319	784
Expert	1167	198
Master	140	9

It should be noted that the federal program of development of education has no target directly associated with the introduction of ECTS. However the program has an indicator such as the proportion of the institutions of higher education, using the credit-modular scheme in the educational process. Certainly, it is not the same, but in the absence of any other federal indicator, comparison was made in this manner. Also, as in the case with the introduction of the Diploma Supplement, for this indicator 2007 was declared as the start year, and for 2007 it was planned to 0% of institutions using the credit-modular scheme. The subsequent growth of this indicator must be increased to 5% in 2008, 15% - in 2009 and 25% in 2010. But system of “credits” that is used in the RF system of “credits” for the calculation of the complexity of educational programs either formally and in practice does not correspond to the European system of accumulation and transfer of credits (ECTS).

The new law “On Education in the Russian Federation” in 2013 gave a definition of credits, but this is the definition of “unsatisfactory” in terms of European ideas, as it does not bind the credit units and learning outcomes. One credit unit for educational programs developed in accordance with RF federal standards is 36 academic hours (“academic hour” equivalent to 45 minutes) or 27 astronomical clock.

The revised federal standard (3+) eliminates the wrong “fork” credits and removed the cyclic structure of the educational program, which created the possibility in principle to design a complete modular programs in the format of ECTS. However, the process is just beginning.

Statistics of the Russian Federation states that since 2011 100% of the institutions (organizations) of higher education use the credit system. However, in any federal law or document of the Government of the Russian Federation has not been defined the concept of “credit unit.” This concept is determined only in the federal standards themselves, but they did not have a real definition of credits. Even more so - in any Russian official document has not been formally specified (either before 2011 or after) that the Russian “credit unit” corresponds to (or at least it is analog) to the system of academic credits ECTS.

As a real result of the influence of integration Russia to EHEA the procedures of nostrification Excellence got the new development and improvement. However, the existing procedures for recognition of qualifications do not meet the obligations of Russia arising from the Lisbon Convention (recognition of education should implement those who use these documents to establish compliance the qualification of the graduate academic with professional requirements).

In Russia some leading universities such as Moscow State University Lomonosov by name, St. Petersburg State University, some universities for which are established the category of “federal university” or “national research university”, as well as universities that are approved by decree of the President of Russian Federation have the own right to decide about recognition of qualifications obtained abroad in order to continue their education without the recommendation center ENIC / NARIC.

10. Recognition of Prior Learning

With the introduction of the unified state examination, in Russia appeared a national mechanism for the recognition of prior learning. But it is improving the forms and procedures for the recognition of prior learning in formal education only. Mechanisms of recognition for informal education does not exist. Work on their creation begins and it is regarded as an essential condition for learning throughout life. But as the National Qualifications Framework in Russia has not been approved the continuing

education (LLL, learning throughout life) is not recognized in the Russian universities as mission of higher education.

11. Conclusion

The process of formation of the European Higher Education Area has taken a long period as in the EU, and in the Russian Federation. Analysis of the status of implementation of EHEA in Russia shows that real integration of Russian higher education system into the EHEA for the period since 2003 has not occurred. The spontaneous solutions of RF didn't lead to the intended results that initially were planned to 2015. However, the interest in integration is maintained in RF higher education system and the international activities of the universities aim to introduce the basic principles of EHEA.

Accordingly, the government level of management of higher education system In RF announces the commitment to the following development priorities of the European Higher Education planned to 2020: social dimension of the process; lifelong learning; employment of graduates; student-centered learning; integration of education, research and innovation; development of academic mobility; scientific support for the process (data collection and processing); ensuring transparency; funding. So the process will continue.

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