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Bachelor Thesis

Legal Framework for Public Education

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Comparison of the legal framework for public schools in the Czech Republic and in the Russian Federation
The structure of education in both countries and overall in the world. Influence of education on Economy. The Right to education .

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The Bachelor thesis will be based on my observations by means of schools in the Czech Republic and in the Russian Federation. I suppose to get more information from particular literature.

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Declaration

I declare that the diploma thesis on the topic: “**The legal framework of public education**” was written by me, by the help of specific literature and other sources which are included in the review of the used material, and by the help of consultations and advices with my supervisor Mgr. Bc. Sylva Řezníková, Ph.D., MA.

In Prague 10th of March 2018

Signature.....

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Legal framework for public education

Právní rámec veřejného vzdělávání

Souhrn

Ve světě existuje mnoho nevyřešených problémů ve vzdělávacích systémech. Stav vzdělávání v moderní době je komplexní a protichůdný. Na jedné straně se vzdělávání ve 20. století stalo jednou z nejdůležitějších sfér lidské činnosti. Velké úspěchy v této oblasti tvoří základ pro grandiózní společenské, vědecké a technologické transformace charakteristické pro zmiňované století. Na druhé straně rozšiřování sféry vzdělávání a změna jeho stavu jsou doprovázeny zhoršujícími se problémy v této oblasti, které naznačují krizi ve vzdělávání. V posledních desetiletích v procesu hledání způsobů, jak překonat tuto krizi, dochází v oblasti vzdělávání k radikálním změnám a vytváření nového vzdělávacího systému.

Status vzdělání ve společnosti je do značné míry závislý na úloze, kterou hrají znalosti lidí, jejich zkušenosti, dovednosti, schopnosti a rozvoj profesních a osobních kvalit ve veřejném rozvoji. Role vzdělávání začala být ve druhé polovině 20. Století čím dál více důležitější v posledních desetiletích zásadně měnit. Změna je způsobena informační revolucí a formováním nového typu sociální organizace - informační společnosti – která upřednostňuje informace a znalosti před sociálním a ekonomickým rozvojem.

Změny v oblasti vzdělávání jsou neoddelitelně spojeny s procesy probíhajícími v sociálně politickém a ekonomickém životě světové komunity. Z těchto pozic se budeme snažit identifikovat a analyzovat hlavní trendy světového vzdělávání.

Summary

There are many unsolved problems in the educational systems in the world. The state of education in the modern world is complex and contradictory. On the one hand, education in the 20th century became one of the most important spheres of human activity; huge achievements in this field formed the basis for the grandiose social and scientific and technological transformations characteristic of the passing century. On the other hand, the expansion of the sphere of education and the change in its status are accompanied by

worsening problems in this sphere, which indicate a crisis in education. And, finally, in the last decades, in the process of searching for ways to overcome the education crisis, radical changes are taking place in this sphere and the formation of a new educational system.

The place of education in the life of society is largely determined by the role played by people's knowledge, their experience, skills, abilities, and the development of professional and personal qualities in the public development. This role began to increase in the second half of the 20th century, fundamentally changing in its last decades. The information revolution and the formation of a new type of social organization - the information society - put information and knowledge at the forefront of social and economic development.

Changes in the sphere of education are inextricably linked with the processes taking place in the socio-political and economic life of the world community. It is from these positions that we will try to identify and analyze the main trends in world education.

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Introduction

The radical changes taking place at the present stage in the world society put forward the problem of the priority of universal human values - the recognition of inalienable human rights and freedoms, as well as the responsibility of the state not only for their formal securing in legislation, but also for creating conditions for their realization, protection and protection. The all-round development of man becomes not only the highest goal, but also the main source of the formation of a new order in the world society. In this regard, a comprehensive study of the problem of human rights, including the right to education, is an important task, both theoretically and in practice.

The right to education in its content is an integral part of a more general law - the right to human development. Being fundamental, it received legislative consolidation in constitutions and other legislative documents in different countries of the world and world unions and acts as a structural element of the legal status of the individual. The right to education is one of the fundamental human rights. The right to education is enshrined in international instruments such as the Convention on the Rights of the Child, the Universal Declaration of Human Rights, the European Convention on Human Rights and Fundamental Freedoms and many others.

In the modern world, education is of decisive importance in the creation of new production, information and social technologies that determine the level of socio-economic development of the state, as well as the potential for its defense capability. Based on the definition of the prospects for the development of society and the state, the place and importance of education is seen as the determining factor in achieving concrete results.

Education should be accessible to all people. Public accessibility is understood as the accessibility of education for everyone in general and for everyone in particular, regardless of gender, race, nationality, language, origin, place of residence, attitude to religion, beliefs, membership of public organizations, health status, etc. The accessibility of education in the legislative sense is determined, first of all, by the state policy in this sphere and the level of material well-being of its citizens.

The objectives

The purpose of the thesis is a legal study of the world educational space, as well as the analysis of education systems in different countries of the world and their legal, social, economic problems.

The purpose of the diploma research determined the formulation and necessity of solving the following theoretical and practical problems:

- Research of theoretical bases of studying of the relations arising in the sphere of education, and approaches to their legal regulation;
- Study of educational legal relationship as an integral system
- Analysis of the features of the educational law, the identification of structural and functional characteristics;
- Analysis of the norms of legislation on education and the practice of their application, assessing the effectiveness of regulatory legal regulation of educational relations in the field of education based on the materials of law enforcement and judicial practice;
- Identification of problems that arise in the sphere of education and possible ways to solve them

The methodology

The thesis will be divided into two parts. The first part will be theoretical and the second part will be practical. In order to achieve its aims the thesis will mainly use descriptive and comparative methods, such as:

- Analysis of literature
- Study of the foreign and domestic practice
- Comparison
- Theoretical analyze and synthesis
- Summary
- Method of legal theoretical forecasting
- Method of system analysis

1. Education characteristics

1.1. Foundation of education

The foundation of fundamental of school and high educational school has passed through centuries-old way of historical development. Firstly, it used to influence on accumulation, conservation and progress of culture and community as a whole. Secondly, it used to become aware diversity of cardinal changes that happened in society, science and culture of all countries and folks. The initial period of school's foundation springs up from Epoch of Great Civilization.

With creation of states the need of people possessing special knowledge arose. The progenitors of modern schools are ancient Roman and Greeks schools. In the Roman Empire there were trivial schools that used to contain trivium: grammar, rhetoric and dialectics and schools that were on the higher stage, where people were taught Arithmetic, Geometry, Music and Quadrivium. In the IV A.C. the rhetorical schools were founded in order to prepare orators and lawyers for the Roman Empire. In the beginning of I century the Christian Church established its own religious schools. During the Middle Age (the XIII-XIV centuries) the Guild Schools and Accounting Schools were founded for traders' and craftsmen' children, where study was passed in their mother tongue. Meanwhile the Urban schools started working for boys and girls and the teaching was as in Latin as in their first language. Mainly the teaching had an applied character, besides Latin student learned Arithmetic, Geography, Technics, Natural Science. During urban schools' differentiation the Latin schools had an important role that allowed to get higher education and such schools served as a middle between elementary and high schools. For instance, these schools were called as 'college' in France. Since the middle of the XX century the colleges were set up at the Universities. It developed into the modern colleges or, in other words, general education establishments over time.¹

During the XV-XVII centuries development of Western European school is linked with transition from feudal society to industrial one. This transition had influenced development of schools of three main types, that are appropriately aimed at primary (or elementary), general and high education. In catholic and protestant countries the amount of urban schools

¹ Graves,F.(1914) *A History of Education: During the Middle Ages and the Transition to Modern Times*. NY:Macmillan

of primary education had been growing and it had to be established by the authorities and religious community. However, the roman-catholic church had lagged behind protestant church what caused the reason of creation of elementary education. Therefore, Sunday schools were set up for the lower classes and primary education institutions for royalty in all Catholic Diocese. The status of professional educator, who is received some special education and preparation, gradually had been occupying a teacher priest's post. In that regard the social status of teachers also had been changed.

In development of school education every type enriched himself and improved pedagogically as well as acquired national characteristics and features. The legislative framework of new school was laid in the XIX century in the USA and Western Europe. Thus upper-middle class or class of industrial bourgeoisie dominating in society sought to consolidate its positions in advance. The national system establishment of school education and the expansion of state participation in the educational process were carried out in lead industrial countries. As a result, the State Bureau, the State Councils, the State Departments, Committees, Ministries of Education were established. All educational institutions were subjected to government control.

Within the XIX century there was a division into school of classic pattern and modern one. Thus, neoclassical gymnasium, schools and mixed type of schools in Germany, the community college and lyceums in France, Academies and additional educational facilities in the USA were organized. As a consequence of historical school reforms of the XX century the basis of free compulsory primary education and paid state secondary education were strengthened, a privilege of affluent societies that divides education into meaningful and qualitative was remained. Primary education program was expanded. The type of interim schools that links primary and secondary education was established and the program of science secondary education was also expanded. ²

During Fullenistic Era (308-246 B.C.) Ptolemy who was a Greco-Roman astronomer, astrologer, mathematician and geographer founded Museums, where people could get knowledge in science, philosophy, astronomy, medicine, history and mathematics.³ There were schools of philosophy as another way to get high education where after two years of

² *The Great Soviet Encyclopedia.* (1969-78). Moscow

³ Barker, A. (2000) *Scientific methods in Ptolemy's Harmonics.* Cambridge: Cambridge University Press, p.1

study program graduates got rights to be competent citizens in Athens. In the year 425 A.C. the Auditorium was set up as a high school in Constantinople. First the study was in Latin and Greek, but later in the XV century foreign languages were introduced as well. People also studied Antique Heritage, Metaphysics, Philosophy, Theology, Politics, Jurisprudence.

Within the Chinese 'Golden Age' (the III-X centuries) educational institutions of university type had emerged, where graduates received advanced university degree of five Confucius's classical treatises. For the XII-XV centuries universities had been emerged in Europe. A great impact on development of high education was provided by Churches. As a rule, the system of Religious schools issued most of universities as a source of genesis. During the XI-XIII centuries a number of cathedral and monastic schools had been turned into major educational centers that were named as universities.⁴

The main point of education has been being a preparation of social demanded human being. According to current presentation education includes teaching and upbringing. The teaching is a process of knowledge assimilation, skills, abilities of doing anything, a formation of standard professional behavior. In a broad sense education is a creation of attainments in a conduct at the level of stereotypes. The teaching concerns animals and human world and it is built on values, imitation, competition, punishment, satisfaction of an increase in the degree and abilities to influence on others, recognition, material reward. It begins from early childhood and includes acquisition of skills in taking care of oneself, speech, communication, drawing, physical activity, owning of reading, writing, professional activity.

Social upbringing is a process of rules and norms assimilation of social behavior, and their use, mastering of cultural framework, development of ideologic aged interests, requests, needs and meeting their requirements.⁵ The upbringing starts also with early age. The main role of educational formation belongs to social and micro-social environments, which present examples of established behavior. The lead role in an educational process belongs to family, schools, home environment. The main goals of upbringing are formation of generation continuity, maintaining and growing of cultural and spiritual values. The

⁴ Pierre (1978): *Education and Culture in the Barbarian West: From the Sixth through the Eighth Century*, Columbia: University of South Carolina Press, pp. 126-7, 282-98

⁵ Kon, I.S. (1967) *Socialization of personality*. Moscow: Publishing house of political literature, p.114

upbringing has to be based on indigenous cultural and moral values, but as a rule it is also based on the laws of life and the accepted notion in some particular ethnic group. A negative impact and parents' emotional deprivation influence on an upbringing difficult living conditions.

Education is a creation of social and spiritual mature person, who is able to assume the role of social (family, professional, civil, cultural) life, that is based on self-understanding and according to historically established traditions and needs of society. Education is a qualitatively new level, more advanced stage of social mature person. It is a process of formation of holistic, harmonically developed, self-sufficient and creative personality, who owns systematic professional knowledges and skills, science worldview and social competency. Education is impossible without possession of any goal. It is based on science teaching, social upbringing, own labor activity and includes three stages: the first is pre-school stage, the second one is school stage and the last one is high school stage. The pre-school stage's goal is a development of self-care, communication, getting of knowledge and creativity skills. The goal of the school stage is a comprehension of fundamental sciences, literature, arts, formation of own view according to the world, nature, human being, laws and sense of life, development of communication skills. The high school stage is aimed at creation of social mature and creative human being, a specialist of particular professional activity. Conditions of formation such personality become availability of professional, mature and well-educated teacher, the high scientific and cultural level of teaching staff, credibility and business relations of an educational institution with core agencies. Education is aimed to create harmonious, creative, adaptive social life. ⁶

Full education is possible when there is a spiritually mature and mentally beautiful person (a teacher) and when there are an active formation of own collective social and professional imagination and an embodiment of this formation into reality. Education without an attractive personal concept of a teacher is limited to study. That means study forms conceit, self-absorption, it provokes an activity and aggression. Meanwhile child rearing concludes recognition of external or in other words public control, and internal self-restraint, such as conscience and honor. Therein lies a particular inconsistency of some tendency, which is created by education and parenting. Education without child rearing forms a competitively

⁶ Dewey, J. (1944). *Democracy and Education*. The Free Press. pp. 1–4

oriented self-centered personality, who places own interests above the public ones. Only parenting allows to maintain humanity and culture of public behavior, that is determined by inner setups, by formed study and upbringing, by experience of own life and by external circumstances.

Nowadays education can be presented as the general-education preparation of human being, preceding the professional one. In this case the content of public education concludes science, humanitarian, labor and physical preparation. The subjects of science, such as Biology, Physics, Chemistry, Mathematics, etc. gives knowledge of basic pattern of natural development, ways and means to use them for the benefit of humanity. Besides, Mathematics equips people with the algorithmic language of dependencies as the formulas, drawings, graphs. That is an efficient method of logical thinking development. Humanitarian subjects, such as History, Literature, Sociology, Languages, etc. lead to comprehension of public laws, social nature of humanity. An important role in Humanitarian education belongs to the artistic disciplines, such as Fine art, Music and Singing, Eurhythmics. It forms aesthetic and moral values and feelings, educates in the creativity. Labor education, physical education and health class forms requires skills in order to maintain well-being and physical form.

1.2. State of the world education

The global educational space integrates national educational systems of different types and levels, that significantly differ in philosophic and cultural traditions, level of goals and tasks, their qualitative state. That is why it should be said about the modern world educational space as about an emerging single organism with existence of tendencies and maintaining of diversity in every educational system.⁷

The first type consists of regions, which are generators of integrational processes. For instance, let us take Western Europe, that is a prime example of such region. An idea of unity became a linchpin of all educational reforms in Western countries in the 1990th. The commitment to approval this Europe's identity and public spirit is supported by a number of European projects in the educational and cultural areas, such as popularization of national

⁷ Bulaeva,S. and Isaeva,O. (2012) *System of the World Education: modern tendency of development*. Ryazan: Ryazan State University, p.5

literature, expansion of foreign language's education, increasing of libraries, and project 'the European Capital of Culture'.

Regions, which support integrational processes, belong to the second type. First of all includes countries of Latin America, which is in zone of integrational impulses from the United States and West Europe. As a result, it leads to participation of this region in the integrational actions of Western Hemisphere in different regional levels and inclusion of Latin countries into realization of a number of international projects with European countries.

The third type consist of regions, that are indifferent to the integration of educational processes. Most of African countries, a number of the South and the South-east Asia, some small-sized island countries of the Pacific and Atlantic. Let us consider in detail the problem of this regions. For instance, duration of study is below 4 years in a number of African countries. Besides that there is an illiterate population in these regions. For example, approximately 140 million Africans living in sub-Saharan Africa, stay without education. The lowest duration of study, for instance, in Nigeria is 2,1 years, meanwhile in Guinea it is 2,7 years.⁸ Unfortunately, only about 30% of children have study books, while others do not. A material basis of education is extremely low. According to the ratio of teacher and student, in other words average number of student by a teacher, is the highest in the world in these regions. The average index is equal to 16 in the world, meanwhile it is 38 in Namibia and 39 in Kenia.⁹

By the end of the XX century sequences of educational and integrational processes had being violated due to economic, political and social reasons in some regions. These regions include the Arabic countries, Eastern Europe and countries of the former USSR. There are four sub-regions in the Arabic States, which gravitate to internal integration, including the education sector. These regions are the Maghreb, the Middle East, the Gulf States, countries of the Red Sea cost and Mauritania. There is an extreme unevenness in the process of

⁸ DB-city, 2010. *Average year of schooling ranking*. [online] Available at: <http://en.db-city.com/Country--Averageyears-of-schooling> [Accessed at 15 Nov.2017]

⁹ UNESCO, 2017. *Education: Pupil-teacher ratio by level of education (headcount basis)*. [online] Available at: <http://data.uis.unesco.org/#> [Accessed at 15 Nov.2017]

development in the middle and highest stages of education. About two thirds of the illiterate population of the Arabic World is

in Egypt, Algeria, Sudan, Mauritanian.¹⁰ Government expenditures are approximately 25 billion annually in the Arabic countries, and expenditures for one student are about 300 dollars.¹¹

¹⁰ UNESCO,2017. *Education: illiterate population*. [online] Available at:
http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT_DS&popupcustomise=true&lang=en#
[Accessed 15 Nov.2017]

¹¹ The World Bank,2016. *Government expenditures in education, total (% of GDP)*. [online] Available at :
<https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS> [Accessed 15 Nov.2017]

2.Characteristics of public education in the Czech Republic

2.1. The right to education in the Czech Republic

The right to education is one of the most important right for citizens. The Czech Republic guarantees free and available education for everyone. The right to education is regulated by the following acts:

1. Act No..561/2004 on Pre-school, Elementary, Secondary, Higher and Other Types of Education (Education Act)
2. Act No.111/1998 on the Institutions of Higher Education, as amended
3. Act No.326/1999 on the Stay of Aliens in the Territory of the CR, as amended

As the Article 33 of the Constitution of the Czech Republic says (1992):

- (1) *‘Everyone has the right to education. School attendance shall be obligatory for the period specified by law.’*
- (2) *‘Citizens have the right to free elementary and secondary school education, and, depending on particular citizens’ ability and the capability of society, also to universitylevel education.’*
- (3) *‘Private schools may be established and instruction provided there only under conditions set by law; education may be provided at such schools for tuition.’*
- (4) *‘The conditions under which citizens have the right to assistance from the state during their studies shall be set by law.’¹²*

2.2. Preschool education

Preschool education is a unique period in a person’s life, the health and development of personality are formed during this period. At that age a child is fully dependent on parents and his teachers. His further civil point of view is dependent on conditions of his life. The first institute of socialization is preschool. A child gains here his first experience, he learns

¹² CHARTER OF FUNDAMENTAL RIGHTS AND FREEDOMS. Constitutional act of the CR No. 2/1993 Coll. as amended by constitutional act No. 162/1998 Coll, article №33. [online] Available at: https://www.usoud.cz/fileadmin/user_upload/ustavni_soud/www/Pravni_uprava/AJ/Listina_English_version.pdf

[Accessed 16 Nov.2017]

to engage with other people. The main goals of preschool are creation of social-conductive environment for every child and promoting successful socialization of a child. Thus, the system of preschools has to be based on the principles of integrated approach in the upbringing of children. The purposes of preschool's process contain comprehensive training of children, that is based on harmonization of an intelligence and physical development, formation of ability to interact with each other.

There are a number of preschools in the Czech Republic. As a rule, children must be older than 3 years and younger than 6 years. In general, kindergartens belong to the state and work about 10 months a year. There is a high level of care for children in the Czech kindergartens - daily walks, excursions, an active engagement of children in developing games and foreign languages are necessary elements in the children's upbringing. Nursery school usually is divided into some classes in order to place children of the same or different age in a class. However sometimes these classes can be organized with special educational needs. The working hours in the Czech Kindergarten are set up with full-day operation, that means from 6.5 to 12 hours, half-day operation, it is at most 6.5 hours a day, and boarding operation, it means 24 hours of care. Generally, the classes consist of maximum 24 and minimum 13 children. In the kindergartens children are taught by teachers, who have at least completed teacher education.

2.3. Primary and secondary education

In the Czech Republic, as a rule, a nine-year secondary education is obligatory for everyone. Duration of primary education in the Czech schools is 5 years, and other 4 years are incomplete secondary education. In addition to schools, education can be obtained in Czech gymnasiums. Usually when children achieve 6 years they go to the first class of school. After 9 years of schooling, people can continue to study in order to complete secondary education or start looking for a job. Most of Czechs prefer to receive full secondary education. Full secondary education takes, as a rule, 4 years after graduation of the 9-year system of study¹³. The successful completion of a 13-year study is necessary for admission to high education in the Czech Republic. The educational institutions can be divided into several types. The first one is gymnasium, which offers 4,6 and 8-year secondary education.

¹³ Classbase: *Education system in the Czech Republic*. [online] Available at: <https://www.classbase.com/countries/Czech-Republic/Education-System> [Accessed 1 Nov.2017]

Study in gymnasium is completed by passing the Maturita exam. The second type is secondary technical schools, which offer full secondary professional education. The program's duration is 4 years and after students must pass test of the maturity. The third one is secondary vocational schools, where the study program lasts 2 or 4-5 years. For the completion of this program students have to take some exams. And the last type is united secondary schools, which were officially recognized in 1995. This type of schools conducts training both in professional and in academic programs, acting at the level of secondary vocational education. The important condition to enroll in the Czech gymnasiums is successful passing examinations in 2-4 subjects. And the same condition after completion of study.

Maturita exam is obligatory if a person wants to continue his study further. In order to take Maturita exams, a pupil must get good grades in all subjects. As it was mentioned above, there are some obligatory subjects that must be passed. Besides these mandatory subjects there are non-obligatory ones, but it also can be chosen by pupils for the exams (if it is necessary for their future specialization in the university). Thus, all pupils from one class can be divided into small groups, where they attend different seminars according to their subjects which they have chosen for the exam. Moreover, every teacher has consultation hours and during this time he/she assists in preparation of the exam and with different materials. Every pupil, who is going to take Maturita exam, has to choose exams until December. The exams start at the beginning of May. Generally Maturita exams consist of 3 parts. For instance, the Czech language includes:

- Didactic test (approximately 35 multiple questions for 60 minutes);
- Composition (1 topic from 10 for the composition for 90 minutes);
- Oral part (every student chooses an examination paper, where some random topic is indicated, and he/she must answer all question about this topic).

The structure of Mathematics Maturita exam consists of 30 tasks in the form of a test. Selective exams are conducted verbally, based on sample tickets. The questions of the topics are given before exam. About 15 minutes are given for preparation and after that a pupil must answer for 10 minutes and about 5 minutes are given for a teacher in order to ask some additional questions.

In the Czech schools they use grades from 1 to 5 in order to evaluate knowledge of students. The highest mark is 1 and consequently the lowest one is 5. The academic year starts at the end of September or beginning of October and ends of June. A kit of subjects depends on school's specialization. The most important and obligatory subjects are the Czech language, Literature, Mathematics, Foreign languages, Physics, Chemistry, Biology. During the first 5 year of primary education children learn Czech, Mathematics, History, Geography, 1st foreign language, Computer Science, Basics of Sciences, Music, Handworks, Art and Sport. From 6 to 9 grades there are the same subjects except Handworks, but with addition of Physics, Biology, Chemistry and Civil Science.

In the Czech schools the holidays are during the winter and summer periods. The longest holidays are in the summer, it is approximately 2 months. From middle classes all subjects are divided into compulsory or profiling and optional and students can choose subjects which are necessary for their future. As a rule, public schools are free of charge. There is a choice between general and specialized schools. There are also several paid international schools in the Czech Republic, with teaching in English and curriculum, which is fully corresponding to the training programs of schools in English-speaking Western countries. Accordingly, a graduate of this school receives a certificate of secondary education of the Western model.¹⁴

2.4. Higher education

There is a developed system of higher education in the Czech Republic. Almost every major city in the Czech Republic has its own State High School, and all of them are distinguished by a high level of classical European education. Currently, approximately 37 higher educational institutions operate in the Czech Republic. Universities are divided into universities, institutes and academies. According to the Law on Higher Education, only universities that prepare candidates and doctors of sciences have the right to be called universities. Academies include universities that provide higher education in the field of literature, culture and the arts.

¹⁴ Ep-Nuffic, 2011. *The Czech education system described and compared with the Dutch system*. [online] Available at <https://www.nuffic.nl/en/publications/find-a-publication/education-system-czech-republic.pdf>

Higher educational institutions are divided into state and commercial. As a rule, State universities are old, solid and practically free educational institutions, that have a solid material base and experienced teachers. They prepare students for both bachelors and masters (engineers). In connection with the progress of the scientific and technological revolution and the future accession of the Czech Republic to the European Union, they are actively improving the composition and content of the subjects taught, taking into account the common European requirements, which significantly improves the quality of the education they offer.

All commercial universities are newly formed educational institutions, teaching students only to the bachelor's level. Study is paid there. These universities are obligatory for attestation to the quality of education, otherwise it has no right to work. Nevertheless, their main weakness (except for tuition fees) is the quality of the education presented to students.

The universities of the Czech Republic offer the following forms of education: full-time (day), evening, correspondence, distance, combined. The monitoring of students' progress is based on principles of the point system and system of credit assignment. Students have to dial a certain number of credits in order to go to the next semester.

There is a three-tier system of higher education in the Czech Republic, because it consists in the Bologna process.

The first stage of higher education is Bachelor's degree, which is higher education, that must be proved by University with attribution of an academic bachelor's degree (Bc). Bachelor's Degree is possibility to obtain employment, where presence of high education is one of the most important requirements. The bachelor's degree also gives the right to continue studying at the magistracy.¹⁵As a rule, the duration of the bachelor's program is 3-4 years in the Czech Republic. A certificate of full secondary general education is mandatory requirement for admission to the baccalaureate.

The second stage is the Magistracy, which is a part of higher professional education after the bachelor's degree. The Master's degree allows to deepen specialization in a certain

¹⁵ The National Unions of Students in Europe (2005) *The black book of the Bologna process*. ESIB's Bologna Process Committee

professional direction and it takes about 2-3 years. Also, there is a master's program, which is not continuing - the term of study for them is 4 - 6 years. The training ends with a state exam and with the defense of the diploma. Graduates receive a master's degree / engineer, which is usually titled as:

- Mgr. – Magister;
- Ing – for economic and technical fields;
- Ing. arch. – for architectural field;
- MgA. – for artistic field;
- MUDr. – for medical field, etc.

The last stage is Doctorate. Doctoral studies are a postgraduate degree and are available after the completion of the master's program. The doctoral program is focused on independent scientific research. The standard duration of training is 3-4 years. A graduate obtains a Ph.D. after successfully passing the exams and defending the scientific work, and it also can be titled as:

- PhDr. - for philosophy, literature, languages, pedagogics and similar subjects
- JUDr. - for law, formerly used also for security studies, etc.

Training can be continuous or paused, carried out in day (full-time) or correspondence form on all programs. Training becomes paid in case of exceeding the term of study for more than 4 years in the bachelor's degree and 3 years in the magistracy.¹⁶ An amount of payment is determined by each institution independently.

Also, there is Master of Business Administration program, which is the most famous and popular academic master's degree in business management. As a rule, MBA qualifications are in addition to already existing higher education with the purpose of acquiring special knowledge and skills in the field of management. Further almost every higher educational institution has different international exchange programs, such as ERASMUS, SOCRATES, etc.

¹⁶ Kozma, T., Rébay, M., Ohidy, A. and Szolár, É. (2014) *The Bologna process in the Central and Western Europe*. Wiesbaden: Springer VS, p.84

Students of Czech universities can apply for financial support - scholarships. The procedure for receiving scholarships for students of public higher education institutions of the day-long form of education is regulated by Law No. 111/1998 "*On higher education institutions*" of the Code of Laws.¹⁷ There are several types of scholarships. The first one is for outstanding academic achievement. That means, for instance, the average score should be as close to 1.0 as possible, but in every university this average score is specified independently. The size of the scholarship for honors students is also determined by the university, as well as the method of payment, whether regularly or one-time. The second type is for outstanding research and creative achievements, leading to a deepening of the student's knowledge. A student is able to apply a social scholarship in case of difficult financial situation, and this is the third type. And the last one is for students, who are from other cities, and in this case the university has to pay a scholarship for the accommodation.

¹⁷ Act No. 111/1998 Coll. on Higher Education Institutions and on Amendment to Other Acts, section 18. [online] Available at: http://www.msmt.cz/uploads/Areas_of_work/higher_education/Act_No_111_1998.pdf [Accessed 24 Nov.2017}

3.Characteristics of public education in the Russian Federation

3.1. The right to education in the Russian Federation

The right to education plays a big role in a life of every person. Without this right the constitutional right cannot be implemented completely in using of cultural achievements. Education is goal-oriented process of upbringing, development and training, which must be confirmed by an appropriate document.

The Constitution of the Russian Federation guarantees public availability and free of charge primary education, general and secondary professional education in State and municipal institutions. However, obtaining of general secondary education is obligatory for every citizen.

Parents or people, who are responsible for a child, in turn, must control this process.

There are two main legislations:

- An act of the Russian Federation *'about education'*;
- A Federal act *'about higher and after university education'*.

Mainly the act *'about education'* concludes 15 chapters and the basic principles are:

- Equality of all citizens in receiving of secondary, specialized secondary and higher education;
- Possibility to get education regardless of age and profession;
- High priority of educational system as fundamental backbone of societal development;
- Autonomous character of all educational institutions, working on government and municipal platform;
- Focus on not only literate, but on cultural education, that allows to respect the historical heritage, natural resources and social values.

3.2. Preschool education

The urgency of preschool education is popular in Russia, because this formation system ensures a comprehensive full-fledged upbringing and development of children from birth to 7 years and it is important for modern society. The preschool education system is a multifunctional network of pre-school educational institutions, that is aimed at the needs of society and provides a diverse range of educational services, considering the age and individual characteristics of a child.

Basically, children start to go to kindergarten from 1,5 and until 5-6 years in Russia. There are many different programs for children's development, which is depending on their age. For instance, children from 1,5 to 3 years could learn music, colors, basics of Mathematics (such as numerals, figures, etc.), drawing, sport and languages. Children from 3 to 5 have the same subjects but more challenging, for example, they have to read some words, to do some calculations in Mathematics, not only know the numerals, but also to work with them, etc.

As a rule, kindergartens start to work at 08:00 and the working day lasts till 18-19 o'clock. Duration of study year is about 10 months. Besides the classes children receive at least three meals per day and at least two hours' sleep, that is necessary for rest and maintenance children's well-being.

3.3. Primary and Secondary educations

Primary education is obligatory for every citizen of the Russian Federation. As soon as a child achieves 6 years and 6 months he is obliged to enter first grade. The main goals of primary education in Russia are personality development, artistic training, stimulation in pupils the desire to study, mastering of getting new knowledges, skills, experiences, and maintenance of children's individuality. Primary education ends at the end of the 4th grade. During these 4 study years every pupil has to pass final exams, which allow to continue the study. At the end of primary education, children get some experience in working with information; listening; formation of their thoughts; working with scientific, training and literary texts; and the most important every child has to assess different situations, their performance and possibilities. There are subjects, which are obligatory in primary school.

That are the Russian language, Literature, Foreign languages, Mathematics, Arts, Music, Technology and Sport.

Grading system in Russia is very simple and unlike the Czech grading system, the best grade is 5 and the worst one is 2, 4 means very good and consequently 3 means good. As a rule, 1 is not used at all.

General education begins from the 5th grade and it means that the average age of students varies between 10-12 years. Getting general education is mandatory in order to get a full secondary education. During this period (from the 5th to the 9th grades) students are acquainted with a range of new subjects, such as Algebra and Geometrics (or Mathematics, that is divided into two areas), Physics, Chemistry, Biology, Geography, etc. At the end of the 9th grade pupils have to pass state exams, where Mathematics and the Russian language are mandatory, and other 2 exams can be chosen by students. These exams show whether a person is ready to continue his study or not. In case a student has passed all exams, he has possibility to stay at school until the 11th grade or to go to college.

People are able to get full secondary public education in case if they finish all study program until the 11th grade and pass successfully all exams. The main goal of this study stage is preparation of students for the next educational institutions, such as academies or universities. At the end of this program people take obligatory state exams and result of these one allows students to be enrolled to universities.

3.4. Higher education

As the section 69 of Federal Act of the Russian Federation says, *'The main point of higher education is providing of preparation people to highly skilled labor, according to requirements of society and state, satisfaction of personality and intellectual, cultural and mental development, deepening and expansion of education, scientific educational qualification.'*¹⁸

¹⁸ Federal act 'about education in the Russian Federation' from 29th of December, 2012 N 273-F3, article № 69. [online] Available at: http://www.consultant.ru/document/cons_doc_LAW_140174/ [Accessed 2 Dec.2017]

As the section 43 of the Russian Constitution reads ‘*The Constitution of the Russian Federation guarantees citizens of Russia the right to get free higher education based on competition in state or municipal educational institution and at the enterprise.*’¹⁹

According to Article 43 of the Constitution of the Russian Federation, the State guarantees universal and free access to pre-school education.

There are approximately 1260 universities in Russia according to 2017, including state higher educational institutions and non-state ones. Over half of the universities receive financial support from the state’s budget (basically from the Federal one). The study could be funded from the budget, and could be for a fee.

The system of higher education in the Russian Federation includes:

- Educational standards, programs, that are divided into different types, categories and levels;
- Teaching staff, organizations, which provide educational process;
- Organizations, which provide maintenance and quality of educational process;
- Federal institutions and government institutions;
- Some legal persons, employers and public associations.

There are three types of higher educational institutions. The first one is universities, which implement educational programs of higher education of all levels on a wide range of areas of training, a training program, raising the level of qualifications of highly qualified workers, scientific and scientific and pedagogical workers. The university must perform fundamental and applied scientific works on a wide range of sciences and be the leading scientific and methodological center in its fields of activity. The second type is academies, which actualize educational programs of higher education of all levels, implements preparation for rising qualification for particular areas. Academies must carry out fundamental and applied scientific researches mainly in one area of science. The last type is institutions, that implement programs of higher education in bachelor’s, master’s degrees

¹⁹ The Constitution of the Russian Federation (1993) *Chapter 2: Rights and Freedoms of Man and Citizens, art.43.* [online] Available at: <http://www.constitution.ru/en/10003000-03.htm> [Accessed 2 Dec.2017]

and others. The main point of institutions is implementation of preparation, requalification or rising of qualification.

There are three levels of higher education; Baccalaureate, Magistracy and preparation of highly qualified workers. The main requirements for enrollment to Baccalaureate is presence of secondary education and results of entrance exams (if it exists). In order to get to Magistracy there must be availability of Bachelor's degree. For enrollment to preparation of highly qualified workers there must be Master's degree.

The study year is divided into two part – semesters, which are winter and summer. At the end of the year student must take exams and at the end of the whole study program they take final state exams. Besides exams, every student has to do the work-study program or, in other words, traineeships. There are two types of attestation, that allow to evaluate student's knowledge and experience.

- Mid-term attestation, which is in the end of every semester in the form of credits and exams;
- End-of-course attestation, which is in the end of study program in the form of final exams.

Many universities were closed because of a government program, which was accepted in 2015 and includes closing of inefficient universities. For example, there were about 2500 universities in the Russian Federation before this program, and after that it decreased to 1260 ones. Mostly, many private universities were closed.

As well as in the Czech Republic there is a scholarship in the Russian universities. A size of this one depends on student's results. Students get a fellowship every month. Although, there is no scholarship at all in some public universities.

4.Competition in the market of educational services

In today's economic conditions it is absolutely impossible to give a precise definition and concept for educational services. There is no consensus about that. However, some discussions about the essence of the educational service are under way. There is an overall opinion that the educational service is a specific product, which differs from all other types of services. In order to identify this feature, it is necessary to outline the essence of the service briefly. According to an American marketing author and professor Philip Kotler "*A service is an act of performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product.*"²⁰

Like any product, educational services are sold on the market, which is understood as the aggregate of existing and potential buyers and sellers of the goods. The market of educational services is a market where the demand for educational services interacts with the main economic entities, such as individuals, households, enterprises and organizations, etc. Besides producers and consumers of educational services, a wide range of intermediaries, including employment services, labor exchanges, registration, licensing and accreditation bodies of educational institutions, educational funds, associations of educational institutions and enterprises, specialized educational centers, etc., are members of market relations in this sphere.

One of the main features of the market of educational services is state involvement and governing bodies' impact on it. Today education becomes part of the market system. It acts both as a seller of educational services, as a buyer of the most qualified human capital, and as a public institution for the formation of a market consciousness of society. Various types of educational institutions have been established in the market of educational services, providing a number of educational services, which creates competition between them. In particular the worsening of competition is produced by a large number of non-state institutions of higher learning, which are oriented towards the preparation of students for the most popular specialties.

²⁰ Yadav,R. and Dabhade,N.(2013) *Service marketing triangle and GAP model in hospital industry, p.1 [online]*
Available at: <https://www.scipress.com/ILSHS.8.77.pdf> [Accessed 13 Dec.2017]

In a country a more tightly sticking of the population to the higher education institutions in their regions had been caused by the crisis phenomena. And the number of graduates has sharply declined and in its regions it can be predicted. Today applicants are interested not only in price, but in the quality of education as a whole. Thus, higher educational institutions have a number of problems, that are related to the needs of adaption to severe competitive conditions because of the formation of a multi-structural educational system and the formation of the market of educational services.

Today the question of competition is one of the most urgent for educational institutions. Under competitive conditions universities are developing practical recommendations on activities, that are relating to marketing research in the university, pricing and training of specialists. Universities need to assess the level of competitiveness and develop strategies for increasing competitiveness. This, in turn, requires the university to monitor the external environment continuously in terms of the content and structure of educational services. Such monitoring will be the basis for increasing competitiveness.

Many higher education institutions aspires to expand the system of additional education for students. On the one hand the expansion of the range of educational services increases the competitiveness of the graduate of the corresponding university, on the other hand it is a source of income for the school. Prices for educational services are formed under the significant influence of the market, competitors acting on it, the student's ability to pay.

5. Marketing in Education

As universities find the need to appeal to an ever-increasing and diverse student base, successful branding and marketing have become increasingly important activities for institutions. Universities must now go to greater lengths to differentiate themselves from competitor institutions. Successful branding can help with increasing enrollment, expanding fundraising capabilities, and other outcomes. ²¹

Marketing in the field of education is a philosophy, strategy and tactics of relations and interactions between consumers and producers of educational services and products in a market environment, free choice of priorities and actions on both sides. The target result of marketing activities is the provision of profitability through the most effective satisfaction of the needs: the individual - in education, the educational institution - in the development and welfare of employees, firms - in the growth of the personnel potential, society - in the expanded reproduction of intellectual potential

Active participants in market relations are educational institutions, consumers (individuals, organizations and enterprises), intermediaries (employment services, labor exchanges) and a country. Traditionally, the object of marketing is any object, which is offered on the market for exchange and is in demand.

In the main marketing in education is marketing services. Educational service is a complex of educational and scientific information, transferred to a citizen in the form of a sum of knowledge of general educational and special character, as well as practical skills for subsequent application. Educational services are created in the process of scientific and pedagogical work, which in turn is a kind of scientific work. The basic requirements for the education process are enshrined in the law on education. Educational services are related to socio-cultural (nonmaterial) - these are services to meet the spiritual and intellectual needs of the individual and maintain normal life activity

²¹ Hanover Research(2014) *Trends in Higher Education Marketing, Recruitment, and Technology*

6. Student's expenditures on education

Traditionally, the most expensive universities are in the US and the UK. These countries occupy the highest positions in international rankings of universities. Therefore, the high cost of education in universities in these countries is justified by the prestige that attracts students from all over the world. In the United States and Great Britain, education has long become a commercial activity, the treasury earns considerable income from the sale of educational services.

Europe has chosen a different strategy. The unfavorable demographic situation in the countries of the Old World, a high standard of living and social security do not contribute to the desire of local young people to study. Retaining the low cost of studying at universities, European countries attract students from other states, and in turn the most capable ones remain to work in Europe. However, recently due to a sharp increase in the influx of foreign students, many European countries have begun to impose a tuition fee for foreigners. Today, the lowest cost of study in universities is in France, Poland and Germany.

Russia chose commercialization of education. Despite the fact that Russian higher education is far from Western standards and Russian universities practically do not appear in international rankings, the cost of studying in Russian universities is higher than in Europe. The cost of the year of study for a bachelor in the well-known in the West Russian universities (Moscow State University, Moscow State Institute of International Relations, HSE) is 1200 - 6600 euros.

Table 1 Student's expenditures for education in the Czech Republic, Russia and the USA.^{22 23 24}

	The Czech Republic	The Russian Federation	The United States of America
Cost of education	free — in the state institutions; from €750 — commercial institutions	Free and fee-paying – in the state institutions From €1200	From € 3000 in a semester
Expanses for accommodation	From €200 monthly	From €200 monthly	from € 450 monthly
Expanses for nutrition and transport	From €200-300	From €250 -350	From € 300 monthly
Obligatory level of education	Secondary education	Secondary education	Secondary education
The average wage after graduating from the University (approximately)	€10 200 — 12 000 yearly	€6000-7000 yearly	€ 20 000 annually

²² Studyin.cz. *Living cost in the Czech Republic*. [online] Available at: <https://www.studyin.cz/live-work/livingcosts/> [Accessed 28 Dec.2017].

²³ Studyinrussia.ru. *Prices in Russia*. [online] Available at: <https://studyinrussia.ru/life-in-russia/lifeconditions/living-costs/> [Accessed 28.Dec.2017].

²⁴ Alexandru Pop (2017) *Student Livings Costs in the USA - Budgeting for an International Degree in 2018*. [online] Available at: <https://www.mastersportal.com/articles/1629/student-livings-costs-in-the-usa-budgeting-for-aninternational-degree-in-2018.html?attempt=1> [Accessed 28 Dec.2017].

Practical part

7. Legal framework for public education overview

In the 21st century one of the most important benefits for a person is his rights. The right to education is one of the most significant. International legal instruments on civil, social, economic, etc. recognize the rights of all people to life, liberty, freedom of speech and belief, freedom of religion, the right to work, social security and protection of interests. The right to education is fundamental to all citizens. A person at the age of childhood or adolescence cannot be deprived this right because of mental or physical disability, ethnicity or gender. This right is enshrined in a number of international instruments, such as Article 26 of the Universal Declaration of Human Rights, Article 13 and 14 of the International Covenant on Economic, Social and Cultural Rights, 28 and 29 in the Convention on the Rights of the Child, etc.

The Universal Declaration of Human Rights of 1948 in paragraph 1 of Art. 26 enshrined the right of every person to education. As it states:

1. *'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.'*
2. *'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'*
3. *'Parents have a prior right to choose the kind of education that shall be given to their children.'*²⁵

the Convention for the Protection of Human Rights and Fundamental Freedoms has a great weight in the educational sphere. *'No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State*

²⁵ United Nations General Assembly (1948) *Universal Declaration of Human Rights*. [online] Available at: http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf [Accessed 18 Dec.2017] ²⁶ *Convention for the Protection of Human Rights and Fundamental Freedoms* [online] Available at: <https://rm.coe.int/1680063765> [Accessed 18 Dec.2017]

shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.’²⁶

And it should be noted that the Charter of the European Union on Fundamental Rights (2000) has a great weight in the European education. As article 14 says:

1. *Everyone has the right to education and to have access to vocational and continuing training*
2. *This right includes the possibility to receive free compulsory education.*
3. *The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.’²⁶*

In the Constitution of the Russian Federation (1993) general questions of the right to education are fixed in art. 43:

1. *‘Everyone has the right to education.’*
2. *‘Public accessibility and free of preschool, basic general and secondary vocational education in state or municipal educational institutions and enterprises are guaranteed.’*
3. *‘Everyone has the right, on a competitive basis, to receive free higher education in a state or municipal educational institution and at the enterprise.’*
4. *‘Basic general education is compulsory. Parents or persons replacing them ensure that children receive basic general education.’*

²⁶ Council of Europe, 1950. *Convention for the Protection of Human Rights and Fundamental Freedoms as amended by Protocols No. 11 and No. 14.* [online] Available at: <https://rm.coe.int/1680063765> [Accessed 19 Dec.2017] ²⁸ The Constitution of the Russian Federation (1993) *Chapter 2: Rights and freedoms of Man and Citizens, art.43.*

[online] Available at: <http://www.constitution.ru/en/10003000-03.htm> [Accessed 19 Dec.2017]

5. *'The Russian Federation establishes federal state educational standards, supports various forms of education and self-education.'*²⁸

From this it follows that every person, irrespective of his place of birth and residence, nationality, gender and other characteristics characterizing his social status, can claim from the moment of his birth (whether he does it himself or with the help of his guardians) that society should help him in his socialization, that is involvement him in such social ties that would ensure him to take a certain place in the system of social hierarchy and realize his or her personal and social needs and needs heresy.

Up to a certain age (this age depends on a country), up to a certain stage (level) of the education system (which also depends on a country), and also taking into account the degree of socioeconomic development of the society, the right to education is practically and legally the duty of a person to receive and master that other minimum of knowledge, skills and skills that guarantees necessary and sufficient conditions for social communication of this citizen. Usually this duty to receive a "minimum" education is associated with the institution of general education and legally enshrined in constitutional and other legislative acts.

It should be noted that the right to education can be integral, constitutional and relative. Integral law is social, cultural and civil. It is social, because it is one of the subsystems of society. In addition, the right to education as a social right presupposes the receipt of compulsory education by every person, which is one of the most important conditions for his successful socialization. Cultural law is a bridge between a person and a national culture. Education is the determining factor in the formation of a person's personal, political, legal, moral culture, that defines him as a person. Civil private law is the realization of education of one's own choice (independently) with the necessary knowledge. Depending on the country's legislation nobody is forced to learn further after receiving compulsory education, a person can make his own choice (continue training or not) independently. For example, the primary school and the first level of secondary school are compulsory in China; it is enough to have an elementary education in Italy; and in Poland the study is mandatory until the person has reached the age of majority.

Constitutional law is enshrined and guaranteed by constitutional acts of all modern democratic states. There is also a universal right to education, which provides that people have the right to receive education regardless of age. And one more important right to education is its accessibility.

First of all, the accessibility of education is the freedom to receive both general and professional and postgraduate education in accordance with the beliefs of parents, own desires and opportunities. In this regard, the accessibility of education is organically related to the universality of the relevant law. At the same time, as practice shows, this aspect of the right to education is one of the most problematic for a variety of reasons. In today's world, there are a number of contradictions in the development of education from the point of view of ensuring its accessibility.

8. Global problems of modern education

The right words about school belong to Seneca the Younger '*non scholæ sed vitæ discimus*' that means '*We do not learn for school, but for life*'²⁷. The 21st century marks itself as the age of information technology, achievements and new discoveries. Humanity must move with the times and also develop the vitally needed spheres of society. One of them is education. Education is the key to the door where there are a formation of personality and a stable life.

Today the main task of educational institutions is the raising of a person, who will be able to put his life on the proper path and will serve for the benefit of society, the achievement of its goals and contribute to its development. Thus, as the needs of society grow, the need for development in the education system increases as well. All the activities of educational institutions should increase the effectiveness of training, develop certain qualities in a person, which help him to adapt in modern society, as well as in making independent decisions.

For the replacement of the old educational system a new one comes. However, this is not always within the framework of a certain locality or even a country. The adoption of new technologies depends largely on people's living standards and their preparation for something new, as well as on their level of education. For example, in developed countries, this process is faster; with the development of technology, with the emergence of new professions, there is a need for the development of education, in the training of highly skilled workers, who know and understand their business. However, in countries with a weakly developing economy, education is in no hurry to develop, because there is no need. For example, according to the rating of the countries of the world in terms of education level as of 2015, the worst positions belong to the countries of Burkina Faso and Niger with an estimate of 0.262 and 0.206. For comparison, according to these data, Australia ranks the leading place with the result of 0.939. This figure is 0.878 in the Czech Republic, and it is 0.816 in Russia.

The reasons of this large gap in these countries are slow development, which contributes to a weak economy, which leads to low funding for education. Countries with a poorly

²⁷ Kelemen, I.(1818) *Institutiones juris Hungarici privati. II. ed, vol., p,89*

developed economic system do not seek to emphasize education, while countries with a strong economy place a great emphasis on this sphere. According to the report, based on data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) as of 2015, the world's adult illiteracy is 781 million people, especially in West and South Asia and South and West Africa.

In the 21st century, humanity faces the question of choosing the path of innovation or stagnation. As follows from the foregoing, education mainly determines the development of the economy, science and culture, society as a whole. To date, one of the important problems in the education system is the lack of novelty in the learning process. The outdated system of education functions in many countries of the world, for example, in Uzbekistan, India and the Philippines. As knowledge becomes obsolete faster, a strong backlog in learning materials begins (the textbooks developed in the past years are not sufficiently informative and suitable for learning), and the knowledge of teachers with extensive practice is becoming weaker. For many years, nothing dramatic new and interesting has been introduced into the education system, only the methods of preparation and methods of study have changed, to which the emphasis was placed in the transmission of information, which gave rise to stagnation in education.

The next problem in the educational system is insufficient funding of training programs and educational institutions. This issue is relevant for many countries in the world. Recently, the international professional community is actively discussing the feasibility of increasing the financing of the education system. In most OECD countries, the principles of compulsory and free primary and secondary education are dominant, but the question of who should pay for education and how much (government, consumers of educational services) remains unresolved.

There is the data on the financing of education in some particular countries of the world for the period 2000-2015 as a percentage of GDP in the table 2.

Table 2 Education: Government expenditures on education.²⁸

Country/Year	2015	2010	2005
Israel	4,3	3,9	4,0
South Korea	4,2	3,5	2,6
Japan	3,3	3,1	3,2
Sweden	3,3	3,2	3,4
Austria	3,1	2,7	2,4
Czech Republic	1,9	1,3	1,2
Russian Federation	1,1	1,1	1,1
Kirgizia	0,1	0,2	0,2
Cambodia	0,1	-	-
Peru	0,1	-	-
Tajikistan	0,1	0,1	0,1
Nicaragua	0,1	-	-
Lesotho	0,1	-	-
Iraq	0,0	0,0	-

Source: UNESCO.org

The table shows the countries with the best indices and the worst ones. The Czech Republic and the Russian Federation occupy middle positions. However, it should be noted that based on this statistic the result is higher for the Czech Republic than for Russia.

With a lack of financial resources, the level of education falls, and accordingly the quality of education, too, which leads to a decline in human capital and a decline in the country's economic growth. The tables clearly show that the worst index of financing in education belongs to countries with weak economies. To improve the system of financing education, a number of measures need to be taken, such as:

1. Financing of educational institutions should be made from budgets of different levels on the basis of established standards.

²⁸ UNESCO.org, 2018. *Education: Government expenditures on education* [online] Available at: <http://data.uis.unesco.org/?queryid=181> [Accessed 3 Jan.2017]

2. It is recommended to release budget institutions from paying taxes from budgetary funds, which includes all incomes of a budgetary institution, including the implementation of relevant activities using state property transferred to it for operational management.
3. It is necessary to include the budget recipients in the procedure for drafting the budget. This is due to the fact that the current procedure and the requirement of the transition to the funding standards established by law should provide for the objectively established features of individual budgetary institutions related to their specificity, material and technical base, geographical location and other factors that cannot be fully provided for by the main administrators budget funds that make up the draft budget.
4. Allocation of finance for the development of education from budgets of all levels, including finance for the acquisition by educational institutions of educational equipment and computer equipment, the development of libraries and information resources, as well as the upgrading of teachers.
5. It is very important to create favorable conditions for attracting sponsors, by freeing their voluntary contributions to education from taxes or significantly reducing them. It is necessary to consider the issue of benefits, which ensure a stable and significant flow of funds from various extrabudgetary sources.

A very important and acute problem is the problem of corruption. In 2007, the United Nations Educational, Scientific and Cultural Organization (UNESCO) submitted a report in which the authors of the report, Jacques Hallack and Muriel Poisson, argued that corruption in schools and universities annually seriously damages educational systems around the world.

*'Corruption in the education sector can be defined as 'the systematic use of public office for private benefit, whose impact is significant on the availability and quality of educational goods and services, and, as a consequence on access, quality or equity in education.''*²⁹

²⁹ Hallak, J. a. (2007). *Corrupt schools, corrupt universities: What can be done?* Paris: International Institute for Educational Planning, p.29

Analysis of 60 countries showed that not only in developing countries, but also in developed countries, there is a process of corruption on a large scale. According to the report, corruption in schools and universities makes it impossible to study children and teenagers from low-income families, leaves schools and students without funds to purchase equipment, undermines the quality of education in general. The authors of the report argue that the leakage of funds from funds earmarked for school needs reaches 80%.

According to the authors of the report, the following measures can be effective: developing a clearer and more transparent regulatory framework; increasing the level of managerial skills and, as a result, improving accountability and control; increase personal responsibility for decisions. They formulated a number of recommendations related to addressing the problem of corruption. In particular, it is necessary: to develop a clear system of norms and instructions, understandable rules and clearly stated political framework defining the responsibility of each participant in the process of allocating, distributing and using funds; to improve skills in management methods, in the preparation of reports, in monitoring and auditing the administration staff and representatives of other public organizations involved, including associations of parents and teachers and trade unions; to expand access to information in order to increase the level of participation, develop a sense of ownership and strengthen public control. Most of this information is required by schools: they need to help not only recognize cases of violations, but also put forward legitimate demands for getting what they need.

The next global problem in the sphere of education is the demand for certain professions, which in turn make the profession in the labor market a little in demand. There is a constant and steady growth in labor productivity in industry and agriculture, which leads to a reduction in the proportion of the population directly engaged in material production and an increase in the number of people engaged in intellectual work and work in the service sector. Today in developed countries, about 60% of workers are engaged in intellectual work in the field of information and services and only 15-25% in the manufacturing sector. This factor predetermines the need for the accelerated development of the university sector of higher education, where currently the training of the scientific, economic and managerial elite of the society is concentrated, while the training of specialists for production begins to be mainly carried out by educational institutions of the non-university sector of higher education.

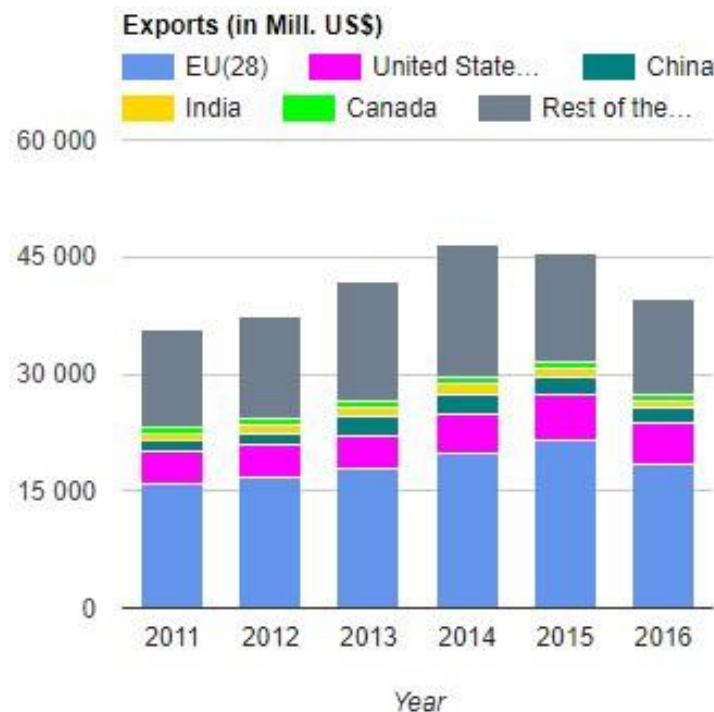
Moreover, there is a development of powerful external means of programmed intellectual activity, which leads to automation and increase in the productivity of mental labor. This factor leads to increased demand for professionals capable of creativity, having the skills of independent research, design and inventive activities. In addition, the decline in the prestige of engineering areas leads to an overabundance of humanitarian, legal and other so-called "prestigious" specialties.

9. Commercialization of Education

One of the tendencies of changing the education system is its commercialization.

Commercialization of education may be liberally defined as a process of private ownership and management of educational institutions whereby investments are made with the motive of earning profits.³⁰ By the end of the last century, a new article of export was formed - the receipt of higher education by foreign students. According to the World Trade Organization, the world education market has a capacity of 50-60 billion dollars. Business see the school as a good market opportunity.³¹

Figure 1 Exports of Education services



Source: World Trade Organization³²

³⁰ Quora.com, (2016) *What is commercialization of education?* [online] Available at: www.quora.com/What-is-Commercialisation-of-Education-What-are-its-effects

³¹ Kuehn,L (2003) *What is wrong with commercialization of public education?* [online] Available at : <http://bctf.ca/publications/NewsMagArticle.aspx?id=9954> [Accessed 3 Mar.2018]

³² World Trade Organization, 2018. *Exports of education services.* [online] Available at: <http://itip.wto.org/services/ChartResults.aspx> . [Accessed 3 Mar.2018]

A stable leader is the United States, which controls almost a quarter of the world's financial education turnover. On the second place in terms of educational sales the European Union. The market of educational services is being formed at the present moment at all levels of education: preschool, general, vocational, complementary and higher.

On the one hand, many states are willing to pay for the education of children, and thus support the system of educational institutions, but at the same time they do not aspire to total control of this sphere. For example, according to Universal Declaration of Human Rights. Article 26 1. *'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.'*³³

It means many countries commit themselves to pay for educational services already received, but only within the framework of the state educational standard. Thus, competition is created in the market of educational services. This is the competition of consumers for certain services and the competition of educational institutions for a certain type of consumer. The regionalization of education, the formation of the municipal system of financing educational institutions, the multichannel financing of education, the creation of a network of independent educational institutions, private schools, colleges lead to a change in the structure of the market of educational services.

The main negative impacts of commercialization are:

1. There is a crucial change in the role of the state in education
2. Expenditures for education are from family budgets. Some people are not able to pay for their study.
3. Creation of a network of independent educational institutions, private schools, colleges leads to a change in the structure of the market of educational services.
4. The staff of teachers is being reduced in order to save money. Each teacher has more students, which has a negative impact on learning.
5. Quality of education in some commercial institutions is worse than in the state ones.

³³ United Nations General Assembly (1948) *Universal Declaration of Human Rights*.

10. Discrimination in education

According to Article 1 of The United Nations Convention against Discrimination in Education (adopted on December 14, 1960), it follows that:

‘For the purposes of this Convention, the term `discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

(a) Of depriving any person or group of persons of access to education of any type or at any level;

(b) Of limiting any person or group of persons to education of an inferior standard;

(c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

(d) Of inflicting on any person or group of persons conditions which are in-compatible with the dignity of man.³⁴

In today's world, many countries face such a problem as discrimination in the educational environment, which leads to violations of labor rights and freedoms of citizens, humiliates the honor and dignity of workers and manifests itself in various forms.

In the Convention, the word "education" refers to all types and levels of education and includes access to education, the level and quality of education, as well as the conditions in which it is conducted. With a view to eliminating or preventing discrimination, States undertake: to repeal all legislative decrees and administrative orders and to stop administrative practices of a discriminatory nature in the field of education; to take, if necessary, legislative measures necessary to eliminate any discrimination in enrolling students in educational institutions; not to allow in the case of tuition fees, scholarships and any other assistance to students, as well as permits and benefits that may be needed to continue education abroad, no differences in attitude towards students - citizens of a given

³⁴ UNESCO.org. *Convention against Discrimination in Education 1960*. [online] Available at: <http://portal.unesco.org> [Accessed 4 Mar.2018]

country by government bodies, except for differences based on their successes or needs. Do not allow any preferences or restrictions based solely on students belonging to a particular group; grant foreign citizens residing in their territory the same access to education as their citizens.³⁵

In order to prevent any form of discrimination in the field of education, it is necessary that the teacher himself be a professional in his field. A.V. Drummers, S.S. Mutsynov noted: 'The professionalism of the teacher is determined not only by the general, pedagogical culture, but also by the formation of didactic, communicative, emotional abilities, the development of creative potential, the level of the academic education received. Teachers of universities are obliged to constantly improve their professional knowledge, improve their qualifications, engage in scientific research, research. Ideally, every teacher should be an explorer, with well-developed psychological-pedagogical thinking, pedagogical skill, with will, intuition, critical analysis, the need for professional self-improvement, pedagogical culture. It is these qualities that characterize the teacher's readiness for professional activity.'³⁶

A clear example of discrimination in education is China. Although the Chinese government is obligated by international law to ensure that all children have access to the general education system regardless of disabilities, families told Human Rights Watch that children and young people with disabilities are denied admission by mainstream schools in their areas, pressured to leave the schools, or effectively expelled because of their disabilities. They also reported that schools do not provide reasonable accommodation. Teachers are not given the necessary support or training to work effectively with students with disabilities; classrooms are physically inaccessible and lack appropriate materials; and student evaluation methods lack flexibility.^{37 38}

³⁵ Demenova, N.(2011) *Prohibition of discrimination: international dimension (vol.1)*.Novosibirsk:Ekorkniga, p. 141-142 .

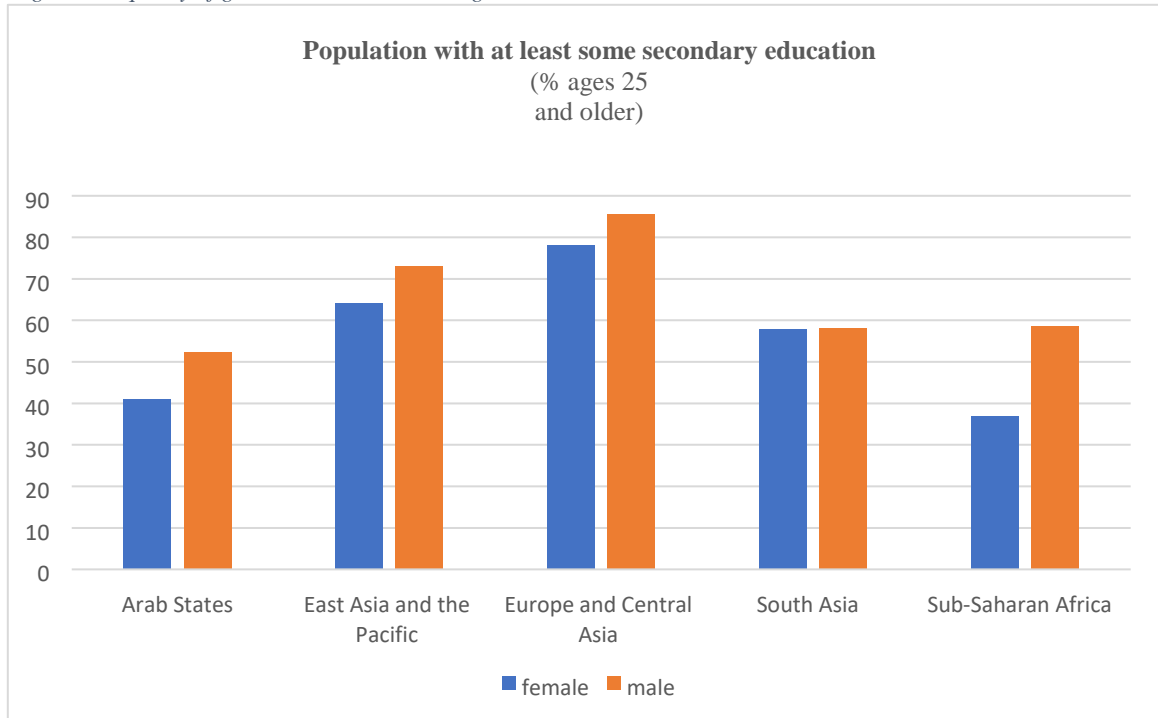
³⁶ Barabanshchikov, A. and Mutsynov,S.(1985)*Pedagogical culture of a teacher in higher military school*. Moscow: Military-political academy, p.140-142 .

³⁷ "[As Long as They Let Us Stay in Class" Barriers to Education for Persons with Disabilities in China](#) New York: Human Rights Watch. 2013 .

³⁸ United Nations Development Program (UNDP), 2016. *Human development reports: Gender inequality index*. [online] Available at: <http://hdr.undp.org/en/composite/GII> [Accessed 4 Mar.2018].

Also, it is worth noting an example of discrimination in the Arab countries, where gender inequality is the result of historical processes and traditions. In the Islamic society, preference is given to men, rather than to women. Thus, women are limited in their rights.

Figure 2 Inequality of gender in education during 2005-



Source: UNDP³⁹

A vivid example of racial segregation in educational institutions is the United States in the second half of the 20th century. This type of segregation was expressed in the fact that African American children did not have the right to attend the same schools that white children attended. This type of segregation was regulated by the laws of the states, and for this reason, the Negroes had to attend schools located at the other end of the city. Consequently, teachers had to be black in these schools. Naturally, the quality of education in these institutions was different from that of the children of white Americans.

For prevention of discrimination in education Convention against Discrimination in Education 1960 Article 3 says:

³⁹ United Nations Development Programme (UNDP), 2016. *Human development reports: Gender inequality index*. [online] Available at: <http://hdr.undp.org/en/composite/GII> [Accessed 4 Mar.2018].

'In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

(a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

(b) To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;

(d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;

(e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals.⁴⁰

⁴⁰ UNESCO.org. *Convention Against Discrimination in Education 1960*. [online] Available at: http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html [Accessed 21 Jan.2018]

11.The role of education in the economy and effect of Economics on education

The prospects for the world economy in the 21st century are determined by the nature of the transformation of countries to a postindustrial phase, where there is the predominance of services, science and education. That is why the way of production and transfer of knowledge is highlighted. According to the data of the World Bank, in the national wealth of the United States, the basic production assets are only 19%, natural resources - 5%, and human capital - 76%. Meanwhile in Russia it is 10%, 40% and 50%.⁴¹ Almost in all countries in the world human capital predetermines the pace of economic development and scientific, technological progress. Thus, the public interest in the education system as a basis for the production of this capital increases.

Education is directly connected with the economy, so it is defined by economic state and development. Many researchers, who explore the relationship between economy and education, have noted that the level of education in any society is dependent on indicators of economic development and the welfare of the people. Thus, the state of the economy is a source of strong development of education in different periods.

The economic factors, that have an impact on education, change at several levels of government. First of all, it happens at the government level: the bulk of the costs of education are provided from the state budget. At this level decisions can be taken to increase funding for educational institutions, which will have a positive impact on the development of both the education system in general and individual educational institutions. It is possible to allocate funds to finance educational institutions. Credit policy can be implemented at all levels of the management system. Also, at the state level, preferential school loans and state registered financial obligations may be imposed for citizens. At the regional level, credit policies can be implemented by providing scholarships to local residents, who study outside their region.

⁴¹ The World Bank, 2011. *Adjusted net national income*. [online] Available at:

<https://data.worldbank.org/indicator/NY.ADJ.NNTY.CD/> [Accessed 21 Jan.2018]

Due to development of paid education, the demand of the population, which is able to pay for this education, has significantly increasing and influences on the system of education. The state provides support to the population in the form of material assistance, loans, benefits, taking into account the low solvency of the population. With the increase in economic growth, there is a growing need for highly qualified specialists, who are capable of developing and implementing new methods and technologies, which positively affects the education development system. In turn, the development of the education system, which leads to an increase in the number of highly qualified specialists, contributes to economic growth.

The education system influences the economy by providing qualification reproduction of various professional groups and social classes. This reproduction ensures the impact of education on the economic sphere. Mass and typical forms of education such as school, secondary and higher vocational education, fulfill the function of forming the professional composition of the population exclusively. In the developed countries a significant role in this process belongs to the forms of training. These forms are very diverse, they are oriented to workers and highly qualified specialists. The development of these forms is primarily connected to the fact that on-the-job training is more flexible and substantive, it means directly reflecting the needs of any sector of the economy.

The feedback system is important for economy and education. For a reason there is a special practice of training highly qualified professional. This training consists of many stages: training in a university, mastering various stages of production at the enterprise, writing a thesis on a topic related to a specific production, subsequent internships at various workplaces.

In the economic sphere, education has a serious impact on the sphere of consumption. Consumption means both material benefits (goods) and spiritual benefits (culture, information). At the initial stages of a person's life, the sphere of education translates and fixes norms of consumer behavior primarily through school. There are social norms of a resource-saving type, those that are usually called ecological, which sounds like saving water and heat. However, at the state level it is the conservation of natural resources and the introduction of resource-saving technologies. In this area, education is the strongest channel of influence, because advertising activity and consumer behavior can only be

corrected seriously, when a person has created stable attitudes to these impact factors since childhood. However, considering the role of education in the economy of the country, it should be noted that the education system is an active consumer of public resources. Without attracting resources, educational systems cannot work.

Therefore, in the relations of educational and economic social subsystems, feedback is important. Education should not only satisfy the economic needs of the state, but the state must ensure the normal functioning of the educational system.

The provision of paid additional educational services is becoming an increasingly important area of activity of state and municipal educational institutions in the conditions of a market economy and the reform of education. It is paid additional educational services, that contribute to the fuller satisfaction of the growing needs of the population in education in the conditions of insufficient financial security at the expense of budgetary funds. However, it is extremely important to observe the norms of the current legislation, especially regarding the implementation of the constitutional principle of accessibility and free of preschool and basic general education.

12. Problems within the educational system in the Russian Federation

In the ranking of the countries of the world in terms of education level, Russia ranks 34th, although Russia as a part of the Soviet Union used to rank the 3rd in the world rating of education 28 years ago. The Law of the Russian Federation "On Education", adopted in 1992, already in the late 90s of the last century needed serious renewal. Numerous amendments and additions have made the Russian legislation on education internally contradictory. However, the main reason that prompted the government to start developing a new basic law on education was that the former law was adopted to regulate the Soviet model of education. A number of reforms in education in the late 90s and early 2000s led to a drastic change in the very object of regulatory legal regulation, and the task of adapting the educational legislation to new realities in Russian education was required through the adoption of a new basic legislative act.

The adoption of the new law on education has attracted huge attention of the public and political parties. The number of amendments proposed during the public discussion to the bill was estimated in the thousands. Finally, at the end of 2012 a new law on education was adopted. Entered into force on September 1, 2013, the Education Law of 2012 became the basis for the formation of a renewed branch of educational legislation corresponding to the socio-economic realities of the 21st century, taking into account the commitments made by Russia in the process of integration into the European educational space, in particular, in the Bologna process. However, the new changes did not simplify the task and did not solve the problem in the education system in Russia. The main problem for today have been staying the same, among them are:

- weak legislation in the field of education
- corruption
- a weak system of interrelation between different levels of education
- low level of financing
- mass demand for higher education
- the decline in the prestige of training in technical schools and vocational schools

12.1. Weak legislation

The strategy of Russian development in the 21st century can and should be based on increment and involvement in the social life of new knowledge and innovations. In this regard, the role of quality education is constantly growing, the modernization has already been proclaimed as one of the priorities of state policy, especially since market relations had introduced a number of negative aspects into the educational sphere.

One of the tasks of the current stage of development of domestic education is the need to put the existing system of its regulatory and legal regulation into line with the tasks of social development. The requirement of careful legislative regulation of relations in the field of education is due to a number of reasons.

The principal difference between the Russian legislation on education and the legislative sources of educational law of Western countries is that the subject of legal regulation in Russian laws on education is not so much the actual educational relations into which students and educational institutions, teachers at different levels of Russia educational system, how much relationship on management of education and its economy.

In educational legislation, procedural forms are not developed. The problem of the regulation of various procedures in education has not been sufficiently investigated, and in fact the current legislation in this sphere abounds in by-laws and regulatory acts that regulate the procedure for implementing certain procedures.

Many issues directly related to the realization of the citizens' rights to education remain outside the scope of the law, but they must first of all be the subject of regulation of the law (procedural issues of final certification of graduates, appeal, the ratio of benefits and benefits for admission to secondary professional and higher professional training institutions and the results of the Unified State Examination). It should be noted that legislative acts create the basis for local rulemaking, therefore, the implementation of the subjective rights of citizens through non-departmental acts, and laws on the basis of which acts of local level can be adopted, is of particular importance. As a result, judicial protection of rights in the sphere of education is also difficult.

12.2. Corruption in the system of education

After the collapse of the Soviet Union, Russia chose the path of decentralization, the results of which had a clear negative impact on the education system and gave a powerful impetus to the development of corruption in education. Educational institutions were given the possibility of independent control, the influence of centralized management was weakened, and in turn provided conditions for abuse of office and duties for personal purposes. There is a system of accreditation of educational institutions in Russia, according to which the institution must satisfy certain specific conditions. However, schools are not always accredited. In this case, fraud comes into effect, namely, corruption, which has major consequences, for example, a decline in the quality of education. An educational institution that has received accreditation by giving a bribe will give poor-quality knowledge and produce low-professional specialists. Corruption in the education system poses more dangerous problems than in politics or business.

Bribery within an educational institution and teaching staff limits competition. In addition, corruption in the educational system and in a certain educational institution leads to a decline in the demand of graduates of this institution in the labor market. Corruption reputation has serious negative consequences within the country and in the world as a whole.

Corruption grows in those spheres of education, which are particularly in demand. These include higher education institutions, colleges, academies. Among the disciplines in higher education institutions, corruption thrives in the sphere of economy, jurisprudence and other popular areas. The bottom line is that popular disciplines are in demand, respectively, they hold a competition with a limited number of seats; the fewer places, the harder it is to get there.

Also, one of the consequences of corruption is a reduction in investment in education. There are doubts among employers about the conscientiousness of the student (did he receive a diploma in an honest way or in a way of bribery?). Nevertheless, a student who studies in a corrupt school is honest and has great abilities, can get a small chance of getting a job, because the value of his education level is reduced. Naturally, the employer's interest will

consist in finding employment for students who have received a diploma of an educational institution with a good reputation.

There are many mechanisms that public universities can use to reduce the likelihood of corruption spreading and reduce the perception that they are corrupt. These include: a code of conduct for teaching staff, administrative staff and students, and honesty declarations on publicly accessible websites, and university meetings where misconduct is heard, and annual reports informing the public about changes in the number of cases of corruption identified and its types.

The introduction of such mechanisms could become an indispensable condition for universities in those countries that expect their diplomas to be declared equivalent to the diplomas of EU universities or who rely on the support of international partners.

Corruption in Russian education is provoked by relatively low official salaries in most educational institutions of all levels and a sympathetic attitude of the society that favors self-justification of corrupt officials. These same factors reduce the likelihood of finding corrupt people and contribute to reducing their moral costs.

Thus, in the Russian education sector today, a very high level of corruption is recorded. This sphere is distinguished by the presence of powerful incentives to give bribes: the belief in the impossibility or the extreme difficulty of obtaining a formally laid-out service, the desire to obtain an unperformed service and the desire to insure against failure. Particularly alarming is the fact that today a significant part of families not only know about bribery in the sphere of education and is quite tolerant of them, but also does not hide their inclination to solve the problems that arise through corruption.

12.3. Low level of financing

Financing education is one of the biggest problems of Russia. In order to improve the quality of education, ensure its accessibility for all sections of the population, provide educational institutions with the necessary resources, it is necessary, first of all, to develop a system for effective financing of education. Lack of financial resources in the educational sphere can entail both a decline in the level of education and a decline in economic growth.

The sources of financing in the field of education are diverse in the Russian Federation; it can be funds from the budget and extrabudgetary sources, including the own funds of the educational institutions.

Budgetary financing is carried out at the expense of money resources of all levels of the budgetary system using the mechanism of inter-budgetary redistribution. In accordance with the Budget Code of the Russian Federation, it is possible to finance educational institutions only from the budget of the level to which the founder of the relevant educational institution belongs.

According to the Federal Law "On Education", the state guarantees an annual allocation of financial resources for education in the amount of not less than 10% of the national income, as well as the security of the corresponding expenditures of the federal budget, the budgets of the constituent entities of the Russian Federation and local budgets.⁴² The state allocates the amount of money taking into account inflation, despite the post-crisis deficit of the federal budget. These funds must be spent efficiently.

Recently, there has been a practice of reducing the accessibility of higher education in Russia, by reducing the number of budgetary places in educational institutions and, thus, the educational costs shift instead of the state budget to the family budget. In this change in the structure of the supply of educational services, the main danger is the transformation of the educational service into a purely market service, which requires changes in approaches to the quality control of education.

The distribution of funds between levels of education is irrational, so the solution to the problem related to the lack of budgetary resources in the field of education remains relevant, and also the improvement of the mechanism of budgetary financing is required.

In order to achieve effective financing of education, it is necessary, first, to realize financing on the basis of final results, that is, to spend money only for the purpose. This will support the incentive of scientists to new discoveries, will give an opportunity to raise their salaries, scholarships at the expense of savings. And on the other hand, such a decision can lead to the fact that it will not allow to manage resources depending on certain conditions and will

⁴² Federal act 'about education in the Russian Federation' from 29th of December, 2012 N 273-F3. [online] Available at: http://www.consultant.ru/document/cons_doc_LAW_140174/ [Accessed 15 Feb. 2018]

limit the independence of educational institutions. Therefore, it will be necessary to balance the target financing and the provision of freedom at the disposal of funds.

Secondly, the attraction of extrabudgetary funds should be expanded. Moreover, it is not only necessary to provide paid education services, but also the implementation of other activities that will bring additional income. Thirdly, there is a need to improve the structure of financial bodies, which contains a large number of intermediate links that inhibit the flow of financial flows.

12.4. Not irrational demand for higher education

The demand for higher education under the influence of external and internal factors is undergoing drastic changes in Russia. The market of educational services under the pressure of the demographic decline, the financial crisis and the decline in the effective demand of families for higher education is significantly changing. Because of growing demand for education, mass specialists are trained on a large scale, it means the demand of the population responds more to the offers of the higher education market in the most popular areas of training, which include economics and management, humanities, education and pedagogy. At the beginning of 2000s, there was a glut of the labor market with attractive specialties for the population, which was facilitated by the paid preparation of students by the public and private sectors of higher education. At the same time, technical and scientific-innovative higher education was largely unattractive for students, which led to a strong differentiation in the areas of training. The education market grew only in the part-time education sector, while the demand for full-time education fell. This is due to life conditions, demographic decline, financial crisis and so on.

The effective demand of families for high-quality education in Russia fell because of the financial crisis. The decrease in the total number of students was followed by structural changes in the forms of training: the share of full-time education was significantly reduced, and the share of correspondence education increased by more than 16% and began to prevail over full-time education

Another important problem is the fact that an employer requires a higher education at least with the bachelor's diploma. Therefore, many people want to obtain higher education for

further employment. However, as it was said above, there is no irrational demand for education and certain specialties, especially in the humanitarian sphere.

The increase in the accessibility of education has led to the universities a lot of students who do not have sufficient training and do not have the knowledge that was previously considered the norm. The growth of mass higher education requires an improvement in the learning environment. The deterioration in the conditions of training has become very frequent. Overcrowded audiences, the limited library fund, the inability to provide students with special courses necessary to complete education - all these conditions are typical for most universities.

The need for qualified teachers has also reached critical dimensions. The size of student groups has increased to such an extent that professors cannot give individual attention to students. Teachers' salaries are low and so many of them are forced to teach disciplines in other higher education institutions in order to secure a decent future for themselves. The massive demand for higher education led to a deterioration in the educational environment for students, since the teaching staff did not grow as much as the volume of students entering universities.

Most of the universities only support the increased demand, they are indiscriminate in the admission of students and often simply issue diplomas instead of training highly qualified specialists. Many of them are commercial organizations, and students are forced to study in these fee-paying universities, which take a lot of money for training. Thus, higher education has become an urgent necessity, a condition for guaranteeing career growth.

12.5. The decline in the prestige of training in technical schools and vocational schools

The problem of the decline in demand for vocational education institutions arose after the end of the restructuring of 1985-1991. One of the successful conditions for restructuring was to be the harmonization of processes in all areas of the labor market. This means that the quality of education and specialties offered by educational institutions should have a balance in the labor market. But a certain crisis situation in the sphere of education in Russia was formed because of the restructuring did not develop in the best way.

As already mentioned, there is active demand and a drop in demand for certain occupations in the labor market. Strengthening and development of market mechanisms in Russia contributed to a change in the adoption of economic and socio-political decisions in the regions. The problem of the region's economic recovery is directly related to the availability of qualified personnel in enterprises that can successfully solve problems for the more complete functioning of their organizations and regions in general.

According to the data of economic and sociological research in industrial enterprises over the last 10 years, the average number of cadres has dropped by 3 times, the turnover of staff averaged 25-30% annually, which means that labor collectives were not stable. Every year this problem is growing. The majority of school graduates choose demanded professions, and almost nobody chooses the occupations of manual labor. Today, the labor market needs skilled middleclass workers, such as builders, miners, factory workers, agricultural workers, workers in the oil and gas, metallurgical industries and so on. In many respects, this problem is related to the low pay of these professions. Table 3 shows the data on how much demand for the education of a skilled workers had been falling during the period from 2005 to 2016.

Table 3 Organizations carrying out educational activities under secondary professional education programs

	2005	2010	2015	2016
Number of professional educational organizations (units)	6297	5206	3638	3552
Number of students enrolled in training programs: Skilled workers, employees, (thousand people)	1509	1007	686	563
mid-level specialists, (thousand people)	2591	2126	2180	2305
For 10,000 people the number of students enrolled in training programs: skilled workers, employees, (persons)	106	70	47	38
mid-level specialists, (persons)	181	149	149	157
Admitted for training in professional educational organizations for training programs: skilled workers, employees, (thousand people)	688	609	396	224
mid-level specialists, (thousand people)	854	705	699	727
Number of graduates: skilled workers, employees, (thousand people)	703	581	368	199
mid-level specialists, (thousand people)	684	572	446	469
For 10,000 people of the employed population students graduated: skilled workers, employees, (thousand people)	105	86	51	27
mid-level specialists, (thousand people)	103	85	62	65
Number of teachers in professional educational organizations Thousand people	151	149	133	135

Source: *Russia in figures, 2017. P. 142*⁴³

⁴³ Federal State Statistics Service (2017) *Russia in figures*. Moscow, p.142

13. Problems within the educational system of the European Union

European educational systems have a wide range of features, offer various curricula and methods that enhance the effectiveness of teaching. In the European Union, education, as a rule, does not belong to complete unification, which imposes the need to introduce the same changes for all countries; Each country that is part of the European Union is given the right to form its own educational system.

As the borders in the countries of the European Union are erased, Europeans have the opportunity to study in any country of the European community. In the European education there is an understanding of many problems and difficulties that contribute to the convergence of the education of individual European countries, differing both in terms of socioeconomic development and pedagogical traditions.

Closely related to globalization, integration in the European Union is manifested in the educational sphere, mainly in the field of higher education. That is why, the Bologna Process began to operate in the European system of higher education on June 19th, 1999. This process involves the unification of the European educational space, as well as the cooperation of various countries: the exchange of students and teachers, the standardization of educational programs. The initiating countries of the Bologna Process were Italy, France, Germany and the United Kingdom. These countries that faced particular difficulties, primarily related to differences in legal systems (Romano-Germanic and Anglo-Saxon). This is due to the fact that the legal education system is directly linked to the legal system of the country and, in fact, is determined by it.

The Bologna Declaration provides for the introduction of the European Credit Transfer System (ECTS). Credits are conditional units, in which the volume of education is determined. Behind each such unit there is a certain amount of mastered concepts, connections between concepts, the acquired skills, that is, the total laboriousness of the acquired knowledge and skills, including the independent work of students and the passing of intermediate and final examinations, and other types of academic work. Because of the accumulative system of credits, the student is able to enter the university of a country and finish it in another one; to change in the process of training a university or a chosen

specialty; to finish the education at any stage, having received a bachelor's or master's degree, to continue education in a convenient period of his life.

The development of integration in the field of education also contributes to the development of democratization. At one time, universities played a significant role in the formation and development of democracy in Europe. According to the Sorbonne Declaration, the university is the main structural unit of the Bologna process. The university community is network by nature, and democracy implies predominantly network social relations and relations. Increasing the role of education in the socio-economic and political life of Europe will lead to the further development of network relations in various fields.

13.1. Domestic and external competition

Investigating the competition in the European market of educational services, it becomes clear that the European Union competes not only with the US, but competition takes place within the union itself. On the one hand, external competition calls on the education sector to develop and move forward, on the other hand, internal competition makes some European countries feel uncomfortable, as countries with a weak education system are not so attractive to foreign students, who in turn bring a considerable budget in the state treasury. As a result, this led to the intensive development of cities in which the largest university centers are located and to the specialization of these universities depending on the profile of the city or region, since this gives a number of advantages (inviting highly professional specialists to the university, passing students to practice in relevant organizations, etc.).

Countries and universities are desperately fighting for students, and, consequently, for money and influence. As it was mentioned earlier, all borders are erased before Europeans, thus, there are no obstacles for the resident of the European Union to enter the educational institution of another country. In this regard, the demand for prestigious educational institutions is growing, while the rest are losing entrants and rating. Educational institutions are more actively involved in the competition for attracting foreign students to their studies. The training of foreigners is becoming an effective factor in stimulating economic growth.

Analysis of competition in the international market of educational services shows that its forms and methods are diverse. These include the use of international university ratings,

student mobility and various scholarship programs and funds, program accreditation systems and universities, pre-university training, extra-university factors (conditions, obtaining visas and living in the country, security, the possibility of part-time employment, etc.). Competition in the international market of educational services motivates universities to create new educational programs and implement them in more languages, reduce the cost of education or training in general for free at public expense.

According to the data of EUROSTAT (table 4), the table below shows the number of foreign citizens as of 2015, who studied in the territory of the European Union.

Table 4 Tertiary education students from abroad by ISCED level, 2015

Country	Short-cycle tertiary	Bachelor	Master	Doctoral
EU	64763	729753	658122	145616
Belgium	582	31603	17293	6975
Bulgaria	-	4749	6755	340
Czech Republic	50	22216	15821	3628
Denmark	4946	10849	13283	3186
Germany	0	83800	127056	17900
Estonia	-	1684	872	303
Ireland	311	9659	3765	2080
Greece	-	28408	-	-
Spain	18682	17937	38782	-
France	23478	72824	115628	27479
Croatia	0	227	495	99
Italy	455	53101	32517	4346
Cyprus	467	3677	2246	126
Latvia	313	2591	2157	194
Lithuania	-	2826	2046	103
Luxemburg	61	824	1783	495
Hungary	63	10684	10442	518
Malta	81	224	502	12
Netherlands	0	56384	24557	5248
Austria	874	33723	26591	6504
Poland	0	26205	16950	833
Portugal	12	5847	6929	4100
Romania	-	8587	14043	443
Slovenia	102	1101	926	225
Slovakia	25	10023	-	828
Finland	-	11420	7772	3950
Sweden	44	5889	13487	7252
United Kingdom	14271	212691	155424	48447

Source: Eurostat ⁴⁴

Analyzing these data, it is possible to conclude that the leading countries in the European education market are the United Kingdom, Germany, France, the Netherlands, Italy, Austria, Belgium, Poland and the Czech Republic.

⁴⁴ Ec.europa.eu, 2015. *Tertiary education graduates from abroad by ISCED level*. [online] Available at: http://ec.europa.eu/eurostat/statistics-explained/index.php/Tertiary_education_statistics [Accessed 21 Feb.2018]

13.2. Expenditures on education

An essential element of the functioning of the educational system of any country is the problem of financing, which is based on national income. As a rule, in countries of the Europe Union education is financed from the central budget, which is transferred to the Ministry of Education, as well as from local budgets. Education in Switzerland is financed differently, since there is no single educational management body in this country. All decisions concerning structure, content and economics of education are adopted at the level of individual cantons.

France, belonging to the group of industrialized countries, is characterized by features in the field of education financing. A significant part of its gross national product, it spends on the development of education, although the distribution of these funds is very different from other countries. In countries with a high level of expenditures on education, a significant part of the one is due to the development of the material base of schools.

It is worth noting that in a number of countries the members of the European Union, such as Romania, Greece, Bulgaria, Croatia, Lithuania, Latvia and others, have problems with weak staff qualifications due to lack of financial motivation and real competition. For example, in Romania, 60% of universities founded after 1989 lacked proper legislation in the field of quality assurance of education, as well as the lack of an appropriate human resource policy. In Latvia, for example, the number of students is decreasing every year due to inhibition in the development of certain areas of education and research, due to the fact that it is not possible to find qualified teachers. Against the backdrop of the leaders of the European Union, there are many problems in these countries, such as bureaucracy created by the current legislation; the desire to create problems, not their solution; corruption; nepotism; a weak system within educational institutions; poor financing and so on. Just like in Russia, the education sector in these countries was affected by the market economy, and became, in turn, a kind of business. The opening of new universities in these countries did not allow them to ‘punch above their weights’ because of weak legislation on the quality of education. The table 5 presents data on the financing of education in the countries of the European Union for the year 2015.

Table 5 Expenditure on education in the EU (2015)

Country	Expenditure on Education as % of GDP	as % of total expenditure	Million national currency
EU-28	4.9	10.3	716277
Belgium	6.4	11.9	26348
Bulgaria	4.0	9.8	3522
Czech Republic	4.9	11.8	224766
Denmark	7.0	12.8	142757
Germany	4.2	9.6	127394
Estonia	6.1	15.1	1235
Ireland	3.7	12.4	9374
Greece	4.3	7.8	7593
Spain	4.1	9.3	43979
France	5.5	9.6	119173
Croatia	4.7	10.1	15805
Italy	4.0	7.9	65193
Cyprus	5.7	14.2	1008
Latvia	6.0	16.2	1466
Lithuania	5.4	15.4	2022
Luxemburg	5.2	12.4	2668
Hungary	5.2	10.3	1754124
Malta	5.5	13.3	508
Netherlands	5.4	12.0	36786
Austria	5.0	9.6	16885
Poland	5.2	12.6	93700
Portugal	6.0	12.4	10739
Romania	3.1	8.6	21832
Slovenia	5.6	11.6	2145
Slovakia	4.2	9.3	3329
Finland	6.2	11.0	13090
Sweden	6.5	13.0	272869
UK	5.1	12.0	95796

Source: Eurostat ⁴⁵

It should be said that not only in Russia, but also in the European Union, there is a problem of shortage of middle-level specialists, especially the national economy is in great need of new professionals. However, the solution to this problem began in November 2002, when

⁴⁵ Ec.europa.eu, 2015. *Expenditure on education in the EU*. [online] Available at: http://ec.europa.eu/eurostat/statistic_s-explained/index.php/Educational_expenditure_statistics [Accessed 21 Feb.2018]

the Europeans adopted the Copenhagen Declaration aimed at expanding cooperation in vocational education and training of middle-level personnel.

It should be noted, that the problem of student achievement is different in the countries of the European community. In some countries, pupils, who did not master the appropriate level of educational material or did not achieve the necessary readiness for schooling, remain in the same class for the second year, which, as statistics show, is not a mass phenomenon. In Italy, for example, this group is 0.7 percent, and in Finland, 0.6 percent. Many countries automatically transfer students from class to class during the entire period of compulsory education, regardless of their academic performance. Special needs are provided to children, who have difficulties. As foreign experience shows, this system practically excludes the phenomenon of school stress, especially in children of primary school age, but at the same time increases the financial expenditures.

14. Research

The study was conducted among graduates and teachers of the department "Primary education and English language" of the Moscow City Pedagogical University on August, 2017. The dominant factors of the choice of the profession, the sphere of employment of graduates, satisfaction with their professional activity, the career growth of the graduates of the department, as well as the assessment of the quality of education are analyzed. As it turned out, graduates and teachers are satisfied with education and are in demand on the labor market. Among the suggestions of the respondents themselves are the following: increase hours of practice, deepen training in special disciplines, study modern software and programming, attract young professionals with practical experience in the specialty, create a base for future practice and employment of students.

14.1. Survey among students

A sociological study, that was conducted by me, has shown that at present the value of higher education is rather high: many people would like their children to have completed higher education. The diploma is necessary basically for successful employment and career, and then already for expansion of an outlook or increase of the social status. According to the Russians, while studying, the main thing is to get professional skills and find a suitable job. The point of view was widespread that for the admission to the university you need money rather than knowledge.

Probably, therefore, the respondents named high prices and corruption as the main problems of Russian higher education. About a third of respondents believe that the quality of Russian higher education is lower than the world level. The desire to continue their education was expressed only by every fifth adult Russian. Judging by monitoring data, the number of those who are sure that higher education provides a person with a successful career and facilitates the attainment of life goals has decreased insignificantly, but nevertheless. At the same time, the proportion of people convinced that the importance of higher education is often exaggerated has increased, and it is possible to make a successful career and organize one's life without it.

14.2. Survey among teachers

The first question was - what are the main problems of education? The analysis showed that 5 out of 7 teachers noted that the main problems of education are poor provision and lack of quality young professionals. And 2 people answered that the main problem is lack of motivation for development and poor-quality training program.

The second question, "What problems do you feel about yourself?", 3 people answered that they felt obvious problems with housing and material support, although they added that the situation is beginning to improve. 4 out of 7 teachers answered that they felt a poorly designed training program and excessive bureaucratization.

The third question was "What are the possible solutions to these problems?". The analysis showed that 5 out of 7 teachers answered that a cardinal reform is needed with the involvement of practicing teachers. While 2 people noted that it is necessary to improve the existing system.

Conclusion of the study: According to the results of the study it becomes clear, that most teachers are dissatisfied with the existing educational system and note that changes are necessary, meanwhile, others believe that changes are not obligatory, there is a need only to improve the existing system.

According to the results of the study it becomes clear that the majority of respondents believe that changes are not mandatory, it is necessary only to improve the existing system, others are dissatisfied with the existing education system and noted that changes are needed. It should also be noted that the set of indicators of the quality of education often requires additional analysis, clarification, as well as in cases and updates. Based on the survey, it is necessary to use indicators that reflect the functionality of this social institution in the entire set of paradigms for its consideration. The term "quality of education" is understood today as a sociological category that determines the state and effectiveness of education in society, its relevance to the needs and expectations of various social and professional groups, so the study can be directed not only to strategic indicators, but also to such aspects as content training, forms and methods of training, material and technical base, personnel structure and other factors that ensure the development of professional competencies of the trained youth . In addition, the analysis of the evaluation of the quality of education should be

divided into two components: the achievement of knowledge of students and evaluating educational institutions, the activities of education systems at the municipal level and at federal levels.

15. Conclusion

In the 21st century, education is an important integral part of every person's life. Today, education is available in almost all countries of the world and is being improved every year. In the opinion of the Director-General of UNESCO, education should not be reduced only to the general basic - it must be realized and be accessible throughout the life of a person. That is why a number of reforms are being undertaken that allow the education to move on and develop.

For the correct development of education, it is necessary to determine the mass problems and find ways to solve them. In this paper, a number of problems in the system of modern education were considered. During the analysis of the main types of primary, secondary and tertiary education, common problems emerged:

- Problems in weak legislation in many countries
- High demand for education of certain specialties
- Insufficient funding for education in the community
- Limited and difficult-to-implement adaptation of graduates of educational institutions to market relations;
- Corruption
- The urgency of raising the educational and qualification level of the teaching staff

It is clear that the further development of the sphere of education depends largely on the position of the state, its social policy, and the real recognition of the priority of this sphere. But much can be done in specific educational institutions, educational institutions and educational institutions. An active search for modern social and pedagogical technologies of development of education. The problem is to study, know the needs of the subjects of the educational process and create favorable conditions for their satisfaction.

Another problem of education is the need to transform the processes of education (acquisition of knowledge, socialization of the individual, its self-realization) into a sphere of activity that is comfortable for all social communities. The success of the reform of education largely depends on the search for new ways of development.

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