



# Newsletter

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## From the Editor

Warm greetings to Members of the RC-04 and the Board

The year 2020 has been one of immense challenges impacting on every aspect of life including the planned “IV ISA Forum of Sociology” which was scheduled to be held in Porto Alegre, Brazil, from 14 July 2020 to 18 July 2020. Fortunately, the ISA has been able to convert the Forum into a virtual one. Despite the challenges, preparations are well underway for the IV ISA Forum of Sociology to be held from 23 to 27 February 2021. In this regard, we would like to thank the ISA, Confex, programme Co-ordinators and the Session Organisers for their efficient grading of the abstracts. Detail on the conference session, registration and grants is provided on page 4. Information can also be found on the ISA website at [www.isa-sociology.org](http://www.isa-sociology.org).

Unfortunately, we were not as fortunate in re-scheduling the mid-term conferences. Hopefully, in 2021, attempts will be made to host mid-term conferences. Further detail will be disseminated when available.

On pages 5 to 10, the *Newsletter's* section on **Global Exchange** provides useful information on publications, recently published journal articles, research and other announcements. Members are encouraged to submit 100-150 word synopses of their on-going or planned research as a way of exchanging ideas and fostering collaboration for inclusion in the RC-04 Newsletter. Members are also encouraged to make full use of this channel of communication and further enhance the activities of the RC04.

We also note that preparations will be underway for the XX ISA World Congress of Sociology to be held in Melbourne, Australia, from 24 July 2022 to 31 July 2022. More information is available on the ISA website. Please diarise. Further information will be disseminated if and when available.

The RC04 statuses and board members can be found on page 12.

On behalf of the President and the Board, I wish to thank members of the RC04 for their involvement and their active participation.

We look forward to your valuable contribution and support.

Since a Newsletter was not published in July 2020, the current Newsletter is a double edition.

Shaheeda Essack

Secretary, RC04

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9 December 2020

(Republic of South Africa)

## From the President

Dear Colleagues,

As we all know the IV Forum of Sociology that was to be held in Porto Alegre, Brazil in July 2020 was postponed due to the COVID 19 pandemic. This unprecedented event has unfortunately disrupted all aspects of people's lives globally.

The ISA Executive Committee has decided that the IV ISA Forum will be held online instead, starting on February 23, 2021. All activities that have been prepared remain valid for the Online Forum. The RC04 program has been updated and we are now waiting the 15<sup>th</sup> of December deadline, when the registration period ends, to finalize the program.

The theme of the conference “Challenges of the 21st Century: Democracy, Environment, Inequalities, Intersectionality” remains timely and with an added focus. Indeed, over the past year around the globe all of us have come across one of the biggest challenges of our generation. As I write this note, however, there is optimism in the horizon that things will return to normality over the coming months. New vaccines are expected to be made available which will provide people with a sense of safety and control over their lives.

Regarding the IV ISA Forum the RC04 board and I look forward to a unique and innovative conference with 22 oral sessions. Our roundtable sessions have been turned to regular sessions. Moreover, a business meeting will be held on February 25. It will be a challenge to have all these sessions held in different time zones but with some effort, I think we can manage it. More details on technical issues and other arrangements relating to how the session will actually run will follow in the coming weeks by ISA and Confex. It is a pity that this time we will not be able to meet face to face to socialize and to take part to social events. But we hope to be able to do these things in the Australia Congress in 2022.

During the Business Meeting, we will go through some of the provisions of our Statutes and decide whether we will need to make amendments in the next Sociology Congress in Australia in 2022. As I wrote above, I hope that by then everything will return to normality.

I look forward to virtually “seeing” many of you in February.

Best regards,

Marios Vryonides,  
RC04 President  
[m.vryonides@euc.ac.cy](mailto:m.vryonides@euc.ac.cy)

## UPDATE ON MID-TERM CONFERENCES FOR 2020

Unfortunately, due to the lockdown, as a result of the COVID-19 pandemic, there were no mid-term conferences held in 2020.

## ISSUES TO BE NOTED FOR THE VIRTUAL IV ISA FORUM OF SOCIOLOGY FROM 23 FEBRUARY 2021 TO 27 FEBRUARY 2021

### IV ISA Forum of Sociology [2020 Shifted to 2021]

**Theme: Challenges of the 21<sup>st</sup> Century: Democracy, Environment, Inequalities, Intersectionality**

**Venue: Virtual**

**Dates: 23-27 February 2021**

From 23 February 2021 to 27 February 2021, the ISA will hold the IV ISA Forum of Sociology, in VIRTUAL mode. A brief summary of the key points is highlighted below:

- The registration deadline is **15 December 2020**.
- In order for papers to be included in the program, at least one author must register by the deadline of **15 December, 2020**.
- The approval of grants has been finalized.
- The programme will be finalized after **15 December 2020**. Currently there are 22 oral sessions, including the conversion of the round-table sessions.
- The Business Meeting will be held on **25 February 2020**. A decision needs to be made on whether changes need to be made to the Statutes. Any amendment will be made in the next Sociology Congress in Australia in 2022.
- ISA and Confex will communicate directly with you on technical issues, after the registration deadline.

## MID-TERM CONFERENCES SCHEDULED FOR 2021

Further detail on the regular mid-term sessions held in collaboration with National Associations such as the Higher Education and Sciences Education Group of the South African Sociological Association (SASA) and the Taiwan Association for the Sociology of Education (TASE) will be forwarded when available. For the moment, there is nothing to report on. Details of the conference for SASA will be provided in due course. You may also contact Mr D Hindle, Vice President for Africa at [hindle@mweb.co.za](mailto:hindle@mweb.co.za) for more information.

## Global Exchange

The following information was received from members:

### ❖ Received from Maria Roth

#### Publications:

- ✚ Principii versus practici in protectia copiilor (Romanian) Roth (ed.) (Principles versus Practices in child protection), Presa Universitara Clujeana, 2019, <http://www.editura.ubbcluj.ro/bd/ebooks/pdf/2401.pdf>
- ✚ Maria Roth, Imola Antal, Ágnes Dávid-Kacsó and Éva László, FORMS, IMPACT AND CONSEQUENCES OF VIOLENCE AGAINST CHILDREN IN ROMANIAN CHILD PROTECTION SETTINGS, 2019, in Magali Reis and Marcelo S. Isidório (Eds.) Human Rights for Children and Youth: Sociocultural Differentiation, Resistance and Unity, Sociological Studies of Children and Youth, Volume 24, 99-131, ISSN: 1537-4661/doi:10.1108/S1537-466120190000024006
- ✚ Roth, M. 2020, **Romanian Social Work Education, past and present crossroads**, in Eds. Sajid, [Baikady](#), Sheng-Li, [Sakaguch](#), **The Palgrave Handbook of Global Social Work Education**, cap. 58., Ed. Palgrave Macmillan, 978-3-030-39966-5, DOI 10.1007/978-3-030-39966-5, \
- ✚ **Roth, M.** 2020, "Roma Children", In Daniel Thomas Cook (Ed.) "The SAGE Encyclopedia of Children and Childhood Studies" The Sage Encyclopedia of Children and Childhood Studies, Rutgers University, USA (ISBN: 9781473942929). 1384-1386

#### Announcement:

On behalf of the research consortium of the DigiGen project on the transformation due to ICT on children, Maria Roth makes the following announcement:

"In the framework of Horizon 2020, the EU financed the project "[DigiGen, research into the impact of technological transformations on the Digital Generation](#)". The project led by Oslo Metropolitan University called together eight research institutes and a European civil society organization from nine different European countries: Norway, Greece, United Kingdom, Austria, Spain, Germany, Romania, Estonia and Belgium ([www.digigen.eu](http://www.digigen.eu)). Based on an interactional ecological model, during its first year of activity the consortium has developed innovative quantitative and qualitative methods to uncover the effect of the overarching digital technologies on health and well-being, family life, educational progress, participation to social life, and entertainment. The DigiGen website has published the first reports of the Consortium: [ICT usage across Europe – a literature review and an overview of existing data](#), and [Children's ICT use and its impact on family life. Literature Review](#). **The papers show that the accelerated spread of ICT usage did not**

**manage to reduce the digital divide but raises new barriers which need more EU-wide inclusive policies. Recognizing the advanced digital skills of a large group of children, the consortium reveals** the continuous necessity to support young people to avoid risks and actively benefit of the opportunities of ICT all along the transformations of their contemporary lives.

❖ **Received from Karina Maldonado**

Publication:

✚ Maldonado-Mariscal, K. (2020). Social Change in Brazil Through Innovations and Social Movements. *Journal of Developing Societies*.  
<https://doi.org/10.1177/0169796X20963332>

✚ **Abstract:** “Social innovations and changes in educational systems are the cornerstones for success of emerging countries. Current developments in Brazil and heterogeneity of society make the country a perfect candidate to investigate these topics. Drawing on historical analysis and content analysis, the author builds a model that recognizes patterns of social change. This model enables to analyze social change through the interaction of radical changes, innovations, social movements, and reforms. This model is applied to two periods in Brazil, where social movements, like the revolution in the 1930s and the military coup in the 1960s, triggered a series of social changes. The findings of this study suggest that social change is a cyclical process where social innovations and educational change are involved. These findings have significant implications for our understanding of current changes in the Brazilian society and provide a key instrument for analyzing social change in other societies.”

❖ **Received from Benji Chang**

Publication:

✚ Chang, B. (2020). From ‘Illmatic’ to ‘Kung Flu’: Black and Asian solidarity, activism, and pedagogies in the Covid-19 era. *Postdigital Science and Education*, 2, 741–756.  
<https://doi.org/10.1007/s42438-020-00183-8>

The article touches upon the pandemic and interracial solidarity and activism between Black and Asian communities.

❖ **Received from Carlos Alberto Torres**

Publication:

✚ Carlos Alberto Torres and others have published in the *Futures of Education from UNESCO* a background paper on social contract pedagogy: A dialogical and deliberative model for global citizenship education. See <https://unesdoc.unesco.org/ark:/48223/pf0000374879>

❖ Received from Daniel Gabaldon-Estevan

Publications:

- ✚ Gabaldón Estevan, D. (2020). Heterogeneity versus Homogeneity in Schools: A Study of the Educational Value of Classroom Interaction. *Education Sciences*, 10(11), 335. [10.3390/educsci10110335](https://doi.org/10.3390/educsci10110335)
- ✚ Gabaldón Estevan, D. (2020). Tiempo de desescalada y nueva normalidad. Una oportunidad para replantear los tiempos escolares situando al alumnado en el centro. *Sociedad E Infancias*, 4, 279-282. <https://doi.org/10.5209/soci.69800>
- ✚ Gabaldón Estevan, Daniel (2020). Horizontes de innovación y transformación de los tiempos escolares. En M. Fernández Enguita (ed.), *La organización escolar. Repensar la caja negra para poder salir de ella*. Madrid, ANELE-Rede.
- ✚ Montané López, A., Beltrán Llavador, J. and Gabaldón-Estevan, D. (2020), "Gender and Higher Education in Spain: A Changing and Hopeful Landscape", Fontanini, C., Joshi, K.M. and Paivandi, S. (Ed.) *International Perspectives on Gender and Higher Education*, Emerald Publishing Limited, pp. 115-133. <https://doi.org/10.1108/978-1-83909-886-420201007> <https://books.emeraldinsight.com/page/detail/International-Perspectives-on-Gender-and-Higher-Education/?k=9781839098871> Flyer: [https://books.emeraldinsight.com//download\\_pdf.php?k=9781839098871](https://books.emeraldinsight.com//download_pdf.php?k=9781839098871)

Announcement:

The Analytical Sociology Research Group from the University of Valencia (UV) organised the 2nd International Workshop on Time Studies in Childhood and Youth held online on 3rd and 4th December 2020. The workshop is part of TIME Time in childhood: A mapping of Spain project (GV/2019/002) and gather together academics from Chile, Denmark, Germany, Finland, Ireland, Spain, Sweden and the United Kingdom, who are experts in fields related to different dimensions of time in the lives of children and youth, such as health, education and social sciences. Please find all the information and videos of the academic contributions at <https://ansolab.blogs.uv.es/>

❖ Received from David Konstantinovskiy and Ekaterina Popova

Publications:

- ✚ Konstantinovskiy D., Popova E. (2016) *The Intention of Young People to Higher Education as an Important Resource of Innovative Development of Russia // Obshchestvennyye nauki i sovremennost'* (ONS) [Social Sciences and Contemporary World]. No 1. P. 5-19. [URL]: <http://en.ons.naukaran.com/stati/otnoshenie-molodezhi-k-obrazovaniyu-v-sovremennoy-rossii/>
- ✚ Konstantinovskiy D.L., Popova E.S. (2018) *Russian secondary professional education: demand and specificity of choice*. *Sotsiologicheskie issledovaniya* [Sociological Studies]. No 3. P. 34-44. DOI: 10.7868/S0132162518030030 [URL]: <http://socis.isras.ru/en/article.html?id=7096&type=socis>

- ✚ Konstantinovskiy, D., & Popova, E. (2020). Vocational vs Higher Education. *Universe of Russia*, 29(2), 6-26. <https://doi.org/10.17323/1811-038X-2020-29-2-6-26> [URL]: <https://mirros.hse.ru/index.php/mirros/article/view/10690>

Announcement:

**Project: Vocational vs Higher Education by** David Konstantinovskiy, Ekaterina Popova  
Department of Sociology of Education, Institute of Sociology of FCTAS RAS, Moscow, Russia.

**Summary of Project:** Significant changes have taken place in the educational and professional trajectories of Russian youth in recent years. Enrollment in upper-grade vocational education programs exceeded enrollment in higher education programs in 2015 and continues to grow. This is particularly noteworthy in the context of debates on the expansion of higher education and social inequality in access to it.

“Vocational vs Higher Education” is an ongoing project of the Department of Sociology of Education of the Institute of Sociology of the Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences (Moscow, Russia). The series of articles are dedicated to the comparison of the rates of employment and unemployment, the motivation of choice, the dynamics of interest, and the social well-being after job acquisition between the holders of vocational (ISCED 4, 5) and higher education (ISCED 6, 7) qualifications based on state statistics, survey of students in 9 federal subjects of the Russian Federation conducted by authors and data from the Russian Longitudinal Monitoring Survey.

The results substantiate the conclusion that higher education degrees have lost both real and symbolic value both for the holders (including potential ones) and employers. This urges a comprehensive assessment of the qualifications system. In particular, decreasing aspirations for higher education and declining enrolments entail certain risks for the accumulation and effective implementation of human capital.

Project updates can be followed via Research Gate: <https://www.researchgate.net/project/Vocational-vs-Higher-Education>

❖ **Received from Dirk Witteveen**

Publication:

- ✚ Witteveen, D. (2020). Encouraged or Discouraged? The Effect of Adverse Macroeconomic Conditions on School Leaving and Reentry. First Published September 24, 2020 Research Article <https://doi.org/10.1177/0038040720960718>

**Abstract:** Existing research generally confirms a countercyclical education enrollment, whereby youths seek shelter in the educational system to avoid hardships in the labor market: the “discouraged worker” thesis. Alternatively, the “encouraged worker” thesis predicts that economic downturns steer individuals away from education because of higher opportunity costs. This study provides a formal test of these opposing theories using data from the United States compared with similar sources

from the United Kingdom, Germany, and Sweden. I investigate whether macroeconomic stimuli—including recessions and youth unemployment fluctuations—matter for enrollment decisions. Analyses rely on 10 years of detailed individual-level panel data, consisting of birth cohorts across several decades. Across data sources, results show enrollment persistence in secondary education is stronger in response to economic downturns. These patterns differ sharply for tertiary-enrolled students and those who recently left higher education. Surprisingly, U.S. youths display an increased hazard of school leaving and a decreased hazard of educational reenrollment in response to adverse conditions. In contrast, European youths tend to make enrollment decisions supportive of discouraged-worker mechanisms or insensitivity to adverse conditions. The U.S.-specific encouraged-worker mechanism might be explained by the relative importance of market forces in one's early career and the high costs of university attendance, which induces risk aversion with regard to educational investment. The discussion addresses the consequences for educational inequality.

Link to paper: <https://journals.sagepub.com/doi/full/10.1177/0038040720960718>

❖ **Received from Karuna Chanana**

Publication:

- ✚ Women and Leadership: strategies of gender inclusion in institutions of higher education in India, In Gail Crimmins (ed.) *Strategies for Supporting Inclusion and Diversity in the Academy: Higher Education, Aspiration and Inequality*. Palgrave, Cham, Switzerland, June 2020

❖ **Received from Sujit Kumar Choudhary**

Publications:

- ✚ Choudhary, Sujit Kumar. Status of Implementation of Major RTE Provisions in India: A Study of Ranchi and Dumka Districts of Jharkhand, India, Bihar Journal of Public Administration, Vol. XVII, No. 2 (Prelude), November 2020, Pp. 280-295, ISSN: 0974-2735 (UGC-CARE, SI. No. 38, Social Sciences)
- ✚ Choudhary, Sujit Kumar. Teaching Learning under Right to Education: A Study of Eight Villages of Jharkhand, India, Journal of the Social Sciences, Vol. 48, No. 2, April 2020, Pp. 1949-1962, E-ISSN: 0975-8935, P-ISSN: 0253-1097, Scopus Indexed, Cite Score 2018: 0.12, SJR 2018: 0.131, SNIP 2018: 0.092 (<http://www.apcjss.com/assets/uploads/doc/0cf74-1949-1962.21338.pdf>)

❖ Received from Sue Nichols

Announcement:

- ✚ Members may be interested to know about a new grant from the Australian Research Council which has been awarded to Sue Nichols and colleagues to conduct a three year project titled 'Parent Involvement Goes Online: New ecologies of school-home connectivity.'

**Proposal Abstract:** This project aims to: identify forms of digital exclusion and inclusion impacting on parents' ability to support their children's education; produce a new conceptual model of technologically mediated school-home relationships; and provide a comprehensive map of school-home connected digital tools and services. Combining a detailed survey of 500 school leaders with innovative networked case studies across three schools and 18 families, this will be the first Australian study to comprehensively describe and analyse home-school partnerships in the digital age. It will provide policy and educational leadership with a roadmap for addressing barriers to digital inclusion, as schools advance their integration of digital platforms.

❖ Received from Uros Suvakovic

Announcement:

- ✚ The thematic issue of the *Sociološki pregled/ Sociological Review* LIV (3)/2020, the official journal of the Serbian Sociological Association, has been published. The issue is entitled "**Society & COVID-19**" and contains more than 20 papers from 8 countries (Serbia, Croatia, Greece, South Africa, Zimbabwe, Nigeria, India and Sweden). The papers discuss the social implications of the COVID-19 pandemic.

All papers were published bilingually: in Serbian and in English. Because both versions are in the same pdf document, if the document is opened in Serbian, it is only necessary to scroll down and you will get an English translation.

<https://scindeks.ceon.rs/issue.aspx?issue=15240&lang=en>

❖ Received from Walter R Allen

Announcement:

- ✚ Please see the call for submissions to an International Book Series edited by Drs. Carol Camp Yeakey, Washington University- St. Louis and Walter Allen, UCLA.

The Series titled "Neighborhoods, Communities and Urban Marginality" is published by Palgrave Macmillan. The Series examines urban marginality and social inequality in neighborhoods and communities around the globe. Should you have queries, please contact Professor Carol Camp Yeakey, Series editor at [cyeakey@wustl.edu](mailto:cyeakey@wustl.edu), Walter R Allen, Series Editor at [wallen@ucla.edu](mailto:wallen@ucla.edu) and/or Rachel Krause-Daniel, Commissioning Editor at [rachel.krause@palgrave-usa.com](mailto:rachel.krause@palgrave-usa.com).

## FUTURE EVENTS

### Future events to be noted and diarised

1. XX ISA World Congress of Sociology, Melbourne, Australia, July 24-31, 2022
2. Information on mid-term conferences will be disseminated when available.

## STATUSES AND BOARD MEMBERS

### ❖ Established 1971

### ❖ Objectives

The Research Committee 04 (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.

### ❖ Board 2018-2022

President: **Marios Vryonides**, European University Cyprus, Cyprus, [m.vryonides@euc.ac.cy](mailto:m.vryonides@euc.ac.cy)

Secretary: **Shaheeda Essack**, Dept. of Higher Education and Training, South Africa, [Essack.S@dhet.gov.za](mailto:Essack.S@dhet.gov.za)

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Past-President **A. Gary DWORKIN**, University of Houston, USA, [gdworkin@central.uh.edu](mailto:gdworkin@central.uh.edu)

### ❖ Newsletter

An informative newsletter is mailed to members twice a year. It contains conference abstracts, research summaries and exchange, members' news, conference news, country reports and the new feature, Global Exchange.

Editor: Shaheeda Essack, [Essack.S@dhet.gov.za](mailto:Essack.S@dhet.gov.za)

### ❖ Membership

Membership Fees: \$30 for a 4 year period. Please contact the International Sociology Association for payments.

### ❖ Website

<http://www.ucm.es/info/isa/rc04.htm>