

Dear all,

We welcome you to the tenth newsletter of the International Research Network on Equity in Youth Education and Training - IRNEYET network. Our network is open for both policy makers and academics who are interested in research on the nature, consequences, causes, and solutions to disparities in youth education and training opportunities and outcomes across countries and education systems. In this newsletter, we give you an update on all recently published papers of members of the IRNEYET network. We also will put every newsletter one researcher in the spotlight.

We would like to invite you to send new publications, toolkits, conferences, etc. to be included in the upcoming newsletters to Lore Van Praag (vanpraag@essb.eur.nl), with material specifically on VET (Vocational Education and Training) to Irene Psifidou, Cedefop, European Centre for the Development of Vocational Training, Thessaloniki, Greece: rena.psifidou@cedefop.europa.eu. Please invite new interested members working in this field of study to join the IRNEYET-network.

For more information about this network, have a look at our website: <https://www.dcu.ie/edc/International-Research-Network-Equity-Youth-Education-and-Training.shtml>

A warm welcome from the IRNEYET hosts,

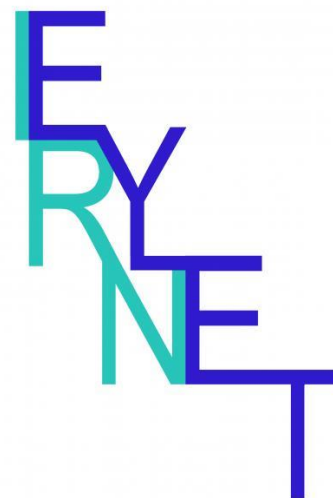
Paul Downes, Educational Disadvantage Centre, Institute of Education, Dublin City University

Stephen Lamb, Center for International Research on Education Systems (CIRES), Victoria University, Australia

Lore Van Praag, Erasmus School of Social and Behavioral Sciences (ESSB), Erasmus University Rotterdam

Russell W. Rumberger, California Dropout Research Project (CDRP), University of California

Guofang Li, Transnational/Global Perspectives of Language and Literacy Education of Children and Youth, University of British Columbia



SPOTLIGHT RESEARCHER: DR. LAURA EMERY



Dr. Laura Emery attained her Master degree in Sociology at the University of Antwerp (UA) in 2014. After that she worked for the Policy Research Centre on Equal Opportunities at UA. In 2015 she started as academic assistant and PhD student at Vrije Universiteit Brussel (VUB). She assisted a course on academic writing, qualitative research methods and introduction to Sociology. Her doctoral research was on the orientation of newly arrived migrant students in Flemish secondary education. From 2019-2022 she was a delegate for the sociology department in de Brussels Interdisciplinary Research centre on Migration and Minorities (BIRMM). In 2017 she started collaborating with researchers at Ghent University (Ugent), therefore her research became a joint Phd with VUB and UGent. She defended her Phd successfully on September 9, 2022.

In her doctoral research, Laura applied a system analysis of the education system and uses the concepts of Bourdieu as tools for this systemic approach. She also elaborates on the use of tracking in education. Furthermore, she examines the function of teachers as gatekeepers and the underlying assumptions present in the education system. In particular, she focuses on the implications for specific groups of learners such as newly arrived migrant students. Laura is currently looking for different ways to bring scientific research closer to educational practice. She gives training to teachers and other education professionals. She is a member of the multilingualism and learning network of the city of Antwerp. She sits on the international consultation platform 'Taalunie', which advises on education policy concerning newly arrived migrant students to the Flemish (BE) and the Dutch (NL) government.

PUBLICATIONS

Emery, L., Spruyt, B., & Van Avermaet, P. (2022). Reception education for newly arrived migrant students in Flanders: a field analysis. *British Journal of Sociology of Education*. [forthcoming]

Thomas, L., Adams, B., Emery, L., Duthois, T., Vanderlinde, R., & Tuytens, M. (2022). Connecting the dots in education for Newly Arrived Migrant Students in Flanders. *Education Sciences*, 12, 419

Emery, L., Spruyt, B., & Van Avermaet, P. (2022). "That way there are no surprises in the end": the cooling out function of reception education for newly arrived migrant students in Flanders. *Educational Review*, DOI: 10.1080/00131911.2021.2023472

Emery, L., Laurijssen, I., Boone, S., & Van Noord, J. (2021). Het gebrek aan transparantie in het onderwijssysteem werkt nadelig voor leerlingen met een migratieachtergrond. In: Adam, I., Adefioye, T., D'Agostino, S., Schuermans, N. & Trauner, F. (Eds.), *Migratie, Gelijkheid & Racisme*. 44 Opinions., Brussels: VUBPRESS: 102-105.

Emery, L., Laurijssen, I., Boone, S., & Van Noord, J. (2021). The Opacity of the Education System Creates Disadvantages for Pupils with Migration backgrounds. In: Adam, I., Adefioye, T., D'Agostino, S., Schuermans, N. & Trauner, F. (Eds.), *Migration Equality & Racism*. 44 Opinions, Brussels: VUBPRESS: 98-101.

Spruyt, B., Van Droogenbroeck, F., Van den Borre, L., Emery, L., Keppens G., & Siongers, J. (2021). Teachers' perceived societal appreciation: PISA outcomes predict whether teachers feel valued in society. *International Journal of Educational Research*, 109, 101833, 1-12.

Emery, L., Spruyt, B., & Van Avermaet, P. (2021). Teaching to the track: grouping in reception education for Newly Arrived Migrant students. *International Journal of Inclusive Education*, [Online First], DOI:10.1080/13603116.2021.1942568

Mastari, L., Spruyt, B., Keppens, G., Van Droogenbroeck, F., Emery, L., & Siongers, J. (2021). Connected and satisfied. The relationship between ethnic connectedness, life satisfaction and ethnic school composition among adolescents from nine ethnic groups. *International Journal of Intercultural Relations*, 80, 250-261.

Emery, L., Spruyt, B., Boone, S., & Van Avermaet, P. (2020). The educational trajectory of Newly Arrived Migrant Students: Insights from a structural analysis of cultural capital. *Educational Research*, 62(1), 18-34.

Meier, P., Mortelmans, D., & Emery, L. (2018). Strategieën om politiek en privé met elkaar te verzoenen: Vlaamse lokale mandaathouders. *Sociologos*, 39(4), 428-448.

Emery, L., Meier, P., & Mortelmans, D. (2017). Juggling three life spheres: reconciling work, family and politics. *Community, Work & Family*, 1-17.

Meier, P., Mortelmans, D., Emery, L., & Defever, C. (2016). Intersecting inequalities in the life of young adults: a reflection on intersectional policies. *DiGeSt Journal of diversity and gender studies*, 2, 1-2, 57-74.

AWARDS

THE CYRIL O. HOULE AWARD FOR OUTSTANDING LITERATURE IN ADULT EDUCATION

Professor Pepka Boyadjieva and Associate Professor Petya Ilieva-Trichkova from the Institute of Philosophy and Sociology, Bulgarian Academy of Sciences are the 2022 recipients of the **Cyril O. Houle Award for Outstanding Literature in Adult Education** for their book: *Adult Education as Empowerment: Re-imagining Lifelong Learning through the Capability Approach, Recognition Theory and Common Goods Perspective*. Palgrave Macmillan. [Adult Education as Empowerment | SpringerLink](#) The Cyril O. Houle Award was established in 1981 to honor the scholarship and memory of Cyril O. Houle, Professor of Adult Education at the University of Chicago. It is given annually by the American Association for Adult and Continuing Education (AAACE - <https://www.aaace.org/>). Pepka Boyadjieva and Petya Ilieva-Trichkova were awarded at a ceremony during the AAACE Annual Conference on 10/12/2022 in Milwaukee, USA.

This book was prepared as part of the work on the project “Dynamics of inequalities in participation in higher and adult education: A comparative social justice perspective” (JustEdu), funded by the Bulgarian National Science Fund within National Science Program VIHREN, contract number КП-06-ДБ-2/16.12.2019.

ANNOUNCEMENTS

PATHWAYS TO SCHOOL SUCCESS: NEW EUROPEAN COMMISSION INITIATIVE ON EARLY SCHOOL LEAVING PREVENTION, BASIC SKILLS AND WELLBEING

The European Commission has recently launched a flagship initiative on early school leaving prevention, basic skills and wellbeing - Pathways to School Success. This Commission Proposal for a Council Resolution and Staff Working Document will inform European Union Education Strategy until 2030 and is a repeal of the prior EU Council Resolution on Early School Leaving Prevention 2011:

https://ec.europa.eu/commission/presscorner/detail/en/IP_22_4200

<https://education.ec.europa.eu/news/commission-proposal-for-a-council-recommendation-on-pathways-to-school-success>

FIFTH EUROPEAN EDUCATION SUMMIT ON DECEMBER 1ST 2022, BRUSSELS

Keynote speakers include Ursula von der Leyen - President of the European Commission and Margaritis Schinas - Vice-President, European Commission: <https://education.ec.europa.eu/event/fifth-european-education-summit-bright-young-minds>

The High Level Panel focusing on social inclusion and education is organized on the 1st of December and titled: 'Every Child Matters: Pathways to School Success'

Moderator:

Michael Teutsch - Head of Unit, Schools and Multilingualism, DG EAC, European Commission

Panel members:

Anita Muižniece - Minister of Education and Science, Latvia

Clifton Grima - Minister for Education, Sport, Youth, Research and Innovation, Malta

Pap Ndiaye - Minister of Education and Youth, France

José Manuel Bar Cendón - Secretary of State for Education, Spain

Petra Kammerevert - Member of the European Parliament

Paul Downes - Professor of Psychology of Education, Director of the Educational Disadvantage Centre, Institute of Education, Dublin City University, Ireland

Iglika Atanassova - Middle and high school Science and Physics teacher, Bulgaria



PROJECT: THE NEUROSEQUENTIAL MODEL IN EDUCATION THROUGH UNIVERSITY-COMMUNITY-PRIVATE SECTOR COLLABORATION

Within the scope of trauma informed school-based community work, we have collaborated with Bosch "Biriz" social responsibility club. The project took part in a primary school where early school leaving rates is high. Steve Graner, senior trainer, has given The Neurosequential Model in Education training to the teachers. Each teacher is supported by a team consists of undergraduate psychology, child development, social work, philosophy, elementary mathematics education, foreign languages education and nutrition and dietetics. Every class team is facilitated by the body-oriented clinical psychology Master's students. All students have been supported regular trainings and supervision. Besides, illiterate parents are given literacy training.

<https://maltepe.edu.tr/soyac/tr/-okuldayiz-osmangazi-universite-toplum-ozel-sektor-i%CC%87sbirligile-noroardisik-egitim-uygulamalari--degerlendirme-toplantisi-22-temmuz-2022>

CALL FOR PAPERS

Frontiers in Education: "Scrutinising Educational Responses to Migration: Critical Perspectives on Changes in Educational Practice, Policy and Research", edited by Nikolett Szelei. Abstract Submission Deadline 12 December 2022; Manuscript Submission Deadline 30 April 2023

For more information: https://www.frontiersin.org/research-topics/46953/scrutinising-educational-responses-to-migration-critical-perspectives-on-changes-in-educational-prac?j=1965935&sfmc_sub=352726688&l=94_HTML&u=60075613&mid=7236711&jb=14&id_mc=352726688&utm_source=sfmc&utm_medium=email&utm_campaign=CFP-MANUAL-PM-NA-NEB+Reminder+1+-+Good&utm_id=1965935&utm_source=sfmc&utm_term=&utm_content=434109&utm_id=1880e1e6-8e88-40c5-af43-b5d8812bc45e&sfmc_activityid=0482e10d-5248-44d1-8003-936e5337fcf8&utm_medium=email

NEW PUBLICATIONS FROM IRNEYET MEMBERS

Bereményi, B. Á. (2022). Between choices and "going with the flow". Career guidance and Roma young people in Hungary. *International Journal for Educational and Vocational Guidance* <https://doi.org/10.1007/s10775-022-09536-0>

Kardaş, M., Bademci, Ö., Bağdatlı, N., & Arslan, M. B. (2022). Resilience Program with University-Community Cooperation for the Prevention of School Dropout: The Case of SOYAC: Resilience for dropout students. *Journal of Qualitative Research in Education*, (32). 161-187. DOI: 10.14689/enad.32.895

Warfa, N., Bademci, Ö., Karasar, Ş., & White, R. (2022). Attachment-based psychosocial programme for underprivileged school children with adverse life experiences in Istanbul, Turkey. *BMC psychology*, 10(1), 1-11.

MULTILINGUALISM AND INTERCULTURAL COMPETENCES

Li, G. (2022). Toward inclusive translanguaging in multilingual classrooms. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(3), <https://doi.org/10.55593/ej.26103a23>

Gong, Y., Lai, C., Gao, X., Li, G., Huang, Y., & Lin, L., (2022). Preservice teachers' cognition in teaching intercultural communicative competence: A study on Chinese as an additional language teachers in Hong Kong. *Frontier in Education*, <https://doi.org/10.3389/fpsyg.2022.939516>

Zhou, W., & Li, G. (2022). Chinese dual-language bilingual education teachers' pedagogical and languaging practices in the US. *Journal of Multilingual and Multicultural Development*, 43(6), 569-583. <https://doi.org/10.1080/01434632.2021.1996582>

Ji, R., Li, G., & Gunderson, L. (2022). Validation of the PPVT-5 for Chinese-English bilingual learners: Application of cross-classified mixed effects model. *Research Methods in Applied Linguistics*,1(2), 1-11. <https://doi.org/10.1016/j.rmal.2022.100013>

Li, G., Yin, X., & Ji, X. R. (2022). Early bilingual vocabulary development among minority preschoolers in Xinjiang, China: The case of Uyghur and Kazak children. *Chinese Journal of Applied Linguistics (CJAL)*, 45(3), 323-339. <https://doi.org/10.1515/CJAL-2022-0301>

Brunner, L., & Li, G. (2022). 'Canadian 'edugration' and capital: The conflicting aims of university admission and immigration selection criteria. In Antje Ellermann, Matthew Wright and Gaoheng Zhang (eds.), UBC Centre for Migration Studies, Working Paper Series <https://migration.ubc.ca/research/working-paper-series/>.

Li, G., & Zhen, L. (2022), "Two schools, two languages": Chinese-Canadian parents supporting dual online-offline learning and biliteracies during COVID-19 school closure. In K. Fox (Ed.), *Family Literacy Practices and Home School Connections: Perspectives from a Year at Home*. IGI Global.

Robertshaw, J., & Li, G. (2022). "I had no idea what I was doing": Case study of a secondary ELL teacher's (mis)conceptualization of genre-approach to academic writing in Canada". In T. Hodges (Ed.), *Handbook of research on writing instruction practices for equitable and effective teaching* (pp. 185-205). Hershey, PA: IGI-Global.

Li, G. (2022). Tales of diversity within diversity: Urban educators' narratives of working immigrant and refugee students and families in unsettling times. In H. Hong, P. C. Doran, and Y. Zheng (Eds.), *Using reflective narrative to prepare teacher for English learners, families, and communities*. New York: Springer.

Werker, J. F., & Li, G. et al. (2021). Impact of COVID-19 on language and literacy in Canada. Royal Society of Canada. https://rsc-src.ca/sites/default/files/Literacy%20PB_EN_3.pdf

Fincham, N., & Li, G. (2021). Online English learners' metacognitive knowledge development about writing: Implications for second language writing pedagogy, *Educational Innovations and Emerging Technologies*, 1(1), <https://www.iikii.com.sg/journal/EIET>

Li, G., & Jee, Y. (2021). Pan-diversity integration as an equity trap: Lessons from pre-service teachers' experiences of preparation for teaching English language learners in the U.S. *Teachers College Record*, 123(12), <https://www.tcrecord.org/Content.asp?ContentId=23899>

Li, G., Gunderson, L., Sun, Z., & Lin, Z. (2021). Early Chinese heritage language learning in Canada: A Study of Mandarin- and Cantonese-speaking children's receptive vocabulary attainment. *System*. DOI: <https://doi.org/10.1016/j.system.2021.102636>.

Li, G., Gunderson, L., Lin, Z., Sun, Z. (2021). Mandarin- and Cantonese-speaking bilingual children's English vocabulary and oral language development in Canada: Implications for instruction in the early years. *The European Journal of Applied Linguistics and TEFL*, 10(2), 125-152.

Jee, Y., & Li, G. (2021). The ideologies of English as a foreign language (EFL) educational policy in Korea: The case in teacher recruitment and pre-service teacher education. In Raza et al., (Eds.), *Policy development in TESOL and multilingualism: Past, present and the way forward* (pp. 119-133). New York: Springer Nature.

Fang, Z., & Li, G. (2021). Writing in school science for EAL students: Linguistic challenges and pedagogical response. In A. Golden, L. A. Kulbrandstad, and L. J. Zhang (Eds.), *Crossing literacy borders: Writing and evaluating texts* (pp. 64-83). UK: Multilingual Matters.

Li, G., Yan, C., & Wang, Q. (2021). English as an additional language (EAL) education and the preparation of EAL teachers in China. In Nihat Polat, Laura Mahalingappa, & Hayriye Kayi-Aydar (Eds.), *Preparation of teachers of English as an additional language (EAL) around the world: Research, policy, curriculum, and practice*. UK: Multilingual Matters.

TEACHERS AND TEACHER EDUCATION

Bin, A., Li, X., & Li, G. (2022). When city meets rural: Exploring pre-service teachers' identity construction when teaching in rural schools, *SAGE Open*, 12(1), 1-10. <https://doi.org/10.1177/21582440221079910>

Li, G., & Bian, Y. (2021). Preparing all teachers for ELLs? Teacher educators' voices and praxis. In E. Rui and I. Lee (Eds.), *Becoming and being a TESOL teacher educator: Research and practice* (pp. 145-164). New York: Routledge.

Li, G., & Gao, H. (2021). An equity perspective on Chinese (CSOL) teacher preparation for global contexts: Domestic and international pre-service teachers' experiences. *Beijing International Review of Education*, 3, 464-488.

Li, G., Anderson, J., Hare, J., & McTavish, M. (2021). *Superdiversity and teacher education: Supporting teachers in working with culturally, linguistically, and racially diverse students, families, and communities*. New York: Routledge.

CHILDHOOD

Zhen, L., & Li, G. (2021). Rethinking the child and childhood: A posthumanism perspective on early literacy. *Journal of Childhood, Education & Society*, 2(1), 69-86. DOI: 10.37291/2717638X.20212169

ETHNICITY AND RACE

Li, G. (2021). Terminating the intersectional harm of triple pandemics for Asians: An educational imperative. *Educational Research and Development Journal (special issue on Dismantling Systems of Racism against Asians and Asian-Americans)*, 24(1), 21-28.

Li, G., & Qin, K. (2022). Supporting and advocating for immigrant and refugee students and families in America's inner city: Urban educators' agency and practices in everyday instruction. *Urban Education*, 0(0), 1-29. DOI: 10.1177/00420859221082671

INCLUSION

Downes, P. (2022). Promoting Inclusive Systems for Early School Leaving Prevention in Europe and Beyond. In *Ten Years of Investing in People and Skills*. Vienna: EU Strategy for the Danube Region, Priority Area 9 „People and Skills“

McNally, S. Downes, P. O'Halloran, L., Kent, G. & O'Neill, S. (2022). The whole world was lifted off me': The importance of relational supports and peer mentoring for under-represented students accessing university in Ireland. *Journal of Further and Higher Education* DOI: 10.1080/0309877X.2022.2075718

Su Qiong Xu, Jinxin Zhu and Steve Smith (2022). Primary School Students' Perceptions of Class Environment and Their Attitudes towards Inclusive Education in China. *International Journal of Disability, Development and Education*.<https://doi.org/10.1080/1034912X.2022.2138834>.

Pang Wen, Xu Su Qiong. (2022). The conceptual models of influencing factors of college students' with disabilities satisfaction on their higher education. *Disability Research*.2022(3):1-12 (In Chinese).

Guo Dehua, Xu Su Qiong, Liu Jin (2022). The current status of inclusive education for autism and implication for legislation. *Educational Observation*, 2022(9):1-6.(In Chinese).

Deng Li, Xu Su Qiong, Kuang Xiaoxue (2022). The Influence of Deaf College Students' Emotional Management Ability on Career Decision-Making Self-Efficacy. *Modern Special Education*, 2022(10):23-30. (In Chinese).

Su Qiong Xu, Jinxin Zhu, Zhuoxuan Xie and Xuehui Li (2022). The psychometric properties of the Chinese version of the attitude survey inclusive education-parents. *BMC Psychology* (2022) 10:103. <https://doi.org/10.1186/s40359-022-00808-6>

Xuehui Li, Su Qiong Xu, Luanjiao HU (2022). Protection or Restriction: An Analysis of Employment Rights for Visually Impaired Persons in China. *Journal of Visual Impairment & Blindness*, 2022(1).DOI: 10.1177/0145482X211073611

MENTAL HEALTH AND WELL-BEING

Downes, P. (2022). Rethinking the Interplay between Schooling, Mental Health, Wellbeing and Poverty: Key Issues for Sociology of Education Regarding Structure, Space and Agency. *SAGE Handbook on the Sociology of Education* (Berends, M., Schneider, B. & Lamb, S.) (forthcoming)