

Summaries

Alexander Slepoukhine **Globalization of Higher Education: Social Contradictions and Trends**

The process of global competition have impact on the rearrangement of the world system, of its national borders and informational closeness. An intensive transnational mobility of the information, technologies and capital result in such situation when the labor market extends beyond the nation state limits. The market of educational services also turns to be borderless. The article discusses theoretical bases of these trends, that have directly effected sphere of education, which have transformed different education system into one European, while cultural differences have been preserved. The findings of empirical research are also discussed, which demonstrate contradictory processes of globalization of higher education. These processes are related to the increased role of supranational institutes of control, emergence of new forms of social inequality, dissemination of academic capitalism and managerialisation of university culture.

Tatiana Sidorina **Towards the Global Social Policy**

The article is devoted to the present condition and prospects of social policy in the XXI century. What is the effect of the globalization of economy on social policy? Is the curtailment of the Welfare State in developed countries a consequence of strengthening the globalization processes? Social policy has considerably evolved during the last two centuries. Rationalistic grounds of the Welfare State can be found in the most important documents of the Age of Enlightenment: in «Public Agreement» of J.-J. Russo, Declaration of human rights, Bill of rights. Economic transformations of the industrial epoch stipulated the creation of social policy as a direction of internal policy of the state. During two centuries social policy coped with the tasks of stabilization. Nowadays social problems went beyond the bounds of a single state. The preservation of social stability of a single economically developed country is not comparable with the danger of international terrorism, aggravation of antagonisms between the wealth and the poverty in the majority of the countries. The interest is shifting from the sphere of activities of a single state to the activities of the world community – to the world social policy.

Nader Ahmadi **Globalization of Consciousness and New Challenges for International Social Work**

Although the notion of international social work is not new, it is only in recent times that its central premises have been in focus. Considering diverse ongoing globalization processes and in regard to the weakening of the national welfare state, social work must tackle the challenge of redefining its role and mission if it is to remain true to its professional commitments. The emergence of new global regions and the globalization of local social problems make the consolidation of democracy and human rights, the prevention of conflicts and the promotion of solidarity and peace through global cultural integration some of the main concerns of international social work. In this article, international social work is discussed as a project of partnership between diverse social actors such as practitioners, universities and local governments cooperating beyond the boundaries of the nation-state.

Elena Omeltchenko **Youth Activism in Russia in Context of Global Transformation**

The article criticizes traditional approach to the evaluation of civic stand of modern Russian youth. Interest to *youth activism* on the part of academic circles and politicians throughout the XX century was rather spontaneous, and usually was expressed in response to public manifestations of «uncontrolled youth energy». Comparison of Russian and western constructs of a «youth question» makes the consequences of direct inclusion of «adult» ideology in youth reality more appreciable, whereas the fact that youth is deprived of the right to participate in construction of strategies of social development is confirmed by the object-exploiter attitude to youth both in the USSR (Russia), and in the west. Ideologically programmed idea of youth as of a homogeneous social group did not become a «history». In political and, partly, in academic texts transition from consideration of youth as of an object of purposeful state influence or resource of the future of the nation to consideration of youth as of a full subject of society is still rather a mere declaration. The author believes that conceptual divergences between the subjects of social policy directly influence priorities of modern youth policy.

Alissa Tolstokorova **Gender Sensitive Reform of Language as an Element of the Global Social Policy: Experience of International Women's Movement**

Current paper highlights the necessity of development of gender-based approach to language policy aiming to counteract social effect of linguistic sexism in post-soviet societies. An important aspect of this process is a comprehensive study of the international experience of gender-sensitive language reformation and planning necessary to forestall and then to avoid possible problems which may arise in the course of anti-sexist language campaigns. As a possible means to outlaw the functioning of linguistic sexism globally the paper offers to develop and provide a legal status to the gender-based approach to linguistic human rights.

Rodreck Mupedziswa **The Quest for Relevance: Towards a Conceptual Model of Developmental Social Work Education and Training in Africa**

Since the 1970s a clarion call has continuously sounded for the social work profession in Africa to shed its remedial outlook and assume greater relevance, in order for the profession to more meaningfully address the needs of the continent's masses. In this regard it has thus been argued – and correctly so – that for social work on the continent to become relevant, the profession must assume a developmental orientation, and this has to start at the level of education. To this end social work education institutions in Africa have therefore been urged to recast their programmes in the direction of developmental social work. In spite of these noble calls, however, a number of issues have remained unclear, if not unresolved, particularly in respect of how to implement the new strategy. More importantly, the «benchmarks» for implementation have remained hazy, with some key questions remaining unanswered. For instance, how can an institution «tell» that its programmes are oriented towards the developmental approach? Indeed, what are some of the key pointers or criteria in this regard? This article attempts to address this question by suggesting a conceptual model based on certain important criteria identified through the writing of many scholars and authors on the subject. Stated otherwise, the article attempts to provide some form of checklist which social work education and training institutions in Africa – and perhaps elsewhere – could use to determine the extent to which they are promoting a developmental approach to social work education and training.