Editorial

Most articles of the current issue of STSS concentrate on different post-Soviet countries. The issue starts with an article in which Lida Fan, Nazim N. Habibov, Yunhong Lyu, Alena Auchynnikava and Rong Luo (2021) discuss the relationship between entrepreneurship and institutional trust. The authors explore this relationship by estimating the relationship between entrepreneurship and institutional trust together with a set of individual social demographics and the country of residence in 27 transitional countries in Eastern Europe and countries of the former Soviet Union. Their results show a negative association between institutional trust and entrepreneurship: when the institutional trust was high, individuals chose a paid job instead of running their own business. They argue that the higher institutional trust supports a higher level of efficiency in the outcomes of entrepreneurship and innovative activities, but it does not necessarily lead to higher-level participation in entrepreneurship activities. Attainment of higher education increases the chance of entrepreneurial activities for transitional countries in general. However, this relationship is not statistically significant for the former Soviet Union countries.

The next article by Harutyun Vermishyan (2021) explores the ideological and cultural practices underpinning the formation of the housing space in Soviet Yerevan. The paper describes the urban development processes during the Soviet times and the issues of interrelation between the political ideologies and cultural practices in the process of urban space development. Emphasising the practice of allocating and obtaining housing in the Soviet mass housing system, the author shows the Soviet everyday experience of allocating and obtaining an apartment and manifestations of contradictions between the Soviet ideology and culture/everyday life experiences. He indicates that in the context of the Soviet city of Yerevan, there was a distortion of macro-interventions and informal mechanisms for the formation of the Soviet space were institutionalised in the continuum of communism and capitalism.

The following study by Artūras Tereškinas (2021) investigates different childrearing styles and parenting values among Lithuanian working-class parents. By examining how they organise and structure their children's everyday life, the author demonstrates that most working-class parents are committed to concerted cultivation based on tight everyday schedules and regimented activities. He argues that Lithuanian parents tend to activate middle-class parenting values by practicing concerted cultivation that functions as their attempt to fit with the neoliberal norms of achievement, competitiveness and instrumentalism, and the ideology of intensive or 'good' parenting.

The next article by Gulnar Nassimova, Marem Buzurtanova, Kadyrzhan Smagulov and Kirill Kartashov (2021) explores the migratory trajectories of mobile students from Kazakhstan. The authors apply the 'push-pull plus' model to bridge economic and sociological aspects of educational migration from Kazakhstan and to overcome structure-agency dichotomy. They develop profiles of mobile students across three types of migratory trajectories: Immediate Returnees migrating for educational purposes, i.e. maximisation of utility; Deferred Returnees, whose rational choice is combined with desire and aspiration; and Definite Non-returnees, for whom education is a means of emigration prompted by deprivation due to the situation in the home country, which creates predisposing and proximate drivers.

The last article by Olga Novikova, Oksana Pankova, Yul ia Chaliuk and Oleksandr Kasperovich (2021) substantiates areas of resource mobilisation to counter the negative effects of the COVID-19 pandemic on the labour market through the involvement of the potential of digital, information and communication technologies and the introduction of innovative mechanisms into the system of social dialogue in the labour field at the national level. The authors propose a social innovation – a 3-element model of socially responsible partnership (SRP Platform), which allows significantly updating (or even rebooting) the system of communication and interaction between the social dialogue participants in Ukraine using the potential of modern network, information and communication technologies.

A book review by Meril Ümarik (2021) concludes this issue of STSS and is about transformations of higher education systems in post-Soviet countries. The book *25 Years of Transformations of Higher Education Systems in Post-Soviet Countries: Reform and Continuity* provides an extensive comparative review of post-Soviet transformations and institutional landscape changes in 15 former member states of the Soviet Union. It explores how despite similar circumstances and trends after the collapse of the Soviet Union, each of the 15 countries have undergone their own unique development paths.

References

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