



RUSSIAN FEDERATION by Maria Smirnova

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The structure of schooling

The sphere of control over the school system in Russia is divided equally between federal, regional, and local authorities. Such three-fold governance is settled by the Law on Education articles 28-31.

In general, the *federal* authorities outline the basics of educational law and policy, including enactment of the federal educational legislation, formulation and realization of the federal target programs, securing human rights in education, etc. Federal executive bodies, namely, the Government of The Russian Federation and the Ministry of Education and Science of The Russian Federation along with its subordinate bodies act as founders of the federal state educational institutions, formulate the controlling procedures, set general enrollment rules and final examination regulations, annually approve the list of acceptable school textbooks, and fix the minimal limits of state funding, teachers' salaries, and financial support. The requirements for a teacher's position as well as those for a school's security and maintenance are also settled on the national level.

Federal legal and by-law provisions may be extended without contradictions to the specifics of a particular region by issuing a regional law on education. Therefore each of

the eighty-three federal entities (republics, territories, autonomous regions and the federal cities Moscow and St. Petersburg) has outlined its own sub-system of education under both federal and regional legislation. While elaborating regional educational legislation, federal entities must not exceed their legal competence outlined by the Law on Education articles 3.3. and 29, and by the Federal Law on the General Principles of Organization of the Federal Subjects Legislative and Executive Bodies article 26.3.2, and must not interfere with the legal scope of functions directly imposed by the federal authorities or nation-wide guaranteed rights.

Local authorities, both urban and rural, issue local regulations in order to provide free compulsory general education for each resident child aged 6 to 18 years, as well as free nursery and kindergarten service and summer vacation activities.

The Russian legal system, unlike those of common law, does not recognize judicial authority, therefore court decisions may be used as examples of conflict resolution but not as a source of law. The Constitutional Court of Russia is the only judicial body empowered to invalidate legal provisions contradictory to the Constitution, thus having a certain impact on the legal system.

The legal framework

The main constitutional provision for schooling is article 43 of the Constitution of The Russian Federation, which guarantees the right to education to every person. Pre-school and school education as well as non-university professional education in state-owned and local educational institutions is declared free and accessible.

The Constitution declares basic general education compulsory, while the Law on Education extends this constitutional provision to all three levels of general education. This decision was made on the national legislative level in 2007 in order to eliminate the restriction of the right to education in the form of unjustified refusal of admission to the third stage of general education of persons with basic general education. Although parents are held responsible for providing their children with the opportunity to obtain general education, the legislation lacks sanctions for violation of this responsibility, thus making the constitutional article 43.4 inefficient.

Various forms of education and self-teaching are supported by the state. This constitutional provision (article 43.5.) along with the guarantees of freedom of enterprising (article 34.1.) and recognition and equal protection of all forms of ownership (article 8.2.) form the legal basis for the right to establish non-state (private) schools.

Article 14 of the Constitution declares The Russian Federation a secular state with no religion to be established as a state or obligatory one. The constitutional principle of separation of church and state is further supported by the Law on Education article 1.5 prohibiting any religious activity in state-owned and local public educational establishments, as well as in regional and local educational authorities.

The Constitution guarantees the freedom to choose the language of instruction, including the native language of a person (article 26.2.). This freedom should be secured by creating the required number of educational institutions, classes and groups, as well as conditions for their functioning (Law on Education article 6.2.).

The Constitution also outlines the scope of legal competence for state authorities of all levels. According to article 72.1, general issues of education and science are under the joint jurisdiction of the Federation and its federal subjects. The Government of The Russian Federation is held responsible for the implementation of a uniform state policy on education.

An adequate system of constitutional guarantees is impossible without deciding on the limits of acceptable restrictions of the constitutional rights including the right to education. According to article 55.3, rights and freedoms may be limited only by the federal law to the extent necessary for the protection of the fundamental principles of the constitutional system, morality, health, the rights and lawful interests of other people, for ensuring defense of the country and security of the State.

The constitutional provisions mentioned above are further implemented in the federal educational legislation. Two milestones of educational legislation in Russia are the aforementioned Law on Education, 1992, and The Federal Law on Higher and Postgraduate Professional Education, 1996. Both are being constantly amended up to the present day and require complex revising.

Other federal laws may include legal provisions concerning various aspects of education, legal status of students and teachers, procedures for establishing and winding up of educational institutions as legal entities, and implementation of other constitutional rights and freedoms in the educational process. For example, the right to be instructed in Russian in state-owned and municipal (local) educational institutions is guaranteed by the Federal Law on the State Language of The Russian Federation (article 5.1.), while the right to use one's native language in educational process is secured by the Law on Native Languages in The Russian Federation (article 9) and the Federal Law on National and Cultural Autonomy (articles 10-12).

While the basic procedures for establishment, reorganization and liquidation of educational institutions are fixed in the Law on Education, the Civil Code of The Russian Federation and other acts of civil legislation, specific features of military academies, educational institutions for handicapped persons, orphanages, and other educational institutions of special purpose created by ethnic and religious organizations, professional unions, or cooperative societies can be found in related legislative acts.

The legislative provisions are further complemented by subordinate acts comprised of more than 1500 Government decrees, orders and letters of the Ministry of Education and Science, as well as those of other executive bodies within the scope of their jurisdiction.

Of greatest importance for the school sector of The Russian educational system are the 'Typical Provisions' concerning various types of educational institutions for children, including the Typical Provisions Concerning General Education Institutions. All Typical Provisions are only obligatory for public sector of education, i.e. for state-owned and municipal (local) educational institutions.

Freedom to establish non-state schools

According to the Law on Education article 12.3, state, municipal and non- state (private) educational institutions may be established in Russia. Private educational institutions are those established by a person or a group of persons and/or by a legal entity other than a state or local authority. Either Russia-based or foreign commercial or non-profit organization as well as associations of the named entities can become founders of a private educational institution (Law on Education article 11). There are no restrictions on who can act as an owner of a private school so long as a person is a fully capable citizen of Russia and is neither enlisted as an extremist activist in a special state register nor accused by a court of actions bearing signs of extremist activity.

A foreign citizen or a stateless person is entitled to become a founder of a private school on equal grounds with a Russian citizen unless declared undesirable to stay or reside in Russia in accordance with due procedure.

A public association or religious organization can open a private educational institution unless its activity is suspended by a competent decision for extremist activity resulted in violation of human rights and freedoms, or infliction of harm to a person, the environment, public order, public safety, property, legitimate economic interests of individuals and (or) legal persons, society and the state or poses a real threat of such harm. In other issues religious organizations are treated equally with other categories of school owners. It should be noted, though, that according to the Law on Education article 1.5, any religious activity in state-owned and local public educational establishments, as well as in regional and local educational authorities, is prohibited. Religious organizations offering professional education aiming at preparing clergy of a certain confession may not use a stamp depicting the National Emblem of The Russian Federation (Law on Education article 27). These restrictions are intended to secure the constitutional principle of separation of church and state (Constitution article 14).

Save the exceptions mentioned above, the educational legislation applies to all educational institutions in Russia irrespective of their organizational and legal form or subordination. Therefore, a private educational institution will need to obtain a license in order to start educational activities and also will face the need to undergo a state accreditation procedure resulting in the right to issue state- approved diplomas and certificates (Law on Education articles 33.1. and 33.2.) Such certificate issued upon the completion of general education program in either state, municipal or

private state-accredited educational institution confirms that its bearer has performed the obligation to obtain compulsory level of schooling.

It should be pointed out that schools in Russia may not operate on a for-profit basis. According to the Law on Education article 11.1, both state and non-state educational institutions may be established in one of the legal forms intended by Russian legislation for non-profit organizations. This restriction is justified for protecting the schools as legal entities of social significance from becoming business-oriented enterprises.

Although existing educational legislation is consistently maintaining the non-commercial character of educational activities, the draft of the new Federal Law on Education in The Russian Federation in article 24.3 allows scientific institutions and other organizations, including for-profit enterprises, to be involved in educational activities by providing extra-curricular training if the latter constitutes a supplementary part of the business.

Homeschooling

Although home schooling is in high demand in Russia, being the only affordable remedy for cruelty, violence and inadequate quality of education in most public schools, its legislative support is extremely poor.

The right to receive general education at home is guaranteed to everyone by the Law on Education article 10.1, without exceptions, although children requiring extended medical treatment may be recommended to study at home at expenses of the regional budget (Law on Education article 51.2.) The freedom to choose home schooling for a child is also secured for the parents by article 52.4. Every child receiving general education at home is free to return to school at any stage of training provided successful attestation.

Those children, who choose to study at home or are recommended to, are entitled to final attestation on the conditions of *externship* in state-accredited schools in order to receive a state-approved certificate of completing general education, which is essential for continuing education in Russia (Law on Education article 50.3.)

In 2000, the Ministry of Education and Science has approved Regulations on Receiving General Education in the Form of Externship, which currently remains the only federal act concerning the legal status of children and their parents choosing home schooling. These Regulations (article 2.5) secure the child's right to receive necessary consultations within two hours prior to an examination, to borrow textbooks from the school's library, to visit labs and workshops, to take part in various competitions, contests, and centralized testing.

Considering the insufficiency of federal legislation concerning home schooling some

federal subjects of The Russian Federation acting within the scope of their jurisdiction have elaborated additional regional regulations on this issue, e.g. Yamal-Nenets Autonomous Area, Tomsk Region, Sverdlovsk Region, Saratov Region, Kursk Region, Kirov Region, to name but a few.

Most parents facing the choice to switch to home schooling seek financial support from the local authorities on the basis of article 5.3 of the Law on Education which guarantees free general education to all Russian citizens and does not exclude children learning from home. However, in most cases these claims are unsuccessful, and parents only receive financial assistance for teaching their children themselves if the local regulatory authority chooses to secure the corresponding right of the parents in local legislation. This problem can be traced back to earlier versions of Law on Education containing article 40.8, which included the responsibility of local authorities to provide parents educating their children at home with financial support in the amount of the cost of education of each child at the appropriate stage of education in the state or municipal educational institution. These payments were considered social benefits for children, and therefore were excluded from taxable income.

In 2004 the mentioned article was removed from the text along with many other social guarantees by the Federal Law No. 122-FZ of 22 August 2004, the notorious 'Law on Monetization'.

The draft of the new Federal Law on Education in The Russian Federation is not going to improve the situation for home schooling in Russia, for the amount and the contents of legal regulations concerning this issue have hardly changed.

School choice not limited by family income

The basic principle suggests that admission rules for state and municipal general education institutions should ensure enrolment of all citizens who live in a certain area and are entitled to receive compulsory general education (Law on Education article 16.1.1.) Children not residing in the territory allotted to a public school may be denied admission only because of the lack of capacity in the facility (Typical Provisions Concerning General Education Institutions article 46). In this case local education authorities must provide parents with the relevant information on the availability of places in other public schools of the area (region, district) and ensure admission in an alternative school.

In order to ensure enrolment of all children residing on the territory of a certain local area to free public schools, local authorities are encouraged by the Ministry of Education and Science to keep a record of all school-age children and to plan in advance the development of the network of educational institutions taking into account educational needs of the citizens.

Due to current demographic decline the availability of public schools exceeds the demand (by some 5,000 places in Moscow). However, parents choosing the best tuition-free schools

in a town or a district may experience some difficulties with enrolment, if the school is beyond a certain distance limit (500 meters in Moscow). For example on 1 April 2011 – the day when public schools start to accept first grade admission applications for the current year – parents had to line up in front of some most reputable Moscow public schools before dawn in attempt to obtain a place in the first grade for their children.

This situation repeats every year in most Russian cities. In order to secure the right of a child to study in the nearest public school the Moscow government in 2010 amended article 11 of the city's Law on General Education by introducing new additional requirements for admission to state educational institutions in Moscow. According to the new regulations the priority admission is granted for children living in close proximity to the school, for orphans and children left without parental care, children from large families, and children whose older siblings are already enrolled in the same educational institution.

In April 2011 the aforementioned article 11 of Moscow city's Law on General Education was claimed unconstitutional by the city prosecutor. The claim succeeded, and the new admission procedure was invalidated by Moscow City Court on 13 April 2011 as contradictory to the Federal Law on Education provisions on equal and free access of everyone to general education irrespective of the place of residence. The Court has also stressed that the legislation of federal subjects may not overrule the federal legal provisions by introducing discriminating rules for its residents beyond the restrictions settled by the federal law.

To conclude, for those parents who cannot afford sending a child to a private school of their choice, the problem of admission of a child either to the nearest available or to the most reputable tuition-free public school remains sharp. The situation creates competition between public schools, which is healthy but hardly welcome in social sector. It results in cutting off budgets for less successful schools or even closures, thus narrowing the parental choice. While benefiting the 'strong' schools and those lucky enough to get admitted there, this struggle violates the rights of less fortunate children who get denied admission to a fully- packed school despite living in the closest proximity to it. As a result parents face the urge to either send their child to a farther and worse school or to pay a more or less affordable tuition to a private school. Neither option contributes to the principle of acting in the best interests of the child.

School distinctiveness protected by law and policy

School distinctiveness

Due to the principle of uniformity of the common education sector in Russia outlined by the Law on Education article 2, all schools in Russia, both public and private, are subject to the same requirements of federal legislation concerning organizational aspects of the educational activity and most of the contents of education, if not specified otherwise. However, the legal status of private schools includes a number of exemptions from general regulations derived from the independent nature of a private legal entity and its

relative organizational and financial autonomy from the state. For example, private schools are exempt from the requirement to accept every applicant for the general education of compulsory level. Unlike public schools they may introduce admission tests, deny access to education without explaining any reasons, be connected to a political party or movement, or offer religious instruction. Typical Provisions Concerning General Educational Institutions are not obligatory for private schools, while public schools must follow the provisions and use them as a basis for drafting their charters (article 2 of the Typical Provisions).

The core unifying idea of the Russian system of education outlined by the Law on Education is the concept of Federal State Educational Standards, FSES. These standards aim to specify state requirements to the composition and content of all basic educational programs including the proportion of core and optional courses, as well as the conditions of the educational facilities including staff, finance, technical supply etc. and the educational outcome. These standards are framed and adopted once every 10 years by the Ministry of Education and Science after a series of public and professional discussions. FSES are elaborated for every stage of general education and act as the only uniform state-approved and independent means of quality education assessment.

Any school demonstrates that it matches the requirements of the FSES of general education through a complex assessment procedure composed of two separate stages: obtaining permission (license) to carry on educational activity and proceeding through state accreditation. This assessment procedure is only valid if carried out by the Ministry of Education and Science or its specified supervision department.

Any educational activity is illegal without an effective license, which is granted for an indefinite term since 1 January 2011. After being granted a license, any educational institution is entitled to issue documents acknowledging a study period of its own form and design (unrecognized diplomas). However, only educational institutions granted a state accreditation certificate (for the period of 12 years for schools) are authorized to issue state-approved certificates and diplomas.

State accreditation thus not only acts as a measure of quality of education by confirming its compliance with the requirements of the FSES, but also works to establish equality between educational institutions of different organizational forms and subordination. Graduates of all *state-accredited* educational institutions, regardless of their organizational and legal forms, have equal rights when applying for the next level of education. State-accredited private and public schools are equally entitled:

- to deliver state-approved qualifications (certificates of general education) as a result of state final examinations. A State-recognized certificate of general education is required in order to be admitted to higher education or vocational training to state and municipal universities and colleges;
- to use a stamp or a seal with the State Emblem on the state-approved certificates;
- to grant their students a respite from military service for the period of studying

but only until they turn 20;

- to receive financial assistance from a regional budget according to the standards of financing of state-accredited educational institutions accepted by regulatory authorities of a federal subject.

As long as a state-accredited private school meets the requirements of the FSES while planning its curriculum and organizing its educational process, it is free and independent with respect to content of educational program, staff selection, academic, financial, economic and other activities within the limits established by the federal and regional legislation and the charter of the school. Academic autonomy of a school is secured by the Law on Education article 32.2 outlining the legal competence of a school, which includes but is not limited to the following:

- use and improvement of methods of educational process and educational technologies, including distance learning technologies (par. 5);
- development and approval of educational programs and curricula (par. 6);
- development and approval of work programs of training courses, subjects, courses (modules) (par.7);
- development and approval of annual training schedules subject to consultation with local authorities (par. 8);
- enrolment of students within the permitted quota fixed in the license (par. 14);
- independent realization of the educational process in accordance with its own charter, license and state accreditation certificate (par. 15);
- progress monitoring and evaluation of knowledge of students (par. 16);
- choice of textbooks from the federal list of textbooks recommended or approved for use in the educational process in state-accredited schools (par. 23).

In practice, state-accredited private schools vary greatly in the issue of contents of education beyond the strict regulations of basic study programs designed in accordance with the corresponding FSES. Some schools provide religious instruction while manifesting a certain religion or philosophy, others promote professional sports or arts, others focus on in-depth study of foreign languages, or combine the FSES with an international standard of schooling and issue both the state-approved certificate of general education and an internationally recognized certificate. All private schools practice the guaranteed freedom to choose and form their educational strategy and create their own individual academic product. In fact they have to be more or less distinctive to justify the tuition costs and to gain competitive advantages on the 'market'.

Decisions about admitting pupils

According to the Law on Education article 32.2. par. 14 an educational institution is free to decide on the admission of students within the limits or quota of the license, if not ruled otherwise by the Typical Provisions, or by the Law. Admission rules of state and municipal public schools must comply with the requirements of the Typical Provisions Concerning General Educational Institutions and must ensure enrolment of all citizens who live in a certain area and are entitled to receive compulsory general education. Admission committees in state and municipal public schools have no right to test the abilities of their future pupils or even ask about religious convictions or philosophical beliefs. All Russian citizens are guaranteed access to education regardless of gender, race, nationality, language, origin, place of residence, attitude towards religion, convictions, membership in public associations, age, health, social, financial status or position, criminal record.

As for private schools, they are not limited by the Typical Provisions and are free to introduce their own regulations on admission with regard to their own educational strategy and their right to maintain distinctive character.

For example, a private school offering religious instruction may deny access to children of other confessions on the basis of relevant provisions in the school's charter or other internal acts. Such rules will not be considered discriminating, because the federal legislation does not require a private school (even a state-accredited one) to admit every applicant without exemptions. Some reputable private schools offering in-depth study of a certain subject usually require future pupils to pass an admission test on their knowledge of the subject, not just on their academic abilities.

Decisions about staff

In terms of hiring and dismissing personnel including teachers, the school is bound by general provisions of the Labour Code of The Russian Federation which forbids any kind of discrimination on the grounds not related to professional qualities of an employee, including his or her attitude to religion (article 3). Distinctions, exclusions and preferences established by a federal law are not considered discriminatory if they are determined by the specific requirements of the position, usually conditional to the special concern to individuals in need of social and legal protection. Federal law does not establish any exemptions from the general provisions of the Labour Code for teachers being hired by a public or private school with an attempt to maintain the school's mission, or religious or philosophical attitude, or another means of manifestation of distinct character.

Any unjustified refusal to conclude an employment contract is prohibited by the

Labour Code. Any sort of direct or indirect restriction of rights or the establishment of direct or indirect benefits in terms of employment on grounds of sex, race, color, nationality, language, origin, social status, position, age, place of residence, as well as other circumstances not related to the professional qualities of an employee is not allowed (Labour Code article 64).

For example, if a private school's detailed internal regulations require certain religious education and/or experience in order to teach religious classes, a candidate formally lacking the required qualification duly documented may be denied the position. Such conditions of employment will not be considered discriminatory. However, if the school offering religious instruction denies access to the job for an accountant or a dishwasher because of his or her religious or philosophical beliefs, these actions may be claimed discriminatory and the Court ruling is most likely to support the employee.

As the Supreme Court of The Russian Federation pointed out in the Plenum on the Application of the Labour Code by the Courts of The Russian Federation, conclusion of an employment contract with an individual is the right of an employer and not an obligation. While the Labour Code only contains the exemplary list of reasons justifying the denial of a position, it is the court that shall decide on whether a certain employer's decision was discriminative or not, taking into account all the circumstances of the denial. If the court rules that the denial was based on the professional qualities of an employee, such decision shall be considered as grounded. Professional qualities include the ability of an individual to perform certain labor functions, taking into account his or her qualification, as well as personal characteristics of the employee (health, level of education, work experience in a certain field). The employer may also state supplementary requirements which are necessary in addition to the standard or typical professional qualifications due to the specifics of the work (e.g. one or more foreign languages, computer skills, etc.).

Accountability for school quality

Federal State Educational Standards, FSES, aim to specify state requirements to the composition and content of all basic educational programs including the proportion of core and optional courses, as well as the conditions of the educational facilities including staff, finance, technical supply etc. and the educational outcome. Therefore, the FSES define both the inputs and the outcome of general education in all state-accredited schools, both private and public, and act as the basis for objective assessment of the level of education and skills of graduates.

The procedure of state accreditation is aimed at testing whether a public or a private school and the quality of education it provides complies with all the requirements of the relevant FSES. This procedure includes an expertise on the content and quality of

training of students and graduates of a school and their compliance with the FSES.

The FSES and the state accreditation granted on its basis act as a guarantee of the quality of education in either public or private school. Any accredited school may be deprived of state accreditation in case of revocation of the license for educational activities, or proved repeated violation of the educational legislation resulted in illegal delivery of state-approved qualifications.

There are two basic forms of state quality control of education provided by state-accredited schools, both public and private. Federal state regulatory authorities in education are entitled to organize due quality control of education a) in the form of state (final) attestation of school graduates under FSES, and b) by supervisory activity aimed at elimination of violations of FSES, which may result in various measures including issuing prescriptions to eliminate the revealed violations and control over the execution of such prescriptions.

State (final) attestation of school graduates is annually carried out by the regulatory authorities in the form of the Unified State Examination which is based on a standardized test prepared in accordance with the FSES and aimed at testing the degree of knowledge acquired in a state-accredited school responsible for the fulfillment of FSES requirements.

Supervisory activity in education is carried out by the Federal Service for Supervision in Education and Science and other competent authorities in the form of scheduled and unscheduled inspections of all educational and scientific institutions carrying out educational activities. If a violation of educational legislation is detected, the supervisory authority issues a *prescription* to eliminate the violation, usually within six months. The supervisory authority is also entitled to raise administrative proceedings if the violation constitutes an administrative offense according to the Code of Administrative Offenses of The Russian Federation or if the report on execution of the issued prescription is not presented in due time. In the latter case the supervisory authority has the power to suspend the license for educational activities or the state accreditation certificate for up to six months term. The license and the certificate may later be cancelled by the due court procedure.

The prescription to eliminate violations of educational legislation may also be issued following a decision of a general meeting of parents of the school's students or a decree of a regional or local regulatory authority.

To conclude, the system which is in place to hold schools accountable for both academic outcomes and compliance with the requirements of educational legislation is based on the Federal State Educational Standards, FSES. The procedures of quality control include state (final) attestation of school graduates aimed at testing the degree of compliance of educational outcomes with the FSES and supervision

activities of competent state authorities aimed at controlling the organizational inputs of schooling (such as staff qualifications, curriculum followed, resources, premises, etc.). Both public and private state-accredited schools are held to the same standards of quality – the FSES.

Teaching of values

Schooling in Russia is considered a two-fold process of education and instruction. The former part actually includes teaching human values, while the latter implies acquisition of formalised knowledge and skills in accordance with the approved educational programs.

A humanitarian attitude of education, as declared in the Law on Education article 2, implies the priority of the basic human values, like life and health, freedom of personal development, upbringing of civil consciousness, respect for personal rights and freedoms, environment, homeland and family.

The system of values acting as the basis for the contents of education is prescribed by the Law on Education article 14 and includes providing for self-identity and self-fulfillment of a person, individual growth, development of society and the rule of law. Contents of education should ensure an adequate level of general and professional culture of the society; development of a worldview consistent with the modern level of knowledge; integration of an individual into national and world culture; development of a person and a citizen integrated into contemporary society and aimed at the improvement of society; development of a spiritual and moral personality. The contents of education should also promote understanding and cooperation between people and nations regardless of racial, national, ethnic, religious or social affiliation, taking into account the variety of existing philosophical approaches and ensuring the freedom to choose and maintain opinions and beliefs.

The contents of education in a certain school are determined by educational program(s) accepted by the school independently. If the school is state-accredited the program has to ensure the educational outcomes complying with the requirements of the FSES. Such programs are designed to meet the challenges of forming a general cultural identity, adapting a person to life in society, providing a basis for a conscious choice of professional education strategy. Therefore, general education is aimed not only at training skills but also at spiritual and moral development of a personality.

For example, approximately one-third of the first section of the FSES for basic general education concerning the outcomes of education is dedicated to the development of personal qualities of the student, such as:

- affection to one's homeland, expertise in Russian and native language, respect to one's origin, cultural and spiritual traditions of the peoples of one's origin;

- understanding and acceptance of human values, such as life, family, civil society, ethnic, and cultural diversity of Russia and the World;
- activity and interest in getting to know the world, realization of the values of fair labor, science and creativity;
- ability to learn, acceptance of the importance of education and self-education for one's life and activity, ability to apply the acquired knowledge in practice;
- social activity, respect to law and order, attitude to balance one's actions with moral values, to face responsibilities towards family, society and homeland;
- respect for other people, ability to engage in a productive conversation, to achieve mutual understanding, to cooperate for collective results;
- consciousness of the requirements of a healthy and ecologically sound way of life, safe for humans and the environment;
- understanding of the variety of vocational activities and the importance of work aiming at sustainable development of society and nature, etc.

The ideological component of general education also includes the attempt to protect children from harmful influence of inconsistent or dangerous religious or philosophical views not only by explaining the place of religion in human life and by providing justified and well-balanced view of the world, but also by forbidding certain forms of ideological activity in schools.

For example, state and municipal schools have to be kept free from religion and political activity. Any ideological influence including establishing and operation of organizational structures of political parties, socio-political and religious movements and associations in state-owned and local public educational establishments, as well as in regional and local educational authorities, is prohibited by the Law on Education article 1.5. The FSES of general education does not include religious instruction, therefore all state-accredited schools must comply with this requirement and refrain from teaching a certain religion within the frames of the basic educational program. However, upon parental request and with the child's consent administration of state-owned and local public schools allows religious organizations to conduct extra-curricular religion classes, subject to the local authorities' agreement. Religious organizations operating on the territory of The Russian Federation for a term less than 15 years on the basis of annual actualization of their permit to conduct religious activities are not entitled to provide religious instruction in state-owned and local public schools.

The State also protects children from harmful influence of teachers with criminal record for crimes against life, health, freedom, honour and dignity, sexual integrity, family and children, public health, morality and security, as well as from involvement in extremist activity which includes but is not limited to:

- public justification of terrorism and other terrorist activities;
- inciting social, racial, ethnic or religious hatred;
- propaganda of exclusivity, superiority or inferiority of a person on grounds of his or her social, racial, ethnic, religious or linguistic affiliation or religion;
- violation of the rights, freedoms and legitimate interests of man and citizen according to his or her social, racial, ethnic, religious or linguistic affiliation or religion;
- propaganda and public demonstration of Nazi attributes or symbols;
- manufacture, storage and mass distribution of extremist materials.

To conclude, teaching values constitutes a substantial area of education as required by the Federal State Educational Standards, FSES. Most human and civic values are implemented in the school curriculum as basic aims of subjects such as literature, foreign language, social science, history, arts, and fundamentals of spiritual culture of peoples of Russia etc. However, according to the requirements of the FSES each school has to adopt its own Program for Personal Development and Socialization of Students. Such program should be based on the basic national values of Russian society, such as patriotism, social solidarity, citizenship, family, health, work and creativity, science and traditional religions of Russia, art, nature, humanity, and is aimed at development and training of competent citizens of their country, accepting its fate as their own, ability to take responsibility for the present and the future of their country, rooted in spiritual and cultural traditions of the multinational people of Russia.

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