

UNIVERSITY OF VAASA

FACULTY OF PHILOSOPHY

Maria Paltseva

THE ROLE OF STUDENTS IN HIGHER EDUCATION

The experience of the University of Vaasa as an example of the possibilities and problems of stronger student activity as means of implementing the Bologna process at Russian universities

Master's Thesis in
Public Management

VAASA 2015

TABLE OF CONTENTS

	Page
ABSTRACT	5
1. INTRODUCTION	7
2. TOWARDS NEW UNIVERSITY	12
2.1. New Public Management and entrepreneurship	12
2.1.1. New Public Management	12
2.1.2. Entrepreneurial theory	13
2.2. Entrepreneurial University	16
2.2.1. Diversifying funding base	17
2.2.2. Developing periphery	18
2.2.3. Strengthening steering core	19
2.2.3.1. <i>Financial independence of each department</i>	19
2.2.3.2. <i>The structure of university</i>	20
2.2.3.3. <i>Division of tasks</i>	20
2.2.3.4. <i>Involvement of professional managers into management</i>	20
2.2.3.5. <i>Incorporating representatives of employees in the administrative bodies of university</i>	21
2.2.3.6. <i>Involvement of stakeholders in the management</i>	21
2.2.4. Integrating entrepreneurial culture	23
2.2.5. Stimulating academic heartland	24
2.2.6. Summary	24
3. EUROPEAN HIGHER EDUCATION IN TRANSITION	26
3.1. Origins and history of the Bologna Process	26
3.2. Main characteristics of the European Higher Education Area	29
3.3. Role of the students in European Higher Education Area	32
3.4. Summary	33

4.5.3	Summary	53
5.	WHAT RUSSIAN UNIVERSITIES CAN LEARN ABOUT THE ROLE AND PRACTICES OF STUDENT ACTIVITY AT THE UNIVERSITY OF VAA-SA?	57
5.1.	Introduction	57
5.2.	Research questions	57
5.3.	Data Collection	58
5.3.1.	Theoretical Data.....	58
5.3.2.	Practical Data	59
5.4.	Students of Master's Degree Programme in Intercultural Studies in Communication and Administration	60
5.5.	Members of students' organizations	63
5.6.	International officers	66
5.7.	Professors.....	70
5.8.	Data analysis.....	73
6.	CONCLUSIONS AND DISCUSSION	77
6.1.	General conclusions	77
6.2.	Recommendations	81
6.3.	Limitations of the study and suggestions for the further research	82
7.	LIST OF REFERENCES	83
APPENDIX 1.	Questions for the members of students' organizations	93
APPENDIX 2.	Questions for the students of master's degree programme in Intercultural Studies in Communication and Administration	95
APPENDIX 3.	Questions for university managers/ coordinators	97
APPENDIX 4.	Questions for university professors of master's degree programme in intercultural studies in communication and administration	98

UNIVERSITY OF VAASA**Faculty of Philosophy**

Author: Maria Paltseva
Master's Thesis: The role of students in higher education. The experience of the University of Vaasa as an example of the possibilities and problems of stronger student activity as means of implementing the Bologna process at Russian universities.
Degree: Master of Administrative Sciences
Major Subject: Public Management
Supervisor: Esa Hyyryläinen
Year of Graduation: 2015 **Number of pages:** 98

ABSTRACT:

The Bologna process officially started in June 1999 when the Bologna Declaration was signed. Russia joined the Bologna process in 2003 that courses significant changes in Russian higher education. The changes have mainly happened in the structure of university degrees.

The thesis "The role of students in higher education. The experience of the University of Vaasa as an example of the possibilities and problems of stronger student activity as a means of implementing the Bologna process at Russian universities" is focused on the student-oriented education and is presenting this topic in a new light of the Bologna process. In our opinion, student-orientation is a key to successful implementation of the Bologna process in Russia on current stage. The purpose of the research is to reveal place of the students in the European higher education system and to develop some recommendations on facilitating the Bologna process in Russia.

The theories - new public management, entrepreneurial theory, and entrepreneurial university theory - will be selected in order to describe the tendencies in higher education and role of students in new system. The theoretical part will be also based on the analysis of legislation and documentation concerning higher education. It will present how the ideas of the Bologna process should be implemented in Russia, but it does not include the analysis of changes that have already been done.

The method is used in the thesis is qualitative and descriptive. The several methods were used during collection and analysis of material: observation, active participation, interviews. 15 people were chosen for the interviews, the can be divided 4 focus groups: leading members of students' organizations, students of Master's Degree Programme in Intercultural Studies in Communication and Administration, International officers, teachers from Master's Degree Programme in Intercultural Studies in Communication and Administration(total number of interviewees is 15). The focus groups are connected by University of Vaasa.

During our research we found out that active involvement of students activities and opportunity to influence the management of the university help to develop market-demanded skills and competences, to develop sense of community and belonging to University, to obtain working experience. All that prepare student for the working life.

To conclude we can say that in order to implement the Bologna process fully in Russia, the students should be involved in management of University more actively.

KEYWORDS: Management, Universities, Student Activity, Entrepreneurship, Market Orientation, Bologna process

1. INTRODUCTION

In the last 20 years of the 20th century Russia went through the transition period from communist society to capitalistic one. The changes should have happened in all the spheres of society, including education. The system of higher education in Russia was inherited from Soviet Union and had to be reformed. The European system was chosen as a pattern and the Russian Federation joined the Bologna process in September 2003. We can say that not only the system of higher education has changed, but also the definition of education has changed. (Khanin & Fomin 2008: 42–62; Khanin 2008: 121–132; National Reports 2006: 1–2.)

There are several different approaches in defining the term education, for example public good, a service and a commodity. First of all we should define above- mentioned terms themselves. Public good is:

“...good, to which all individuals have access. The consumption of public good by one individual does not reduce its quantity [...]. Many items have certain features of the public good, but in practice its pure form is not found. [...]. It is usually assumed that in the market economy there is a shortage of goods for public use, because the public interest is never taken into account in the calculation of the costs and benefits. This is the traditional justification for attempts to state economic regulation.” (Dictionary of Economics.)

Public goods are firstly non-rivalry, secondly non-exclusiveness, and thirdly indivisibility (joint supply). Non-rivalry means that the consumption of public good by one individual does not reduce its quantity. The amount of students at lecture doesn't reduce the given knowledge. Non-exclusiveness in consumption is understood as it is impossible by establishing market prices exclude certain firms or individuals from the least the recipients of at least some of the benefits (or portion of costs) directly related to production and consumption of certain goods. Some people can be excluded from consumption of University education, for example by introduction of payment, but they cannot be forbidden to acquire knowledge through other sources. (Mathecon Dictionary 2003.)

Indivisibility (joint supply) can be determined as that the individual cannot directly choose the amount of consumption goods. The population uses the entire amount pro-

vided in the area of public good. For example secondary education is compulsory for all citizens and free of charge only after the students complete all the courses, which are required by curriculum, they get a degree (diploma). After getting a diploma people are treated as specialists in some area and occupy certain social status. We emphasize that we are talking about the indivisibility of consumption rather than production and provision of public goods. Education can be provided by different schools, colleges and universities and society certainly can select a desired level of national education (the number of schools/universities, their material security, the amount of funding. (Mathecon Dictionary.)

Service can define as following (Longman Exams Dictionary.):

“1) the official system for providing something, especially something that everyone in a country needs to have, or the official organization that provides it.

2) ...is the intangible benefit that one entity (provider) provides to another (consumer).”

Characteristics of service are that service cannot be accumulated or collected, the simultaneous participation of both the supplier (provider) and the consumer is necessary for providing service, also there is no patent law in providing service and quality of service varies during its providing. (Dictionary of Economics; Dictionary of Business.)

University education has all above-mentioned characteristics of service. University education cannot be accumulated or collected. The simultaneous participation of both university and students is necessary for providing educational service. There is no patent law in providing educational service. Quality of service varies during its providing. Quality of education depends on both university and students. (Zavalko 2011: 80–84; Batalova 2011: 7–12.)

A commodity

“is anything that is offered in the market for attraction of attention, for acquisition, for use or for consumption that can satisfy the needs or demands of (physical objects, services, organizations, ideas).” (Dictionary of Economics).

“is also a product that is bought and sold.” (Longman Exams Dictionary).

Characteristics of a commodity are selection, quality, quantity and cost (Averin 2010: 16).

“Selection is a group of things of a particular type, often of things that are for sale.” (Longman Exams Dictionary).

Quality is a set of intra-consumer properties that possess the ability to meet the needs of the consumer. Quantity is a set of specific properties that expressed with the help of units of measurement, which are usually normalized. (Averin 2010: 17.)

“Cost is the amount of money that you have to pay in order to buy, do, or produce something.” (Longman Exams Dictionary).

University education has all above-mentioned characteristics of commodity selection of universities themselves, departments and study programs (Dobrydnev 2004: 26–31; Mikulenko 2001: 49–52.):

1. measurement of quality of education is a very complicated process and contains many characteristics, for example number of graduates that succeeded in career, level of teaching, technical equipment of University
2. The study program is measured in credits (Europe) or hours (Russia). Only after the students complete all the courses and earn the required number of credits; they get a degree (diploma).
3. The education is financed is directly by students or indirectly by taxpayers.

According to the first approach, education is seen as a public good that is why it cannot be an object of trading. The state plays a great role in providing the population with education. The state, namely ministry of education makes all the decisions that schools and universities should fulfill, provides university with money. (Altbach 2002: 40–44; Smirnov 2001: 58–63.)

The second approach considers education as a service provided by the university. The university itself makes decisions about their teaching and research activities, search for funding recourses. The third approach is more extreme version of the second one, and

sees education as commodity, that university sells to its customers, that also requires the autonomy of university. (Dzhaparova 2005: 55–65; Batalova 2011: 7–12.)

Each approach has economical and managerial peculiarities and consequences, among them are different roles of student in the educational process. According to the first approach students are considered as objects of education. It happens, because the state plans and regulates the development of industry and economy, so it demands definite number of professionals with certain qualifications from system of education. It was one of the main traits of planned economy that was realized in the Soviet time. The second and third approaches see the students as subjects of educational process or in other words treat students as customers, that's why university tries to meet the desires of their students and to involve students into management of university. (Dobrydnev 2004: 26–31; Mikulenko 2001: 49–52; Dzhaparova 2005: 55–65; Batalova 2011: 7–12; Annenkova 2008: 111–113.)

In order to describe transition from the old system to the new one the theories - new public management, entrepreneurial theory, and entrepreneurial university theory- will be used in the first subchapter of the first chapter. In the second subchapter of the first chapter we will describe entrepreneurial university. In the second chapter we will illustrate how theories that were described in the first chapter were implemented in Europe. Here the main documents concerning Bologna process will be analyzed. Among these documents are the Bologna Declaration, Sorbonne Declaration, Towards the European Higher Education Area, Magna Charta, Graz Declaration, and Message from the Salamanca Convention etc. In the third chapter we will describe Russian system of higher education, reveal the main differences from the European one, and show what have already done in implementation of Bologna process. In the fourth chapter we will present our practical findings, concerning the place of students in entrepreneurial university and give some recommendations on further implementation of Bologna process in Russia.

We cannot complexly analyze the implementation of Bologna process in Russia. So I decided to narrow my research to the problem of changing the role of the students in university. To my mind it shows the problem of the implementation of Bologna process in Russia in a new angle, because most of the research was devoted to possibilities, op-

portunities and threats of the implementation of Bologna process in Russia (5-10 years ago) due to the fact it is a rather new process in Russia. The research that has been already devoted to outcomes of the reform includes mostly case-studies of particular universities. I think that changing the role of the students in university is a very actual problem, because all the structural changes (introduction of two-level system, introduction of ECTS- system) have been already made; now it is a turn of more deep changes. From that the following research questions arise:

- How should the role of student in Russian Universities change in order to become close to European university system on the example of University of Vaasa?
- Is the student activity more connected with inner qualities of the student or the structure of Vaasa University?
- How does the administrative structure of the University of Vaasa influence the personal skills and competences of the students?

During my research I will try find out the connection between active involvement of students both in different extracurricular activities and in the management of the university and market-demanded skills and competences. The method will be used in the thesis is qualitative and descriptive. The several methods will be used during collection and analysis of material: observation, active participation, semi-structured interviews. 15 people will be chosen for the interviews, they can be divided into 4 focus groups: leading members of students' organizations, students of Master's Degree Programme in Intercultural Studies in Communication and Administration, International officers, teachers from Master's Degree Programme in Intercultural Studies in Communication and Administration (total number of interviewees is 15). The focus groups are connected by University of Vaasa. The aim of interviews is to find out the attitude of the people connected by University of Vaasa towards extracurricular activities and students' organizations and their opinion about the role of the students in university in general, and in management of university in particular.

2. TOWARDS NEW UNIVERISITY

2.1. New public management and entrepreneurship

2.1.1. New public management

Perception of education like public good is strongly connected with the traditional model of public management. The model possesses the following features: the emphasis on public services themselves, the wide involvement of government into public services, independence from the political process, equality in production and consumption of public services, absence of motivation in performance improvement for public administrator, functions in implementation of policy and spending public funds delegated to public administrators are specified and restricted. (Gruening 2001: 2.)

In the 70-s big changes occurred in management and this got name of new public management. New public management possesses the following features: the emphasis on service delivery; diminishing governmental involvement into public services; production and consumption of public services according to desires and opportunities of consumers; the ability to provide services through the private sector; managerial responsibilities are shifted to departments and agencies; public administrator are motivated through rewards, based on their performance. (Gruening 2001: 3.)

Public service is responsive to consumers and customers, where consumers are citizens who pay for services through taxation and customers are politicians who represent the society and determines policy. (Ibid.)

The main idea of new public management is diminishing role of government in regulating economic and social relations through method of decentralization. It means that services earlier provided by government now are provided by private companies or agencies controlled both by government and by citizens. According to this approach citizens are seen as consumers, who pay for services directly (more often) or through the system

of taxation. The main principles of new public management are consumer-orientation, customer-orientation and competition between service-providers. (Calogero 2010: 34.)

New public management is connected with several managerial theories: the theory of minimal state, according to which state should minimize involvement in economy and private life; the theory/concept of effective state, according to which state should improve the ways of discovering the social desires and the ways of their fulfillment; corporate governance; entrepreneurial theory. (Rhodes 1996: 652–658.)

Here we will examine entrepreneurial theory more thoroughly.

2.1.2. Entrepreneurial theory.

The main idea of entrepreneurship consists in increasing profitability of used recourses. So entrepreneurship encourages managers to search for new and effective ways to allocate recourses in order to make more profit. During implementation some ways are proved to be effective, some are not. The entrepreneurial learning is an important part of entrepreneurship that allows an organization to examine opportunities and threats of the market. (Bula 2012: 83.)

Here we will examine some views on entrepreneurial theory:

Economist Jean-Batiste Say was the first scientist, who described entrepreneurial theory and who invented the term “entrepreneur”. He underlines, that a profit is created by relocating the recourses from less productive sphere to more productive one. (Bula 2012: 84.)

Joseph Schumpeter was a researcher, who developed entrepreneurial theory (Bula 2012: 84). He adds that a profit is created not so much by relocating the recourses from less productive sphere to more productive one, but by creating more productive ways of using the resources (Croitoru 2012: 144). He sees an entrepreneur as an innovator who searches for new and effective ways of production (Croitoru 2012: 145). According to him, such new and effective ways of production are discovered by failing old and no-

more- effective ones. Schumpeter calls the phenomenon the process of creative destruction. We can say that the competition is considered to be the moving force of creative destruction. The advantages of creative destruction are: qualitative change in a product, reduction of prices, and development of new technologies. The market always exists in a state of change not only because it always responds the environment, but also because and it is a process by nature. (Schumpeter 1975: 82–85.)

Israel Kirzner was also studying entrepreneurship (Croitoru 2012: 145). Kirzner (1997: 63–66) examined two points of view, concerning the nature of the market, those “The natural state for market is equilibrium” and “The natural state for market is disequilibrium”

According to earlier concept, the market should be explored only being in a state of equilibrium, because it is considered its natural state. The state of equilibrium is achieved through a balance between demand and supply that resulted in stable market prices. The concept is a basis for the planned economy, because the balance is easily achieved through the state regulation. One of the main characteristics of a state of equilibrium is inefficiency caused by lack of competition. Austrian researchers, among who were Mises and Hayek (1949 and 1937, quoted in Kirzner 1997: 67–74), argued the notion, that equilibrium is the natural state for market. In the market economy it is impossible to achieve and preserve equilibrium because of the competition between market players. As I have said before Kirzner supported their point of view. According to them entrepreneurial process, entrepreneurial discovery, competition, Kirzner adds also here and efficiency entrepreneurs themselves are essential for market economics. (Kirzner 1997: 67–74.)

1. entrepreneurial process

Mises sees a market as an “entrepreneurially driven process” (1949 quoted in Kirzner 1997: 67–68): the market is pushed by entrepreneurs, who look for the profit. Profit-seeking driven process cannot occur in non-competitive environment, so we can say that the market naturally exists in the state of disequilibrium.

2. entrepreneurial discovery

However in the article Kirzner (1997: 71–73) pays more attention to the problem of entrepreneurial discovery than to entrepreneurial process. According to Kirzner the duty of entrepreneur consists in discovery of new and effective opportunities for profit. During the entrepreneurial process (market) their efficiency is eliminated, and then entrepreneur should discover new ones. The role of discovery is very essential: new and effective ways of production opportunities should be discovered to keep entrepreneurial process going. The decision can be corrected as a result of new opportunities. The objects of discovery can be: unknown natural resources, new kinds of products, more effective ways of using resources, new type of organization and management, plans of the competitors, new market opportunities (Schumpeter 1975:84).

3. Competition.

The number of market players is not limited, whereas the number of discovered natural resources, kinds of products, ways of using resources est. is. Entrepreneurs compete for the opportunities among themselves. Hayek (1949: 345–346) considers knowledge a very big part of entrepreneurial process. The entrepreneur, who possesses more detailed and recent information about market opportunities wins the competition, in other words increases the profit, so Hayek underlines the competitive nature of the market (Kirzner 1997:63–66, 67).

4. Efficiency

Efficiency can be called a consequence of competition. Competition encourages entrepreneurs for entrepreneurial discovery to fulfill the demands of consumers more efficient (Kirzner 1997: 81).

5. Entrepreneurs themselves

An entrepreneur plays a great role on the market: an entrepreneur should be always active to seek and discover new opportunities. New opportunities are opportunities that previous entrepreneur has not notice. Missed opportunities stimulates entrepreneur to learn a competitor better. An entrepreneur plays a huge role in the market process: en-

trepreneur should always be active in order to create, search and discover opportunities to push the market process. (Kirzner1997: 69–70.)

2.2. Entrepreneurial University

The main idea of the concept is that university should act and should be managed like enterprise (Clark 1998: 3–5). First of all, we will discuss reasons of establishing entrepreneurial university.

The following reasons are presented in the article “Towards the Entrepreneurial University?” : implementation of New Public Management in the 1970-80s; development of self-employment strategy as an answer to the problem of unemployment; increased competitiveness between universities and other educational institutions, new sources of knowledge and education (Competitiveness of graduates on local, national and international market); increased competitiveness between students (future employees), connected with globalization; domination of small size enterprises over large one, because of their ability to adapt to new circumstances (Gibb & Hannon 2013: 6). The Bologna process adds: multiplied number of university responsibilities, among which are public, social, academic, research responsibilities (Graz Declaration 2003:2–3). Gibb (2012: 7–9) in his article “Leading the entrepreneurial University” adds to the reasons: high pace of changing environment (including scientific and technological development, that should be adapted and used by university), massification of education, diversity of organizations graduates can work in, competition with other sources of education. Creating Entrepreneurial Universities became a response to all these pressures.

Here we want to summarize a book by Burton R Clark “Creating Entrepreneurial Universities. Organizational pathways of transformation”. In his book Burton R Clark analyses ways of introduction of entrepreneurial concept into five European Universities: the University of Warwick in the United Kingdom, the University of Twente in the Netherlands, the University of Strathclyde in Scotland, the Chalmers University of Technology in Sweden, and the University of Joensuu in Finland. (Clark 1998: 8; 103.)

In spite the fact that all the five universities have different backgrounds and Burton R Clark find similar elements in their transformations. They are diversifying funding base, developing periphery, strengthening steering core, integrating entrepreneurial culture, and stimulating academic heartland. (Clark 1998: 5–7.)

Here we will try to describe the elements and the ways of their implementing in the above-mentioned universities. All five elements are tightly connected with each other, and here in this book discussed separately only for methodological reasons. To my mind we should start with the funding, because budget cuts became the main reason for entrepreneurial change in almost all cases. (Clark 1998: 15–17, 40, 65, 84–85.)

2.2.1. Diversifying funding base

The purposes of diversifying funding base are: earning more money, diminishing the government control, creating “focused university” (Clark 1998: 55).

Universities have four main ways of earning money (Clark 1998: 15–20, 71–74 25–27, 50, 56, 105, 71, 77, 18, 92, 87):

1. Money from university services: contract education (development of training program for enterprises), contract research (conducting research for industry), money from patents and intellectual property, paid services, provided for outsiders (tailor-made courses for companies).
2. Grants: state grants for different projects (for example, for building a research center), grants for development international study programs from international originations (for example EU grants for providing Bologna process), research grants.
3. Money from private people and organizations: fees for foreign students, donations from alumni; fundraising: money from juridical or private philanthropist for particular project.
4. Investments in periphery of university: establishing new units, that provide paid services for outsiders (laboratories), lecture halls etc.

The entrepreneurial idea of university means that educational institution is very active: it searches opportunity to earn money, it earns money, and it successfully invests money, so it behaves like an enterprise (Clark 1998: 3–5).

2.2.2. Developing periphery.

As I have mentioned periphery of university is considered to be one of the main funding sources. However its main purpose is to serve as a link between university and environment, and thus it assists university: to adjust to new circumstances, to meet the requirements of both students and employers, to find an opportunity to problem solving education, to provide students with skills that they will need in their professional life, to find demand-response balance between university and environment, to meet its educational goals, to assist students and professors in their teaching-learning practice. (Clark 1998: 6; 129–132; 138–139.)

So we can see periphery plays a very important role in entrepreneurial university, however it also has a positive effect on the environment, because it makes university satisfy the local needs. We will take an example of the Twente University of Technology in the Netherlands from the book. Initial depressed economy of the region became flourishing because of industrial development, namely because of the firms and enterprises that were set up by the graduates of Twente. So we can say Twente created regional industry to large extent and developed cooperation with it simultaneously. (Clark 1998: 39–60, 43, 47–48.)

However expansion of periphery means not industrial development outside the campus, but also establishment of new units on campus. Campus area can be developed by establishing: private units within the university structure: conference centers, bookstores, apartments for guests, students dormitories, hotels, est.; units that provide research, teaching and social services not only for university, but also for outsiders (language centers, laboratories); campus incubators (to help young enterprises), that assists the students and graduates in foundation of their own firms. (Clark 1998: 15–20; 50–53; 71–74.)

We can make a conclusion that development of periphery means establishment of new units on campus that leads to changes in management and administration of university.

2.2.3. Strengthening steering core

The increased number of university units and development of third stream resources change the management and leadership of the university. Financing from different resources provide managerial independence of the university from the state that leads to structural changes within the university. The increased number of units stimulates university to look for the new ways of communication among them. All these changes promote strengthening steering core of the university. (Clark 1998: 7; 21–25; 44–47; 76–80; 94; 107–109.) The styles of management vary from university to university but we will try to display some common principles:

2.2.3.1. *Financial independence of each department*

The power in the university is decentralized and each department is quite independent, because it has a right to decide how to spend, received from University budget (Clark 1998: 45). Department can be engaged financial relations with university units but also have business relations outside university. Department can create its own budget from university money, from research money, from contract education. It can buy services from different units, it can invest money in developing periphery (building of research centers, laboratories), and it also can sell its services to enterprises. Financial independence gives to department freedom in areas of teaching, research and public services: for example each department can create their own research areas, hire professors, to develop programs and curricular, to balance proportions between teaching, research and public services. (Clark 1998: 23, 76, 98.)

2.2.3.2. *The structure of university*

The structure of university is complex and diverse, because it includes departments, faculties, schools, service units, periphery (spin-off companies) etc. Each unit has a certain degree of autonomy, so the structure of university is loose and flexible. Units within universities can interact with each other and with the environment without involving the university administration, in other words their managerial autonomy is wide. Loose structure of university allows to react to the changes in the environment and to get used to new circumstances very quickly. (Clark 1998: 76, 107–110.)

2.3.3.3. *Division of tasks*

Diversity and complexity of university's structure influence the distribution of the tasks between employees. The staff of the university can be divided into four groups: professorship, university administration, the deans and the senior managers (administrators). Professors are responsible for fulfillment of teaching and research tasks. The primary task of managers is to develop strategy of earning and effective allocating the money. University administration is responsible for general strategic planning. The deans are mediators between professorship and managers, whose main task is to unite managerial and teaching goals. (Clark 1998: 69–70, 81, 90.)

2.2.3.4. *Involvement of professional managers into management*

Each unit of the University is leading by professional manager because of complex and diverse structure. The primary task of managers is to develop strategy of earning and effective allocating the money. The manager makes contacts with industry, other departments and periphery. Managers that were previously employed in industry are usually hired by universities. Previous experience, business connections with enterprises, knowledge of industrial needs are essential characteristics for the university manager. (Clark 1998:25, 69–75.)

2.2.3.5. Incorporating representatives of employees in the administrative bodies of university

The distribution of the tasks between employees makes university promote cooperation and communication between them. Cooperation is achieved by different means: by interdisciplinary and interdepartmental educational programs, by regular meetings and discussions between administrative board and professorship, by creation of the university information system, by the fact that representatives of employees are incorporated in university council, and central committees, where they together plan the work of the University. (Clark 1998: 68–72, 81–85, 90–93.)

Not all the university employees are represented in the administrative board to avoid bureaucracy. Bureaucracy is typical for development of entrepreneurial university. It is connected with growing number of units; the different committees are established to represent all the units in the administrative board. With the time being the number of committees and number of representatives are reduced. (Clark 1998: 110–112.)

2.2.3.6. Involvement of stakeholders in the management

Here we will discuss the role of stakeholders in the management of university. As I said before it is very important to entrepreneurial university to be in connection with the environment. Stakeholders can be considered as representatives of environment, in other words stakeholders are people who can influence activity of university. They are students, graduates, course applicants, employees, the Ministry of Education, grant agencies, sponsors, other educational institutions, businesses, suppliers (schools), the governments on the central, regional and local levels, the public authorities (e.g. the tax authorities, health insurance companies, social security administration, etc.), the public (Tetrikova & Sabolova 2010: 142). Management of university has become a very challenging and complicated process, because so many stakeholders are engaged in it. In order to deal successfully with stakeholders should be divided into different categories. There are several approaches in grouping of stakeholders.

According to the first approach, stakeholders can be divided into two main categories: primary and secondary. Primary stakeholders are those that crucial for existence of university, whereas secondary stakeholders are those that influence university indirectly. Primary stakeholders of university are their students, their employees, the course applicants. Secondary stakeholders of university are their graduates, other educational institutions, businesses, suppliers(schools), the governments on the central, regional and local levels, the public authorities (e.g. the tax authorities, health insurance companies, social security administration, etc.), the public, the grant agencies, the Ministry of Education. (Mainardas, Alves & Raposo 2010: 85, Tetrikova & Sabolova 2010:142–143.)

According to another approach, stakeholders can be divided into three categories: internal, directly affected, indirectly affected (Freeman 1984: 25). Internal stakeholders of university are their students and their employees; directly affected stakeholders of university are their graduates, the course applicants; indirectly affected stakeholders of university are the grant agencies, the sponsors, other educational institutions, the Ministry of Education businesses, suppliers(schools), the governments on the central, regional and local levels, the public authorities (e.g. the tax authorities, health insurance companies, social security administration, etc.), the public. (Mainardas, Alves & Raposo 2010:79–80, Tetrikova& Sabolova 2010:142–143.)

There are deferent strategies of relations between university and stakeholders: reaction, defense, accommodation, and proaction. These strategies reflect the degree of willingness to meet stakeholders' demands from complete resisting to complete satisfaction of ones (Clarkson 1995: 97–99). Here we will present the example of the Twente University of Technology in the Netherlands on involvement of stakeholders in the management. The first step of the university was to attract student not only by good education, but also by encouraging “students’ activism” (Clark 1998: 42). The students were elected to university council and were allowed to participate in governing of University. Students’ active involvement in management of university was a quite new decision not only for the Netherlands but for whole Europe that allowed attracting to Twente many active students. “Students’ activism” became the main features of Twente (Clark 1998: 42). Decade later, Students’ activism turned into students’ entrepreneurship. Graduates that

were encouraged to organize their own firms and enterprises, "knowledge-intensive companies" (Clark 1998:47) as they are called in the book, became the partners of Twente (Clark 1998:57).

So we can say that strong steering core balances managerial autonomy of units in order to allow university to exist as a single entity. Strong steering core are based on common values and believes towards the future of university.

2.2.4. Integrating entrepreneurial culture

Analyzing the history of entrepreneurial change in five universities we can say that entrepreneurial culture is the most difficult thing to describe: it cannot be seen, touched, calculated. It is very hard to separate it from other elements of the entrepreneurial university. Entrepreneurial culture cannot be integrated deliberately; it appears simultaneously with other changes. Entrepreneurial culture can be described as desire for Entrepreneurial change and sense of unity. (Clark 1998:7–8.)

As I have said before the structure of university is complex and diverse: it includes departments, faculties, schools, and periphery etc. All these units are financially independent from each other, have their own managers and contacts with environment so the university exists as whole because of sharing common values, sense of belonging and unity. Entrepreneurial culture cannot be introduced from the top: it can be foster by giving managerial autonomy to faculty level. Autonomy gives both freedom and responsibility, in other words a meaning to all the actions of professorship and senior managers. Integrating entrepreneurial culture has several steps: formulating goal and strategic plan of university-goal and plan become the idea of university-the idea is developed into the purpose-the purpose into 'mission statement' -'mission statement' into culture -culture into saga (Clark 1998: 54–55, 143–144).

Entrepreneurial culture incorporates not only managers and professors, but also students, graduates, partners- all the stakeholders. Involvement in management of universi-

ty encourages stakeholders to be active, to participate in live of the university, to change the university for the best.

2.2.5. Stimulating academic heartland

Entrepreneurial change in universities starts from great environmental impulse: budget cuts, strengthening competition, diminishing number of students etc. Awareness of the problems made active professors and administrators unite and search for the solutions. The solutions let to one to make a university active business-like organization. So turning into entrepreneurial university is developed into institutional idea, around which academic heartland is formed. The main idea of stimulating academic heartland is to encourage all the employees, first of all professors, to be active: participate in changers, to share goals, ideas, and purposes of university. (Clark 1998:137–138.) Sometimes the role of the rector is very important in entrepreneurial reforms. Clark (1998: 44–55, 66–67, 88 ,107) underlines the roles of Harry Van den Kroonenberg, Erik Bolle and Harry Fekkers, who made administrative duties during 1980-s (1980–90) in the transformational period of Twente into entrepreneurial university, Graham Hills, J.T. Wallmark, Kyösti Pulliainen. They stimulated academic heartland on one hand by giving professors freedom in teaching and research, on the other hand by introducing close cooperation of all university units through cross-disciplinary and cross-departmental educational programs. Involvement in management of university encourages professors to be active, to participate in live of the university, to change the university for the best.

2.2.6. Summary

The main characteristics of modern world: integration, globalization, changes- all that shapes market. Market in its turn determines the all spheres of our lives. The demands of market changed the idea of public management and introduced new public management. The main principle of new public management - emphasizes on customers and on service delivery- was applied to all market players. Nowadays universities are also seen as market players. In order to be competitive universities should be financial independent, dependent on many money recourses, meet desires of stakeholders, have flexible

structure, be managed by professional managers, have goals and inner culture. The universities who adapt above-mentioned principles called entrepreneurial universities. Students are seen as main stakeholders of universities, so the universities try not only to meet desires of their students, but also involve them into the management. An entrepreneurial university needs active students to learn their desires and demands to meet them. Active students can become the partners of a university in future. So an entrepreneurial university tries to become active and independent itself, but also foster activity and independence in its students.

3. EUROPEAN HIGHER EDUCATION IN TRANSITION

3.1. Origins and history of the Bologna Process

The European Union - an economic and political union of twenty-seven European countries- was formed in 1993, when the Maastricht Treaty was signed. The member-states of the European Union are Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxemburg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and United Kingdom. The EU has governmental organs, banking system that provides its functioning, also anthem and flag, which can be seen as the symbols of European collective identity. (European Commission 2014.)

However the history of European Union started long before the signing of The Maastricht Treaty. After the Second World War, the Cold War started and the Soviet Eastern block and Western block were formed. Western block, which was consisted of Greece, Norway, Iceland, United Kingdom, Denmark, West Germany, Italy, Netherlands, Belgium and Luxembourg, had to start integration to be capable of resisting to the Soviet Powers. In 1957 the Treaties of Rome (the Treaty establishing the European Atomic Energy Community and the Treaty establishing the European Economic Community (the EEC Treaty)) were signed by Belgium, France, Italy, Luxembourg, and the Netherlands. The Treaties of Rome gave start not only to economical but also a political integration of Europe: by establishing European Parliament in 1957 and European Commission in 1958. After that other European countries started to join EEC. So we can make a conclusion that European integration was initially economically and politically driven. (Maastricht Treaty 1992:10, 13, 16, European Commission 2014.)

The main purpose of the establishing the European Union in 1993 was to become competitive on the world market by the means of economical and political integration within European continent, that resulted in a single market, a common trade policy, a common currency, an abolition of passport control between member states under Schengen Agreement est. In addition to political and economical integration, Europe needed cultural community to exist as a union. So it is obvious that after the European

Union was formed, the question about common European culture, common European identity and about common European values has become an urgent issue. We can say that nowadays the integration of the European Union moved from political and economical levels to social and cultural ones, aiming at development European community. (Ibid.)

The reason, why I examine origins and history of the European integration so thoroughly in this paper is connected with the increasing role of common European Higher Education Area in formatting of modern European society and disseminating of common European values. According to the Bologna Declaration, one of the aims of creating common European higher education area was to provide European Community and to promote European cooperation. It is also necessary to underline the idea that interaction in educational sphere is conducive to forming of European identity and developing of the European Union as a knowledge-based society through creating a strong system of Higher Education. (European Commission 2014, EU 2014.)

European higher education system (especially master level) is oriented to create and transmit common European values, in contradistinction to school education that is responsible for fostering national values and patriotism (Towards the EHEA 2001: 3). It is always underlined, that European identity co-exists with national identities and European values are based on national values (European Commission 2014). So the main aim of European cultural politics (which intersects with educational politics) is to help people become aware of their common values through different means (European Commission 2014). Sorbonne Declaration (1998) proclaims that common education area was established in order to create common European “intellectual, cultural, social and technical dimensions” (1) that will influence positively strengthening of common European values. According to the main documents, relevant to this process, a strong European Community and close European cooperation can be achieved through different measures, among which are: facilitation of European citizens’ mobility and employability (Bologna Declaration 1999: 2), dissemination of knowledge throughout the continent (Sorbonne Declaration 1998: 1), providing European knowledge-based socie-

ty, and conducting different inter-European programs, aiming at acquaintance with different European cultures and language learning (European Commission 2014).

Providing mobility of European citizens in terms of studies and employment is important to cultural exchange within the European Union. The mobility is maintained at all the levels: European, national, and organizational (university level) (Graz Declaration 2003:3–4). For example, the mobility in terms of studies is enhanced through the programs of students and professors exchange. At European (international) level different means of supporting academic mobility are elaborated: European Credit Transfer System (ECTS), “a system of easily readable and comparable degrees” (Towards the EHEA 2001: 1), system of academic recognition of study periods, system of study grants est. The mobility in terms of employment is achieved by unified Diploma Supplement (Bologna Declaration 1999: 2), so the graduate from European university can be accepted for a job in any European country without conformation of the qualification. The mobility in its turn provides good opportunities for cultures’ interaction and for dissemination of common European values. (Towards the EHEA 2001:2, Graz Declaration 2003:2–3.)

Nowadays, universities are not only recognized as “centers of culture, knowledge and research” (Magna Charta 1998: 1) that transmit knowledge, common European culture and values to the younger generation, but also as organizations that are called to develop and improve “civic society across the Europe” (Graz Declaration 2003:1). In addition to the above-mentioned public responsibilities the support and development of core academic values and development of European cooperation should be also included to the list of their responsibilities. All these are conducted with mutual cooperation with organizations of different levels: European, national, institutional. The European Commission plays a major role in Bologna process. Among the activities of the European Commission towards common HEA are “culture, education and youth” and “employment and social rights” policies. “Culture, education and youth” policy has three main goals: to support cultural diversity, to facilitate mobility of European citizens in terms of studies, to facilitate cultural cooperation between member-states. “Employ-

ment and social rights” program includes providing opportunities for life –long learning and for learning languages. (European Commission 2014.)

Language is considered to be an important element of culture that reflects and preserves traditions and customs of each culture. Nowadays language policy is recognized to be very essential for the advancement of European Community. According to European Commission, twenty three languages are recognized as official languages of the European Union and more will be added as new countries join. It is always underlined that language learning should be promoted and language diversity should be protected. (European Commission 2014.)

3.2. Main characteristics of the European Higher Education Area

One of the aims of creating common European Higher Education Area is to raise the international competitiveness and attractiveness of the European Higher Education System by making it more accessible for both European and non-European citizens. The other important goal of Bologna process is to facilitate mobility of European citizens in terms of studies and employment. So the integration of the Europe happens not only on political and economical levels, but also on educational level that is conducive to forming of European identity. However, it is necessary to mention that Bologna process doesn't aim on establishing identical educational systems in all European countries, on the contrary “diversity of universities” (Graz Declaration 2003:2) and diversity of educational programs are very essential, so that “ *national identities and common interest can interact and strengthen for the benefit of Europe and of its citizens* ” (Sorbonne Declaration 1998: 3). Finally, common Higher Education Area is introduced to create strong, liberal and peaceful society within European borders. So summarizing all above-mentioned we should say, that the Bologna process is considered to be one the most important process that promotes further integration of the European Union.

Despite the fact that the Bologna process started with signing of an intergovernmental treaty, it is implemented on three different levels: European or international, national, institutional.

Different European organizations are involved in elaborating of modes and structures, that promoting the Bologna process: among them are the European Commission, the Council of Europe, The European Association for Quality Assurance in Higher Education, the European association of institutions in Higher Education and others.

Work at the national level involves the governments and ministries of education and mainly focuses on improving legitimating in order to facilitate actual implementation of the Bologna Process.

The institutional level involves higher education institutions, their faculties or departments, student and staff representatives and many other actors. It is always underlined that universities play a significant role in the implementation of Bologna process (Magna Charta, Gras Declaration, and Sorbonne Declaration). Beside above-mentioned civic and cultural responsibilities it is essential to mention that higher education should respond both economical demands of the European society and individual demands of European citizens that can be achieved only by creating of flexible study programs at the university level. Among these demands the attention should be focused on introduction of new technologies in the education process that is provided by the inseparable character of “teaching and research” (Magna Charta 1998: 1) and on lifelong learning or education through the life (Towards the EHEA 2001:3).

As it was mentioned above, flexibility of higher education is regarded to be one of the key features of the European Higher Education Institutions. Universities need “managerial freedom and less rigid regulatory frameworks” to create their own study programs (Message 2001:1). The study programs should be unique and various, but at the same time they should respond to common educational standards. Universities are responsible not only for elaboration of their own curricular, but also for assessment and improving of their activities, that requires development of quality assurance, based on

“internal quality cultures”(Graz Declaration 2003: 4). Universities are provided with a great academic autonomy, that requires beside elaboration of their curricular, elaboration of “criteria for the acceptance of professors and students” (Message 2001:1) and selecting teaching and research areas. However managerial freedom includes not only educational concerns, but also financial aspects as well as collaboration with other universities. Universities are strongly encouraged to search opportunities for self-funding that leads to their financial independence. Financial independence in its turn provides universities with “intellectual and moral independence of political authority and economic power” (Magna Charta 1998:1).

Also expanding of managerial autonomy is conducive to collaboration between Universities that is considered to be very essential in promoting and strengthening of common European Higher Education Area. Collaboration between Universities requires first of all “mutual exchange of information and documentation” (Magna Charta 1998: 2), that helps to achieve transparency, that is regarded to be one of the fundamental characteristics of the European Higher Education Area. It is also seen as a basis for further cooperation, including Joint educational programmes and academic mobility. Elaboration of Joint educational programmes supposes exchange of scientific achievements that helps to improve European Union as knowledge society (Graz Declaration 2003: 2). Elaboration of joint programmes (first of all at Master level) also aims on maintaining mobility among students. As I have mentioned before mobility of European citizens in terms of studies and employment is called to advance further development of the European Union. At European (international) level different means of supporting academic mobility are elaborated: European Credit Transfer System (ECTS), Diploma Supplement, “a system of easily readable and comparable degrees”, system of academic recognition of study periods, system of study grants est. (Towards the EHEA 2001:3). At institutional level academic mobility is stimulated by different measures of students supporting both in social and academic spheres. Social support first of all means “housing and opportunities for part-time job” (Graz Declaration 2003: 3) and academic support includes opportunities for “learning languages, academic and professional counseling” (Graz Declaration 2003:3). To summarize all above mentioned, we can

draw the conclusion that actual implementation of the ideas of Bologna process rests with universities.

We can conclude that the Bologna process suggests widening the managerial autonomy of universities, which means creating educational programs by universities themselves, independence in selecting higher-education teaching personnel (professors) and students by elaborating own criteria acceptance (Message 2001: 1), independence in determination of teaching and research areas, independence in selecting of partner-universities, financial independence (providing opportunities for self-funding) (Graz Declaration 2003:3). All these measures on the one hand allow creating general framework for implementation of the goal of Bologna process, but on the other hand preserve national characteristics of education system.

3.3. Role of the students in European Higher Education Area

Role of the students in the European Higher Education Area is determined by following document Student Goteborg Declaration (2001). The main principles of it are: active involvement of National Students Union in the creation of the European Higher Education Area, equality between all European students, right for market-oriented skills and knowledge, students are not treated as consumers, students are treated as partners (Student Goteborg Declaration 2001: 1–2).

Tools for promoting above-mentioned principles are: Diploma Supplement for Equality in employability, study grants for equality in accessibility, involvement students into management of University (Student Goteborg Declaration 2001:2).

The Bologna process is implemented on three different levels: international (European), national, institutional (Graz Declarations 2003:3–4).

The Student are represented at European or international level by the European Students' Union (ESU) and Erasmus Students Network (ESN), at national – National Union of University Unions, institutional - Student Union of particular university, Erasmus

Students Network of particular university. (Graz Declaration 2003:3–4, European Students' Union 2014.)

The Erasmus Students Network (ESN) represents European students in the highest European bodies, for example the European Parliament and the Council, promotes internationalization, creates mobile and flexible education environment, promotes mobility. (Erasmus Students Network (ESN) 2014.)

The European Students' Union (ESU) represents students at the European level (the European Union, Bologna Follow Up Group, Council of Europe and UNESCO.), articulates the educational, social, economic and cultural interests of students at the European level and promotes students' educational, democratic and political and social rights (European Students' Union 2014).

National Union of Students' Unions acts as a political actor. It presents the position of the students on particular issues that is connected with higher education policies, is represented in national bodies, that is connected with higher education policies, protects rights of the students at national level, promotes educational, financial, and social benefits for students, and organizes meetings of representatives of all student unions of the country. The role of the student organizations at institutional level will be presented in the practical part. (SYL 2014.)

3.4. Summary

The integration of Europe happens on three levels: political, economical and social/cultural (Sorbonne Joint Declaration 1998: 1). Higher education plays a great role on all three levels. On political level: all the documents were signed on ministerial level. Through European Higher Education Area the different European programs function. On economical level: introduction on Diploma Supplement promotes employability trough the continent. On social/cultural level: European Higher Education Area plays a great role in formatting of modern European society and disseminating of common European values. (Bologna Declaration 1999: 1.) The Bologna process is mostly

oriented towards enhancing mobility within the European Union as a core factor of providing European economic and cultural integration (Sorbonne Declaration 1998: 1).

In this chapter the attention was drawn to the role of the universities in the implementation of Bologna process. The universities should both meet desires of students and fulfill the demands of society in order to that universities should be financial independent and as a result flexible. The desires of students and the demands of society intersect in the area of students' activity. Both society and students themselves need students' activity. Students want active participation in life of University in order to influence it, University wants active participation of the students, in order to learn and fulfill their demands and desires.

So the students were involved and have been seen as partners (not mere consumers) of the Bologna process from very beginning. It allowed building strong student body on all levels from university to Europe. Student body not only protects their rights, but articulates their wishes and desires, so it behaves like political actor.

4. HIGHER EDUCATION IN RUSSIA

4.1. History of Russian system of higher education

We should begin to describe Russian system of high education since the time of Russian Empire. From very beginning higher education in Russia was oriented on aristocracy that had a great influence on the study curricular. It aimed on intellectual and moral development of student by including of the wide range of subjects. As a consequence of industrial revolution the economy demanded a lot of skilled workers. So the rapid growth took place in the sphere of higher education: for example, the number of students in Russia has risen from 8500 in 1860 to 12,500 in 1890 and 127,000 in 1914 (Mironov 2000a: Attachment -table № 10). So higher education became more accessible not for children of aristocracy and manufacturers but also for people from other classes of society because of the need for skilled workers. I should mentioned that higher education in Russian Empire required payment, so not everyone could enter the university only students from rich families and talent students who could get a special state scholarship (Avrus 2001: 9, 17–18). However in the time of industrialization the study curricular was not changed much, because it was considered, that universities are mostly meant for noble people and colleges for other students (Pyhalov 2011: 198–199).

In 1920-s the number of universities grew almost in five times for really short time that had a negative impact on the quality of higher education in them. It can be explained by the fact, it is impossible in such a short period of time to provide all the universities with professors and administrative staff, with libraries and laboratory equipment. (Khanin 2008: 124–126.)

During this period several reforms were conducted, for example universities were transformed from the center of science and education into purely the centers of education. Enormous quantitative rapid growth continued in 1950s, and it was not accompanied with the same qualitative growth in spite of the great advances in science, technology and economics of the Soviet Union. In fact, admission to universities between 1950 and 1960 rose from 349 to 593 thousand people (Mironov 2000b: Attachment -table № 10). Serious academic work of students almost stopped due to the huge numerical growth of

higher education and because level the requirements for students became lower. (Lopatin 2008:189–190.)

Soviet higher education system was aiming on preparing of the broad-educated professionals, active builders of communist society. One of the most important parts of Soviet higher education was the communist education of students; each institution creates a system of educational activities, providing a high ideological-political level of training. The task of university was not only to educate students and give them profession, but also broaden their horizons in terms of communist ideology. (Great Soviet Encyclopedia 1970)

The most important phenomenon of the post-Soviet higher education in Russia was a huge growth of higher education. The number of universities (by 86%) and students (by 72%) during this period increased dramatically. A lot of new departments and specialties appeared, but there was no systematic reformation of the Soviet system, basically the old system remains till the present moment (Kliachko & Mau 2007: 47 – 48). We can draw a conclusion that two main special traits of higher education in Russia are: mass-involving and broadness of curricular. These special traits determine the main characteristics of the Russian system of higher education.

4.2. Main characteristics of the Russian system of higher education

As result of planned economy, the work of Russian universities is still determined by the State. So the State regulates the main area of University management: content of education, finance, acceptance of higher-education teaching personnel (professors), and acceptance of students. Content of research, collaboration with other universities is determined by universities themselves by local regulations.

*“Article 30. Local regulations containing rules governing educational relations.
1. Educational organization makes local regulations containing rules governing educational relations (hereinafter - the local regulations), within its competence, in accordance with the legislation of the Russian Federation in the manner prescribed by its statutes.*

2. Educational organization makes local regulations on the major issues of the organization and implementation of educational activities, including regulating the rules for admission of students, classes studying mode, form, frequency and procedure for monitoring of the progress and interim assessment of students; the order and the legal basis of transferring , dismissing and reinstating students; policies of beginning, suspension and termination of the relationship between the educational institution and learners ...” (Federal Law 2013: Article 30.)

4.2.1. Content of research

Content of research is determined by scientific field of University, more specifically by scientific field of departments and subdepartments/chairs. Content of research is defined by the basic local regulations. (Belgorod University 2014: 1–2.)

4.2.2. Collaboration with other universities

Collaboration with other Universities includes only the research area (exchange of scientific achievements and documentation) and it doesn't extend to the exchange of students and professors. Universities themselves are searching for partner-universities and conclude agreements about exchange. (Immanuel Kant Baltic Federal University 2014.)

4.2.3. Curriculum

Curriculum is determined by State educational standard.

“Federal state educational standards is a set of mandatory requirements in the implementation of major educational programs of primary general, basic general, secondary (full) general, initial vocational, secondary and higher vocational education educational institutions with state accreditation. Federal state educational standards provide:1) common educational space of the Russian Federation; 2) the continuity of the main educational programs of primary general, basic general, secondary (full) general, initial vocational, secondary and higher vocational education....Each standard includes 3 types of requirements:1) The requirements for the major educational programs, including the requirements of the relation parts of basic educational program and volume, as well as to the ratio of the mandatory part of the basic educational program and part formed by participants of the educational process; 2) requirements conditions for the implementation of the basic education programs, including personnel, financial,

logistical and other ones³) requirements for the results of the basic education programs.” (Federal Standards 2012.)

For example “State educational Standard of Higher Professional Education. Management. Bachelor.” (2010: 11, 14, 21) provides following information:

“The main education Bachelor program requires learning the following education cycles ...: the Arts, the Social Science, Economics; Science; Occupational cycles; and Parts: Physical training; Practice or internship and (or) research; Final State Assessment. Each cycle has basic (mandatory) part and optional part, determined by University The has basic (mandatory)part of Arts..... must have the following subjects: «History», «Philosophy», «Foreign Language»....Science –cycle must have the following subjects: «Mathematics», «Statistics», «Informatics».....Occupational part contains list of subjects enumerated on pages 15-20.....University may choose from Subjects marked by”.*

4.2.4. Finance

Public/ State universities of Russian Federation are financed by the State, from budgets of different levels (federal budget, from budget of territorial subjects, from municipal budget) (Federal Law "On Education in the Russian Federation"). Universities are also encouraged to attract additional funds.

“Article 41. Financing of educational institutions.

2 ... [] Financial support of the educational activities [of the] ...educational institutions are carried out on the basis of the federal regulations of the financial support of educationalThese regulations are determined for each type, form and category of educational institutions, the level of educational programs..... [according to number of] students, pupils, as well as on a different basis.....On the expense of the federal budgettraining in federal government educational institutions of higher education..... [is financed] not less than one hundred and seventy students for every ten thousand people living in the Russian Federation.

*.....
8 Educational institution[can get]additional funding through the providing additional paid education and other services, established by statutes, as well as through voluntary donations and earmarked contributions of individuals and (or) legal entities, including foreign citizens and (or) foreign legal entities...
9 Engaging ... additional funds.....(paragraph 8 of this Article) shall not entail a reduction in standards and (or) the absolute size of the financial support of its*

activities from founder.” (Federal Law "On Education in the Russian Federation" 2013.)

4.2.5. Acceptance of higher-education teaching personnel (professors)

For example “State educational Standard of Higher Professional Education. Management. Bachelor.” (2010: 26–27):

“Among Teaching staff should 60% be PhD-holders and 8% should be professors (degree after PhD).....Up to 10% of PhD-holders, can be substituted by people, who has working experience in this area (top manages, high quality professionals) during last 10 years”

Acceptance of higher-education teaching personnel (professors) is competitive. Criteria and procedure of accepting higher-education teaching personnel is determined by Supreme Personnel Review Board of Ministry of Education and Science. The head of the subdepartment/chair nominates a candidate to the scholastic post and sends his or her documents (determined by Supreme Personnel Review Board) to the council of Department. If the candidate is approved by the Council of Department, the head of the Department nominates a candidate to the scholastic post and sends his or her document to the Academic Council of University. After approval by the Academic Council of University, the documents are sent to Supreme Personnel Review Board of Ministry of Education and Science, where actual acceptance of a candidate happens.

Rectors of Universities are elected. The list of candidates, approved by the Academic Council of University, and other related documents (which are to prove current position, academic title of candidates) are presented to Supreme Personnel Review Board of Ministry of Education and Science. After approval by Supreme Personnel Review Board of Ministry of Education and Science the list of candidates is published/ announced. Also the announcement contains the date and place (also coordinated with Supreme Personnel Review Board of Ministry of Education and Science) of the conference, devoted to the elections of the rector. (Regulations on the Order of Succession 2002: 1–2.)

The delegates to the conference are elected at the meetings of subdepartments/chairs, departments and other structural units by open or secret voting (decided at the meeting) by majority vote. (Ibid.)

According to the results of secret voting at the conference, devoted to the elections of the rector, the following decisions can be made: election of one of the candidate to the post of the rector, appointing second round of elections with determination of two candidates to the post of the rector, admission, that the elections are invalidated. (Ibid.)

The rector assumes office after his or her conformation to the post by Supreme Personnel Review Board of Ministry of Education and Science. (Ibid.)

4.2.6. Acceptance of students

Students are accepted to the Universities according to the results of Unified State Exam. Unified State Exam serves as final examination in school and as entrance examination to University at the same time. (Official Information Portal of State Unified Exam 2014.)

“Article 70. General requirements for admission to study for undergraduate programs and specialitet

1. Admission to... undergraduate programs.... is carried out on the basis of the unified state examination, unless otherwise provided for by this Federal Law.

2. The results of the unified state examination for admission to undergraduate programs are valid for four years following the year of receipt of such results.

3. The minimum score of the unified state examination in general subjects relevant to ...field of study..... is set by educational organization...

4. The minimum score of the unified state exam that is installed in accordance with Part 3 of this Article shall not be less than the number of points the unified state examination required for admission to the training program and undergraduate programs and specialties established by the federal executive authority responsible for control and supervision in the field of education...[In other words Ministry of Education set the minimum score of the unified state examination that can be accepted by the universities,]...

7. *If ... training for undergraduate programs ... in the field that are requiredcertain creative abilities, physical and (or) psychological qualities, ... educational organizations have the right to conduct on subjects which have not carried out unified state examination, additional entrance tests of creative and (or) professional orientation, the results of which are taken into account, along with the results of the unified state examination during the competition. The list of specialties and (or) the areas of training, which for admission of undergraduate programs and to which can be conducted additional entrance tests of creative and (or) of professional orientation... is approved by Government of Russian Federation.*” (Federal Law 2013: Article 70.)

4.2.7. The student body and student activity

We will start with describing measures of Russian Government towards increasing role of students, creation of students' bodies and their participation in university government.

4.2.7.1. Measures of Russian Government towards increasing role of students, creation of students' bodies and their participation in university government.

We will start with describing measures of authorities towards increasing role of students, creation of students' bodies and their participation in university government, then we will look at all-Russian youth organizations and their activity and finally we will try to see how all above-mentioned is implemented at the university level.

“..... Socio-economic development of the Russian Federation National Youth Policy from new perspective - from the idea of supporting young people to the idea of creating the conditions for integration of young citizens in the socio-economic, socio-political and socio-cultural relations in order to increase their contribution to the socio-economic development of the country.” (Information about state youth policy 2013:9.)

Russian Government tries to support student initiatives, for example among other things

“department of state policy in the field of education of children and youth conducts a competitive selection of programs for the development of activities of students' organizations in educational institutions of higher education, for development of the student government and increasing the students' role in the modernization of higher education and increasing the students' role in solving socio-economic problems of the city, region and country” (Ministry of Education and Science 2014.)

In this subchapter we will examine “Concept of state youth policy in the Russian Federation accepted by Government commission of Youth December 5, 2001” and “Information about the measures for the implementation of state youth policy in the Russian Federation that is earmarked to meeting of the board of the Russian Ministry in June 18, 2013”, because to our mind these are key documents, that determine the role of students, students’ bodies and their participation in university government.

These documents describe the goals and measures of state youth policy in the Russian Federation. The goals are:

- active involvement young citizens *“in political and public life, in the functioning of the institutions of law-governed state and civil society, including in the activity of youth and children's organizations”*
- modernizing system of education in order that it would be able to meet *“the needs of modern material and spiritual production”*.
- development in the young citizens *“qualities of entrepreneurship, integrity, responsibility, that will help them express themselves as qualified professionals, entrepreneurs, literate consumer”* (Concept of state youth policy 2001.),
- *“integration of young citizens in the socio-economic, socio-political and socio-cultural relations in order to increase their contribution to the socio-economic development of the country”* (Information about state youth policy 2013:9.)

The measures are:

- *“support NGOs working in educational institutions”*
- *“career guidance, consumer education, the introduction of competition of programs and projects in this field“*
- *“support of youth training companies, business incubators, educational and business centers, business organizations, more than 75% of the number of with employees who are young citizens.”* (Concept of state youth policy 2001),
- *“... partnership between the state, the third sector (non-profit organizations), political structures, business and young people themselves”*
- *“...stimulating the activity of youth, supporting (student) government.”* (Information about state youth policy 2013: 12, 17.)

So we can see the correspondence with targets of Bologna process and characteristics or entrepreneurial universities: development of entrepreneurial skills, cooperation of business and education.

Actual steps towards student bodies:

- Establishing the Federal Agency for Youth Affairs (Rosmolodezh)

“Federal Agency for Youth Affairs (Rosmolodezh) is the only profile national public authority, whose work is entirely focused on the development of young citizens of Russia.”(Rosmolodezh 2014.)
- Establishing the Council of the Ministry of Education and Science of the Russian Federation of Youth.

“The Council of the Ministry of Education and Science of the Russian Federation of Youth was established in order to promote the conditions for successful socialization and effective self-realization of young people, the development of the youths’ potentials and its’ benefit for innovative development of the country. The Council is consisted of representatives of the Ministry, Rosmolodezh [Federal Agency for the Youth Affairs], all-Russian, youth, regional, inter-governmental organizations, non-profit organizations, including scientific and educational institutions and students of educational institutions.” (Order 28 2012.)
- creation of students’ councils

“The work of the Council of the Russian Ministry of Youth Affairs resulted in the creation of students’ councils, that consist of the students [not engaged in student associations] and student associations’ representatives. Currently the regulations about students’ council, as well as the mechanism of the actual election to councils are being developed. The establishment of such councils will bring together all university student associations and will structure their activities.” (Information about state youth policy 2013: 20.)
- launching a program for the development of student clubs

“In 2012, the Russian Union of Youth launched a complex program for the creation and development of student clubs. The Association of coaches for students was established for increasing the quality of events organized by student bodies...” (Ibid: 20 – 21.)

As we can see the government tries to support student initiative both directly (through legislation) and indirectly (through supporting projects and programs). Most of Youth policy is fulfilled through agencies and through competitive selection of programs that shows that the government is trying to diminish their influence on the students’ organizations.

4.2.7.2. *All-Russian Associations of Youth*

Here we will describe some of All-Russian Associations of Youth.

"Russian Union of Youth" is a public youth organization with more than 70 regional units, more than 140,000 individual members and nearly 4 million participants in the programs (across the country and beyond it). It has units in universities, colleges, high schools and enterprises. The goals of "Russian Union of Youth" are: promoting intercultural communication and international cooperation, support of volunteering, support of Student Government ("Association coaches teach how to build a dialogue with the administration of the university and the public authorities, to deal effectively with any student problems and create student clubs, councils and organizations."), protection of rights and interests of young people. The tasks of "Russian Union of Youth" are: to represent the interests of young people in different bodies, to support youth programs, to promote cooperation between authorities, commercial and non-profit organizations. (Russian Union of Youth 2014.)

"Russian Union of Student Organizations" RUSO was established on May 21, 2011. The governing body of RUSO consists of 21 representatives of student organizations from all over the country. Russian Union unites over 100 higher education institutions, Different kinds of student organizations (student unions, councils, trade union committees) etc with over than 5 million students are represented in RUSO . The aim of the Russian Union of Student Organizations is to influence education to increase its efficiency. The main activities are RUSO: development of proposals in key areas of youth policy and the mechanism for its implementation; to solve urgent problems of students and student organizations; to support students' initiatives in the field of modernization of the economy; to promote healthy lifestyles and prevention of illegal actions of students. At the moment, the Russian Union of Student Organizations collaborates with many other community organizations, as well as the authorities, among them - the Min-

istry of Education and Science of the Russian Federation, the Russian Rectors' Union, and Russian Football Union est. (Russian Union of Student Organizations 2014.)

There are many other students' organizations in Russia, but I chose these two, because they have representative bodies in the universities, their goals and activities are connected with student government in the universities, but they were created mainly top – down.

4.2.7.3. Student bodies at Universities

Here we will describe Student bodies at Universities. The several web pages of students' unions have been examined, they contains more or less the same information, so two of them have been chosen as examples: Student Union of Vjatka State University and Student Union of Samara State Aerospace University. The usual regulations of Student Union in Russia contains following parts (Vyatka State University 2014):

1. *“General provisions.*
2. *The main tasks and activities of the primary trade union organization of students.*
3. *Organizational bases of activity of the primary trade union organization of students.*
4. *Elected body of the trade union organization of students and their competency.*
5. *Rules of student's faculty organization.*
6. *The Audit Commission of the primary organization of students.*
7. *Property and business activities of the trade union organization of students.*
8. *Suspension of the activity of the primary trade union organization of students.*
9. *Final Provisions “*

We will describe the work of Student union (The primary trade union organization) more thoroughly on the example of trade union organization of students of Samara State Aerospace University.

The key characteristics of Student union (The primary trade union organizations) are (Samara State Aerospace University 2014:1, 5):

- *It “independently decides on its organizational structure, frequency of meetings ..., the formation of elected bodies, work schedule”*
- *“.....The union groups..... are formed in the study groups. Union groups are united in union offices of faculties. Union offices of faculties are united in the student Union of University”*
- *“The primary trade union organization has the right to conduct business, to create enterprises from the institution to engage in other activities that do not contradict the legislation of the Russian Federation.”*

Main objectives and activities of primary trade union organizations [Student Union of University] (Ibid. 1):

- *“Unification and coordination of union members to achieve common goals of trade unions;*
- *Protection of the rights and interests of the union members of the trade union organization;*
- *Provision ofstudent union members with the legal and social protection.”*

The primary trade union organization (Student union) (Ibid. 1–2):

- *“negotiates with the administration of the University;*
- *makes collective agreements and promotes their implementation;*
- *provides legal, financial, advisory assistance to the members of the Trade Union;*
- *carries out public control over observance of legislation, rules and standards of living and learning of union members;*
- *represent the interests of union members (on their behalf) in dealing with individual disputes;*
- *is involved in the settlement of collective disputes in accordance with applicable law.”*

“.....The union groups..... are formed in the study groups. Union groups are united in union offices of faculties. Union offices of faculties are united in the Student Union of University”.

The structure (bodies) of primary trade union organization (Student union of university) (Ibid. 2–4):

- *Conference is “the supreme body of the primary trade union organization”*
- *The trade union committee “carries out all the current activities of the primary organization in the period between the conferences, is accountable to them, ensures implementation of their decisions ...”*
- *“...Auditing Commission oversees the correctness of payment of contributions by members of the union, the union budget execution, the efficient use of financial and material resources, efficiency and accuracy of allocation of union bene-*

fits, financial assistance to members of the Trade Union, the requirements of financial accounting activities. ...”

The bodies of (primary) organization of trade unions are elected. (Samara State Aerospace University 2014: 2–4.)

4.3. Differences between Russian and European Higher Education systems.

As I have mentioned above there are many opponents of implementation of Bologna process. First of all the system of education is seen as one way of transmitting culture and values. As it is proclaimed in the Bologna Declaration, the Bologna process was aimed at promotion of European culture, values and identity. So many opponents think that new educational system will contradict our educational culture and destroy our educational values. The second reason is that the introduction of a new educational system is a difficult and time-consuming process; there are many differences between the European and Russian systems of Higher Education. The first difference is that European Higher Schools have a two-level system of training whereas in Russia there is only one level (one level system was until the year 2010, two-level-system was introduced in the all universities in year 2010). There is a fixed curriculum in Russian Universities, while European students may choose courses to attend. The European system is unified and the academic mobility is well developed, while Russian students are supposed to study at the same University they entered. Also Russian and European Higher Schools have different systems of assessment of students' progress and different system of measuring of educational volume. Actually the most important difference between these two systems is displayed in the degree of managerial autonomy of university. European universities have high degree of managerial autonomy in all the areas of management. Russian universities have low degree of managerial autonomy in all the areas of management. (Kastueva-Zhan 2007: 4–5; Bologna Declaration 1999.)

We should admit that globalization is a self-evident process that takes place in all spheres of society, including the sphere of higher education. Nowadays universities should compete for students not only at the regional market but also at national or even at international labor market. Speaking about globalization in higher education great attention should also be paid to the Bologna process, because it is the most current event

in the whole European system of higher education. The Bologna process was an answer to the political and economical situation in Europe and initially it was aimed at creating common European Higher Education Area, but nowadays it exceeded the borders of Europe. (Crosier & Parveva 2013:11.) Russia joined it in 2003, so in future Russian universities will have to compete with European ones, which were modernized and got used to challenging environment.

4.4. Contemporary situation in Russian higher education: problems and possible solutions.

4.4.1. Contemporary situation in Russian higher education.

In the chapter the current changes in Russian higher education will be describe.

On the 7th of May 2012 the decree “About measures of implementing state policy in spheres of education and science” was signed. The decree proclaimed monitoring the efficiency of the higher education institutions. During the monitoring activity, universities were examined according to 50 parameters. However the main aim of the monitoring was to reveal non-efficient universities, so the efficiency of higher education institutions was evaluated according to 5 most important parameters: average grade of United State Exam, a person need to enter the university, amount of research for one professor, amount of foreign students, income of university, university campus (do they have their own buildings est.) (Decree 2012: 1–4.)

The universities should have met at least four criteria out of five to be considered effective ones. The monitoring was conducted in 502 state-financed higher education organizations and in 902 their branches. 126 universities and 450 branches of universities are considered as non-effective one. The programme of action towards non –effective universities will have been elaborated by February 2013. According to minister of education 20% of universities and 30-35% of their branches will be closed, 26 universities and 231 branches will be reorganized: some of them will be united with effective ones, in some management will be changed. (Ibid.)

However the monitoring will be continued, concerning not only universities in general, but education programs in particular. Government, leading Russian universities and association of employers together will evaluate higher educational programs first of all in the areas of economy, law, management (administration) and sociology. (Ibid.)

According to the decree “About measures of implementing state policy in spheres of education and science” in July 2013 financing based on teacher- student ratio will be introduced. The teacher- student ratio means that amount of teachers employed at university will be depend on number of students. It means that the university will be financed based on the number of students educated at University. It will be calculated how much money a university should get for each student. The amount of money for a student will depend on specialization (future profession), degree (master or bachelor), status of university, region ect. The teacher- student ratio will be higher (financing will be better) at engineering, medical and natural sciences education areas. (Decree 2012: 2.)

In October 2012 the concept of developing leading universities was created in order to make them internationally competitive education and research centers. According the purpose, at least five of Russian leading universities should be included into top-100 of world universities by 2020. The leading universities will get extra grants for development. (Ibid.)

So we can say the state still plays a great role in financing of universes that contradicts the main principles of the Bologna process.

4.4.2. Problems and possible solutions

Based on analysis of theoretical material and our observation we can formulate the contemporary problems of Russian higher education: demographic crisis, gap between market-demanded professions and graduates professions, gap between obtained and market-demanded knowledge, problems of representations about students' desires and market demands.

4.4.2.1. Demographic crisis

Nowadays a demographic crisis influences system of higher education.

In 2010 was predicted twofold decrease in the number of students in Russian universities in three or four years, so Russian universities do not select future students, but look for them. According to the statistic there were 1.3 million high school graduates in 2006 and the number of school leavers was reduced to 700 thousands in 2012. So the number of applicants will decrease almost by half. The number of applicants will not increase much in the following 5-7 years. (Statistics on Russian Education 2012.)

In 2007, according to official statistics, there were 1108 higher education institutions (universities and their branches) in Russia. Federal Agency for Education (Federal Education Agency) reported that at 2011 there were 972 accredited universities in Russia. So the number of universities decreased only on 12%. (Statistics on Russian Education 2012.)

In spite of radical reduction of number of universities, expected in 2013/2014 years, we can draw a conclusion, that nowadays it is students, who select universities, not vice versa (Decree 2012:1–3). So we can say the state strongly interferes in the management of higher education that contradicts the main principles of the Bologna process.

4.4.2.2. Absence of connection between education and market

According to the statistic two thirds of Russian university graduates don't work according to their profession. In our opinion it is caused by the absence of connection between education and life. The problem can be divided into two: problems of representations about students' desires and absence of connection between education and job market. In its turn the absence of connection between education and job market- problem can be divided into two: gap between market-demanded professions and graduates professions,

and gap between obtained and market-demanded knowledge. (Bondarenko& Shaikhutdinova 2013: 1229–1231.)

4.4.2.3. Gap between market-demanded professions and graduates professions

A main feature of the university is regarded the fact that it (unlike any other market players) receive funds for educational services from the intermediate consumer - students (applicants) (Europe) / the government (Russia) that pays for each student (applicant), while the final consumer - companies and enterprises - doesn't pay for the final product - a young professional. Thus, the market orientation of the university is aimed at intermediate consumer - a student (applicants) that is why it tries to meet demands of students (applicants) and their parents. The fact that the university is not oriented on the final consumer - companies and enterprises, but on the intermediate one (student), leads to the problem of overproduction of experts in some areas and shortage of them in others. In order to balance supply and demand in the education market, you need to know what kind of specialists and in what quantity should be prepared today and in the future, what professional knowledge and skills they should possess to be able to work in enterprises, to be competitive at job market. (Kotlyarevskaja, Malt'seva & Yatsenko 2010:23–24.)

Problem of overproduction of experts in some areas and shortage of them in others is connected with two factors: force of inertia and gap between salaries in different professions.

As I have mentioned above, the most important phenomenon of the post-Soviet higher education was a huge growth of higher education. The number of universities and students during 1990-s increased in 2-3 times (number of students by 72%; number of Higher education institutions by 86%) (Kliachko& Mau 2007: 47). It happened, because new market economy demanded new professions with new skills. Among the most demanded occupations were in areas of Economics, Business, Management and Adminis-

tration, Law. The shortage of specialists in above-mentioned areas made salaries in the spheres much higher than in the others. In its turn it made the entrance in the faculties very competitive and only best university applicants could enter them. We can say that the occupations (in consequence faculties) became very prestige. Although nowadays there is an overproduction of experts in these areas, many school leavers still enter these faculties due to force of inertia. (Eskindarov 2011: 3–4.)

4.4.2.4. Gap between obtained and market-demanded knowledge

The most common problems for higher education in Russia are prevailing theoretical knowledge over practical skills, too broad knowledge, lack of technological transfer from industry to education. Nowadays industry, and as a result job market, are influenced by the acceleration of scientific and technological progress, so university should introduce constantly innovations into education. As a result an enterprise should develop practical skills of a graduate, so experience is much more sufficient than obtained profession and status of university when applying for the job. (Bondarenko& Shaikhutdinova 2013: 1230–1232.)

4.4.2.5. Problems of representations about students' desires and market demands

Problems of representations about students' desires and market demands by two factors: lack of correspondence between students' desires and market demands and absence of statistics about market demands, graduates' employment, quality of education. Lack of correspondence between students' desires and market demands is caused by above-mentioned problem of gap between salaries in different spheres. Many experts call Russian economics and markets (environment) uncertain and unstable, so in such circumstances universities are more applicant-oriented. (Bondarenko& Shaikhutdinova 2013: 1231–1232.) Each university (faculty) tries to attract as much applicants as possible by telling that it is very popular and prestige; there is high rate of employment among graduates etc. A problem is that there is no general statistics about graduates' employment. University applicant should be able to answer the following questions: What professions are in great demand in the market? What companies are there in the market? What

companies are interested in new employees? What are professional skills that are appreciated by enterprises? What do local companies expect from employees?

In conclusion we should say that Russian universities try to meet market demands (both students' and employees' demands), but they are more oriented on students, because the financing of university depends on number of students and the relation between university and environment.

4.4.2.6. Possible solutions.

All the problems: absence of representations about students' desires, gap between market-demanded professions and graduates professions, gap between obtained and market-demanded knowledge are solved by introduction of the entrepreneurial university. The significant trait of the entrepreneurial university is determined by close interaction between University, industry and local authorities. This interaction can be achieved through the different means: through the system of internships, through making research for companies both by professors and students, through the development of science parks and incubators, through involvement of the stakeholders in the management, through the meetings of students with potential employers, through the programs in life-long learning. (Marques 2006: 535.)

Such cooperation is useful for all three sides: Enterprises can formulate what professional skills they want from their employees, attract students and professors for doing research, and attract students for practical training in order to get acquainted with potential employees and to foster some skills during the training. New companies can become known and attract employees. Universities and students as their consumers: Universities can earn money for doing research for some companies, attract investments, create image as education organization that produce market- successful specialists in order to attract new students, develop and update their curricular and create programs in order to give students market-demanded knowledge. Students can create an image of desired working place by trying different activities, can find good place for doing internships or research, by trying different activities acquire necessary skills, can start a career while

studying at University, get experience that is valuable while applying for a job. Local authorities solve a problem of unemployment among young people, reduce the financing of universities, and reduce bureaucracy connected with universities. (Gibb & Hannon 2013:14–16, Gibb 2012: 9–10.)

The main educational task of the university is to provide students with market-oriented knowledge and develop their entrepreneurial capacities. The most valuable of these capacities are problem solving, opportunity seeking, capacity of self employment, initiative, creativity, capacity for innovation, networking relationship management, risk taking, capacity to design organizations of all kinds, public, private and NGO, capacity to effective entrepreneurial behavior.(Gibb & Hannon 2013 :7, Gibb 2012 :8.)

4.5. The Bologna process in Russia

4.5.1. Steps that Russia made towards implementation of the Bologna process

The Russian Federation joined the Bologna process in September 2003 and made some steps towards implementation of the Bologna process. A European style diploma supplement was introduced in 99 universities (less than 1%) (National Reports 2007-2009 Russia 2008: 28). The Bachelor/Master/Specialist degrees are decreed in 1996 by Federal law (The Bologna Process National Reports 2005-2007 Russian Federation 2006: 5). Universities had already introduced two cycle system and the last admittance for Specialitet was two years ago, in 1 September 2009 (National Reports 2007-2009 Russia 2008: 7). The ECTS is implemented in 50-75 %universities (National Reports 2007-2009 Russia 2008: 32). The employees are recognized as important actors in Bologna process and were organized in the Russian Trilateral Commission (National Reports 2005-2007 Russia 2006: 3). The quality assurance system was established in 1992 and consisted of 3 stages: licensing, attestation and state accreditation. This accreditation is performed every five years by the Federal Agency for Education and Research Supervision in the form of review (National Reports 2005-2007 Russia 2006: 10). It is based on self-evaluation of HEI (including evaluation by students) and evaluation of the compliance of the HEI's performance indicators to the predetermined criteria

by a peer review panel that visits a HEI. So it can be called as an equivalent to The European Network for Quality Assurance in Higher Education (ENQA). National qualification framework was developed on the basis of the agreement on cooperation between the Ministry of Education and Science and the Russian Union of Industrialists and Entrepreneurs (National Reports 2007-2009 Russia 2006: 13). Academic mobility was introduced. Universities are trying to find non-governmental resources for development of the education and research: 30% of money, spent on research, is received from private funds (National Reports 2007-2009 Russia 2006: 3).

4.5.2. Problems connected with implementation the Bologna process.

There are some problems connected with implementation the Bologna process: low degree of participation of universities themselves in reforms, limitation in academic mobility, involvement in process only higher education institutions, different degree of implementation in universities (National Reports 2007-2009 Russia, Rysaev 2014:18–22).

As for low degree of participation of universities themselves in reforms, we should admit that the Bologna process is promoted by the Federal Agency for Education and Research instead of the higher education institutions themselves that contradicts the main principles of the Bologna process (Plaksij 2012: 10–11).

There are attempts to develop academic mobility, but it is promoted only at university level: universities themselves are searching for partner-universities and conclude agreements about exchange. There is no agreement about recognition of study periods between Russian and European Universities. Also the system of mobility grants has not been introduced yet. So Russian student can spend one semester in partner university, but s/he doesn't receive any grant and after exchange period s/he should complete all the examinations at home university. After graduating from Russian university students can apply for master degree in Europe and procedure of applying is less complicated if there is special agreement between universities. That is why academic mobility is rather limited and mostly involves master level. There are two main obstacles to academic

mobility: in hosting exchange students due to language problem (absence of courses in English), bureaucratic problems, connected with that Russia is not a part of European Union. (Vahitov 2013.)

4.5.3. Summary

The system of Russian education has always been trying to meet the challenges of environment, but it has always been a centralized reforms. Centralized reforms have always demanded enormous affords from the state. Bologna process should have been implemented bottom-up, but nowadays it is mostly top-down. We can say that only structural changes as two-steps system and ECTS have been introduced. As a consequence we can see the low degree of involvement of universities themselves in the process and insufficient participation of the students in management of the university. However there are attempts of top authorities to deliver some responsibilities to agencies and other bodies. So to implement Bologna fully Russian universities should take responsibility more actively and support students' organizations. Also students' organizations themselves should take more active position and should not only but influence the decision making of university.

5. WHAT RUSSIAN UNIVERSITIES CAN LEARN ABOUT THE ROLE AND PRACTICES OF STUDENT ACTIVITY AT THE UNIVERSITY OF VAA-SA?

5.1. Introduction

The initial topic of the presented studies was quite vague “Implementation of Bologna process in Russia”, and the aim of it was to compare Russian and European Higher Education. The first methods were observation and active participation. I cannot say that they have been chosen or used consciously, they just were. I cannot separate observation and active participation clearly in current studies. I was a student in Russia, I am a student at Vaasa university, I was an exchange student, I was a trainee at the international office of university, during all the time I was observing and actively participating in studies and student life, that is why the topic of the current studies “The Role of the Students in Higher Education” appeared. The observations and active participation gave certain angle for my studies, helped me formulate research question. So I can say that the studies began from empirical part. I don’t want to underestimate the influence of these two methods on these studies, although the results of these two methods are not presented in the practical part. The results of these two methods are not presented in the practical part, because they don’t answer the question “why” and “how”, the two of three research questions of the presented studies are How-questions.

5.2. Research questions

The Russian Federation joined the Bologna process in September 2003 and made some steps towards implementation of the Bologna process: the Bachelor/Master degrees are decreed, a European style diploma supplement and academic mobility are currently being introduced and the ECTS is implemented in 50-75 % universities. (National Reports 2006, National Reports 2008.)

These changes can be called formal (structural). So the formal (structural) changes should followed by inner changes. From the statement the following research questions have arisen:

- How should the role of student in Russian Universities change in order to become close to European university system on the example of University of Vaasa?
- Is the student activity more connected with inner qualities of the student or the structure of Vaasa University?
- How does the administrative structure of the University of Vaasa influence the personal skills and competences of the students?

5.3. Data collection

5.3.1. Theoretical Data

The method used is document review. The document review is based on analysis of both European and Russian legislation and documentation concerning Higher Education. The documentation on European includes Joint declaration of the European Ministers of Education convened in Bologna, Graz Declaration, Magna Charta of University, and Message from the Salamanca Convention of European higher education institutions, Sorbonne Joint Declaration, Federal Laws on Education, Orders of the Russian Ministry of Education, Information lists of Russian Ministry of Education, State educational standards, the university regulations etc. The documents are compared to display the differences between European and Russian higher education systems and to reveal what changes should be made in order to implement the Bologna process in Russian Federation. I used this method, because it has following advantages: it gives reliable information, it allows compare plan (the document is a kind of plan, that organization should follow) and reality, it supports theories, because you can collect concrete and specific information whereas theories are abstractive, and articles shows only current tendencies. The documents were different from federal laws to University Regulations it helped me to evaluate that top-down approach is used in order to implement the Bologna process. The minuses of the method that documents can become out of date, so during my research I had to do document review several times.

5.3.2. Practical data

During my research I was trying to find out the connection between active involvement of students both in different extracurricular activities and in the management of the university and market-demanded skills and competences. The method used in the practical part of the thesis is qualitative and descriptive. The method of semi-structured interviews was chosen. They were conducted in a form of face-to-face interviews. The interviews were conducted in the English and Russian languages. Interviews were taken between January and June 2013.

The reasons why I have chosen semi-structured interview are: it allows to prepare questions at home, it allows to ask additional questions to clarify certain things, it allows to change the order of questions by comparison with structured interview; it allows to have the same questions in each interview that makes analyses much more easier, compare to unstructured interview (Elliot 2005: 2). During the interview I used self-designed questions: for each group I prepared separate list of questions, but most of questions were similar.

15 people will be chosen for the interviews, they can be divided into 4 focus groups: leading members of students' organizations (4) (Chairperson of the Degree Student Club, the Student Union of the University of Vaasa; President of Erasmus Students Network, The Student Union of the University of Vaasa (ESN VYY); Active member of ESN VYY; A board-member of a Student Union, head of Student sport and Tutoring unit), students of Master's Degree Programme in Intercultural Studies in Communication and Administration (5), International officers (4) (Head of International Relations; International Exchange Coordinator (outgoing mobility); Coordinator, Planning Officer; International Students' Coordinator); teachers from Master's Degree Programme in Intercultural Studies in Communication and Administration(2). The focus groups are connected by University of Vaasa.

The aim of interviews was to find out the attitude of people connected by UV towards extracurricular activities and students' organizations and their opinion about the role of the students in university in general, and in management of university in particular. The

questions (see Annex) were concerning following areas: cooperation between students' organizations, university units and students in Vaasa University; connection between students' activity, studies, professional skills and future job; connection between students' activity and Vaasa university unity/culture; Vaasa University structure and government structure and place of students' organizations in them.

5.4. Students of Master's Degree Programme in Intercultural Studies in Communication and Administration

The students to the interview were chosen randomly: among them were 3 third year students. Most of the interviewees (3 out of 5) have a good knowledge about Students' organizations, their tasks, and structure, how they can help the students.

All the interviewees underline the importance of students' organizations because of protection of students' rights, benefits for students (discounts from a student card), socialization of students (helps students to take active position in life, prepare students to be a part of organizations, like trade unions est.). Students' organization (within the faculty)

“makes dialog with the faculty; it had a member of planning committee, concerning the structure of the studies and organizes many kinds of events” (Student 5); *“unites students, helps to create an atmosphere in University”* (Student 3).

The interviewees say that extracurricular activities are useful. Membership in the students' organizations creates network of contacts that remains with the student after graduation. Also it prepares students to be a part of entrepreneurial organizations (to foster how to be a member of organization), how to form /elect a board, to become a candidate and participate in elections, to delegate tasks (to share duties), to calculate expenses (to set prices), to apply for grants). Internship introduces you to job market and gives possibilities to try yourself in different areas. Membership in the students'

organizations, exchange, and internship are important for CV and develop different skills and competences.

All the interviewees feel that they can influence the work of the students' organizations/ the management of University/ the University life. Faculty/departments/ programs meetings / meeting organized by students' organizations are important, because:

“where we are discussing studies are interesting and important. University structures are open for discussion, for offers from students” (Student1).

“it is important that you feel that you can contribute something” (Student 2).

Students of Master's Degree Programme in Intercultural Studies in Communication and Administration think that the following skills and competences that are developed by extracurricular activities. Membership in the students' organizations develops leadership skills, social skills and competences communication (such as how to participate in meetings, how to make public speeches, how to organize events, how to make arguments, how to make your voice heard, teamwork skills, entrepreneurial skills. Exchange develops intercultural skills and language skills. Internship develops your professional skills and competences.

Most of the interviewees (4 out of 5) do not actively participate in events organized by student organizations because they do not have time, they are focused more on their studies (internships/thesis/ future career) and work or they do not like the organized events. The events are oriented more on exchange students, because they are more or less the same each semester and they are focused on entertainment. Most of the interviews (4 out of 5) applied for exchange or internship, but only two of them succeeded in getting the place. The main obstacle in getting the place is a language problem. The studies in Cultural Programs in foreign Universities, is held in the language of the country. The places for internships are mostly offered by Finnish companies or governmental organizations, so knowledge of the Finnish and Swedish language is obligatory. The internships in the foreign companies required the knowledge of the language of the country. Also Vaasa University is seemed to be oriented more on business studies,

that's why there are more opportunities for students of these programs. There are more places for exchange and internship for business students

All the interviewees evaluate positively the work of the students' organizations. The information system (mail list, Facebook pages, University pages, meetings) is organized very well. The interviewees always, received help, when they asked for it. The stuff is always very friendly.

Most of the interviews (4 out of 5) say extracurricular activities influence positive their studies, because they do not actively participate in events organized by student organizations, and their activity connected with studies (internships/thesis/ future career) and work. One of the interviews says that extracurricular activities influence negative on the studies because of the lack of time.

Most of the interviewees (3 out of 5) consider the ICS students are active, but the activity is aimed at studies and future career (exchange, internship) than on student life. Nevertheless some of the interviewees (2 out of 5) were active members of students' organizations. One of the ICS students was an active member of students' organization - Chairperson of the Degree Student Club, the Student Union of the University of Vaasa. One of the ICS students when he was doing his bachelor he was a member of a board of student association for translation students, was an international tutor, was an international tutor Coordinator, member of a choir.

Most of the interviewees (4 out of 5) consider that ICS students can be more active in the students' organization (both membership and participating in events), but there are some obstacles.

First of all it is language problem. In all the students' organizations, except Degree Student Club, Erasmus Students Network, the meetings are held in Finnish.

"It is easy to join ESN, the Degree Student Club. But that's pretty much it. If you want to join anything else, it is harder because it is sort, it is like for Finnish people only, because of language problem, because they are more looking for

socializing, because they do socializing elsewhere, it is not connected to school or organization. “(Student 3.)

“The Finnish language is an asset when you are applying to the position in Student organization, because the chairperson is responsible for quite many things, among them keeping contacts to outside world” (Student 5).

It is two year program, and it’s not enough to adapt to Finnish university culture:

“There is no clear affiliation for international students or exchange students to the Student Union, because there is no such a thing as being a member, You may go to their activities, you may join the board, but it is not really a feeling of belonging, it just they offer some activities, It can be developed by the only way that to have an international area, not only the Student Union , but all the organizations, like Warrantti, Comea should have an information in English, so It should be opened for all students in this careers including English speaking students.” (Student 3.)

There is a cultural problem:

“Small percentage of Finnish students that are very active, they are a part of a party, or Student Union or a kind of organization like Warrantti, and members that are active, they just sort of go to the parties, and maybe do something for the school, but whenever they finish whatever they have in school, they run away. Nobody stays in school nobody wants to socialize here, because the socializing area has very small spaces.” (Student 3.)

5.5. Members of students’ organizations

Four leading members of students’ organizations have been interviewed. The students to the interview were chosen randomly. Three out of four students are from the faculty of Business Studies, one is from faculty of Technology. Two of the interviewees are doing their Bachelor; two of the interviewees are doing their Masters’. Both of the interviewees are doing their Masters’ were not active during their Bachelor, because lack of opportunities.

All the interviewees underline the importance of students’ organizations because it helps students:

“to overcome culture shock” (ESN, member 1),

“to enrich your student experience, and have fun” (ESN, member 1),

“not to sit at home and play computer games” (ESN, member 2),
“to help students to adapt in Finland” (DSC, member 3).

All the interviews underline that Student Union is an independent organization and evaluate this fact positively. The interviewees say that extracurricular activities are useful. Membership in the students' organizations, exchange, and internship are important for CV (ESN, member 1/ DSC, member 3). Active membership gives you experience. *“It's better than As in Diploma, it widens your horizons”*, because *“I would have passed by many things if I wasn't an active member”* (DSC, member 3). It gives possibility to learn how to prioritize things (ESN, member 1), how to take responsibility, (ESN, member 2). It creates network of contacts that remains with the student after graduation (*“you make friends with people”*) (ESN, member 2). During the exchange you learn how to lead independent life (ESN, member 2).

Leadership skills /coordination skills/organization skills (ESN, member 2, board-member of a student union member 4), social skills and competences (*“it makes you easy going person”*) (ESN, member 2/board-member of a student union member 4) how to make public speeches (board-member of a student union member 4)), intercultural skills : events are organized for people from different cultures and backgrounds (ESN, member 2), time management skills (ESN, member 1), self-confidence ((board-member of a student union member 4/ ESN, member, soft skills (board-member of a student union member 4), responsibility *“How to take responsibility not just for ourselves, but for the people”* (board-member of a student union member 4) are developed by membership in the students' organizations.

The members underline that students generally are active because events are well-visited, but Masters' students are not active, because they are involved in their studies.

“International students are usually pretty active, there is also a core group that goes anywhere, whatever is organized, degree students are very inactive and I don't know why, I think it's because of their studies, the programs are so intense, at least in the IB, we don't have much extra time to do anything, I just make the time somehow, they who want to focus on their studies, they really don't have much time for anything else. International students don't have much to do with their subject organization and it's a really petty. Subject organizations should be more open to

international students. Because they do a lot of student interest work and they organize a lot of things for example movie nights, cooking courses, parties, all kinds of things, but now Finns and international students are kind of separate.” (Board-member of a student union member 4.)

As for membership in the students’ organizations two of the interviewees say that they were only candidates, who wanted to take a position.

“Usually it’s quite difficult to find active members, but it depends on the organization as well, for example, the board members of a student board were difficult to find, so it’s always a little bit headhunting” (board-member of a student union member 4).

Nevertheless it is very complicated process to get to Business student organization (Warrantti), because they usually have many candidates and many interviews are conducted.

All the interviewees agree there are few international students among active member of students’ organization.

“Till last year Subject organization of business students was not open to international students, because of their head organization, but they haven’t realized they have international members as well. Student Union has open positions in ESN and DSC. The main reason we don’t have international students in our boards is mainly language. Student Union’s working language is Finnish, also the meetings of the students’ body are in Finnish, so it would challenging for international students work there without any Finnish.” (Board-member of a student union member 4.)

All the interviewees say that it’s very important to feel that you can influence the University life.

All the interviewees say that their membership influences negatively on their studies. They have to prolong their studies. The quality of essays suffers. The grades are not as good as they might be if they were not active members.

Two of the interviewees mentioned that in some universities active members don’t study at all during their membership in the students’ organizations. *“Membership takes a lot of time. The organization should include at least 10 people: one event is organized*

by one group of people, another by others.” “We have less than 10 (it’s difficult), because there are no applicants” (ESN, member 2).

Personal activity and communication skills (all the interviews were friends of active members before become ones) are the skills and competences demanded to become the students’ organizations.

All the interviews underline that communication (information) system between University units and Student Union and between students and Student Union is well organized (But there is no direct connection between Student Union and professors only through subject student organizations). The communication is conducted in the following way. Subject organizations (includes representatives from student union) discuss with professors schedule, trips and so on. Student Union is open for discussion. They have a complain week *“we try to gather complains, what’s wrong with University, Student Union, but it’s really difficult, because people don’t have a clear picture what the function of Student Union is, what we do”* (board- member of a student union member 4). The information system is organized very well. It includes mail list, Facebook pages, University pages, meetings etc. *“They (students) come to our events its’ main feedback from them, at the end of the trips, we ask student to write something, they write on Facebook page” (ESN, member 1).*

5.6. International officers

Four international officers have been interviewed.

The interviewees say that extracurricular activities are useful, because: it develops the personality (exchange), it creates network of contacts that remains with the student after graduation (membership in the students’ organizations), it is good practice (membership in the students’ organizations), *“extracurricular activities influence their [students’] studies in hundreds positive ways”* (international officer 1).

The International Studies Coordinator says that exchange period influences positively studies.

“It’s possible for you as an exchange student to do a minor from a field of that is not taught in University of Vaasa... A student...may have a new kind of prospective to your studies, for example studying marketing in a different country will provide you with different twist, with the different prospective to it.” “A lot of students when they come back they have a topic to their thesis.” “Students learn new ways of doing things, new ways of thinking new ways of writing, which helps for example with the thesis process.”

The following skills, competences and personal qualities are developed by extracurricular activities (in opinion of interviewees). Membership in the students’ organizations forms organizational skills, communication skills, coordination skills, negotiating skills language skills. Participating in the exchange program gives opportunity to improve language skills, multicultural skills, stress management skills, adaptation skills, theoretical and analytical skills. *“You might become more open and strong”* and more self-confident person. (International officer 1)

Extracurricular activities develop

“all that skills that companies appreciate nowadays” (international officer 1) *“If you Think about working life nowadays, what you need in the working life nowadays, the skills that you can communicate with people from different backgrounds, communicate in different languages, so it’s also important for Finnish students here”* (international officer 2).

The skills and competences that are demanded to become the students’ organizations are personal activity and ability to take initiative.

All the interviews underline that communication (information) system between University units and Student Union and between students and University units is well organized. It includes university web-site, meetings, and periodical info sessions.

The university web-site is a very important so

“I place info in student portal and then I ask, so I contact Student Union and ask them to send -mails to the students. I am not allowed to contact the students directly. We cannot send e-mails to the students. We communicate with students through the info mail list, because it’s organized by International Office. It’s on-

ly for international degree students. Student Union has a mail list that reaches everybody, but we've been told that it's not for us. It's only for emergencies. So I ask Student Union to distribute info a mail list. I rely on good will of students' organizations. Or I sent info to the Faculties, and then the faculties may have their own lists of student majoring in that subject so they send it to that list." (International officer 1.) "We receive internships from our National Agency and put them into portal. Organizations send it to our National Agency (CIMO), CIMO has an e-mail list of all the universities and polytechnics of Finland, and then they send offers and tell "please publish this for your students". If our partner universities have places in their International offices or libraries, they send us that, "please, district this offer among your students and then we put it into the portal." (International officer 1.)

Meetings occur very often.

"Sometimes they [students' organizations] ask me to come to their events to talk about studies, and then I have, for example, when I have return orientation, I ask some of the students' organizations dealing with internalization at home to come and present themselves.....I would try to organize it [info session] several times in different days so if lecture going on, students, who have a lecture on that time, so info session will be organized next day on that time. So they don't have to skip a lecture, so they have some kind of decision." (International officer 1.)

University information system is very helpful.

"When you are reserving room the teacher and professors reserve the room first. When I started organizing my events, the first thing I usually do, I look at which lecture halls are available and what time, so from that I see, because big lecture halls are already taken, I have to see when big lecture halls are open. That's the time for me to decide "ok then at that time and place I have info-session"... so I see from the system... that way I can communicate." (International officer 1.)

Most of the interviewees (3 out of 4) consider that international students are active, but the activity is aimed at studies and future career (exchange, internship) than on student life.

"University of Vaasa is quite active. Last calendar year (2012) we sent 211. It's one third of the intake. We take in every year 600 students. There are 400 graduates every year. That a good number I think. We don't have so many international students yet. We every year have roughly 230 international degree students, about 10 goes [to the exchange]. Compare to other Universities it's a good way to show us well....Internships are quite different, because we don't have ready-made places for Internships. In Internships students need to find their own position, in whose cases the ratio of international Degree students is, I could even argue, that it's 50/50 with the Finns. So regarding Erasmus intern-

ships international students are along the same lines with Finnish students are. “(International officer 1.)

International students can be more active in the exchange and internship programs, but there are some obstacles to that: time restriction and financial matters.

“The main reason [international Degree students do not participate in the exchange program] is because they are here for two years to finish the program. Exchange has to be included into these two years. There are a lot of students, who come and ask about it, but when the exchange would not be possible go to their third year in that case it’s not possible. If the students start their studies in September, and if they want to go on an exchange, they would need to apply already in November or January, so quite soon after they have started their studies. So a lot of Students miss this deadline. So I think it’s one of the main reasons. In some note it should be financial matters as well. Because exchange is something that costs a lot of money, especially if you go outside the Europe...” (International officer 1)

Most of the interviewees (3 out of 4) consider that international students can be more active in the students’ organization, but there are some obstacles to that. The level of internalization of students’ organizations is not that high. *“I am not sure they have enough opportunities to take part in all the activities. I don’t think that Student Union understands how many international students we do have here already.”* (International officer 2). A language problem is another problem. Also *“communication channel between students’ organizations and students are missing”* (international officer 2). Nevertheless the interviews say that Student Union is doing its’ best, and Internalization of student organizations shows positive dynamic.

All the interviews underline that Student Union is an independent organization and evaluate this fact positively.

“We can give them (Student Union) suggestion how to treat the students and tell them that we are international and so on. But we cannot really influence what they do. Neither can we influence these associations, like Warrantti, we only can contact them and recommend” (International officer 2). *“Student Union is our partner in many ways, we with different clubs (Student Degree Club), and subject organizations..... Annually we have an agreement on the international tutoring with Student Union; we pay for the Student Union to take care of international students. We have two students’ coordinators at Student Union. We dis-*

cuss functioning of the Erasmus Students Network and Student Degree Club.” (International officer 4).

All the interviews underline that students can influence the management of University and evaluate this fact positively.

“The Student Union sends representatives to the University bodies... There are different groups (wellbeing, equality...): some are functioning all the time, some are created to do a project. There are always students’ representatives. Students can apply for these positions” (International officer 2).

5.7. Professors

Two professors from Master’s Degree Programme in Intercultural Studies in Communication and Administration have been interviewed.

All the interviewees underline the importance of students’ organizations. Students’ organizations give to students the opportunity to influence management of the University and the opportunity to articulate their interests. They organize activities for students. They create sense of coherence and identity.

The interviewees say that extracurricular activities are useful, because they have positive influence on their studies. Extracurricular activities influence positively on students’ performance.

“Students who are really active, they also participate in organizing events and staff, like that. I think it has positive effect on this aspect as well, if the students feel that they belong to something, that they can influence, participate it also has it in their performance” (Professor 2).

Internship helps students to write their thesis.

“In many cases students will be able to combine internship for collecting material for their thesis and internship in the last semester where you have practically nothing else to do for your courses, you do not miss very much, it’s quite ideal” (Professor 1).

Although they point also out to negative influence on studies. The active participation in the extracurricular activities makes students to prolong their studies.

“We don’t encourage exchange programs in Masters’ programm, because you are having your international experience by being here and if you take an exchange semester somewhere else, possibility is big that you don’t complete course quickly enough, we do not actively encourage it, we don’t discourage it, if the student have good plan which they go with, we don’t say no, but we have don’t advertise it.” (Professor 1.)

In the opinion of respondents ICS students can be more active in the students’ organization (both membership and participating in events), but there are some obstacles to that: lack of experience, time restriction and professional priorities.

Some international students don’t have experience of being a member of student organization.

“I don’t know if [international] students are get used to participate in the activities managing the University, so if it’s become initial here, I think, we would certainly have to point this out to the students and also explain to them what their opportunities are, so if our student have not been active till now, it might be some sort of cross- cultural phenomenon” (Professor 2).

It is two year program, and it’s not enough to adapt to Finnish university culture.

“I think it takes a very long time to until you realize. First you just get into, then you are trying to swim, then you are trying to figure out how everything work and some of the things, even in our program, I just realized how they work...” (Professor 2).

Degree students prefer to devote their time to studies and work rather than for student organizations.

“Necessity to work and perform well in studies at the same time fills everybody’s time very much. It may be one reason as well why organization within the international student body is not perhaps as effective as might be, because students of other Universities has better experience (here doing masters), many of them spend time rather working then helping newer students integrated to the University.” (Professor 1.)

All the interviewees underline that communication system within the program between student and professors is well organized. Annual meetings of students and professors are conducted to find out students’ desires in order to meet them. However the communication system between Student Union, professors and different units can be improved. Professors are not informed about timetable of extracurricular activities:

“We never get any official notification about when they doing what. It might be helpful if we know that 50% of the students will have Tuesday afternoon off, because they organize something kind of Laskiaistiistai [Holy Tuesday], so we don't have a very important class that afternoon that kind of thing” (Professor 1).

Professors point out to absence of single information system.

“We don't have much communication at all levels. Communication between different parts of the University is traditionally rather poor and I have said it's getting better inside of our Faculty of Philosophy is much better than it has been before. But it does not extent to the International Office or to the Student Union, to the extent that we would like to. There is also a question of time and location. We don't have enough secretaries and staff. That's one problem of our University, because somebody should coordinate information If there was one place coordinate information and disseminate the information, but does it have to be professor who would have to do all this? And to the teaching and to the research and it becomes a little bit too chaotic but if somebody is mainly responsible for knowing what's going on and disseminating the info. It might work better. In other Universities there they did have more secretaries and stuff and in practice it wasn't that much better either.” (Professor 1.)

All the interviewees feel that students can influence the management of University/ the University life through the Faculty/departments/ programs meetings.

”We had at various stages some contact with students while planning this not that much because we didn't have at that point before the program started. we didn't have students who would interested in this kind of program.....Last year as part of the curricular reform for the bologna agreement we also reformed the structure of the regular Finnish degrees and at that capacity I was also running an organizing committee so called program CCS- program Comparative Cultural Studies and there we had a student representative on the committee planning we didn't use any democratic process to invite this student so the lecturers from the English Department suggested the name of one student who appeared to be very active and of course we would prefer to have completely democratic process, but it worked very well we got very good suggestions from the students and traditionally in our department, in the meetings for German we also have a representative from the Overtajat [Student organization for languages]. It is the student union of the language students. And they are usually suggested by the managing committee of the Student Union...Annual meetings for general discussion... Sometimes they have been really poorly attended, which doesn't help us very much, because we have not got any idea about general opinion among students... the better visited these meetings are the better communication works” (Professor 1).

All the interviewees underline that Student Union is an independent organization and evaluate this fact positively.

“In Finland the student body is completely autonomous and the university stuff has very little to do with or influence on student policy and I think that is the way it should be- Separation of Powers” (Professor 1).

One of the respondents criticized the work of the Student Union. The Student Union is not as active as it is might be.

“Especially here in University of Vaasa Student body could be more generally active and more aware of social situation, in which the students live. I think, it’s appears to be very much passive. I would say insufficiently politicized. When we see the elections, you rarely get a strong debate on everything” (Professor 1).

The Student Union is not fully aware of the needs of international students.

“The Student Union has sort of tradition for Erasmus Students, mostly drinking parties, but have very little experience since of helping international degree students organizing themselves.....I am quite not sure that the Student Union of Vaasa University is quite helpful, when it’s coming to helping International degree students organizing activities and this kind of things” (Professor 1).

There is no strong unity among the students, strong student community.

“I think one big problem at least in our department that our students do come from the Vaasa region and that means that social contacts and so on, old school contacts family contacts remain.... Generally the international students are more interested in organizing themselves into activities. Especially in this region many of the Finnish students who come from the region they go home for weekend, some of them every day, so there isn’t that much student life in Vaasa compared with several University towns” (Professor 1).

5.8. Data analysis

I used the method of content analysis for interpretation of the received data. The method of content analysis is applicable for any type of text, including interviews (Smith 2000: 317). By means of content analysis the qualitative data is transformed into quantitative

one that allows measuring it (Smith 2000: 317). The big advantage of content analysis is that it allows analyzing any amount of text (Marvasti 2004: 91). The method is considered to be objective (Smith 2000: 314). In order to interpret the data a set of explanatory categories was developed according to which I analyzed findings.

In spite the question were narrow, I started all the interviews with request to tell interviews' attitude and knowledge about the students' organizations, sometimes the answer were expanded and covered some of the further questions of the interview. In spite of the that I tried to ask all the question and follow the structure, but it didn't happen, and the interviews are quite different for its length and depth, some of the respondents to most of the questions answered "I don't know", but absence of answers is also answer. The most valuable outcome of interviews I got is narrative- description of student activity. The weak point is some data was hard to generalize and it was left out of this research.

The aim of interviews was to find out the attitude of people connected by UV towards extracurricular activities and students' organizations and their opinion about the role of the students in university in general, and in management of university in particular. The questions (see Annex) were concerning following areas: cooperation between students' organizations, university units and students in Vaasa University, connection between students' activity, studies, professional skills and future job, connection between students' activity and Vaasa university unity/culture, Vaasa University structure and government structure and place of students' organizations in them.

The above- mentioned areas could be divided into explanatory categories.

Cooperation between students' organizations, university units and students in Vaasa University consists of communication (information) system and active participation of students in communication (the willingness of students to cooperate with students' organizations and university units). Cooperation between students' organizations, university units and students happens through communication. Communication happens both horizontally and vertically. Effective communication is possible, because of independence of each unit and happens through regular meetings, in which are presented the

representatives of students. However there are some problems professors complain that the communication system is rather poor because they are not informed about the events organized by Student Union that cause that absence of students at the lectures. All interviewees pointed to inactivity of degree students. However there is no common opinion about the reasons of the inactivity. Active members think that degree students don't have time for events; degree students complain that organized events are oriented on exchange students, international officers and professors think that student organizations are not fully aware of needs of international students. In my opinion the big problem is connected with that there is no strong link between members in the time. Members are elected for one year (earlier term of office was one semester), so there is no connection or development of the activity from year to year. Despite some problems, cooperation between students' organizations, university units and students in Vaasa University is organized quite well.

Connection between students' activity, studies, professional skills and future job can be divided into: skills and competences that are developed by extracurricular activities and influence of extracurricular activities on studies. All the interviewees agree that extracurricular activities are very important because they develop market demanded skills and competences, such as leadership skills, communication skills, intercultural skills, language skills, professional skills and competences, teamwork skills, entrepreneurial skills, time management skills, self-confidence, stress management skills, adaptation skills. Extracurricular activities add to knowledge and skills that students get through lectures and seminars. Also extracurricular activities are important for CV, because student activity can be transformed in the working activity in the eyes of employers. Nevertheless the influence of extracurricular activities on studies is ambiguous. On one hand active person can show the activity in studies. On the other hand some of interviewees pointed out that extracurricular activities demand much time and they do not allow focus on studies and it is reflected in marks and in prolongation of studies.

There is a clear connection between students' activity and Vaasa university unity/culture: if students are actively involved in university life, they feel that they are a part of university, so they create a culture of university. All the interviewees agree that

the ability of student to influence the management of the university is very important. Nevertheless all the interviews agree on the fact that there is a problem with involvement of degree students in university life. The reason is insufficient communication between students within university. The one reason is those students prefer to spend their time out of university. It is connected with absence of common area in university where the students can spend their free time. The other reason is the language problem.

Vaasa University structure, government structure and place of students' organizations in them can be divided in importance of students' organizations, ability to influence the work of the students' organizations/ the management of University/ the University life, importance of extracurricular activities (membership in student organizations). All the respondents underline that students' organizations are very important. We can say the student body is quite developed in Vaasa University. Students are represented in all the university units. Students' organizations are independent, and it is evaluated as a very positive fact. However the respondents point to the problem in communication and collaboration with students' organizations. Student members complain that it's hard to fill positions in student organizations, because there is usually one applicant for an offered position and there are not enough people for the load of work that students' organizations do. International degree students complain that organized events do not meet their desires. Both active members and ICS students say that there are obstacles to international students to become active members. International officers and professors say that there is not full understanding between international students and student organizations (as I have mentioned before).

The students of Vaasa University have opportunities to fulfill their demands to be active in many ways: in studies and in social life.

6. CONCLUSIONS AND DISCUSSION

6.1. General conclusions

The aim of my research was to find a pattern how (in which way) to develop student activity in Russia. Vaasa University was chosen as an example for three reasons. The first reason is a practical one- I am a student of Vaasa University- it is very convenient to study something from within. The second reason is that Vaasa University has a strong and developed student body. The third one is that Vaasa University represents European higher education system and implementation of the Bologna process.

It was hard to find theoretical background for students' activity. Development of student activity is connected with student-oriented education. Student-orientation is a particular case of customer- orientation that is the main characteristic of new public management. The other ideas of new public management are diminishing role of government in regulating economic and social relations through method of decentralization; and competition between service-providers. In the higher education the ideas of new public management was transformed into entrepreneurial university.

The ideas of entrepreneurship in university have correspondence with the principals of the Bologna process. Entrepreneurial university should act and should be managed like enterprise. The main characteristics of entrepreneurial university are reaction to environment, financial independence, efficiency and being competitive. Main principal of Bologna process are widening the managerial autonomy of universities. Both in entrepreneurial university and in Bologna system students have active role and the purpose of the practical part was to show this activity in the way that Russian universities could follow it.

The ideas of entrepreneurship are realized through different methods: the managerial autonomy of universities (managerial freedom) and independence of units within university, self- funding, hiring professional managers. Self- funding leads to their financial independence, which allows flexibility that in its turn promotes competitiveness. The ideas of entrepreneurship are strongly connected with student activity. One the

aim of university is to foster in the student entrepreneurial skills to make them competitive on job market. Entrepreneurial skills are closely connected with student activity. Student cannot be competitive without being active. Entrepreneurial skills are developed through different activities: exchange periods, internships and through involvement students in the government.

The theories of new public management and entrepreneurship were supported by more practical part about Bologna process and how it is implemented. The Bologna process was examined not separately but in the context of European integration. To my mind it was very important to describe the historical backgrounds of European and Russian higher education in order to show the development of two systems. I started the comparison with discussion about what is the education public good, service or commodity. European system treats university education as a service; nevertheless it has public responsibilities (that are listed in Graz Declaration).

Describing the entrepreneurial university and the Bologna process I paid special attention to students and their place at university. I tried to describe different areas of students' activity. Students can be and should be active in studies, because they themselves made study plans, select courses and the destinations of exchange, decide on internship and duration of studies (possibility of prolongation). Students can show their activity through the membership in student organizations. Students can be active in student life participating in different activities organized by students' organizations. Active students are very helpful to university, because they create atmosphere in university, create university culture. After graduation active students as good employees can become a good publicity for university or good partners for university.

Comparison of two systems from historical point of view helped to understand the problems concerning the students' activity. Russia inherited its higher education system from Soviet Union, and it was necessary to describe the history of Russian higher education in order to explain the current situation better. Soviet higher education system depended from authorities a lot and was influenced by communist ideology. The 1990-s was a transition period from socialist to free market society. Nowadays rudiments of

socialist society still exist. Russia joined Bologna process in 2003 and since that time many changes have been done, but there are structural changes but I wanted to investigate inner reasons, mechanisms and aims more thoroughly. Analyzing documents I can say that Russian government is ready of decentralization of higher educational system, but not all universities are prepared to that.

The actual practical part examined the particular case of Vaasa University. It was decided to examine student activity with different points of view: I have four groups of interviewees to have more objective picture. The groups included leading members of students' organizations, students of Master's Degree Programme in Intercultural Studies in Communication and Administration, international officers, teachers from Master's Degree Programme in Intercultural Studies in Communication and Administration. The different sets of questions were prepared for each group, but each one contained the number of similar or corresponded questions.

The empirical findings were interpreted according to explanatory categories: cooperation between students' organizations, university units and students in Vaasa University, connection between students' activity, studies, professional skills and future job, connection between students' activity and Vaasa university unity/culture, Vaasa University structure and government structure and place of students' organizations in them. Explanatory categories were elaborated in the way to correlate with research questions.

How should the role of student in Russian Universities change in order to become close to European university system on the example of University of Vaasa?

Student body in Russia should be politicized and have more influence on the government of university. As it is seen from documents the development of student body happens from above. In spite of financial independence (to some extent) of the student body, it is quite dependant on university administration, because all the reforms happen from it. Student body should be politically and economically independent; it should be more active and initiative. The work between university units and student body should be based on cooperation and communication but not on subordination. Communication should be both horizontally and vertically. Effective communication is possible, be-

cause of independence of each unit (financial) and happens through regular meetings, in which are presented the representatives of students. Student body should not only take care about students, protect their rights, but also be involved in government system of university. Students' body should unite students, create an atmosphere in University, socialize students, and give to students the opportunity to influence management of the University and the opportunity to articulate their interests, organize activities for students, and create sense of coherence and identity.

Is the student activity more connected with inner qualities of the student or the structure of Vaasa University?

Student activity, inner qualities of the student, the structure of Vaasa University are interconnected. Student activity is very important because it develops market demanded skills and competences, such as leadership skills, communication skills, intercultural skills, language skills, professional skills and competences, teamwork skills, entrepreneurial skills, time management skills, self-confidence, stress management skills, adaptation skills. All the active members said that extracurricular activities help them to develop the skills. However the fact that there is an application process for the position in the student organization (including interview) should be taken in consideration. Applicant should have some skills to fill in the position. So the structure of Vaasa University allows developing inner qualities through student activity, but student should be at list active. University should give the opportunity to the students to be active in different arias in studies, in University life, in preparation for a future career, in administration duties. Atmosphere in Vaasa University inspire students to have active position in life to some extent. The fact that there are not so many international students among active members of students' organization shows that the university plays a great role in fostering active people. There is no doubt that two year it too little to foster entrepreneurial culture.

How does the administrative structure of the University of Vaasa influence the personal skills and competences of the students?

This question is closely connected with previous question. There is no such a visible connection between the administrative structure of the University of Vaasa and the personal skills and competences of the students, but it does exist. The administrative structure of Vaasa University involves representatives of all university stakeholders, among them are students' representatives. Students' representatives or active members (interviewees) say that their membership allows them to develop leadership skills, communication skills and management skills. It happens because they are involved in the management of University, they can influence it: they participate in all the meetings, they involve in collaboration of study programs (to some extent). To my mind, the administrative structure of the University of Vaasa influences the personal skills and competences of all the students. First of all, presence of independent student union gives the students important feelings, feeling that their rights will be protected. Student union gives opportunity to all the students to try themselves in the administrative tasks.

6.2. Recommendations

The purpose of the research was to reveal place of the students in the European higher education system and to develop some recommendations on facilitating the Bologna process in Russia concerning students' activity. There seems to be enough structural bases to develop student activity in Russia, but students themselves should be active and should take more responsibilities in order influence the governing university. However the students' unions in Russia are more focused on organizing student life than on being a political actor and represent student on university level. So there are some recommendations that can help to change the focus of students' organizations.

- 1) It will be helpful to follow best practices of European universities through student and employee exchange.

- 2) It will be useful to involve students more actively in creating study curricular (opportunity to select courses, feedback on courses). Feedback on courses can increase the level of teaching and strengthen the sense of belonging.
- 3) Opportunity to have internships at university units can help student to understand the work of university better.
- 4) Meetings and discussion between students, professors, and officers should happen on regular basis in order to introduce communication system (not subordination).
- 5) Universities should have common spaces there students can spend their time communicating.

We can say that in order to implement the Bologna process fully in Russia, the students should be involved in management of University more actively.

6.3. Limitations of the study and suggestions for the further research

The research is based on a comparison of Russian and European systems of education. The research presents how the ideas of the Bologna process are implemented in Europe, focusing on students' activity. It shows what changes have already been done in Russia in order to implement the Bologna process, but it does not include the analysis of the changes. Our research does not include detailed description of Students body works in Russia due to the fact that Students body has limited functions and is a part of university. The further research can be done as a case-study of particular university or as comparison of particular Russian and European universities in terms of student activity.

LIST OF REFERENCE

- Altbach, P. G. (2002). Knowledge and Education as an International Commodity: Collapse of Ideas of the Public Good. *Alma Mater. Higher School Herald* 7: 40– 44.
- Annenkova, V.N. (2008). Key Features of the Student as the Subject of Educational Activities. *Knowledge. Understanding. Ability* 4: 111–113.
- Averin, A.V. (2010). *Commodity, Expertise and Standardization*. Moscow: Moscow Institute of Economics, Management and Law.
- Avrus, A.I. (2001). *History of Russian Universities: Monograph*. Moscow: Moscow Public Scientific Fund.
- Batalova, O.S. (2011). Specific Character of Educational Services as a Basis for the Marketing Policy of the University. In: *Current Issues in Economics and Management: Materials of the International Scientific Conference 2*, 7–12. Eds. G.D. Ahmetova, M.N. Ahmetova, O.A. Volojanina, S.N. Drachjova, U. V. Ivanova, M.G. Comogortsev, K.S. Laktionov. Moscow: Rior.
- Belgorod University (2014). Regulations about Organization of Research in Belgorod University of Cooperation, Economics and Law. Available 11 November 2014: http://www.bukep.ru/assets/files/normativ_doc/BUKEP/norm-doc-act-19_10_2012/poloj-org-nauch-issled-bukep.pdf.
- Bologna Declaration (1999). Joint Declaration of the European Ministers of Education. Available 11 November 2014: http://www.ehea.info/uploads/about/bologna_declaration1.pdf.
- Bologna Declaration on the European Space on Higher Education. An Explanation (1999). Available 11 November 2014: http://www.nvao.net/page/downloads/bologna_declaration.pdf.

- Bondarenko, O.V & O.R. Shaikhutdinova (2013). Problems in the Sphere of Higher Professional Education and Job Market. *Fundamental Research* 6:5, 1229–1233.
- Budget System of Russian Federation (2001). Available 20 October 2014: <http://www.budgetrf.ru/Publications/Magazines/VestnikSF/2001/vestniksf141-10/vestniksf141-10090.htm>.
- Bula, H. O. (2012). Evaluation and Theories of Entrepreneurship: a Critical View on the Kenyan Perspective. *International Journal of Business and Commerce* 1 :11, 81–96.
- Calogero, M. (2010). The Introduction of New Public Management Principles in the Italian Public Sector. *Transylvania Review of Administrative Science* 30: 30–54.
- Clark, B. R. (1998). *Creating Entrepreneurial Universities. Organizational Pathways of Transformation*. Permagon: IAU Press.
- Clarkson, M. B. (1995). A Stakeholder Framework for Analyzing and Evaluating Corporate Social Performance. *Academy of Management Review* 20:1, 92–117.
- Concept of State Youth Policy. Concept of State Youth Policy in the Russian Federation Accepted by Government Commission of Youth (2001). Available 20 October 2014:<http://www.budgetrf.ru/Publications/Magazines/VestnikSF/2001/vestniksf141-10 / vestniksf141-1009 0.htm>.
- Croitoru, A. (2012). Schumpeter, J.A., 1934 (2008). *The Theory of Economic Development: An Inquiry into Profits, Capital, Credit, Interest and the Business Cycle. A Review to a Book That Is 100 Years Old, Translated From The German By Redvers Opie*, New Brunswick (U.S.A) and London (U.K.): Transaction Publishers. *Journal of Comparative Research in Anthropology and Sociology*. 3:2, 137–148.

Crosier, D. & T. Parveva (2013). *The Bologna Process: its Impact in Europe and Beyond*. Paris: UNESCO. International Institute for Educational Planning.

Decree. Decree “About Measures of Implementing State Policy in Spheres of Education And Science” (2012). Available 27 November 2014: <http://graph.document.kremlin.ru/page.aspx?1610850>.

Dictionary of Business (1997). Betts Graham Eds. John Pallister; Alan Isaacs. Et Al Oxford (UK); New York: Oxford University Press.

Dictionary of Economics (1997). Eds. Black, John & Nigar Hashimzade, Myles, Gareth. Oxford (UK); New York: Oxford University Press.

Dobrydnev, S. I. (2004). On the Determination of the Product of the University. *Marketing in Russia and Abroad* 4, 26–31.

Dzhaparova, R. (2005). Marketing Services of Professional Education. *Marketing in Russia and Abroad* 4, 55–65.

Elliot, J. (2005). *Using Narrative in Social Research: Qualitative and Quantitative Approaches*. London: Sage Publications.

Erasmus Students Network (ESN) (2014). Available 20 October 2014: <http://www.esn.org/>.

Eskindarov, M. A. (2012). The Main Criteria of Evaluation of Higher Education Institution - Demand for its Graduates. *Money and Credit* 9, 3–9.

European Commission (2014). Available 20 October 2014: <http://ec.europa.eu/>.

European Students' Union (ESU) (2014). Available 20 October 2014: <http://www.esu-online.org/>.

European Union (2014). Available 20 October 2014: http://europa.eu/about-eu/index_en.htm.

Federal Agency for Youth Affairs “Rosmolodezh” (2014). Available 20 October 2014: <http://www.fadm.gov.ru>.

Federal Law "On Education in the Russian Federation" article 30 (2013). Available 20 October 2014: <http://www.edu.ru/abitur/act.30/index.php#stat30>.

Federal Law "On Education in the Russian Federation" article 41 (2013). Available 20 October 2014: <http://www.edu.ru/abitur/act.34/index.php#stat41>.

Federal Law "On Education in the Russian Federation" article 70 (2013). Available 20 October 2014: <http://www.edu.ru/abitur/act.30/index.php#stat70>.

Federal Standards (2012). Available 20 October 2014: <http://минобрнауки.рф/документы/>.

Freeman, R. E. (1984). *Strategic Management: A Stakeholder Approach*. New York: Cambridge University Press.

Gibb, A. & P. Hannon (2013). *Towards the Entrepreneurial University?* Available 20 October 2014: http://ut-ie.com/articles/gibb_hannon.pdf.

Gibb, A. (2012). *Leading the Entrepreneurial University*. Available 20 October 2014: <http://ncee.org.uk/wp-content/uploads/2014/06/EULP-LEADERS-PAPER.pdf>.

Graz Declaration. *Forward from Berlin: The Role of Universities* (2003). Available 11 November 2014: <http://www.eua.be/eua/jsp/en/upload/grazdeceng.1066743764824.pdf>.

Great Soviet Encyclopedia. Higher Education (1970). "Great Soviet Encyclopedia"
Prokhorov. M: Sov. Encyclopedia .Encyclopedia.

Gruening, G. (2001). Theoretical Basis of New Public Management. *International Public Management Journal*. 4: 1, 1–25.

Immanuel Kant Baltic Federal University. *International Relations* (2014). Available 20 October 2014: http://www.kantiana.ru/international/studies_and_researches_abroad/possib/dvuhstor.pp.

Information about state youth policy (2013). Information about the measures for the implementation of state youth policy in the Russian Federation that is earmarked to meeting of the board of the Russian Ministry in June 18, 2013". Available 20 October 2014: <http://минобрнауки.рф/media/events/files/41d4701a32d24a30c11f.pdf>.

Joint declaration of the European Ministers of Education convened in Bologna on the 19th of June 1999 (1999). Available 11 November 2014: <http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>.

Kastueva-Zhan, T. V. (2007). Russia in Bologna Process: Evaluation of Four-Year Experience. *International Organizations Research Journal* 7, 41–49.

Khanin, G. I. (2008). Higher Education and the Russian Society. *National Economic Journal* 8, 121–132.

Khanin, G.I. & D.A. Fomin (2008). The 20th Anniversary of Reforms in Russia: Macroeconomical Results. *National Economic Journal* 8, 42–62.

Kirzner, I. M. (1973). *Competition and Entrepreneurship*. Chicago: University Of Chicago Press.

- Kirzner, I. M. (1997). Entrepreneurial Discovery and the Competitive Market Process: an Austrian Approach. *Journal of Economic Literature* 35: 1, 60–85.
- Kliachko, T.L. & V.L. Mau (2007). Trends in the Development of Higher Professional Education in the Russian Federation. *Educational Matters* 3: 46–64.
- Kotlyarevskaja I.V., Malt'seva J. A. & Yatsenko O. J. (2010). Marketing Factors of Interaction of University and Enterprises: Innovative Approach. *Management of University* 6: 22-26.
- Longman Exams Dictionary (2006). Eds. Mayor M. England: Essex.
- Lopatin, L.N. (2008). Quality of Soviet Higher Education-Myths and Reality. *Educational Matters* 2:186–199.
- Maastricht Treaty. Treaty of Maastricht on European Union (1992). Available 11 November 2014: http://www.europarl.europa.eu/ftu/pdf/en/FTU_1.1.3.pdf.
- Magna Charta of University (1988). Available 11 November 2014: http://www.magna-charta.org/library/userfiles/file/mc_english.pdf.
- Mainardes, E. W., H. Alves, & M. Raposo (2010). An Explanatory Research on Stakeholders of a University. *Journal of Management and Strategy* 1: 1, 76–88.
- Marques, J.P. C., J.M.G. Carara, & Diz H. (2006). How Can University- Industry-Government Interaction Change the Innovation Scenario in Portugal? - Case of University Of Coimbra. *Tehnovations*. 26: 534–542.
- Marvasti A.B. (2004). *Qualitative Research in Sociology. An Introduction*. London: SAGE Publications.

Mathecon Dictionary: Dictionary of Modern Applied and Mathematical Economics (2003). Lopatnikov, L. I. Eds. Kleiner. Moscow: Delo.

Message. Message from the Salamanca Convention of European Higher Education Institutions. Shaping the European Higher Education Area (2001). Available 11 November 2014: http://www.eua.be/eua/jsp/en/upload/Salamanca_declaration_en.1066755820788.pdf.

Mikulenko, T. (2001). Education as a Commodity. Alma Mater. Higher School Bulletin. 10: 49–52.

Ministry of Education and Science (2011). Available 20 October 2014: <http://минобрнауки.рф/%D0%B4%D0%B5%D0%BF%D0%B0%D1%80%D1%82%D0%B0%D0%BC%D0%B5%D0%BD%D1%82%D1%8B/%D0%BC%D0%BE%D0%BB%D0%BE%D0%B4%D1%91%D0%B6%D0%B8>.

Mironov, B.N. (2000a). Social History of Russia. 2. Vol. 2. Moscow: Dmitry Bulanin.

Mironov, B.N. (2000b). Social History of Russia. 3. Vol. 3. Moscow: Dmitry Bulanin.

National Reports (2006). Bologna Process National Reports 2005-2007 Russian Federation. Available 26 November 2014: http://www.ehea.info/Uploads/Documents/National_Report_Russian_Federation2007.pdf.

National Reports (2008). Bologna Process National Reports 2007-2009 Russian Federation. Available 26 November 2014: http://www.ehea.info/Uploads/Documents/National_Report_Russia_2009.pdf.

Official Information Portal of State Unified Exam (2014). Available 4 September 2014: http://www.ege.edu.ru/ru/main/main_item/.

Order 28 (2012). Order of the Russian Ministry of Education January 22, 2012 № 28 "On the establishment of the Council of the Ministry of Education and Science of the Russian Federation of Youth". Available: 16 November 2014 <http://base.consultant.ru/cons/cgi/online.cgi?req=doc;base=EXP;n=549817>.

Plaksij, S.I. (2012). Bologna Process in Russia: Pluses and Minuses. Knowledge. Understanding. Skill 1: 8–12.

Pyhalov, I. V. (2011). Education in the Russian Empire: the Facts and the Myths. Society. Environment. Development (Terra Humana). 2: 196–200.

Regulations on the Order of Succession (2002). Regulations on the Order of Succession of Scientific Pedagogical Workers of Institution of Higher Education of the Russian Federation” approved by Order Ministry of Education the Russian Federation from 26.11.2002 N 4114. Available 14 March 2015: <http://www.zaki.ru/pagesnew.php?id=6707>

Rhodes, R.A. W. (1996). The New Governance: Governing without Government. Political Studies XLIV: 652–667.

Rosmolodezh (2014). Available 20 November 2014: <http://www.fadm.gov.ru/>.

Russian Union of Student Organizations (2014). Available 20 October 2014: <http://rso-info.ru/about.html>.

Russian Union of Youth (2014). Available 20 October 2014: <http://www.ruy.ru/>.

Rysaev, I. (2014). Bologna Process: First Results, Contradictions and Perspectives. Economics and Management: Applied Science Journal 1: 16–23.

- Samara State Aerospace University (2014). Regulations of Student Union of Samara State Aerospace University of Education and Science employees union of Russian Federation. Available 11 November 2014: <http://students.ssau.ru>.
- Schumpeter, J.A. (1975). *Capitalism, Socialism, and Democracy*. New York: Harper.
- Smirnov, S.D. (2001). *Pedagogy and Psychology of Higher Education: from the Activity to Person*. Textbook for Pedagogical Institutions. Moscow: Publishing Center "Academy".
- Smith, C. P. (2000). Content Analysis and Narrative Analyses in Social Psychology. In: *Handbook of Research. Methods in Social and Personality Psychology*, 313–335. Eds. Harry T. Reis, Charles M. Judd. London: Cambridge University press.
- Sorbonne Joint Declaration. Joint Declaration on Harmonization of the Architecture of the European Higher Education System. (1998). Available 11 November 2014: http://www.bologna-berlin2003.de/pdf/Sorbonne_declaration.pdf .
- State Educational Standard of Higher Professional Education. Management. Bachelor. (2010). Available 20 October 2014: http://www.edu.ru/db-mon/mo/Data/d_10/prm544-1.pdf .
- Statistics on Russian Education (2012). Available 17 April 2012: <http://stat.edu.ru/stat/vis>.
- Student Goteborg Declaration (2001). Available 11 November 2014: <http://www.uma.es/ficha.php?id=5510>.
- SYL. National Union of University Students in Finland (2014). Available: 20 October 2014: <http://www.syl.fi/>.

Tetrikova, L. & Sabolova V. (2010) University Stakeholder Management. Latest Trends in Engineering Education, 141–145.

Towards the EHEA (2001). Towards The European Higher Education Area. Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001. Available 11 November 2014: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/PRAGUE_COMMUNIQUE.pdf.

Vahitov, R. (2013). Bologna Process in Russia. Patriotic Notes 4 (55). Available 11 November 2014: <http://magazines.russ.ru/oz/2013/4/11v.html>.

Vyatka State University (2014). Regulations of Student Union of Student Union of Vyatka State University. Available 20 November 2014: <http://vguprof.com/us/regulations>.

Zavalko, N. A. (2011). The Specifics of Educational Services in Aspect of Relationship Marketing Relationship. Creative Economy 6:54, 80–84.

APPENDIX 1

Questions for the members of Students' organizations.

1. Name/ Surname/ Position held /field of studies/ Master or Bachelor /year/ international student or not
2. Describe your main responsibilities
3. How many years have you been a member of the organization (ESN...)?
4. When/why did you decide to join the organization (ESN...)?
5. Why do you participate in students' organization (ESN...)?
6. How does this influence your studies/performance? (positively or negatively) Do you feel that it develops necessary skills for your studies?
7. Is the participation connected with your field of study? (Do you study management, administration) How it is connected with your studies?
8. Do you feel you can influence the management of University/ the University life?
9. Does the participation make you feel the part of university?
10. Do you feel that you make valuable things for other students?
11. Is participation connected with your future career?
12. Does the participation give the opportunity to (professional) self-realization?
13. Do you feel that it develops your management skills? What skills? Are these skills necessary to your future career?
14. Do you feel that University gives opportunities to start career? What are they? Do you want your career to be connected with management?
15. How do students organizations interact with University Collegium, Senate, and ESN? (Meetings, do you make offers/suggestions what you should do? Do they ask your offers/opinions)
16. Evaluate the degree of /Describe student activism/students involvement in University government in University of Vaasa
17. Evaluate/describe the students' activism in University of Vaasa (number of organization, their structure (participation of students in VYY, ESN))/ Evaluate the degree of students involvement in different students organizations.

18. Evaluate /describe the degree of activity (How active they are?)of the students organizations
19. Evaluate /describe the students' activity in University of Vaasa (participation of students in activities organized by VYY, ESN): how active they are?
20. Evaluate /Describe the feedback from students (How do you get feedback from students about organized events)
21. Evaluate/Describe the international students activism in University of Vaasa (number of members in organizations, (participation of students in VYY, ESN)) EU/ non EU students
22. Evaluate /describe the international students' activity in University of Vaasa (participation of students in activities organized by VYY, ESN): how active they are?
23. Evaluate/Describe the degree of students involvement in international activity (exchange programs, internship program, research projects)
24. Evaluate/Describe the degree of commutation between the students organizations in University of Vaasa and other Students organizations (in Vaasa/Finland/ EU)
25. How are students encouraged to participate (membership) in different activities/organizations?

APPENDIX 2

Questions for the students of Master's Degree Programme in Intercultural Studies in Communication and Administration:

1. Name/ Surname/ year/ international student or not
2. Do you know what students organizations are there in University of Vaasa? What are they? What responsibilities/ duties do they have?
3. Do you feel that students' organizations make valuable things for students?
4. How often you participate in events organized by students' organizations (VYY, ESN)?
5. Do you feel you can influence the management of University/ the University life?
6. Does the participation make you feel the part of university?
7. Have you participated (do you participate) in students activity (exchange programs, internship program, research projects)? Are they available for every student?
8. Evaluate /Describe the degree of activity (How active they are?) of the students organizations (do students organizations organize events interesting for you?)
9. Evaluate /describe the students' activity in University of Vaasa (participation of students in activities organized by VYY, ESN): how active they are?
10. Do you feel that you can influence the work of the students' organizations?
11. Evaluate /Describe the feedback from students organizations
12. Evaluate/Describe the international students activism in University of Vaasa (number of members in organizations, (participation of students in VYY, ESN)
13. Evaluate /Describe the international students activity in University of Vaasa (participation of students in activities organized by VYY, ESN): how active they are?
14. Evaluate/Describe the degree of students involvement in international activity (exchange programs, internship program, research projects)
15. Is participation connected with your future career?
16. Does the participation give the opportunity to (professional) self-realization?

17. Do you feel that it develops your skills? What skills? Are these skills necessary to your future career?
18. Do you feel that University gives opportunities to start career? What are they?
19. How are students encouraged to participate in different organizations?
20. How are students encouraged to participate in different activities?

APPENDIX 3

Questions for University managers/ coordinators

1. Name/ Surname/ Position held
2. Describe your main activities/responsibilities /
3. Evaluate/Describe the degree of students' activity (participation in exchange programs, internship program, research projects) Are they available for every student?
4. Who takes more active part in students' activity: international students or Finnish students?
5. Does the participation help the students start their career?
6. Are the activities aimed at preparing students for future job life?
7. What skills do they gain participating in the programs?
8. Do you know what students organizations are there in University of Vaasa? What are they? What responsibilities/ duties do they have?
9. How do you communicate with students' organizations? Can influence the work of the students' organizations?
10. Do you feel that students' organizations make valuable things for students?
11. Can students influence the management of University? Is it a strong influence?
12. How are students encouraged to participate in different organizations?
13. How are students encouraged to participate in different activities? (exchange programs)
14. Evaluate /describe the students' activity in University of Vaasa (participation of students in activities organized by professors (guest lecturers)): how active they are?

APPENDIX 4

Questions for University professors of ICS program

1. Name/ Surname/ Position held
2. Describe your main activities/responsibilities /
3. Do you know what students organizations are there in University of Vaasa?
What are they? What responsibilities/ duties do they have?
4. How does the students' activity (membership in different organization) influence the studies/ students performance?
5. How does the students' activity (participation in different events, organized by students' organizations) influence the studies/ students performance?
6. Does the participation help the students start their career?
7. Do you encourage students to participate in different activities/organizations?
How are students encouraged to participate in different activities/organizations?
8. Evaluate /describe the students' activity in University of Vaasa (participation of students in activities organized by professors (guest lecturers)): how active they are?
9. Do you communicate with students' organizations? How do you communicate with students' organizations?
10. Do you feel that students' organizations make valuable things for students?
11. How does students activity/activism in influence students' studies/performance?
(positively or negatively)Do you feel that it develops necessary skills for the studies?