

Dear all,

We welcome you to the eleventh 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,

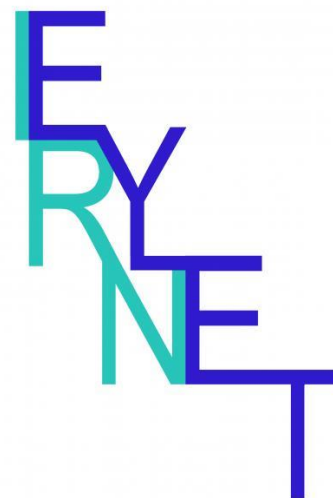
Paul Downes, Educational Disadvantage Centre, Institute of Education, Dublin City University

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: XUEMEI LI



Xuemei Li is Professor at the Faculty of Education, Memorial University of Newfoundland, Canada. Her research interests include second language curriculum and methodology, academic writing, newcomer integration, and identity issues in additional language contexts. Dr Li's projects in the past 13 years have investigated education, career, and social issues pertaining to immigrants, refugees, and international students in Newfoundland and Labrador, and impacted policy-making and program set-up in the province. She serves as the President of TEAL NL and on the Board of Directors in TESL Canada Association, Executive Board of Comparative and International Education Society of Canada, and Multicultural Education Advisory Board of NL.

PUBLICATIONS

Que, H. & Li, X. (2021). Academic support for refugee students in elementary and secondary schools and teachers' quandaries about inclusivity. In G. Li, J. Anderson, J. Hare, & M. McTavish (Eds.), *Superdiversity and teacher education: Supporting teachers in working with culturally, linguistically, and racially diverse students, families, and communities* (pp. 221-236). Routledge. <https://www.routledge.com/Superdiversity-and-Teacher-Education-Supporting-Teachers-in-Working-with/Li-Anderson-Hare-McTavish/p/book/9780367482602>

McLeod, H., Lewis, L. B., & Li, X. (2021). Resilience and hope: Exploring immigrant and refugee youth experiences through community-based arts practice. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, 6(2), 88-104. <https://doi.org/10.15402/esj.v6i2.70765>

Li, X. & Que, H. (2020). Support for refugee students in a Newfoundland high school: Merits and ramifications. *Education in the North*, 27(1), 5-20. https://www.abdn.ac.uk/education/documents/journals_documents/Volume_27_Issue_1_Participation/2_Eit_N_2020_01_11_Li.pdf

Lewis, L., McLeod, H., & Li, X. (2018). The Open Studio: Exploring immigrant and refugee youth experiences of belonging through community-based arts practice. *Cultural and Pedagogical Inquiry*, 10(1), 5-21. <https://journals.library.ualberta.ca/cpi/index.php/cpi/article/view/29363>

Li, X., Que, H., & Power, K. (2017). Welcome to "the rock": Service providers' views on newcomer youth integration in Newfoundland and Labrador. *Journal of International Migration and Integration*, 18(4), 1105-1122. <https://link.springer.com/article/10.1007/s12134-017-0520-6>

Li, X. & Grineva, M. (2016). Academic and social adjustment of newcomer youth at a Canadian high school. *TESL Canada Journal*, 34(1), 51-71. <http://www.teslcanadajournal.ca/tesl/index.php/tesl/article/view/1255>

Li, X., Doyle, A., Lymburner, M., & Ghadi, N. Y. (2016). Parental support of newcomer children's education in a smaller center. *Comparative and International Education*, 45(3), 1-15. <http://ir.lib.uwo.ca/cie-eci/vol45/iss3/6>

Doyle, A., Li, X., & Grineva, M. (2016). Issues in newcomer education in smaller centers: Toward understanding educators' perspectives. *The International Journal of Learner Diversity and Identities*, 23(4), 1-17. <http://ijldi.cgpublisher.com/product/pub.261/prod.109>

Li, X. & Que, H. (2016). Integration and career challenges of newcomer youth in Newfoundland in Canada. *FIRE: Forum for International Research in Education*, 2(3), 44-61. <http://preserve.lehigh.edu/fire/vol2/iss3/>

ANNOUNCEMENTS

WEBINAR

Lifelong Learning Platform and ASEM LLL-Hub International Webinar: Community Lifelong Learning Centres across Europe and Asia

Building on the Lifelong Learning Platform/Cedefop/Educational Disadvantage Centre Briefing Paper, "Implementing a holistic approach to lifelong learning: Community Lifelong Learning Centres as a gateway to multidisciplinary support teams", the Lifelong Learning Platform for Europe and ASEM LLL-Hub are hosting an international webinar on **June 14th 2023** to explore the potential for expansion of community lifelong learning centres to Asian contexts.

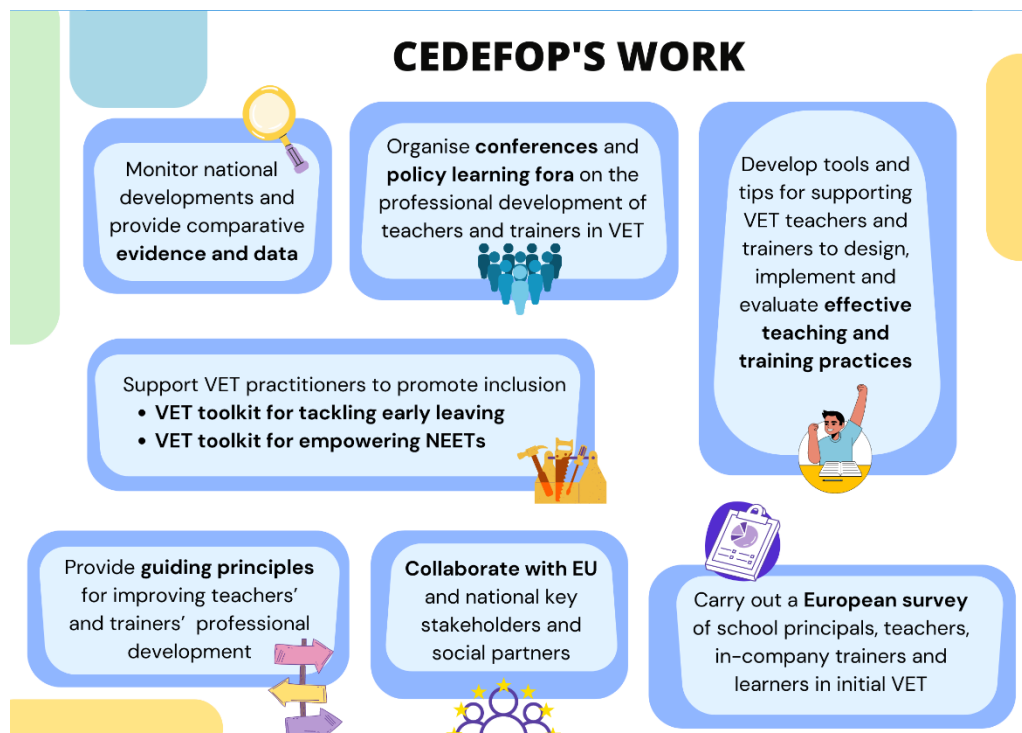
For more details paper: see http://lllplatform.eu/lll/wp-content/uploads/2019/02/BriefingPaper_CLLC.pdf

Please contact NghiaThi Mai <NMai@ucc.ie> for more details on this webinar

CEDEFOP VET TOOLKIT FOR TACKLING EARLY LEAVING

Cedefop's work and aspiration on making VET fit for young people's needs and its commitment to empowering people through quality and inclusive initial vocational education and training is underpinned by the 2022 European year of youth and the current European Year of Skills. Supporting young people towards their full potential requires they have the right skills and competences to enter complex and rapidly changing labour markets and successfully engage in continuous learning over their life course for their personal and career development. To this end, it is also essential to ensure that their teachers and trainers are highly qualified and have opportunities for quality and relevant professional development.

In 2022, Cedefop laid the groundwork for **building a robust evidence base on VET teachers and trainers' professional development**. [29 new Cedefop ReferNet country reports](#), a comparative synthesis report on *"Teachers and trainers in a changing world. Building up competences for inclusive, green and digitalised vocational education and training"* and a new [Briefing Note](#) produced by Cedefop's team [VET4Youth](#) coordinated by Dr. Irene Psifidou identify recent trends and policy developments in Europe on the initial and continuous professional development of VET teachers and trainers. These new publications pinpoint the different types of VET teachers and trainers in Europe; their evolving and complex role in mastering new technologies, supporting the integration of refugees, identifying and supporting learners at risk of early leaving, and understanding changing labour market needs, to empower and equip students with skills for the future.



Source: Irene Psifidou based on [Cedefop VET4Youth team](#)

Findings show that teachers' and trainers' qualifications and opportunities for continuous professional development (CPD) vary across countries but the challenges policy-makers face in supporting them are shared. **There are many CPD initiatives on improving digital skills, but much fewer on green skills. Making VET inclusive remains a top policy priority in Europe** for 29 countries implementing national and EU-funded projects and initiatives.

PROVISION OF PROFESSIONAL DEVELOPMENT

THREE MAIN AREAS COVERED:

EARLY LEAVING FROM VET

- Focus on **VET teachers' role in tackling early leaving** and supporting learners at risk with development of related teacher training component
- **Projects and initiatives addressing inclusiveness** and supporting learners at risk with focus on: guidance/counselling, teacher training, young people with disabilities/SEN, refugees and migrants, second chance measures, mental health support



DIGITAL SKILLS AND BLENDED TEACHING AND LEARNING

- **Technical part:** tools and resources (SELFIE tool for VET and for work-based learning)
- **Theoretical part:** framework, strategies, guidelines (DigComp 2.2)
- **Support measures:** research, funding, networks, professional development programmes for teachers, workshops, adaptation of VET programmes

MORE FOCUSES:

- Psychosocial support
- Reintegration of NEETs
- Community involvement



GREEN SKILLS AND SUSTAINABILITY

- **Adaptation of VET programmes and curricula** to include green skills
- Creation of specific VET schools which **focus on UN's sustainable development goals (SDGs)**
- Cooperation between VET schools and ecological education centres and other NGOs
- New professional development **programmes targeting teachers' competences to teach green skills** and train them to support in-company trainers' green skills development



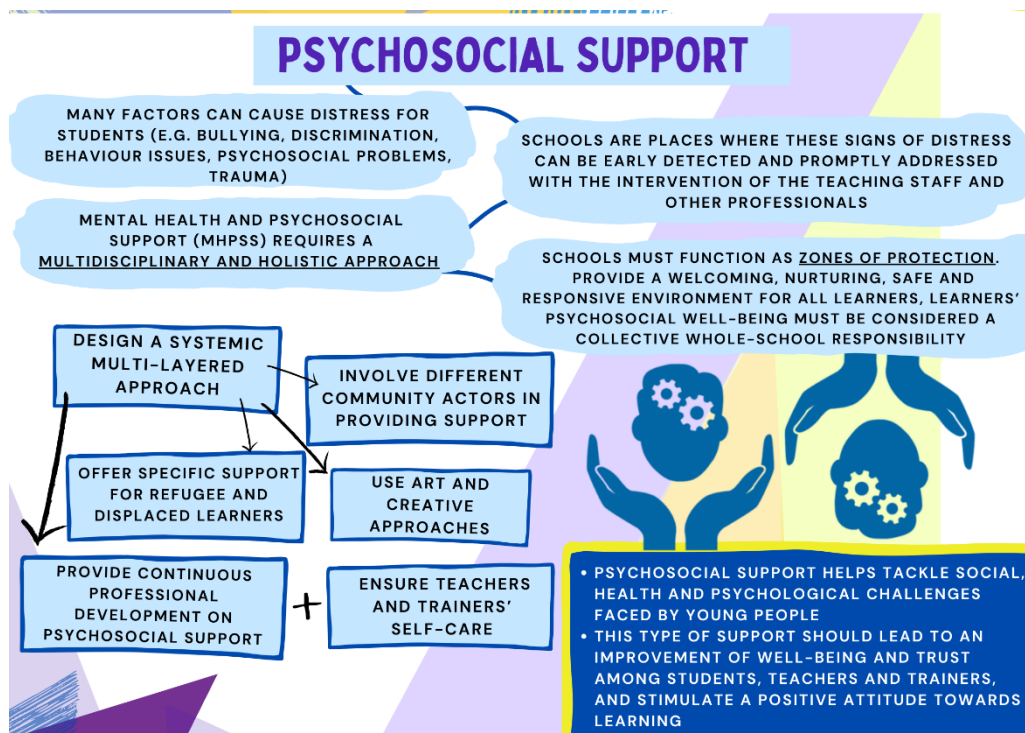
Source: Irene Psifidou based on [Cedefop synthesis report 2022](#)

Findings of **Cedefop's feasibility study for surveying principals, teachers, learners and in-company trainers in initial vocational education and training settings** (see [concept note](#)) were debated with 80 key stakeholders in Europe at the dedicated [virtual Policy Learning Forum](#) that took place in November. Ministry officials from different EU countries, European social partners and European associations of VET providers among other stakeholders **committed to support the launch of a European survey** in this field (see [event outcomes](#)). This planned survey may allow us to monitor the access to, quality and effectiveness of [continuing professional development](#) for teachers and trainers in participating countries.

As part of Cedefop's response to the Ukrainian refugee crisis and its systematic work on [tackling early leaving](#), [empowering young NEETs](#) and promoting inclusive VET, Cedefop launched within the [VET toolkit for tackling early leaving](#) new intervention approaches. Focusing on [psychosocial support](#), [digital inclusion](#) and [professional development for inclusive teaching and learning](#) Cedefop's [new resources](#) aim at supporting the inclusion process of Ukrainian displaced students in the VET institutions of the host countries and provide teachers and trainers involved in their reception and learning pathway with useful tips and tools.



Source: [VET toolkit for tackling early leaving](#)



Source: [VET toolkit for tackling early leaving](#)

A relatively new strand of work at Cedefop undertaken on the [VET toolkit for empowering NEETs](#) pinpoint to the role of [VET as a lifejacket for NEETs](#). The newly published Briefing Note showcases successful VET practices across Europe aiming at helping policy-makers, practitioners and learning providers address the specific needs of different groups of NEETs and reintegrate them into education or training and the labour market.

Cedefop's [network of Ambassadors tackling early leaving from VET](#) continued to expand and support Cedefop's work on inclusion.

CALL FOR PAPERS

"Measuring Educational Inequalities in Europe: Methodological, Ethical, and Policy Aspects" international conference of Inclusion Schools (Horizon2020), organized by the Department of Education at John Wesley Theological College, Budapest, Hungary.

Date: 15-16 September 2023

Organizer: Department of Education at John Wesley Theological College

Hybrid Location: The building of Central European University, Budapest, Hungary or Online

We invite you to submit your research papers and participate in the International Conference on Measuring Educational Inequalities in Europe: Methodological, Ethical, and Policy Aspects. This conference is organized by Inclusion4Schools, a European Horizon 2020 project led by the Department of Education at John Wesley Theological College, aimed at promoting inclusive education for all learners.

The conference will provide a forum for researchers, practitioners, teachers, civil society organizations, activists, journalists, and policymakers to present and discuss their latest research, practices, and policy initiatives related to measuring educational inequalities in Europe. The language of the conference is English.

The aim of the conference is to:

1. deepen, share, and understand knowledge related to data collection;
2. incorporate the knowledge accumulated at the conference into Inclusion4Schools' policy recommendation;
3. create a platform to discuss Inclusion4Schools' policy recommendation.

SUBMISSIONS OF CONTRIBUTION:

We welcome submissions of empirical, theoretical, and policy-oriented papers. Submissions should be written in English and should follow the formatting guidelines provided on the submission form.

The conference will be organized around short presentations (20 min) with space for open discussion. All presentations at the conference will be included in the abstract book.

Possible themes for papers include, but are not limited to:

- Issues of data collection: methodological considerations, reflections, and challenges
- Data protection: misuse of data, anonymization, GDPR, ethical considerations
- Country-specific contexts of measuring educational inequalities and the indicators of social disadvantages: What kind of indicators exist in different countries that influence inequalities?
- Methodological reflections on mixed method approaches of data collection Linkage of administrative and survey data sets: technical, ethical, and financial issues
- The role of family background in educational inequalities: wealth, income, labor market status, educational level, social mobility, demographics (number of siblings, multigenerational coliving, mosaic families, single-parent families)
- The intersectionality of educational inequalities: How are these indicators of inequality interconnected?

- Family background (as above)
- Housing conditions
- Territorial disadvantages: size of community, distance from educational centers, urban and rural ghettos
- Criminality: Membership in delinquent groups, and gangs
- Risk behavior: Substance use, truancy, risky uses of social media, violence, unprotected sexual activity, inadequate dietary behavior
- Well-being: Mental, physical, and social
- Migration status
- Belonging to stigmatized groups: Ethnicity, religion, gender, sexual orientation, disability,

For more information about the submission requirements, and to submit your abstract, please visit the Google Form provided at <https://forms.gle/tawNMZKBCd3BTnyX9>. If you have any questions or inquiries, please contact us at i4s_conference@wjlf.hu. For more information about the conference and the project, please visit the conference website at <https://inclusion4schools.eu/events/international-conference-on-measuring-educational-inequalities-in-europe/>.

IMPORTANT DATES:

- Paper submission deadline: 25 May 2023
- Notification of acceptance: mid-June 2023
- Conference date: 15-16 September 2023

There will be no conference fees. The conference will be livestreamed. Presentation at the conference is possible in person and online.

NEW PUBLICATIONS FROM IRNEYET MEMBERS

SCHOOL TO WORK TRANSITIONS – SPECIAL ISSUE PROFESORADO

Bereményi, A. & X. Rambla (2022): School-to-work transitions amid social vulnerability in Europe and Latin America. *Profesorado*, 26 (3)

Some SI articles to be highlighted:

Nada, C., Macedo, E., Teixeira, E. G., & Araújo, H. C. (2022). Growing up in a never-ending crisis. *Profesorado. Revista de currículum y formación del profesorado*, 26(3), 125–149. <https://doi.org/10.30827/profesorado.v26i3.22833>

Tomaszewska-Pękała, H., Marchlik, P., & Zubala, E. (2022). The lockdown generation: Facing multiple crises in education and the labour market. *Profesorado. Revista de currículum y formación del profesorado*, 26(3), 173–193. <https://doi.org/10.30827/profesorado.v26i3.23531>

Bereményi, B. Á., & Hellgren, Z. (2022). "But later you regret it". Roma youth navigating aspirational dilemmas. *Profesorado. Revista de currículum y formación del profesorado*, 26(3), 151–172. <https://doi.org/10.30827/profesorado.v26i3.24415>

Bereményi, B. Á., & Rambla, X. (2022). Capacity of navigation under conditions of vulnerability. Youth between school, training and work, on two continents. *Profesorado. Revista de currículum y formación del profesorado*, 26(3), 1–14. <https://doi.org/10.30827/profesorado.v26i3.26244>

CARE AND PSYCHOSOCIAL PROGRAMMES

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.

Curristan, S., F. McGinnity, H. Russell and E. Smyth (2023). Early childhood education and care in Ireland and Northern Ireland, ESRI Research Series 157, Dublin: ESRI, <https://doi.org/10.26504/rs157>

EDUCATIONAL OUTCOMES AND MOBILITY

Devlin, A., S. McGuinness, A. Bergin and E. Smyth (2023). Education Across the Island of Ireland: Examining Educational Outcomes, Earnings and Intergenerational Mobility, *Irish Studies in International Affairs*, 34 (2), Analysing and Researching Ireland, North and South 2023, pp. 30-47., <https://doi.org/10.1353/isia.2023.0001>

Laurence, J., H. Russell & E. Smyth (2023). Housing adequacy and child outcomes in early and middle childhood, ESRI Research Series 154, Dublin: ESRI, <https://doi.org/10.26504/rs154>

Smyth, E. (2023). Career decision-making among young people in Ireland, ESRI Research Bulletin 202305, Dublin: ESRI, <https://www.esri.ie/publications/career-decision-making-among-young-people-in-ireland>

Smits, T., & Aba-Poulos, D. (2023). Mobile and non-mobile higher education students' requests and refusals in English: does academic mobility influence Turkish students' pragmatic performance in intercultural communication?. *Zeitschrift für interkulturellen Fremdsprachenunterricht. -Edmonton, Alta*, 28(1), 279-310.

TEACHER EDUCATION

Smits, T. & P. Janssenswillen (2020). Multicultural teacher education : a cross-case exploration of pre-service language teachers' approach to ethnic diversity, *International journal of qualitative studies in education*, 33(4), p. 421-445