

**EDUCATION FOR ALL:  
Russia's National Framework for Action.**

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## **I. Introduction**

Alongwith all other participants of the World Education Forum (Dacar, Senegal, 26-28 April 2000) Russia has approved "The Dakar Framework for Action. Education For All: Meeting Our Collective Commitments", thus welcoming responsibilities taken on by the international community in the last 90-th based on human rights.

Russia welcomes commitments accepted by the international community in relation to the basic education, particularly at the following world forums:

- Conference on Environment and Development (1992);
- World Conference on Human Rights (1993);
- World Conference on Education of People with Limited Opportunities: Access and Quality (1994);
- International Conference on Population and Development (1994);
- World Summit for Social Development (1995);
- 4-th World Conference on Feminine Conditions (1995);
- Meeting of the International Consulting Forum of the EFA to assess mid-decade results (1996);
- 5-th International Conference on Adult Education (1997);
- International Conference on Child Labour (1997);

Russia pledges to support "The Dakar Framework for Action", elaborated to meet basic educational life-long requirements of any child, young man and adult of the single generation and subsequent maintaining of the attained level.

## **II. Information Sources of the Decade Assessment Report**

The national EFA plan included, as much as possible, a complete evaluation of outcomes, lessons and targets set for the decade in six major EFA targets and twelve important strategies.

The EFA National Action Plan was elaborated with the help of a number of earlier papers on the situation in various social spheres, e.i.: Annual Governmental Report "On Children Situation in the Russian Federation", "On Population Conditions in the Russian Federation in 1994 to 1998"; National Report "On Progress Achieved by the Russian Federation in Implementation of the Objectives of the World Declaration and Action Plan of World Summit on Child Problems", Assessment Report on "Education in the Chechen Republic: Situation Problems, Restoration Problems"; papers of the Federal goal-oriented Programme "Children of Russia"; "Concept of Russian Education Modernization up to 2010", Laws "On Education", "Higher Education and Post-University Education" etc. State statistics and research results have also been involved.

Papers of Family and Education Institute, Russian Children Fund Child Institute, Population Social & Economic Institute, Russian Centre of Youth Welfare; Russian Social Centre for monitoring family policy, families having children; child neglect, medical and social rehabilitation of disabled children and their integration into the society, situation of children in large families and vice versa, adoption of children, - have been also broadly used.

Dissemination of research results and discussions were also prompted by publications in "The Family of Russia", "Social Protection", "Social Security", "Social Insurance", "Sociological Research Magazine"; as well as "The Family", "The Teachers Paper", "The First of September" newspapers; papers of conferences and workshops.

### **III. Assessment Report. Achievements, targets and lessons of the decade (1990 through 2000)**

#### **1. A general review of economic, political and social transformations in the society.**

After 10 years since the World Education Conference on EFA (5 to 9 March 1990, Jomtien, Thailand) Russia has undergone a large-scale political and economic transformation, making a strong impact on the society's life. The past decade was a time of making a new society and a new economy based on the principles of democracy, federalism, market relations and respect of human rights.

Alongwith the unquestionable progress in the fundamentals of the society's life, these large-scale historical changes have confronted Russia with new challenges, primarily in what concerns keeping a decent standard of life and the need for elaborating and launching mechanisms of counteracting new risks for teens and young folks – neglect, growth of social orphanhood, drug addiction, violence against children.

Political and socio-economical reforms of late 80-th and early 90-th have largely influenced Russia's education, thus making it possible to introduce the academic autonomy of higher education institutions, provide a variety of educational establishments and curricula, as well as the development of the multinational Russian school and non-Governmental sector of education. These developments were reflected and fixed in the RF Law "On Education" and Federal Law "On Higher and Postgraduate Professional Education". However, the overall socio-economic crisis of the 90-th substantially diminished positive trends. The State, in fact, falled back from education, leaving it to survive and forget nation's pressing needs.

An obsolete and overloaded content of school syllabi is unable to provide secondary school graduates with fundamental knowledge, the most important of which is the new approach to mathematics, informatics (including skill of search and choice of information), Russian and foreign languages, basic social and humanitarian subjects (economics, history and law). Vocational training, in its turn, is still far from solving the problem of "skill hunger", demanded by new skill requirements. Meanwhile, numerous vocation graduates fail to find employment and suitable place in the modern economy. Under conditions of social breakup all these drawbacks were aggravated by an unequal access to a high quality education depending on family income.

#### **2. Decade Strategies in Education**

##### ***2.1. Governmental support of education***

Back in the 90-th Russia as the former USSR's successor started to apply international commitments ensued from the World Declaration of the EFA (Jomtien, Thailand).

Being aware that the key element in the Russian Federation's success in surmounting political, economic and social difficulties shall lie in the standard of citizens' education, the first draft RF Law "On Education" was adopted in 1992.

The Constitution of the Russian Federation approved on December 12, 1993 (Article 4), secured education rights for all citizen. Equal access to free-of-charge pre-school, general (basic and full) secondary and primary vocational education in Governmental and municipal

institutions is guaranteed by the State. General secondary education is compulsory. Parents and guardians are held responsible for the provision of the general secondary education to the children. Everybody has a right to compete in getting secondary vocational and higher education at Governmental or municipal higher education institutions. Nobody can be denied this access for reasons of his or her welfare standards. The Russian Federation sets federal state educational standards and supports various forms of learning and self-education.

In 1994 the RF Government approved the Federal Education Development Programme

In 1996 the Law "On the Higher and Postgraduate Education" was duly promulgated.

In 1998 RF Laws "On Education" and "On the Higher and Postgraduate Professional Education" were altered and amended. This legislative job was done by the nation's academic circles as well as international and Russian experts (Council of Europe).

Adoption of these documents is the evidence of the priority Russia gives to education in its domestic policy.

## ***2.2. Pre-school training and learning***

Despite economic difficulties of the transitional period, Russia has maintained the system of pre-school learning. An easy access to pre-school institutions for children was largely due to a well-timed decision to cut down parents' payment for infant development programmes. Some drop in the percentage of babies covered by pre-school institutions (from 66% in 1990 to 55% in 1999) may be explained by a number of reasons, mostly by the fact that since 1990 women (or one of the parents, by their choice) obtained a right for baby nursing leave up to 3 year-old age. Parents usually keep their babies of this age at home.

The network of pre-school institution now numbering a total of 53.9 thou. units consists of a broad set of varieties: a single or a few upbringing priorities for babies (2,3 thou.); compensating kind (1,6 thou.); medicare and health protection (1,3 thou.), combined type (8,5 thou.), baby upbringing centres (0,5 thou.).

## ***2.3. General education***

Very popular among general education schools are now those with advanced studies. They make around 15% of the total; while lyceums account for 2% and classic secondary schools for 3% of the number of general education schools.

At the same time the drop in resources, primarily financial, caused piling up a heap of serious problems in teaching quality. There is a shortage of teachers, dilapidation of school buildings, sometimes lack of new textbooks.

Regional differences in child teaching have become all the more obvious, particularly in subsidized areas, countryside, Polar Regions where teaching is maintained at the least possible level.

## ***2.4. Professional (vocational) education (primary, secondary, higher)***

Primary vocational education has now at its possession well established schools of an advanced type, mostly vocational lyceums, training skilled labourers. They amount to 23,9%

of the total number of training institutions.

The process of renovating the system of state secondary vocational education has given rise to new types of training institutions, i.e. colleges whose share in the total number of such institutions is about 40%. Colleges train skilled personnel for hi-tech needs, social sphere and other activities that require a high IQ of labourers.

Among higher education institutions university sector accounts for 50% of the total number of state institutions. Academies' share is about 30%.

Development of various types of vocational education institutions went together with the removal of their rigid branch-oriented targets that became an obstacle to new needs conditioned by structural changes in the economy and development of regional labour markets.

The network of vocational education institutions has substantially expanded by itself. Lyceums, secondary technical school, colleges, higher education institutions and their affiliations became more accessible to people of even the remotest areas of the country. The system of open (distant) learning is also gradually growing.

One important outcome of renovating vocational education is an appreciable change in training structure according to professions, skills, special knowledge approaches. These developments were called forth by more personally-oriented education in getting skills and specialities, as well as by labour market demand for more employment in humanities, services, information technologies. A number of skills has intergrated into larger ones. Thus, 1200 former labour skills have been pooled to 293 integrated labour specialities. In the sphere of the secondary vocational education the number of skills has dropped by 12% by way of integration. Meanwhile, in the higher education some 35 skills (about 10% of the total) have been pooled in the framework of the vocational training directions.

### ***2.5. Development of alternative education. Lessons and opportunities***

One essential change in the educative activity is the development of alternative syllabi and curricula that gives learners a broader option in choosing suitable standards and kinds of education depending more on the market demand.

Development of alternative curricula has resulted in a marked expansion of the range of educational publications. This has involved competition among authors and publishing establishments that, in its turn, has made it possible to choose the best books to print.

An important impact on the development of education was provided by rendering educational services on the paid basis. On the one hand, this has extended learners' opportunities for choice of educational standard and content; secondly, under conditions of scarce budget finance, it has allowed to raise more money for the development of education institutions. Practice has shown that even in complicated socio-economic conditions the population is ready to pay for its education. Thus, paid enrolment to state universities in 2000 amounted to 40% of the total admission.

A growing role in the supply of more opportunities for a desired education is now played by non-governmental higher education institutions. As of now their number is about 700 with an attendance of about 500 thou. students which makes almost 10% of the total student attendance nationwide.



As a result, the total number of students at the nation's higher education institutions is about 4800 thou. people, or 327 people per 10 thou. population.

In addition to individual substantial financial flows from other outbudget sources more people started to come to the system of education. All this has led to a multi-channel financing of education enabling education establishments partly compensate scanty budget finance.

### ***2.6. System of educational statistics***

Current changes in education are reflected in educational statistics that contain a wide range of information about the situation as a whole as well as quantitative and qualitative aspects of these changes. Gradually, statistics are amended by the data meeting international requirements.

However, to day's statistics are mostly targeted at the quantitative aspects of education and educative activities, whereas assessment of these activities and their efficiency is subdued. Profound changes in management, organization and finance of education have not been yet adequately reflected in the statistics.

### ***2.7. Information Technologies in Education***

The past decade in the world was marked by active processes of global informatization of all aspects of social life. The progress of information technologies and rates of their development has had a vital impact on the economy, life standard, national security and role of state in the world community.

The world has long been applying distant learning as an extremely important component of the open education. In this international backdrop the situation in the informatization of the Russian school looks inadequate.

The majority of computers installed at schools in 1985-1992 are early-generation machines. Over the last 7 to 8 years no centralized supply of computer equipment has been practically carried out.

Some job was done in local communities, large cities and industrial centres, but these were just rare efforts, unable to have a substantial influence on the real situation at nation's schools. At present only one computer with an up-to-date interface serves 500 consumers. Less than 2% of education institutions are equipped with network communication while a mere 1,5% have a world web outlets.

Less than 20% of schools have now informatics experts on their staff. Use of information technologies and Internet facilities at general education schools is limited and loosely linked with teaching process. This is due to an obsolete and weak equipment, absence in the Russian-language Internet of teaching information switched into the learning process of an ordinary school, incompetence of teachers to use information technologies.

Particularly grave situation in the process of building up a united educational environment net relates to the rural school. Even under current norms rural schools at the end of 2000 were equipped with computers by a mere 5%. Lack of phone communication in many villages makes impossible to provide schools with an ordinary e-mail, as a most widely-spread and the simplest telecommunication facility. All these circumstances put more

obstacles to raising quality of education in rural schools and making equalizing access to getting appropriate education.

## ***2.8. Conclusion***

With this in mind, and considering education of youth in keeping with international standards as one of the principal conditions of Russia's successful integration into the world economy, the Government of the Russian Federation has given priority to the sphere of education and appropriate financial provision of this target in the forthcoming decade.

### **3. Decade strategies targeted at social development and legal protection of citizens**

EFA objectives can not be solved by efforts of a single ministry. Such a solution requires a broad administrative collaboration, political and social support, profound analysis of the nation's social sphere as a whole.

#### ***3.1. Support of the social and legal sphere at the Governmental level***

The past decade has witnessed building up of a practically new integrated system of child legal protection adapted to new socio-economic conditions. Over 200 legal acts affecting vital aspects of family and child life and aimed at strengthening their social protection have been enacted since 1992, including Federal Laws, RF President's Decrees and RF Government's Decisions. Of a particular importance was the 1998 Federal Law "On Main Guarantees of Child Rights in the Russian Federation" that decreed main legal guarantees of children's rights and interests and mapped up appropriate activities to secure child rights in the Russian Federation.

RF President's Decree of June 1, 1992, "On Immediate Measures for Implementation of the World Declaration on Child Survival, Protection and Development in the 90-es" ordered RF Government and executive authorities of RF Subjects to be guided by this principle in drafting budgets of all levels, supply of material resources, investments of civil engineering projects and other activities. At the same time the above-mentioned Decree laid the foundation of forming a nationwide mechanism for solving these objectives, i.e. adoption of stop-gap measures for solving child problems; solution of long-term targets for the improvement of child conditions through goal-oriented programmes (such as the "Children of Russia" Programme, part of Federal programmes nationwide; and elaboration of similar regional programmes aimed at child welfare); elaboration of the list of compulsory state-guaranteed free services through the maternity-and-child protection projects; establishment and reinforcement of a new type territorial networks for social support of families and children; as well as staffing administrative system (RF ministries and agencies) by departments or experts in charge of child problems.

By virtue of rights entitled to them, RF Subjects also adopted legislation aimed at child welfare, which in the majority of cases has positive effects. Some of the regional authorities also promulgate laws introducing extra maternity-and-child allowances, other sources of social assistance, new forms of upbringing parentless children, family education.

Most pressing problems of child welfare improvement are now chiefly solved through implementation of goal-oriented programmes. This practice helps provide a closer administrative collaboration, consolidation and adequate use of allotted resources.

1993 was the year of the commencement of the "Children of Russia" Programme that

determined nationwide targets and ways of complex solution of children who need a special social protection and special learning (disabled children, orphans, refugees, children living in Polar Region, those suffering from the ravages at Chernobyl Nuclear Power Station), as well as measures for protection of child health; child neglect and juvenile delinquency prevention; development of social service system for children, provision of summer holidays etc. On 1994 the "Children of Russia" Programme got a Presidential status. The latest trend of economic growth allowed to provide a fare financing of the "Children of Russia in 1999 through 2000.

### ***3.2. Support of Family at Governmental Level***

In the family support policy the Russian Federation follows the principle that the family is society's most important cell, a natural and best surrounding for child upbringing, providing him with comprehensive development, education and protection. A new set of measures was developed in the 90-es for support of families having children fitting to new socio-economic conditions. A new RF Family Code came into being followed by adopting main directions of State's family policy.

One of the most significant and efficient elements in the child policy was the creation in 1993 of a principally new, individually oriented far-flung network of mother-and-child social care institutions. Its chief objective was the prevention of family troubles, addressed help to families and children in critical life situations, assistance to children with behavioral deviations, disabled children, orphans, in their social rehabilitation and adaptation to the family and society. The network of institutions charged with these problems rose from 107 in 1993 to 2240 by early 2000. In 1999 the assistance of various kind in mother-and-child social institutions was rendered to 2 million families and 2,5 million children.

The interests of families having children were taken into account during revision in 2000 of RF tax legislation. Tax rates were diminished for families with children (rise in tax-free part of parents' individual income). Same will apply to money spent on learning and medicare.

### ***3.3. Measures for Improvement of Child Situation at the Governmental Level***

Cutback in real incomes of population resulted in a substantial undernourishment of children, particularly in the families with incomes under living wage, which is why the dietary problem in recent years acquires a growing importance.

Measures taken in execution of RF Government's decisions "On the Immediate Steps on the Improvement of Child Conditions in the Russian Federation" (1992) and "On Regulation of Free Provision of 1 to 2 year-old Infants with Special Milk Products of Bottle-Feeding" (1997) have allowed to provide 1 to 2-old infants on priority principles, particularly 1-st year infants from low-income families, with milk products in almost all Russian territories. The importance of breast-feeding led to its active popularization and support.

Simultaneously, steps were taken for the provision of nourishing food at the regular child institutions (kindergartens, schools etc.). For example, pre-school babies are fed all day long they spend at their respective institutions. In schools, even though financial resources are short, children from socially vulnerable families (large, incomplete or poor families) are provided with at least one hot meal.

A sustained policy and buildup of state allocations (including money of Federal

Budget and RF Subjects' budgets), involvement of non-governmental organizations allowed to overcome a temporary failure in the provision of summer holidays for children ("Summer Holidays for Children" Programme within the Presidential "Children of Russia" Programme). In the summer of 2000 a total of about 9 million children was covered by organized holiday health and sanitation camps. Investment into child health and rehabilitation programmes not only favourably affect nation's health, but prompt a creative development of children and make a substantial element of fighting child and youth neglect.

One evidence of child interest priority is the fact that even though insurance tariffs are cut down, Social Insurance Fund's money, allotted to child health and rehabilitation purposes, remains intact.

### ***3.4. Problems of Orphans and Ways of Solution***

Still, the burden of socio-economic and ideological transformations in the society gave birth to such a phenomenon as "social orphanhood", when, though their parents are alive, children, in fact, are homeless. Growth of orphanage is also an aftermath of the increase in mortality at working ages.

As a result, the number of orphans and children deprived of parental care, has grown 1,5 times over the past decade, having reached 636.9 thou. people. During the last 5 years over 100 thou. people become orphans or children without parental care annually. Nevertheless, acting legislation and practical steps have allowed to ensure that only one fourth of orphans were brought up and trained in boarding schools. This is considered in the Russian Federation as one of the most important and first-priority problems.

463 thou. orphans live and are brought up in family surroundings – they are either adopted or taken in guardianship.

With a view to increasing the number of orphans given to wardships, an intensive search is going on for various new forms of housing children without parental care. Thus, Family Code enacted the institution of an adoption family; experimental research is done on such a kind of family upbringing as patronage, community childcare teams in the social and rehabilitation centres and social orphan shelters for children and teenagers. A comprehensive approach to passing over a child to a family with his preliminary medical and social rehabilitation and preparation of families for child adoption or wardship is practiced by modern-type institutions such as centres for the assistance to children deprived of parental care. A significant progress in this sphere has been achieved in a number of Russia's regions.

Traditionally, Russia has always had a far-flung system of institutions for orphans. In spite of much up to-date effort it will be hardly possible to do away with boarding orphan institutions in the short run. So, to-day's practice is breaking up children's homes and boarding schools into smaller units to improve conditions of living, upbringing and learning for this category of children. New cadet schools, those with initial flying practice, wide-range boarding schools, municipal trusteeship centres based on children's homes, have been also lately coming into being.

More orphans were able to obtain general (secondary) and vocational training between 1997 and 2000. This, particularly, was due to raising age limit (up to 18 years and more) of youth's living at boarding institutions, post-boarding adaptation of pupils, granting extra social preferences for orphans enrolling in the primary, secondary and higher vocational

education institutions.

The society has been lately showing a growing interest in the conditions of training and education of orphans at boarding institutions. One evidence of this is the elaboration of an instrument of independent control over observance of child rights, including the right to education, in governmental institutions, currently carried out with the participation of non-governmental agencies, researchers and regional child rights commissioners.

### ***3.5. Child Neglect Problems, Solutions***

A new challenge for Russia in the past decade was presented by the problem of child neglect. Elimination of this social evil was named by RF President and Government as a priority for further development. The crucial moment in the fight against child neglect has to be a humanitarian approach to the ways and means of the solution, switching over from repressive measures (confinement of neglected youth in closed-type reformatories) to social and preventive steps to attain a highest possible warding off of the neglect, social rehabilitation of neglected youth and reintegration of them into the family and the society.

Since 1993, by virtue of a Presidential Decree, the work has been going on for setting up a system of specialized institutions for little children needing social rehabilitation (social rehabilitation centres for minors; social shelters for children and teenagers; centres of assistance to children without parental care) as an alternative to temporary confinement centres for juvenile delinquents. The network of such institutions rose from 30 in 1993 to 700 by early 2000. In 1999 alone assistance was rendered to 167 thou. minors and 92 thou. of families; 41 thou. of families were looked after by officers of the said shelters and centres. Prevention of child neglect is also furthered by the activities of child-and-family social assistance centres that help population psychologically and educationally. The efficiency of this newly established system is corroborated by statistics: in 1999 alone 69.9 thou. children who had gone through social help institutions, returned to their kinsfolk; 2.7 thou. were passed over for adoption or guardianship.

Following state-sponsored activities, the Church and non-governmental organizations also took part in setting up orphanages for neglected children.

The fight against child neglect is considered by Russia as a problem of national importance, that can only be solved by joint efforts of all systems involved in child protection. In this context RF Government approved in 1999 Framework of activities of all Federal executive authorities for prevention of child neglect in 1999 through 2000. It includes elaboration of the procedure of revealing, registration, medical examination and settling of homeless children, getting them to school.

Since 1997 authorities have been realizing a target-oriented programme "Prevention of Child Neglect and Juvenile Delinquency", a part of the "Children of Russia" Presidential Programme, including elaboration of methods aimed at social rehabilitation of neglected children; support of the network of specialized institutions for minors in need of social rehabilitation; preventive measures of a general nature; development of children's positive interest to useful activities at leisure hours. The Programme is also targeted at retraining and upgrading of social workers, involved in corrective education and psychology.

Legislation is also making a headway: 1999 was the year of promulgation of the Federal Law "On Fundamental Principles of Child Neglect and Juvenile Delinquency

Prevention", that laid a legal foundation for coordination of activities of all governmental bodies, institutions of various departmental belonging, involved in child neglect prevention programmes, as well as for social rehabilitation, coming back to family links and return of children to normal everyday life.

### ***3.6. Problems of Refugees and Forced Migrants; Ways of Solution***

Registration of refugees and forced migrants in Russia began in 1992. By early 2000 registration covered 880.4 thou. forced migrants and 79.9 thou. refugees, including 292.2 thou. youngsters under 18. Social protection of these children is realized on the basis of Federal Laws "On Refugees" and "On Forced Migrants", as well as in the framework of the Federal Migration Programme and Federal goal-oriented programme "Children of Refugees and Forced Migrants".

Officially, 978.4 thou. people have now the status of a refugee or a forced migrant. Children account for 30% of the total number of registered refugees and forced migrants. Almost every fifth child comes from a large or an incomplete family.

For a short period since launching the Federal goal-oriented programme "Children of Refugee and Forced Migrant Families" it has become possible to provide material aid to more than 60 thou. children of refugee and forced migrant families of 77 RF Subjects. Extra free meals (lunches and breakfasts) were provided in the general and vocational training institutions for over 16 thou. children from hard-up families of refugees and forced migrants. Over 17 thou. children of school age received aid by the beginning of the school year, more than 1 thou. children living in the centres of temporary housing got money to buy school textbooks, clothes, footwear and sportswear. Measures were taken to ward off infectious and parasitic diseases. Children who came without parents were medically examined and, if need be, appropriately treated. Institutions of socio-psychological rehabilitation of refugees and forced migrants were working full swing. Summer camping and resort treatment were provided for more than 6 thou. children. However, conditions of refugee and forced migrant children were only partially improved.

The problem of socio-psychological rehabilitation of refugee and forced migrant children remains knotty, particularly at the early stage of their adaptation. Institutions of psycho-educational and medico-social aid and centres of temporary housing for refugee and forced migrant children, involved in comprehensive rehabilitation activity, need equipment and implements. Still unresolved remain problems of medical service provision for refugees, forced migrants and their children while their applications for granting a corresponding status are under study.

Locations with dense refugee and forced migrant population often sharply lack medical, teaching and sports equipment in the institutions of education, health and social service, that receive refugee and forced migrant children.

### ***3.7. Chechen Republic***

Rebuilding of health and education systems in Chechnya continues.

As soon as an inhabited area is liberated from terrorist bases, children living there are entitled to get state allowances. As of November 1, 2000, allowances were fixed for more than 370 thou. children. The money for this purpose is earmarked from Federal Budget. In the

summer of 2000, some 23 thou. children from Chechen Republic were provided with summer rest and treatment in the resorts of RF neighbouring Subjects.

The system of education resumed full-fledged activities from September 1, 2000. Out of the Republic's 452 schools 389 continue teaching. They are attended by 159 thou. children. Teaching process has been also resumed at 3 higher education institutions, 8 institutions of secondary vocational training, 11 primary vocational training, 16 pre-school institutions.

The problem of restoring normal life of children in the Chechen Republic is of a long-run nature. Measures aimed at attaining this goal are stipulated in the current programmes of the Republic's rebuilding as well as Federal programmes for the forthcoming period.

### ***3.8. Problems of Extreme North (Polar Territories)***

Russia's particular feature is her vast northern territories whose population includes some 3 million children, out of whom 60 thou. children come from the North's aboriginal people. The problems of this region are extreme living conditions, natural difficulties to have an access to education, rest, medical treatment. State legislation makes provision for certain preferences including reduced prices for children to reach education institutions, medical establishments, resorts.

There is a goal-oriented programme "Children of North" that is being realized since 1993 as a part of the Presidential "Children of Russia" Programme. The programme's main objective is to ensure accessibility to the fundamental social achievements for all and every child under conditions of remote dwelling and extreme climatic and natural environment. Particular attention is attached to the introduction of most up-to-date educational and medicare technologies, adapted to the North's specifics including the creation of a telemedical network, development of distant learning for children.

### ***3.9. Disabled Children, Ways of their Rehabilitation and Socio-Educational Adaptation.***

Over the last decade the number of registered disabled children rose twice and reached 592 thou. people by early 2000. This is attributed to both deterioration of child health and liberalization of rules recognizing child disability. However, for the last two years the number of disabled children has not grown.

Various aspects of disabled childcare, families, who bring up disabled children, their rights, first of all the right to health protection, social maintenance, medical rehabilitation, have been stipulated in the last decade by laws, RF Presidential Decrees, decisions of the RF Government. There is now a parcel of social guarantees and preferences that is summoned to compensate a disabled child for certain limitations because of his health conditions, ensure as much as possible equal opportunities for all.

The law of 1999 increased the age for recognition of child disability from 16 to 18 years, which meets international standards.

Efforts in fighting child disability are chiefly focused on preventive measures to ward off this phenomenon; mass examination of new-borns in order to reveal possible deviations in baby development at an early stage and take necessary steps of medical rehabilitation; provide disabled children with technical rehabilitative implements; render assistance to families upbringing disabled children. Chief objective is a comprehensive medical rehabilitation of such children in family surrounding. An efficient instrument for reaching this goal was found

in the development of new specialized social rehabilitation centres for children and teenagers with limited opportunities. A total of 182 rehabilitation centres and 206 rehabilitation departments in other institutions of child-and-family social services was recorded by the beginning of 2000. In 1999 they helped 116 thou. children and about 41 thou. families with disabled children.

Since 1998 rehabilitation of disabled children has been going on through individual programmes including medical, professional, social rehabilitation and educational assistance. In 1999 alone institutions of medico-social examination mapped out 46.2 thou. individual rehabilitation programmes for the disabled.

In 1993 a goal-targeted programme "Disabled Children" was launched in the framework of the Presidential "Children of Russia" Programme. Its objective was setting up an efficient system of disability prevention and rehabilitation of disabled children. The Programme is the main source of providing blind, weak sighted, deaf and semi-deaf children with technical means of the individual and collective use, development of rehabilitation centres for children and teenagers with limited opportunities, as well as improvement of conditions in boarding houses for disabled children.

Similar programmes are underway practically in all RF Subjects.

The absolute majority of disabled children are brought up in families, and just 5% of the total live in boarding institutions. There is a total of 155 boarding houses for disabled children recorded at the beginning of 2000, which house 29.6 thou. children, half of whom are orphans.

### ***3.10. HIV/AIDS Fighting Programme***

Since 1993 AIDS prevention activities have been carried out under a goal-oriented "Federal Programme of 1993-1995 for Prevention of AIDS Spreading in the Russian Federation", "Federal Programme for Prevention of Spreading in the Russian Federation of the Disease, Caused by the Virus of Human Immunodeficiency (HIV), for 1996-1997 and through to 2000."

### ***3.11. Conclusion***

The importance of a comprehensive approach and its efficiency is illustrated by the approval in 2000 of 10 Federal Child Conditions Improvement Programmes for 2001 through 2002 by the RF Government. The Government applied to the RF President to have these programmes incorporated, as before, in the Presidential "Children of Russia" Programme. Much more finance is sought for to cover the 2001-2002 programmes. The 2001 Federal Budget stipulates that the "Children of Russia" Programme's expenditure is increased by 23,4%, including "Development of Family-and-Child Social Service" 41,6%; "Disabled Children" 28,8%; "Prevention of Child Neglect and Juvenile Delinquency" 26%; "Orphan Children" 20,2%.

The work is about to finish in Russia on the "Fundamental Principles of RF Government's Long-Term Socio-Economic Policy", whose principal targets in changing economic conditions are, first, support of socially vulnerable population sectors, and, second, investment in human development, chiefly education. It is correctly said that economic growth is a mere dream unless it is bolstered up by human investment – education, public



health, science and culture. The said long-term development strategy will help build up society's efforts for child care, development and protection; but for them, no objectives put forth by the World Education Forum (Dakar, April 2000) can be achieved.

## **IV. National Framework for Action and Strategy of Reaching EFA**

### **Objectives up to 2015**

#### **1. Russian education and world development trends**

Russia's education policy, reflecting overall national interests in this sphere, takes also into account world trends, that call for profound changes in the system of education, e.g.:

- acceleration of society's development rates; expansion of political and social choice opportunities that requires an active individual motion to such a choice;

- transition to a post-industrial information society; marked expansion of cross-cultural collaboration, where man-to-man tolerable relations assume prime importance;

- emergence and growth of global problems, that can only be solved by international cooperation requiring quite a new thinking from the younger generation;

- steady economic growth; competition; reduction of unskilled and semiskilled labour, deep structural changes in the employment sphere, meeting the demand for professional retraining and upgrading, growth of labour mobility.

- growth of human capital which in developed countries accounts for 70 to 80% of national wealth, which, in its turn, paves the way to a fast-paced development of education of both youth and adults.

The home system of education is an important factor of Russia's retaining an honourable place among world's leading nations and her international image as a country of a high-level culture, science and education.

Of a particular importance is the development of a fruitful cooperation and keeping a common educative space in CIS, educative support of compatriots abroad.

The School, broadly thinking, shall become the most important factor of humanizing socio-economic relations, building up new life principles of an individual. A developing society wants educated, moral-driven and business-active people who can take independent responsible decisions in changing situations, forecasting their possible after-effects; who are friendly, mobile, positively disposed; have a deep-rooted feeling for their nation's future.

Education in Russia's present-day development being closely and inhirently tied up with science, becomes a major motive power of economic growth, increasing its efficiency and competitiveness, which makes it one of the most important factors of national security and welfare, well-being of every citizen. Educational potential has to be fully used for society's consolidation, preservation of a united sociocultural space of the country, warding off ethnic tension and social conflicts basing on the priority of human rights, equality of national cultures and various confessions, levelling out social difences.

Multinational Russian school will have to reveal its importance in keeping and developing Russian and native tongues, forming Russian consiousness and identity. Reformed education shall play a key role in safeguarding the nation, its genetic roots, securing a sustained, dynamic development of the Russian society – the one with a high living standard, civil, law-abiding, highly professional and decent people.

It will be imperative to ensure an equal access of young folks to a high-quality education in conformity with their interests and personal inclinations irrespective of family income, residence, nationality and health. All efforts have to be put forth for the social protection of children and teens deprived of parental care. Another important target is also making up a professional elite, picking up and support of the most gifted children and youth.

## **2. Medium-term programme of the Russian Federation's socio-economic development**

In July 2001 the RF Government approved the "Medium-term programme of the Russian Federation's socioeconomic development (2002 through 2004)". Its items are targeted at attaining long-term objectives included in the Strategy of Russia's social and economic development up to 2010, i.e. securing a sustained growth of people's living standard, shortening the gap in welfare with the most economically advanced nations. Achieving this goal is only possible by building a dynamically developing market economy with a durable and clear legislation, less dependent on the world situation, optimum participation of the State in the economical life with simultaneous enhancing its role as a guarantor of security as well as social standards, economic freedom, financial stability and an efficient infrastructure.

### ***2.1. Social Policy Strategies***

Social policy's prime objective is a permanent raising population's living standard and diminishing social inequality, provision of all-round accessibility to major social achievement, first of all a high-standard education, medical and social service.

More serious efforts will have to be exerted to help solve important social problems, such as:

- a high level of poverty and a substantial difference in the population's money assets;
- an unfavourable demographic situation marked by a low birth-rate and expectancy that results in demographic ageing and natural decrease in population;
- a wide-spread practice of allowances and compensation payments irrespective of recipients' real need;
- scarce financing of the socio-cultural sphere.

With this in mind the RF Government will focus its effort on the following activities:

growth of population's money income and levelling out the differences by raising wages, increasing the percentage of wages in the GNP, improvement of pension maintenance in the progress of the pension reform and securing a more direct approach to the population's social support (redistribution of social expenditure for the needy with a simultaneous reduction of social transfers to the families fairly well provided for; rechanneling of allowances and compensations in the money payments to the most hard-up people.

- a significant reduction of social and economic poverty, first of all curtailing the extreme poverty in the locations of its largest concentration; providing a stronger protection for citizens most subjected to the risk of essential downfall in incomes and going down to poverty;

- Provision of a common accessibility to and an agreeable quality of the vitally

important social achievements, foremost of which are medical and social service and general education;

- indisputable priority of human investment, primarily education, that is a sine qua non to keep the country competitive in the world economy. Same concerns public health. This is why provision is made for a forestalled growth of allocations to social development compared to other sector of public expenditure;

- utmost protection of socially vulnerable citizens, who are unable to solve their own social problems and need governmental support;

- enhancing insurance principles of social protection in retirement due to loss of health, accidents at industries, or professional disease;

- provision of labour-age population with economic conditions that allow citizens to be able, by their own money, to have a higher standard of social consumption, including comfortable housing, better education and health, decent living standard at older years;

- creation of conditions for an efficient population employment; securing a balance between labour supply and demand, by means of raising the quality and competitiveness of labour force, development of migration processes;

- social development of rural areas;

- improvement of demographic situation by decreasing rates of population mortality and providing prerequisites for birth-rate stabilization;

- reformation of labour legislation, adapting it to the requirements of market economy.

## ***2.2. Demographic Strategy***

The objective of the demographic policy in the middle-term prospect is implementing measures for bringing down rates of population mortality and creating prerequisites for stabilizing birth-rates. In this connection Government's chief goals in demographic policy are as follows:

- elaboration of long-term programmes in demographic policies taking into account Russia's socio-economic growth prospects and regional features of demographic processes;

- elaboration of family support ways and means at child's birth including the increase of child-birth allowance depending on a recurrent delivery as well as child care allowance up to 1,5 years;

- improvement of medicare quality; development of prevention, diagnostics and treatment of socially-significant diseases;

- elaboration of steps for attestation of workplaces to reveal unfavourable factors affecting labourers' health, as well as incentives for employers who improve labour conditions and protection;

- mapping out and implementation of steps preventing crime, drinking and drugs;

- streamlining the system of medico-social rehabilitation of people who, because of life circumstances, got into scrapes (former inmates, homeless, tramps, unemployed).

More complete and reliable information about the country's population, needed for a large-scale research in putting down and adjusting demographic policy was to be obtained from the general census of the population and a new State Register of the RF's population.

### ***2.3. Main directions, stages and implementation means of the educational policy according to the Concept of modernizing Russian education up to 2010***

RF Government by its Decree of 2000 approved "National Doctrine of the Russian Federation's education up to 2005". This is a basic document instituting priorities of education in the policy of State, its strategy and principal development courses.

The doctrine draws objectives of upbringing and education, ways of their solving by means of the state policy in the sphere of education, expected outcomes of the education system development up to 2025. Its chief items: accessibility and free-of-charge principle of the general education, securing Russia's integral educational space; classification of the education and its sequence breakup (preschool, elementary, secondary, higher and post-university).

In 2001 the RF Government decreed the Concept of modernizing Russian education up to 2010.

Its chief objective was told to be securing an up-to-date quality of education, preserving its fundamental nature and adherence to current and long-run needs of the individual, society and state.

Renovation of education is a political and nationwide target, therefore it has not and would not to be realized as some departmental project. Society and state's educational interests may not always fit into departmental ideas of the entire system of education, which is why any prognosticated courses of renovation and further development of education shall never be confined to the framework of the educational community and educational department alone.

The point is that all Russia's citizens, families and local child-and-family communities, Federal and regional state institutions, municipal bodies, professional academic communities, research, cultural, commercial and public agencies shall become active proponents of the educative policy.

Educational streamlining's aim is building up an instrument of its sustained development.

Priorities and sequence of interdependent objectives are as follows:

- state guarantees of accessibility and equal opportunities of obtaining first-rate education;

- achievement of a new up-to-date quality of preschool, general and vocational education;

- elaboration of legal and economic mechanisms of involving and using extra-budget

resources;

- raising the social status and professional skill of education workers, enhancing their state and social support;

- development of education as an open state and public system based on the sharing of the responsibilities between education policy-makers, as well as raising the role of all educational process participants – learners, teachers, parents, educational institutions.

The cornerstone of the State's contemporary educational policy is its social addressing and levelling up social interests. Strategic goals of education's renovation may be achieved only in the process of a permanent counteraction of the educational system with representatives of the national economy, science, culture, public health, all agencies and public organizations concerned, with parents and employers.

Education reform affects practically every Russian family. That is why population will have to be always informed of the ABCs in the reform, its objectives and methods, while the results of public polls shall be thoroughly scrutinized by education management bodies and administrations and taken into account in all education reform activities.

The first stage (2001-2003) envisages a complete renewal of the State's responsibility in the educative domain. The State launches the process of educative reform, providing necessary condition for a large-scale participation of the whole society in the process. Renovation of educational system at this stage is closely linked with the process of its stabilization, involving introduction of the least possible budget allocations and solution of socially-significant problems.

Major directions and immediate steps of this stage's educational policy are as follows:

1. Passing the responsibility for payment of the general education institutions' staff and provision of the teaching process to RF Subjects' level and giving municipal institutions of the general education the status of a state education institution, and

- applying steps for a gradual transition to a share financing of preschool institutions and passing function of financing and implementing preschool educational programmes to the authority of the RF Subjects;

- elaborating legal base for joint establishment of educational institutions by the RF Subjects and municipal authorities, including educational "school-kindergarten"-centres.

2. Renovation of education content and improving control instruments over its quality:

- adoption of the general education's state standards;

- experimental launching of the general education's new content; relieving its load, orientation to an individual's demand and nation's present-day requirements;

- provision of conditions for profession-oriented training at the completing stages of a general education school;

- launching a state system of certification and quality control, independent of education management authorities;

- experimental introduction of various forms of the common state examination.

### 3. Improvement of education structure and increasing budget financing:

- provision of education budgeting as a priority. Annual increase of budget money, particularly, under Federal target programmes, aimed at education development, primarily, in the supply of equipment and information resources, retraining of educators, capital investment, financing of experimental innovations;

- financing of education institutions according to standards set up after experimental implementation of its models and other economic instruments of an efficient use of money allotted to education;

- clearing off education institutions' debts piled up as a result of inadequate execution of budget liabilities and poor financing of payments for using public utilities.

### 4. Enhancing social orientation of education system:

- elaboration and implementation of steps directed against child neglect, asocial behaviour of children and youth, social orphanhood;

- addressed social support of learners from low-income families, disabled children, orphans and children deprived of parental care;

- setting up a system of state education credit and aid to expand opportunities of obtaining secondary and higher-professional education for children from low-income families;

elaboration and implementation of a sub-programme "Athletic education and health of children, teen-agers and youth in the Russian Federation (2002-2005)" as a part of the Federal "Children of Russia" Programme.

### 5. All-round support of rural and suburban schools, giving them priority in information technology, teaching equipment, streamlining their educational process, provision of aids and implements.

### 6. Structural and institutional, renovation of the vocational training, its orientation to the Federal and local labour markets:

- priority to be given to the state support of major higher education institutions, scientific and creative schools, integration of academic, institutional and sectoral science;

- streamlining the structure and network of the elementary and secondary vocational training institutions, development of the system of vocational colleges, updating the content and raising the quality of vocational training, its orientation to local labour markets;

- development of adult education and continuous vocational training, concentration of retraining released and unemployed population at the institutions of primary and secondary vocational training;

- introduction of state-sponsored priorities in the vocational education (state order, pay-back subsidies);

- setting up a system of forecasting a prospective demand for skilled labour in profession and specialities, thus meeting requirements of the State to the vocational training institutions;

7. Provision of economic independence and a variety of educational institutions (organizations), prospective investment interest of the education system by amending the RF legislation and other legal acts, thus providing involvement of juridical persons and citizens making investments in education or giving it a gratuitous aid.

8. Raising social status, state support and professional standard of educationalists:

- extra payments for high-grade teaching work, longtime service in educational institutions, as well as incentives to young educationalists;

- basing on the revised Wages Tariffs preparing for fixing salaries of educationalists in dependent on with their specific teaching branch;

- improvement of pension maintenance of various educationalists, their medical and social insurance;

- deferment from the active military service for young specialists and teachers for the time of their employment at the institutions of general education, including children-homes, boarding schools and those of elementary vocational training institutions having state accreditation;

- elaboration and implementation of the high-rate "Russian Teacher" Programme in the framework of the Federal programme of the education development;

- upgrading and retraining of the teaching and administrative staff in their respective responsibilities on budget expenses.

9. A principal renovation of the system of a scientifically-elaborated methodical provision of education; rebuilding of teaching science; bridging up the gap between our education and the call of the present-day demands and up-to-date educational practice; increase of its importance in the support, design, research of educational innovations, continuity of ever-reviving learning.

10. Fitting legislation basis of education into the objectives of its renovation.

At the second stage, e.g. 2004 though 2005, all the activities put forth above, will have to be realized on the full scale, particularly those that had been experimentally checked at the first stage and after assessing the results won recognition. New models of education content, its management and financing have also to be put in practice. All this has to be founded on a detailed analysis of the regional experience and local specifics and shall provide for attaining major objectives of education reform, first and foremost its up-to-date quality and feasible accessibility for people.

Recent experiments will hopefully help make clear social risks of new forms and work out appropriate cushioning remedies. The second stage will include a steady expansion of education provision, primarily from budgets of all levels.

Particularly important at this stage is going to be the elaboration of instruments to



manage innovation processes, thought up to put new models in education. These models will be worked out and launched with the account of local features.

At the same time a more important role at this stage will have to be played by the society – businesses, families, municipal authorities, social organizations. This will be backed up by two factors. First, incomes of families and business (and directly dependent thereupon local budgets) will contribute to the commercial demand for education, first of all vocational training, and expand the support of educational organizations both in budget financing and sponsors' aid. Second, setting up a transparent management of education and corresponding institutions will help make various forms of public support and control efficient.

All in all, education will be increasingly oriented to the labour market and nation's socio-economic growth requirements. Contracts with eventual consumers will partly force out state orders (particularly at the primary and secondary vocational education). This will help bring down the rates of budgetary financing vocational training. At the same time budgetary financing of general education from regional and local budgets shall keep high growth rates up to the end of the current decade.

It is expected, that at mid-decade (2006-2010) first outcomes of the education reform will have to show up appreciably, i.e.:

- growth of the material provision, as a result of efficient switching financial flows (thus, private money coming to education could rise from 1.3% to 2.5% of GNP);

- a real improvement of the quality of general and vocational education, attaining an accepted standard by general school and international standard by the vocational school; on this account, Russia's export of educational services may reach 2 to 3 billion US dollars;

- reducing of social tension in the society, localization of social troubles, hotbeds of child neglect and delinquency;

- raising educationalists' wages will help heighten social status and improve standard of teaching community, particularly, make in younger;

- raising competitiveness and investment attraction of the vocational training as a result of progressive innovation of the material and technical basis of elementary and secondary vocational training, its adaptation to the labour market.

Approving this Concept, RF Government believes that in the forthcoming months, when it will be necessary to complete elaboration of new educational policy and update the entire education, all nation's state and public institutions will have to show determination and consistency in modernizing Russian education within the period up to 2020.

#### ***2.4. Federal goal-oriented programme "Children of Russia" for 2003 to 2006***

Acquired experience in the improvement of child situation in the framework of

Federal target programmes, assessment of the outcomes of the relevant objectives, revealing problems that remain unsolved, as well as socio-economic and demographic situation in the country's regions corroborate the expedience and necessity to continue this activity.

The Federal "Children of Russia" Programme for 2003 to 2006 worked out in accordance with the RF Government's Decision of March 13, 2002, N292-p, consists of five subprogrammes, i.e.: "Healthy Child", "Gifted Children", "Prevention of Child Neglect and Juvenile Delinquency", "Orphan Children" and "Disabled Children".

Programme's chief objective is building up an efficient all-round system of state child support, including diagnostic, preventive and rehabilitative measures, provision of an optimum living environment for children who got into a scrape. A consistent implementation of steps aimed at improving child conditions is expected to result in improving demographic situation in the country, strengthening her intellectual potential.

### **3. EFA Objectives and their Realization**

Given below is the national framework for action, that is expected to help everybody obtain education so that all people could fittingly contribute to the development of their society.

#### ***3.1. Expansion and perfection of comprehensive measures of infant care and training, particularly most unfortunate and vulnerable children***

Russia adheres to the Dakar Framework for Action in what concerns infants and their upbringing in a secure and careful environment, so that they could grow up as healthy, clever and well-protected humans capable of learning.

To uphold this objective Russia has been pursuing a policy of all-round social support of families having children.

"Children of Russia"'s one subprogramme is the "Healthy Child", whose prime objective is the provision of favourable conditions for child-birth, reduction of maternal and child, particularly infant, mortality rates, preservation and strengthening of health at all stages of child development.

The following activities are planned to bring about this objective:

- perfection of the maternity-and-child protection legislation;
- improvement of the obstetric and pediatric services, e.g.:
  - enhancing material and technic basis of disease-prevention medical institutions for mother and child;
  - introduction of the most up-to-date health-preserving medical, educational and social technologies in the practice of health, education and social protection institutions;
  - prevention of diseases and disability at juvenile age;
  - development of information technologies in the maternity-and-child protection sphere;

- perfection of training, retraining and upgrading of the medical, educational and social staff.

The Ministry of Education of the Russian Federation continues activities for preservation and modernization of the pre-school education network intended for babies from 2 months to 7 year-olds.

The RF Ministry of Education's action framework for 2002 to 2004 aimed at realization of the Concept of the innovation of Russia's education up to 2010 provides for more accessible pre-school education; a guaranteed system of a government-paid educational services of the pre-school institutions; support and development of their material basis at the expense of the founders; financing of child maintenance on the parents' account with a simultaneous addressed support of low-income families. The following steps are planned to reach these objectives:

1. Drafting the appropriate decision of the RF Government.
2. Elaboration of legislative and economic instruments of co-founding and co-financing of the pre-school educational institutions bearing in mind regional specifics, kinds and categories, nature of pupil attendance.
3. Experimental checkup and introduction of share financing of the pre-school institutions in Novgorod, Samara and Moscow provinces.
4. Elaboration of pilot general education programmes of upbringing, teaching and developing infants and minors in conformity with the requirements of the Federal components of pre-school training standards.

The expected outcomes of these activities are as follows:

- setting up a system of a share participation in financing pre-school institutions with simultaneous targeted support of low-income families;
- official documents and research methodical papers on the pre-school management quality.

Another draft Federal Law "On Pre-school Education" is currently underway, whose objective is to preserve the system of pre-school education and protect it against destruction, keep its inherent value and independent being.

Educationalists continue a nationwide experiment of working out and applying a science-meant methodical, legal and financial provision of the new forms of pre-school training based on a short-term attendance of children in a kindergarten.

More financing approaches for pre-school institutions are now being considered dependent on their kind and category. They are, to the effect:

- an order for the elaboration of Federal rates for budget financing of general-type pre-school institutions;
- drafting experiments of checking up and introducing subsidized financing of pre-school institutions on state-approved standard basis;

The chief objectives of the pre-school institutions are as follows:

- securing intellectual, individual and physical development of children;
- protection of life and child health;
- correction of child behaviour deviations;
- bringing children to human values;
- interaction with families for a full-fledged child development.

The contemporary system of pre-school education is a flexible far-flung network of the relevant institutions. They break up as follows:

- kindergarten (ordinary);
- kindergarten giving priority to personal inclinations of children (intellectual, artistic, aesthetic, athletic etc.);
- kindergarten of a compensating kind with a first-hand correction of physical or psychic digressions;
- kindergarten of general care and sanitation, primarily of hygienic and sports measures and treatment;
- a combined-type kindergarten (it may include the abovesaid kinds whatever the combination could be);
- child development centre – which is a kindergarten giving a physical or a psychic development, health correction and sanitation to all attending children.

Short-time groups (from 1 to 5 or 6 hours a day) will be also functioning. Much has been done in the regions to have records of children abstaining from kindergartens, and, by agreements with parents, new short-time groups are launched on mornings, afternoons, evenings, holidays with a single meal or without.

Provision is also made for developing a network of native kindergartens, giving the native pre-school tongue education to the attendants, as well as pre-school institutions teaching national language as a subject.

Particular attention will be attached to the methodical provision of pre-school education. Well underway are the syllabi and teaching technologies that take into account local conditions and requirements. Option of syllabi will allow educationalists to choose the content of education fitting to child individuality and his own inclinations. At the same time it will require a particular attention to the raising of the quality of pre-school training based on the state educational standard of pre-school education, now being elaborated on tender conditions. Until this standard is approved the sphere is governed by a methodical instruction letter "On Hygienic Requirements and Ultimate Load on a Child in a Regulated Learning System".

More will be done to remove duplication of child learning at pre-school and school

age. Essential role in this respect will play RF Ministry of Education's circular letter "On the succession of the pre-school and primary school syllabi", as well as the Draft Concept of Continuous Learning (Preschool and Primary Stage), published in mass media. These documents define continuity as a succession of objectives, tasks and targets in making up the content of education; they also outline psychological and educational conditions that make child development most efficient.

To protect children against the negative influence of low-quality game production, authorities elaborated and put in practice a Tentative procedure of checking up table games, computer and other games, toys and playthings for children. Draft documents are underway for the RF Government's Decision "On Expertise of Table, Computer and other Game, Toys and Playthings for Children". RF Ministry of Education's Department of Teaching Aids' Inspection has set up the "Plaything" section, that is intended to check up psychological and educational influence of toys and playthings.

Preservation and further development of pre-school education will to a large extent depend on the new Federal Law "On Pre-school Education", now being prepared, finalized state standard of pre-school education, experimental application and introduction of subsidized financing of pre-school education institutions based on the appropriate norms; elaboration of steps aimed at perfection of financing maintenance of children at pre-school institutions.

***3.2. Provision of conditions under which all children, particularly girls, children from trouble some environment and ethnic minorities could have by 2015 equal access to a free and compulsory, high-standard elementary education, and could complete it.***

Russia is ready to live up to the responsibility for providing everybody with rights to obtain a high-quality education at schools or in the framework of alternative programmes on the level that is considered "basic".

RF Constitution guarantees citizens' rights to education. RF Government is responsible for putting this into practice, creating legal and economic conditions for a free-of-charge complete secondary education within the state standard, providing all Russian citizens with an equal access to education irrespective of residence, family income and sex.

Accessibility to a high-quality education (including primary) means also constituting State's guarantees for the following facilities:

- learning and material base, employing up-to-date training and laboratory equipment and text-books;
- learning under conditions that guarantee protection of every learner's human rights, his mental and physical security;
- socio-educational and psycho-educational assistance to families;
- a free-of-charge use by learners of book-stocks in the state municipal and institutional libraries.

This is also underpinned by sub-programmes "Prevention of Child Neglect and Juvenile Delinquency", "Disabled Children" and "Orphan Children" that are parts of the Federal goal-oriented programme "Children of Russia". The above-mentioned sub-

programmes are targeted at the support and stabilization of family as the society's chief institution, raising parental responsibilities for child upbringing, perfecting preventive measures to ward off family troubles and social orphanhood.

Contemporary school education shows quite a number of positive trends, i.e.

- obvious turn of educationalists on the primary level to learning by choice;
- teaching staff has more freedom for creative approaches; a few schools work on the authority of teachers; more frequent is the use of international experience;
- parents are free to choose educational systems; parental self-consciousness is growing ;
- more attention is paid to educational support of child's individuality, building up his own path in education.

However, on a national scale these transformations may be till now attributed to rather few schools.

Negative trends in the primary school may be summed up as follows:

- health and emotional welfare of children are inadequate (school adaptation is a common thing);
- inherent trustfulness of children, open-hearted attitude to the world around them, positive self-appreciation do not develop and often frustrate;
- primary school way of life harms a natural and healthy childish curiosity and creative potential; child initiative remains unasked for;
- child individuality is often levelled out;
- a purely formalistic orientation of pupils does not leave space for individual child learning and development;
- teaching standard is dropping (in part, owing to a low prestige and low wages of teaching staff).

Russian education will have to accept foremost humanitarian values, retaining the best home traditions of a serious, full-fledged education.

The key factor in a successful development of a fast-moving and changing modern society is shaping up a self-dependent, responsible and thinking man. Education is capable to solve this task if it rests on the following principles:

1. Principle of humane assertion of the respect for and kindness to every child, elimination of any coercion and violence of his personality.
2. Principle of self-importance of every age, that is:
  - fullest possible realization of opportunities presented by a child's given age;

- aiming at a pre-empting development of a child's fundamental abilities;
- using achievements of the preceding development stage as a prerequisite for the child's successful transition to the next education level.

3. Principle of an individually oriented education, giving every child an opportunity for revealing his originality and creative potential.

4. Principle of a socio-cultural Principle of a socio-cultural openness of education, e.g.:

- respect for norms and traditions of various cultures, adaption to the changing world;
- support of educational initiatives of all participants of the educational space (parents, learners, teachers etc.);
- expansion of school's educational tasks (up to winning by a school a status of a local cultural centre).

The above principles determine the objectives of a primary school learning:

1. Protection and strengthening of child's physical and mental health, provision of his emotional well-being.

2. Development of a child as a subject of relations with people and the world aimed at:

- promotion and support of children's initiatives in all kinds of activities;
- teaching the art of human relations and cooperation;
- keeping an optimistic self-appraisal and self-assurance;
- expansion of individual options;
- securing a learning self-dependence .

3. Preservation and support of a child's individuality.

The chief target of the current reforms is the change of the primary school tenor. Absorption of learning subjects turns from the goal to the means of a child's emotional, social and intellectual development that help shift from teaching to self-learning. Primary school must become not a "habit school" but the child's first experience in education, trial site and space of revealing his personal potential and the ground of growing up.

More stop-gap targets can be singled out in the framework of the school primary education:

- applying only such educational technologies that contribute to physical and mental development and child health;

- building up a school corporation of learners and teachers by means of a joint search for new ways of activities, cooperation and understanding; attaining a balance between research and execution in pupils' learning process, working out collective and individual

approaches in school activities;

- reaching a proper interaction between the game and the knowledge in the learning process, incorporating learning work into out-class child activities (arts, labour, sports, games), looking for best achievements and experiences of children in their previous pre-school years;

- encouraging children's aspiration for further learning, helping them get down to a self sustained learning (ability to assess their own achievements and limits, expansion of opportunities by the resort to the assistance of others – both adults and boys and girls of same age);

- rendering an educational assistance to a child's individual development;

- setting up prerequisites for a child's creative progress in all possible activities.

***3.3. Creation of conditions, under which educational demand of all young people and adults could be met by equal accessibility to the appropriate curricula and means of getting everyday skills.***

RF Government is aware that no up-to-date and open economy is possible in the country unless an important portion of labour force has got a completed secondary education, or if all youngsters and adults are unable to obtain knowledge and develop their comprehension of values, social aims and professional skills.

The youth in their life are confronted to challenges and menaces, that put limits to their ability to learn, and that presents a grave problem for the education system. These challenges include unemployment, conflicts, drug abuse, school-age pregnancy and HIV/AIDS.

To overcome these menaces, Federal authorities adopted goal oriented programmes "Counteraction to drug abuse and illegal circulation", "Children of Russia", "Prevention of disease, caused by the HIV/AIDS infection".

By 2000 a total of 761 AIDS-infected children at the age below 15 were recorded by medical authorities. A sharp rise in HIV-infected number of children over the few past years was due to drug injections by youngsters at the age group of 15 to 20 years, their number by early 2000 amounted to 4023. Particular anxiety is aroused by facts of such an infection of the children from 10 to 15 year-olds.

Medical assistance to HIV/AIDS-infected children and youth is rendered by the Republican infection clinic hospital (St. Petersburg), Clinic infection hospital (Moscow), regional centres of AIDS and residential medical institutions. A Research, Prevention and HIV-treatment centre has been commissioned for pregnant women and children.

All kinds of medical assistance to HIV children are rendered free-of-charge; travel expenses of the infected child and one of the parents or an accompanying adult to the treatment and medical consultation at the medical institutions of the Federal level are borne by territorial centres of AIDS prevention and the money of the Russian Clinic Centre.

Social protection of HIV-affected minors is carried out in accordance with Federal Laws "On prevention of the spread in Russia of the disease, caused by the virus of human



immunodeficiency (HIV-infection)" and "On social protection of the disabled in the Russian Federation". No restrictions of HIV-infected peoples' rights is allowed; particularly, it is not permitted to refuse the admission to educational institutions. All information about HIV-inspection results is kept secret.

The chief objective of the Government, ministries, public organizations is still prophylactics, disease prevention, propaganda of a healthy way life.

Federal programmes "Family Planning" and "Safe Motherhood" are aimed, among other targets, at the development of informative and educative programmes intended for the protection of the reproductive health of juveniles and youth. Consistent activities to this effect help achieve positive changes in reproductive behaviour. It is planned to expand the network of youth centres whose goal is the propaganda of a healthy way of life and protection of juvenile reproductive health.

A joint activity continues with the UN Childhood Fund (UNICEF) in Russia. Programmes for 2003 to 2005 are aimed at aiding disabled, HIV-infected, homeless and retarded children. Still working are the programmes "Breast-feeding", "Children needing special guardianship", "Youth: health and development".

More social programmes are underway to encourage youth to learn. A Federal Law was promulgated on January 1, 2001, stipulating "Procedure of granting scholarships and social payments in the Russian Federation".

A set of socio-economic measures to secure accessibility of education at all levels will be elaborated and applied irrespective of residence and family income. These measures include:

- division of authorities and responsibilities between Federal, RF Subjects and local administrations;

- transfer of teachers' responsibility for wages and payments for the provision of teaching process at the municipal general education schools to the authority of RF Subjects thus giving them the status of state education institutions;

- introduction of addressed and targeted allowances for low-income learners and creation of other municipal and regional instruments of child support for those wanting a particular social protection. This will provide them with the accessibility to additional educational services and opportunity of learning at the educational institutions applying advanced curricula;

- creation of a system of state educational credit, subsidizing low-income children to expand their opportunities for obtaining secondary and higher vocational training with various forms of credit and subsidy return; it will be also required to use opportunities of state educational credits and subsidies for training students in skills that are of particular importance for the State's economic and social development;

- legislative regulation of involving non-budgetary money and their use in the sphere of education; securing protection of paid educational services consumers' rights;

- steady increase of the summed-up academic and social scholarship; bringing it close to the minimum living standard;

- promotion of part-time work opportunities for learners.

In order to provide equal conditions of competitive obtaining secondary and higher vocational training for all citizens, proposals are underway to have a law on granting deferment to the graduates of the secondary general education schools as well as of primary and secondary vocational training institutions to enable them to exercise their right to enter educational institutions of secondary or higher vocational training accordingly.

An important factor of accessibility of the vocational training, improvement of the system of school graduates' selection, enhancing the quality of general education is the assessment and evaluation of outcomes of the experimental introduction of the common state examination (CSE). Measures planned by Russia's Ministry of Education for the years 2002 through 2004 and aimed at the realization of the Concept of the Russian education reform up to 2010 include, in part, those tied up with the CSE principle, i.e.:

- annual reports to the RF Government on the progress of the experiment;
- participation of secondary vocational training and primary vocational training in the experimental introduction of the CSE;
- drafting RF Government's Decision on the outcomes of the experiment.

An important education-reforming measure is going to be the renewal of the modern technology-backed registration of school-age children, and setting up a state-and-public system of ensuring basic general education and its monitoring.

To secure rural school children's equal opportunities in obtaining a high-standard general education further steps directed to the rural school support and its restructuring have to be carried out. RF Ministry's Action Plan for 2002 to 2004 in the Framework to 2010, for instance, includes creation (particularly in rural areas) of education institutions-based cultural and general education, vocational-industrial, medicare centres. Some of the steps mapped out in the Programme:

- experimental launching and functioning of the said centres;
- drafting legal models of setting up and functioning thereof;

Expected outcome is the expansion of a roundup child development, vocation-oriented and health correction activity.

There is a concept of promoting rural school computer in stallment. Learning in a rural, particularly low-attendance school of this kind is usually short of information putting certain limits to the use of teaching implements and aids as well as laboratory equipment. Meanwhile, budget expenses per a learner at a rural school are twice or threefold higher than at a standard school. Computerizing of the rural school will allow facilitate lecturing informatics and passing over information inequality of rural and small town school children, thus solving social problems. To this effect it will be required to install distant computer equipment network, provide commutation switch into the local networks, and, first and foremost, an outlet to the global computer networks either by own efforts or through "trustees", for instance local higher education institutions or universities. Hence the problem of hardware and supplementary softwear supply. These have to embrace all school subjects, since only by this way it may be possible to make up for the lack of learning equipment and

teaching aids. As a rule, rural areas are short of computer maintenance and repair fitters, which means that all supplied equipment shall have a high-grade reliability and require least maintenance and cheap usable materials.

Children of limited health conditions shall be provided with medico-psychological supervision and special conditions for learning primarily in a local general-education school, and if they are medically certified – in specialized and boarding schools. RF Ministry of Education's Framework for Action 2002 through 2004 as one instrument of implementing the Concept of Russian education reform up to 2010 gives space for special measures concerning education of children with limited health opportunities. Among others, it is planned to elaborate and promulgate a state standard of special (corrective) education, that shall be the legal foundation of special education.

Children having social problems shall be provided with a compulsory individual psychological and educational supervision.

RF Government is planning to put forth comprehensive steps aimed at preventing child neglect, anti-social behaviour of children and youth, social orphanhood. Some of them are given below:

- setting up a network of educational institutions similar to former Suvorov and Nakhimov special military-education secondary schools; cadet, kozak, flying, sea-going, river-steamship, industrial, agricultural and other skill-oriented institutions;

- setting up special juvenile consulting centres, where youngsters could solve their psycho-educational and medico-social problems;

- better legislation of child adoption; development of adoption families and family-held children homes;

- expansion of the system of training special staff, such as social educationalists and psychologists – to look after social orphanhood and children from risky surroundings;

- training and retraining of educational staff, as well as parent teaching to ward off drugs and drink;

- introduction of special child right inspectors on Federal and regional levels.

One of the reasons for the growth of delinquent behaviour of children and youth is an inadequate leisure-time and vacation organization, whose worst feature is child neglect. Administrations of all state-level and local authorities with the involvement of the society's plan, shall step up upbringing influence on children in the summer camping, leisure and sports times.

### ***3.4. A 50% increase of adult literacy by 2015, particularly females, and provision of an equal access to the basic and continuous learning for all adults.***

Official statistics says that in the late 90-s Russia' adults were 99,9% literate. State policy of accessibility and obtaining of a high-quality basic and continuous education remains one of its chief objectives.

The State is coming back to education as the provider of the quality of educational services, rendered by both general and vocational education institutions, irrespective of their legal belonging.

A substantial modernization of the content and structure of the vocational training is on the way to meet the demands of basic industries, services, culture, army, public service etc.

The key factors of innovating vocational education are now economic growth, social development, progress of science, technology, Federal and territorial labour markets and their long-time demand. This calls for building up a system of a day-to-day monitoring of current and expected demand of the labour market for various skills including international trends. These demands will require setting up an efficient vocational training system, particularly, a multi-tier system of higher education. Labour demand's forecasts as well as ratings of vocational training institutions will have to be transmitted to the population through mass media.

It is planned to set up an efficient system of graduate employment, including development of a contract-based training, enabling all higher education, special and vocational training institutions, graduates to make their own choice for employment including launching private businesses.

A particularly important strategy in the development of the vocational training is enhancing and renewal of the material and technical basis and education's infrastructure. It will be required to switch them into the World Web and local information networks, equip higher education institutions with up-to-date implements, gadgets, aids and materials that are expected to raise both school learning and academic research.

Particular attention will be attached to Russian school's research and design activity, significantly affecting strengthening skills and technological level of the nation's economy.

Meanwhile, more steps aimed at raising the standard of the vocational training have been contemplated for the coming years, i.e.

- re-certification of curricula in the spheres of economy, law and management;

- re-certification and, if need be, repeated licensing of higher institutions' affiliations, as well as non-governmental higher education institutions issuing state-standard diplomas. These developments shall involve Russia's major higher education institutions, famous researchers of appropriate profiles, RF Subjects' education management offices.

It will be required to provide a pre-emptive development of the elementary and secondary vocational education, since to-day's economy needs more and more skilled labourers of the industry's basic and secondary links. The content and quality of this level's vocational training will have to be substantially enhanced allowing it to reach international quality standards, a faster integration of skills, decisive turn of the primary and secondary education to the demands of local labour markets. Extra financial sources shall be sought for, needed particularly to build up updated teaching, methodical and informative base of education, expansion of research activities, publication of text-books for the respective stages of education. At the same time more efforts will be required to work out and apply an optimum concept of carrying out the general secondary education at the primary and secondary vocational training institutions, tying up their curricula with the learners' vertical

mobility.

Major reforms will be called for the vocational training management. A top-rate change will be needed in the relations between regions and Federal centre in the problems of functioning and further developing of the vocational training at all levels. With a view to raising the efficiency of primary and secondary vocational training institutions it is going to be broken up to two levels – Federal and local, making way for a possible passing a part of authorities over to the municipal level.

Attaining of a higher quality of the vocational training may be possible by putting through the following steps:

- forecast of labour market demands and setting up a cooperation network of vocational training institutions, recruiting and information agencies, employment services;

- elimination of parcelling vocational training, unwarranted monopolism and inadequate information of consumers, as well as disproportions and excessive duplicating in staff training;

- updating skill lists and registers of staff training;

- structural and institutional innovation of the vocational training, perfection of its network; elaboration of various models of the integration of primary and secondary, secondary and higher vocational training; provision of multi-tier higher education; creation of university campuses;

- drastic improvement of the material and technical basis of vocational training institutions;

- informatization of education and streamlining teaching methods, an active use of open education technologies;

- perfection of high school integration and subject-to-subject processes, their linkage with breakthrough high technologies;

- raising prestige of the high-school science as one of a key factors of a high-level skill training, development of the society's productive forces and a continuous innovation of the vocational training's content;

- integration of university, academic and economy branches' science;

- development of the sub-programme "Russian Universities" in the framework of the Federal education development programme;

- providing state support of the nation's foremost scientific and research schools by elaborating ways and means of their support;

- creating conditions for permanent professional perfection of the education staff, involvement of the Russian Academy of Sciences' leading researchers in this process; provision of a successive development of vocational education's levels and setting up an efficient system of further vocational training, backing up a psychological support to the people when they change their trade or step up personal careers;

- grouping up the retraining of relieved and jobless people in the institutions of primary and secondary vocational training on the contest basis and with the existence of employment centres in situ.

- involving employers and other social partners in the solution of vocational training problems, including elaboration of educational standards fitting into up-to-date qualification requirements (professional standards), thus helping make up the order for skills training, contract staff teaching and overall personnel policy at the RF Subjects' level;

- using higher and secondary civil education institutions for training army officers in approved engineering, socio-economic and humanities profiles, setting up interuniversity military faculties for reserve officers training.

Research activities of the faculty will be promoted by expanding financial support of the state, including contest-based grants.

Vocational education's ultimate goal is training a skilled professional of the appropriate standard and knowledge, competitive in the labour market, able and responsible personality, fully managing his specific trade and well-versed in adjoining activities, used to a fast-going world-level professional call, progress, social and business mobility; that is, meeting an individual's demand for obtaining latest day's standard of education.

State Duma's Committee on Maternity, Family and Youth has drafted a Concept of legislative activities for safeguarding equal rights and equal opportunities for men and women. It stipulates, in part, male and female equality in obtaining education and skill retraining, that is going to be fixed in the programmes of vocational orientation, training and retraining.

Girls, as a rule, outstrip boys in learning, but their professional choice is limited. So far they have always been bent to take "female professions", boiled down to home keeping and family burdens.

Segregation, still common in labour sphere, is noticeable in professional orientation, and, going further, if you look at the system of vocational training and the law in obtaining education, it is limited to the list of industries, enterprises and jobs with harmful and hard labour conditions where female labour is prohibited. No female can be taught skills entered in that list. However, according to Article 5 of the Federal Law "One Education", any limits to citizens' statutory rights to vocational training can only be stipulated by the law, bar any other departmental paper.

This is why more attention will have to be attached to overcome limitations to teaching females military professions, civil aviation, marine, automated control systems in power engineering, iron and steel industry.

Provision of equal opportunities to get education and retraining requires that girls' professional orientation should be of a more target-oriented nature, that would take into account the balance between the advancing labour market and trained young females' interests and demands. This shall be fixed in the population employment programmes, particularly in the items concerning "Female employment", as well as in the programmes aimed at establishing and preserving workplaces.

Profound improvement of the vocational training system, staff retraining, closely tied

up with the development of fundamental and applied science is of an ultimate importance for the nation's future. It implies joint efforts of academic and teaching community, government, businesses.

***3.5. Elimination by 2005 of the gap between boys and girls in the primary and secondary education and attaining by 2015 equality of males and females in education with a particular attention to the accessibility to the basic education and graduation for girls.***

Despite the fact that Russia is a multinational and policultural country (in many nations and cultures girls are more vulnerable in what concerns access to education because in most cases female participation in the society is limited to child-birth and upbringing, while girls' marriage age coincides with the age of obtaining basic education), gender differences and gender equality in education in Russia have never been so dramatic.

Legal guarantees of males and females in the education have been stipulated in the RF Constitution. Nonetheless, a number of bodies looking after gender problems are working in the Russian Federation. Thus, the Ministry of Labour and Social Development established the Department for Maternity-and-Child and Female Problems. There is also a Standing Committee on maternity, family and demography on the level of the Presidential Administration, as well as a Committee for maternity, family and youth in the State Duma. Gender research is financed by the Government through the RF Academy's Institute of Socio-Economic Problems of Science and Education, and Gender Research Laboratory at the Moscow State University's Teaching Department.

In pursuance of steps planned by the governments and educational institutions of the UN-member states, the Republic of the Russian Federation plans the following steps:

- securing of to girl school attendance and completing the corresponding syllabi;
- providing a continuous learning of pregnant girls and young mothers for obtaining by girls basic education through the system of afternoon schools;
- mobilizing all society's efforts including parents, governmental and non-governmental organizations to the support of educational policy that will enhance gender consciousness of the society;
- launching special courses for school staff, parents and all school-involved personnel to pay a particular attention to sex education;
- discussing text-books and teaching aids to raise girls' and women's feeling of self-respect, positive assessment of their personal value and amendment of the training books and teaching aids by giving a green light to the female participation in the social life, including policy, development, culture, history, sports and other social, political and cultural activities;
- teaching administrators working at the governmental educational bodies understand sex problems, particularly among girls from native and rural population, and elaborate teaching aids fitted to their needs;
- clearing up special demands of girls from hard surroundings, including those from refugee and forced migrant families, ethnic minorities, orphan and disabled girls and other young females requiring special approach, and raising money to meet their demands;

- providing opportunities for girl leadership training, their ability to carry out educative activity and patch up conflicting situations;

- focusing on unpaid labour of girls and boys in household surroundings by the research and collection of information about gender differences, particularly, in rural communities; checking up the impact of girls' employment in household chores on equal opportunities for basic and further education and career, as well as warding off disbalances and discriminations.

Russia pledges to apply a comprehensive package of measures aimed at amending social purposes, moral values and behavioural models for elimination of any gender-based discriminations and cultivation of mutual respect between boys and girls, males and females.

***3.6. Raising education quality in all its aspects and providing a fair school learning standard so that anybody could reach acknowledged and assessable results of learning, particularly in regard to literacy, arithmetics and everyday basic skills***

Education's basic link is a general school, whose improvement implies orientation of education not only to acquiring by a learner of a certain sum of knowledge but also to developing his/her personality, perceiving and creative capabilities. General education school is called to shape up an integral system of universal knowledge, skills, practices, as well as the experience of original activity and personal responsibility of learners, that is, key trades affecting contemporary education's standard. Underpinned by a historical wealth of Russian and Soviet school's experience it is expected that the best traditions of home natural sciences, math, humanities and arts teaching will be hopefully safeguarded.

Childcare and upbringing as a first-priority aspect of education is called to become an integral part of educational activity, fitted into the general process of human education and development. Education's paramount target is making schoolchildren conscious of their civil responsibility and law-abiding, able to absorb spiritual values and culture, personal drive and self-support, tolerance, sociability and an active adaptation to the labour market. It is important that in the solution of these objective the school should cooperate with child further education institutions, that have always been and still are an efficient device of promoting artistic and professional child inclinations, their social feeling and flair.

Exceptionally important in child upbringing and education is the family.

With a view to attaining a new up-to-date quality of the general education, following steps are planned for the forthcoming period:

- basing on the outcomes of the experiment, revise the structure and content of the general education including duration of education at every stage (solution on the introduction of 11 to 12 year school education is not expected before 2006-2007, depending on the experimental results);

- elaborate and put into practice state educative standards of general learning, and an alternative basic curricula, enabling learners to take into account specific features of regions and potential of general education institutions;

- choose an optimum studying psychological and physical workload of learners and provide school conditions for safeguarding and strengthening health of schoolchildren, e.g. by the following means:



- a) relieving over all education's work load;
  - b) applying efficient teaching methods;
  - c) emphasizing sports education and raising its level;
  - d) monitoring child and youth health;
  - e) improving meals at education institutions;
  - f) efficient use of leisure time, vacations and summer camping of children and youth;
- providing individual education by choice, backed up by governmental educational standard based on the multiplicity of education institutions and diversity of curricula;
  - large-scale using of the art's moral potential as a means of making up and putting forth ethic principles and ideals of an individual's spiritual growth;
  - working out and commencing a viable system of education profiles in the senior school including that of the cooperation with the primary, secondary and higher vocational education;
  - promoting subjects, that make learners more sociable: economy, history, law, Russian; native and foreign languages; enhancing skill-oriented and vocational training; providing an all-round computer literacy;
  - providing knowledge of at least one foreign language at the everyday level by all secondary school graduates;
  - introducing a compulsory foreign language exam in the secondary school's curriculum and a compulsory exam in the information technologies within the basic school course;
  - shaping up profession-oriented conditions for a psychological youth support, helping them reveal professional interests, inclinations, improvising personal capabilities, managing chosen trade;
  - launching experimental approaches to the rural school renovation at the basic and senior stages in 2002 through 2003 (with the simultaneous preservation and support of low-attendance schools, and making conditions in any community for pre-school and primary education programmes);
  - making up a system of rural school buses;
  - giving the green light to the distant-learning system within the Federal target programme "Development of a common educative environment 2001-2005";
  - elaborating appropriate legislation for the development of new-type general education institutions, including learning centres and complexes, as well as institutions for children without parental care;
  - providing a state support for gifted-children schools;

- setting up an efficient state and public system of expertise and control over the quality of teaching literature, as well as promoting contests of new-generation text-books' authors;

- rendering state support to the education institutions engaged in the innovative activities, as the research sites of education reform;

- setting up a state system of education quality assessment, independent of the education managing bodies proper, that is called to be an efficient and reliable instrument of raising educative efficiency.

RF Education Ministry's Action Framework for 2002-2004 aimed at the realization of the Concept of the Russian education's reforms up to 2010 outlines objectives, activities and expected outcomes of raising the quality of the general and vocational education. They are given below.

1. Introduction of state and public system of education quality assessment independent of the education managing bodies.

Activities:

- drafting an RF Government's Decision relating to the system of certification and education quality control;

- establishment of state and regional certification centres in the RF Subjects;

- setting up a united state and public certification service, including a system of department-independent centres of certification and education quality control;

- working out a mechanism of public participation in the assessment of the vocational education quality.

Expected outcomes:

- a better protection of citizens' rights to obtain a high-standard education;

- launching a public-controlled instrument of the attestation of the vocational training institutions' activities.

2. Approval of the general education's state standard. Securing quality guarantees of the general education, common for Russia's educational space and conditioned by ethnic and cultural particulars of the population. Fixing law-stipulated time of the general education. Enhancing the importance of subjects that will help learners be more socially-oriented: economics, history, law, Russian, native and foreign languages, better skill and labour knowledge, all-round computer literacy.

Secondary school graduates are support to have a functional knowledge of at least one foreign language. Arrangement of the rural "school bus" system.

Activities:

- drafting the Federal component of the general education's state standard and

corresponding decision of the RF Government;

- elaborating an experimental programme for the improvement of the structure and content of the general education for 2002-2006;

- working out general education's state educative standards of the first and second generations;

- elaborating curricula of the Federal component as well as checking, controlling and measuring devices for monitoring state educative standard implementation;

- preparing annual reports to the RF Government on the progress of the experiment aimed at improving the structure and content of the general education;

- announcing a competition for writing text-books and other teaching aids on the contemporary home history;

- legislative backing up the development of general education's institutional varieties;

- elaborating and implementing regional programmes of restructuring rural general education institutions taking into account social, cultural, economic and demographic conditions;

- working out appropriate sub-programmes in the Federal programme of education development;

- setting up a system of the information monitoring of text-book publishing based on the regional information centres;

- providing general education institutions with Russian literature libraries;

- setting up a transparent state and public system of recommendations on the use of teaching books, having stamps of the RF Ministry of Education;

Expected outcomes:

- organizational and methodic provision of the said standard;

- conceptual and organizational provision of the corresponding experiment;

- renovation of general education content. Text-books for the 9-th and 11-th classes.

- standard regulations of a teaching and training complex, educational centre etc.;

- setting up an optimum rural school network, raising efficiency of staff, teaching aids and implements of rural school;

- raising education accessibility and quality of rural schoolchildren;

- increasing teaching and methodical book stock of education institution;

- book-stocking provision of school libraries;

- making up a unified Federal list of teaching and methodical literature.

Activities:

- working out a concept of a profile school;
- appropriate experimenting;
- drafting a corresponding RF Government's decision;
- amending basic curricula;
- elaborating new curricula;
- compiling text-books for a profile-oriented school.

Expected outcomes:

- legal provision and content of the senior-level general education school;
- creation of methodical teaching aids and new-generation textbooks.

4. Conditions aimed at improvement of health conditions of learner.

Activities:

- implementing the sub-programme "Physical training and sports for RF's children, juveniles and youth"

- working out requirements to and implementation of pre-school physical training;
- working out requirements to the physical development of pre-school babies growing up in families;
- making out conditions for pre-school institutions' network development;
- working out and applying recommendations for general education learners to have at least 6 hours a week for motive exercise;
- raising efficiency of sports facilities, particularly those at education institutions, to help build up child physical development;
- convening a joint session of the ministerial boards of the RF Ministry of Education, Ministry of Health, RF State Sports Committee, RF Academy of Sciences Presidium to discuss situation of physical training at the RF's education institution;
- completing the all-round Federal "Health" programme in relation to the education institutions.

Expected outcomes:

- securing conditions for strengthening child and juvenile health; creating a legal base complying with to-day's demands'; elaborating software and methodical recommendations on

the subject;

- outlining principal approaches to joint administrative activities targeted at improving physical training and sports among children and youth.

Being aware that any success of educative programmes is a product of a multitude of factors, the Concept of Russian Education Reformation up to 2010 and RF Ministry of Education's Action Framework for 2002-2004 openly declare that Russia is after the following objectives:

- protection of learners' health, raising their motivations in education;
- teacher training and applying active teaching methods;
- provision of study premises, equipment and training aids;
- creation of an environment that is friendly to all learners with the special account of gender factors;
- a clear-cut definition and accurate assessment of learning results, including knowledge, skills, social orientation and values;
- respect for local communities and cultures.

## **V. Conclusion**

By elaborating National Framework of Action, based on long-term and medium-term plans of the Russian Federation in the economy in general and education in particular, Russia is after the ultimate goal of creating a "learning society", thus demonstrating resolve and consistency in the implementation of the present National Framework of Action.<sup>1</sup>

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<sup>1</sup> Compiled by A.M. Kobyakova