

**International Sociological Association
Research Committee on
Sociology of Education (RC04)**

Newsletter

RC04 Sociology of Education

December 2013

Editor:

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From the Editor

Dear Colleagues,

This newsletter too like the previous one is devoted to updating you on preparations regarding the 2014 World Congress in Yokohama, Japan. In this newsletter you may find useful information about registration and grant applications.

The RC04 president Gary A. Dworkin is referring to this event extensively in his message below.

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.

PLEASE REMEMEBER TO RENEW YOUR RC04 MEMBERSHIP IF YOUR 4-YEAR MEMBERSHIP IS EXPIRING THIS DECEMBER 2013.

As always, members are asked to submit 100-150 word synopses of their on-going 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*. I encourage more RC04 members to make use of this channel of communication.

Marios Vryonides
Secretary, RC04
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From the President

Dear Colleagues,

The RC04 board has been actively involved in preparations for the XIX World Congress to be held in Yokohama, Japan from 13-19 July, 2014. The board members and several other RC04 members currently serve as session chairs and have responded to the many abstracts that were received in September. In fact, counting the joint sessions with other RC's, we reviewed nearly 500 abstracts. ISA's 64 Research Committees, Working Groups, and Thematic Groups received in excess of 10,000 abstracts! Based on our large membership, ISA allocated 24 sessions to us, including one to be dedicated to a business meeting. We also created two roundtable sessions that contain five separate roundtables of approximately five papers each. In total, we accepted 314 abstracts (including for distributed papers) for our regular sessions and roundtable sessions. ISA requires individuals who will be presenting a paper at a regular session, a roundtable session, a poster session, or who have a distributed paper (listed on the program and likely to be presented if there are no-shows at sessions) to register no later than 1 April, 2014. Otherwise, ISA will delete their papers from the program. Marios Vryonides will provide more details later in this *Newsletter* about the next steps, including registration, applications for travel and registration grants, and sending your paper to the session chairs.

As always, RC04 members have been active scholars and this issue of the *Newsletter* includes titles of recent and forthcoming publications. I would like to call your attention to the ISA on-line, peer review journal *Sociopedia* accessible from the ISA website www.isa-sociology.org. The journal began publication in 2010 and RC04 produced a state-of-the-field article on "Sociology of Education" in the journal's initial issue. The RC04 board members were asked to update the article for 2013-14 and we completed the new version that will be released by ISA in the next several weeks. The 2010 version will remain on line, too. ISA encourages all members of the international organization to submit papers for peer review to *Sociopedia* (submissions can be sent to sociopedia.isa.fsw@vu.nl). Finally, I would like to thank all RC04 members and renewing members for their contributions to the Research Committee in 2013 and will enjoy working with you again in 2014. I wish all of you a fine 2014 and look forward to seeing you in Yokohama.

Best regards,

Gary Dworkin,
President, RC04 (2010-2014)
gdworkin@uh.edu





Research Committee on Sociology of Education, RC04

Program Coordinators

- A. Gary DWORKIN, University of Houston, USA, gdworkin@central.uh.edu
- Marios VRYONIDES, European University Cyprus, Cyprus, m.vryonides@euc.ac.cy

Guidelines for ISA grant application submission

1. Type of grant

Registration grants have been established for active participants in the Research Committee (RC), Working Group (WG) or Thematic Group (TG) programs.

2. Eligibility

Individual ISA members in good standing (i.e. who have paid the individual membership fee at least two years before the month of the ISA conference) are eligible for registration grants.

3. How to apply

One can apply for a grant to only one RC/WG/TG. Multiple applications will not be considered. A letter of application should be sent before January 31, 2014 to the Program Coordinator of the RC/WG/TG where a paper will be presented.

E-mail addresses of the Program Coordinators of the RC/WG/TGs are available in the relevant [RC](#), [WG](#), [TG](#) section.

4. Decisions

The Board of each RC/WG/TG will review all applications and recommend the allocation of available funds by March 1, 2014. A list of the selected individuals will be posted on the ISA website in mid-March 2014.

5. Grant allocation

Registration grant code will be provided to the selected individuals by the ISA Secretariat so that all successful applicants can register with this code to the conference before the early registration deadline April 1, 2014.



Guidelines for Presenters

Registration deadline for presenters: 1 April 2014 24:00 GMT

- On the registration deadline April 1, 2014 presenters who have failed to register will be automatically deleted from the programme.
- It is very important that all participants respect conference deadlines concerning registration and submission of abstracts. No extension of deadlines is possible.

Rules for All Presenters

1. Limited appearance in the Program

Participants may be listed **no more than twice** in the Program. This includes all types of participation – except being listed as Program Coordinator or Session Organizer. Program Coordinators and Session Organizers can organize a maximum of two sessions where their names will be additionally listed in the program.

A “participant” is anyone listed as an author, co-author, plenary speaker, roundtable presenter, poster presenter, panelist, critic, discussant, session (co)chair, or any similar substantive role in the program.

A participant cannot present and chair in the same session.

2. ISA and RC/WG/TG membership

ISA does not require anyone to be a member in order to present a paper, and provides different registration fees for members and non-members. Those RCs which require that presenters in their sessions are members of the RC, and/or also of ISA, should clearly inform potential presenters about these requirements from the very start of conference preparations.

3. Registration payment

In order to be included in the program the participants (presenters, chairs, discussants, etc.) need to pay registration fees by **April 1, 2014**. If not registered, their names will not appear in the Program Book and in the Abstracts Book.

For co-authored paper, in order for a paper to appear in the program, at least one co-author should pay the registration fee by the early registration deadline April 1, 2014; the names of other co-authors will be listed as well.

If other co-authors wish to attend the conference they must pay the registration fee.

4. Letter of acceptance

For a letter stating that your paper has been accepted for presentation, please contact directly the Organizer of the Session.

5. Full papers submission

ISA does not collect and does not publish papers presented at its conferences. Each Research Committee, Working and Thematic Group establishes its own rules on full papers submissions. Please contact your Session Organiser for further instructions.

6. Languages

The working language of the Congress is English. All printed materials will be in English. The sessions will be in English except some of the Research Committees, Working Groups and Thematic Groups sessions that will be conducted in Spanish or French. Please check the program.

Simultaneous translation in English, French and Spanish will be provided only for the Opening



and Closing Presidential Sessions.

If you have questions please use the relevant e-mail address of contacts below:

- For ISA membership: isa-secretariat@isa-sociology.org
- For conference registration: isaconf@confex.com
- For letters of invitation: contact your Session Organizer
- For visa queries: Any inquiries concerning visa support should be addressed to Visa Support Office which will be opened in February 2014. Contact e-mail address to be announced. See also: [Visa Requirements](#)
- For hotel accommodation and tours: to be announced
- For book exhibition: wcs2014@ics-inc.co.jp

Past Conferences

ISA-RC04 2013 Midterm Conference in Taipei

The ISA-RC04 2013 Midterm Conference in Taipei, also known as the 19th Taiwan Forum on Sociology of Education, has been carried out successfully from 20-23 June 2013. This conference was co-sponsored by RC04 and the Taiwan Association for Sociology of Education (TASE) and hosted by Chinese Culture University. The co-host institutions in Taiwan included National Academy for Educational Research, National Chi-nan University, National Chung-cheng University, and National University of Tainan.

The theme of the conference is “Education and Social Control: Emerging Challenges in a Global Era”. Professor A. Gary Dworkin, the president of RC04, and Professor Lawrence J. Saha, RC04’s vice president for Oceania, were invited keynote speakers, and their respective topics were “Globalization and Education: Social Control within Systems of Neoliberal Accountability” and “Making Citizens: Education, Citizenship, and Civic Behavior”. The vice president of ISA, Professor Raquel Sosa Elizaga of National Autonomous University of Mexico, also joined the conference and gave a talk about “The Use of Memory and Oblivion as a means to Ensure Social Control in Latin American Education” at the special guests’ session.

The Japan Society of Educational Sociology (JSES) and the Professional Committee on Sociology of Education of the Chinese Society of Education (Mainland China) have sent delegations to the meeting. The JSES president, Professor Yoshimasa Kano of Kagawa University, addressed the topic of “Sociological Studies on Manners” at the keynote session. The delegations from Japan and mainland China organized panels of their own and highlighted the theme of the conference.

Besides, the conference provided 12 paper sessions with 48 accepted papers, most of which went through review process, including 23 papers by local scholars, 16 from abroad, and 9 by winners of TASE Award for outstanding dissertation and thesis. In sum, a total of 250 people participated in this conference.

The program chair, Professor Jason Chien-chen Chang of Chinese Culture University, RC04’s vice president for Asia, would like to extend his gratitude to all the participants, the host and co-host institutions, and the public and non-governmental organizations from which this conference has received grants.

Global Exchange

Received by A.G. Dworkin

The Palgrave Handbook of Race and Ethnic Inequalities in Education edited by Peter A. J. Stevens of Gent University, Belgium and A. Gary Dworkin of the University of Houston, USA will be published by Palgrave Macmillan, UK in early January 2014. The book is a theory and research-based assessment of the intersections of race/ethnicity and educational inequality drawn from 18 countries representing all continents of the world. Contributors include nine members of RC04.

Received by Ari Antikainen

A new book: Ari Antikainen, Risto Rinne and Leena Koski, *Kasvatussosiologia (Sociology of Education in Finnish)*. 5th edition, PS, 2013.

A new article: Ari Antikainen, Remarks on the Nordic Model and the Finnish Pattern of Education. In Rita Braches-Chyrek et al (eds.) *Bildung, Gesellschaftstheorie und Soziale Arbeit*. Verlag Barbara Budrich, 2013, pp. 205-213.

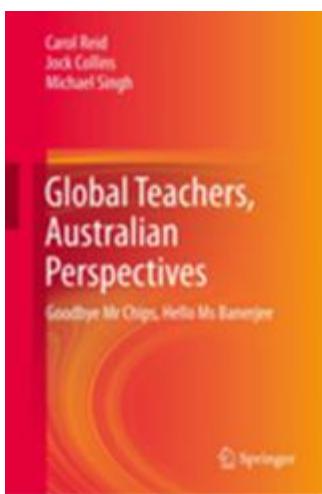
Received by Carol Reid

Global Teachers, Australian Perspectives: Goodbye Mr Chips, Hello Ms Banerjee

By Carol Reid, Jock Collins, Michael Singh

<http://www.springer.com/education+%26+language/book/978-981-4451-35-2>





This is the first book on global teachers and the increasingly important phenomenon of 'brain circulation' in the global teaching profession

- Important text for the fields of sociology of education and immigration studies for undergraduate and postgraduate levels
 - Contributes to the international literature across the globe regarding the mobility of professionals
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Received by Gal Levy.

Levy, Gal. 2013. "Is There a Place for Peace Education? Political Education and Citizenship Activism in Israeli Schools." *Journal of Peace Education* (December 7): 1–19.

doi:10.1080/17400201.2013.865598.

Received by Karuna Chanana.

Sociology of Education and Sociology in India: Disciplinary Boundaries and Institutional Spaces. In Geetha Nambisan and Srinivas Rao (eds) *Sociology of Education in India: Changing Contours and Emerging Concerns*. Oxford University Press, 2013.

Strategies for Widening Participation in Higher Education: The Issues of Caste, Gender and Religion in Mary Thornton and Govardhan Wankhede (eds.) *Widening Participation and Social Cohesion amongst Diverse, Disadvantaged and Minority Groups in Higher Education*, 2012, Tata Institute of Social Sciences, pp.61-72.

Higher education and gender issues in the knowledge economy: who studies what, why and where? Chapter in Deane Neubauer (ed.), *The Emergent Knowledge Society and the Future of Higher Education: Asian Perspectives*, 2012, Routledge, Oxfordshire, UKpp.177-193.

Leadership for Women's Equality and Empowerment. In India International Centre Quarterly, Special number on Interrogating Women's Leadership & Empowerment, Winter 2012-Spring 2013, Volume 39, Numbers 3 & 4, April-May 2013.

Policy Discourse And Exclusion-Inclusion of Women in Higher Education in India .In *Social Change*, vol. 41, no. 4, December 2011, Sage, pp.535-552.

Received by Elizabeth Magano Amukugo

Elizabeth Magano Amukugo latest article, was published in the *Journal for Studies in Humanities and Social Sciences*. Vol. 2 (1), June 2013,

Liberal democracy, education and social justice in Africa

Elizabeth Magano Amukugo University of Namibia

Abstract

It is a widely accepted view that military and other forms of authoritarian rule were employed in the governance of certain African countries during the early years of post-colonial period from the 1960s to 1980's as indicated by Bangura (1992), Harber (1997) and Leon (2010). Besides, a few socialist-oriented, independent one-party states existed. The latter years (1990s into the 21st century), saw many independent African countries embracing 'liberal democracy' accompanied by market economic models. The introduction of liberal democracy on the African continent has not been without its controversies however, as some African and Caribbean social scientists such as Ake (1993 & 1996), Mafeje (2002), Lumumba-Kasongo, (2005), Ngwane (2006) and Sankatsing (2004), have blamed this system for being responsible for much social wretchedness across Africa. The question is: (a) to what extent has liberal democracy delivered social equity on the continent; and (b) in which way do liberal democratic policies promote or impede the aims of education in a democratic society? Arguing from a critical theory perspective, this Article explores the way in which liberal democracy as a system of governance put limitations on education's capacity to play the transformative role within society. It suggests that liberal democracy advocates equality of opportunities for all at the expense of social justice; and that this prevent education from playing its role as a tool for achieving greater equity within society through promoting human, social and economic development.

Received by Polina Rysakova

I would like to inform our colleagues about a recently published book "Global Sociology of education: General Perspectives",

Ed. by Alexander Osipov, Viktoria Ivanova, Vladimir Dobrenkov. The book is a Monograph Supplement to «Sociological Studies»,

Journal of the Russian Academy of Science. Veliky Novgorod: Yaroslav-the-Wise Novgorod State University; Moscow: RAS Journal «Sociological Studies», 2013. - 346 p.

The book is a result of joint efforts by an international group of scholars in the Sociology of Education from 15 countries (like Antony Dworkin, Jeanne Ballantine, Jenny Ozga, Stefan Klein and others) and provides a general outline of the current state of sociological research of education in different parts of the world.

Copies of the book can be ordered and purchased (for further mailing) through Dr. Alexander Osipov, osipov.al58@gmail.com

Received by Eylem KAYA

Project Title: A Research on Adult Education and Lifelong Learning Praxis in the Sample of PEC, CEC and IS-KUR in Turkey

Globalizing economic relations make their presence felt in all areas of a society, especially in the field of education. Many political, administrative, financial and social institutions organized and/or

supported by the international capital has been transforming education and employment policies and the importance of lifelong learning comes up more. Starting with 1970s, International organizations such as EU, OECD, WB and ILO have brought the concept of lifelong learning to the fore in their reports and policy documents related with education and employment processes. In the 1990s, via WTO, stepping into an active role in line with the necessities of the competitive atmosphere through the globalization enhanced by the new liberal policies, the demand for the flexible labor force that constantly upgrading knowledge and qualities come into stage. This situation is affecting current adult education and lifelong learning praxis. Therefore, the labor force demanded by the global capital is brought to the market in a fast and flexible way obliged to enhance the competitiveness. This requires efficiency of applications and collaboration among the organizations not only on national level but also on international level. Accommodating people who graduated from formal education institutions in line with the demands of the market via adult education and lifelong learning applications intended for direct employment such as re-education and updating programs that response to the market demands are considered as necessities foretold for the flexing market. This fact also comes up with both speed and importance for the international and national standardization process of lifelong learning concept and its praxis. In present situation, adult education undertakes a new role more that reinforces the market, competition and an individual's social capital as well.

Within this context, among the 2020 objectives of the EU, by making individuals more equipped in line with the qualities required by the new liberal market economy to provide social cohesion is aimed. However, in 2011, whereas lifelong learning rate of the European Union was explained as 9 percent on average for adults at 25-64 age group among 27 EU member states, this rate was reported as 2.5 percent for Turkey. Denmark (32.8 percent), Finland (23.0 percent) and England (19.4 percent) are standing at top with highest percentages for lifelong learning participation rate for adults among EU countries. Turkey's rank as in the last lines among member and candidate countries necessitates the interrogation of the institutional structures and dynamics related with lifelong learning and adult education as a whole in our country. Thus, forming of policies concerning lifelong learning and adult education; and providing wider and more efficient collaboration and coordination among related institutions and organizations that provide adult education services comes into prominence in this process. In fact, in Turkey, while process starting with the establishment of Turkish National Agency within the State Planning Organization in 2002 (it is changed as Ministry of Development in 2012) is increasing the visibility of lifelong learning case, the need for creation of policies for adult education and lifelong learning is revealed. Since the beginning of 2000s, institutionalizing efforts started within the central state constitution has been also extended at the local level with adult education projects sub-program "Grundtvig" which is realized in the framework of EU. Although important legal regulations (e.g. 2009 Ministry of Education Lifelong Learning Strategy Document) are made as the product of these efforts, it isn't provided that adult education and lifelong learning practices come to the desired level by creating sufficient inter-institutional collaboration processes.

Therefore, the formation of the applicable model/models particular to Turkey by inspecting of service providing processes of public institution's that give intense adult education such as, Public Education Centers (PEC) of Ministry of Education, Continuing Education Centers (CEC) of Universities and Labour and Work Association Province Directorships of General Directorate of Turkish Work Association (IS-KUR) in Ministry of Labour and Social Security and studying potential collaboration areas and processes among related non-governmental organizations is necessary. In this study, seven fieldwork cities (İstanbul, Ankara, İzmir, Antalya, Bolu, Elazığ, Gaziantep) , having each of the three institutions and also with the ability to represent the region in terms of the institutional prevalence of adult education and lifelong learning practices and the height of socio-economic development levels from each geographical region were designated. For field study, held in this regard, via interviewing with administrators/authorities of such institutions and applying questionnaires to trainees/ participants, how adult education and lifelong learning practices are shaped in the neo-liberal transformation will be searched. In light with the data obtained, an institutional collaboration model which will increase the quality and effectiveness of existing communication and interaction processes among the institutions organizing the adult education and lifelong learning practices will be developed. By this way, it will have contributed to be performed of the adult education and lifelong learning praxis in the peculiar structure overlapping with the conditions and in the framework of an effective inter-institutional collaboration.

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.

■ Board 2010-2014

President: A. Gary Dworkin (USA) gdworkin@Central.UH.EDU

Secretary: Marios Vryonides, M.Vryonides@euc.ac.cy

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Vice-President for Oceania: Lawrence J. Saha, Australia

Past-President: Ari Antikainen (Finland) ari.antikainen@uef.fi

■ 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: Marios Vryonides, M.Vryonides@euc.ac.cy

■ Membership

Dues: \$30 for a 4-year period; contact International Sociological Association for payments.

■ Website

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

