

*Artem Rykun, Konstantin Yuzhaninov* **Higher education: deconstructing professionalism**

Authors focus their attention upon higher education – labor market in-coordination and institutional forms of compensating the latter. The inconsistency means inability of the labor market to satisfy the need of highly qualified labor force in spite of the fact that graduates with diplomas are over-produced in relevant areas. According to the experts (employers and some educators), the majority of recruits is not capable of performing skilfully in areas of their specialization without additional training in its various forms, which are called in this paper «Education-2». The authors argue that its growing popularity reflects socially significant shift within Russian educational policy. The growing significance of «Education-2» not only reflects the expansion of charges in sphere of education in general, but also constitutes a new approach to the contents of professional training. The latter becomes customer-oriented and at the same time more dependent upon repetitive institutionalized re-training.

*Oleg Oberemko* **Paid higher education: promise of institutional changes**

Up to 2004 54 % higher school students in RF paid for their education. Therefore two types of households could be distinguished: those who are paying and those who are not. The paper compares expenses by different types of households and aims to reveal the signs of financial improving in the higher education, expected from widespread practices of paid education. The article is based on the analysis of data collected in two surveys by Found «Public Opinion» during autumn 2004 (samples of Russian population and Moscow inhabitants).

*Irene Butenko* **Social issues in education policies in Ontario (Canada)**

Considering the tuition fees and affordability of postsecondary education in contemporary Russia, the paper draws from foreign experience. It describes postsecondary education in a Canadian province, examines expenditures incurred from public and private sources. Household expenditures, tuition fees, access and affordability are analyzed based on Statistics Canada and other quantitative data. Support to institutions and students are reviewed with special attention to access to information about education program outcomes, education savings, regulation of tuition fees, student loans, grants, and bursaries. Analysis of advantages and disadvantages of bursaries and student loans is provided. Considering social effects of granted and borrowed money, the paper suggests loans are more beneficial in both Ontario and Russian contexts.

*Janna Chernova* **Contemporary models of gender segregated education**

The aim of this paper – to analyze of contemporary gender-segregated education, its role in formation of gender culture. The author considers history of the Soviet separate formation, allocates four models existing in modern Russian educational space: biological-determinist; traditionalist; the model of pedagogical efficiency and instrumental. On the basis of empirical data it is possible to single out the following functions fulfilled by the gender-segregated educational model in the contemporary Russian society: gender correction; (re)production of the traditional gender order; «protectionist». In this paper advantages and disadvantages of separate training are discussed.

*Ekaterina Panova, Kapitolina Fedorova* **Non-native speaking children in St. Petersburg school: stereotypes and reality (based on sociolinguistic study)**

The article deals with the problems of educating young non-native Russian speakers in St. Petersburg schools and teachers' prejudices against them. Emergence of a great number of children whose first language is other than Russian in schools during past 10–15 years is a result of migration to St. Petersburg from former Soviet Union countries. Public opinion is rather strict on «newcomers», and it seems that school teachers share this negative attitudes towards migrants and necessity to educate their children in «ordinary» school. Actually as our study reveals real situation in schools differs from stereotypes popular in public discourse. Using sociolinguistic methods we investigate teachers' attitudes towards non-Russian pupils and show possible ways of applying linguistic approach to social issues.

*Natalia Borisova* **Social policy in area of inclusive education: the context of liberalization and Russian realities**

Inclusive education is aimed at providing for equal rights on and access to education for children with disabilities; it suffers many contradictions of the processes of liberalization in the social policy in general and in education in particular. Inclusion does not correlate with the directions of the common policy of the general education and has its own targets, tasks and features, which can be explained if one will consider it as a part of political process in providing for civil rights of social minorities and as a part of the process of cultural change. The article analyzes the effects of liberalization processes on the development of inclusive education in the liberal welfare states as well as the process of development and difficulties of inclusive education in today's Russia.

*Niels Rosendal Jensen* **Education of youngsters with special needs**

The article deals with the severe problem of an increasing number of youngsters who drop out of school during adolescence. 1993 the government decided that 95 % of all youngsters should finish an education (gymnasium, technical gymnasium or identical educations) – due to the global competition and decisions within the EU. To day a little more than 80 % are fulfilling their obligation to the state. This means that around one out of five (foremost young men) does not succeed. An answer to that problem has been to increase the possibilities of «other ways to reach an identical goal». The research project – carried out 1999–2005 – has aimed at finding out the ways in which such «other ways» are created and institutionalized. The research had resulted in showing many different ways, underlining a common feature: the empathy of the organisations and schools towards the young people's needs, authentic adults as role models, praxis-oriented working forms and praxis-oriented instruction in classes and shops, strong personal relations between every young person and his/her personal mentor at the school as well as at the factory/working place, and last but not least a severe and goal directed efforts to gap the bridge between «second chance schools» and usual working places.