



The 2nd Anniversary International Conference

CSR: University Builds the Country

Conference proceedings

September 11–14, 2015

Prague, Czech Republic

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Information

The Institute of Personnel Management, the Faculty of Business Administration, the
University of Economics, Prague, Czech Republic

in partnership with the following universities:

Czech University of Life Sciences, Prague, Czech Republic
Faculty of Humanities, Charles University, Czech Republic
Lomonosov Moscow State University, Moscow, Russia
Omsk State University, Omsk, Russia
Ural Federal University, Jekaterinburg, Russia
Ural State University of Economics, Jekaterinburg, Russia

organised

The 2nd Anniversary International Conference

CSR: UNIVERSITY BUILDS THE COUNTRY

in Prague, Czech Republic

on September 11–14, 2015

Conference Sections:

- Non-financial reporting
- CSR projects in cooperation with universities and firms
- HR management as a foundation and a technology of the CSR
- Development of Human capital in the economic crisis conditions
- CSR in the theory and practice of human resource management

Foreword

Welcome to the online proceedings of the 2nd international conference: CSR: University Builds the Country.

The 2nd Anniversary International Conference was organized by:

- Institute of Personnel Management, Faculty of Business Administration, University of Economics, Prague, Czech Republic
- Czech University of Life Sciences, Prague, Czech Republic
- Faculty of Humanities, Charles University, Czech Republic
- Lomonosov Moscow State University, Moscow, Russia
- Omsk State University, Omsk, Russia
- Ural Federal University, Jekaterinburg, Russia
- Ural State University of Economics, Jekaterinburg, Russia

The aim of the Conference was to provide researchers and practitioners, from both academia and industry, with the best platform for meeting and sharing cutting-edge developments in the field.

The key speakers during conference were:

- **Martina Dlabajova** – member of the European Parliament 2014-2019
CSR as an expression of natural sustainability based on knowledge, education and life experience
- **Daniel Rubes** – HR director, AGROFERT, a.s.
Compliance of an organization as an essential component of CSR: Corporate Compliance programs in AGROFERT, a.s.
- **Michal Kadera** – Head of External Affairs, SKODA AUTO, a.s.
CSR strategy and practice in SKODA AUTO, a.s.
- **Vratislav Janda** – Corporate Affairs Director, Nestlé Česko & Slovensko
Supporting the young, sustaining our future

This conference proceedings contain contributions of the conference participants which were presented during the conference. All these contributions have successfully passed the double-blind peer-review process.

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Editorial ethics for CSR: University Builds the Country

One of our top priorities and responsibilities is to prevent any illegal or unethical practices. Plagiarism is not tolerated in any way. By sending a paper, the author confirms that it is their own original work. The following rules are binding for all parties who participate in the conference and are published in the Proceedings of the International Days of Statistics and Economics.

Organizers of the conference through the International Scientific Committee:

- are responsible for the content and overall technical quality of the papers
- reserve the right to accept or reject a paper in the review process, and, if succeeding in the review process, to decide on its publication
- treat all information relating to sent papers as confidential
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- prevent all potential conflicts of interest between authors and reviewers

Authors of papers:

- are responsible for following the instructions for authors and the formal requirements of the paper (see Instructions for authors and sample paper)
- confirm that papers uploaded to the conference system have never been published or sent to any other review process
- confirm that papers are their own original work
- are responsible for the proper citation of (previously published) material and proper presentation of all data sources
- are responsible for placing the authorship of all the co-authors who participated in the preparation and drafting of papers, and confirm that all co-authors are aware that papers have been submitted to the review process and agree with both the content and listing their names as co-authors
- are required to immediately report any serious errors and inaccuracies contained in papers
- are responsible for making final author corrections
- are obliged to report any conflicts of interest

Reviewers of papers:

- are obliged to treat all information relating to sent papers as confidential
- are obliged to report any similarities with other peer-reviewed papers or previously published works, which the reviewer knows
- are responsible for an objective review of an anonymous sent papers and a justification for their views including clear arguments; reviewers should also propose additional literature and resources that were not included in the papers (see peer review form); they may only recommend positively reviewed papers for publications
- are obliged to give immediate notice if the deadline for sending the review cannot be met so that it may be sent, if appropriate, to another paper reviewer
- are obliged to report any conflicts of interest

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PROFESSIONAL STANDARDS, CERTIFICATION OF QUALIFICATIONS IN THE SYSTEM OF SOCIO-LABOUR RELATIONS: AN OVERVIEW OF MAJOR OPPORTUNITIES AND CHALLENGES

Riorita Kolosova

Abstract

This paper is devoted to the evolution of socio-labour relations in Russia in the past decade, it identifies new problem fields in the Russian socio-labour sphere and the need to create the corresponding new regulatory institutions. In this context, in given work are characterized following issues: professional standards, the associated system of independent evaluation and certification of qualifications, as well as effective contracts. Within the framework of the article we consider the evolution of the reasons for creating and stages of development of professional standards, and show the Russian aspect of the organization of this work, and note its high efficiency, as well highlight opportunities that give the professional standards for all subjects of the labour market. Also, the author presents the main results of the analysis of the deep problematic aspects in the development of this new institution in the socio-labour relations. The question is the formation of the Russia's network of independent qualifications centres of evaluation and certification, which should provide a solution to a critical problem that is the introduction and acceptance of new professional standards. Finally, is analyzed the new range of problems in the socio-labour sphere of the Russian Federation, which were formed in connection with the introduction into practice of the organizations the effective labour contract as a form of stimulation of work.

Key words: occupational standards, qualifications, efficiency of labour relations, the market of educational services, labour market

JEL Code: J 21, J 23, O 15, O 20

Introduction

The evolution of socio-labour relations (SLR) is occurring in Russia, as we know, under the influence of the following major processes: globalization, institutional changes, changes in socio-cultural context of social development, regional and sectoral diversity, the reality of

transition of the economy and labour sphere from sustainable system to the condition caused by the increasing impact of economic uncertainty. Consideration of these principal arguments in the Russian Federation should be carried out in a complex and collaboration between the government, representatives of workers, employers, the scientific community, educational institutions and other stakeholders. It is also necessary to improve the regulatory and legislative framework in the field of labour and socio-labour relations.

It is in this context that the task of identification of new problem fields in the social and labour sphere in Russia and the need to create corresponding new regulatory institutions sharply actualized. In recent years this role was played by occupational standards, a system of independent evaluation and certification of qualifications together with effective contracts.

1 Development of professional standards

The need for the creation and development of professional standards is usually associated with deep changes in the economy and the quality of work, with the changes in the structure of labour force (for example, with increasing professional mobility and flexibility), and the objective need to ensure labour safety, a significant increase in the balance of labour market and the market of educational services, the need for lifelong training of employees in order to raise their competitiveness.¹

It is known that the development of professional standards (PS) and their qualifiers began under the auspices of the ILO in 1923, and continues to the present time (for example, the ILO Resolution 1988. Classifier of professions).

During this period, several types of national systems of formation of professional classifications were formed (experts distinguish British and European approaches in their development, liberal, national, segmented and other models of building professional standards). In Russia (within the format of the USSR) the development of professional standards acted as a public scientific, methodological and regulatory activity, covering almost all sectors of the economy. Its product has been The Standard Wage-Rates and Skills Reference Book, a mandatory standard document which provided a methodological basis for the solution of practical tasks of work complexity estimation, their pricing, and formation of standardized forms and systems of remuneration and development of incentive schemes.

¹ The need of development and introducing of professional standards is determined by decree of the President № 597 from 07.05.2012 «On measures to implement state social policy»

Renewed in 2007, the work on the formation of professional standards in the Russian Federation has begun on the initiative of a well-known expert in the field of labour economics, one of the leaders of the Russian Federation RSPP, prof. F.T.Prokopov. He sees the main reasons that determined this need as follows: a list of many professions in previously developed classifiers does not correspond to the newly formed list of occupations and their content in organizations; the use of international standards in corporate training of employees in organizations does not change the situation, as they are a reflection of the economies of other countries. The use of professional requirements formed on the basis of the assumptions of individual or several employers is non-efficient either.

Among other important factors were: discrepancy between vocational training of graduates and the requirements of employers (either in the content or in the number of professions trained and in changing requirements for professions) due to lagging behind the requirements of labour market and educational standards, the conservative system of vocational education, the absence of effective vocational guidance of young people; weak dependence between professional achievements of employees and the level of their remuneration. In modern conditions "Professional standard is a standard document that reflects minimum requirements for the profession concerning qualification levels and competencies taking into consideration quality, productivity and safety of work". The requirements include, among other data, a list of specific duties, considered in terms of knowledge and skills necessary to implement employee job functions within the limits of their competence. However, if a professional standard is a collective product of employers (united according to their economic activity) which reflects the minimal necessary qualification requirements for professions, then the educational standard is a cumulative product of the activity of employers and educators. We distinguish between professional standards designed for a particular industry and for several sectors (Leibowitz, 2014).

To date a preliminary array of new professional standards has been developed in Russia (about 800 of them are ready and 700 are underway). This is the result of significant work carried out in recent years by RSPP, Russia's Ministry of Labour of, All-Russian industrial employers' associations, as well as a large number of specialists and researchers.

Experts believe that professional standards give employers a number of opportunities such as: to identify the competencies while hiring, to evaluate and improve the skills and the quality of work, to obtain trained professionals at all levels, to have clear-cut professional requirements within an industry. Employees can use them for objective self-assessment and take them as basis for further qualification rise. In education, they are the basis for the

development of educational standards, a tool for assessing the quality of training, and updating the content of education. Professional standards are a tool for policy-making in the field of employment for the government. Certification of competencies is a widespread and growing trend in labour markets (Coelho, 2010).

However, as our analysis of the positions of experts and researchers shows, there is a significant number of problematic aspects in the development of this new institution in the socio-labour relations. Their generalization and systematization allow us to identify the following problem areas.

The high complexity of the task of embedding professional standards in socio-labour relations in the society (for example, in the Labour Code), within individual organizations and in collective bargaining in the context of social partnership.

Development of a system of logical, methodological, legal and organizational links between professional and educational standards.

Formation of a clear understanding of industrial labour markets segmentation and sufficiency of professional standards database.

Development of standards and regulations governing the interrelation between professional standards, the national qualifications framework and qualifications' certification system.

Professional standards are a necessary substantive basis for the deployment of practical network of independent centers for the evaluation and certification of qualifications which should act as a mechanism for the implementation and recognition of new professional standards in various sectors of society: in real economy, in training of highly qualified personnel in the field of regulation of labour flows resources to internal and external labour markets, etc.

The introduction of professional standards poses numerous challenges and difficulties related to understanding and implementation of them (Klieger, Yakobovitch, 2011). Professional standardization has demonstrated that the profession has the ability to reach a consensus on professional standards without imposing uniformity of style, and can lay down long-term professional development goals and priorities for professionals (Ingvarson, 1998). At the same time, some researchers point out the presence of the inadequacy of standards' as tools of appraisal with remainders, reductions, displacements, elisions and embellishments mistranslations being inevitable. The external world of standards can be considered „as a form of power applied by state agencies to professional work and identity, in which the application of standards typically strip out subjectivity, and with it much of the immeasurable dimensions

that constitute professional action“ (Stanley, Stronach, 2013). It should be noted that the alignment of academic and vocational qualifications within a common framework have to be a part of Government's strategy (Jessup, 1992).

The huge work done on the sites of the RSPP – National Agency for Development of qualifications, Ministry of Education of Russia, Ministry of Labour of Russia, Federal Service for Supervision of Education and Science, nationwide trade associations of employers, a number of subjects of the Russian Federation has allowed to generate and test the general model of an independent assessment of qualifications. (A leading developer of the model is prof. A.N. Leybovich – Head of FIRO (lan2@firo.ru)).

This model meets the needs of the development of the Russian national qualifications system, the specifics of existing forms and procedures of public - private partnership.

Within the adopted model of the system of qualifications' certification the main role of organizers in particular occupations belongs to all-Russian branch (interbranch) associations of employers, large, vertically integrated companies and public corporations. At the same time the model allows, where necessary, to participate in a certification system through the development of communities, regional associations of employers (for example, in service industry).

Experts note that there are many acute problems in the formation of this new institution. The principal among them are: status of this activity as a business project objectively involving excessive commercialization; lifecycle of the certificate (with a greater interest for a short cycle); place of the certificate in the employee's evaluation system, in the payment for his work, career development; attitude to certification of the employer (a measure of relevance, readiness to finance) and many others.

2 An effective contract in the system of socio-labour relations.

The main vector of economic reforms in Russia is to increase social orientation and efficiency of the Russian economy, in connection with which, as noted above, there is a need for reform in the field of socio-labour relations and the creation of a new institutional mechanism for their effective control, one of them recognized as an effectiveness of the contract in recent years.

Economic theory considers a contract to be effective if its terms allow for greater, than in the absence of a contract, correlation between the actions of employees (agents) and the interests of the employer (principal) (Auzan, 2005). Basic concepts, underlying the effective

contract as a category and as an institution regulating SLR, rest on the theory of agency relations which takes into consideration the expected gains and costs of agents under different forms of contracts, behavioral prerequisites, attributes and external environment of transactions, etc.

In the budget message for 2013-2015 President V.V. Putin noted that the transition to the "effective contract" will increase the competitiveness of the state as an employer on regional labour markets and it will help to improve the ratio of labour costs in the state, municipal and private sectors.

The Issue of the effective contract is being actively discussed and is reflected in the legal documents. Thus, the Russian Federation State Program "Development of Education in 2013-2020" provides an effective transition to a contract with teachers at all levels of education - from pre-school to higher education. The effective contract presupposes a high level of wages, a correspondingly high level of educational services, a direct dependence of wages on the quality of work and its outcomes.

Currently the essence of teacher's effective contract is understood as a form of labour agreement concluded explicitly in writing or orally which provides remuneration adequate to the level of necessary competencies and tied to real responsibility and outcomes that creates the basis for high motivation and loyal behavior of teachers.

According to the academician of the International Academy of Labour and Employment Professor Nikolai Volgin, "effective contract" is intended to individualize the earnings of each individual employee in accordance with the results of his work. This, in turn, will give public sector employees extra motivation (Volgin, 2012). Another important aspect of this issue was considered by the co-chairman of the tripartite commission on regulation of social and labour relations SFD, Chairman of the Coordinating Council of the RSPP SFD, Rector SRSTU V.G. Perederiy. He stressed that the need to develop an effective system of vocational education and training is one of the main conditions for the dynamic development of our country, "And for this we need a completely different "effective contract" between employers and employees that would attract talented people in cutting edge areas, where the fate of the country is decided".²

However, many experts agree that the idea of "effective contract" is too "crude" and that the development of individual performance criteria for specialists of budget sectors should be thoughtful, careful so as not to do any harm (Savin, 2013).

² (2014). *Official site YURGPU*. Retrieved from <http://www.npi-tu.ru/index.php?id=992>

Reiterating this position, we believe that the result of the implementation of the concept of effective contract for the teacher is not so obvious in today's realities in Russia. Officials, focusing on the goals of fiscal optimization and strengthening the position in the social sphere of so-called "effective managers" can skillfully "adapt" the concept, replacing its contents.

Instead of stimulating contract and efficiency wage it is possible to expect:

- further commercialization of education,
- deterioration in the economic situation of university professors as a result of increase in the intensity of their activities and the growth of formalization,
- reduction in the size of academic fees,
- collapse of academic freedom,
- further deterioration in the conditions of academic development.

Conclusion

Therefore, the most important is the fundamental research of these new problem fields and new instruments of regulation of socio-labour relations (both professional standards and certification of qualifications and effective contract), their preliminary testing, a true assessment of strengths and weaknesses, as well as system monitoring the actual processes of functioning of these institutions, regulating social and labour relations in Russia.

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Contact

Riorita Kolosova

Moscow State University

Russia, 119991, Moscow, GSP-1, 1-46 Leninskie Gory

rio-kolosova@yandex.ru

GENDER DISCRIMINATION ON THE LABOR MARKET OF THE REPUBLIC OF BASHKORTOSTAN

Alfiya Kuznetsova

Abstract

The given research is relevant due to the fact that currently there is no state program focused on implementation of projects to support single mothers bringing up minor children in education, training, development, creative and spiritual growth of their children. Mothers engaged in earning money can't really pay enough attention to their children. Their income level and life quality significantly differ from full families and prevents getting paid educational services. As the result there appears generation deprived of care, attention, cultural, spiritual and moral education. Opportunities gap on the labor market, uneven income distribution based on the results of work, inequality in access to resources, better working conditions, social benefits, professional development opportunities at the expense of the enterprise, etc. all are more sharply seen in conditions of the market relations. Only 68,6% of women of the Republic of Bashkortostan are occupied in those branches of economy where the average monthly salary level is significantly lower than the average monthly salary level in the republic.

Key words: Gender discrimination; single mothers; state programs; unemployment level; average monthly salary

JEL Code: J 16, J 39, J 70

Introduction

There are works on gender discrimination on the labor market studied both by domestic and foreign researchers. Among them are Bekker G., Doreringer P., Eriberg R., Jacobsen J., Piore M., Smit R., Bessler-Herris E., Gimpelson V. E., Gordon L.A., Kabalina V., Kapelyushnikov R.I., Klopov E.V., Kozina I.M., Kolosova R.P., Magun V.S., Mezentseva E.B., Melikyan G.G., Rakitskaya G.Ya, Yaroshenko S.V. and many others. Historically, division of labor on "male" and "female" activities is connected with natural function of the woman to child-bearing, instinctive preservation of children life and family, to create favorable conditions for high-quality growth and development, formation of healthy, well-bred generation. However,

opportunities gap on the labor market, uneven income distribution based on the results of work, inequality in access to resources, better working conditions, social benefits, professional development opportunities at the expense of the enterprise, etc. are more sharply seen in conditions of the market relations. The aim of the given research is to study consequences of gender discrimination and find tools and mechanisms to solve this problem.

1 Relevance of the research topic

The given research is relevant due to the fact that currently there is no state program focused on implementation of projects to support single mothers bringing up minor children in education, training, development, creative and spiritual growth of their children. Mothers engaged in earning money can't really pay enough attention to their children. Level of their income and quality of life significantly differ from full families. They can't afford services of governesses and nurses. At the same time, educational institutions, entertainment and cultural establishments mostly render paid services for children development. Thus they become financially inaccessible to the most single mothers. As the result, the generation gets less care, attention, cultural, spiritual and moral education. We believe that drug addiction, tobacco smoking, alcoholism are directly connected with this factor.

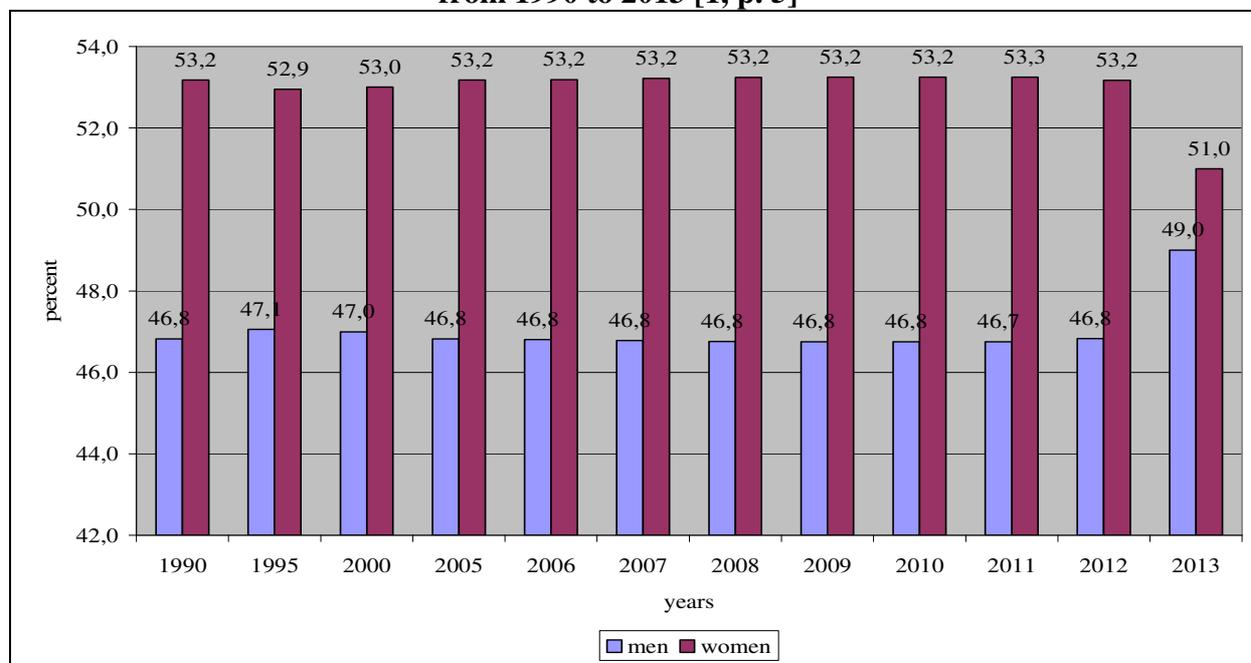
Distribution of activities, jobs and labor functions between men and women, based on stereotypes assigned to people of different gender in this or that culture is accepted to be called gender division of labor. According to the sociological explanatory dictionary, discrimination (discrimination - distinction) represents impairment of rights and liberties recognized by the Constitution and laws or already legalized by other state acts [8, p. 51]. Thus, gender discrimination, is impairment of professional and labor rights and liberties of men and women.

According to Article 19 of the Constitution of the Russian Federation discrimination is illegal act: "1. All are equal before the law and court. 2. The state guarantees equal rights and liberties of the person and the citizen irrespective of gender, race, nationality, language, residence, their relation to religion, belief, belonging to public associations, and also other circumstances. Any forms of restriction of the rights of citizens on signs of social, racial, national, language or religious identity are forbidden. 3. Men and women have equal rights and equal opportunities for their realization [11].

2 Results of research

The Republic of Bashkortostan develops within the all-Russian changes. The ratio of men and women in the region from 1990 to 2013 is presented in figure 1.

Fig.1: Men and women ratio in the Republic of Bashkortostan from 1990 to 2013 [1, p. 5]



Source: Demographicheskie protsessy v respublike Bashkortostan [Demographic processes in the Republic of Bashkortostan]. Ufa, Bashkortostanstat Publ., 2013, p. 5 (109 pages).

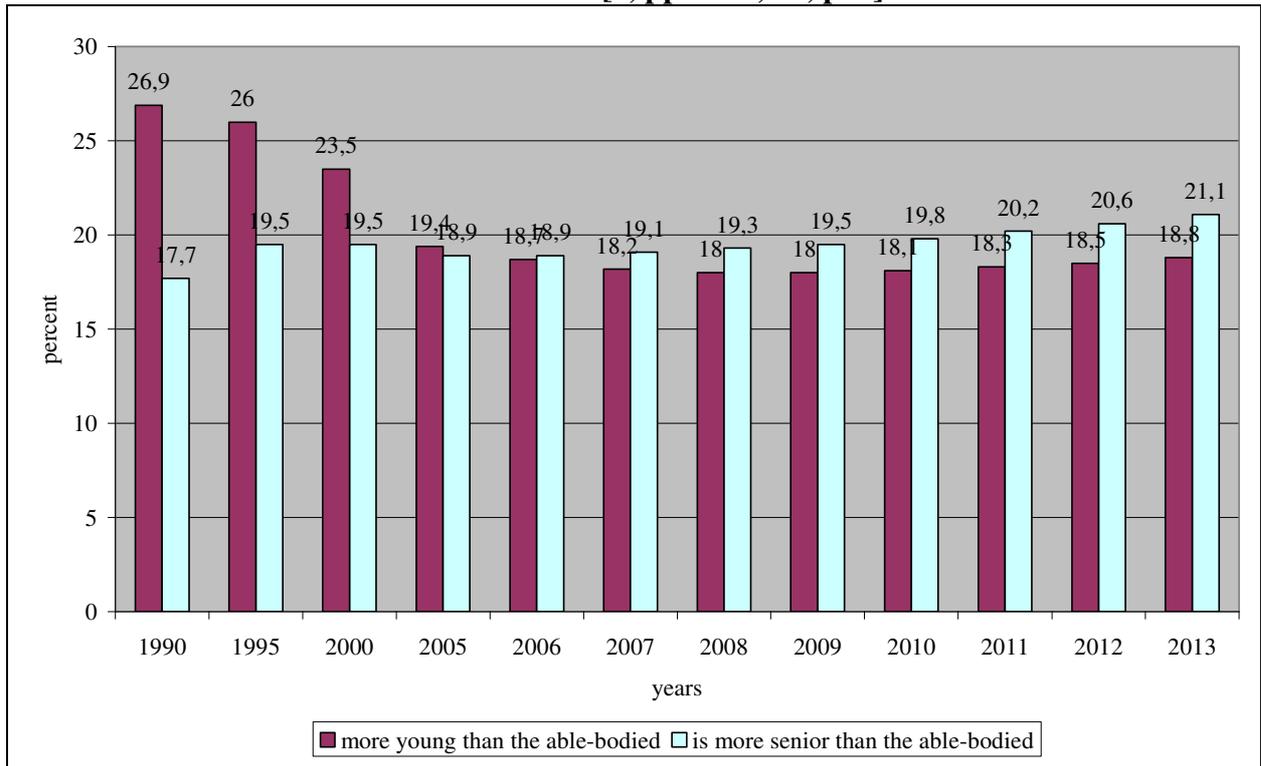
According to the data presented in figure 1 it follows that from 1990 to 2012 the ratio of men and women didn't change significantly and was 46,8 – 47 %. In 2013 the specific weight of women decreased from 53 % to 51 %.

The analysis of the demographic situation, the young and senior employable population ratio presented in figure 2, showed that the region's population is getting older. Besides, from 1990 to 2013 the specific weight of the young employable population seriously decreased at 8,1 items.

According to the data given in figure 2 it follows that excess of the specific weight of the young employable population over senior employable population took place during 2005-2006. The general senior employable population increase for the period from 1990 for 2013 was 3,4 items.

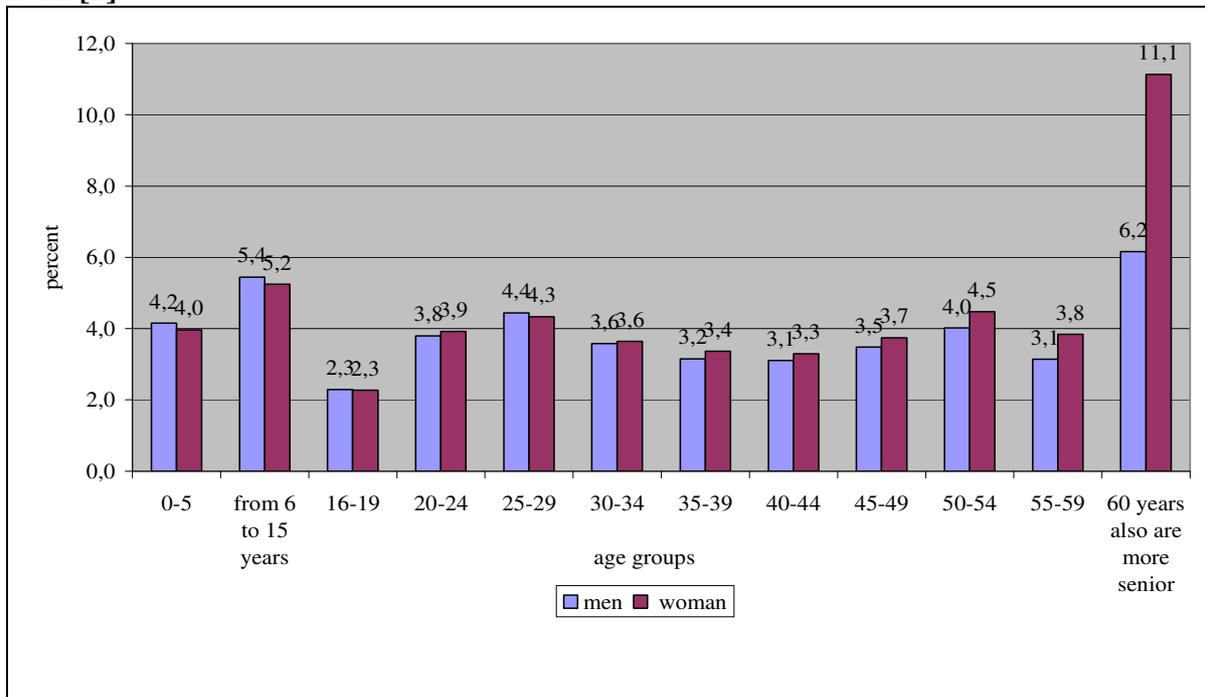
Distribution of the population of the Republic of Bashkortostan on age groups in 2012 is presented in Figure 3.

Fig. 2: Young and senior employable population ratio in the Republic of Bashkortostan from 1990 to 2013 [9, pp. 5-15; 10, p. 4]



Source: *Trud i zanyatost' v Respublike Bashkortostan* [Work and employment in the Republic of Bashkortostan]. Ufa, Bashkortostanstat Publ., 2000, pp. 5-15, 64, 71-72 (113 p.).

Fig. 3: Distribution of the Population of the Republic of Bashkortostan on age groups in 2012 [1]

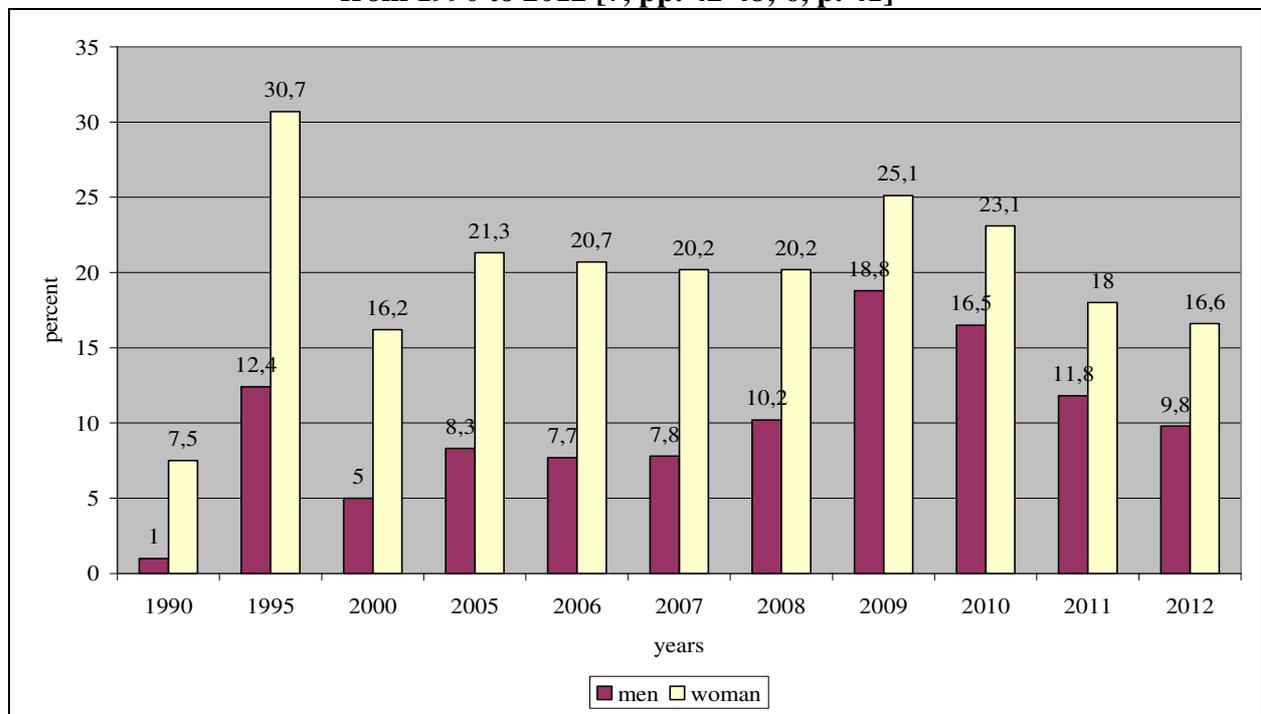


Source: *Demographicheskie protsessy v respublike Bashkortostan* [Demographic processes in the Republic of Bashkortostan]. Ufa, Bashkortostanstat Publ., 2013, p. 5 (109 pages).

According to the data of Figure 3 it follows that the number of men aged from 0 to 29 years old exceeds the number of women, however this situation changes with women aged 30 years old and more and their number is getting higher.

Studies of the official data of the Federal State Statistics Service showed that from 1990 to 2012 the number of jobless women appears higher than the number of jobless men (Figure 4). Data show that the rupture of unemployment rate among men and women throughout all the analyzed period was big, being more than 10 items from 1990 to 2008, but it decreased a little from 2009 to 2012.

Fig. 4 Unemployment rate among men and women in the Republic of Bashkortostan from 1990 to 2012 [7, pp. 42-48; 6, p. 41]



Source: *Respublika Bashkortostan v tsifrakh* [The Republic of Bashkortostan in figures]. Ufa, Bashkortostanstat Publ., 2013. Part 1, pp. 41 (200 p.).

Respublika Bashkortostan [Republic of Bashkortostan]. Ufa, Bashkortostanstat Publ., 2002, pp. 23, 42-48.

The specific weight of the jobless women with higher education significantly increased: from 23,8% to 26,5%, making 2,7 items, and the specific weight of the women with primary professional education increased from 22,6% in 2009 to 24,9% in 2012, i.e. by 2,3 items. At the same time the specific weight of the jobless women with secondary professional and secondary general education decreased, respectively at 3,5 items and 2 items.

Studies of change of education level of the employed population in the Republic of Bashkortostan (according to the population census) showed that the number of the employed population from 1979 to 2010 at the age of 15 years and more decreased at 8,5%.

According to the data of table 1 it follows that the number of the employed population with higher education and incomplete higher education increased by 3,3 times, the number of the employed population with average education – by 2,7 times. The number of the population occupied in the economy with senior secondary education decreased by 48,8%, the number of people with only the main education (9 classes) decreased by 87,3%, the number of the employed population without the primary general education was reduced by 97,5%. Hypothetically, the increase in the number of people with higher education, is a positive phenomenon for the national economy as it must have a positive effect on labor productivity growth, and, therefore, on gross output.

The highest employment of women is observed in education – 23,2%, in wholesale and retail trade – 21,5%, in health care – 10,8%, in financial activities – 7%, in other branches and types of economic activity – 4,4%. Men of the region are mostly occupied in processing production – 21,2%, in construction – 15,1%, in agriculture – 14,3%, on transport and in communication – 9%, in mining – 8,4%, in public administration and ensuring military safety – 5,5%, in production and distribution of electric power, gas and water – 4%. We will consider interrelation of structure of employment of the population of the Republic of Bashkortostan and the average monthly salary by types of economic activity in 2012 in Table 1.

Tab. 1: Structure of Employment of the Population in the Republic of Bashkortostan and the average monthly salary by types of economic activity

Types of economic activity	Employment structure, percent		Average monthly salary	
	men	women	rubles	percent
1	2	3	4	5
Processing production	21,2	15,1	21734,3	107,3
Production and distribution of electric power, gas and water	4	1,7	25341,5	125,1
Construction	15,1	2,2	19251,7	95,0
Wholesale and retail trade	9,1	21,5	15957,4	78,7
Transport and communication	9	4,0	24825,7	122,5
Financial activity	5,7	7,0	34605,5	170,8
Public administration and ensuring military safety	5,5	5,2	31506,7	155,5
Education	4,2	23,2	14281,9	70,5
Health care	2,1	10,8	16649,7	82,2
Other types of economic activity	1,4	4,4	17324,4	85,5
Agriculture	14,3	8,3	11016,4	54,4
Mining	8,4	1,0	42223,1	208,4
Total:	100,0	100,0	20264,7	100,0

The data of table 1 shows that only 78,9 % of women are occupied: in education – 23,2%, in wholesale and retail trade – 21,5%, in processing production – 15,1%, in health care – 10,8% and in agriculture – 8,3%. The national average size of the salary in the republic economy as a whole makes 20264,7 rub and we will conditionally take it for hundred percent, then the ratio of the average monthly salary in education system is equal 70,5% of the national average level, in wholesale and retail trade – 78,7%, processing production – 107,3%, health care – 82,2%, agriculture – only 54,4%.

Only 68,6 % of women in the Republic of Bashkortostan are occupied in those branches of economy where the level of the average monthly salary is significantly lower than the national average value. All this occurs in spite of the fact that the size of the average monthly salary of workers in the region from 1990 to 2012 tends to grow.

Besides considerable number of economic problems, there are social problems, connected with socialization of children at school, especially boys. Other category of problems are the problems of psychological character connected with the need for solution of conflicts of age crises and children transition periods, realization by mothers of social roles of the father and mother in one person, combinations of kindness, justice, insistence, control of quality of training, intellectual and physical training, technical and creative development. These problems, in turn, involve problems of developing man's infantility, household and criminal and conscious easy riding for boys, and increased responsibility and female emancipation for girls.

It is known that the family and the environment have direct impact on formation of healthy people. The woman always intuitively chooses the golden mean between violence in the family and formation of healthy mentality of children. In this regard the number of divorce proceedings steadily increases in modern conditions. Every second marriage in the republic, as a rule, breaks up. In this regard the number of mothers who bring up minor children alone is getting more and more. This global social problem is characteristic not only for the Republic of Bashkortostan, Russia as a whole, but also for the majority of foreign countries. In Europe, for example, 37% of children are born out of marriage, in the USA – 41%.

It should be noted that the above-mentioned state instruments of support for single mothers, unfortunately, don't solve the key problem – the problem of gender discrimination on the labor market.

The majority of employers have mixed feeling on this category of workers. On one hand, single mothers are given less priority, on another hand – employed single mothers get much lower wages compared to male colleagues or young women who don't have children.

On the modern labor market it is possible to define some main types of women labor discrimination:

- 1 Wage discrimination.
- 2 Promotion discrimination.
- 3 Opportunities discrimination for certain professions or positions.
- 4 Discrimination at further training, professional development, paid business trips or professional retraining.
- 5 Discrimination at employment, or at dismissal from work.

We believe that employers should appreciate high level of responsibility of single women, quality of their work, ability to perform difficult, monotonous work and altruism.

Conclusion

Economy branches where female work prevails are the least paid. More than 68% of women in the Republic of Bashkortostan are occupied in those branches of economy where level of the average monthly salary is significantly lower than the national average value.

Employers prefer single mothers with children less. From 1990s around the world, Russia and the Republic of Bashkortostan there was a considerable number of social and economic transformations that have broken traditional institutes of the family, motherhood and childhood. Only in the Republic of Bashkortostan, for example, the total number of married couples decreased by 16,5% to level of 1960 and for 9,8% to level of 1990, and the number of divorces increased by 7 times. Thus, the considerable shares of the divorced couples have common minor children. Only in 2012 in 45,9% of the broken-up marriages there were children, including 20% (i.e. 5121) families had common minor children. In this regard the number of mothers who bring up minor children alone is getting more and more.

1. Employers mostly pay much attention to professional development of male workers or unmarried women.
2. Unpaid, or less paid public kinds of activity are given to socially unprotected workers – women with children.

3. Quality of future generation depends on understanding and acceptance of special state programs to support single mothers.

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(Address date: 25.12.2013)

Contact

Alfiya Kuznetsova

Bashkir State Agrarian University

Address of institution 450076, Ufa, 50-letiya Octiabriya street, 34-443.

E-mail: alfia_2009@mail.ru

INTERNATIONALIZATION OF HIGHER EDUCATION IN THE RUSSIAN FEDERATION

Elena Lysenko

Abstract

The article is devoted to the phenomenon of higher education internationalization in the context of worldwide globalization. In Russia, internationalization of higher education includes the process which occurs at the national, sectorial, and institutional levels at which objectives, functions, and organization of educational services are given an international dimension. A special role in the internationalization of higher education in Russia is played by federal universities as a new type of higher education institutions. One of their main purposes is to promote Russian education in the world educational market. The study analyses and summarizes the achievements of the Ural Federal University (UrFU) in the following areas of internationalization: 1) academic mobility (students and academic staff); 2) international cooperation in the field of science: joint research projects and publishing articles in academic journals registered in international databases; 3) university international cooperation: implementation of joint educational programs ('joint program' and 'double degree' programs), networking between universities both within Russia and abroad; 4) cooperation in quality assurance of education and export of educational services on the basis of common standards and priorities; 5) impact of internationalization of education on the development of regional and global economy.

The study lays the basis for the annual assessment of the university's progress in terms of internationalization. This analysis is practically significant since it allows us to gain experience in providing favourable political, economic, educational, and social conditions for the multilevel and diverse internationalization process, which, in its turn, will lead to the creation of the integrated world educational environment. What also makes this research significant is the analysis of the new management and educational approaches aimed at the formation of the corporate social responsibility of universities in the context of global challenges.

Key words: higher education internationalization, international cooperation, academic mobility, approaches to internationalization development

JEL Code: O 31, O 32, O 34

Introduction

Globalization in higher education has created the corporate social responsibility of universities, which means that the universities are now seeking to provide a special education environment and that modern professional education goes beyond the boundaries of separate institutions. It provides the basis for the existence and development of one of the most important social spheres, which meets the needs of the whole society in terms of reproduction, development, and transfer of professional competencies. One of the ways to achieve this goal is internationalization.

Internalization in education has different foundations (motives, conditions, and targets): political, or the European principle of freedom of movement within the European economic space in order to provide free movement of labour as a production factor; economic, or formation of knowledge-driven economy as an innovative type of economy; educational, or the need to provide equivalence of education based on standardization as a way to overcome social and professional boundaries within Europe (the Sorbonne and Bologna declarations); social, which means creation and realization of equal conditions for social mobility and improvement of the quality of life of all participants of the educational process.

A special role in internationalization of higher education is played by universities.

For the last ten years, this topic has been the subject of vigorous debate in the academic community:

J.Knight discusses the changing landscape of modern higher education, its opportunities and risks. M. Ruiz Corbella analyzes the institutional, organizational, and ethical aspects of higher education internationalization. The main factors of education internationalization in Europe were studied by L.Bianchetti and A. Magalhães. E.R.Araújo and S.Silva discuss the diversity of meanings of the term 'internationalization' as a tool to assess the quality of education and scientific research. Y.Gao emphasizes the urgent demand for measurements of university internationalization and proposes a new approach to develop a set of internationally applicable indicators for measuring university internationalization performance.

A.Gopal and Q.Zhag consider internationalization of higher education in the context of global mobility. A.Voroshilova focuses on academic mobility of the academic staff and students, demonstrating that it is one of the crucial factors of high-quality education all over the world. She contends that the Russian system of higher education is based on such concepts as the quality of management and the quality assurance. E.L. Urban and L.B. Palmer point out that foreign students are the key resource of internationalization of higher education.

1. Internationalization of Higher Education in Russia

For Russia, internationalization of education is important due to a number of factors: political, economic, socio-cultural, and educational. Among other significant factors there is the isolation of the Russian (previously Soviet) educational space from the positive international trends; the need to provide innovative economic development; the falling quality of Russian education in the last ten to fifteen years; and cross-cultural professional mobility and migration.

1.1. Legislative Framework of Education Internationalization

The main documents which regulate internationalization of higher education in Russia are 'The Fundamentals of Strategic Planning in the Russian Federation', signed by the President on 12 May 2009; 'The Foreign Policy Concept of the Russian Federation' of 12 July 2008; 'The Concept of Russia's Participation in International Development Assistance', approved by the President on 14 June 2007; 'The Concept of Long-Term Social and Economic Development of the Russian Federation until 2020', adopted by the Russian government on 17 November 2008; 'The Concept of the National Policy of the Russian Federation in the Area of the National Personnel Training for Foreign Countries at the Russian Educational Institutions', approved by the President on 18 October 2002; and international agreements including the documentation of the Bologna Process, in which Russia has been participating since 2003.

The documents regulating internationalization are also the Constitution of the Russian Federation; the generally accepted principles and norms of international law; international agreements of the Russian Federation; the Russian Federation Law 'On Education'; the Federal Law 'On Higher and Postgraduate Professional Education'; and other legal acts of the Russian Federation regulating its international policy and economic activities.

Based on these documents, the Collegium of the Ministry of Education and Science in collaboration with the National Foundation of Personnel Training elaborated a draft 'Concept for Exporting Educational Services of the Russian Federation for the period from 2011 to 2020', which was adopted on 12 November 2008 and has been open for public discussion since then.

1.2. Education Internationalization and International Cooperation Types

The above-mentioned Concept includes the following definition of internationalization of higher education: 'Internationalization of higher education is a process running at the national, sectorial, and institutional levels, which gives international dimension to the targets, functions, and organization of delivering educational services. Internationalization of higher education comprises

the following two aspects: “internal” internationalization and “external” internationalization or education abroad, cross-country education, and trans-border education’.

The importance of internationalization is obvious: globalization of social processes, including education, means going beyond the national boundaries and entering world markets to satisfy educational needs of specific people as well as the whole communities.

Furthermore, internationalization has a pronounced economic effect: provision of educational services all over the world implies globalized profit-making based on the competitiveness of the educational services.

Education internationalization includes the following forms of international cooperation:

1) Academic mobility (students and academic staff) : mobility of students and academic staff for the purpose of studying and receiving advanced training.

It includes admission of international students, organization of exchange programs, and individual student mobility. As for the academic staff, mobility comprises faculty exchange, joint research and education programs, traineeship programs in foreign universities, organization of summer schools and intensive immersion courses.

2) International cooperation in the field of science by conducting joint research and making publications registered in international databases.

Exchange of research results brings to light the non-political status of science as an instrument of 'soft power', which is essential for improving the quality of life of countries and communities.

3) University international cooperation: implementation of joint educational programs ('joint programs' and 'double degree programs'), networking between universities both within Russia and abroad.

Mobility of educational programs includes distance learning programs offered by foreign universities; joint courses and programs offered by Russian universities and their foreign partners; and franchising courses and programs. The most widely spread types of mobility include universities and/or commercial providers opening foreign campuses or creation of totally new higher education institutions involving foreign capital alone or in partnership with a national university. Institutional partnership implies voluntary collaboration between universities to implement specific educational projects and to create partnership networks to develop joint educational programs.

4) Cooperation in quality assurance of education and the export of education on the basis of common standards and priorities.

A key role in this process is played by the European standard of higher education as well as by certification, recognition, and assessment issues: the credit system, the system of education quality assessment, 'double degree' programs, international recognition of documents on education and so on. Development of new international standards of educational programs is an essential condition for integration into globalized educational programs.

5) The impact of internationalization of education on the development of regional and global economy.

To achieve this goal it would be necessary to create strategic educational alliances involving business organizations, higher education institutions, and the government to address the issues of quality assurance, accreditation, and certification of university programs to be offered overseas.

Russia is taking an active part in the process of internationalization of higher education by creating conditions and opportunities to enable all Russian universities to enter the global educational environment.

2. Internationalization of Russian Universities

A special role in the internationalization of higher education in Russia is assigned to federal universities as a new type of higher education institutions. They are meant predominantly to bring the Russian education to the advanced positions in the global educational environment.

At the same time, the process of internationalization of every educational institution depends on its peculiar features and should run in accordance with its mission, human resources potential, funds, facilities, scientific resources, the number of students, and other basic components of its strategic development plan.

As M. Soderqvist has shown, internationalization of a university is a process of its transformation from national to international, which requires introduction of a certain international component into all the aspects of the university management in order to improve the quality of teaching and research and obtain the required competences. Soderqvist's stages model of internationalization includes six consecutive stages (zero and five main stages): internationalization as marginal activities; student mobility; curriculum and research internationalization; institutionalization of internationalization, commercializing the outcomes of internationalization. Therefore, the main purpose of internationalization is improvement of the quality of education to develop the professional competences of graduates which will enable them to gain a competitive edge on the world labour market.

The Ural Federal University n.a. the First President of Russia B.N.Yeltsin (UrFU, website: www.urfu.ru) was founded in 2010 and is now the seventh federal university in Russia. Internationalization is one of the areas of UrFU's strategic development, which is stated in the university's program adopted by the Russian government for the period from 2010 to 2020.

The program specifies internationalization of the educational process as an achievable strategic goal, which is expected to attract more international students, professors and researchers and turn the university into a world leader in research and development in a whole range of innovative areas.

UrFU's Development Program was implemented during five years, from 2010 to 2014. Evaluating the process of UrFU's internationalization, the following results can be pointed out:

- academic mobility: involvement of 93 world-class specialists from 30 countries to deliver lectures and conduct seminars; realization of 183 individual advanced training programs at foreign universities (Italy, Czech Republic, Spain, Great Britain, Finland, USA, Greece, China, Japan, India, Germany, Bulgaria, Poland, South Korea, Holland, Belgium, Ireland, Turkey, Austria, Hungary);
- research and publications: an increase in the number of academic staff with over 100 citations in the last seven years from 131 in 2013 to 147 in 2014; an increase in the number of published articles written by UrFU authors registered in the Web of Science database from 229 in 2013 to 279 in 2014; an increase in the number of published articles written by UrFU authors registered in the Scopus database from 367 in 2013 to 569 in 2014;
- students' academic mobility: implementation of the project 'Summer University' targeted at training 100 foreign students from non-CIS countries (China, India, Mexico); 144 UrFU students undergoing training at 19 foreign universities; organization of international summer schools in such spheres as leadership, global culture and communications, applied psychology, and so on;
- international research collaboration: UrFU was visited by about a hundred foreign scholars from Spain, Great Britain, USA, Portugal, India, Italy, Belgium, Germany, Ukraine, Malaysia, Czech Republic, France, Bulgaria, China, Finland, Norway, Japan; the agreement of intent was signed with Qingdao Hi-Tech Industrial Park (Harbin Institute of Technology); the agreement was signed with the Russian Venture Company ('RVK') on the promotion of UrFU's innovative products; an agreement with 'TDRF' (a branch of the Israeli company 'Technion'); realization of the project for creation of the The Model Lean Factory (MLF) in cooperation with 'McKinsey & Company' and 'OMZ' group plants;
- international educational cooperation: it was decided that the International Education Week 'Building the Bridge Between the Continents' is going to become an annual event starting from 2015

(it represented twenty partners from all continents except for Australia); the International Russian-Korean Forum 'ANTOK', July 2014; the International Education Conference QS MAPLE in Abu Dhabi, UAE, in May 2014; the International Education 'Fair A2 Spring Morocco Fairs', 20-22 April, 2014; joint participation of UrFU and the Russian-Chinese foundation in the presentations made at schools on 16-31 May, 2014.

Monitoring of the internationalization process at UrFU is carried out every six months with the reports being published on the university website.

Conclusion

In conclusion, it should be pointed out that internationalization is one of the most important trends in the development of higher education in Russia. Internationalization of Russian universities will undoubtedly enhance their competitiveness on the global scene.

Universities are now searching for ways of using internationalization to achieve these aims. International competitiveness of a university depends on the quality of the services it renders; the qualification of its academic staff; its internal infrastructure; its image; and its financial stability.

Internationalization of a higher education institution can be realized in two ways:

1. 'orientation towards the university', that is, formation, maintenance, and development of the university's image as a world-level research institution;
2. 'orientation towards students', or providing the university's graduates with favourable conditions and opportunities for social mobility and the development of their world outlook by building personal 'education paths' which should include the international component.

Ideally, both orientations should be complementary and create a synergetic effect, which will bring the maximum integrated result.

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Contact

Elena Lysenko

Ural Federal University named after the First President of Russia B.N.Yeltsin

620002, 19 Mira street, Ekaterinburg, Russia

e.v.lysenko@urfu.ru

HEALTH OF WORKERS AS THE DIRECTION OF CORPORATE SOCIAL RESPONSIBILITY: THE ROLE OF UNIVERSITIES

Nadezhda Zemlianukhina

Abstract

The paper studies some opportunities of corporate social responsibility implementation that may improve Russian population's health. The study shows such employees' health support problems as ecological, organizational and social problems as well as economic, financial and informational issues. The analysis of the companies' CSR including employees' health increase measures has been given in the article. The paper also provides a way of employees' health support measure extension by modern and traditional therapeutic techniques. The article explains the role of universities in population health care which, apart from CSR system foundation, includes targets as follows: publicity about the necessity to add CSR units that will provide employees not only with treatment but ill-health prevention, healthy lifestyle promotion and independent researches on the therapeutic measure influence on health condition, production and working efficiency rates. These studies are offered to be carried out by labor economics specialists. The paper provides the thesis of the changeover from scientific organization of labor to scientific organization of rest.

Key words: employees' health, CSR, labour economics, health measures, benefits.

JEL Code: A 13, J 24.

Introduction

Russian population's health support and maintenance problem is rather crucial today. Despite the fact that modern medicine and health service are rapidly developing, Russians' health leaves much to be desired. That is why companies' participation in their employees' health support measure elaboration is highly demanded. This should be realized within the system of corporate social responsibility which is a part of corporate management. Corporate social responsibility is a rather new conception. Most of entrepreneurs still stick to Milton Friedman's point of view. According to him business only social responsibility is better profit making (Friedman, 1970). However corporate social responsibility system is gaining ground. The number of publications dedicated to CSR is also increasing. Different areas of corporate social responsibility implementation are studied in the papers by many authors.

Health support problems are analyzed by Fedorova Alena, Vishnevskii Iurii, Dvorakova Zuzana (Fedorova, Vishnevskii, Dvorakova, 2014) and ect. This article covers the opportunities of CSR implementation to improve Russian population's wellness, especially company employees' health.

1 Company employees' health support problems and opportunities of their solutions within the framework of CSR

We'd like to show the reasons for businessmen involvement in their employees' health support. First, it would be reasonable to focus on the problems ending in illnesses and poor employee performance. It is widely accepted that environmental problems have a negative influence on a person's health. Considering the fact that company employees are also residents of nearby districts, environmental pollution prevention achieved by emission release reduction may be a solution to the problem. One of the most negative impacts on the worker's health is harmful working conditions. According to Federal Public Statistics Service (see Table 1), in 2012 from 21,7 to 46,2 percent of company employees worked under conditions which didn't meet hygiene requirements. Moreover this rate has been increasing lately.

Tab. 1: Specific gravity of employees engaged into harmful and unsafe working conditions, grouped by influencing factor, business type and by sex (end of 2012) (as a percentage of a total number of company employees)

	Total number of employees who worked under conditions which didn't meet hygiene requirements	Worked under the influence of				Engaged into heavy work	Used the equipment which didn't meet labour protection requirements	Engaged into high-intensity work
		high level of noise, ultra- and infrasound	high level of vibration	high level of operational cleanliness	high level of gas contamination			
Mining operations								
total	46,2	27,9	12,0	12,2	5,3	26,6	1,6	17,1
Manufacturing								
total	33,4	19,5	3,3	6,7	7,0	11,6	0,6	6,3
Energy, gas and water production and distribution								
total	33,9	17,7	3,7	5,2	4,9	11,4	0,7	8,9
Construction								
total	21,7	10,4	4,6	3,6	3,6	14,5	0,2	8,6
Transport and communication								
total	27,7	14,0	7,0	1,1	2,0	11,3	0,2	14,9

Source: Federal Public Statistics Service Labor and employment in Russia 2013.

http://www.gks.ru/bgd/regl/b13_36/Main.htm

Tab. 2: . Specific gravity of employees engaged into harmful and unsafe working conditions, grouped by business type (as a percentage of a total number of company employees)

	Business type					
	mining operations	manufacturing	energy, gas and water production and distribution ¹⁾	construction	transport	communication
Employees engaged into harmful and unsafe working conditions ²⁾						
2010	67,8	41,6	41,3	34,5	45,7	6,3
2011	67,8	41,8	40,6	34,9	45,6	6,1
2012	68,5	41,9	40,2	34,3	46,7	6,1
Employees who had rights to:						
additional vacation						
2010	60,4	30,2	31,1	23,9	34,7	3,9
2011	60,7	30,1	30,7	24,3	34,7	3,6
2012	61,1	30,0	30,3	24,0	34,5	3,4
shortened working day						
2010	8,5	4,0	2,0	2,1	1,8	1,6
2011	9,0	4,0	2,1	2,2	1,9	1,4
2012	9,6	4,2	2,4	2,6	2,2	1,2
free therapeutic and prophylactic food						
2010	1,7	2,9	1,8	0,9	0,2	0,0
2011	1,7	2,8	2,0	0,8	0,1	0,0
2012	1,6	2,8	2,0	1,1	0,2	0,0
free milk or other equal products						
2010	33,2	25,6	21,5	13,7	9,6	1,7
2011	33,4	24,9	20,1	13,7	8,5	1,6
2012	31,9	24,2	18,6	13,4	8,1	1,4
higher payment rate						
2010	31,5	28,5	29,1	11,9	21,5	3,4
2011	32,7	29,3	29,8	13,3	22,3	3,5
2012	35,1	30,5	30,6	14,1	29,9	3,9
early grant of an old-age retirement pension №№ 1 и 2						

CSR: University Builds Country, Prague, September 11 and 14, 2015

2010	46,4	19,3	11,6	15,3	19,0	1,2
2011	46,1	19,0	11,5	14,8	18,9	1,2
2012	47,5	18,9	11,5	14,5	19,3	1,0

Source: Federal Public Statistics Service Labor and employment in Russia 2013.

http://www.gks.ru/bgd/regl/b13_36/Main.htm

Special working conditions are traditionally determined by extreme company location conditions, its branch, an employee performing a production assignment: work in the territories of the Extreme North and the territories equal to its conditions, arid lands, and territories distant from the amenity infrastructure.

An employee's gradual health loss can't be often compensated by money. What is more important (especially for an employer) is the employee's working efficiency reduction, or even loss. A disabled citizen is a burden for the state. That is why the employer and the territory (region), as well as the state, are interested in a complete and efficient recovery of the employee's health reduced by his heavy and harmful work. A powerful and approved solution to the problem is employee benefits granted for working under harmful and unsafe conditions. Dynamics of employees having rights to such benefits in 2010-2012 is given in Table 2. Benefits include exceptions to the working requirements such as requirement facilitation and improvement (including complete requirement cancellation). The benefits granted to a certain group of citizens whose personal qualities, living and working conditions are a source of social and economic inequality (Zemlyanukhina, 2006). Depending on the social and economic problems such as working, professional or social inequality, the benefits are classified as working, professional and social. Profit benefits are granted to citizens who work under unequal conditions. They are aimed at giving additional profit to a benefit giver. Benefits of special food, additional vacation, shortened working day, medical examination can't provide safe working conditions. However, they are able to reduce the risk of professional illnesses and disabilities caused by harmful working conditions and reduce the seriousness of such outcomes.

Moreover, monetization of the benefits and benefit substitution for payments are impossible. In this case the employees may spend the received money on some other needs according to their interest and preferences. But their health will be still in danger. As a result the payment compensation will give practically nothing to the employer and the state, and the money will be irrevocable. That is why employee benefits are granted in money and kind. Each constituent of such a structure has its own specific functions. Money has a motivating function and benefits in kind have a reproducing one. As a rule, employee benefits granted for unequal working conditions (such as heavy and harmful work) are presented as three structuring units: payment benefits, shortened

working day benefit (with wage maintenance), therapeutically food benefit. Such benefits may also include medical and health resort treatment and employees' refreshment (Zemlyanukhina, 2014). In addition it is important to mention that the most efficient solution to the problem is safe working condition establishment. However, despite unsafe and harmful working conditions, employee benefit implementation in CSR enables employers to cope with the problem.

The next problem in providing health care is the attitude of the employees themselves to the necessity of health care. In our country, the employee's uncertainty about adequate pension coverage and in many cases uncertainty of being able to live up to the age of retirement leads to contradictions while realizing the necessity of health care. So, the choice of the way of living that is to keep (support, restore) health is, first of all, the question of the employee's preferences. According to the selective examination performed by Rosstat in 2008, the title of which is "Influence of behavioral factors on the state of health of the population", "the majority of the examined people actually treats their health in a careless way. Many people are not used to live and behave so that they can predict diseases, they are under the influence of social norms and traditions. On the basis of the collected data about distribution of positive and negative behavioral factors which influence people's health, the percentage of those who really take care of their health does not exceed 25% of the examined."³ Appeals of the state to lead a healthy lifestyle obviously contradict the widely spread advertising of beer, fast food and other products negatively affecting people's health. Propaganda of mass sports is not that straightforward either, as intensive sport activities in adolescence can be followed by injuries and health problems after the period of regular training is over. Besides, people with health problems are not inclined to go in for sports and athletics, they consider this activity out of reach for them.

We must admit that in recent years there can be traced some positive tendency in realizing the necessity of health protecting behavior, it confirms that including the propaganda of healthy lifestyle in CSR is becoming more in-demand.

The next series of problems is of economic character. In case when there are already some problems with health, receiving qualified medical assistance is usually connected with significant material expenses (if you apply to non-state medical establishments) or with considerable time consumption and delays in receiving medical service if you apply to state clinics. The employee's loss of health leads to the update of the need of receiving medical help which does not always correspond to requests of the people applying to medical establishments – in some cases it is because of insufficient quality, in others – because of long waiting time including time spent in

³ Goskomstat http://www.gks.ru/free_doc/2008/demo/zdr08.htm

queues, and in cases of applying to non-state medical centers – because of considerable cost of provided services. Provision of extra medical service at the expense of the organization can solve this problem as well. But there is another unsolved matter which is connected with the system of medical service funding. The situation at the moment is the following: the direction of the whole health care system, especially pharmacology, does not allow to focus on disease prevention and health maintenance. Pharmacological industry has a stable and guaranteed income only in case if its production is constantly in demand, that means if people get sick. The health care system will not be funded from the budget and gain income from medical service provision if all employees are healthy and do not apply for medical assistance. So, on the basis of interests of the listed organizations, a registered chronically ailing patient who regularly buys medicine, pays for medical help or is registered as the one who has received medical help is considered ideal for funding this service from the budget or from the corresponding fund. That is why search for alternative health providing systems is becoming of interest. In modern Russia, there are a lot of various healers who claim to cure incurable diseases, healing of all illnesses. Official medicine ignores such healers. On TV screens which create popular opinions, people can see pompous disclosures of swindlers who pretend to be healers on some channels, and at the same time on other channels there can be shown sessions of distant healing, competitions of psychics, etc. A person unaware of medical and traditional healing systems is experiencing a great difficulty in defining what is true and what is the result of fierce competition on the medical and broadcasting markets.

Judging by the analysis of the modern state of the ways of health restoration, we can say that one of the most effective ways of health preservation of the Russian population in modern conditions is the policy aimed at disease prevention and outspread of the lifestyle which provides preservation (reproduction) of health. However, until this problem is solved on the state level, it will reproduce itself on the level of the enterprise where the employees' loss of health leads to the necessity of taking some measures.

2 Analysis of some examples of CSR and explanation of the ways of their improvement

At present there are corporations which implement measures aimed at taking care of health of their employees as well as the population. For example, OJSC “RR” defines different areas of corporate social responsibility to the employees including: improvement of health and labor safety protection of the Company's employees, creating the safest and most comfortable labor and rest conditions providing the employees with possibilities and motivation to realize their professional and creative potential more fully. Besides, cooperation in the field of prevention and preservation of people's

health as well as propaganda of healthy lifestyle and improvement of citizens' psychological state is considered as charity work.⁴ Russian railways have a great number of medical and sanatory establishments located in different parts of the country where qualified medical help is provided both to employees and local people from the surrounding areas.

OJSC Gazprom supports social projects aimed at propaganda of healthy lifestyle.⁵ However, we must admit that there is possibility of expansion of existing practices of employees' health support due to the usage of modern and traditional health providing technologies. In recent years, the Eastern healing and developing practices, such as Qigong, Qigong-therapy, yoga, yoga-therapy, Ayurveda, Chinese traditional medicine, including image medicine and others, have become available in Russia. Providing the employees with possibilities to make use of these practices could have positive effect on the state of their health. At the same time, it could be reasonable to conduct independent research of the influence of the health-improving activities applied within the CSR on the state of health, productivity and indications of employees' workability. In the first place, specialists in the sphere of labor economy as well as related spheres should be drawn to performing this research. In this case, together with creating their own CSR system, the role of universities in providing health care will include conducting the specified research: distributing information about their results and possibility and necessity to include units providing not only treatment, but also prevention of employees' illnesses, propaganda of healthy lifestyle in CSR.

Conclusion

According to article 41 sec.2 of the Constitution of the Russian Federation "In the Russian Federation, federal programs of protection and improvement of population's health are financed, measures of developing state, municipal, private health care systems are taken, activities aimed at people's health improvement, development of physical culture and sports, ecological, sanitation and epidemiological well-being are supported".⁶ Including the sections devoted to provision of employees' health care as well as realization of the measures described in the codes of corporate social responsibility can become the guarantee of corporate employees' health protection and improvement. At the same time, besides solving social problems, proper development of CSR measures aimed at employees' health care provision will take into account the interests of the

⁴ Code of corporate social responsibility of the open joint stock company "Russian Railways" (app. by the order of OJSC "RR" from 20.10.2008 No.2188p)

http://doc.rzd.ru/doc/public/ru?STRUCTURE_ID=704&layer_id=5104&refererLayerId=5103&id=3827

⁵ <http://www.gazprom.ru/social/>

⁶ Constitution of the Russian Federation <http://www.constitution.ru/10003000/10003000-4.htm>

owners of enterprises. The very corporate social responsibility focused on preserving employees' health (or also the consumers of the organization's products at best) can provide an opportunity to improve their productivity, including the ability to re-direct employees' values and their habitual behavioral models towards those that are health preserving. Besides, including health care as an essential element in the corporate culture will allow to increase competitiveness of the enterprise (organization) employees, reduce the number of injuries and sick leaves, improve the psychological climate in the team, which will eventually lead to the increase of employees' productivity. This complex task can be solved only if there are conditions created for its realization. At the same time, if in the previous century the scientific labor organization was popular, today scientific rest organization is becoming in-demand. It includes recommendations on balanced health-improving and developing practices. Realization of this approach will be more effective in case if employees are provided with benefits making these practices more available and stimulating their usage. Benefits of this type can be not very cost-based as even organizational measures including possibility of health-improving practices on the territory of the enterprise in any convenient time after the working day or during lunchtime can provide significant positive effect.

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Contact

Nadezhda Zemlianukhina
Saratov State University
83, Astrakhanskaya, Saratov, 410012, Russia
Mail: nadezhda_zeml@mail.ru

EMPIRICAL ANALYSIS OF BUILDING EFFECTIVE LABOR CONTRACT IN THE RUSSIAN HEALTH CARE

Elena Kalabina

Abstract

In this paper, we investigate the process of implementing the system of remuneration of health personnel, based on the application of effective labor contracts. The theoretical framework of the study of economic incentives work of medical personnel conducted an empirical analysis of the primary results of the introduction of efficient labor contracts for a group of medical institutions of Ekaterinburg and the comparison with the previous operating system, identified emerging issues and prevent the spread of the wage system. For check of hypotheses econometric modeling and tools mathematical statistics is used. The assessment of differentiation of the sizes of compensation of employees of medical institutions until transfer to the effective contract and after was carried out by means of Theil's Index. Information base of research were the data provided by Ministry of Health of Sverdlovsk region, and also Management of health care of Yekaterinburg in 2013 - 2014; microdata - results of questionnaire of health workers of Yekaterinburg, and also 12 deep interviews to doctors.

Key words: effective labor contract, budget medical institutions, the remuneration system, economic incentives.

JEL Code: I 10, J 41, I 15

Introduction

Over the past two decades in the health system of the Russian Federation has been a change affecting its depth and swiftness, which gives plenty of reasons to think about those who are trying to understand the nature, the nature of the changes occurring in it and assess their implications. On the one hand, the mixed results of the process of health reform in the Russian Federation have generated calls for strengthening the role of the state. However, it should be said that these proposals are not filled with real content and proof of need. In turn, market relations in the public (organized and funded by the state) health and does not approve, competition between agents of the medical services market is almost not related to consumer choice of patients, reducing the potential impact of the health care organizations. On the other hand, expanding the influence of supporters of absolute market mechanisms to reform the health care system, giving rise to allegations of its

possible "self-regulation". It is believed that the results of the payment of health care workers in accordance with market principles can ensure the efficient use of resources at the level of individual institutions and at the level of the health system as a whole.

1. Terms and conditions of effective administration of labor contracts in the health of the Russian Federation

One of the themes of modernization of the Russian health care is becoming the application of the health service at all levels (from municipal to federal jurisdiction) challenging the wage system in the form of efficient labor contracts.

As is known, the introduction of the system of remuneration of public sector employees to January 1, 2014 includes the transfer of state and municipal institutions in the effective labor contracts in accordance with the program of phased improvement of the system of remuneration in the state (municipal) institutions for 2012 - 2018 approved by the Decree of the Government the Russian Federation of November 26, 2012 N 2190-p..

1.1 The effective employment contract in health care: the relevance of the study.

Under an effective contract refers to the employment relationship between the employer (state or municipal institution) and the employee based on the performance of duties under the employment contract, which specify the conditions of payment, indicators and performance benchmarks for the purpose of employment incentive payments, depending on the results of labor and the quality of the state (municipal) services as well as social support. Changing the order of payment is a change in the conditions defined by the parties of the labor contract (contract effective), and in accordance with the legislation of the Russian Federation.

We can assume an effective employment contract is different from the traditional employment contract that is based on a combination of complementary and competing incentive mechanisms - the system performance evaluation of employees (set of indicators and criteria to assess the amount of labor expended and its quality), the wage system, which takes into account differences in the complexity and specificity of the work, as well as a system of rationing of work. These mechanisms should be elaborated and interlinked, and accepted by the parties of the agreement.

It is expected that the distribution of effective labor contracts will lead to increased variety of stimulating elements in the structure of remuneration for various categories of workers in medical institutions, the validity of their assessment criteria and methods for achieving the expected

results, and as a result, increase the size of the total remuneration of medical personnel. However, it would be unreasonable to believe that the organizational and economic innovation simultaneously remove the acuteness of accumulated problems and create the necessary conditions for stimulating effect of wages on the effectiveness of health workers.

Therefore, a prerequisite for the implementation of the new pay system is the understanding of the obstacles and the prospects of the stimulating effect of the mechanisms of payment in the form of effective labor contracts on the effectiveness of health professionals and institutions in general, including the amount and quality of their services.

- Awareness of existing barriers followed by attempts to find answers to the following research questions:
 - What are the characteristics of today's incentives to work in the various categories of health workers?
 - How to take into account the specifics of employment of health workers in determining their various incentive payments?
 - What expectations are medical professionals and health care facilities administration regarding the introduction of efficient labor contracts?
 - How will the effectiveness of labor contracts for the performance of the health of public institutions?

1.2 Purpose and objectives of the study

It is logical to assume that the labor motivation and incentive pay are tools for improving effectiveness of health care organizations by reducing the stiffness of the structure of the total remuneration of health workers, greater sensitivity of wages to the assessment of the performance of each and as a result, increasing the differentiation of wages for health professionals similar professionally - qualifying groups.

Thus, the research is devoted to consideration of the problems of effective implementation of the labor contract in medical budget institutions of the Sverdlovsk region, an analysis of the obstacles and prospects associated with the implementation of effective contract, a method of transformation of complementary and competing mechanisms to encourage health workers to increase the volume and quality of medical services.

To achieve this goal the following tasks:

- Create incentives to work typology of medical workers of public institutions for the purpose of designing effective employment contracts;

- Provide an overview of changes in institutional conditions of formation of wages in the cost of medical institutions of the Sverdlovsk region in recent years;
- Analyze the impact of the transition to an effective employment contracts in the municipal health care institutions of Yekaterinburg on changes in the structure and size of the total remuneration of health workers, as well as the results of their activities.
- Develop recommendations on procedures and conditions of the transformation of complementary and competing mechanisms of compensation of employees to improve the efficiency of medical budget institutions.

Investigation of the process of implementation of effective labor contracts for employees of medical institutions cost covers four aggregated occupational groups: administrative workers, doctors, middle and junior medical staff, maintenance staff. The group of health workers on the principle of due, primarily, the fact that the implementation of effective labor contracts performed by the gradual coverage of the major occupational groups of health workers, starting with administrative staff - senior doctors, deputy chief doctors, head offices, etc.

This makes it possible to study how the introduction of efficient labor contracts will affect the productivity of work of each of the groups. Thus, the allocation of a separate and distinct professional group of doctors, in our opinion, allows us to study the problem of whether the effective employment contracts to perform the function of the substitution of informal payments for health services.

2. Research Methodology

2.1 Justification of the choice of the methodological approach to the study

Methodology for the development of effective labor contracts in the field of public health requires the understanding of the economic incentives of medical personnel - internal and external, overt and covert, excess and insufficient. Thus, at the conclusion of effective incentives employment contract may not be sufficiently strong or excessive or distorted, resulting in the behavior of one of the parties, reacting to stimuli asked her to be different from the original expectations of the other party. Actually this S.Kerr wrote in "On the uselessness promise award for" A ", hoping to" B ". False given incentives can lead to undesirable consequences application of effective contracts - contract negative externalities. The reasons may be distorted incentives - zavorazhivanie idea of "objective" criteria, leading to effective use in the construction of simple contracts, quantifiable performance indicators; excessive attention to an easily observable results, despite the fact that only part of the results of the tasks to assess. B.Holstrom and R. Milgrom explaining the limited distribution of

contractual relations, drew attention to the fact that their conclusion could lead to a redistribution of participants' efforts in favor of the observable (and therefore rewarded) problems that may be associated with a decrease in the intensity of the effort, objectives, the result of the implementation of which is difficult to assess.

2.2 Classification of work incentives of health workers

This has allowed us to offer a typology of incentives work of medical workers, given in Table 1 (1).

Tab. 1: Typology of incentives work of medical personnel

Incentives	Implicit (implicit)	Explicit (explicit)
Internal	The medical debt reputation (Hippocratic Oath), the professional interest	Regulation (Professional organizations of doctors, health insurance organizations)
External	Consumer confidence in health services	Remuneration and other forms of compensation and rewards

Source: (3)

Among the implicit incentives may allocate internal and external, and the combined symptom-based trust. For example, doctors, nurses and other medical professions receive vocational education and special training, assuming certain moral obligations towards patients and embodied in the concept of "medical debt." The Hippocratic Oath and the reputation of the doctor are implicit internal incentives for medical staff and patients trust - implicitly external. The researchers point out that the mechanisms of trust - the most efficient in terms of costs and benefits of medical instruments to stimulate labor, compared with the labor contracts or detailed regulation of the medical staff (3). However, in recent years, more and more talk about the violation of the principles of trust, so need regular evaluation of the medical staff and clear its criteria. Explicit internal incentives can be given standards, rules and regulations established by the professional organizations (self-regulation), as well as collective consumers of health services, which serve as the community of patients, governments and health insurance companies. These incentives apply to internal, as it is assumed that health workers have already taken place as specialists and their activities evaluate and regulate the same professionals. However, the great manifestation of the threat of opportunistic rent-seeking or, as the rules and define the evaluation of the narrow interests of the professional groups. Obvious external stimuli - a certain wage system, i.e. financial and non-financial instruments (worker's compensation may include not only cash payments but also the so-called social package, intangible benefits, such as long holidays, flexible working hours, health and

pension insurance through an employer, etc.). It is these tools motivate health personnel are increasingly seen as a necessary complement of implicit and explicit internal stimuli.

The main theoretical assumptions of research are as follows:

- Modern institutional environment in Russia contribute to the concentration of health workers of budgetary institutions, socio - demographic and occupational characteristics that do not allow them to compete with workers in private medicine, so the transition to an effective employment contracts may not meet public expectations of a quick positive impact on improve the quality and scope of health services provided to budget organizations, public;
- The employment of workers in the health budget institutions in most cases is synchronized with their work motivation - the dominance of the fulfillment of social roles, the pursuit of stability and assurance of general low remuneration and little incentive to exercise additional effort to improve performance;
- A total transfer of all categories of employees of budgetary institutions in the health incentive reward system in the form of efficient labor contracts partly at odds with the recognition of the existing hierarchy of incentives for different groups of employees;
- Increase the legitimacy of a payment of workers of medical institutions, with the help of cost-effective administration of labor contracts associated with the reluctance and refusal to go to them of the medical staff, the lack of regulation and assessment of the results of work;
- A complex structure and composition of the incentive payments through effective employment contracts of medical personnel lead to difficulties of designing and excessive income inequality.

To build an effective pay system, it is necessary to determine the competitive and sufficient level of payment for various categories of health personnel, partly offsetting the failures of the local labor market. In particular, the need to determine the following: its correlation with the level of payment for similar workers in other organizations of the same field of activity; the ratio of pay in the public / private sector; the ratio to the average wage in the region, etc. The important is to choose the structure of remuneration of health personnel (components and their weights) - what part of the employee is guaranteed considering his profession, position, qualification level, experience and other objective characteristics, and what - is a variable and depends in some way on the intensity and results work (quantitative and / or qualitative). When defining the level of payment, to answer questions about how much to pay, choosing the structure and form of payment, we decide how to pay.

Known in economic theory model of efficiency wages R. Solow confirmed the following: the effort worker, and hence its productivity, related to the level of remuneration. And to a certain point the growth and productivity efforts ahead of wage growth (respectively, it is beneficial to the employer) and then growth slows down efforts, and productivity grows more slowly than wages. How to find an effective relationship and what form of dependence on the efforts of employee wages - to try to answer these questions, and economists and managers in all sectors of the economy. So, one of these studies, which lies at the intersection of economics and psychology shows that certain groups of employees have an absolutely clear "threshold": an increase in the amount of salary that does not reach this limit, do not force them to work harder, it exceeded (at least 1%) immediately increases the motivation (3). Thus, if the proposed increase in the salary is too low, the expected productivity growth is not necessary.

The complex research problems identified largely determines the method of analysis, combining the primary methods of data collection and follow-author of quantitative and qualitative data analysis for medical budget institutions of the Sverdlovsk region, and conduct standardized semi-depth interviews with experts - doctors and heads of regional health authorities and health institutions.

In addition, to test hypotheses using content - analysis of the regulations and provisions governing the transition to an efficient labor contracts, tools of mathematical statistics.

Assessment of the degree of differentiation of wages of employees of budgetary institutions of health before the contract is translated into effective and carried out after using the Theil index (index Theil - T), which has the additively with respect to the various sub-groups:

$$T = \frac{1}{n} \sum_{i=1}^n \frac{w_i}{\bar{w}} \ln \frac{w_i}{\bar{w}}, \quad (1)$$

where n - the total number of employees of budgetary institutions of health; w_i - monthly total remuneration I - employee health budget institution; \bar{w} - Average size of the monthly total remuneration employee health budget institution;

Theil index decomposition and perform axiom can be decomposed in the intergroup and intragroup components, which together equal the aggregate value of the index that determines Payroll inequality in each group of employees g:

$$T = \underbrace{\sum_g \frac{n_g}{n} \frac{\bar{w}_g}{\bar{w}} \ln \frac{\bar{w}_g}{\bar{w}}}_{\text{Inter - Theil}} + \underbrace{\sum_g \left(\frac{n_g \bar{w}_g}{n \bar{w}} \cdot \frac{1}{n_g} \sum_{i=1}^{n_g} \frac{w_i}{\bar{w}} \ln \frac{w_i}{\bar{w}} \right)}_{\text{Intra - Theil}} \quad (2)$$

where n_g , and - the number and average total compensation of employees separate occupational group g .

Quantitative assessment of inequality in size total remuneration of wages of workers of medical institutions of the budget is interpreted in two ways: first - describes the changes in the size of the total remuneration between the groups (Inter -Theil) and the other - explains the dispersion within the group (Intra -Theil).

The information base for the study were the data provided by the Ministry of Health of the Sverdlovsk region, as well as health management of Ekaterinburg on the results of 2010 - 2014 years., The introduction of an effective employment contract - the order, regulations, procedures, characteristics and conditions established by the incentive payments for different groups of health care workers . Another source of micro data were the results of a questionnaire survey of health workers (24 respondents) of Yekaterinburg on work incentives, as well as 12 in-depth interviews with doctors and heads of health authorities and medical institutions.

Content - analysis of regional and municipal regulations regarding the transition to an effective employment contracts shows that they tend to reveal three areas of medical institutions - primary (medical services and assistance), financial and economic activities and personnel work. The documents not only set targets, but also the evaluation criteria in points, reporting forms and frequency of assessment. In particular, the Ministry of Health of the Sverdlovsk region approved the performance indicators for employees subordinate institutions, noting that additional parameters evaluation of the medical staff, the maximum amounts and procedures for the implementation of incentive payments, their frequency determined by the local regulations of the institutions - the provisions on wages, bonus payments . However, with the indicators of quality of care provided and "countermeasures" - conditions under which the incentive payments are not charged, for example, a disciplinary penalty imposed on an employee during the period, and detecting charging patients for their medical care, provided under the program of state guarantees for free, etc.

Evaluation of the effectiveness of health care has two interrelated goals - to improve the quality of services (at the level of the institution as a whole and each employee in particular) and to increase the level of payment for the committed work. Therefore, the main measure of encouragement applied to the evaluation, is the appointment of incentive payments, which are based on the accepted evaluation system are quarterly and (or) the annual character. The amount of such payment depends on the amount of points received head or employee of the institution, and can vary from 50 to 100% of the salary (however, the results of evaluation of the award may not be assigned).

Another problem is that in the Sverdlovsk region, along with other regions of Russia introduced new wage system in 2009 - 2010 years. with limited financial resources. As a result, hospitals are not able to create sufficient incentive fund to enhance the interest of workers. If previously subjected to reform incentive payments, the transition to an effective employment contract (increase in both wages and productivity of work) affects the basic part of the salary of health workers, as well as their benefits package. The structure and conditions for obtaining cash and in-kind benefits, included in a package, also linked with the results of the institution and the individual employee.

Another problem that was discovered in the past few years the introduction of new pay systems, has become a substantial (often more than ten times) the gap between the salaries of the manager and other staff, which created skilled workers have a sense of injustice in the evaluation of their remuneration. To overcome this situation, according to the existing instruments installed ceiling ratio of the average salary of the head offices and employees from among key personnel (for example, in the range of 1: 8).

The paper presents the first empirical results related to the selection of indicators for the implementation of incentive payments and the design of effective employment contract health care providers based on membership in a particular occupational group, as well as the assessment of the obstacles and the prospects for the introduction of a new incentive system (Table 1)

Tab. 2: The study of differentiation of size total remuneration of medical personnel before and after the introduction of effective employment contracts (according to the two medical institutions in Yekaterinburg).

Performance measurement	Central City Clinical Hospital №1 (Ekaterinburg)		Regional clinical Hospital № 1 (Ekaterinburg)	
	2010	2014 (First half)	2010	2014 (First half)
Inter - Theil Index	0.0860 (39%)	0.0902 (38%)	0.0076 (59%)	0.0074 (60%)
Intra-Theil Index	0.1346 (61%)	0.1472 (62%)	0.0031 (41%)	0.0030 (40%)
Theil-Index	0,2206	0,2374	0.0129	0.0129

Source: (own idea)

Conclusion

Rules and procedures for building effective labor contracts, including the size of the incentive payments, should not be standardized, because the criteria in the selection wage differentiation

makes sense not only seeks to exact the comparison of individual labor contribution of workers in the medical establishment as to provide for each of the employees rate of pay, a competitive labor market.

An obstacle to the effective implementation of the contracts, as shown by preliminary analysis, is the lack of elaboration of valuation of workers, adopted in the institution and for its adoption, there are only general legal base (the Labour Code, Guidelines for the definition of regular number of employees of budgetary institutions based on regulations on labor).

Therefore, understanding the mechanism of implementation of effective labor contracts for employees of medical institutions cost an example of Sverdlovsk region, the identification of differences in the criteria for the establishment of incentive payments for different socio - demographic and professional groups of medical personnel necessary to carry out the state policy in the public sector of the economy, contributing to improve its effectiveness and reduce transaction costs in the labor market.

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Contact

Kalabina Elena,

Doctor of Economics, Professor,

Ural State University of Economics,

Str. 8 March 62, Ekaterinburg, 620144,

Russia

kalabina@mail.ru

FURTHER PROFESSIONAL EDUCATION IN A UNIVERSITY AS A WAY TO HARMONIZE LABOUR MARKET

Tatiana Razumova

Abstract

The most prominent features of modern labour market are sharp competition both among employers and employees and frequent changes in requirements towards labour force according to the technological and managerial progress. So, people who had already graduated from universities and even got some labour experience very often need to update their professional skills or enlarge their knowledge in the adjoining spheres. Further professional education programs provided by universities give chances to fill the gap, but as these programs are rather expensive they should be adjusted to the needs of the clients to be demanded. Faculty of Economics of Moscow State Lomonosov University manages to teach in further education programs more than 700 students per year. The opportunities and problems of these programs and their role in labour market balance are discussed in the article

Keywords: Further professional education, labour market, competition, consumer choice, multidisciplinary approach

JEL Code: I21, J24, J41, J44.

Introduction

Modern labour market is characterized by extremely sharp competition both among employers and employees and frequent changes in requirements towards labour force according to the technological and managerial progress. So, people who had already graduated from universities and even got some labour experience very often need to update their professional skills or enlarge their knowledge in the adjoining spheres. Lots of them are interested in economics and management just because their career growth leads them to the point where they move from the positions of specialists responsible for their own duties to the positions of supervisors and top-managers who are in charge of strategic financial and marketing decisions, human resource management and risk-management, etc. The higher is the level of career staircase – the more complicated are the requirements, so, the special programs of further professional education are demanded. They should

provide wide-range theoretical background as well as practically oriented skills and occupy as few time as possible. Modern informational technologies support distant or partly distant forms of education, communications through Internet give opportunity to study in the famous university or business school from home or job place.

Nowadays economic education in the whole world does exist in the form of the multilevel system including bachelors', masters', post-graduates' programs. Further professional education is an important and specific part of this system. It should be mentioned that initially there was rather profound difference in the subject of economic education between classical universities and business schools: universities were oriented on economic theory for future scientists and teachers while business schools were concentrated on management for future businessmen. The difference was also in the methods of education that included classical lectures and seminars in universities and mainly case-studies in business schools.

During the second half of the last century the retraining programs of further professional education were usually provided by business schools, they were more flexible and ready to adjust to the requirements of clients both in subjects and methods of teaching. Small groups, studies in the evenings or week-ends, different amount of hours from very short 2-3 hours trainings up to two-years MBA programs – this diversity seemed to form great advantages of business schools. At that time universities were (and sometimes still are) considered to be strongly attached to the standards of classical education – lectures for 150-250 students, seminars just copying lectures in the group of 30-40 persons, priority of theoretical knowledge, half a year long courses, lack of flexibility in time-management and teaching methods.

The situation now has changed a lot - almost every large university or business school in Russia and abroad offers special programs of further professional education addressed to those grown-ups who had already got tertiary education but are interested in additional knowledge and skills in the sphere of economics and management. By now special systems of evaluation of these programs have been elaborated and many universities including those in Russia are competing for the primary positions in international ratings to attract more applicants and enlarge enrollment (Primus aus der Provinz, 2013).

To succeed in this competition it is essential to understand the criteria of the demand for modern competencies and develop the programs of further professional education that are able to meet the new challenges and correlate with the best practices.

Theoretical basis for the growing interest to the further professional education is formed by the well-known theory of human capital (Becker, 1963, 1994) explaining the demand for education by the better opportunities of earnings of well-educated graduates owing to their knowledge and

skills. So, further professional education should update labour characteristics of those who attend it and the forecast of wage growth should be enough to cover the costs of studies.

At the same time signaling/screening (Spence, 1973) theory specifies the influence of education on earnings accentuating the role of the brand of the university in the employers' choice - from the point of view of the employer the best universities usually select better applicants whom they train and teach better, so, the diploma or certificate provides a signal that his owner has initial intellectual capacities supported by high-level education.

This article presents comparative analysis of the results of modern studies and expert estimations of the content and trends of development of the further professional education in the form of MBA programs in Western European and Russian Universities. It shows that basing on the changes of consumers' choice, innovational educational technologies and actual labour market requirements forms and methods of different programs of further professional education should be developed and improved.

In our research the problems of further professional education are studied as a case of managerial education. The idea of decreasing value of managerial education for modern business is rather popular in latest economic publications (Mintzberg, 2004).

It should be mentioned that the classical university programs of managerial education were created as a result of industrialization epoch when the new approaches to the management of industrial enterprises were searched, so, these programs now obtain more than a hundred-years' history. It's evident that nowadays the entrepreneurial environment as well as forms of market competition has changed a lot. That's why the demand for further professional education has grown and the concept of Life Long Learning has emerged. New markets in the whole world and particularly in Russia are developing rapidly declaring new requirements for further educational programs. So, rethinking of the essence and methods of further professional education as well the search of new vision is extremely actual now.

The results of studies and summarizing of the realization of the programs of further professional education in Russia are presented below in the form of three main trends (Gerasimenko et al, 2015).

1 Development of forms and methods of further professional education: enlargement of flexibility, involvement of new educational technologies

These trends became especially evident during the period of financial and economic crisis of 2008-2009 and post-crisis years. The role of long-term full-time programs of further professional

education has decreased as these programs need temporary break in career growth of their participants. Similarly, the indicators of development of part-time (evening or week-end) programs have slow down as participation in these programs is available only for those who live not far from the universities and business schools providing these programs or can afford rather high transportation costs.

Modern electronic technologies form the prerequisites for the development of distant learning forms of education with the support of Internet. New forms of network communications and electronic media are used. The content of the program can be adjusted to the student's demands. Specialized teaching modules and individual tracks of learning are elaborated. So, the barriers for the access to the programs of further professional education in the best universities are no longer inevitable for students

2 Development of international standards, quality improvement, globalization of education

Several stages can be defined if we analyze the changes in further professional education in Russia and particularly in Moscow State Lomonosov University (MSU) during the last twenty years.

The first stage – the adoption of the standards of classical programs of further professional education (i.e. General MBA) from well-known foreign universities, its replication.

The second stage – accumulating the original experience and elaboration of the national standards and the system of accreditation of the programs of further professional education, engagement of foreign professors and lecturers if only the costs are available.

The third, modern stage for the leading Russian universities including MSU is marked by the rejection from the unified state standards of further professional education according to the Law “Education Act” and preparing of the special original programs by different universities, adoption the procedures of international approbation and accreditation of these programs.

The forth, modern stage – emergence and development of the partnership of the universities from different countries in outlining of special modules of further professional education programs.

The fifth, new stage – development of the partnership of the universities from different countries in launching double-diploma programs.

The Faculty of Economics of MSU is implementing the fourth and fifth development stages of the further professional education programs. Eight training modules delivered at the US, European and Asian universities are included in the elective part of MBA and professional training programs.

Double-degree programs on MBA and Master's level are implemented at the Faculty of Economic of MSU in partnership with the University of Salzburg Business School (Austria), the Jonkoping International Business School (Sweden) and the Vilnius Gediminas Technical University (Lithuania)

3. New competencies as a result of management education and interdisciplinary approach to the content of further professional education. Some results of MBA programs evaluation made by alumni and employers show that there is a demand of transition from a content of classical universal programs of General MBAs toward the interdisciplinary MBA programs built at the intersection of economics, sociology and psychology. This can form new approaches to business communications, organizational behavior, economics and network partnerships, etc.

For the better understanding of this issue several surveys among programs of further professional education' graduates and employers were conducted in different universities and business schools, including Moscow State Lomonosov University. Findings of studies conducted in 2013-2014 in this area at the Faculty of Economics of MSU are given below.

The study was conducted by interviewing graduates of MBA programs of economic faculty of Moscow State University, provided in Russia and Kazakhstan. Totally 286 respondents participated in the survey. For the purpose of comparability with the results of other European studies the technique of interviewing applied in a number of universities and business schools in Germany was used (Gerasimenko et al, 2015). In Germany the list of high-ranked professional competencies included "ability to communicate", "ability to practical oriented thinking", "analytical capacity", "ability to work in a team".

During the "Tuning Russia" Project (TEMPUS, 2010-2013)⁷ (Teleshova et al., 2013) the working groups consisted of Russian university professors drew up initial list of generic competencies for any professional education and further elaborated the short list of needed competencies for managerial education in Russian universities. Among the most important competencies were the following: ability to apply knowledge in practical situations, ability to identify, pose and resolve problems, ability to make reasoned decisions, knowledge and understanding to the subject area and understanding of the profession. It's evident that in essence these two independent studies come to very close results.

Results of conducted at the Faculty of Economics of MSU research on priority learning outcomes for additional education programs close related to Russian business environment and that

⁷ Project was conducted using the methodology elaborated by Julia González and Robert Wagenaar, Tuning General Co-Coordinator.

is why the parameters of the demand for administrative personnel currently is different from that of the Western European countries. Accordingly there is a difference between post-MBA achievement for German, Russian and Kazakh alumni. For German alumni there are three leading results, including work-life balance, increased variety of working task and intellectual self-expression. The last one is also leading result for Russian alumni but the second one for is different – increase in responsibility, work-life balance is on the third place but the gap is very large. Kazakh alumni prioritize intellectual self-expression, foreign experience while work-life balance and increase in responsibility are on the third place with the same result.

Distant education has a special place among educational methods both in Russian and foreign universities. But this area has its disadvantages. At first it seems that the most important point for distant education is to provide good electronic materials. But practice of distant programs implementation reveals other problems. Such issues as online-support of educational process and offline-support of self-study through special educational platforms, as well as the increasing amount of available courses and the quality of educational materials, were valued as the most important according to the examination of distant educational technology (Federkeil, 2011). MBA students of the Faculty of Economics of MSU confirmed these priorities in development of distant further professional education, according to the survey.

In any case the surveys of alumni of further professional education at the Economic Faculty of Moscow State Lomonosov University give us the evidence that the majority of graduates find better job offers, higher wages, more interesting vacancies, manage to arrange their working life better from the point of view of work-life balance.

Thus, further professional education programs are in the focus of administration of the Faculty, more than 40 programs were outlined during last few years, including short and long, standard and distant, they are devoted to management and marketing, finance and banks, some of them are corporative and were specially prepared on the request of the companies. The new idea that is now discussed is to open the program for the last-year students on the labour market analysis and job search technologies. It will enlarge their opportunities and provide them some special skills to make school-to-work transition successful.

Conclusion

Nowadays new ideas and trends in educational technologies are invented and quickly spread. Some current trends are demonstrated in this article. According to the research, one of the main modern tendencies is multidisciplinary interaction which leads to acquiring new innovational result. The goal of further studies is testing multidisciplinary development trends of further professional

education content at universities. Multidisciplinary interaction is in progress in several ways. Humanization of knowledge, increase of social norms and personal character priority, importance of communication activity, openness, ethic principles and involvement, significance of social activity and moral values are remarkable phenomena today. It leads economic education out of limits of strictly economic knowledge and management theory.

Understanding the market and business network organization is another important competency that can be acquired through education. It requires research of modern network interaction technologies. That's why one of significant goals of further professional education is providing management education to students based on examination of network economy. This sector will be the subject of research and analysis in future.

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Contact

Tatiana Razumova

Moscow State Lomonosov University

Leninskie Gory, 1, 46, Moscow, Russia

Tatiana.razumowa@yandex.ru

MODERNIZATION OF THE HIGHER EDUCATION IN RUSSIA: PROBLEMS AND SOLUTIONS

Marina Artamonova

Abstract

The article is focused on the problems arising in the process of modernization of higher education in Russia, and possible ways of their solutions.

The modern higher education has several priorities. They include professionalization of training with a focus on the labor market; the priority of education in the development of professional knowledge; dialogue as the major method of interaction between teacher and student; computerization of the entire educational process, reduced function of the teacher in the educational process; humanization and humanitarization, implying a shift of emphasis on the spiritual and moral sphere. The interdisciplinary approach is becoming more and more popular at universities.

This article is about the reform of postgraduate training, which is considered to be the third level of higher education.

Modernization of the national higher educational system requires the clear definition of the objectives of postgraduate training, including the training of specialists, competitive on the market of intellectual labor, researchers and analysts able to respond flexibly and effectively to the challenges of a rapidly changing world.

Key words: modernization of the national higher educational system, the reform of postgraduate training, the training of competitive specialists

JEL Code: A 230, I 210, I 290

Introduction

Adoption and coming into force of the Russian Federation education act since 01.09.2013 (the Russian Federation education act, 2012) has led to modernization of the higher education which is understood as the complex of measures aimed to the creation of modern competitive system of the higher education.

The article is focused on the problems arising in the process of modernization of the higher education in Russia, and the ways of their solution.

The report "Modernization of Russia as creation of the new state" developed by independent expert group states: "Increase of information activity of the certain part of society doesn't guarantee

quality of such activity at all. On the contrary, the risk that the majority of today's school and university students wouldn't be able to master the method of scientific research, scrupulous collection of information, to stress the important matters and to eliminate unnecessary increases. It means that they wouldn't become "people of a modernist style", because of the fact that innovatization advances socialization process" (Ponomaryov, Remizov, Karev, Bakulev, 2009). Innovatization means mastering and introduction of new technologies into educational process.

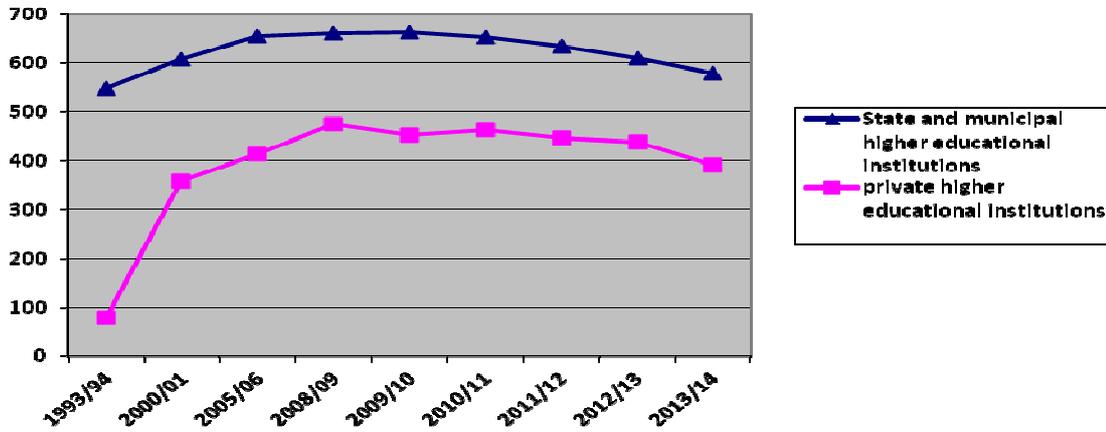
1 Research

There are several paradigms in the contemporary higher education (Salamova, Salamov, 2014): 1) professionalizing of training with orientation to labor market; 2) the education priority in the process of obtaining professional knowledge; 3) dialogue as the main way of interaction between teacher and student; 4) the informatization of all educational processes assuming decrease of the teacher's function in educational process; 5) the humanization and humanitarization meaning shift of emphases on the spiritual and moral sphere.

Besides, an interdisciplinary approach becomes more popular at universities now days. In this regard many authors (for example, underline the necessity of creation of the qualitatively new model of high school education based on interdisciplinary approach (Materials to a question of a condition of the Russian science, 2013)). In order to achieve that goal it is necessary to develop the new forms of interaction between various departments of higher educational institutions.

We will analyse the change of institutional structure of the higher educational system. In fig. 1 the dynamics of the number of the state, municipal, and private higher educational institutions in Russia for 1993/1994 –2013/2014 are presented (Russia in figures, 2014). Beginning from 2008/2009 – 2013/2014 the number of the educational institutions of the higher education system was reduced by 165, of which: the number of the state and municipal universities was reduced by 82 and private – by 83 (fig. 1).

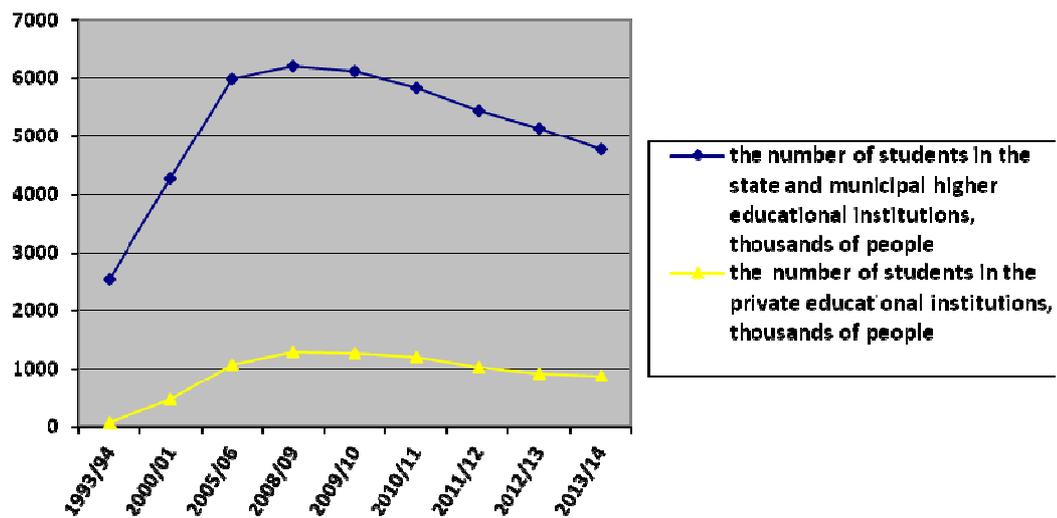
Fig. 1: The number of the educational institutions of the higher educational system in Russia during 1993/1994 – 2013/2014



Source: Russia in figures, 2014.

The dynamics of the number of students in the educational institutions of the higher educational system in Russia during 1993/1994 – 2013/2014 is presented at the chart 2 (Russia in figures, 2014).

Fig. 2: The dynamics of the number of students in the educational institutions of the higher educational system in Russia in 1993/1994 – 2013/2014



Source: Russia in figures, 2014.

The graphon fig. 2 shows that during 2008/2009 – 2013/2014 the number of students was reduced by 1866 thousand, of which in the state and municipal higher educational institutions - by 1453 thousand and in private higher educational institutions - by 413 thousand people.

Modernization of the higher school in Russia realizes the idea of intergation of the weak higher education institutions into the strong ones for the purpose of their "upgrading" to the level of the strong ones. The question is quite evident does the merger of large branded higher educational institutions with the weak ones serves to the perfection of the quality of provided educational services and is it economically reasonable. Overall we will receive sharp reduction of the budget places for the students in higher educational institutions with long standing traditions, highly competitive pressure on enrolment and the corresponding reduction of the workplaces for highly proficient professorial staff with excellent reputation and a long scientific and teaching experience. Thus, during 2008/2009 – 2013/2014 years the number of professorial personnel was reduced in the state and municipal universities by 52,9 thousand people, and in private higher education institutions for the same period – by 6,6 thousand people (Russia in figures, 2014).

However, there is also the other point of view assuming that "Integration and merger of higher education institutions into for the purpose of creation of consortia or holdings makes them more competitive organizations. The private sector of education has to follow the trend of the state universities for integration and increase of competitiveness both on domestic market, and at world level. In order to turn the higher educational institutions into clusters of post-industrial economy" (Lobanova, Shabanov, 2010). Effective unification of resources of several private higher educational institutions will allow to create actively developing private sector affecting beneficially the overall competitiveness of the national education system (Zernov, 2013). Besides the most probable ways of the development of private higher educational institutions are: complementary education; creation of corporate universities; advanced introduction of modern technologies – compared to the state universities; close interaction with business and creation of world-class private higher education institutions; establishment of secondary vocational units education at higher educational institutions and integration with foreign universities (Zernov, 2013).

At the same time, it's important to outline problems the most essential and painful issues in the field of development of the private sector (Zernov, 2013). The organization of educational process in a number of higher educational institutions needs serious improvement (there are also reverse examples, as the private sector is non-uniform). Secondly, there shall be the check of activity of the private higher educational institutions holding the license, but not claiming for certification and accreditation after five years of their activity. Another issue is of institutional order: the normative documents should include the articles on obligations and responsibility of the founders of

private higher educational institutions about the condition of educational institution. Although the Federal law "The Russian Federation education act" (The Russian Federation education act, 2012) partially solves this problem. As well it is necessary to solve a problem of development of own financial resources of private higher educational institutions (rent takes away considerable resources) or to provide preferential rent rates for higher education institutions (following the schools pattern). An acute task is enhancing financial stability of higher educational institutions (students have to have a warranty of completion of study in case of the problems with recruiting new cohort of students).

In our opinion, high-quality education at higher school doesn't depend on the size of educational institution. First of all, it is necessary to focus attention on the compliance of activity of higher educational institution with modern educational standards. For this purpose it is necessary to increase the quality of provided educational services at all stages of it's activity: at enrollment stage during implementation of the educational process and at "exit" stage.

The strengthening of control at "entrance" stage to higher education institution, will allow us to select the best for enrollment. However replacement of entrance examinations in higher educational institutions with testing in the form of Unified State Examination doesn't let to have the objective examination of entrants as it assumes the replacement of testing of fundamental knowledge with simple guessing of the correct answers. Besides, there is the tendency to decrease the passing grade "level" in order to raise the competitiveness indicator. In our opinion, it is necessary to strengthen control "at enrollment stage", setting an objective lowest passing grade which consists of the results of Unified State Examination on core subjects and entrance examinations scores in certain higher educational institution.

Functioning of higher educational institution assumes consecutive mastering of the complex of disciplines according to training level: bachelor degree, magistracy, postgraduate program. Federal Law "The Russian Federation education act" (The Russian Federation education act, 2012) regulates transition from two-level educational system to three-level system that will require the large volume of educational and methodological work for the coordination of study plans, including subject matter taking into account the different levels of training, update of educational programs according to the new generation of Russian educational standards, the set of competences including the following set of requirements: "to know", "to be able", "to master". Thus the duplication in programs at the different levels of training should be excluded.

There form of postgraduate study is another acute issue. The current Russian Federation education act since 01.09.2013 (The Russian Federation education act, 2012) the postgraduate study is considered to be the third level of the higher education. This law influenced the change the order

of functioning of postgraduate program. Nowadays in the postgraduate program instead of specialties of scientists there were introduced the directions of training. The new generation of Russian educational standards regulate educational training of postgraduate students.

The training of researchers and teaching personnel of the top quality becomes the main goal of the postgraduate program. At the end of the program of the third level of the higher education (postgraduate study) there should be the state total certification (STC). Upon graduation from PhD program the diploma is issued, and the qualification "Researcher" or "Teacher-researcher" is awarded.

The enrollment to the programs of postgraduate study is approved by the order of the Russian Federation Ministry of Education and Science. The program aim is to prepare the graduate to defend the thesis in order to obtain the academic degree of the candidate of science and to provide the graduate the set of required competences.

There was developed the system of the documents regulating the implementation of the PhD program approved by the order of the Russian Federation Ministry of Education and Science. It defines the enrollment procedure, the organization and implementation of educational activity at PhD program, the new generation of Russian educational standards according the direction of training, reclamation of the state total certification procedure.

The program of training of the research and educational personnel at PhD program is organized as following. It comprises the educational modules including basic and variable modules; practice (probation) and the research activity including independent scientific research on the topic of dissertation work. The final certification requires the availability of the text of dissertation thesis and submission of the thesis to the organization.

As a result of completion of an educational program of postgraduate study there should be acquired the universal competences (which don't depend on branch of scientific knowledge) and professional competences (specified by the branch of scientific knowledge). The persons successfully passed the state total certification for the program of the training of research and educational personnel in PhD program obtain the corresponding the diploma. The attachment to the PhD program for taking the candidate examinations can be made only in case of availability of dissertation council for the corresponding specialty in the institution.

The Federal Law "The Russian Federation education act" since 01.09.2013" (The Russian Federation education act, 2012) and the approved by the Russian Federation Ministry of Education and Science set of documents regulating implementation of the program of postgraduate study states that the higher education institution will have to fix the following issues: 1) to make the internal compliance of earlier existing specialties of postgraduate study with newly introduced

directions of training; 2) to develop the educational programs of postgraduate study according to the approved by the Ministry of Education and Science of the Russian Federation the new generation of Russian educational standards; 3) to assign by local regulation the directions of training taking into account the specialization of postgraduate program.

Thus, according to some authors, modernization of national system of the higher education assumes clear definition of the goals of postgraduate education. The major goal is the training of specialists competitive in the modern market of intellectual activity, having research and analytical skills, capable to react flexibly and efficiently to the challenges of rapidly changing world (Shumakova, 2013). However there is other quite disturbing point of view represented by scientific and pedagogical community of the higher school revealing the number of serious problems (Postgraduate study as an educational program, 2013). Nowadays, according to Senashenko V.S., the particularly acute is the problem of the development of mechanisms of interaction between the system of training of the top qualified personnel and the real economy, government and social institutions. We can see the signs of the large scale training of the top qualified personnel disbalance of the number of postgraduate students in the branches of sciences, decline in the quality of dissertation research, including the doctoral dissertations prepared at doctoral programs in higher educational institutions.

It is suggested to systematize the efficiency requirements for doctoral programs and to analyze their applicability to the Russian postgraduate programs (Postgraduate study as an educational program, 2013, p. 150): - doctoral programs should be concentrated on the training of researches and assistance to the development of ability to independent research;- doctoral education shouldn't concentrate only on a topic of research or methodology, it should stimulate interdisciplinary approach;- doctoral programs should follow the dynamics of labor market and focus on the development of competences in the field of marketing, presentations, management of research and so forth.

We can observe the negative dynamics of change of the composition of the scientific supervisors - the number of academicians and corresponding members of the Russian Academy of Sciences is decreasing and is replaced by associate professors. That is the clear evidence of the collapse of the scientific schools. The current Russian Federation education act (The Russian Federation education act, 2012) allocates a large amount of credits for training of postgraduate students. Presumably, the main burden (methodical and classroom) activity will fall on the shoulders of the teaching staff.

With emergence of the third stage of training the qualitative mission of the institute of postgraduate studies fundamentally changed. We witness its transition from scientific to the

educational goal. The study on the full-time PhD program assumes a full immersion in the learning process, the increased teaching load and correspondingly the weakening of the scientific load. In our opinion, it reduces the possibility to be fully engaged in scientific research, to write a quality thesis and to defend it on time.

The rejection of the correspondence form of training in postgraduate school, in our opinion, will reduce efficiency of postgraduate school, degrade the quality of dissertation research as full-time program involves a full school day. This will prevent those working on scientific research to combine study with work and eventually will lead, to withdrawal from science high - skilled workers. Besides, full-time program assumes training of graduate students only on scholarship and that is not realistic in current economic conditions. Destruction of the institute of competition definitely has a detrimental effect on the efficiency postgraduate study, sharply narrowing both the number of potential researchers – practitioners able to efficiently conduct research and successfully defend dissertations, and the territorial coverage.

Contract or paid form of education ambiguously affects the quality of dissertation research. As a rule, graduate students-state employees demonstrate "at an entrance" higher level of training, taking into account a competitive set. Attraction of graduate students on a contract basis contributes to the empowerment of opportunities to be engaged in scientific research. However the sharp increase in tuition fees denies this possibility for the part of able graduate students.

The other problem concerns certification, approbation of the new model of certification according to which there should be transfer of the right to assign academic degrees to "the leading scientific and educational organizations". It will be followed by the reorganization of dissertation councils. The new names of an academic title of doctor – by knowledge areas (the Doctor of Medicine, the Doctor of Law, the Doctor of Philosophy, etc.), instead of branches of science are proposed. This matter remains debatable in the scientific community and it looks like transitional step towards the abolition of the degrees of doctor and candidate of science and introduction of the title of doctor of philosophy upon defence of PhD thesis. It will inevitably lead, on the one hand, to confusion with titles among scientists with already approved master's and doctoral dissertations in the Russian scientific environment, but, on the other hand it will provide the possibility of their identification within the international scientific community.

At the exit of the higher educational institution it is necessary to strengthen the final control over the quality of training of students during state examinations and the defense of thesis.

One of the most important criteria of the assessment of the efficiency activity of higher educational institutions is the employment of graduates of the institutions of higher professional education enrolled in full-time education at the expense of budgets of all levels and their work in

specialty within one year after release. This information is important in the formation of admission quotas for training of specialists by higher educational institutions. For 2013/2014 academic year the Ministry of Education and Science of the Russian Federation used the data of the Ministry of Labour of Russia (Gurtov, Serova, Stepus, Pitukhin, Nasadkin, 2013). The employment rate of graduates of full-time study indicators include: the percentage of graduates who failed to find a job (according to the monitoring of the Ministry of Education and Science of the Russian Federation), the percentage of graduates applying to the employment service for assistance in job search, and the percentage of graduates officially recognized unemployed of those who applied the employment service for assistance in job searches (according to the Ministry of Labor of Russia).

Nowadays the job placement of university graduates it is observed by Federal State Statistics Service in the form of statistical observation No. HPE1 "Data on the Educational Institution Implementing Programs of Higher Professional Education" (the section of the "Job Placement of the Graduates Trained on Full-time Tuition at the expense of Means of Budgets of All Levels" form). It should be noted that collecting the indicator "employment rate of graduates" this form isn't provided.

Conclusion

Indirectly it is possible to judge about the high quality of higher education by the demand and competitiveness of university graduates in the Russian labor market. Another indicator is their successful delivery to foreign master and PhD programs at leading Western Universities. In addition "the brain drain" among the graduates of leading Russian universities and young professionals to the advanced countries also indicates a high quality of the provided educational services.

In our opinion, despite the listed above problems, the higher education in Russia should be considered as the strong competitive advantage of our country making direct impact on national security. Russia has enormous human potential capable to lead to acceleration of economic growth in modern Russia.

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Contact

Marina Artamonova

Lomonosov Moscow State University, Faculty of Economics

MSU, Leninskie Gory, GSP-1, 3rd new educational case, Economic faculty, Moscow, 119991, Russia

mvirtamonova@gmail.com

PROFESSIONAL TRAINING IN THE SYSTEM OF SOCIAL PARTNERSHIP

Olga Mramornova - Natalia Baranova

Abstract

The paper deals with the characteristics of professional education in the system of social partnership in the countries of Western Europe and Russia. The similarities and differences in approaches to organization of the professional training in the system of social partnership in European countries are shown. The problems of vocational education in the system of social partnership in a knowledge-based economy are revealed. There is made a conclusion that the weakness of social partnership in Russia is the reason for the lack of development of the system of vocational training in the framework of tripartism. Nowadays professional training develops in Russia only thanks to the initiative of employers. Motivation to learning both by workers and managers is low enough. Increasing integration of training into the system of social partnership could enhance the role of trade unions and workers in training, their motivation, career opportunities and living standards. The development of professional training is also very important in the context of the transition to a new sixth technological level and modernization of Russian economy. Under the sanctions of Western countries Russia has to accomplish an import substitution, which actualizes the problem of professional training again. The experience of European countries in the organization of professional training in the system of social partnership together with some of its institutional mechanisms can be used in Russia.

Key words: professional training, social partnership, knowledge-based economy

JEL Code: J 24, J 51, J 59

Introduction

This article deals with the question of the role and tasks of the mechanisms of vocational training in the system of social partnership in European countries and Russia. The problem in question is a subject of investigation of scholars dealing with labour relations. Especially intently professional training is explored by English authors (Crouch, Finegold, Sako, 1999), (Martines-Lucio, Skule, Kruse, Trappman, 2007), (Felstead, Gallie, Green, Zhou, 2007), (Keep, Rainbird, 2003), (Waddington, 2003). However, professional training in Russia as an element of the system of social

partnership is not developed properly, neither in theory nor in practice. Moreover, the tasks of socio-economic development and modernization of Russian economy require strengthening of the process of vocational training within the framework of the tripartite system.

1 Materials and methods

In the process of investigation there was used a comparative analysis of vocational training in the system social partnership in European countries and in Russia. There was used General agreement between all-Russia trade unions, employers' associations and the Government of the Russian Federation for the period of 2014-2016, Branch tariff agreement in electric power industry of the Russian Federation for 2013-2015, the materials of the Ministry of employment, labour and migration of the Saratov region.

2. RESULTS

2.1. European training model, based on social partnership

Skills training model, based on social partnership, is common European model of professional skills training. It functions very successfully in Spain, France, Germany and other countries. The adult education system is actively developing at the national and sectoral levels of collective bargaining.

In Western literature, it is widely believed that there is a direct link between weaknesses of education and training system, and poor economic performance. The level of skills training is seen as a key factor of economic competitiveness, productivity growth, and average living standards. It is believed, that only those countries have a chance to win in the competition which restrain from lower labour costs and move to a highly skilled and flexible labour force.

In this regard, within the framework of social partnership the system of skills training was established. The institutional framework of such system includes organization of industry, firms, work process, industrial relations system, financial markets, the state and political structure, as well as the operation of the education and training system.

However, the specific forms of the system vary considerably from country to country. In France, Germany and Spain, there is the practice of national or sectoral agreements on training. In many of the "old" European Union (EU) countries, it is the norm for trade unions and employers to have equal representation on tripartite or bipartite bodies set up to deal with training and skills issues (Crouch, Finegold, Sako, 1999).

Trade unions play an essential role in such bodies in Germany, the Netherlands, France, Belgium, Spain, Finland, Denmark and non-EU Norway. At the same time, the training is a subject to collective bargaining at the national or sectoral level (Martines-Lucio, Skule, Kruse, Trappman, 2007).

2.2 Institutional framework of vocational training in the system of social partnership in various European countries

In France the agreement between employers and trade unions on training-Accord National Interprofessionnelle adopted June 9, 1970 played the most important role for corporate training. After that the intercompany training became a component of the labour law. In 1971 there was adopted the law "Delor", which obliged employers to invest in training. According to this law, the organization with more than 10 employees are obliged to contribute annually 0.8% of total wages for the year on personnel training⁸. By the adoption of this law actually was laid the Foundation of corporate financing for development training, which led to the development of corporate training market in France. In 1981 there appeared the Ministry of vocational training within the Government which directly regulated the sphere of in-house personnel training, which later became an integral part of the Ministry of labour. The result of the activity of this Ministry was the law "loi Rigoult" (adopted in February 1984), which included the granting employees the right to leave for the training, the enhancing of the ability of working committees of enterprises in decision-making on training.

In Germany, the predominant approach is based on a high level of skills and high wages of workers. Such approach presumes strong employers' organizations, trade unions and the workers' committees to play a central role in the formation of training and skills, especially in the framework of the common dual education system in Germany.

The United Kingdom has the greatest experience of employees training. In this country the first organization dealing with personnel training was established in 1946. Large number of universally recognized worldwide human resource development concepts are based on the experiences of British companies⁹. Training of personnel in the UK became a science, in the research in its field there are engaged major scientific association known throughout the world, with support from both the State and private companies: Charter Institute of Personnel Development (CIPD), the British Institute of Learning Development (BILD), Teaching through Presentation

⁸ Corporate training in France. (n.d.). Retrieved from [http://www.naim.ru/nodes/Корпоративное обучение во Франции004123.html](http://www.naim.ru/nodes/Корпоративное_обучение_во_Франции004123.html)

⁹ Business education in the UK. (n.d.). Retrieved from <http://www.prostobiz.ua/biznes>

(TAP), Learning and Skills Council (LSC), etc. In large British companies the budget for training and development of personnel can constitute 2-7% of the turnover. In 2006 in the companies there were trained 66% of all employees annually. For today this figure constitutes actually 90%.

However, the English-American model, unlike the continental one, is characterized by a weak participation of the social partners in the Organization of internal training, where the main role is played by the management.

The British Government has adopted a series of ambitious qualification targets designed to place the UK in the top eight of the OECD at every skill level, ranging from adult literacy and numeracy to higher education, by 2020.

However, social partnership and trade unions in the UK do not play such a significant role in the professional training system like in Germany and other continental European countries. At the same time, a significant role of trade unions in the skill training at a workplace exists in the UK.

British trade unions build their policies on expanding educational opportunities for their members. For example, the Union Learning Fund, providing a variety of educational programs, was established in the UK in 1998. Since its creation, 50 trade unions, comprising 700 jobs and 100,000 members each year, are involved in educational projects. The budget of the Fund increased from 2 million pounds in 1998, up to 12 million pounds in 2007-08. In 2007, about 18000 members were trained in the UK¹⁰.

According to the Employment Act, passed in the UK in 2002, the workers were given opportunities for education during their work time. As a result of the training, workers acquired an opportunity to implement their knowledge obtained both in manufacturing process and in teaching, as well as an opportunity to develop their careers and income potentials. Many of them were able to move from low-skilled and low-status groups to highly skilled groups of workers with higher social status. The training is provided by the employer.

2.3 Challenges, confronting vocational training in the social partnership system during the period of knowledge economy formation.

However, the development of skill training within the system of social partnership faces several significant challenges:

1. The problem of an “overqualification”. Thus, the proportion of workers with qualifications higher than necessary for their current jobs increased in the UK from

¹⁰ Unionlearn 2007: One year on: Unionlearn Annual Report 2007. London: Unionlearn.

35% in 2001, to 40% in 2006 (Felstead, Gallie, Green, Zhou, 2007). Therefore, the training policy faces constraints related to the quality of jobs.

Programs of innovative jobs creation are funded by Governments in some selected European countries (such as Finland, Norway, and Germany).

2. The level of education does not always directly determine labour productivity. For example, Canada, New Zealand, and Scotland are ahead of the U.K. in skill stocks, but falling short on productivity per hour.

3. Decrease of industrial employment during 1980's led to a significant reduction of skill training duration (Waddington, 2003), as well as to the reducing of the impact of trade unions on the skill level of employees, compared with 1980's.

4. Employers' organizations in many countries are showing not enough initiative in the negotiations on the issue of vocational training.

5. The training programmes in the social partnership system applies only to the unionized companies.

2.4 In Russia in the framework of social partnership, there is practically no institutional bodies, special contracts, special trade union organizations and funds, aimed at the development of vocational training and provide trade unions and workers to participate in the management of vocational training.

The role of trade union organizations in Russia both as a whole, and in the process of training, is extremely weak. Trade unions exist only in large enterprises, in small business there are no trade unions, collective agreements are not concluded. But in large enterprises, the role of trade unions is confined mostly to the social support of employees. The management decision-making process is outside of the sphere of influence of the trade unions. So, in the branch tariff agreement in electric power industry of the Russian Federation by 2013-2015 timeframe stipulates that Russian Electricity trade union does not intervene and provides non-intervention of its territorial and primary organisations in economic activity of the employer if this activity does not threaten the life or health of employees¹¹.

¹¹ Branch tariff agreement in electric power industry of the Russian Federation on 2013-2015 years.

Conclusion

It seems that the experience of European countries to form a system of vocational training in the framework of social partnership, is very useful for Russia, where the relations of social partnership just started forming, and the role of vocational education in the knowledge-based economy just started increasing.

In our opinion, the development of professional training in the framework of the system of social partnership in Russia will contribute to solving three problems. Firstly, the development of the system of social partnership, strengthening of the positions of trade unions and other workers' associations, their role in decision-making. Secondly, it is the solution of the problem of import substitution, which is necessary in the face of economic sanctions from Western countries. And thirdly, it is the expansion and strengthening of the process of reindustrialization and modernization of Russian economy.

That implies the need to consolidate efforts of all social partners: employers, employees, and the State.

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Contact

Olga Mramornova

Y.Gagarin State Technical University of Saratov

77, Politechnicheskaya str., Saratov, 410054, Russia

E-mail: o.mramornova@yandex.ru

Natalia Baranova

Ministry of employment, labour and migfation of Saratov region

13, Slonova str., Saratov, 410012, Russia

E-mail: o.mramornova@yandex.ru

ENVIRONMENTAL EDUCATION AT UNIVERSITIES AS AN ASPECT OF CORPORATE SOCIAL RESPONSIBILITY

Oreshkina Tatiana - Konyashkin Valery

Abstract

In the authors' opinion, the fundamental educational standards must include an integrative course in environmental studies. Modern education combines both personal development and training. Institutions of higher education must give their priority attention to developing a member of society, a full-fledged person capable of further self-education and having essential moral and environmental imperatives. The concept of ecologically sustainable development should become a backbone factor in environmental education. It should determine goals, objectives and priorities of environmental education. The main purpose is to maintain the stability of the biosphere. Sustainable development is a political slogan. The mechanism of its implementation has not been developed yet, but this slogan was proposed to society in order to initiate any activity aimed at forming human survival philosophy. Ecological culture is a new type of culture, a new ideal we should strive towards. The noosphere (anthroposphere) can be created only when society has environmental culture, which is equally significant for sustainable development. Environmental culture implies the unity and coherence of environmental knowledge, environmental awareness and ecological action. The article discusses the experience in developing and teaching an integrative course of social ecology.

Key words: ecological consciousness, the ecological policy, sustainable development, environmental education

JEL Code: K 32, Q 30

Introduction

Modern society is characterized by functional differentiation into various subsystems. In science, the processes of differentiation have reached an unprecedented scale, which can be explained by social tendency to classify the acquired world knowledge. According to R. Stichweh, "as early as in antiquity philosophers have been interested in the problem of knowledge classification. Its solution

involves construction of a rationally ordered system from separate fields of knowledge where logical transition from one value to another is possible.” (Stichweh, 1994).

The disciplinary structure of modern science was formed in the late 19th – early 20th century. The differentiation of scientific knowledge resulted in a loss of holistic perception of the reality.

The famous American sociologist Daniel Bell said: “A world is the world seen through the eyes of its theorists and they can see only an objectively organized physical, biological, geological world.” No one perceives the world as a whole any longer, and it is one of the main causes of the ecological crisis (Bell, 1973).

At each stage of social development we believe that our knowledge is sufficient to put it into practice; however, afterwards it turns out that there are gaps that we have not considered. Thus, we find out that our knowledge is mosaic, fragmentary. At this stage the mosaic pattern of our knowledge is defined by the analytical nature of the methodology typical of classical science.

In some areas of scientific knowledge the analytical method has allowed us to penetrate so deeply into the structure of matter that we have been able to have a substantial impact on the environment by using different technical devices created through this knowledge. The consequences of this impact, which are associated with gaps in our knowledge, are manifested as environmental problems of today’s world.

1 The Environmental Component of Corporate Social Responsibility

According to P. Drucker, corporate social responsibility, first of all, implies that companies should, first of all, provide quality products and services; secondly, their management should minimize any adverse side effects of the business operations (Drucker, 2007).

Undoubtedly, the reduction of negative impacts on the environment is one of the core objectives of a socially responsible company and is an important component of the further growth of Russian companies. The development of the corporate social responsibility concept demonstrates that a certain part of society is ready and willing to assume greater responsibility than it is required by the applicable environmental laws. However, such responsibility also implies that top and middle-tier managers, rank-and-file employees must have basic environmental knowledge; in other words, the mere fact that companies have a designated department of environmental experts does not help much in achieving their social mission. What makes it so special? Why does it not work out?

The subject courses offered by universities are intended for narrowly focused specialists highly competent in the environmental and related fields, thus making society more differentiated in terms of professionalization. On the other hand, much closer attention should be given to a fundamental educational course, so that all university students would be aware of the underlying environmental principles. Understandably, being financially dependent and in need of social support, universities' financing is based on the assumptions the society has regarding the priority attention to particular scientific fields; on the other hand, being world centers for development of scientific thought, universities can form new trends addressing the needs of the present and future generations.

It proves the significance of developing a fundamental course in integrative environmental studies and putting it into practice.

2 Social Ecology as a Course in Integrative Environmental Studies

Sciences are going green by the way of differentiation. Quite a few environmental disciplines, which have emerged recently, examine subject-matters falling beyond the scope of classical ecology, thus indicating ecologization of different fundamental and applied sciences. This results in the situation when the person who majored in political ecology may have difficulty finding a common language with the person specializing in industrial ecology or environmental ethics.

In Ekaterinburg future environmental specialists are taught at four institutions of higher education. The Ural Federal University provides education to students majoring in Technosphere Safety as well as in Ecology and Use of Natural Resources.

In Tomsk, 16 faculties (more than 20 departments) in seven institutions of higher education offer different fields of specialization to future environmental specialists who, not infrequently, may have problems understanding each other. To a great extent, such communication difficulties can be explained by the priority attention given by the faculties and departments to highly-specialized compulsory disciplines and the cautious attitude towards integrative elective courses to be included in academic plans.

Unquestionably, specialization has its own advantages. We definitely agree with N.A. Yasmanov who argues that different professional opinions and sets of values can and even must clash, thus prompting discussions requiring comprehensive review of the subject (Yasmanov, 1988).

However, the looming environmental crisis pressing for finding solutions urge on the importance of environmental education not only for those who major in environmental sciences, but

also for professionals working in different sectors of public production, namely: managers, economists, engineers, structural engineers, designers, etc. Differentiation implies application of methods and techniques used in related sciences, facilitates their integration and gives rise to new scientific disciplines. Although a number of names were offered for the integrative science that is meant to describe and forecast basic trends in the evolution of society, the structure and principles of the relationship between society and nature, the most frequently used term is “social ecology”.

The term was used for the first time by Robert Park and Ernest Burgess, representatives of the Chicago School of Urban Sociology (Ecology) in the mid-1920s. The term was applied to the theory addressing the internal mechanisms inherent in the growth of a large industrial city. The basic concepts of social ecology as a science viewed in the present-day context were offered by Murray Bookchin, the key thinker of the American social ecology movement, who believed that “...reason and technology must be brought into balance with spirituality, desire for unlimited world diversity. Non-hierarchical praxes and values are essential for forming ecological beliefs in society. We should do our best to combine the scientific discipline with discipline-free fantasy, imagination and art.” (Girusov, 1998).

Since the late 1960s social ecology has been advancing as the discipline evolving at the junction of natural and engineering sciences, liberal arts and humanities, being focused on identification of common patterns of the relationship between a person and the biosphere.

A valuable contribution to social ecology has been made by E.V. Girusov, N.N. Moiseev, N.F. Reimers (Girusov, 1982; Girusov, 1991; Moiseev, 1982; Moiseev, 1987; Moiseev, 1994; Reimers, 1992).

Social ecology ushered in the integration of environmental knowledge, though the process is still far from being over. Social ecology studies socio-natural systems, i.e. such systems, which support interaction between a person, society, technology and nature. N.M. Mamedov identifies three levels of studying the relationships between a person, society and nature: philosophical, general scientific and science-specific (Mamedov, 1981).

Social ecology addresses primarily the philosophical and general scientific levels. Social ecology should perform a regulatory function towards other levels of environmental studies analyzing particular aspects of the relationship between society and nature. Social ecology is aimed to identify principles of society’s nature-transforming activities, thus helping to outline the optimum prospects for exploitation of nature. The principles of social ecology should show the level of concurrency and uniformity between material-energy and information flows generated by the transforming activities of a person and matter cycles, energy and information flows. N.M. Mamedov points out science, value, regulation and activity aspects in environmental education.

The science aspect helps to develop cognitive interest in the environment. It embraces laws, theories and concepts of natural, social and technical sciences. Scientific knowledge is the backbone essential for understanding the ecological indivisibility of the Earth, the integrity of the natural systems and their vulnerability.

The value aspect helps to form ethical and aesthetic attitude toward nature, to overcome excessive rationality and consumerism.

The regulation aspect is aimed at learning the system of rules and regulations, environmental directives and bans; at uncompromising attitude towards any expressions of violence.

The activity aspect addresses different types of human activities involving developing of cognitive, practical and creative skills of environmental nature, volitional powers, willingness and ability to demonstrate proactive attitude and initiative in solving environmental problems. Thus, the integrative course in environmental studies should include the following areas of focus (Mamedov, 1996).

- Evolution of ecology. Basic concepts and methods.
- Biosphere as a global ecosystem (Global ecology).
- Ecosystems of the biosphere, the population and the organism in the ecosystem (Biological ecology).
- A human being in the ecosystem: anthropoecosystems (Human ecology).
- Humanity in the biosphere: socioecosystems (Social ecology).

The objective of the course is to provide students with the environmental approach that they can apply to different levels of organization of matter, including the social level.

Different levels of organization of matter:

1). Biological (classical, fundamental) ecology – the core objects are: - the organism - population - community - biosphere. The cellular level as a zero level.

2). Ecology of the biosphere (global ecology) is stemmed from biological ecology

Tab. 1: Global ecology

Core object	External environment
Biosphere	outer space depths of the earth social medium

3). Human ecology

Tab. 2: Human ecology

Core object	External environment
A human being	Social and cultural environment; natural environment (adaptation limits for a human being)

4). Ecology of society (social ecology)

Tab. 3: Social ecology

Core object	External environment
Society	natural environment a) biosphere b) near-the-earth space c) different geospheres

The same approach should be applied to the analysis of local and regional ecosystems.

The key concepts for the synthesis of environmental studies are: the ecosystem, eco-interaction, eco-contradiction, eco-development, and eco-stability. The above concepts are applicable to all focus areas of ecology, taking into account that they will acquire a new content.

In 1996, N.M. Mamedov and I.T. Suravegina used the aforesaid methods to publish an integrative textbook on ecology for high school students (Mamedov & Suravegina, 1996).

Later on, the textbook was translated into foreign languages; recently its revised and enlarged third version has been published. However, the demand for it is still low, as ecology was removed from the curricula.

Since 1998 the course based on the above approaches and compliant with the higher education requirements has been offered to students of the Environmental Management Department at the Tomsk State University. The course includes 34 hours of lectures and 16 hours of practical studies (Konyashkin, 2003).

In Ekaterinburg, the course was tested and evaluated at the Department of Sociology and Social Technologies of Management at the Ural Federal University in 2015. The course combines two focus areas in environmental studies: a) ecological education and b) acquisition of specialist knowledge (specialization).

The primary focus of the course is on technological and scientific exploitation of nature from the historical and contemporary perspective, the factors and causes resulting in anthropocentrism in society, eco-phobic values and consumer attitude towards nature. In addition, close attention is given to the demographic situation, the problem of urbanization of the population

and prospects for development of the civilization depending on the nature-related values established in society. The authors think that the core message of the course can be summarized by the thesis: *One of the main driving powers behind the development of the modern civilization is the controversy between the aims of the present-day productive forces and the requirements set to the quality of natural environment.*

This integrative course in environmental studies, first of all, helps students to get aware of new approaches to use of natural resources and ecophile organization of society's life activities based on the environment-focused worldview. In the opinion of the authors, the course is not only useful, but also important in education of students majoring in "non-environmental" professions — both engineering sciences and liberal arts.

Conclusion

The beginning of the 21st century is characterized by profound changes in the nature and internal patterns of the human civilization. The internal development of different countries, along with the increasing awareness of global problems of humanity and urgent actions to be taken by the entire world community, presses for fundamental transformation of functioning and development of the modern society in the global scale, regardless of substantial differences typical of individual countries and regions.

In Russia V.I. Vernadsky put forth an idea suggesting that the human scientific thought turned into a new geological force. According to Vernadsky, the expansion of the scientific thought is connected with the fact that the biosphere is increasingly being occupied by people whose greater independence of the biosphere, as compared to other living species, is the main factor in the geological evolutionary process resulting in creation of the noosphere – a qualitatively new sphere of the Earth.

Today, we are provided with the system of knowledge about nature, society and their relationships; however, public consciousness is not environmentally focused. In the opinion of most eco-sociologists, people's mind turned out to be unprepared for perception and foreseeing of what resulted from their irrational activity. During their implementation, the stereotypes of the civilization, which were established in ancient times, came into conflict with the laws governing the development of the biosphere.

Sustainable development of the humanity and preservation of the biosphere require fundamental changes in the public consciousness, though by using an evolutionary method, step by

step, rather than through revolution. Undoubtedly, environmental initiatives as integral part of corporate social responsibility should be started with elective courses in social ecology.

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Contact

Oreshkina Tatiana
Ural Federal University
19, Mira street, Ekaterinburg, 620002, Russia
Oreshkina.Tanya@gmail.com
Konyashkin Valery
Tomsk State University
36, Lenina Avenue, Tomsk, 634050, Russia
Koniashkin@green.tsu.ru

CORPORATE SOCIAL RESPONSIBILITY IN ORGANIZATIONS OF THE REPUBLIC OF BELARUS: REVIEW OF PRACTICES AND ELABORATION OF METHODOLOGICAL INSTRUMENTS

Alesya Sharapkova - Elena Vankevich

Abstract

The economy of the Republic of Belarus has been developing new standards of doing business. In this respect the concept of corporate social responsibility (CSR) has widely distributed over the Belarusian business practices. Recently corporate social responsibility has been implemented at 47 Belarusian enterprises. Distinctive features of this implementation in Belarusian organizations which joined the Global Compact are the following: active social position (most of socially responsible practices are aimed at development of culture, education, sport activities, and support for certain social groups); focus on personnel development and training; local character of ecological measures and so forth.

A lot of enterprises haven't formalized the concept of social responsibility by the Global Compact; however, some elements of the concept are being implemented there as well. Alongside this, specific conditions of economic activity require more extensive implementation of CSR at Belarusian enterprises and adaptation of world standards of non-financial reporting to their operation. The investigation of implementation peculiarities of CSR principles at light industry enterprises of the Republic of Belarus has revealed that some organizations spend about 20% of their profit on social needs. However, a part of spendings is charged to cost of production which a priori brings down its price competitiveness. The investigation has also revealed a number of other disadvantages: Absence of connection with economic efficiency, low personnel awareness of the company's CSR, lack of social reporting. The authors of this paper have developed a model of social report for these enterprises which is harmonized with the International Standard of Non-financial Reporting GRI including the following directions: economic, ecological and social indicators (decent work, human rights, society, product liability).

Key words: corporate social responsibility, social effectiveness, quality of working life, standards of non-financial reporting, social report.

JEL Code: J 220, J 320, J 500

Introduction

The concept of corporate social responsibility (CSR) has become one of the key instruments of business development in contemporary conditions. In Belarusian business practices CSR is regarded as a code of business ethics and companies' voluntary contribution into environment protection and social programs beyond the minimum required by the legislation. Being aimed at foreign economic development, the Republic of Belarus has been gradually creating world standards of business conduct. In this respect, Belarusian practices of CSR have to be harmonized with international standards of social reporting. Thus, working hypotheses of the research can be formulated as follows:

- 1) the analysis of historical development and present day practices of CSR at Belarusian enterprises enables to determine the most actively used instruments and reveal characteristics and drawbacks in their implementation;
- 2) effectiveness of CSR instruments and their extensive use are closely connected with the economic efficiency of enterprises;
- 3) harmonization of social responsibility in the Republic of Belarus with foreign standards will lead to the extension of CSR practices in Belarus.

Empiric base for the research is presented by the social reports of Belarusian enterprises. In order to determine the relation between CSR and economic efficiency of an organization in-depth diagnostics of personnel was held at a light industry enterprise of the Republic of Belarus (JSC "Znamya Industrializatzii").

1 Development of the CSR concept in the Republic of Belarus, basic instruments and characteristics

In the Republic of Belarus focus on the CSR concept relates to the Belarus' joining the UN Global Compact (in 2005). Since 2006 Belarusian companies have been actively joining the Global Compact which means standardization of their activities according to the principles of CSR (in terms of human rights, labour relations, environment protection etc.) and social accounting. Three groups of enterprises demonstrated the greatest interest in joining to CSR:

- representative offices of foreign companies in Belarus (Japan Tobacco International (JTI), HEINEKEN, Coca-Cola HBS, etc.);
- export-oriented companies (JSC "BMZ - Management company of the BMK holding", joint venture company "Milavitsa" Ltd, etc.), for these companies see their commitment to social

objectives and social accounting of their activities as an additional marketing advantage in foreign markets.

– large manufacturing enterprises which inherited extensive social infrastructure from soviet period (JSC "BMZ", JSC "Pinskdev" Ltd, JSC "Beltrubprovodstroy", etc.).

The analysis of CSR practices at Belarusian enterprises revealed the following important characteristics:

- 1) basic instruments of implementation are the following: collective employment agreement, fulfillment of social guarantees established by legislation, social package;
- 2) most Belarusian companies are characterized by the focus on the active social position in development of culture, education, and sport;
- 3) great attention is paid to support for vulnerable social groups: retirees, disabled, veterans of Great Patriotic War;
- 4) focus on training and development of employees is one of the key directions of internal social responsibility;
- 5) environment protection measures are very regional and incidental by their nature;
- 6) most of socially responsible companies adopt international standards of business conduct (ISO 9000, ISO 14000, SA 8000, ISO 26000, OHSAS 18000, etc.), coordinate their operations with the principles of ILO Convention;

The review of basic instruments of CSR implemented in Belarusian practice is shown in Table 1.

Tab. 1: The review of practical implementation of CSR by Belarusian organizations

CSR direction	Instruments of implementation	Leading enterprises
Labour safety	Compliance with labour protection and safety requirements established by legislation; measures on modernization of equipment, introduction of advanced technologies which comply with the international labour protection requirements; measures on minimization of harm to employees' health, including additional payments, provision of medical services. Employees are trained in labour protection, observation of safety rules is financially encouraged.	JSC "BMZ - Management company of the BMK holding", foreign LLC "Japan Tobacco International S&D", foreign JSC "Heineken Brewery" Ltd, foreign company "Coca-Cola Beverages Byelorussia", JSC "Savushkin Product"

CSR: University Builds Country, Prague, September 11 and 14, 2015

Wages and incentives	High level of wages in comparison with Republic's data, compliance with the lowest limit of wages of vulnerable employees groups, absence of arrearage in wages, wages growth, bonus payments. Job rating and job evaluation in compliance with Standard Wage-Rates and Skills Reference Book. Incentive payments and benefits are rendered to employees including part-time ones. Instruments of non-financial encouragement are broadly used.	JSC "BMZ - Management company of the BMK holding", JSC "MTBank" Ltd, foreign JSC "Heineken Brewery" Ltd, joint LLC "Mobile TeleSystems", JSC "Bank BelVEB"
Personnel development (selecting, hiring, evaluation, training, promotion)	It's considered as a part of HR policies. Basic instruments are: cooperation with educational institutions, provision of internship for students, job placement for undergraduates, arrangement of intercompany further training and retraining, work with succession pool, programs of attraction and adaptation of young professionals. A corporate social network is developed in order to develop feedback and monitor social and psychological climate and employees' opinions.	JSC "BMZ - Management company of the BMK holding", JSC "MTBank" Ltd, JSC "Itransition", foreign LLC "Japan Tobacco International S&D", foreign JSC "Heineken Brewery" Ltd, foreign company "Coca-Cola Beverages Byelorussia", joint LLC "Mobile TeleSystems"
Social protection and benefits package	Social protection is based on the Employment Law of the Republic of Belarus and reflected in collective employment agreements. All enterprises cooperate with trade unions. Social package of enterprises comprises supplementary benefits which aren't identified by the law: one-time allowances and gifts on the occasion of important dates and events in employees' lives; financial aid, interest-free loans or concessional loans (depending on the length of employment in the company), free medical services, reimbursement of mobile communication charges, free recreational and sports activities for employees and their families, free tickets for cultural events, etc. In most cases the benefits package correlates with the collective results of working activity.	JSC "BMZ - Management company of the BMK holding", JSC "Itransition", foreign JSC "Heineken Brewery" Ltd, joint LLC "Mobile TeleSystems", JSC "Bank BelVEB"
Social infrastructure	A lot of companies have retained social infrastructure objects as a part of their organization (dormitories, recreation centers, health and recreation resorts, cultural community centers, canteens, sports and recreation centers, libraries, museums, childcare centers, medical offices). In some cases housing construction subsidization (concessional mortgages) is used as an instrument of social infrastructure development.	JSC "BMZ - Management company of the BMK holding", JSC "Savushkin Product"
Ecological aspect	Here the instruments are innovative measures on energy saving, natural resources saving, waste handling, increasing of ecological health of certain areas. Certain companies ("PinskDrev", "InkoFood", "BMZ") have adopted a complex environmental policy which is integrated into quality management systems, labour protection and social responsibility management. An additional instrument is the development of employees' environmental consciousness (including observance of principles of corporate system of environment protection) and that of local community	JSC "Beltrubprovodstroy", foreign company "Coca-Cola Beverages Byelorussia", JSC "Bank BelVEB", "Belintertrans" group of companies, JSC "MTBank" Ltd, JSC "Itransition"
Responsibility to consumers	Most of social reports pursue a marketing goal, hence they are consumer oriented. This is realized through arrangement of marketing communications, certification and product labelling. Socially accountable companies have introduced international quality standards (ISO 9000, EFQM).	JSC "BMZ", JSC "Itransition", foreign company "Coca-Cola Beverages Byelorussia", joint LLC "MTS"

Responsibility to community	<p>It is implemented through various actions focused on region's problems: backing of social infrastructure objects, social and cultural events; landscaping and gardening, buildings reconstruction. City-forming companies (events) are most active in this respect, their activities may include construction of important social infrastructure objects (hospitals; childcare, culture centers, etc.). Occasionally there are cases of redemption of loss-making enterprises in order to provide for their economic growth and social development. Certain social groups (veterans, retirees, disabled) are given financial aid and able to use services of social infrastructure objects of these companies on preferential terms. Great attention is paid to the development of feedback and monitoring of corporate image among the region's residents. In order to prevent corruption continuous monitoring and external audit are held to check the compliance with anti-corruption and anti-monopoly laws.</p>	<p>Private unitary enterprise "Center of System Business Technologies SATIO", JSC "BMZ - Management company of the BMK holding", JSC "Beltrubprovodstroy", joint LLC "Mobile TeleSystems", JSC "Savushkin Product", JSC "MTBank" Ltd, JSC "Itransition", foreign company "Coca-Cola Beverages Byelorussia"</p>
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Source: Social reports of organizations of the Republic of Belarus¹²

The analysis of CSR in organizations of the Republic of Belarus has revealed the following features:

- despite the extensive use of CSR principles in operations of Belarusian companies, the services in the sector of social reporting and elaboration of social reports are underdeveloped, there is lack of professionals with necessary competencies and skills in the CSR field;
- consumers and employees see CSR only as philanthropy and sponsorship;
- lack of incentives established by legislation, which is the main reason of hampering development of CSR according to executives;
- high role of the government in development of CSR in economic area of the Republic.

The moral aspect of the Belarusian variant of CSR can also be considered its peculiar feature. Ethical codes are often used as value justification in companies' reports: Honor code of a member of the Business Union of Entrepreneurs and Employers, Charter of Corporative and Business Ethics of Minsk Capital Association of Entrepreneurs and Employers, Code of Corporative Ethics of Furniture Association "Pinskdrv", Code of Business Conduct of "Coca-Cola Beverages Byelorussia" Company, Code of Business Ethics of Brewery "Heineken", Ethics Code of Business Conduct, Economic Charter, Environment Charter, and Social Charter of "Byelorussian Steel Works", etc.

The Republic of Belarus is a social state and its policy, in general, is socially oriented. The subject matter of social responsibility is viewed through the relationship of the government and business in terms of solution of social problems, the government playing the leading role. The

¹² Organizations' social reports are presented on the web-site of the UN Global Compact in the Republic of Belarus [<http://www.globalcompact.by/>].

major part of social programs is realized by either joint support of both the government and business or by the initiative of business (Kronenberg & Bergier, 2012). At the same time there are no tax benefits or other instruments to support independent social activity of Belarusian companies which makes such practices incidental.

Fewer than 1% of Belarusian companies are recognized as socially responsible according to the Global Compact. A number of large enterprises, having retained traditions of administrative social policy, contribute to realization of social programs without declaring their involvement into CSR. In general, however, it is possible to speak about increasing level of awareness of Belarusian society of CSR. Underdevelopment of its institutional arrangement imposes necessity in training specialists and more active coverage in Mass Media (Egri & Ralston, 2008).

2 Social activity and reporting of Belarusian companies: economic aspect

A major obstacle to the development of CSR in the Republic of Belarus is the lack of a distinct connection between implementation of CSR and economic efficiency of businesses. Belarusian companies, suffering economic difficulties escalated as a result of world's financial crisis, tend to give preference to financial instruments of anti-crisis management. In such conditions personnel care becomes of minor importance despite of social objectives of the Belarusian government. Administrative economic methods of HR policies inherited from the soviet period, attitude to an employee as a human resource but not human capital, ineffective distribution of funds for employees and a tendency towards their minimization which is economically and socially unreasonable are major factors of slow development of CSR in Belarusian practice.

A major obstacle for development of internal social responsibility in Belarusian companies is low economic effectiveness of their activities. Liberal budget restrictions and government support enable to retain large loss-making enterprises and avoid layoffs of excessive personnel. In order to determine the relation between economic effectiveness of companies' activities and conditions of implementation of CSR principles in-depth diagnostics of personnel was held at a light industry enterprise of the Republic of Bealrus (JSC "Znamya Industrializatzii"). This revealed the following HR problems:

- high turnover rate of personnel (0.14), decreasing number of young professionals (by 11%), ageing of personnel (average age is 40 years);
- low wages, use of traditional systems of remuneration based on the Unified tariff system accounts for the low personnel motivation and equalization tendencies in remuneration;

- lack of incentive payments, established by the collective employment agreement, which are sourced from company's profit (rewards for an entry on the Recognition Board, for assistance in innovation, financial aid in honor of holidays, etc.);
- formalistic character of the personnel development system, lack of promotion programs, low effectiveness of training programs;
- simultaneous deficit and excess of employees characterized by the incongruous structure (deficit of high skilled workers and excess of unskilled workers and administrative and managing personnel).

The company's structure payroll fund comprises 85% of fixed wages and salaries, 7% of incentive payments, 5% of payment for non-worked time, and 2% of payment for social amenities. Costs for professional training and social payments comprise less than 1%. While the tax burden for 1 ruble of wages is comparatively high and makes up to 35% (pretax income). The social benefits package accounts for 30% in the structure of personnel costs. It comprises 70% (the biggest part) of compulsory levies to Social Protection Fund which are established by Belarusian legislation and are equal for all employees.

A high level of personnel costs (over 50% of production cost) is economically unreasonable and unable to ensure high levels of income and personnel motivation. It's caused by an excessive amount of personnel and the use of equalization systems of remuneration. Implementation of flexible forms of remuneration (methodological recommendations are developed by legislation in 2011) and differential social benefits package becomes one of the major conditions of social and economic effectiveness of employment at Belarusian enterprises. Eventually, the differentiable part of social benefits package can be presented by: 1) bonuses and money rewards (they account for 15% of personnel costs but are not perceived as a benefits package by the personnel for they are part of their wages); 2) cost of professional training, and social amenities (less than 4%).

Thus, a social benefits package does not correlate with the individual performance of an employee for most payments included in it refer to the payroll fund, which stipulates the following: firstly, high cost of production and low price competitiveness of an enterprise; secondly, low level of personnel motivation which perceives social payments as a part of direct wages but not as bonuses (Singhapakdi, Lee, Sirgy & Senasu, 2012; Lee, E., Park & Lee, H., 2013). Certain companies spending up to 20% of their profits on social needs, a high level of costs is not economically compensated.

3 Directions of harmonization of social reporting standards with international ones

The analysis of social reports of Belarusian companies revealed their marketing function. While it's difficult to say about their traceability or representativeness. The problem of elaboration of a uniform social report has been actual not only in Belarus. There are a number of recognized standards (AA 1000, GRI, SA 8000, ISO 26000, ISO 14000, etc.) in the world, however, a social report and its content are of voluntary nature which results in the problems of inconsistency and concealing of certain information (O'Connor & Spangenberg, 2008).

Belarusian business practices of CSR are barely consistent with international standards (Goedhuys & Sleuwaegen, 2013). Belarusian system of accounting and reporting is very tedious for harmonization with international reporting forms. There is a lack of social accounting and fixation of a certain set of data which are required by such standards as GRI, AA 1000. Certain companies (e.g. "Byelorussian Steel Works") are making attempts to execute social reporting on the basis of international standards. However, most of domestic reports yield little information which is presented in a descriptive manner without key indicators of social efficiency.

Within the frame of the research of social efficiency the authors compared key indicators of corporate social responsibility with traditional forms of reporting which are adopted in Belarusian business practice. The research resulted in elaboration of a model of social report which harmonized with the International Standard of Non-financial Reporting GRI and comprises economic, environmental, and social indicators (Costa & Menichini, 2013). Table 2 shows a concise variant of the list of indicators which are included into the social report of Belarusian enterprises.

Tab. 2: The structure of the social report of a Belarusian company harmonized with international standards

Indicator	Value of indicator
Economic aspect	
Volume of sales, work, services	
Provision for taxes payable and other compulsory levies	
Personnel costs	
Average monthly payroll	
Fixed capital expenditures	
Voluntary pension fund scheme	
Ecological aspect	
Electric power consumption	
Water consumption for technical needs in volume	
Air pollution	
Waste water disposal	
Wastes in volume classified by types	

Volume of wastes transferred to utilization	
Investments into objects of environment protection	
Social aspect	
The number of employees	
Turnover rate of personnel	
Turnover ratio of employees who left the employment by all reasons	
Coverage of employees by the collective agreement	
Accident rate	
Rate of delays due to illness by all reasons	
Labour protection costs	
Level of training costs	
Share of employees who undergo evaluation of performance and career development	

Source: Forms of reporting at JSC "Znamya Industrializatsii"¹³

The structural organization of the company's social report and its relation to economic indicators of company's operation indicates development of social responsibility in the company. In its turn, economic effect achieved due to additional marketing advantages enables to increase social effectiveness of employment.

Conclusion

The research allows us to make a conclusion about stunted introduction of CSR into Belarusian business practice mostly due to its weak relation to economic efficiency of company's activities. It's caused by retained equalization principles of remuneration development based on the Unified tariff system, lack of personification in development of social benefits packages in companies, retention of the excessive number of employees at a number of enterprises. Lack of standardization and implementation of social responsibility at the level of a single company's initiative still remains one of the serious issues. The solution of the specified problems will create conditions for extension of CSR practices in the Republic of Belarus which is the basis for companies' effective business.

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¹³ Form №2 - profit and loss statement (supplement to balance sheet), 6-t (statement on payroll budget composition and other payments), 6-t (personnel) - statement on the number, composition and professional training of personnel, 1-is (investments), 4-f (invest), 4-f (expenses) - statement of expenses on production, enterprise's ecological passport, etc.

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Contact

Alesya Sharapkova

Vitebsk State Technological University

72, Moskovski Ave., 210035, Vitebsk, Republic of Belarus

Violetalisa@yandex.by

Elena Vankevich

Vitebsk State Technological University

72, Moskovski Ave., 210035, Vitebsk, Republic of Belarus

Vankevich_ev@tut.by

INDEPENDENT PROFESSIONAL ASSESSMENT OF QUALITY OF EDUCATION IN RUSSIA: PROBLEMS AND PERSPECTIVES OF DEVELOPMENT

Olga Zolotina - Marina Ludanik - Irina Teleshova

Abstract

In the article the issue of synchronization of requirements of labour market to professional characteristics of workers and to quality of education is touched. This correspondence is important for increase in efficiency of realization of human potential and for growth of economic efficiency, both in the world, and in Russia. In recent years a problem of a formulation of requirements of economy to the staff, who has diploma of professional education – development of professional standards - is put in our country at the level of the state, and, moreover, is realized with its active participation. Besides, in the monitoring system of quality of education there is a transition from the state to public mechanisms of quality control – non-government/ public and professional accreditation (PPA). This mechanism is made out in the form of the professional and public Centres of accreditation for a number of economic branches. In the article a need of development of these institutes with emphasis on a branch orientation (in particular, in the field of social sciences) and stress on development of methodological approaches of synchronization of professional and educational standards is proved. That shall allow our economy to improve interaction of labour market and education.

Key words: professional and public accreditation, professional standards, educational standards.

JEL Code:I 200, I 280, J 440.

Introduction

In the last decade the problem of an assessment and ensuring quality of education gained special relevance not only for Russia, but also for the world community in general. So far there are problems on the one hand - to define the exact meaning of "quality of education", "ensuring quality of education", and, on the other hand - to choose mechanisms of its providing. Thus these problems are interconnected.

In our opinion, PPA is one of instruments of harmonization of the markets of education and work, operated and effective from the economic point of view. At the level of public administration of

training by system for economy the most general "meta - the mechanism" is formation of professional standards and, in a number of the countries, certification of qualifications; development of a national frame of qualifications; the formulation of results of development of qualifications within competence-based approach. In Russia PPA can promote qualitative convergence of educational and professional standards.

1 Quality of Education

Comprehensive definition of the concept "quality of education" is presented in "The world declaration on the higher education for the XXI century" which was accepted in 1998 at the World conference on the higher education organized by UNESCO: "Quality in the sphere of the higher education is multidimensional concept which has to cover all its functions and kinds of activity: training and academic programs; scientific researches and grants; completeness shots; students; buildings; technical base, equipment; work for the benefit of society; academic environment" (The world declaration on the higher education for the XXI century: approaches and practical measures, 1998). Special attention to a problem of quality of education is paid by the European countries. In the Bologna declaration of 1999 (Convention of the European higher educational institutions "Formation of the Future", 1999) the necessity of ensuring quality of the higher education as basis for creation of united European space of the higher education is declared. In the Berlin Communique (Berlin Communique, 2003) the specific objective for the participating countries - to develop the operating systems of ensuring quality by 2005 - was set. Thus three levels of ensuring quality had to be provided: higher education institutions, countries and Europe in general. In 2004 the European Association of Universities within realization of policy on ensuring quality in the context of the Berlin Communique made the decision on need and expediency of creation of agreed standards and procedures of ensuring quality. In 2005 ENQA¹⁴ developed Standards and the Guide to ensuring quality in the European space of the higher education.

As we can see in the countries of the European Union and the USA, stable and efficient system of PPA helps to assure and stimulate quality of education. In the US the system of accreditation was created by one of first-ever - in the first half of the XX century. Assessment procedures of accreditation are similar in most countries: self-inspection of higher education institution / visit of the experts / decision of an Agency about assignment of accreditation of the program for the period up to 5 years or of an institution for the period up to 10 years. Development of system of accreditation leads to increasing role of representatives of education system, local

¹⁴ European Network for Quality Assurance in Higher Education

governing bodies, public figures in management of Agencies. Nowadays the balance of interests of all parties included in system of the higher education is achieved in the management of PPA.

2 Quality assurance of Education in Russia

In spite of the fact that the system of public (non-governmental) accreditation in Russia is only developing, it is quite harmoniously built in world tendencies of development of Education Quality – as well as others with high quality of professional education, our country passes from institutional to professional and public accreditation system. According to it, the majority of the working or recently created Agencies specialize on certain professional areas and professional programs.

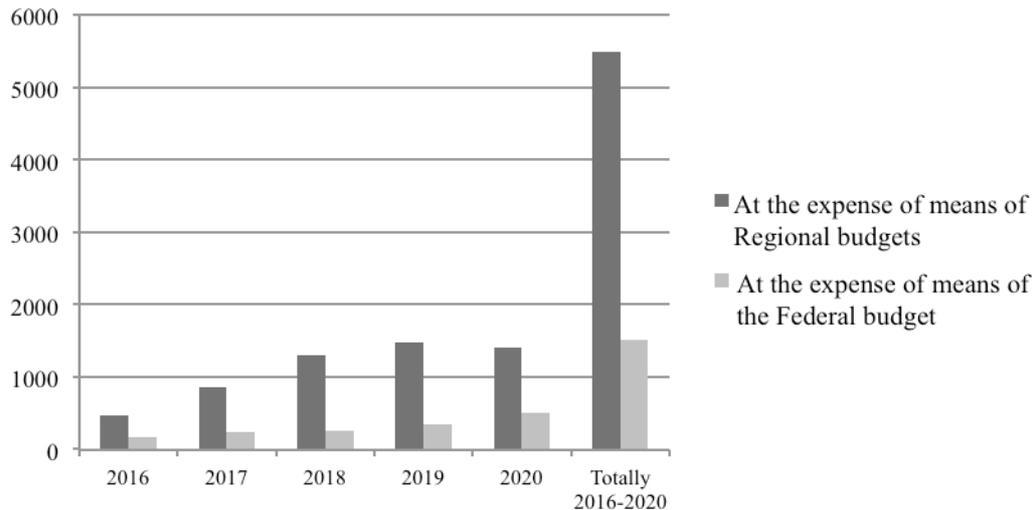
Certain results in formation of Russian system of PPA in engineering area should be noted: The Association of Engineering Education of Russia (AEER) was one of founders of the first non-state accreditation agency, which certifies engineering educational programs in Russia (Gerasimov, Tomilin and others, 2014). Now AEER is one of seven national accreditation agencies - participants of the European network of Accreditation in the field of engineering education ENAEE which have the right for assignment of EUR-ACE.

Ensuring quality of the provided educational services is the major task which also faces an education system of Russia. So, in the Law "About Education in the Russian Federation" the special article 95 "Independent Assessment of Quality of Education" according to which main objectives of implementation of an independent assessment of quality of education are (1) to check compliances of the provided education to needs of the person or legal entity in which interests educational activity is carrying out; (2) to render to them assistance in a choice of the organization which is carrying out educational activity, and an educational program; (3) and to increase of competitiveness of the organizations which provide education and the educational programs at the Russian and international level" is carried out (The federal Law "About education in the Russian Federation No. 273-FZ, 2012)..The same Law defined PPA as the main tools of an independent assessment of quality of education. In April, 2014 the Decree of the Russian President created National President Council of Professional qualifications (The Decree of the Russian President No. 249, 2014). The priority directions of activity of National Council are (1) coordination of the measures of improvement of professional education quality (2) achieving compliance of federal state educational standards with professional standards (3) PPA of educational programs of higher education, (4) development of system of an independent assessment of professional qualification. According to the President Decree «About the main directions of the State social policy in the

Russian Federation» at least 800 professional standards have to be developed and accepted by the end of 2015 (The Decree of the Russian President N 597, 2012).

Fig. 1: Budgeting of Program for development of PPA system on average professional and higher education by support in Russia for 2016-2020

mln. RUR, (prices of the corresponding



	2016	2017	2018	2019	2020	Totally 2016-2020
At the expense of means of Regional budgets	474,6	853,85	1290,11	1469,19	1404,87	5492,62
At the expense of means of the Federal budget	160	245	250	353	500	1508

Source: The Order of the Government of the Russian Federation No. 2765-r of 29.12.2014 about the approval of the Concept of the Federal target program of a development of education for 2016-2020 (2014), Annexes 4,5 (pp.9-10, 19).

Adoption of the Concept of the Federal Target Program of a development of education for 2016-2020 became one of the major steps taken in December, 2014 at the Government level in Russia. The Program fixed incentives to further development of public and professional accreditation of educational programs (The Order of the Government of the Russian Federation No. 2765-r, 2014). For formation of progressive system of an assessment of Education quality at the federal and region levels of the Russian Federation they intend to assign in 2016-2020 for development of PPA system of professional and higher education on average 7 000 mln.RUR. (see fig. 1).

Professional standards are the main tools of PPA. Accreditation of educational programs represents recognition of quality and level of training of graduates of appropriate programs meeting the requirements of professional standards, requirements of labor market to experts of the certain profile (The federal Law "About education in the Russian Federation No. 273-FZ, 2012). In the Russian situation urgent directions of development are not only development of professional standards, but also synchronization of professional and educational standards which are written with use of a different conceptual framework. For example, the basic concepts of educational standards are "an area of professional activity", "a type of professional activity", "competences", "results of training", "qualification", etc., but conceptual terms of professional standards are "type of activity", "occupational group", "generalized labor functions", "labor functions", "qualification". Complexity is also that in some cases in professional and educational standards the different contents are put in the same terms. For example, in the professional standard qualification is understood as the level of a national frame of qualifications, the characteristic of a professional position, but in the educational standard that means education level. The concept "type of activity" of the professional standard is a set of the generalized labor functions having close "character", results and working conditions; in the educational standard - some set of the professional tasks united by the type of activity.

Thus the same kind of activity in educational standards has absolutely different treatments from the point of view of competences which the graduates have to possess. For example, standards of training of bachelors in the fields "Mathematics", "Physics", "Economics", "Management" establish that graduates will be ready to carry out an organizational and administrative activity, but there are considerable differences as for amount of necessary competences, pointed out in educational standards, and their meaning and interpretation (see in the Table 1).

Tab. 1: Competences which graduates of bachelor educational programs "Mathematician", "Physics", "Economics", "Management" have to possess to work in the organizational and administrative area

<i>Profession</i>	<i>Competences for organizational and administrative activity</i>
Maths	(1) ability to apply methods of mathematical and algorithmic modeling in the analysis of economic and social processes, business tasks, financial and actuarial mathematics; (2) ability to formulate in a problem-task form any nonmathematical type of knowledge (including, humanitarian); (3) ability to represent and adapt mathematical knowledge variously and taking into account the level of an audience.
Physics	(1) ability to plan and organize physical researches, scientific seminars and conferences; (2) ability to use skills of drawing up and registration of scientific and technical documentation, scientific reports, reviews and articles;

Economics	(1) ability to manage activity of the small group, assembled for implementation of the specific economic project; (2) ability to use modern technical means and information technologies for the solution of communicative tasks; (3) ability to estimate critically the offered versions of administrative decisions and to develop and prove offers on their improvement taking into account criteria of social and economic efficiency, risks and possible social and economic consequences;
Management	(1) skills of use of the main theories of motivation, leadership and power for the solution of strategic and operational administrative tasks and for the organization of group work on the basis of knowledge of processes of group dynamics and the principles of building of team, abilities to audit human resources and to carry out diagnostics of organizational culture; (2) possession of various ways of resolution of conflict situations at design of interpersonal, group and organizational communications on the basis of modern technologies of human resource management, with due regard for the cross-cultural environment; (3) ability to apply the main methods of financial management to an assessment of assets, management of working capital, investment decisions, decisions on financing, formation of dividend policy and structure of the capital, including, at decision-making, with due regard for the operations in the world markets in the conditions of globalization; (4) skills of the strategic analysis, development and implementation of strategy of the organization aimed at providing competitiveness; (5) ability to analyze interconnection between functional strategies of the company for the purpose of the balanced administrative decisions; (6) ability manage the project, program of introduction of technological and grocery innovations or the program of organizational changes; (7) skills of stage-by-stage control of implementation of business plans, of conduction of the agreements and contracts; ability to coordinate activity of personnel by means of methodical tools of implementation of administrative decisions in the field of functional management to achieve high coherence at implementation of specific projects and works; (8) skills of documentary registration of decisions in management of operating (production) activities of the organizations at introduction of technological, grocery innovations or organizational changes.

Source: developed on the basis of State Educational Standards: www.fgosvo.ru

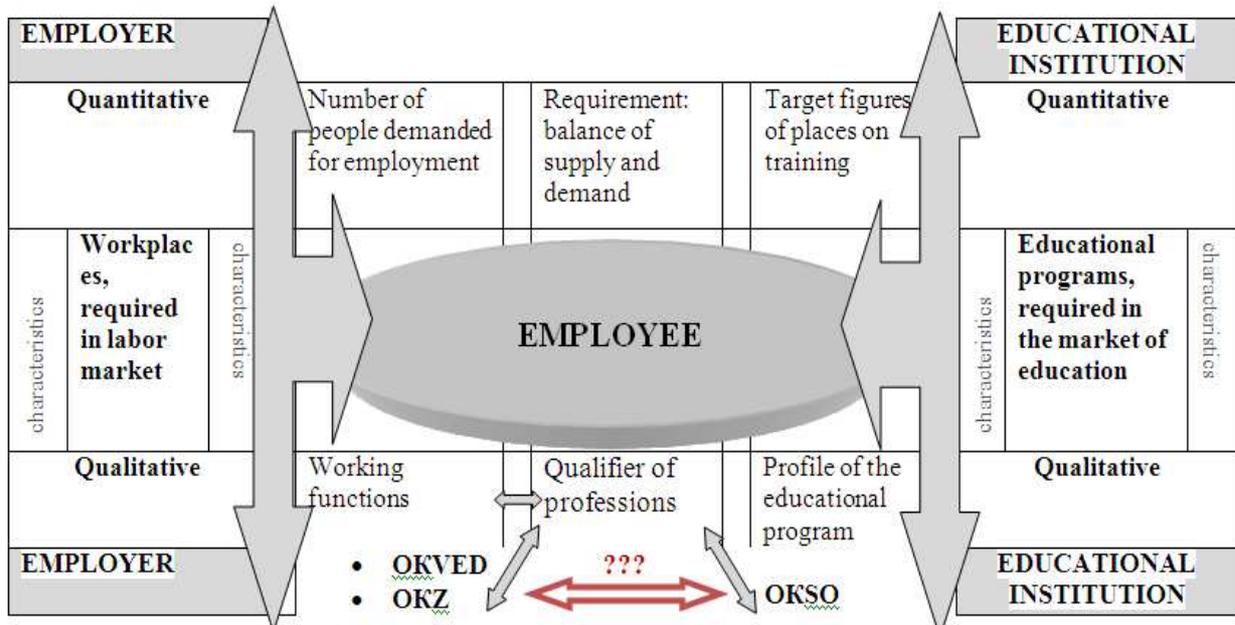
Nevertheless, professional and educational standards have some points of intersection. So, requirements to the quality of expert in professional standards are concretized through "actions", "abilities", "knowledge" and "other characteristics", necessary for performance of each labor function; and each profession is described through a set of the carried-out generalized labor functions. And educational standards also formulate requirements to development of educational programs in the form of a set of universal, all-professional and professional competences. And educational standards also formulate requirements to development of educational programs in the form of a set of universal, all-professional and professional competences. The "card of competence" in which as tools of an assessment of development the planned results of training in the form of knowledge/ abilities/ skills are specified is developed for each competence. In 2013 the Government resolution No. 661 established need of carrying out examination of Federal state educational standards by associations of employers, and in January, 2015 the Ministry of Education of the Russian Federation approved Methodical recommendations about updating of the operating

Educational Standards of the higher education and secondary professional education taking into account the accepted professional standards.

3. Perspectives of improvement of Quality of Education in Russia: role of Accreditation

Elaboration of professional standards in Russia, at the moment, needs to be completed. System of the classification of professional groups of professions also needs unification as there is no single system of classification for the markets of education and work: a types of professional activity, that are specified in documents of professional standards, are classified by the Russian Qualifier of Occupations (it is called in Russia «EKZ») and the Russian Qualifier of Types of Economic Activity (called «OKVED»). On the other hand, the directions of training of specialists in system of the higher education are classified by the Russian Qualifier of Specialties of Education (called «OKSO»). We suppose, that PPA activities in the field of quality of education assessment will promote closer compliance of these classifications and, perhaps, will lead to creating of the unified qualifier or an adapter of qualifiers of professions by methodologies of the education and work. Within the research, we constructed the model of interaction of subjects of labor and education markets in Russia with allocation of problem areas which demand more detailed studies both with institutional, and with methodical points of view. We came to a conclusion that qualitative characteristics can define quantitative both for labor market, and for the market of education. So, harmonization of labor and education markets, first of all, requires establishment of compliance between areas of professional activity, types of labor activity / profiles of professional activity and the nomenclature of programs of training. Thus it is important to consider not only qualitative, but also quantitative indices of this process (see fig. 2).

Fig.2: Model of interrelation between areas of professional activity (branches), types of labor activity/ profiles of professional activity in labor market and the nomenclature of programs of training in education market: quantitative and qualitative aspects.



Source: Developed by the Authors

In our opinion, it is expedient to carry out further synchronization of professional and educational standards at the formulation of types and tasks of professional activity taking into account the generalized labor functions, professional competences and their correspondence with labor functions.

Conclusion

PPA can become efficient mechanism for improvement of quality of education, providing of culture of its maintenance in the educational organizations, and also for development of mechanisms of continuous self-improvement of education. So, one of the major tasks is "closer" operational synchronization of qualitative needs of economy for labor (labor market) with the "product" offered by an education system – level of knowledge and skills of graduates. Frequency and the content of procedure of an external assessment of quality of education stimulate elaboration of the mechanism of periodic revision and completion of educational programs according to changes of technologies and other production characteristics of the organizations. So internal procedures of educational institutions of ensuring quality should realize this mechanism. At the same time PPA can influence achievement not only qualitative, but also quantitative balance of supply and demand in labor market of graduates via following mechanisms: influence on distribution of the public and private

financing of higher education institutions, determination of target figures of budgetary places in higher education institutions, etc.

Now a priority of support and development of quality of education in Russia is introduction of PPA mechanisms of educational programs for all integrated groups of specialties (the directions of preparation). In this regard accent of a qualitative component of educational processes will become: (1) improvement of institutional structure of POA in Russia, (2) ordering of the purposes and tasks and (3) improvement of the mechanism of their functioning in system of PPA.

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Contacts

Olga Zolotina

Lomonosov Moscow State University

Russian Federation, 119991, Moscow, GSP-1, Leninskie Gory, Lomonosov Moscow State University, Building-3 of Humanities, faculty of Economics

Career@econ.msu.ru; zolotina.o@gmail.com

Marina Ludanik

Lomonosov Moscow State University

Russian Federation, 119991, Moscow, GSP-1, Leninskie Gory, Lomonosov Moscow State University, Building-3 of Humanities, faculty of Economics

mv.ludanik@gmail.com

Irina Teleshova

Lomonosov Moscow State University

Russian Federation, 119991, Moscow, GSP-1, Leninskie Gory, Lomonosov Moscow State University, Building-3 of Humanities, faculty of Economics

teleshova@econ.msu.ru

ROLE OF UNIVERSITIES AS SOCIAL INSTITUTIONS IN COUNTRY DEVELOPMENT

Ludmila Leontyeva

Abstract

Under conditions of innovative development and economy formation based on knowledge that science and education play a key role influence of universities as social institutions has considerably grown. K. Kerr researching universities as social institutions discovered a tendency to their high stability based on two factors: adherence to an original value system (service to people, truth searching, openness and publicity of academic debates, academic freedom) and high adaptivity of changing conditions. Historical development experience testifies that relationships of peculiar «social contract» between university and society environment existed. Rendering assistance on important and necessary services to society only accents were changed: in some periods the problems of science development were at the first place, in others – staff training.

In the article social responsibility of the Kostroma city universities that suggested their own measures for resisting to crisis situation in the country is examined. Anti-crisis plan of the Institute of Additional Professional Education (IAPE) of the Kostroma State Technological University (KSTU) along side with educational programs offered by the Institute of Professional Education existing in the Nekrasov Kostroma State University are in focus. It's stated that social responsibility of universities cultivates trust in them from society.

Key words: university, social institution, development, social responsibility

JEL Code: A130, I200

Introduction

Under conditions of innovative development and economy formation based on knowledge that science and education play a key role, influence of universities as social institutions has considerably grown . In European countries and in the United States of America university (the term comes from Latin expression *universitas magistorum et scholarium* means «community of scientists and students») is a social institution that a mechanism of social cooperation .is presented. It stands above social groups and individuals and determines the rules and nature of their behavior. In the article «The role of universities in stimulating region development and education of global

e'lites» it is emphasized that at the beginning of XXth century European universities had to play a significant role in social and economic development and to restore themselves the palm of superiority from American universities that they owned in the XIX century (Kuklinski, 2001).

The purpose of the article is to show the social importance of university growing in conditions of economic turbulence or crisis. The object of the article is to describe the complex of measures the regional universities of Russia used to raise their graduates competition at labour market. The following methods were used in it: the source analysis and socio-economic analysis

1 Birth of European universities

The most famous universities were found in the European countries since the Renaissance based on monasteries when in conditions of general growth and complication of public relations western countries needed skilled management staff. An European university had its own charter, rules and principles of internal structure. It was an independent administrative unit that fairly often independent from the cities where an university was located.

The historical development experience testifies that there were relations of a special «social contract» between an university and society. Universities rendered necessary assistance to society: gave education to people, kept and increased achievements of material and spiritual culture, promoted problem decisions related with accumulated knowledge use . For all universities being created within the framework of the Western-european tradition up to nowadays the following goals are preserved stable: training of skilled staff for state government bodies, knowledge accumulation and its further development, working for society. During the last decade of the XXth century in universities important changes appeared testifying that they had become «corporations» including values, duties and ethic norms of corporate economic capitalism (Meemeduma, 2001).

K. Kerr having researched universities as social institutions discovered a tendency to their high stability based on two factors: adherence to the original value system (working for people, truth searching, openness and publicity of academic arguments, academic freedoms) and high adaptation to changing conditions (Atkinson).

Rendering important and necessary assistance universities changed only accents: in some periods the goals of science development took the first place, in others – staff training. In its turn society guaranteed to universities the freedom of their activity, granted some discounts and partly excused some duties(for example: students and professors of universities were got free from corporal punishments and because of it they were not applied for the violation of laws for which

flogging was assumed). In all European countries students were a special caste with rights and duties differ from the ones of ordinary people. Later this tradition moved to the USA.

2 Universities development in the USA

In the middle of the XXth century the leading American universities represented themselves as powerful educational, research and industrial complexes those closely connected with business, industry and management systems. They had a special legal status, own regulations and constitutions that gave them a high level of autonomy without opposition to society and authority. Powerful business and authority institutions cooperated with them. That was reflected in a discipline structure of university education and the most popular specialities in universities became business management and public administration. In the USA university system a special group of institutions was picked out – research universities that are leading education complexes of the country and centres of independent expertise carrying . With the course of time the economic role and social status of such universities grew up (Supyan, 2009).

The leading American universities being important scientific and educational centres proved the fact they were a strong reason for the regional development. Cooperation between universities and firms allows to develop new products , create new companies and labor jobs at the regional level . The main goal of research universities is an increase of their role in economical development of a region (Semeko, 2002).

Universities' contribution in economic prosperity and innovation potential of a region has become an object of author's research of this problem in the article «Conceptualization of the regional roles of universities: tendencies and contradictions». The author gives his own understanding of universities' role, their activity and mechanisms with the help of which they are functioning (Uyarra, 2009).

As any regional company educational establishment reveals itself on the one hand as an economic subject, on the other hand as an educational and scientific centre. Presence of an university at any concrete city or any region promotes its development. An university invites scientists and researchers, talented students, capital, cooperates with perspective companies that enriching economic, social and scientific life of the region. These university's features and peculiarities give it a state of a special social institution whose role strongly grows during the time of economic recession.

3 Social measures of the Russian universities in crisis situation

In 2014 the Russian universities suggested their own resistance measures in crisis situation in the country. In particular analyzing social responsibility of the Kostroma universities it's necessary to note an anti-crisis plan of the Institute of Additional Professional Education of the Kostroma State Technological University. It offers the following ways to fight with a crisis situation: 1) business promotion, 2) reduction of pressure at the labor market, 3) budget expenditure saving, 4) development of international co-operation.

Within the framework of the first way there were organized free of charge three courses together with the Agency on business development namely: "Management basics for businessman-beginners", "Legal protection of business" and "Staff management in small business". Within the framework of the second way there was a traditional «Welcome Day» in IAPE on the 22d of April 2015 where everyone could deeply acquaint with accountancy, economics, marketing, staff management, civil law, labor law, informational technologies and system administration courses. As a result of training a diploma of professional retraining that gives the right for conducting new business is granted. Practice testifies that retraining considerably increases possibilities for getting a new job, promotion in his/her career.

The Kostroma Staff Club continues to work under the aegis of IAPE and the Kostroma Employment Centre where staff officers from different companies communicate with the public bodies' representatives, learn about innovations in the staff administration, discuss their problems in informal way (IAPE, 2015).

The third way links with budgetary expenditure saving. Municipal and government funds are spent now on a competitive basis and executors competition allows considerably to reduce the starting (maximum) price. In order to organize this work in a right way is a difficult task, IAPE organizes courses on procurement management for state and municipal needs successfully and for a long period of time. Since April 2015 the courses are organized both full-time ones and distance ones that are more financially accessible.

Development of international co-operation is the fourth way. Contrary to the anti-Russian sanctions foreigners both study and teach in IAPE. Businessmen send labor migrants to the Russian language courses because according to the modern legislation a foreign citizen applying for a temporary residence permission, a residence visa, a working permission or work patent must have a certificate of the Russian language master.

Every year in IAPE more than ten programs of professional retraining, more than thirty programs of qualification improvement are organized, from 1500 to 2000 persons join the courses

and after successful graduation work in companies in Moscow, Saint-Petersburg, Yaroslavl and other Russian (and not only Russian) cities. In the Kostroma region they are a greater part of the managers. The success of business-education courses is professors with high educational standards for adult experienced audience. There are no full-time teachers in IAPE and it gives a wide range of choice, ability to invite the best professionals (also from other cities) for a special course.

In the time of endless changes the university ought to satisfy the education dynamics challenges, youth career impetuosity, professional innovation and creativity. The Institute of Professional Development (IPD) that started working in autumn 2014 at the Nekrasov Kostroma State University aims to help a fast career decision-making, professional ambitions realization and strategies of different audience. It offers brief in time but concentrate educational programs allowing workers flexibly and promptly react to existing changes. In order to increase your competences and get a right to conduct new business it is needed both in some weeks and a year. Realization of the additional professional education in comparison of the master programs and the second high education is in some kind «the first aid» in solving knowledge deficit problems and competences development for working professionals in the shortest terms. That gives possibility for workers to attach to their positions and to avoid staff reduction or vice versa to change direction to more perspective post and along side with this to pretend to leading positions. Researches prove that the most purposeful and enterprising people use the economic crisis situation with their own purpose – they choose the educational programs in a forestall tactic to be extra called for after the crisis.

For studying in IPD professional services in three perspective ways were offered: additional professional education for business, housing and communal services and social sphere. Business is helped in training labor migrants for the Russian language testing in order to get a work patent. A new interesting “Regional management” program was suggested that gives its graduates to become experts in accepting key decisions in the field of regional policy, economy and culture.

Competent preferences include the fact that IPD follows building and development of a career at all key points. Help goes to the school graduates in vacancy orientation using the most modern computer technologies created by leading testologists of the Lomonosov MSU. Certified professional consultants help definitely to find the right fields, perspective spheres of economy for career building, orientated in an university selection. After they have got an interesting education they will be offered interesting vacancies. In future professional education accompanied with IPD regular qualification rises (IPD, 2015).

Social function of KSTU revealed in creating of the Service of employment assistance for graduates (SEAG). The main aim of its activity is an employment promotion of students and

employment of the KSTU graduates. The service provides an active work with vocation orientation preparing students to a definite workplace after leaving the university. Service organizes lectures and trainings according to the theme “Effective behavior at labor market, self-presentation during employment” for students of all levels of studying, master-classes of preparing essay and interviewing. Within the frameworks of students and employers interaction the Kostroma and other region companies’ presentations, «Career days», professional discussions, training seminars, etc are organized. The goal of such measures is a direct interaction of future specialists with the representatives of profile companies: determining of criteria of the applicants selection at the employment, searching places for practice, diploma themes approval, vacancies for special training and employment after graduating the university. At the end of every academic year this Service organizes a traditional “Vacancy Fair” that has got a reputation as «the biggest and the most productive» in the region. Every year more than 65 enterprises from 5 regions (Kostroma, Moscow, Yaroslavl, Vladimir, Vologda) and from Belorussia actively participate on it. At the KSTU Fair provides more than 2 thousand vacancies at the same time: from workers’ places to manager professional positions for employment and secondary employment of students. But the Service doesn’t limit its activity just with the graduates’ employment. During the academic year SEAG actively organizes irregular employment of students, helps education establishments and individual students in educational and production practice arrangement. SEAG pays special attention to individual consultations with students on their employment problems. The Club «SEAG to students» has been working since the year of 2002 where young people have a possibility to get a consultation both with the head of the university service and with any profile specialist on any interesting problem on employment and vocational orientation (Leontieva, 2013).

Support accessibility of a high-quality professional education meeting the demands of regional labor market orientating to innovation development of economic and social sphere is an aim of the Regional complex program of professional education development of the Kostroma region in 2011-2015 (Information analysis department, 2013).

Managing director of the Association of Innovation Regions of Russia (AIRR), the chairman of Supervisory Council of the Small Enterprises' Assistance Fund in scientific-technical sphere Ivan Bortnik appreciates the contribution of the universities in the region innovation development in this way: «Main result of last years...is that innovation processes in quite a number of regions have not just been launched but have put in a self-reproduction. . Not only initiatives and federal financing so much influence on them but also efforts of regional members themselves of business, authority, universities». In his opinion those who are backward in regions' innovation development should pay greater attention to existing scientific and educational potential (Bortnik, 2015).

Conclusion

1. The historical development experience proves that there always were relations of a «social contract» between university and society.

2. Universities make a contribution in economic prosperity and innovation potential of a region and a country.

3. At crisis situation the universities' social responsibility raises up, and the universities of Kostroma accepted a complex of measures, approving its necessity, reasonability and effectiveness.

Under modern conditions keen competition at the labor market employers' orientation to professionalism and employees experience demand from the Russian universities the increasing: 1) quality of professionals training (Hamilton, 1992); 2) qualification of professors and teaching staff (Alexander, 2009); 3) methodical and technical support and teaching technologies; 4) development level of universities' supplies of materials and technology and their scientific potential (Chirikov, 2013).

Realization of their social status is impossible without these conditions.

The most important role in the success of the Russian universities should play incentives, competition and flexibility in the management structure. Examining the higher education as a specific part of the market economy, and the universities as corporations, it becomes obviously that the education needs the market competition and its mechanisms are worthy of the careful study.

Today the Kostroma universities are a significant factor in the region development . They promote the growth of entrepreneurship activity, link strengthening with the industry and the business, the introduction of advanced technological developments into the market.

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Contact

Ludmila Leontyeva

Kostroma State Technological University

Russia, 156005, Kostroma, Dzerginskogo, 17,

eteor@yandex.ru

PROBLEM OF CULTURAL ADAPTATION OF INTERNATIONAL STUDENTS OF UNIVERSITY

Anna Kurumchina – Svetlana Lipatova

Abstract

This research is devoted to the problem of cultural adaptations of international students to provide cultural security both for students and for local community in the age of globalization.

We use such methods of research as 1) on-line interview of international students and representatives of local community, 2) content analysis of different cultural events aimed at international students and devoted to cultural adaptation, 3) content analysis of curricula.

Ural Federal University is the biggest one in Sverdlovsk region. This is an educational corporation, which influences many aspects of social, cultural and scientific perspectives in the region. That is why social responsibility is so important for this enterprise. Our university has more than 50 000 students, 1229 of them are international ones from 60 countries. That is why cultural responsibility is so important for the university.

The research has discovered that students do not have clear understanding of Russian way of life, has difficulties with local cuisine and way of living. On the other hand, local community has problems with the international students' way of life, too, especially in the dormitory. The authors havemade some suggestions, which can improve cultural security both of international students and local community.

Key words: Cultural adaptation, cultural security, international students, university, globalization

JEL Code: A23, F02, F22

Introduction

This article covers matters such as corporate social responsibility of university, cultural security and cultural adaptation of international student. It is intended primarily for use in connection with the theory of corporate social responsibility (CSR) and has practical oriented approach.

The first part of the paper is devoted to the CSR of universities, their role in building of secure social and cultural environment in the age of globalization.

The second part describes research which authors has made and results and outputs that authors have had. In this research we examine such aspect of CSR as cultural adaptation of

international students because it is important part of creation of secure and safe environment for all participants – university, students and communities. We used data from one university namely Ural Federal University.

The third part of the article deals with recommendations and suggestions that authors has made, and which are practice-oriented.

1 Corporate Social Responsibility of University

Education plays one of key roles in the age of globalization. In spite of the fact that formal and informal e-learning or distant learning have become quite popular today (Cmeci, C., Cmeci, D., Patrut, M., 2013), universities and their campuses are still very attractive for people, because they give graduates new opportunity in career development, new level of life and allow building new social and professional network. Many things, we used to, have changed in the age of globalization, and universities are not the exceptions. Contemporary universities are organized like business corporations, and university management uses business approaches to develop them in both scientific and administrative spheres. Universities influence many aspects of life at local, regional, national and international levels; they compete against each other at the educational services market. That is why corporate social responsibility is one of the main parts of this competition for loyalty of students and communities.

The very notion of corporate social responsibility appeared in 1960s (De George, 2011). To be socially responsible means to take responsibility for the impact that corporation makes on society. European Commission Strategy (COM, 2011) gives such definition of CSR. Today Russia as a whole and Ural Federal University in particular are participants of Bologna process and they share EU values in CSR along with others. According to the Ural Federal University's rector, the university is marketed as scientific and educational, and innovative center that prepares intellectual elite, highly qualified professionals in different spheres. Ural Federal University combines many interests and areas and has chosen individual values, values of education and research, principles of academic freedom, professional responsibility, team-spirit and institutional autonomy as its fundamental marks of development (Koksharov V., 2015).

There are many aspects and benefits of CSR. The authors of the research concentrate their attention on the problem of customer relationship namely on international students. As individual values are declared as one of the important development mark at Ural Federal University, the authors of the paper examined such aspects as attention and help from the university administration, attitude of student community to foreign students, and curricula.

It could be said that students are the main customers of the university. That is why it is so important to have loyal students and graduates. It helps to build sustainable and friendly environment at the very moment and from the strategic point of view, because education and university CSR are the important parts of soft power strategy aimed at creation of integrated multinational society and sustainable future. Many graduates keep in touch with their schoolmates and they are thankful to their Alma Mater for giving them new opportunities in chosen spheres in which their host country and host university give some benefits in long perspective. That is why social responsibility is an excellent instrument that helps to achieve this goal. University as any firm fosters its customer – students, to develop their trust. There are different CSR-related activities that help to engage foreign students. In the second part of the paper, the authors will analyze activities that the university provides.

Another problem that rises in connection with multinational student community is cultural security. There are many definitions of the notion **cultural security**. **Cultural** has two ways of understanding: in terms of aesthetic approach and as an anthropological concept as a way of people's life. For instance, Erik Nemeth (RAND Corporation) and his fellows define cultural security as a keeping of cultural heritage on the armed conflict territories, and they use the first approach. In this aspect, cultural security explores cultural intelligence and the role of cultural property in international security. On the contrary, Australian researchers stick to the anthropological concept and they investigate this problem in correlation with modern threats that change the way of life of Aborigines. (Nemeth E., 2013) There is another term connected to this understanding namely cultural safety, and it relates to the nursing. (Cultural safety, 2015). Cultural safety can be defined as 'the effective nursing practice of a person or family from another culture that is determined by that person or family. Its origins are in nursing education and a culture can range anywhere from age or generation, gender, sexual orientation, occupation, religious beliefs, or even disabilities. An unsafe cultural practice is an action that demeans the cultural identity of a particular person or family. Cultural safety also has four different principles. The first one aims to improve health status and well-being of New Zealanders because the concept originated in New Zealand; on the other hand. The second principle improves the delivery of health services. The third one focuses on the differences among the people who are being treated and accepting those differences. The fourth principle focuses on understanding the power of health services and how health care impacts individuals and families'.

Some Russian researchers like one of the authors of this paper (A. Kurumchina) and some others (A. Romanova, M. Topitchev etc.) follow the anthropological approach, too. Authors of the paper define cultural security as an opportunity to keep way, which people used to live with respect

to others. In this regard, there is a problem of others. It was actualized by E. Durkheim as a problem of dualism, and integrity and coherence of society in modern era. He established that norms, beliefs and values integrate society. But what should we do if there is a person with another background and whose norms, beliefs and values differ from ours? (Kenneth Allan, 2005). Values produce society and keep it together. On the other hand values are produced by individuals through interactions and communication. That is why in connection with university and education it is important to provide international students with some activities and lessons, which help them to understand new host culture better and to correlate home values with new ones. The process of adaptation is difficult and long and both sides of it should be patient and show their will to be successful.

At the same time there is a problem of individual culture like an ability to adapt another culture. Any individual has his/her own culture and national cultural features. During interaction with a representative of another culture, we can notice a period of adaptation, when both sides try to understand each other. As for the foreign students, for obvious reasons they feel stronger stress than students from the host country. There are such difficulties as language and linguistic worldview, values, way of life etc. All these aspects are the components of culture shock. The more culturally developed person is the easier this period goes.

Another problem is a problem to what extent can we be flexible and where the limits of flexibility is. Is there a threat to host culture to lose its identity during this process? The issue of cultural security is not only about international students, but about the host community too. There is a Society for Intercultural Education Training and Research that highlights issues of ethical statements in professional identity. (Romani L., Szkudlarek, B., 2014). They actualize the problem of cultural diversity and argue that these issues very important to ethics development of any corporations. We would recommend rethinking of the Ethical Codes of the Ural Federal University where such questions like cultural diversity and intercultural communications would be listed

2 Research

Ural Federal university is a participant of the governmental project “5-100” and it fulfils definite readings connected with scientific, educational, administrative and other spheres of university activity. One of them is internationalization that implies increasing of quantity of international students and educational programmes in English. According to the official data there are 1229 international students from 60 countries in Ural Federal University. All of them stay in

the university during different periods – some students have come just for one week, but others have done for two or four years depending on the chosen programme.

2.1 Survey among international students

We carried out the survey among foreign students who have come for a long period. All of these students have been in Ural Federal University for 9 months already by the time of survey. It means that they have already passed some period of adaptation. For every respondent it was their first time in Russia. Some of them (about 30 %) came from Muslim countries, others were Christian ones, mostly Protestants and Catholics, (50 %) and other confessions (20%). Practically 100% of respondents told that their expectations about Russians was not justified. All of international students expected to meet smiling, caring and easy communicating people. But it turned out that Russians, except caring university staff and faculty, are rather gloomy and unsmiling, and they don't speak English. That is why it was so difficult to communicate with roommates, dormitory staff and outside of the university campus (in shops, hospital, transport etc). If these students have been prepared to this cultural difference, it might be a bit easier for them to get used to this peculiarity of Russians. Yes, it is Russians typical cultural norm not to smile to unfamiliar people anywhere. And it is quite opposite to American tradition, for instance, where smiling is a sign of openness and is a part of corporate culture.

The second cultural peculiarity is dislike of foreign languages. Most Russian similar to Chinese people, for instance, do not speak English or any other foreign languages. Of course there are some educated, cosmopolitan people especially in Moscow and Saint-Petersburg or at universities or business structures who have to use foreign languages at work. But most ordinary people do not have such need. Another circumstance that newcomers do not know about Yekaterinburg is its history. From the very beginning, the Ural have been special, military oriented region with plenty of military plants, for this reason it was a closed region. No foreigners could come here, especially during Soviet time. We have several generations of people who grew behind iron curtain; that is why there was no need to study and speak English or other foreign languages. This is rather typical problem that 'has resulted in a greater demand for cross-cultural competence'. (Chen, Yu-Li, 2015).

To overcome this difficulty our university, like social responsible body, has special free services – Buddy System. It consists of Russian-speaking volunteers and also students from other countries who study in the university long enough to help new-coming students. The aim of this union is to have any question of an international student solved. Working process of Buddy System can be revealed in few points: 1) meeting new-coming students at the dormitory, 2) helping with

getting the documents from the university needed to become a student, 3) helping with going through medical check-up, 4) helping with prolonging visa if needed, 5) escorting during university's activities, meetings and festivals.

In case of having a hard adaptation period a student can be included to the community of their fellow countrymen, who arrived at the university before. There are 11 communities, united by nationality where a student can find help from people of the motherland.

Another cultural difficulty that international students have according to their answers is smoking and drinking alcoholic beverages. Many Russians both men and women smoke and drink in public places. International students should know about that. In spite of the fact that our government do their best to reduce smoking and drinking, because it damages people's health (and we hope someday they will succeed) these social habits exist. Some Muslim male students have difficulties in relation to Russian girls who smoke and drink publicly, because it is not familiar in their home culture. They think that women are prostitutes, as they say in their answer sheets. We consider such attitude as a threat to Russian women because of this cultural misunderstanding. International Muslim male students expect that Russian girls will behave like Muslim ones. This is important socio-cultural difference and it correlates with another one namely gender issue. According to Alonso-Almeida (Alonso-Almeida, 2015) 'female students are more concerned about CSR issues'. That is the reason why there are more female Buddies than male ones.

According to the research, 10% of foreign students thought that Russians are always drunk and do not have churches. Such lack of cultural information about Russian people demands university staff to inform foreign students about Russian culture more carefully. It will be useful to have a film that observes typical socio-cultural peculiarities that exist here and to demonstrate it to newcomers. 10% of respondents pointed weather like a difficulty. Most foreign students, we have, came from Southern countries that is why this difficulty is predictable. And we would recommend to inform foreign applicants about our weather, climate. It should be mentioned that university Buddy System recommend foreign students some shops where they can buy winter or demi-season clothes and shoes. 10% of respondents have difficulty with Russian food. It is natural, too. All people have their own food habits and it takes time to get acquainted to Russian meals. The more international students we have the more new dishes we have in the canteen's menu. Our canteens take into account that there are many students who don't eat pork or prefer kosher meals. Some students like Indian one even organized a workshop to our canteen staff to teach them how to cook this or that Indian dish. It was interesting and useful experience.

We can conclude that there are definite difficulties for foreign students here. The most important is language and social behavior. The third part of our paper will be devoted to the some recommendations and ideas that as we think can help to overcome the difficulties of adaptation.

2.2 Cultural Events of the university

There are adaptation managers in the university who develop different adaptation activities. Practically every month our international office organizes events for foreign and Russian students to get them acquainted with the city, people, region and culture. For instance, last academic year's result could be seen after such an activity as "Clean mountains of the Urals". This event was helpful either from the cultural and introducing the Urals point of view. The festival of different cultures turned out to be a remarkable event it helped in developing tolerance and getting acquainted with another country student's country.

On the eve of Children's Day, our university decided to visit an orphanage. International and Russian students sang songs, played games and made some hand-made things with children. We will not list all the events that our university hold, you can find detailed information at Facebook. About 20 to 100 international students participate in every event. Some of these events are free for students, and others are not. Often university provide free transport to get to the far destinations like different towns of the region. In spite of the fact that Ural Federal University organizes many events, the research has demonstrated there are students who even did not hear about them. And as a result they didn't participate.

These activities are very useful for foreign students, who can know about the region from professional guides and ask some questions, make comparisons with their culture and at the end to understand Russian culture and people better. All these activities build sustainable student community. Participation of Russian students in them along with international ones helps to develop mutual understanding among different cultures. But we think that there is a problem of small coverage of students both Russians and international ones. That is why we think that cultural education should be included in curricula of any specialty.

2.3 Curricula analysis

According to Barber N.A. (Barber, 2014) 'through education, interdisciplinary collaboration, research and community and industry engagement, sustainability can become firmly established within the existing value structure'. That is why the next object of our research was curricula. We have analyzed all curricula of Master programmes read in English. The only subject that is relating to the Russian culture was Russian as a foreign language, that had 8 ECTS for two academic years.

We absolutely agree with Huerta M. E. Soto and Perez B. who think that 'Second language literacy development is a significant factor influencing immigrants' opportunities to integrate with the host society'. (Huerta, M.E. Soto, Perez, B., 2015). Integration can be short or long term. As everywhere, there are students who plan to stay in Russia after finishing their study here and students who leave the country after it. Integration is important factor for every category of students, but it plays the key role for integration of students who want to stay here. On the other hand, the authors of this paper think that Russian lessons are not enough for newcomers to understand the culture, the way of life of host society. We think that it is important and necessary to add such subjects as Cultural Studies or Cross-Cultural Studies and Communications in the curricula of all levels of education both Bachelor and Master. Because during these lessons student can study history of the host country, key persons of the culture like writers, painters, musicians etc., and taken excursions and adaptation activities could be an excellent addition to these classes. In our opinion, it will benefit if representatives of international office who are responsible for organizing adaptation activities will work in close collaboration with faculty, teaching staff and especially with Cultural Studies department and department of Russian History.

As we can see from the research there are some problems with foreign students. The main one is language outside the university campus. Another difficulty is misunderstanding of the way of life and of some patterns of behavior, especially of Russian women. On the other hand, there are some administrative lacks concerning the absence of additional subjects about Russian culture and history in the curricula and insufficient cooperation between Cultural Studies department and international office of the university.

The recommendations of the authors of the paper are as follows 1) to promote foreign languages among citizens of Yekaterinburg at least at hospitals, shops, supermarkets and other public places; 2) to develop closer cooperation between university departments to make adaptation more effective; 3) to add Russian Cultural and Historical Studies into the curricula of all level of education at the university.

Conclusion

In conclusion, we would like to add that this research opens new perspectives for investigating the process of adaptation and studying international experience in this sphere as a part of corporate social responsibility of the university. Some of the managers of international office of our university have won Fulbright programme and visited American universities to get this experience, others

visited International weeks in European universities where this problem is discussed, too. But all these activities aim at the applied, practical level, not at the theoretical one.

We will continue our research of this problem and plan to develop recommendations to create the University Code of Cross-Cultural Ethical Communication and Cooperation, to train university faculty in how to cooperate with international and multinational student groups and audience. All these are important aspects of CSR.

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Contacts

Anna Kurumchina

Ural Federal University

Mira st. 19, Yekaterinburg, Russia, 620002

a.e.kurumchina@urfu.ru

Svetlana Lipatova

Ural Federal University

Mira st. 19, Yekaterinburg, Russia

lipatovasd@mail.ru

PROBLEMS FORMATION OF SKILLS OF YOUNG SPECIALISTS FOR THE RAILWAY INDUSTRY

Elena Patutina — Marina Simonova

Abstract

The Russian railway network is one of the most strategically important sectors in the Russian economy, which determines the rate of further economic growth as a whole, as well as the smooth functioning of many other industries, activities of the national economy. The intensive development of the industry depends on many factors, but as our society moves into a post-industrial phase human factors are becoming increasingly important. Professionalism, competence, quality of the workforce are crucial factors in determining the competitiveness of railway companies, the reliability of the rolling stock and infrastructure. The Samara region is one of the fastest growing regions of Russia and on its example we can estimate the ever-growing need at enterprises of the railway industry in qualified personnel, who can be taught at specialized schools, high schools, colleges and higher education institutions. Most graduates of specialized vocational training are employed at enterprises in the sector within the Samara region. The quality of young professionals' training at all levels of education depends largely on the effective operation of the Kuibyshev railway, so now more and more attention is paid to the appropriate competence of graduates with employers.

Keywords: competences, professionals, human capital, investment

JEL Code: J23, J24, L92

Introduction

At all stages of the rail industry the issue of quality training has always been one of the most important, because of their qualifications and experience depends largely on the security and comfort of transport. In recent years, more and more attention is paid to the training of young professionals during training, since the period of inclusion of graduates of educational institutions in full operation is too long and there are significant differences in the requirements for qualification in the workplace and competences acquired in college.

The branch system of competences and qualifications in the railway industry is still in the stage of formation and is focused on the Russian border qualifications (Batrova, Blinov, Voloshin, 2008). The development of national systems of competences and qualifications begun in the twentieth century and became widespread in the world. For example, in the UK, the national standards stimulate the system of technical education for those learning outcomes that can afford to carry out rapid technological change (Senker, 1996). Education provides the opportunity for young people to gain profession, contributing thus implementing career aspirations, but also solve the problem of social integration in the modern world have become increasingly important for the realization of human potential (Rose, Daiches, Potier, 2012). Increasingly important in professional work team work acquire skills that help to more effectively implement the technical knowledge (Gilbuen, Sherret, Gumme, Champagn, Koretsky, 2015). Also, studies of Swiss scientists confirm the need for such skills as communication, writing reports, organization of work, acquisition of information, the ability to work independently (Scholz, Steiner, Hansman, 2004). Problems of adaptation of young specialists also affect productivity as recent studies show the importance of adaptability and proactivity in education in order to achieve high performance in their work (García-Chas, Neira-Fontela, Varela-Neira, 2014). As an independent evaluation of the quality of training in educational institutions and assessment of the acquired skills can be used professional certification qualifications that can evaluate not only knowledge but also skills such as leadership, conflict resolution, cooperation, teamwork, business process management (Hans, Thamhain, 2014). However, such skills are not included in the curriculum of Russian universities, which significantly complicates the adaptation of young specialists in industrial activity. Research opportunities for further training of students for professional work seems urgent task that will bring the level of competence of graduates of higher education institutions to train employers' requirements.

Samara State Transport University (SamGUPS) is the largest university of the Volga transport providing staff not only Kuibyshev, but Volga and Ural South, Southeast, North and Gorky railways. Research carried out by the industry in recent years show a mismatch of competencies obtained by students during their studies in higher education requirements of employers, resulting in a prolonged period of adaptation of young specialists in the production and additional costs of employers. The socio-economic situation of the region and tendencies of its changes show that there was a need to create a system of competences and qualifications in the segment of training of young specialists for their rapid adaptation of the workplace, capacity development and increase efficiency. The existing branch system of training qualified personnel is not entirely satisfactory tasks of innovative development of the industry.

1 The relevance of the study

Currently, the rail industry, in all the economy is undergoing polysystemic changes caused by the increasing complexity of technology, the globalization of logistics processes, organizational reform. In this situation, more and more companies a demand for highly skilled generalists, capable of learning throughout their professional career. Fundamentals of competence obtained an expert in higher education are of great importance in the formation of a qualified professional in the workplace. In this context, it is a topical study of the laws of formation of branch system of competences and qualifications in the segment of training of young specialists.

You can also note that there is currently no comprehensive monitoring and forecasting of labor market needs, which adversely affects the process of interaction between higher education and employers in the railway industry. Development of the branch system of competences and qualifications in the youth segment can serve as the basis for staffing requirements in the railway industry.

In the railway industry competence approach in education is given special consideration. In 2010 developed a "model of corporate competencies 5K + L" (the Model), which is connected with the values and strategic interests for JSC "Russian Railways". The model of corporate competencies stipulated a set of requirements of the company in relation to the behavior of employees, which reflects the brand values and norms of corporate culture, as well as a set of skills and personal qualities of the workers to successfully operate in the implementation of tasks.

However, the existing branch system of training qualified personnel did not fully satisfy the goals of innovative development of the industry in the segment of training of young specialists. Development of the method of training young professionals in accordance with the branch system of competences and qualifications in the future will allow to form a dynamically changing system which is integrated into the logical sequence of the development of competences.

Thus, the above aspects of the development of the sector show the need to develop proposals for the formation of competencies in the segment of training of young specialists for the rail industry to improve the efficiency of labor and rapid adaptation of the workplace. Construction of the socio-economic mechanism of formation of competence should be seen in different planes and slots, as it is located at the junction of several sciences.

Problems of formation of key competencies and the essence of the competency approach and revealed in studies A.M.Aronova, V.V.Basheva, V.A.Bolotova, T.M.Kovalevoy, I.D.Frumina, P.Schedrovitskogo, B.D.Elkonin.

For the formation of the complex qualities of specialists demanded in the labor market, the classification of competencies and competency employee, proposed by the authors (V.I. Baydenko, George. Raven, R.White, I.A.Winter, A.G. Tatur, S.A. Kartashov, N.K. Mouse, Y.G. Odegov, A.V. Hamlet, and others).

Unfortunately, almost no works devoted to the specifics of the industry competence and qualifications of employees.

Despite the significance of the research of these authors, in different subject sections and aspects they have not received sufficient disclosure on the formation of the branch system of competences and qualifications of employees.

2 Survey Methodology

In the structure of the activities of modern enterprises of the railway industry a key factor in increasing the efficiency of labor are professional competence of human resources, generated through a policy of training and staff development, the main objectives of which are:

- development of their personal potential;
- increase the professional skills of workers;
- assistance formation of corporate culture of "Russian Railways";
- Increase the competitiveness in the market segment and profit maximization (Pozdnyakova, 2012).

To achieve these objectives it is necessary to develop a mechanism of formation of branch system of competences and qualifications of employees, as a combination of individual specific and general competencies of employees, conditions of readiness to implement them and improve, and the flexibility to respond to the challenges of the external environment.

During the period of the planned economy model of graduate industrial determined planned economy. Market reforms and a gradual transition to a post-industrial economy changed the requirements of employers, there was a need to create a new model of young professionals. In this model, professional, social and personal competence of the universal need to interact with professional knowledge. Today, employers want someone with technical expertise, which combines expertise with social behavior, initiative and effective teamwork, ability to make decisions and be responsible for their consequences, readiness for Development and Cooperation. We need specialists who are able to professionally solve the problems of formation and development of the railway sector in the region, and you can adapt them through education.

In order to ensure quality training of young specialists higher education institution should study the requirements not only of the railway industry, as well as different groups of consumers of educational services focused on the educational process of their implementation. It may be noted the following problems existing training system of the railway industry in the Samara region:

- the problem of increasing requirements for professionally important personal qualities of the expert and traditional forms of vocational orientation in vocational education;
- lack of personal motivation for self-development of young professionals;
- there is currently no comprehensive monitoring and forecasting of labor market needs;
- low degree of elaboration of the legal framework during the interaction between higher education and employers (Pozdnyakova, 2012).

Currently, the Samara State Transport University trained about 25 thousand students on the programs of higher and secondary vocational education and more than 200 graduate students. At the regional level, the structure of the education system is determined by the composition of the railway complex educational institutions and their interaction with environmental factors in a continuous chain of training, retraining and advanced training of specialists. External factors are determined by the personnel policy in the economy of the railway industry, finance and software training process. Regional system of training for the railway complex is a multi-layered and includes: - the level of higher education;

- The level of secondary vocational education;
- The level of additional vocational training;
- The level of initial vocational training.

The annual projected needs of OJSC "Russian Railways" young specialists with higher education in 2011–2014 of 6,400 people on 58 specialties, including the humanities, necessary for the efficient operation of rail transport. Annual demand for specialists with secondary vocational education is projected at 7,650 people.

In Russia, there are ten railway higher education institutions. Railway Transport University are located in the following cities: Moscow, St. Petersburg, Irkutsk, Omsk, Rostov-on-Don, Samara, Novosibirsk, Khabarovsk, Ekaterinburg. Problems of training of young specialists are marked throughout the higher education system in the industry and research in this area as an example of the Samara region can be used in specialized high schools in other regions of Russia.

Conclusion

Profit and profitability of enterprises of the railway industry can be provided various resources: the financial condition, volume and structure of turnover to employee productivity. The proposed

methodology will identify the discrepancy competencies that graduates received in college, with competencies required by the workplace for the effective implementation of labor functions. By conducting the survey and interviews, you can create statistics on the railway industry in the region, in terms of identifying the professional level of employees and the level of production and economic performance. If young professionals will be in the period of study in high school to get those competencies that are needed in the workplace, while adapting the workplace and reduced workers' ability to reveal its full potential. The development of modern methods of assessment requirements for the competence of employees of the railway industry in the future will allow to form a dynamically changing system of sectoral competencies that will help to train young professionals in the production of the necessary qualities, more prepared to work.

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Contact

Patutina Elena

Samara State University of Economics

Russia, Samara, ul. Sovetskaya armiya, 141.

pozdneyakova.samgups@yandex.ru

Simonova Marina

Samara State University of Economics

Russia, Samara, ul. Sovetskaya armiya, 141.

m.simonova@mail.ru