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# MAIN GOALS AND PRINCIPLES OF HIGHER EDUCATION SYSTEMS INTEGRATION IN EHEA COUNTRIES

# LOS OBJETIVOS Y PRINCIPIOS DE LA INTEGRACIÓN DE LOS SISTEMAS EDUCATIVOS EN LOS PAÍSES DEL EEES

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## ABSTRACT

The authorsp rovide information on educational systems of the EU countries in the context of harmonization of educational systems of European Higher Education Area countries. The article discloses the main directions of education integration aimed at achieving general strategic goals set in Paris Communiqué and Statement of the Fifth Bologna Policy Forum, signed in Paris in 2018 during the Ministerial Conference and the Bologna Policy Forum.
The problems of the internationalization of education, the basic principles of the integration of higher education and study programmes aimed at ensuring quality of training in European higher education area is considered. Particular attention is paid to existing approaches to guarantee the quality of higher education and the formation of quality assessment systems at the international, national and regional levels to create the conditions for sound quality management of education. The features of changes in foreign and Russian education related to the Bologna process and to the development of European integration in higher education are shown.

**Key words:** internationalization, education, integration, competencies, qualification.

## RESUMEN

Los autores proporcionan información sobre sistemas educativos en los países de UE en el contexto de armonización de los sistemas educativos en el Espacio Europeo de la Educación Superior. El articulo informa sobre las direcciones de la integración educativa para conseguir los objetivos generales estratégicas establecidas en el Comunique de Paris y la declaración del 5º Foro de Política de Boloña firmados en Paris en 2018 durante la Conferencia Ministerial y el Foro de Política de Boloña.
Los problemas de la internacionalización de la educación, los principios básicos de la integración de la educación superior y programas de estudios se consideran destinados al mejoramiento de la calidad de la educación superior en Europa.
La atención especial se da a los enfoques existentes de garantía de la calidad de la educación superior y la formación de los sistemas de calidad a nivel regional, nacional e internacional para crear las condiciones para la gestión de la calidad educativa. Se demuestra que las características del cambio en la educación en Rusia y otros países están relacionadas con el proceso de Boloña y el desarrollo de la integración en la educación superior.

**Palabras clave**: internacionalización, educación, integración, competencias, cualificación.

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## MAIN GOALS AND PRINCIPLES OF HIGHER EDUCATION SYSTEMS INTEGRATION IN EHEA COUNTRIES

Education today is one of the global factors of social development, smoothing imbalances, ensuring political stability and sustainable development in the global economy. The new mission of universities has become a powerful incentive for the modernization of education and is designed to provide real demands for the development of the knowledge economy[Joint statement by the Russian Federation and the People's Republic of China on cooperation in conjunction with the construction of the Eurasian Economic Union and the Silk Road Economic Belt, 2015]. International cooperation in the field of higher education is considered as an important part of intercountry relations and interaction at the level of organizations and institutions on a global scale, as well as between individual scientists and practitioners in the field of higher education from different countries. Leadership in the development of research technologies is largely determined by the effectiveness of the integration of science, education and business. Interaction in a network form has become an effective tool for the sustainable development and competitiveness of countries in the context of the globalization of knowledge and technology and development of a knowledge-based economy. Therefore, recently the degree of intensity of integration processes, and European integration in particular, has been increasing, which is being implemented in various formats (university-enterprise, corporate institutes; industry and intersectoral projects) and various models (joint educational and research programmes, spin-off activities).

It should be noted that the main models and tools of integration in education are the Bologna Process tools, which are understandable and transparent for all regions participating in the international educational space, the goal setting level including.

The main goals of European integration and international cooperation are:

- ensuring access to education;
- need for continuing education and implementation of the "lifelong education" strategy;
- familiarization with wealth of world culture while maintaining the national character of education;
- searching for effective management models;
- expanding sources of financing education;
- development and improvement of the regulatory framework related to modernization of educational activities, students with special educational needs including;
- social security of participants in the educational process.

The main principles of European integration include:

- provision of fundamental knowledge for a holistic vision of the world;
- formation of an understanding of the possibilities for learning and creation of conditions for advanced training and retraining;
- transition to the competency-based approach that provides both professional and personal development of students and ability to adapt to the conditions of constant changes;
- replacement of authoritarian pedagogy with the pedagogy of tolerance, transformation of relations between teacher and student into subjective-subjective, so that specialists are self-sufficient individuals who are able to take responsibility and be effective in a market economy;

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- introduction of a student-oriented education model, based on needs for cognition, self-knowledge and personality development;
- development of teaching skills to interact with other people and social structures, to manage conflicts: psychological, social, political, ethnic conflicts that arise in the process of life;
- ensuring the innovative development of education, corresponding to the dynamics of changes in the ability to perceive changes.

It is important to note that the European integration of education is an objective and constantly evolving process associated not only with pedagogical borrowing, which has always existed and is expedient in itself, as with general parallel processes and general socio-economic and cultural phenomena, which include : versatile world economic relations; information technology with its developed infrastructure, making information available for almost every area of the globe; civilizational problems of mankind, primarily environmental; ideas of the global market, freedom, humanism and universal values.

International integration in the education system, as in any other sphere of life, is a complex, controversial and lengthy process. Many problems are associated with the complexity of the transition from national to supranational level. Therefore, the main goal of integration is to unite the potential of national educational systems to solve problems that go beyond the capabilities of an individual country: eliminating illiteracy and inequality of access to quality education; coordination of elements of educational policy and harmonization of training programmes to ensure automatic recognition of learning outcomes and periods; consistency of degrees; expansion of academic mobility; development of general education quality standards; enhancing the internal potential of national educational systems.

At the same time, practice shows that universalism in education is possible only if the diversity of socio-political systems, cultural and linguistic traditions is preserved. The main feature of the success of the integration processes was understanding of cultural identity importance and preservation of national approaches and traditions inherent in the specific nature of national education systems. Integration is becoming an important factor in expanding knowledge while maintaining the cultural and scientific heritage for both each person and society (Artamonova, Demchuk, Karavaeva, Muravyeva, 2015, p.64). Therefore, unlike globalization, integration does not aim to unify national educational systems, but focuses on mutual understanding and mutual enrichment as guidelines for interaction in a rapidly changing and interdependent world in order to become a stabilizing element in the development of economic processes, politics and other areas of international cooperation.

An example of integration processes of this level is the European Union, whose educational policy is implemented on the basis of recognition of the need for consistent integration and the realization that it is impossible to achieve it simultaneously and uniformly. The Council of Europe and the European Union determine the strategy and contribute to the implementation of integration processes. The Council of Europe considers various issues of public life, but is not endowed with power functions, and the European Union plays the main role in determining the main directions of the general socio-economic and political strategy of European states. Under the leadership of the EU, its member states actively worked on documents that formed the basis of academic cooperation and increased mobility of students and teachers in the pan-European space. At the same time, ensuring the quality of education is one of the most important areas of cooperation and the common responsibility of the EHEA member countries to fulfill the agreed agreements, which corresponds to the strategic goal of the EU - to become the most competitive and dynamic,

knowledge-based economy in the world, capable of ensuring sustainable economic growth, better quality jobs and social cohesion of society (González Ferreras, 2014, p. 37, Thun, 2005).
In many countries, these processes are influenced by two opposite trends: on the one hand, the growing need to bring national educational systems closer together at different levels of development, and on the other, the actualization of regional needs related to achieving competitiveness and economic stability of the regions.
Russia joined the process of creating a pan-European educational space in 2003 at the stage when almost fifty years of experience in this field had already been accumulated in Europe. For Russia, integration processes in the field of European education are of particular interest: determining the main stages and driving forces, choosing principles and methods of implementation, creating effective tools, analyzing success factors and the main directions of reform. The forms and mechanisms of cooperation of the EU member states in the field of education are effective for Russia not only as a signatory country of the Bologna Declaration, but also as instruments of cooperation with key partners in the CIS.
The education sector is responsible for formation and training of specialists who are able to respond to modern challenges, transform in accordance with the changes taking place, society and science. The main task of higher education is to help the individual in self-realization, in unlocking and developing potential, in accepting and understanding his/her own freedom and responsibility for life's choices. In the process of professional development, the formation of professional readiness and competence of a specialist occurs, which ensures competitiveness, professional mobility and career development.
Creating a common space for education in Russia and the EU, as well as its effective participation in the formation of a common space for higher education in Europe, will require time and a systematic approach. It is necessary to ensure the competitiveness of the national system of higher education, take into account the national, cultural and socio-economic identity of the country and use the full range of cooperation tools to improve the quality of education.
As a key task, the Paris Communiqué declared integration of national educational systems and completion of European educational space formation by 2020. The priority is development of policies that encourage and support higher education institutions to fulfil their social responsibility and contribute to a more cohesive and inclusive society through enhancing intercultural understanding, civic engagement and ethical awareness, as well as ensuring equitable access to higher education(Bolotov, Waldman, Gorbovsky, and others, 2018, p. 232).
With all the variety of forms, methods and dynamics of integration, the following tasks are invariably priority: ensuring the quality of education, developing joint training programmes and enhancing the academic mobility of teachers, students and specialists.

## INTEGRATIONAL PROCESSES IN HIGHER EDUCATION

Integration as a unification into a single educational space reflects the main trends in development of national educational systems: ensuring accessibility and openness, comparability and balance of study programmes, mobility and recognition of qualifications. The leading direction of modern integration processes is associated with the integration of education and sciences, ensuring the reproduction and development of human and technical potential. Strengthening research component should contribute to improving quality of education and, as a result, provide new competencies for future specialists who should be able to predict requirements of the innovation market, ensure dynamics of sustainable development of the economy and society, and be creative

and effective in solving problems posed by an uncertain future. Society is built on knowledge, so the consolidation of education and research today is becoming a new target for modernizing study programmes.

This trend is based on mobilization of collective efforts by the international scientific community to build a multi-format system for training young scientists and specialists in the context of science globalization, the growing digitalization of society, internationalization of educational and research processes, taking into account the demands of stakeholders both from academic society and high tech companies.

The main forms of integration of education and science include: joint study programmes of Russian and foreign universities, especially PhD, academic and technological master's programmes; implementation of joint research projects; creation of network research laboratories and structural units of other types; development of academic mobility of graduate students and researchers.

Historically, the main role of universities is to obtain, accumulate and transfer knowledge to society, and today the economic situation in the world and real competition set the task of more active searching and using additional internal resources of universities for their development and training specialists of a new level. Universities should become the locomotive of the economic progress of states by providing the economy with highly qualified intellectual personnel with building up technological innovative potential. To solve these problems, it has become important to join various international associations within the framework of which you can exchange best practices, create centers of collective use, using each other's strengths, improve the quality and competitiveness of educational services. Therefore, inter-university cooperation, in particular, joint diploma and double diploma programmes have become "the main tool for the formation of a pan-European space of higher education and scientific research, an effective and widely developed form of cooperation, programmes of academic and scientific exchanges and internships, as students and teachers " (EAOKO Website).

Interuniversity cooperation, both internationally and nationally, plays an important role in providing the necessary platform for exchange and provision of material assets of universities to each other in the form of laboratories, technology parks, and production workshops. This makes possible implementation of joint programmes and projects, introduction joint developments in real sectors of the economy and increasing the innovative potential of universities.

Traditionally, the reputation of a university largely depends on the quality of its study programmes, therefore, it can be expected that faculty and students involved in joint study programmes and projects will strengthen interpersonal and professional competencies, increase the level of knowledge of foreign languages, and ensure the development of intercultural and intercountry dialogue, as well as new formats of interaction between the state, business, education and science (Povalko, 2015).

The ideas of integration have recently been realized not only at the international level, but also within states. In particular, Russia has embarked on the development of leading universities (or similar network structures — supporting universities, centers of excellence, intersectoral research centers), which should act as "locomotives" of the integration processes of higher education and science in the regions. The nature of this trend in the country and the world necessitates a scientific understanding of the integration essence, its role in the development of man and society. Without understanding the true reasons and principles of integration, it is impossible to professionally research integration trends in higher education (sources, goals, implementation mechanisms, advantages and disadvantages, results, methods for assessing effectiveness), and even more effectively implement them and manage them.

Integration reflects the main trend - development of integration, the essence of which is change with complication. Depending on type of interaction among the elements of the higher education system, several levels of integration processes can be distinguished:

- macrointegration - integration into the global educational space (Bologna process, SCO and BRICS network universities, integration phenomena within the framework of the global unification of individual countries, etc.);
- meso-integration - the intrasystem integration of higher education (federal universities, national research universities, regionally important universities, etc.);
- microintegration - the formation of links within educational organizations (conducting cross-disciplinary research; interdisciplinary departments; formation of an interdisciplinary educational space; creation of joint study programmes and modules; integration of social educational components in study programmes; integration of educational, scientific and methodological innovations through the creation of technological and entrepreneurial study programmes (Joint statement by the Russian Federation and the People's Republic of China on cooperation in conjunction with the construction of the Eurasian Economic Union and the Silk Road Economic Belt, 2015), (Rogacheva, Slepukhin, 2015, p.p. 6–12).

Experience shows that the main goal of integration is to resist competition (the national education system in the international educational environment; universities among other domestic; areas of knowledge for a dominant position, etc.), and as a result, integration becomes not only a goal, but also a tool to increase competitiveness of participants in integration processes, ensuring effective moving ahead.

## TUNING, TEMPUS и ERASMUS+, Jean Monnet Action programmes

All-European TUNING «Tuning of educational structures in Europe» was started in 2000 under the support of the European Commission. It embraced the major part of European countries, Russia including. In accordance with the principles of the Bologna process, the project has created a methodology for creation and implementation of study programmes based on European standards and recommendations for quality assurance.

The Tuning project was initiated by the University of Deusto (Spain) and the University Groningen (Netherlands), supported by other universities and developed as an inter-university project that meets new conditions and new opportunities created by the Bologna process and European integration. The name "Tuning" was chosen to emphasize that universities do not strive for uniformity of programmes, but for the coherence of approaches, parameters and tools of study programmes. The preservation of traditions and the diversity of education in Europe from the very beginning was the most important feature of the project. The project substantiated the methodology and developed criteria and key guidelines for creating study programmes, substantiated the sequence and stages of the introduction of modernization processes in the life of universities.

The main goal of this project was to introduce the Bologna process tools into the educational practice of higher education for development of study programmes of two cycles of higher education, based on learning outcomes, ensuring the programmes comparability and compatibility. The main principles of this project are ensuring the comparability of study programmes taking into account diversity of approaches to educational processes, ensuring openness of the educational system, building trust between universities based on common approaches to ensuring the quality

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of education. The result of such a project should be the learning outcomes expressed in competencies and ECTS (Chistokhvalov, Filippov, 2008, p.235).
Although the project is initially aimed at bringing educational approaches closer to the EU countries, it later extended to the countries participating in the Bologna process and was disseminated to other countries and regions (Latin America, Africa, Japan, etc.). At the moment, the project has proposed a methodology for development, implementation and evaluation of study programmes for each of the three cycles: undergraduate, graduate, doctoral studies. The keyguidelines for study programmes in a given subject area are expressed in the form of lists of general and professional competencies of graduates and their generalized learning outcomes (Fig. 1).

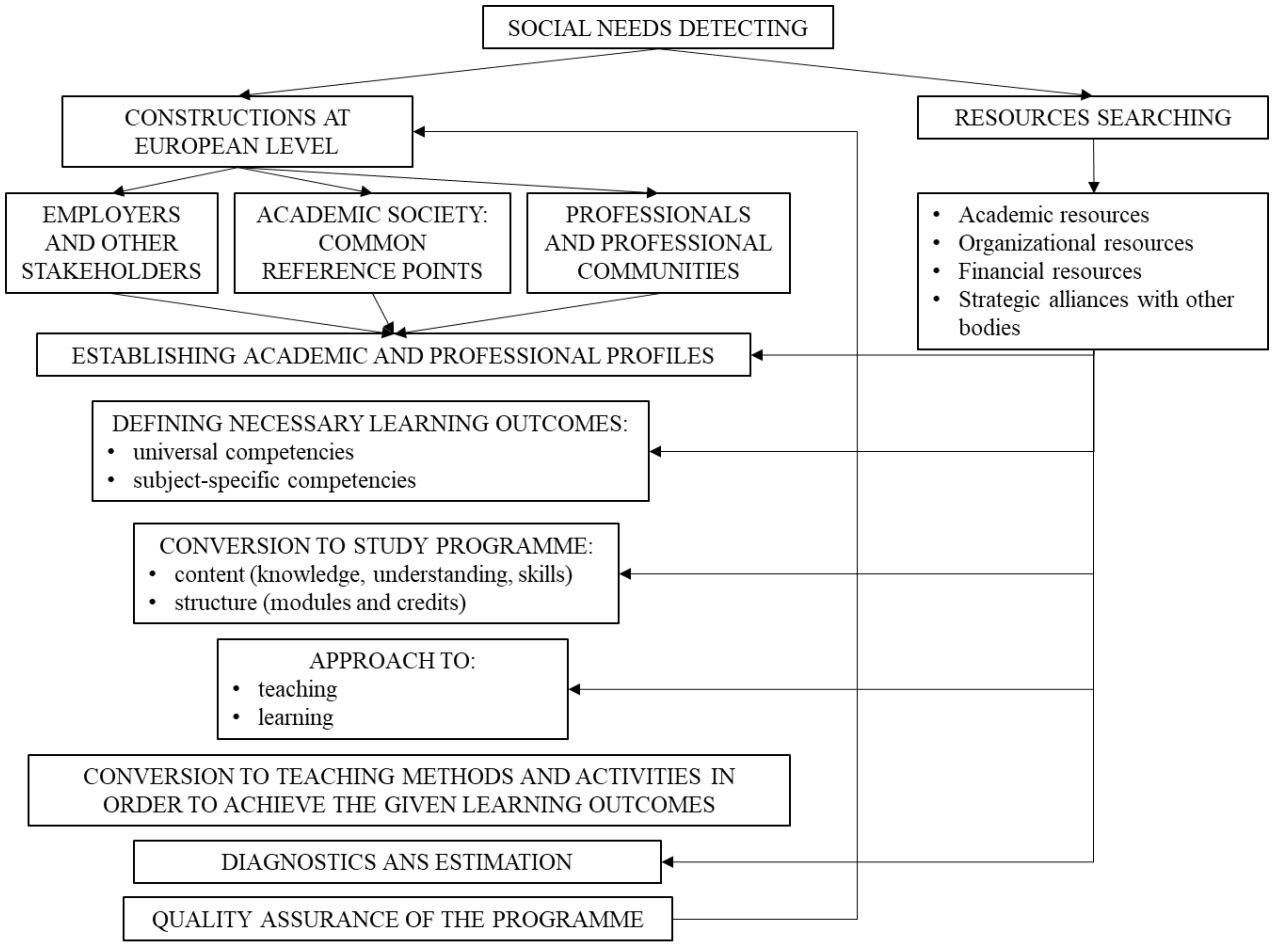


Figure1. Model of the TUNING project.
Efremova N.F., Meskhi B. Ch., Shvedova S.V. Quality assurance in the context of European integration. Don State Technical University Publishing Office. 2018.

The main idea of the TUNING project is to ensure that the goal of higher education is to create and improve such educational conditions under which studying at a university will be most useful and effective for the student and adequate to the needs of modern society.

In the course of the project, a multilateral discussion was held on the need for transformations in education with all interested parties. Different groups of stakeholders were involved in the survey, which included specific trade unions, requirements and expectations of employers for future specialists. Five basic tools were identified that contribute to implementation of the "tuning" of study programmes, these are:

- general (general academic) competencies;
- subject-specific competencies;
- ECTS / model for a national credit accumulation system;
- approaches to training, teaching and assessment;
- improving the quality of the educational process based on an internal culture of quality.

Experts recognized contribution of the Tuning project to creation of terminological correspondence, which is important for determining basic concepts. So the learning outcomes are expected indicators of what the learner needs to know, understand and / or be able to fulfill upon completion of the learning process. The expected learning outcomes are formulated by teachers, and the learning outcomes acquired by a student in the learning process are determined by competency descriptors for the levels of mastery of basic study programmes. TUNING regards competency as a dynamic combination of knowledge, understanding, skills and abilities. The development of competence is embedded into methodology of their formation.

Competencies are complex, they can be represented by a system of various components:

- cognitive ones, assuming ability to use theories and conceptual apparatus, as well as knowledge acquired experimentally;
- functional ones (skills and know-how) that a person should be able to do and know how this is implemented;
- personal ones, involving behavioral skills in a particular situation;
- ethical ones, the presence of certain personal and professional values.

The basis of the TUNING methodology and its most obvious contribution to development of education is the competency-based approach and the transparency of learning outcomes, which orientates schools to a concise and comprehensive formulation of educational goals that are understandable to potential employers and allow students to make an informed choice of educational organization and plan their professional career. The TUNING methodology allowed European universities to successfully switch to the 3 cycles education system and harmonize the requirements for the structure of study programmes at all levels, to develop common approaches to assessing learning outcomes and has become a kind of road map of the Bologna process.

In the TUNING methodology, special attention is paid to two types of competencies: subject-specific / professional and general ones [Sabelnikova, Khmeleva, 2015, p.p. 16-23, The European Qualifications Framework: a new tool to translate qualifications, 2008]. The subject-specific competencies are determined by the area of studies, the general ones - do not depend on the profile. There are three types of general competencies: instrumental, interpersonal, and systemic.

Instrumental competencies include cognitive abilities - to understand and use ideas and theories; methodological abilities - to understand and manage the environment, organize time, build learning strategies, make decisions and solve problems; technological skills associated with the use of office equipment and a computer, including ability to apply information management methods. This type includes linguistic abilities - effective business communications; oral or written communication, knowledge of foreign languages.

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Interpersonal competencies are associated with ability to express thoughts and feelings, build relationships in a group, critical reflection and ability to self-criticism, as well as social skills related to the processes of social interaction and cooperation, ability to work in a team, and to accept social and ethical obligations.
Systemic competencies provide a combination of understanding, attitude and knowledge, allowing to perceive how the parts of the whole relate to each other and evaluate a place of components in the system, the ability to plan changes in order to improve the system and construct new systems. Formation of system competencies is based on previously acquired instrumental and interpersonal competencies.
The competencies contain potential of "learning to learn", which is an important condition for acquisition and development of any competencies. People who find it difficult or impossible to learn on their own are not able to become truly competent specialists. Competencies cannot be formed within the framework of one discipline, their formation takes place cyclically and is achieved by the efforts of all participants in the educational process, not only through development of subject content, but also as a result of use of modern educational technologies and organization of activities in the study process. Levels of competency formation are assessed by observation in the framework of activity-based approach while studying various disciplines of the study programme at all stages of education, however, competency is very difficult to measure due to its interdisciplinary nature.
D. Richen and L. Salganik believe (Povalko, 201)] that the key (general) competencies should meet the following requirements: be multifunctional; necessary to solve different problems in different contexts; be comprehensive (applicable in various areas of life: personal, family, social, professional, political); stimulate development of thinking and mental abilities at a high level; to be multidimensional.
In the field of academic and professional profiles, competencies are able to determine the choice of knowledge necessary for specific goals and qualifications, and the timing for acquiring various study programmes:

Crosier D, Parveva T. (2013)*Fundamentals of Educational Planning. The Bologna Process: Its impact in Europe and beyond.* UNESCO: International Institute for Educational Planning

| Standard structure | Other option |
|---|---|
| Bachelor:<br>60+60+60=180 | Bachelor:<br>60+60+60+60=240 |
| Master: 120 | Master: 60-90 |

When designing a new study programme, the balance between the workload and learning outcomes to be respected. When designing a study programme, ECTS credits are allocated

- first, to the whole programme on the basis of the general learning outcomes defined for it,
- then, to its single educational components according to the estimated workload required to achieve the learning outcomes defined for each of them.

Initial credit allocation is regularly monitored and revised [Sticchi Damiani, 2019]The academic workload of a full-time student during an academic year is 60 credits which are divided into two semesters (Fig. 2).

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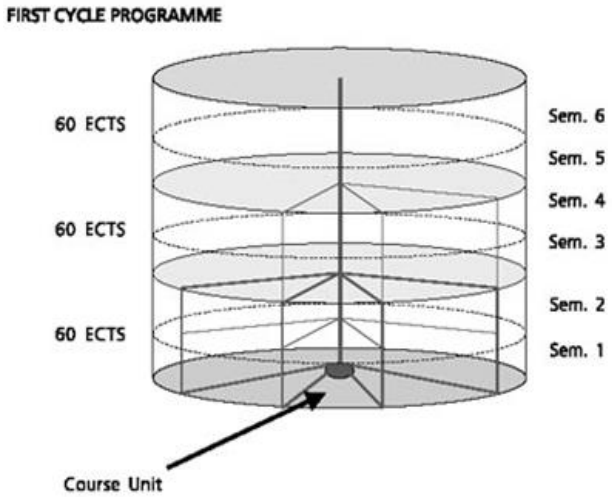


Figure 2. Bachelor's programme of 120 credits.
Crosier D, Parveva T. (2013) Fundamentals of Educational Planning. The Bologna Process: Its impact in Europe and beyond. UNESCO: International Institute for Educational Planning.

The competencies described by the TUNING project became benchmarks for development and evaluation of study programmes (González Ferreras, 2014, p. 37), but should not limit the actions of developers. Flexibility and autonomy in the design of programmes is maintained, but a common language is proposed for formulating the goals and objectives of the study programme. The project laid the understanding that different training paths should lead to comparable results, and comparable results are easier to account for in other programmes and can become the basis for enrolling students in the next cycle programme.

Qualification levels are established through description of learning outcomes, which are determined on the basis of: knowledge, skills and broad competencies, including personal and professional results. The European Qualifications Framework (EQF) includes 8 levels identified during the Bologna Process (Thun, 2005). Levels are given in the form of descriptors (from the Latin descriptor - describing), lexical units (word, phrase), which serve to describe in a short and understandable form the requirements for the levels of development of competencies.

Dublin descriptors (brief descriptions of what is required to master a level) define:

- knowledge: breadth and kind;
- know-how and skills: range and selectivity;
- competence: context, role, learning to learn, insight.

Each level has a description based on concepts: knowledge, skills and broad competencies. The mechanism for comparing qualifications with the "coordinate system", which is the European qualification system, is presented in Fig. 3. Thus, each level is described in terms of learning outcomes that can be compared with EQF qualifications and qualification systems of different countries.

**Country A EQF Country B**

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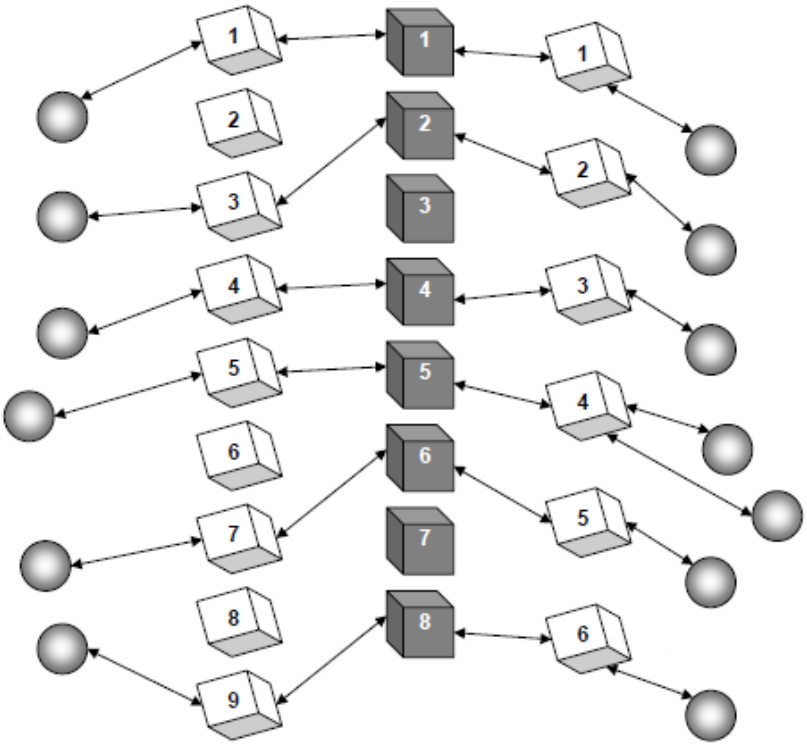


Figure 3. Qualifications Matching Principle.
Declan Kennedy, Áine Hyland, Norma Ryan. Writing and Using Learning Outcomes: a Practical Guide Implementing Bologna in your institution. Bologna Handbook. - P. 3.

Nowadays, almost all countries participating in the Bologna process have either developed or are developing national qualification systems - NQFs based on learning outcomes.
Countries supporting the ideas of the TUNING project intend to strive to:

- promote both lifelong education and equal opportunities in a knowledge-based society, and further integration of national labor markets;
- make correlation between national qualification levels and EQF on the basis of transparency, comparability and transparency to European levels, while harmonizing them with national legislation and practice, recognizing the diversity of educational systems;
- define and describe qualifications within the national framework on the basis of a lifelong education model, applying an approach based on learning outcomes in order to offset and accumulate learning outcomes;
- remove barriers between educational institutions of general and vocational education in order to prevent repetition of programmes of the previous education;
- support employees in the field of work with extensive professional experience in various areas of activities and facilitate recognition of the results of their informal / spontaneous, that is, not organized and not structured in relation to the time and goals of training;
- facilitate continuation of training after completion of primary education or after transition to work to improve or actualize knowledge and competencies, acquisition of new competencies necessary for professional growth, retraining and personal development;

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- improve the methodology of qualifications comparability and competencies certification on the basis of compliance establishing between the levels of education and the content of formal qualifications by confirming recognition of knowledge, skills and / or competencies through standardized assessment.

The fundamental conceptual ideas of the project are resulted in development of a competency-based approach that has become relevant at the present stage of development of the Russian higher education. In addition, TUNING materials cover issues of ECTS applying, development of study programmes and curricula modular construction, interconnection of teaching methods, student learning activities and new technologies for assessing students' achievements [Sabelnikova, Khmeleva, 2015, p.p. 16-23]. From the point of view of the TUNING project, the study programme is not just a set of randomly selected course units, but an interconnected complex, development of which requires a holistic approach.

Despite the fact that the Tuning project ended in 2013, the Tuning Centers in Russia still continue their activities. The Center at Don State Technical University continues to providde consultancy to the departments in charge to design or modernize study programmes. The new programmes are being developed according to the methodology and all the materials are available at the university website. For example, the form for writing a study programme description is available at the university website. The form was developed according to the Tuning methodology and was updated in 2019. It can be used by other universities on free-of-charge basis.

Tuning has become a key project of the European Union - TEMPUS (Trans-European mobility programme for university studies - Trans-European mobility programme for universities) which was opened in 1990, aims to assist the process of social and economic transformation, improving higher education systems of partner countries on the basis of mutually beneficial cooperation. One of the advantages of Tempus is consolidation of universities and representatives of the labor world into a project consortium for development and implementation of study programmes.

General management is carried out by the European Commission (Brussels), there are representative offices in the EU countries, national offices in partner countries. The Tempus programme is coordinated at the national level in the partner countries by the National Offices in close cooperation with the Delegations of the European Union, and in the EU countries by the Tempus National Contact Points. Implementation takes place through EACEA, the European Union's Education, Audiovisual and Culture Executive Agency. The European Commission defines the following programme objectives:

- to develop the educational level of students, including linguistic and cultural, through training in other European countries;
- to expand cooperation between institutions and enrich the educational environment of host institutions;
- to contribute to the development of young people as highly qualified and unbiased future professionals with international experience.

The main objective of the programme is to expand cooperation in higher education between the European Union and partner countries in the context of the implementation of the Lisbon Strategy and the Bologna Process. The goal of the Tempus programme is to promote development of higher education; implementation of educational policy in the field of higher education; integration of higher education in the European educational space. Therefore, financially supported joint projects are being implemented on a competitive basis, which are based on partnerships between higher education institutions of the EU and partner countries and are aimed mainly at modernizing the existing ones and developing new programmes and curricula.

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Tempus included the following stages of development.
Tempus I - 1990-1993 - "support" programme. Tempus appeared in a world that was very different from the world we live in now. In the 1990s, universities in Western Europe first began to use computers. But while students were still reading books in libraries, the only international means of written communication, besides mails, was fax.
Until 1990, Europe was rigidly divided into two camps.
Contacts between East and West were rare, sometimes even impossible. Academic programmes were long-term and highly specialized. Priority was given to theoretical and applied sciences. The emphasis was on knowledge, not on know-how and practical application. Tempus I was open not only to twenty countries of Central and Eastern Europe and twelve EU countries of that time (Greece joined the EU in 1981, Spain and Portugal - and 1986), but also to the third group, known as " Western countries ", which includes Austria, Finland and Sweden (subsequently joined the EU), Turkey (a candidate country for EU accession), Norway and Switzerland, as well as the USA, Canada, Australia and Japan. David O'Sullivan (former General Secretary of EU) describes the logic of engaging the "Western countries" as follows: "We realized that with modest means a lot can be done only by coordinating efforts, so you will find links to countries outside the EU in the original regulations of the Council. It was planned to start by identifying needs and then gather partners from the EU and G24 to work together to achieve results."

Tempus II – 1994-1999 – "transitive period" programme.
Tempus I-II: areas of projects are presented in Figure 3[1].

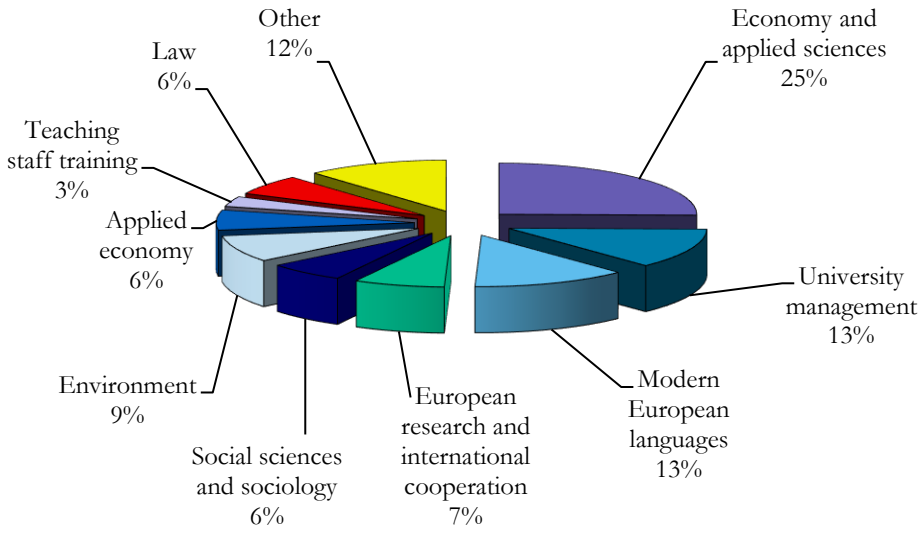


Figure 3. Tempus projects in 1990-2000.
O.N. Oleynikova. *Tempus Programme in the Russian Federation. What is Tempus Programme?*/Alma mater. Higher education journal. - 2010. № 9. –p.10.

Priorities of Tempus I were formulated within the framework of PHERE, while the novelty of Tempus II was that partner countries had to identify priority areas for reforming their national

[1]Presentation by Dr. O.N. Oleynikova, Director of National Tempus Office in Russia, "20 years of Tempus Programme".

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higher education systems. Among these priorities were "internationalization", "reform of university management and financing."
Of particular relevance to universities was consulting assistance in the development of new training courses and programmes for development of human resource potential. Such courses and programmes included European Studies, Management and Law, Entrepreneurship, EU Law and Economics, European Languages and Translation.

Tempus III - 2000-2006 - the programme of "modernization". Despite development of academic mobility, students still remained within the framework of national diploma recognition systems, which were very different from each other. The goal of the Bologna Declaration, signed in 1999, was to create a European Higher Education Area that would provide mobility between different educational organizations, facilitating comparability and mutual recognition of diplomas. The Bologna Declaration came as a result of decades of major reforms in Europe and the Tempus partner countries.
The scope of projects widened in 2000- 2006 (see Figure 4).

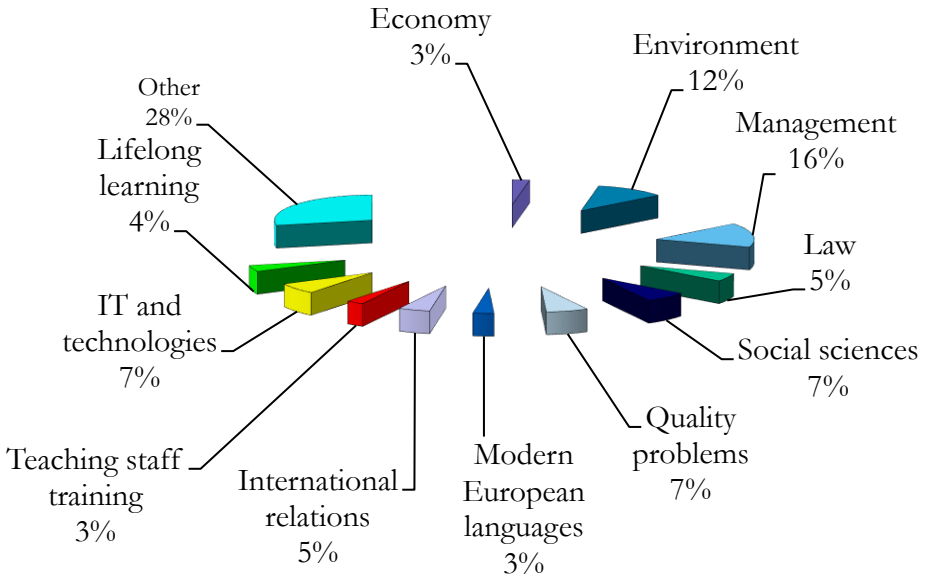


Figure 4. Tempus III projects.
O.N. Oleynikova. Tempus Programme in the Russian Federation. What is Tempus Programme?/Almamater. Higher education journal. - 2010. № 9. –p. 10

Tempus III projects have had a major impact on modernization of higher education in Russia and integration of Russian universities into the European Higher Education Area. New university management models have been introduced: network mechanisms; university intellectual property management models; quality assurance mechanisms, including a universal model for quality management and self-assessment; models and mechanisms have been developed that increase efficiency of departments, especially ones for international cooperation between universities; models of strategic planning and financial management of universities, library management; models

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of career development centers, etc. The developed study programmes have ensured introduction of double and joint diplomas recognized in Russia and partner countries in the practice of Russian universities.

Tempus IV - 2007-2013 – the programme to support national reforms in partner countries; the period when the macro level needed closer attention in order to implement reforms that would ensure long-term sustainability of project results, and first of all it was related to quality assurance and interaction with non-academic partners.
In partner countries, the concept of "quality assurance" (in terms of content and teaching) is still closely associated with official recognition and accreditation of programmes. However, in the EU member states, these two elements are not always interconnected. The concept of "quality assurance" is comprehensive and covers all aspects of university management and provision of educational and other services to students. Quality assurance mechanisms are realized jointly with university management, and students and employers should be involved in quality assurance systems and processes. The quality assurance process itself should be transparent and accessible in terms of availability of relevant information systems and publication of key performance indicators of educational organizations.
In order to ensure that programmes and courses meet the needs of the labor market and society as a whole, universities in partner countries are looking for ways to engage stakeholders in curriculum development. Such stakeholders include local governments, non-profit organizations, chambers of commerce, professional associations, and industrial enterprises. In the context of a very high unemployment rate in some partner countries, this helps to create jobs and employment opportunities for graduates, and increases academic degrees prestige. In addition, contribution of various stakeholders to curriculum development enriches its content and gives greater significance to the diploma. Many graduates - even at the highest level - lack entrepreneurship and skills that the labor market needs. Most universities are highly dependent on the state and are hardly ready for global competition for talent, prestige and resources. The need to implement recognition procedures for academic qualifications along with professional qualifications and the need to simplify the recognition of European degrees outside Europe were also emphasized.
Despite the fact that the guiding principles of the programme were based on broad political tasks, their direct development and implementation were carried out in the form of Tempus projects by the beneficiaries themselves, at their own level. Although the call for applications corresponded to the general national priorities in the field of higher education, they simply indicated general topics that the Tempus project should comply with, but did not impose stringent conditions as to what tasks should be solved. The beneficiaries were given freedom in terms of formulating their own topics and areas of activity. Stakeholders were given freedom to independently manage projects at their discretion.
Another core element of the Tempus philosophy is transfer of expert experience, not only theoretical knowledge, but, more importantly, technology, skills and practical experience. In the initial stages of Tempus, this transfer took place, as a rule, in one direction.
Some institutions from partner countries have already opened their own centers of excellence in areas specific to the local context where knowledge is derived from practical experience. They can be recognized as expert centers in a certain field not only in their country, but also in the region.
As achievements of the Tempus programme, new concepts of curriculum development can be noted, such as focusing on learning outcomes, modular programmes, ECTS, continuous

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assessment and assessment of the course by students. International teams have developed new curricula, giving them a new dimension, making them open.

Due to training provided within Tempus projects, academicians have gained new knowledge and skills. They learned new teaching methods, adapted to a wider range of target groups and forms of training, such as intensive courses, e-learning, blended learning and evening courses for adults.

Tempus has helped to expand collaboration between faculties and enterprises in most countries. On the one hand, this is an advantage for universities, as allows you to use information from employers about the current needs of the labor market in the preparation of new programmes and courses, which makes them the most appropriate for modern needs. On the other hand, in some countries, employers see Tempus graduates as the best qualifications thanks to improved and updated curricula, advanced teaching methods and compliance with EU standards. By helping students to gain knowledge and skills that are in demand on the labor market, Tempus increases attractiveness of its graduates in the eyes of employers and helps to cope with unemployment, which in some countries exceeds 20%. By creating a more productive and competent workforce, the programme contributes to the competitiveness of enterprises at the international level, thereby contributing to the economic development of partner countries.

Quality Assurance is one of the key priorities of the Bologna Process and a popular topic for Tempus projects. Quality assurance in universities is not exclusively associated with academic recognition and assessment, it is important for the entire institution as a whole. Tempus has helped to integrate internal and external evaluation procedures into all aspects of academic life.

This approach, when the main focus is on students, is based on a constructivist view of education, according to which learning outcomes are achieved by involving students in the educational process. Tempus helps to better understand the needs of wider groups of students and involve them in the learning process.

A number of Tempus projects has become pilot ones for initiating reforms and introducing new tools such as the European credit transfer system, diploma supplements, etc. Tempus has opened new horizons for intercultural exchange for university faculty. It gave teachers and students the opportunity to travel and study on other continents, helping to break prejudice and get rid of cultural stereotypes.

To improve their international strategy, universities began to invest in departments of international relations that were involved in intra-European mobility (i.e. the ERASMUS programme). Tempus has proposed a more risky path to international cooperation, developing contacts with countries on other continents.

Tempus has successfully funded the creation of various networks in EU countries. When participants from higher education were united into a project consortium, networks were formed that are directly related to Tempus, that has an additional impact on other types of academic activities. Within Tempus, academic staff has many opportunities for academic staff to meet and discuss issues of concern related to national higher education systems in the EU and share best national experiences. Tempus is a cooperation programme that supports the accumulated potential, modernization and development, peace and security in countries neighboring the EU, Russia, Central Asia, expanding international partnerships.

The Tempus programme ended in 2013 and became part of the new Erasmus+ programme (Capacity Building in the field of Higher Education).

A huge contribution to the development of outgoing academic mobility for Russian universities was made by the Erasmus Mundus External Cooperation Window programme. One of priorities of the programme was development of large-scale academic mobility between the EU and partner

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countries, including special support for training / internships in EU countries, primarily through master's programmes and doctoral programmes. The choice of the name of the programme is not accidental - this is the name of the Dutch philosopher Erasmus of Rotterdam, a well-known opponent of dogmatism, who, in order to expand his horizons and gain new knowledge, lived and worked in many countries of Europe. On the other hand, the word Erasmus stands for "European Region Action Scheme for the Mobility of University Students". This international programme of academic mobility for students and teachers was created to give higher education a distinct European focus and strengthen the position of European education at the international level, demonstrating the best experience and high quality study programmes of leading European universities.

The Erasmus + programme is a new European Union programme aimed at supporting cooperation in the field of education, vocational training, youth and sports for the period from 2014 to 2020. The new programme aims to become an effective tool to promote the development of human and social capital in Europe and beyond.

The objectives of the Programme include creating a new quality of cooperation, including:

- using, dissemination and development of previously achieved results;
- promoting new ideas and attracting new participants from the world of work and civil society;
- creation and development of new forms of cooperation.

The programme integrated such previously existing programmes as: the LifeLong learning Programme, The Youth in Action programme, The Erasmus Mundus Programme, Alfa, Edulink, Tempus and others. The following main areas are highlighted within the framework of cooperation in the field of higher education in Erasmus +:

Key Action 1: Learning Mobility of Individuals - New Mobility Opportunities for Students and Teachers.

Key Action 2: Cooperation for innovation and good practice - cooperation for the development of universities potential and the exchange of the best practices, as well as Jean Monnet Activities - wide opportunities for development of European research in the framework of the Jean Monnet subprogramme.

According to the European Commission, in the academic year 2011/2012, about 10% of European students underwent exchange training abroad, including about half of them under the Erasmus programme. About 3 million students took part in the 2012/2013 programme, about 5 million in the 2014/2015 academic year, and in 2020 it is planned that every fifth European student will become a participant in the programme.

In 2013, the IV stage of the Tempus programme was completed, in 2014 a new large-scale EU programme was opened until 2020 - the V stage of Erasmus +. Its main goal is to strengthen cooperation and international relations in the field of higher education through the support of high-quality European programmes. This Erasmus + programme combines previously existing programmes: Lifelong Learning, Erasmus, Leonardo da Vinci, Comenius, Grundtvig, Youth in Action, Erasmus Mundus, Tempus, Alfa, Edulink, etc. Erasmus and Erasmus Mundus are the largest student exchange programmes in Europe and the world, including dozens of countries and hundreds of participating universities. Erasmus is an exclusively European programme for students of the European Union and a number of other European countries, and Erasmus Mundus for All is a student exchange programme for the whole world, not only for European youth. The combination of simple philosophy and flexibility in adapting programmes to the changing needs of society makes them relevant for solving problems of higher education. The exchange of

knowledge and experience between colleagues from different countries leads to mutually beneficial benefits, personal contacts between project participants help to broaden their horizons and intercultural understanding.
Erasmus+ (2014-2020) includes three key actions: educational mobility, cooperation projects, support for educational policy. Directions of the new programme: education and training, youth and sports, specific projects "Jean Monnet" and "Sport" are provided.
The Jean Monnet European Integration Programme has been operating since 1989 and is focused on introducing courses on European integration and conducting European studies at universities. It aims to expand knowledge of the European integration processes through teaching, research and debate on topics related to the history, politics, economics and legislation of the European Union, as well as EU relations with other regions of the world. Since 2001, the activities of the Jean Monnet Programme have spread throughout the world, the educational network currently covers 68 countries of five continents, and universities from all over the world can participate in the programme.

## RUSSIAN EDUCATION IN THE CONTEXT OF INTEGRATION PROCESSES

Russia, as a participant of the pan-European higher education space formationprocess (since 2003), shares common agreed goals, seeks to effectively use the Bologna process and its mechanisms to solve the national problems of multilevel internationalization of the higher education system and positioning of Russian programmes on the regional and international educational services market. Educational international integration, which was born by historical standards, most recently, comes from understanding that economic integration automatically involves integration of human resources for this process. The integration processes in Russian education have led to appearance of a range of diverse integrated structures designed to ensure achievement of a high level and the advanced nature of training, retraining and advanced training of specialists in promising areas of science and technology, improving the quality of education and the effectiveness of scientific research (Efremova, Meskhi, Shvedova, 2018, p.96).

Development of integration processes as a whole is determined by the following provisions:

- conducting research and development by universities through grants and other sources of funding (although, in fact, this is already provided not only by the law on higher education, but also by the whole practice of financing science);
- scientific organizations staff attraction by universities, and university staff attraction by scientific organizations to scientific (educational) activities on a contractual basis;
- implementation by universities and research organizations of joint scientific and educational projects, other joint activities on a contractual basis.

Russia has been participating in TEMPUS programmes since 1994: more than four hundred projects have been implemented, of which 96 are part of Tempus IV. These programmes were the catalyst for modernization and integration of Russian higher education into the European space (Bologna process). They ensured development of two cycles of higher education, formation of a credit transfer system (ECTS) and quality assurance systems for higher education, academic mobility, the formation of an industry qualifications framework and an understanding of the need to create a national framework and qualifications system. There was an improvement in the management of universities, as well as an awareness of the need to develop interaction between universities and enterprises and the new role of universities in a knowledge-based society.

The course to support integration is a real chance to overcome the negative conditions of domestic science and education, to achieve their development, mutual understanding and cooperation both domestically and internationally. International study programmes - new generation programmes - are very complex constructions in which the content of education and its structure, leading didactic scenarios, a new assessment methodology, possible career prospects of graduates, requests from potential consumers, and language should be designed side of the educational process, the academic infrastructure of student support, etc. (Chelyshkova, 2002, p.432). Possible solutions to problems:

- teaching a number of disciplines in English;
- trimester division of the school year, giving the international character to the educational process in one of the trimesters;
- development and coordination at the international legal level of disciplines for the choice of an integrated nature with elements of interdisciplinarity or with an in-depth study of the most advanced modern methods, technologies, achievements; coordination of academic disciplines for offsetting;
- the organization of international expert councils and commissions for coordination and recommendations for the introduction in the study programmes of universities of a number of unified training courses that meet the interests of border areas;
- creation of international highly professional teaching staff (groups) for delivering individual academic disciplines or selected training courses that meet the advanced educational character;
- allocation of funding for development and educational innovations.

Tempus contribution to the development of Russian universities provided a growing understanding of the goals and objectives of the Bologna process by universities, the introduction of integration mechanisms, growing trust and interest in developing cooperation with European universities among rectors, and the involvement of university associations in international cooperation.

In recent years, an international positioning of Russian higher education has intensified, as well as a gradual shift in the educational paradigm towards student-centered learning. The growing role of students' independent work, reorientation from "input parameters" to output results, measured as a holistic competency system of the FSES and the university, taking into account the views of employers, the contribution to the development of cross-cultural competencies at the level of universities, faculties, students and teachers, an increase in orientation towards requirements of employers (Cherezova, 2015, p.p.175-184).

However, there is a number of problems on the path to development of integration processes in Russia: the lack of clear communication strategies and a culture of interaction in the university environment, project achievements often remain the property of university and do not become public domain, insufficient level of knowledge of foreign languages, high cost in ensuring mobility, lack of proactive position (working ahead), etc.

Trends in Russian higher education: implementation of the objectives of the Bologna process as part of integration into the European education area; providing employment for graduates; making emphasis on learning outcomes; using the framework of qualifications to ensure compatibility and comparability of degrees due to relying on learning outcomes (competencies); use of credit system; issuing the European diploma supplement; development of quality assurance systems, including models of internal and external evaluation.

New horizons for participation in the Erasmus + programme include: joint programmes in priority areas with access to double / multilateral diploma programmes; expanding the range of projects, taking structural measures and ensuring dissemination of their results at the level of the higher education system; implementation of projects that meet the strategic objectives of higher education development in Russia.

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