

CEU DI Inequalities and Democracy Working Group Publications

AY 2020- 2021

Books and Edited Volumes:

- Fejős, A. & Szikra, D. (2021). *Támogatás és támadás. Női civil szervezetek az illiberális demokráciában.* [Supporting and attacking: Women's civil society organisations in an illiberal democracy].
- Krizsán A. & Roggeband C. (2021). *Politicizing Gender and Democracy in the context of the Istanbul Convention.* Palgrave MacMillan.

Journal Articles and Chapters:

- Aidukaite, J., Saxonberg, S., Szelewa, D. & Szikra, D. (2021). Social policy in the face of a global pandemic: Policy responses to the COVID-19 crisis in Central and Eastern Europe. *Social Policy & Administration*. 55.
- Bereményi, B. Á., & Durst, J. (2021). Meaning-making and resilience among academically high-achieving Roma graduate women. *Szociológiai Szemle*, 31(3), 103-131.
- Bereményi, B. Á., & Girós-Calpe, R. (2021). 'The more successful, the more apolitical'. Romani mentors' mixed experiences with an intra-ethnic mentoring project. *British Journal of Sociology of Education*, 42(5-6), 881-897.
- Cepaluni, G., Dorsch, M., & Dzebo, S. (2021). Populism, political regimes, and COVID-19 deaths. Available at SSRN 3816398.
- Corduneanu Huci, C., Dorsch, M., & Maarek, P. (2021). What, Where, Who, and Why? An Empirical Investigation of Positionality in Political Science Field Experiments. An Empirical Investigation of Positionality in Political Science Field Experiments (August 19, 2021).
- Corduneanu Huci, C., Dorsch, M., & Maarek, P. (2021). Policy Learning in Polarized Politics: The Case of Randomized Controlled Trials. Available at SSRN 3771766.
- Corduneanu-Huci, C., Dorsch, M. T., & Maarek, P. (2021). The politics of experimentation: Political competition and randomized controlled trials. *Journal of Comparative Economics*, 49(1), 1-21.
- Dönmez, P. E., & Duman, A. (2021). Marketisation of academia and authoritarian governments: The cases of Hungary and Turkey in critical perspective. *Critical Sociology*, 47(7-8), 1127-1145.
- Duman, A. (2021). Feeling Insecure and Blaming Immigrants: relationship between subjective risks and welfare chauvinism. Available at SSRN 3851371.
- Duman, A. (2021). Does it Matter to be Informal? Type of employment and political opinions in the MENA region. Type of employment and political opinions in the MENA region (May 3, 2021).
- Duman, A., & Duman, A. (2021). The More the Gloomier: development of informal employment and its effect on wages in Turkey. Available at SSRN 3863614.
- Fodor, É., Gregor, A., Koltai, J., & Kováts, E. (2021). The impact of COVID-19 on the gender division of childcare work in Hungary. *European Societies*, 23(sup1), S95-S110.

- Hungler, S. & Kende, Á. (2021). Diverting Welfare Paths: Ethnicisation of Unemployment and Public Work in Hungary. *e-cadernos CES [Online]*, 35.
- Kende, Á., Messing, V., & Fejes, J. B. (2021). Hátrányos helyzetű tanulók digitális oktatása a koronavírus okozta iskolabezárás idején. *Iskolakultúra*, 31(2), 76-97.
- MacQuarie, J. C. (2021). The Researcher's Nightworkshop: A Methodology of Bodily and Cyber-Ethnographic Representations in Migration Studies. In: Nikielska-Sekula, K., Desille, A. (eds) *Visual Methodology in Migration Studies*. IMISCOE Research Series. Springer, 293–313.
- Messing, V. & Ságvári, B. (2021). Are anti-immigrant attitudes the Holy Grail of populists? A comparative analysis of attitudes towards immigrants, values, and political populism in Europe. *Intersections. East European Journal of Society and Politics*, 7(2), 100-127.
- Mitescu-Manea, M., Safta-Zecheria, L., Neumann, E., Bodrug-Lungu, V., Milenkova, V., & Lendzhova, V. (2021). Inequities in first education policy responses to the COVID-19 crisis: A comparative analysis in four Central and East European countries. *European Educational Research Journal*, 20(5), 543-563.
- Safta-Zecheria, L., Ștefanigă, S., Negru, I. A., Virag, F. H., & Mărgineanu, A. (2021). Collaborative Learning in an Action Research Project Responding to Challenges of Online Education During the Covid-19 Pandemic. *Journal of Pedagogy*, 1, 7-29.
- Szalai, J. (2021). A dal diadala: (1. rész). (The success of songs.) *socio.Hu*, 11(3), 103–119.
- Szalai, J. (2021). Romboló bizonytalanságok. [Destructive uncertainties]. *KRTK Ünnepi Kötet*. Budapest: KRTK, 121-131.
- Zentai, V. (2021). Szolidaritási kezdeményezések a gazdaság és a munka világában. (Solidarity acts in labor and economic realms). *REGIO*, 29(2), 132–157.

Working Papers:

- Rédai, D. (2021). Comparative overview on the capacity of the education systems of five Central Eastern European countries to adapt to changing gender roles. Working Paper. Budapest: Central European University – Democracy Institute.
- Radó, P. (2021). The Adaptability of Education Systems to Future Challenges in Context: an Analytical Framework. CEU Center for Policy Studies.
- Radó, P. (2021). Social Selection in Education: the Wider Context of the Segregation of Roma Pupils in Hungary. CEU Center for Policy Studies.
- Kende, Á. (2020). The preconditions of institutional change in schools. CEU Center for Policy Studies.
- Radó, P. (2021). The institutional conditions of adapting to future challenges in the Hungarian education system. CEU Center for Policy Studies.
- Kende, Á. (2021). Comparative overview of the capacity of the education systems of the CEE countries to provide inclusive education for Roma pupils. CEU Center for Policy Studies.

Other (reviews, articles):

- Szalai, J. (2021). A 80-as évek szociálpolitikai elgondolásairól – visszpillantás a mából. (Ideas on reforms in social policy in the 1980s. Looking back today). *Mérce*. <https://merce.hu/2021/06/13/a-80-as-evек-szocialpolitikai-elgondolasairol-visszapillantás-a-mából/>
- Szalai, J. (ed.) (2021). A magyar szociológia elmúlt három évtizede. (The last three decades of Hungarian sociology). *Board of the Hungarian Academy of Sciences*. https://mta.hu/data/dokumentumok/egyeb_dokumentumok/2021/MTA30_szociologia.pdf
- Messing, V. & Kende, Á. (2020). Így tűnnek el a magyar közoktatásból a hátrányos helyzetű és roma gyerekek a járvány idején. (This is how disadvantaged and Roma children disappear from Hungarian public education during the pandemic). *Qubit*. <https://qubit.hu/2020/05/12/igy-tunnek-el-a-magyar-kozoktatásból-a-hátrányos-helyzetű-es-roma-gyerekek-a-járvány-idején>
- Kende, Á. (2020). Ezért igazságtalan az oktatási rendszer Magyarországon. (This is why the Hungarian education system is unfair). *Qubit*. <https://qubit.hu/2020/02/26/ezert-igazságtalan-az-oktatási-rendszer-magyarországon>
- Kende, Á. (2020). A romaellenesség a legfőbb oka a roma gyerekek iskolai lemaradásának Magyarországon. (Anti-gypsyism is the main reason for Roma children falling behind at school in Hungary). *Qubit*. <https://qubit.hu/2020/09/17/a-romaellenesség-a-legfőbb-oka-a-roma-gyerekek-iskolai-lemaradasának-magyarországon>