



International Sociological Association

Research Committee on
Sociology of Education (RC04)

Newsletter

RC04 Sociology of Education

Editor:

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From the Editor

Dear Colleagues,

This year has been a productive one for RC04 and there is much more to come in the next several months. As of January 1, many of existing and new members had submitted abstracts for the “First ISA Forum of Sociology” that will be held in Barcelona in September. A total of 116 abstracts were accepted by the RC04 session chairs (although five presenters later formally withdrew).

In February, RC04 had an extremely successful conference on “Education, Globalization and Citizenship: New Perspectives of Sociology of Education” in João Pessoa, Brazil. The conference had 1,857 attendees, including 1,668 participants. Success was guaranteed through the efforts of RC04 Vice-President for Europe, António Teodoro, and Afonso Celso Scocuglia of the Universidade Federal da Paraíba, Brazil. Michel Wieviorka, the ISA President, delivered a keynote address to the participants.

Over the past few months Stephen Ball, the Karl Mannheim Professor of Sociology of Education at the Institute of Education—University of London, Marios Vryonides of the European University, Cyprus, and I have been assembling a special issue of the ISA journal ***Current Sociology*** on the theme “Education in a Globalizing World.” Papers by several RC04 members will appear in the special issue that is based on our May 2007 RC04 conference in Nicosia, Cyprus.

Our RC is growing. As of June 2008, we have 177 members, up from the 137 we had after the 2006 World Congress and the 142 we had on January 1, 2008. Although we lost several colleagues who did not renew their membership this year, we gained 48 new members, many of whom joined the RC because of the popularity of the pending Barcelona conference.

This issue of the *Newsletter* features the preliminary program for the Barcelona conference to be held from 5-8 September 2008. The theme for our portion of the conference is “Accountability, standards, testing and inequality: Critiques, collaboration and future research.” Besides the eight topics highlighted in this *Newsletter*, RC04 has three joint-sessions with other RCs on such topics as “The Role of University Research in the Future” (with RC07 and RC23); “Leisure Education in a Changing World” (with RC13); and “Gender, Science, Technology, Innovation, and the Future” (with RC07). In addition, four members of the RC04 board are scheduled to present an overview of the RC04 theme at one of the ISA conference “Common Sessions” scheduled for Monday, 8 September, from 11:30-13:30 (see http://www.isa-sociology.org/barcelona.2008/common_sessions/index.htm).

I am continuing to assemble a research interest directory that can be sent to journal editors looking for individuals to review books or manuscripts. This is likely to be most helpful to young colleagues who may not yet be known by journal editors, but it may be of help to all of our colleagues. If you are interested in being listed in this research interest directory please send me your contact information, including ***your name, affiliation and address, e-mail address, and a very brief statement of your areas of research and scholarship.*** Please send to gdworkin@mail.uh.edu and note that it is for the **RC04 Research Interest Directory**.

The *Newsletter* continues the publication of ***Global Exchange***, intended to promote not only information exchanges, but also to facilitate collaboration among colleagues, especially collaboration that crosses national boundaries. Members are asked to submit 100-150 word synopses of their ongoing or planned research in which member in-put, idea exchanges, and actual research

collaboration are encouraged. It is hoped that members will submit descriptions of their research projects to be included in future issues of the *Newsletter*.

Finally, the current issue of the *Newsletter* highlights two job openings at the European University Institute in Italy, a call for contributions to a special issue of the journal ***Educational Research and Evaluation***, and a conference planned for 2009. Deadlines for the positions and the special issue are also listed in this *Newsletter*.

Gary Dworkin
Secretary, RC04
gdworkin@mail.uh.edu

From the President

Dear Colleagues,

In February, we had a successful conference in João Pessoa, Brazil on the theme “Education, Globalisation and Citizenship.” It was an honour to our Research Committee that the conference was opened by Professor Michel Wieviorka, our ISA President. The total of 1600 participants, 931 papers, 14 key note addresses and 13 thematic sessions speak of a great success. I give my warmest thanks to António Teodoro, Alfonso Celso Scocuglia and all the other colleagues in the organizing activities, who made this big conference possible. I am convinced that all the participants will join in my expression of gratitude.

The First ISA Forum on the theme Sociological Research and Public Debate is approaching. In September we will meet in Barcelona. The Forum is a very interesting and vital opening of discussion on the current challenges of the global society and its future alternatives. What is at stake is also sociology’s mission and meaning. How could we communicate and collaborate with our colleagues from other disciplines, with media and with citizens in the face of widespread degradation, deprivation and oppression? What is sociology’s response to the challenge of global warming?

Our Research Committee’s sub-theme is “Accountability, standards, testing, and inequality: Critiques, collaboration, and future research.” The theme invites a deep and globally wide discussion on one of the most burning issues of contemporary education policy. The theme has been divided into eight topics in our programme. In addition we have three joint sessions with other research committees.

I am looking forward to seeing you in Barcelona.

Ari Antikainen
President, RC 04
ari.antikainen@joensuu.fi

P.S. I have been invited to speak on the shape of sociology today in a seminar in Barcelona. If you have any ideas regarding how the ongoing social changes should be expressed in the operation of the ISA and our Research Committee, please do not hesitate to tell me. I am willing to forward them to our ISA community in the seminar.

Global Exchange

This is the fourth issue of the *Newsletter* column entitled **Global Exchange**, which affords the membership the opportunity to describe one of their current or pending research projects and seek suggestions, ideas for future directions, as well as possible collaboration with other RC04 members. The abstracts of approximately 100 words presented below represent examples of the kinds of project descriptions the RC04 board hopes will be sent to the editor by e-mail for inclusion in future issues of the *Newsletter*. It is our thought that most projects can benefit from discussion and collaboration and we hope that this column in the *Newsletter* may stimulate the kind of responses that will enhance research and lead to topical panels for future ISA and RC04 conferences. Please consider submitting a description of your project to the editor for inclusion in future issues of the *Newsletter*. It is hoped that RC04 members will contact the researchers whose projects are listed below with suggestions, commentary, and even offers to collaborate or share reports and publications. Submissions to **Global Exchange** should be sent to gdworkin@mail.uh.edu. Presented are reports on three projects.

Research Project: RIAIPE - Ibero-American Network of Educational Policies

In March 2007, nine teams representing six different countries initiated a regional comparative network within the Ibero-American context. This project seeks to build a theoretical and analytical framework that enables the mapping and analysis of public policies of education in last few decades - both conducted by governments and the proposals and projects of the most influential globalizing agencies or social movements and local administrations. The Network focuses its efforts in building a common theoretical framework that allows, specifically, us to construct a battery of indicators for the assessment of public policies of education. For more information see: <http://cyted.riaipe.net/>

Dr António Teodoro

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Update of an entry in the July 2007 issue of “Global Exchange”:

The Youth Electoral Study was a four year national research project conducted by Professor Lawrence J. Saha (Australian National University) and Professor Murray Print (University of Sydney). It was funded by the Australian Research Council (ARC), through its ARC Linkage Grants program, as well as the Australian Electoral Commission (AEC). The results of the study are contained in a new book entitled **Youth and Political Participation**, edited by Lawrence J. Saha, Murray Print, and Kathy Edwards (University of Sydney) and published by Sense Publishers, Rotterdam, 2007.

Becoming politically active is the result of a developmental transition from infancy to adulthood during which time a person acquires a political identity and a repertoire of political activities. Adolescence is a crucial and defining period in this transition process. It is during this stage in life that young people in most Western democratic societies are introduced to a range of political activities, from enrolment

and voting, to participation in various social movements related to the environment, social inequalities, and social justice. But some young people do not make this transition. The articles in this book try to find out why some do, and some do not. The papers are the result of a meeting of Australian experts in Youth Studies who came together to pool their knowledge, and to discuss and debate issues related to youth political participation. Collectively these articles provide a compendium of our current state of knowledge about this topic. This collection will provide a valuable resource for researchers, teachers and everyone who wants to acquire a better knowledge, and some stimulating ideas, about youth political participation, not only in Australia but in all Western democratic societies where active citizenship is a valued objective.

Lawrence J. Saha

Editor: *Social Psychology of Education: An International Journal*

The Australian National University

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Research Project Update: A Comparative Study of Teacher Burnout and Turnover

Last year we announced in the *Newsletter* the initiation of a multi-national study of teacher burnout and turnover in light of the growing educational accountability movement. We have received e-mails expressing interest in the project from colleagues in Denmark, Russia, South Africa, India, China, Canada and Zambia. We intend to send out an updated survey instrument to our RC04 colleagues who have responded to our invitation so that they can collect data from samples of teachers in their own countries. The data will be pooled and papers will be presented at a mid-term meeting of RC04 or at the 2010 World Congress of Sociology. Collaborators will become co-authors. The logistics of the surveys will be discussed in a series of e-mails among the participants. Please contact:

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Report on the Midterm Conference in João Pessoa, Brazil

February 19-22, 2008 marked the Midterm Conference entitled “***Education, Globalization and Citizenship: News perspectives of Sociology of Education***” at the Federal University of Paraíba (UFPB), in João Pessoa, Brazil. This event was promoted by Research Committee 04 and by both the efforts of Vice-President António Teodoro and by Afonso Celso Scocuglia, Professor in

UFPB.

The conference was organized into fourteen keynote speeches, thirteen thematic tables, two panels, two special sessions, twelve large groups of work and dozens of posters. In all, 931 communications were presented by 1668 authors coming from several countries, totalling approximately 1857 participants between researchers, professors, students and people concerned with education in general. With this variety of presentations, it has become possible to achieve a central objective of the conference: to form international networks of research and strengthen the existing networks. All of the presentations can be found in the following site: <http://www.socieduca-inter.org/>

Two highlights of this conference were the opening session and the closing session, during which participants were addressed by two well-known experts in the field of sociology. Michel Wieviorka, French sociologist and current ISA President addressed the participants in opening session, noted for his work, among other topics, on violence, terrorism, social movements and theory of social change, who presented a communication entitled "*L'éducation Confrontée aux Différences Culturelles*" [The Education Confronting the Cultural Differences]. The closing session was addressed by Boaventura de Sousa Santos, Portuguese Sociologist, whose work centres on such themes as globalization, sociology of law and the state, epistemology and democracy, who presented a communication entitled "*Um Novo Paradigma para a Educação Popular: a tradução intelectual*" [A new paradigm for popular education: the intellectual translation].

This conference is considered one of the most important international events of the field of humanities/social and education realized in Brazil. They gathered hundreds of researchers internationally to discuss issues that are currently transforming and continue to transform individuals and societies over the last few decades. This tremendous success has led the local committee to think about organizing an extension of this event in Brazil with another theme in the field of education next year.

António Teodoro
Chair of the organizing committee
RC04 Vice-President for Europe

Employment Opportunities

The European University Institute is advertising two chair positions:

1. A chair in Sociology and Social Research (SPS2): The Department of Political and Social Sciences invites applications from candidates engaged in advanced comparative sociological research in substantive fields such as inequality, welfare, migration, population, organizations, or networks. Preference will be given to candidates with graduate teaching capacity in quantitative methods. Junior as well as senior candidates will be considered. Contracts are for five years, renewable for further three years. The Institute is an equal opportunity employer. Interested applicants should contact the Head of the Academic Service, Dr. Andreas Frijdal, in order to receive an application and information pack. **Deadline for receipt of applications is: 15 September 2008.**

2. A chair in Political and Social Sciences (SPS5). The Department of Political and Social Sciences invites applications from candidates engaged in comparative research in the political and social sciences. The Department is open to applications in a wide range of themes dealing with contemporary Europe, ranging from research on ethnonational conflicts to research on the transformation of institutional structures. The Department is particularly interested in candidates who combine research on European and state institutions. Junior as well as senior candidates will be considered. Contracts are for five years, renewable for further three years. The Institute is an equal opportunity employer. Interested applicants should contact the Head of the Academic Service, Dr. Andreas Frijdal, in order to receive an application and information pack. **Deadline for receipt of applications is: 15 September 2008.**

Contact Information for either position:

Tel.: +39-055-4685.332

Fax: +39-055-4685.444

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Internet: <http://www.eui.edu>

Address: European University Institute, Via dei Roccettini 9, I-50014 San Domenico di Fiesole, ITALY

Activities & Calls

PUBLICATION OPPORTUNITY:

The journal *Educational Research & Evaluation* will devote a special issue on topics relating to cross-national studies in student performance. Possible topics include inequalities relating to socioeconomic background, gender and ethnicity; changes over-time in student performance, the role of school factors and the organization of learning within schools, contextual effects, differences between school systems within countries, and macro-educational factors such as, the organization of national school systems. This list is by no means exhaustive but papers selected for the special issue studies must include analyses of data derived from cross-national studies of student achievement, focusing on PISA and including other studies such as TIMSS where appropriate. Single country studies are not excluded.

One of the strengths of cross-national studies is that they allow for comparison at a sub-national levels (states, regions, provinces, etc), or between waves, as well as between countries. These are unique characteristics, which should be exploited more fully. For these reasons the journal *Educational Research & Evaluation* will devote a special issue focusing on these studies.

The manuscripts should relate to some theoretical or policy issue that can be addressed by these data. The methods used should be appropriate to the issue addressed. Key criteria for the selection of manuscripts are clarity in both the study's logic and in the written expression. Authors should be aware that they are writing for a diverse international audience including academics, policymakers and other stakeholders. Authors whose first language is not English are advised to have their manuscript checked by a native English speaker before submission.

The guest editors of this special issue are John Cresswell (PISA, OECD), Jaap Dronkers (European University Institute, Italy), Gary Marks (Australian Council for Educational Research).

Manuscripts, including tables, figures, notes, references etc should not extend 8,000 words. Proposals for manuscripts and/or full papers should be sent to one of the three editors. To be considered for publication, full-manuscripts should be submitted by ?.

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FUTURE CONFERENCES:

2009: An Asia Forum on Sociology of Education, 6-8 May 2009, Tainan City,



Taiwan and hosted by the University of Tainan. For details contact Jason Chang, General Secretary of the Taiwan Association for the Sociology of Education (TASE) at jchange@cc.ntnu.edu.tw. The homepage of the conference is <http://web.nutn.edu.tw/gac610/Social/>

2008: Coming this September:

First ISA Forum of Sociology: Sociological Research and Public Debate

Barcelona – Spain, 5-8 September 2008

Main theme: Accountability, standards, testing, and inequality: Critiques, collaboration, and future research.

(See http://www.isa-sociology.org/barcelona_2008/rc/rc04.htm for venues, registration, lodging and other details).

Presented through page 15 is a listing of the RC04 topics, sessions, chairs, presenters and discussants. *All RC04 sessions will be held in the Faculty of Communication Blanquerna, University of Ramon LLull, Valdonzella, 23 08001 Barcelona.*

Topic # 1: The Use of International Data Sets for National Education Policies

Session # 1 Sept. 5, 15:30-17:30

Chair/Organizer: Abraham (Rami) Yogev, Department of Sociology and School of Education, Tel Aviv University, Israel.

Presenters:

1. **Christian Ebner** and **Rita Nikolai**, Social Science Research Center (WZB), Berlin, Germany, *Opening Pandora's box: Social background, school attendance and competencies in the OECD in Germany.*
2. **Oren Pizmony-Levi**, Sociology, Indiana University, Bloomington, Indiana, USA, *Public discourse on international student's achievement tests, the case of Israel and the United States.*
3. **Carla Cristina Marques Galego**, UID-Observatório de Políticas de Educação e de Contextos Educativos (UID - OPECE), Universidade Lusófona de Humanidades e Tecnologias, Lisbon, Portugal, *OECD as a world think tank: The impact of OECD in national educational policies of equity and in construction of a global educational agenda.*
4. **John Micklewright** and **Sylke Viola Schnepf**, School of Social Statistics, University of Southampton, Southampton, UK, *Peer effects in schools estimated with PISA data are biased downward.*
5. **Joakim Larsson**, **Annica Löfdahl**, and **Hector Pérez Prieto**, Faculty of Arts and Education, Karlstad University, Karlstad, Sweden, *Calling to order: PISA and TIMSS as stepping-stones toward disciplinary action.*
6. **Yariv Feniger**, **Idit Livneh**, and **Abraham Yogev**, Department of Sociology and School of Education, Tel Aviv University, Tel Aviv, Israel, *Globalization and the politics of international surveys of educational achievement: The case of Israel.*

7. **Hans Pechar**, Interdisciplinary Studies (IFF) Institute of Science Communication and Higher Education Research, Vienna, Austria, *The reception of PISA in Austria and Germany*.

Topic # 2: High-Stakes Testing

Session # 1: The Persistence of Inequalities Sept. 6, 9:00-11:00

Chair/Organizer: **A. Gary Dworkin**, Sociology, The University of Houston, Houston, Texas, USA

Discussant: **Kathryn M. Borman**, University of South Florida, USA

Presenters:

8. **Gerda Dullaart**, AFDA Film School, Kenilworth, South Africa, *High stakes assessment and 'low' language*.
9. **Brian D. Barrett**, Foundations of Social Advocacy, State University of New York, Cortland, USA, *High-stakes standardized testing, 'performance pedagogy,' and social reproduction in the United States*.
10. **Sean Reardon**, Stanford University and **Michal Kurlaender**, Education, University of California, Davis, USA, *High stakes, no effects: High school exist exams and educational inequality*.
11. **Douglas Lee Lauren**, Public Policy, University of North Carolina and **Helen F. Ladd**, Terry Sanford Institute of Public Policy, Duke University, USA, *Narrowing gaps or rationing opportunity? The impact of high stakes testing on student achievement gains*.
12. **Dionyssios Gouvias**, Pre-school Education and Educational Design, University of the Aegean, Rhodes, Greece, *Accountability in the Greek Academia: An erosion of university autonomy or a high-stakes policy-making instrument?*
13. **David C. Berliner**, College of Education, Arizona State University, Tempe, Arizona, USA, *How high-stakes testing narrows curriculum and reduces the chance for successful competition in the 21st century: A USA calamity in the making*.

Topic # 2: High-Stakes Testing

Session # 2: Facing the Challenges Sept. 6, 11:30-13:30

Chair/Organizer: **A. Gary Dworkin**, Sociology, The University of Houston, Houston, Texas, USA

gdworkin@mail.uh.edu

Presenters:

14. **Ligia Elliot** and **Ângela Carrancho da Silva**, Fundação Cesgranrio, Rio de Janeiro, Brazil, *A closer look beyond testing results: How Brazilian Northeast schools faced social diversity*
15. **Ema Lagos Campos**, SIMCE, Ministerio de Educación de Chile, Santiago de Chile, *Chilean 15 year old student results, PISA 2006*.
16. **Efstratios Papanis**, **Panagiotis Giavrimis**, and **Myrsine Roumeliotou**, Sociology, University of the Aegean, *Social dimensions of school failure: the views of educators and students*.
17. **Â. R. Souza**, **T. M. Tavares**, and **Â. G. Gouveia**, Universidade Federal do Parana, *The educational politics effectiveness in Curitiba Metropolitan Area, Parana State, Brazil*.
18. **Pauline Lipman**, Policies Studies in Education, University of Illinois-Chicago, Chicago, Illinois, USA, *Accountability*



and the paradoxes of teaching in neoliberal times.

Topic # 3: Accountability, Standards, and Teachers Session # 1 Sept. 6, 15:30-17:30

Chair/Organizer: Lawrence J. Saha, School of Social Sciences, Faculty of Arts, The Australian National University, Canberra, ACT, 0200 Australia

Presenters:

19. **MsC Belkis Rojas Hernández**, Sociología, Universidad de La Habana, Cuba, Master en Estudios Sociales. *¿Qué, cómo y para quién enseña el maestro del siglo XXI? Análisis de la función socializadora del maestro cubano de la enseñanza media superior.*
20. **Janete Palazzo** and **Zenaide dos Reis Borges Balsanulfo de Oliveira**, Universidade Católica de Brasília, *Do teacher's compensation follow research findings?*
21. **Ann-Kristin Boström**, Institute of International Education, Department of Education, University of Stockholm, Stockholm, Sweden, *Changing Standards and Accountability in the Swedish Educational System.*
22. **Jennifer Booher-Jennings**, **Sociology**, Columbia University, New York, USA and **Andrew A. Beveridge**, Sociology, Queens College and the Graduate Center, CUNY, New York, USA, *Estimating teacher effects on high and low-stakes tests.*
23. **Michael J. Carter**, Sociology, University of California, Riverside, California, USA, *Assessing the accountability movement in elementary education.*
24. **Jörg Müller** and **Fernando Hernández**, Center for the Study of Change in Culture and Education, University of Barcelona, Spain, *On the geography of accountability: Comparative analysis of 7 European teachers' experiences.*

Topic # 3: Accountability, Standards, and Teachers Session # 2 Sept. 7, 9:00-11:00

Chair/Organizer: Lawrence J. Saha, School of Social Sciences, Faculty of Arts, The Australian National University, Canberra, ACT, 0200 Australia

Presenters:

25. **Irina Pereira** and **Alan Stoleroff**, Centro de Investigação e Estudos de Sociologia (CIES-ISCTE), Departamento de Sociologia, ISCTE, Lisboa, Portugal, *The reform of management and careers in the Portuguese public educational system: Responses of teachers and their unions.*
26. **Lawrence J. Saha**, School of Social Sciences, Faculty of Arts, The Australian National University, Canberra, ACT, Australia and **A. Gary Dworkin**, Department of Sociology, The University of Houston, Houston, Texas, USA, *Teachers and Teaching in an Era of Heightened School Accountability: Testing a Model with Cross-National Case Studies.*
27. **Efstratios Papanis**, **Panagiotis Giavrimis**, and **Myrsine Roumeliotou**, Sociology, University of the Aegean, Rhodes, Greece, *Sociological dimensions of School failure: The views of educators and students.*
28. **Carla Galego** and **Elsa Estrela**, UID-Observatório de Políticas de Educação e de Contextos Educativos/Research & Development, Observatory of Educational policies and Social Contexts, Universidade Lusófona de Humanidades e Tecnologias, Lisboa, Portugal, *Teacher Professionalism: Reconfigurations of the teacher identities in Portugal.*

29. **Daisy Rooks**, School of Management and Labor Relations, Rutgers University, New Brunswick, New Jersey, USA, *Teaching Accountability: How Organizations Shape New Teachers' Attitudes about Accountability Systems.*

Topic # 4: Accountability for and by Whom? Standards for and by Whom? Session # 1: Determining Standards, Sept. 6, 15:30-17:30

Chair/Organizer: **A. Gary Dworkin**, Sociology, The University of Houston, Houston, Texas, USA

Presenters:

30. **Thomas Tse**, Educational Administration and Policy, The Chinese University of Hong Kong, Shatin, NT, Hong Kong, *Should there be public reporting of school performance? The lessons from the school inspection reports disputes in Hong Kong from 1998 to 2007.*
31. **Stefan T. Hopmann**, Institut für Bildungswissenschaft, Universität Wien (Vienna, Austria) and **Gjert Langfeldt** University of Agder, Kristiansand; Norway, *No child, no school, no state left behind.*
32. **Margaret Weigers Vitullo** and **K. Lee Herring**, American Sociological Association, Washington, DC, USA, *A critical examination of the Spellings Commission push for accountability in U.S. higher education.*
33. **David Konstantinovskiy**, Institute of Sociology, the Russian Academy of Sciences, Moscow, Russia, *Monitoring of educational needs—the ground for standards development.*
34. **Moritz Rosenmund**, Zurich Teacher University, Zurich, Switzerland, *The way is the goal: Accountability movement in Switzerland.*
35. **Ronald B. Robinson**, Sociology, University of California, Santa Barbara, California, USA, *Reframing accountability and standards.*
36. **Joel Windle**, Faculty of Education, Monash University, Victoria, Australia, *From students as citizens to students as property: The implications for educational inequalities of recent shifts in the definition of state obligations in Australia.*

Topic # 4: Accountability for and by Whom? Standards for and by Whom? Session # 2: Who Decides? Sept. 7, 11:30-13:30

Chair/Organizer: **A. Gary Dworkin**, Sociology, The University of Houston, Houston, Texas, USA

Presenters:

37. **Elsa Estrela** and **Ântonio Teodoro**, Institute of Education Sciences, Universidade Lusófona de Humanidades e Tecnologias, Lisboa, Portugal, *The new architecture in the construction of the educational and curricular policies: Regional and national reconfigurations.*
38. **Nils Rune Birkeland**, Department of Education, Adger University, Kristiansand, Norway, *Beating the crowds—how to build public legitimacy?*
39. **Tomas Saar**, University of Karlstad, Sweden, *The construction of normality and hierarchies in the neo-liberal school.*
40. **Nathalia Urbano Canal**, Departamento de Sociología, Universidad Javeriana, Bogotá, Colombia, *Efectos de la implementación del modelo colombiano de acreditación de programas académicos*
41. **Zaia Brandao**, **Cynthia P. Carvalho**, **Patricia Lacerda**, **Luiza Helena Lamego**, and **Andrea Waldhelm**, Sociology of Education, PUC, Rio de Janeiro, Brazil, *Quality of education: The criteria variability in the analysis of the school 'market.'*
42. **Antono Verger** and **Mario Novelli**, University of Amsterdam, Amsterdam, The Netherlands, *Beyond EFA: External influences in the education agendas of developing countries.*

43. **Paulo Bejinho**, Institute of Education Sciences, Universidade Lusófona de Humanidades e Tecnologias, Lisboa, Portugal, *The importance of international standardized tests in the political discourse of educational policies—an imaginary variable.*

Topic # 4: Accountability for and by Whom? Standards for and by Whom?

Session # 3: Open Session: Sept. 7, 15:30-17:30

Chair/Organizer: **A. Gary Dworkin**, Sociology, The University of Houston, Houston, Texas, USA

Presenters:

44. **Kiyomitsu Yui**, Sociology, Kobe University, Kobe, Japan, *Sociology of the education for sustainable society.*
45. **Indera Ratna Irawati Pattinasarany** and **Lucia Ratih Kusumadewi**, Sociology, University of Indonesia, Jawa Barat-Indonesia, *Multicultural education in Indonesia: Ideas and Practices.*
46. **Alicia Bonamino**, **Fatima Alves**, **Cresco Franco**, and **Sibele Cazelli**, Pontifical University of Rio de Janeiro, Rio de Janeiro, Brazil, *The effects of different forms of capital on school performance: A comparative study between Brazil, Mexico, and Argentina.*
47. **Julie Matthews**, Faculty of Arts and Social Sciences, University of the Sunshine Coast, Maroochydore, DC Queensland, Australia, *Postcolonialism and the education of refugee students.*
48. **Xavier Rambla** and **Judith Jacovkis**, Sociologia, Universitat Autònoma de Barcelona, Campus de Bellaterra, Barcelona, Spain, *Gender relations, EFA and anti-poverty policy: The household head plan and the integral plan for educational equality in Argentina.*
49. **Gal Levy**, Sociology and Political Science, The Open University, Ra'anana, Israel, *Re-examining the notion of education for all: Labour migrant children in an Israeli school.*

Topic 5: Education for all

Session #1: Values and Multiculturalism Sept. 5, 15:30-17:30

Chair/Organizer: **Antonio Teodoro**, Lusophone University, Portugal.

Presenters:

50. **Mohamed Benali**, Université d'Oran, Faculté des sciences sociales, Algérie *Langues et développement national en Algérie. Etude sociologique sur les représentations des étudiants algériens sur le rapport des langues d'enseignement aux valeurs de la société*
51. **Nitza Davidovitch**, Ari'el University Centre, Israel, and **Dan Soen**, Ari'el University Centre, Israel and The Kibbutzim School of Education, TelAviv, Israel. *Cultural Framework and Objective Obstacles of Arab Students in Two Israeli Public Colleges*
52. **Franchuk Victor**, Russian State Social University, Moscow, Russia, *Modernization of Modern Social Education in Conditions of Globalization*
53. **Elena I. Pronina**, Institute of Sociology of RAS, Russia, *Innovator Approach as factor of Increase of Educational Process Efficiency*
54. **María Leticia Briceño Maas**, Universidad Autónoma de México (UNAM), México, *Una educación para la vida, sexualidad y SIDA*

Topic 5: Education for all
Session #2: Access and Democratization of Education (Part A) Sept. 6, 9:00-11:00

Chair/Organizer: Antonio Teodoro, Lusophone University, Portugal.

Presenters:

55. **Paul Attewell and David Lavin**, Department of Sociology, Graduate Center, City University of New York, USA, *Does Higher Education for the Disadvantaged Pay Off Across the Generations?*
56. **Dan Soen**, Ari'el University Centre, Israel and The Kibbutzim School of Education, Tel-Aviv, Israel, and **Nitza Davidovitch**, Ari'el University Centre, Israel, *Enhancing Access of Peripheral Populations to Higher Education: The Case of Israel*
57. **Paramita Ghosh and Madhura Swaminathan**, Indian Statistical Institute, West Bengal, India, *"Education For All" An Unfulfilled Dream: Case study from rural India*
58. **Sanjeev Routray**, University of British Columbia, Canada, *Mediating 'Other Backward Classes' Reservation Fracas: Notes on Citizenship, Merit, and Publics*
59. **Teresa Samora Macara**, Universidade Lusófona de Humanidades e Tecnologias, Portugal, *Educating the global citizen Teachers' identity(s) and profiles. Changes and continuities*

Topic 5: Education for all:
Session #3 : Access and Democratization of Education (Part B)
Sept. 6, 11:30-13:30

Chair/Organizer: Antonio Teodoro, Lusophone University, Portugal.

Presenters:

62. **Zeynep Cemalcilar and Fatoş Gökşen**, Koç University School of Arts and Sciences, Istanbul, Turkey, *Social capital and educational outcomes: Impacts of social relations on staying in school in disadvantaged populations*
63. **Aina Tarabini-Castellani Clemente**, Departament de Sociologia, Universitat Autònoma de Barcelona, Spain, *Education and poverty in the global development agenda*
64. **Alceu Ravello Ferraro**, Unilasalle, Canoas/RS, Brazil, *Gender and Literacy in Brazil from 1940 to 2000: The Quantitative History of the Their Relation*
65. **Nataliya P. Grishaeva**, Institute of Sociology of RAS, Russia, *Social Problems of Availability of Preschool Education*
66. **Cecília Silva**, Universidade Lusófona de Humanidades e Tecnologias, Portugal, *Standards at Physics-Chemistry Exams in Portugal: 1972 and 2006.*
67. **Madalena Mendes**, Universidade Lusófona de Humanidades e Tecnologias, Portugal, *Educational Policies and New Ways of Regulation – Governance.*

Topic 6: Issues and Reforms in Higher Education
Session #1: Class, Race, Gender and Inequalities
Sept. 5, 15:30-17:30

Chair/Organizer: Jeanne Ballantine, Wright State University, Dayton, OH- USA

Discussant: Francisco Ramirez, Stanford University, USA

Presenters:

68. **Joseph M. Conforti**, Sociology, SUNY, Old Westbury, New York, *When women surpass men in educational achievement in developed countries.*
69. **Marina Elias, Helena Troiano, and Josep M. Masjuan**. Sociology, Universitat Autònoma de Barcelona, *Differences in inequalities between male and female students in higher education technical studies.*
70. **Paolo Trivellato and Moris Triventi**, University of Milano-Bicocca., *Unrecognized students' heterogeneity as a reason for low performance in the Italian higher education system.*
71. **Danae de los Rios and Andrea Canales**, Universidad de Santiago de Chile, *Understanding university dropouts among Chilean Students.*
72. **Maria Guadalupe Olivier Tellez**, Universidad Nacional Autónoma de México/Universidad Pedagógica Nacional, México, *The exclusion to the public university: Essential problems in access to higher education in underdeveloped countries.*
73. **Javier Díez-Palomar, Joaquim Gimenez Rodríguez, and Paloma García Wehrle**. The University of Barcelona, *Promoting inclusion in adult education by means of dialogic inquiry.*
74. **Rajesh Kalia**, Guru Nanak Dev University, Amritsar, India, *Reforms and innovations in higher education: A case of good practices in Amritsar, India.*

Topic 6: Issues and Reforms in Higher Education
Session #2: Post-Secondary Education and Jobs: Vocational, University, and Adult Education in the Transition from School to Work.
Sept. 6, 9:00-11:00

Chair/Organizer: Jeanne Ballantine, Wright State University, Dayton, OH- USA

Discussant : Alan Sadovnik, Rutgers University, USA

Presenters:

75. **Carol Ann MacGregor**, Sociology, Princeton University, New Jersey, USA, *Measuring vocational and 'second chance' educational attainment in cross-national surveys: A comparison of the European Community Household Panel and the Luxembourg Income Study.*
76. **Antonia Kupfer**, Johannes-Kepler University, Linz, Austria, *The socio-political significance of vocational education reforms in Germany.*
77. **Rafael Merino**, Sociology, Universitat Autònoma de Barcelona, Spain, *Vocational education and transition to work after compulsory education in Spain.*
78. **Stefan Fornos Klein**, Universidade de São Paulo, Brazil, *Contemporary higher education: a critical study of the Brazilian system.*
79. **Jose Madureira Pinto and Joao Queiros**, Sociologia, Universidade do Porto, Portugal, *Employment structures,*

educational handicaps and uneven development in a Portuguese metropolitan region.

80. **Galina Cherednichenko** and **David Konstantinovsky**, Institute of Sociology, RAS, *Education abroad: influence a career.*
81. **Justin J.W. Powell** and **Heike Solga**, Social Science Research Center Berlin, WZB, Berlin, Germany, *Changing national skill formation institutions: Convergence or sustained diversity.*

Topic # 7: Immigration, Education, and Inequality

Session # 1 Sept. 6, 11:30-13:30

Chair/Organizer: Jaap Dronkers, European University Institute, Italy,

Presenters:

82. **Yaël Brinbaum**, Université de Bourgogne, France, *Ethnic inequalities in Education in France and the US*
83. **Cynthia Feliciano**, University of California, Irvine, USA, *Unequal Origins, Unequal Outcomes: Pre-migration status and college attainment among Children of Immigrants*
84. **Jeehun Kim**, University of Oxford, United Kingdom, *Transnational education and its dilemma: Korean primary and secondary school pupils of temporary migrant parents and 'student-and-mother' migrants in Singapore*
85. **Dorren McMahon**, University College Dublin, Ireland, *Ireland's failure to deliver educational opportunity for its immigrant children*
86. **Sylke Viola Schnepf**, University of Southampton, United Kingdom, *Inequality of learning amongst immigrant children in industrialized countries*
87. **Carles Serra**, Universitat de Girona, Spain, and **Josep Miquel Paludàrias**, Universitat de Girona, Spain, *Why students from immigrant background continue or dropout after Spanish compulsory education?*

Topic # 7: Immigration, Education, and Inequality

Session # 2 Sept. 7, 11:30-13:30

Chair/Organizer: Jaap Dronkers, European University Institute, Italy,

Presenters:

88. **Maren Borkert**, University of Bamberg, Germany, *I know what intercultural education is. Policies and output of integrating migrant pupils in Italian schools.*
89. **Fatoş Gökşen**, Koç University, Turkey, and **Zeynep Cemalcilar**, Koç University, Turkey, *A hidden problem in primary school education in Turkey*
90. **Diego Herrera Aragón**, Fundació CIREM, Spain, *Socialization experiences of Moroccan youth in Catalonia (Spain) and their adaptive strategies in their family, school, leisure and religious environments.*
91. **Monika Jungbauer-Gans**, University of Kiel, Germany, and **Christiane Gross**, University of Kiel, Germany, *More private schools for non-native kids*
92. **Clara G. Muschkin**, Duke University, USA, and **Audrey N. Beck**, Princeton, USA, *Changing contours of US public schools: immigration, school composition, and student achievement*
93. **Oscar Valiente**, Autonomous University of Barcelona, Spain, *Measuring and explaining school segregation of foreign students in Catalonia (Spain).*

Topic # 8: Access, Quality and Sustainability in Educational Reform: Challenges, Possibilities and the Way Forward
Session #1: Stability and Transformations Sept. 6, 15:30-17:30

Chair/Organizer: Shaheeda Essack, National Department of Education, Pretoria, Republic of South Africa

Presenters:

94. **Fatima Alves** and **Creso Franco**; Pontifical Catholic University of Rio de Janeiro (Brazil); Brazil, *Educational Policies and Achievement in the Capital of Brazilian States*.
95. **Yelena V Berezhnova**; Russian Academy of Education; Russia, *Contribution of the Institute of Education to Strengthening the Stability of Contemporary Society*
96. **Alejandro Carrasco**; University of Cambridge; United Kingdom, *Global Education Policy Regime: Exploring Paradoxes in the Context of a Developing Country – the Chilean Case*.
97. **Mei-Ling Lin**; National Open University; Taiwan, *Redesigning Accountability Systems for Education: Linkage between Poverty Alleviation and Differentials in Educational Opportunity*.
98. **Richard O Hope**; Princeton University; United States of America, *An Educational Model Applied to South African Transformation*.
99. **Rafael Merino** and **Maribel Garcia**; Universitat Autònoma de Barcelona; Spain, *Last Educational Reforms in Spain: the Quality and Equity Debate*
100. **Simay Ozlu Diniz**, The University of Houston, USA, *Education, culture and development in the Third World and the effect of INGOs*.

Topic # 8: Access, Quality and Sustainability in Educational Reform: Challenges, Possibilities and the Way Forward
Session #2: Does Increased Access Lead to Increased Participation and Equity in Secondary Schools? – Contesting the Myth of Education for All
Sept. 7, 9:00-11:00

Chair/Organizer: Shaheeda Essack, National Department of Education, Pretoria, Republic of South Africa

Presenters:

101. **Jian-Jhou Chen** and **Jeng Liu**; Aletheia University; Taiwan, *Multi-phased High School Entrance Program and the Equity of Educational Opportunity*.
102. **Marcio Da Costa** and **Mariane Campelo Koslinski**, Federal University of Rio de Janeiro; Brazil, *Hidden Quasi-Market: the Contest for Public Schools in Rio de Janeiro*.
103. **Ramon Garcia-Dils** and **Teresa Rojo**; Universidad de Sevilla; Spain, *Democratic Educational Experiences in Spain Facing the Challenges of Education for All*.
104. **AR Souza**, **TM Tavare**, **AB Gouveia**, **M Zampiri**, **G Nienkotter**, **L Freire**, and **AF Damaso**; Universidade Federal do Paraná' Brazil, *Impacts of Educational Politics in Paraná' State, Brazil (2001-2006)*.
105. **Marcos Ferraz** and **Andrea Barbosa Bouveia**; Brazil, *Education Public Policy and Teaching Syndicalism at Curitiba Metropolitan Area Marcos Ferraz – Camara Municipal de Curitiba*.
106. **Magda Vianna de Souza** and **Marta Luz Sisson de Castro**; Porto Alegre, RS; Brazil, *School Transport: a Benefit*



or Problem in the Municipal System of Education.

**Topic # 8: Access, Quality and Sustainability in Educational Reform:
Challenges, Possibilities and the Way Forward
Session #3: Reform in Higher Education – Critical Global Perspectives
Sept. 7, 15:30-17:30**

Chair/Organizer: Shaheeda Essack, National Department of Education, Pretoria, Republic of South Africa

Presenters:

107. **Danae De Los Rios** and **Andrea Canales**; Universidad de Santiago de Chile; Chile, *Understanding University Dropout among Chilean Students.*
108. **Lidija Putillo**; Moscow Institute of Economy; Russia, *Higher Education in Co-ordinates of Social Responsibility.*
109. **Subhasis Sahoo**; Indian Institute of Technology Kanpur; India, *Grass-Roots Science Curriculum Reform in India: Embedding Initiatives under the Question of Quality and Sustainability.*
110. **Valeriya A Suglobova**; Russian Academy of Sciences; Russia, *National Features in Development of the Bologna Process in Russia.*
111. **Maria Cecilia** and **Lorea Leite**; Universidade Federal de Pelotas; Brazil, *Legal Education, Pedagogy and Evaluation: Contributions to Rethink the Pedagogical Project of a Law School Based in a Brazilian Experience.*

Research Committee on Sociology of Education RC04

Established in 1971

■ Objectives

RC04 is an active group with annual or bi-annual meetings on sociology of education topics. Regular meetings are held at the World Congress of Sociology (every four years) and at the RC's Midterm Conferences (in-between world congresses); in addition, meetings on special topics are held.

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