

Finnish-Russian Cross-Border University



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Finnish-Russian Cross - Border University

1. Support

Ministry of Education in Finland

Ministry of Foreign Affairs in Finland

Ministry of Education in Russia

2. Terms of the project: piloting phase 2004-2007.

3. Phases of project realization:

a. Stage 1 (to the end of 2004): analyze of possibility of CBU creating.

b. Stage 2 (from 2005 to 2006): planning and work under CBU creation

c. Stage 3 (autumn 2007г.): start of educational process



5. Financing:

1. Finland:

- a. Ministry of Foreign Affairs
- b. Ministry of Education

2. Russia

- a. National Training Foundation



Finnish-Russian Cross Border University

1. “Positioning”/Vision of CBU development:

accordance of special professional knowledge & skills for CBU students for their following use by development of the collaboration of the EU & Russia in different spheres of life & business

2. Mission:

Development of new types of joint Finnish-Russian Master's educational programs through expansion & extending of collaboration of Finnish & Russian Universities within the limits of CBU consortium

3. Strong sides of CBU:

- Interdisciplinarity
- Partnership



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Participants:

1. Russia:

- St. Petersburg State University
- St. Petersburg State Polytechnical University
- Petrozavodsk State University
- European University at St. Petersburg

2. Finland

- University of Helsinki
- University of Joensuu
- University of Kuopio
- Lappeenranta University of Technology
- University of Tampere



Study fields of the CBU

- **Business and Administration**, coordinated in the Lappeenranta University of Technology
- **Forestry and Bioenergy Technology**, coordinated in the University of Joensuu
- **History**, coordinated in the University of Helsinki
- **Information Technology**, coordinated in the Lappeenranta University of Technology
- **International Relations**, coordinated in the University of Tampere
- **Public Health**, coordinated in the University of Kuopio



Plan of operations

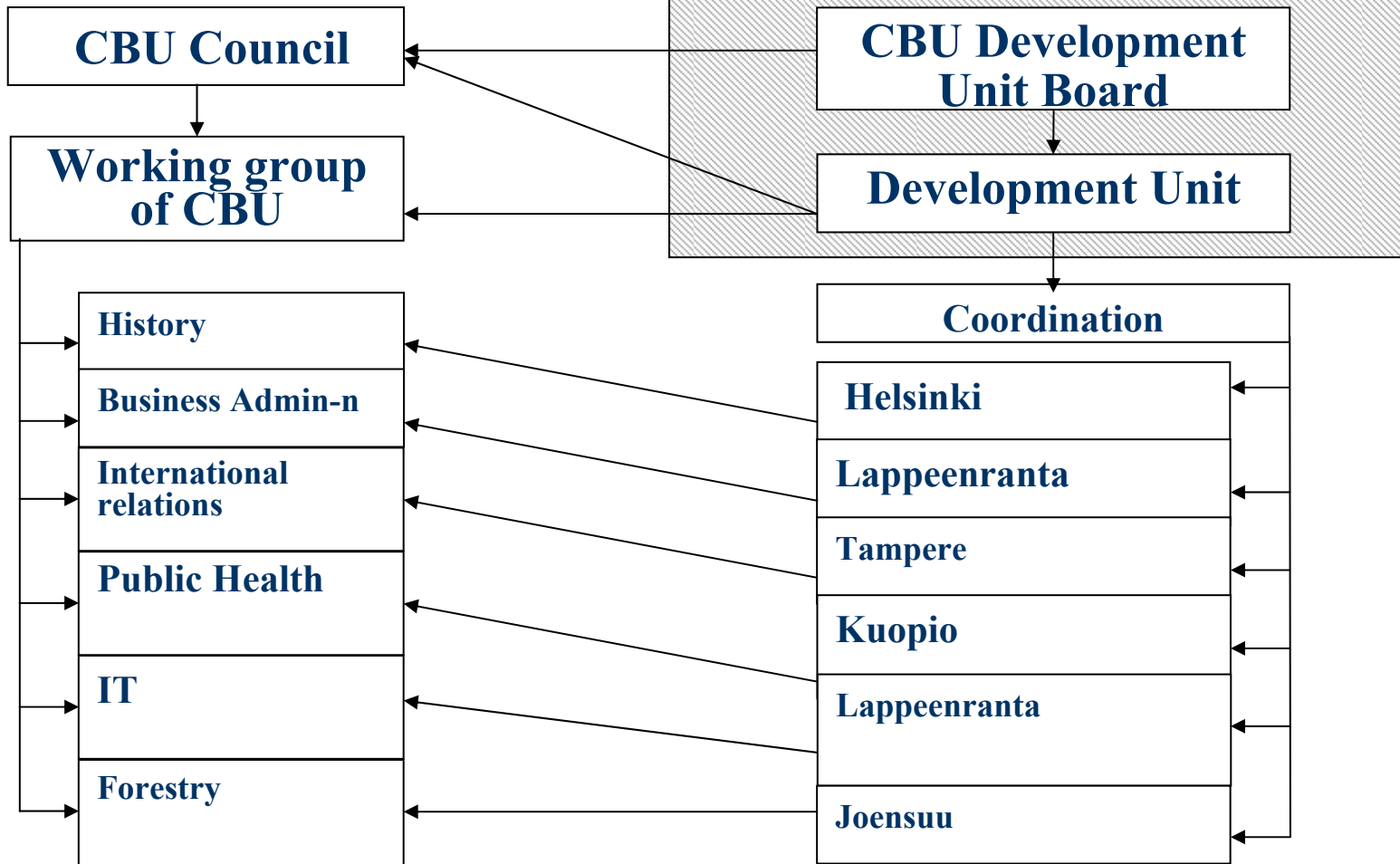
- Fall 2005: management, work of pilot groups, testing of programs**
- Spring 2006: curriculums & materials are ready, work of pilot groups, testing of programs**
- Fall 2006: selection of students, work of pilot groups, testing**
- Spring 2007: marketing of programs, work of pilot groups, testing**
- Fall 2007: beginning of regular classes**



Project management

“Academic” management

“Administrative” management (Joensuu)





Why do the universities develop CBU project?

1. Finnish Universities:

- enter Russian educational services market
- raise the level of education in Finland (access to Russian science thru lecturers & scientists)
- raise the prestige of Finnish education abroad thru collaboration with Russia
- get more foreign students to Finland
- give an additional impulse for the development of “regional” colleges
- draw additional financial resources as thru the project as well as thru its following realization



Why do the universities develop CBU project?

2. Russian Universities:

- a. Stir up the implantation of Bologna Declaration ideas thru the implantation of:
 - * **two-tier system**
 - * **modular system and ECTS credit system**
 - * **improve the system of quality management**
- b. Study of experience of joint educational programs' forming
- c. Draw additional financial resources
- d. Work up legislative basis of foreign colleges' participation in accreditation of courses
- e. Find additional possibilities for reception of foreign students
- f. Stir up teachers' work concerning the development of courses in foreign languages



Russian Universities (continuation):

- h. Raise the mobility of student & teachers**
- i. Draw foreign lecturers for joint educational & scientific work**
- j. Raise the attraction to a college thru possibility for students to get a certificate from a foreign college**



In the academic field:

- - insufficient knowledge of the English language by teachers and students;
- - need of some distance courses development;

In the law field:

- - absence of new educational standards which offer credit evaluation of teaching courses;



- lack of exact scheme of recognition of this joint educational program at the level of Finish and Russian legislative systems;
- - lack of must-be back up from legislative structures of educational sphere.
- - lack of experience in development of joint educational programs with foreign universities;

In the management sphere:

- - insufficient awareness of university teachers about the systems of quality assurance;
- - lack of information concerning the realization of similar programs in other Russian universities;
- - not enough unity of Russian universities- partners in the project;



Problems

- - lack of information about this project at the Russian educational market;
- - feeble involving of Russian students in the program development;
- - lack of involving of professional associations and employers in development of quality frames for the program;
- - low motivation of teachers in solving problems arising during the program development.



4. Financial limitations:

- - limited financial resources for academic mobility in a program frame;
- - need to pay for the program by Russian students;
- - lack of financial support during the development of curricula of the program;
- - lack of equipment of methodical and library base with appropriate materials;
- - mechanisms of outsourcing are not formed yet



5. Main external limitations:

- - lack of very spread information related to the quality assurance systems in education using in Finland.
- - lack of marketing research concerning program competitiveness at educational market;
- - incomprehension of the levels “bachelor/master” by some Russian employers, not a wide distribution of “bachelor/master” system in the Russian system of education;
- - lack of correspondence between Russian and Finish curricula, need to review them and create new ones adjusting this work with all partners;
- - territory distances between leading pilot universities and the others;
- - lack of qualified and timely visa back up during executing of academic mobility programs;
- - aversion of magisterial programs by the society as lack of information about two-tier system of education;
- - implementation of Bologna Declaration ideas are at different levels in Russia and in Finland;
- - limited time-frame.

Thank you for your attention!

