

**РЕЧЬ ВО ВРЕМЯ ВЫСТУПЛЕНИЯ
НА ВСТРЕЧЕ С РЕКТОРАМИ УНИВЕРСИТЕТОВ г. ЕКАТЕРИНБУРГА**

Статья представляет собой речь г-на Люка Ван ден Боссе, Министра образования и государственной службы правительства Фландрии, на встрече с ректорами университетов г.Екатеринбурга (12.09.94). Главное внимание в своем выступлении г-н Люк Ван Ден Боссе уделяет серии проектов, созданных на основе фландско-российского договора, заключенного в 1991 г. Эти проекты включают в себя курсы для профессорско-преподавательского состава, создание учебников, профессиональное обучение школьников, обучение детей с психическими отклонениями и т.д. Каждый проект направлен на осуществление задач, приоритеты которых были определены в ходе двусторонних переговоров.

Министр образования и государственной службы правительства Фландрии в своем выступлении подчеркивает, что помощь, оказываемая фланским сообществом России, основана на добровольных усилиях и согласии. Он также выражает надежду, что все большее число университетов обеих стран начнут сотрудничать для реализации проектов ТАКИС (TACIS).

Dieser Artikel stellt die Rede von Herrn LUC VAN DEN BOSSCHE, Minister fuer Bildung und Staatsdienst der Regierung von Flandern waehrend des Treffens (19.09.94.) mit den Rektoren der Jekaterinburger Universitaeten dar. Der Minister richtete sein Hauptaugenmerk auf die Reihe von Projekten, die auf der Grundlage des flaemisch-russischen Vertrages (1991) geschaffen worden waren. Diese Projekte schliessen Fortbildungskurse fuer Lehrpersonal, Schaffen von Lehrbuechern, Berufsausbildung von Schuelern, Ausbildung von psychisch behinderten Kindern etc. ein. Jedes Projekt wurde auf die Loesung von Aufgaben, welche im Laufe der bilateralen Verhandlungen bestimmt worden waren, konzentriert.

Herr LUC VAN DEN BOSSCHE betont in seiner Rede, dass Hilfe, die von der flaemischen Seite geleistet wird, auf voellig freiwilliger Grundlage zustande kommt. Er hofft auch darauf, dass immer groessere Anzahl von Universitaeten fuer die Verwirklichung von Projekten TACIS zusammenzuarbeiten beginnen.

When our colleagues at the Russian Ministry for Education sought the support of the Flemish Community for the major reforms being planned in the Russian Federation, my predecessor and I, Mr Daniel Coens, adopted a cautious approach, yet we were firmly convinced of the need to give a positive response to the appeal. The

contribution which the Kingdom of Belgium's Flemish Community is offering to make to the reform of the Russian educational system is a small but significant one.

The Flemish-Russian Agreement was the first one to be concluded after the creation of the autonomous Russian State – a fact that Mr Tkachenko has repeatedly stressed in public. He has also described this Agreement and the one with the Netherlands as being the most innovative and productive ones to be achieved so far.

Concluded on 7 September, 1991 between my predecessor, Daniel COENS, and the Russian Federation Education Minister at that time, Dr DNEPROV, the Agreement included a series of projects initiated at the explicit request of the Russian Government. Each project is supposed to meet one of the specific needs that were identified, during our bilateral talks, as priority concerns.

A number of projects focused on the management of education, teacher training, courses for teacher-training staff (all projects of Prof. Heene, present here) and the publication, under the supervision of Prof. Decoo, of textbooks for teaching French and English as a second language. In the next school year, the teaching material will start to be used in regions other than those where the experiment is being conducted. It is doubtful whether anyone else can claim to have made such an extraordinary achievement.

A joint venture has been set up to ensure all these books are published and printed. Actively supported by the Minister and Ministry of Education, the partnership comprises the Chairman of the Flemish association of educational book publishing companies, Mr Laurent Woestenburg of "Van In" Press, on the one side, and a consortium of Russian private entrepreneurs, on the other.

This initiative will continue to evolve under the bilateral Agreement, as will another project being coordinated by Mr Woestenburg. This one concerns a programme to provide training in setting up private companies to publish educational books. The European Council is taking an interest in the programme with a view to initiating similar ones in other East European countries.

Another part of the Agreement is devoted to a whole series of measures dealing with special education: these include specialised teacher training, vocational training schemes for pupils, psycho-medical diagnosis, and experimental schemes for autistic children. A steering committee, made up of representatives of the Flemish educational "networks", has been set up to develop this programme.

Still in the same context, I would also like to refer to the "mini companies" project carried out in several schools in a bid to instil an entrepreneurial spirit in pupils and students.

Another much praised and highly influential initiative under the bilateral Agreement was the decision to set up a Council to offer legal advice on the new educational legislation in the Russian Federation. A lot of surprise was expressed at the time about the fact that a tiny country like Belgium should be able to make a contribution towards improving educational legislation in the Russian Federation, even though Belgium, with its long involvement in the European enterprise, is known for its longstanding democratic educational system and its impressive educational legislation based on a strict enforcement of educational rights and freedoms.

An international team of legal experts and educationalists was set up to implement the Agreement. Flemish, French, Dutch, German and American specialists were asked to give legal advice on the basic laws recently adopted by the Russian Federation, to exchange ideas on these issues with a Russian delegation appointed by the Minister, to take part in a public debate during a symposium organised by the Russian Ministry of Education to consider the recent educational legislation in Russia, and, finally, to reveal their final views and conclusions at a conference, staged in Cheart, Belgium, on 18 September, 1993, in which my Russian colleague and I played a full part. All of these activities culminated in the publication of a report and I subsequently presented it to EU Education Ministers at their Council meeting, on 8 November, 1993, to which I had invited Mr TKACHENKO, as the keynote speaker.

Similar projects have now been initiated with a view to preparing legislation for the special education sector and recasting the Higher Education Act. A report on the outcome of all these advisory activities and of the talks between Russian officials and the international committee, will be made at an international symposium due to be organised in early 1995.

The purpose of such conferences is mainly to bring the people concerned together. Yet they also provide an opportunity for broadening the scope of the pilot projects. We want to allow the people of this country as much opportunity as possible to learn about the sort of experiences our cooperation has given rise to.

The assistance the Flemish Community is lending to Russia in its transition towards a modern, democratic and decentralised society depends to a large extent on voluntary efforts and spontaneous consent.

The annual budget for implementing this Education Cooperation Agreement totals BEF 10 million and some of the resources are earmarked for schemes to secure EU funds to enable us to work on a larger scale and apply more projects in other regions. Our hope now is that more and more of our universities will join forces with Russian universities so as to propose TACIS projects.

The bilateral Agreement between the Flemish Community and Russia was extended until 18 September, 1993 and at the end of this week My Russian colleague and I will be signing a contract to allow our bilateral Agreement to be extended a second time. On 7 November, 1993 I also signed a tripartite (Flemish Community, the Netherlands and Russia) Agreement and brought this to the attention of my colleagues in the EU Council of Ministers. This initiative is designed to ensure that the activities involved in implementing the two bilateral Agreements are coordinated as effectively as possible.

One outcome of last November's Council of EU Education Ministers was the decision to strengthen the EU's links with Russia in the future. Under the professional leadership of the European Union, the Flemish Community will continue to seek to broaden the scope of the TACIS Programme and to promote the EU/Russia Partnership and Cooperation Agreement signed on June 24, 1994 in Corfu by President Yeltsin.

My Russian colleague has kindly invited me to be his guest at the special Council of EU Education Ministers due to be held during the second half of this week in St-Petersburg.

One of the Flemish Community's main goals in 1994 and the coming years is to create initiatives for fostering cooperation between universities. A special budget has been provided for this purpose so that concrete projects will be able to be carried out in several fields, particularly in cooperation with the highly esteemed establishments in Ekaterinburg.

The University of Ghent played a key role in promoting cooperation with Russia right at the outset of the bilateral Agreement and is continuing to do so now. Allow me to elaborate upon this.

As early as September 1993, my dear friend and colleague, Minister TKACHENKO, concluded a cooperation agreement with this University. The efforts being made by Flemish universities to work with their Russian counterparts deserve more recognition from the Government, which should strive to improve the way the activities are being coordinated, while of course respecting the autonomy of these universities. Encouragement is needed for current projects and research programmes and this can also be achieved through cooperation with the Dutch academic sector.

In May of this year, the University of Ghent signed a letter of intent with the Moscow State Pedagogical University and an agreement with the Moscow State University. The cooperation provided for by these agreements is focused on schemes to do with teaching and educating children with development problems, and promoting their social rehabilitation and adaptation; training teachers in the field of special education; carrying out research into facilities for disabled pupils in hospitals, clinics, etc; cooperation in conducting research into education and the teaching sciences, particularly in the fields of educational law and teacher training.

Mention should also be made of the agreement concluded between the Russian Institute at the Ghent Alma Mater and the Plechanov Academy with a view to cooperating in the field of economics.

Today we have had the honour of discussing with you, the members of four outstanding universities, located in this beautiful city and region, two major cooperation agreements. In the text you refer to the Tempus/Tacis project, which has now been accepted, and to the opportunities for cooperation under the European Union's IMPTAS programme.

It is vital for the universities to become involved in the reform of Russian society. Not only governments but also the international community need to treat this as a matter of priority. I am convinced that greater cooperation in the fields of education and research between the URAL universities and the University of Ghent can fulfil a pioneering role in the context of Russian-EU cooperation. The URAL universities also have to continue to play a leading part in the Russian academic community.

In the meantime, I have undertaken to make the most of all the opportunities there are for achieving these aims.

I hope that our joint endeavours will be fruitful for both communities. A lot of work is waiting for us as well in the next months as in the further years to come.