

Dear all,

We welcome you to the 12th 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: ÖZDEN BADEMCI



H. Özden Bademci holds an associate professorship in clinical psychology at Maltepe University in Istanbul. She is the Founder Director for Research and Application Centre for Street Children (SOYAÇ) at Maltepe University. Bademci obtained BSc degree in Psychology from Ege University (Turkey). MA in Psychoanalytic Observational Studies from Tavistock Clinic (UK) and PhD in Migration Studies from the University of Kent (UK). Following her PhD research on the service provision for street children in Istanbul, Bademci has played a leading role in the establishment of the first University Centre in Turkey that is dedicated to address the rehabilitation and protection needs of vulnerable children and youth. In

collaboration with social workers, policy makers, clinicians, academics, postgraduate and undergraduate students, Dr. Bademci carries out national and international research studies, consultancy work, teaching activities and practical projects which are intended to build on the resilience of vulnerable children and young people. In recognition for her contribution and commitment work to create positive social change that improves the lives of vulnerable children in 2017, The British Council in Turkey awarded Bademci with the UK Alumni Social Impact Award. She has published numerous papers and book chapters in the area.

PUBLICATIONS

Röhricht F., Bademci Ö., Eckert A., Grassmann H., Jokić B., Papadopoulos N., Sollmann U., Stupiggia M. (2023). Body Psychotherapy training at University level – piloting a novel integrated master's programme. *Body, Movement and Dance in Psychotherapy TBMD*, 10.1080/17432979.2023.2260445.

Kaya, B., Bademci, H. Ö., Bağdatlı Vural, Karadayı F., (2023). University-Community Collaboration for Sustainable Education During Covid-19 School-Based Community Work. *Anadolu Journal of Educational Sciences International*, 359-388. DOI: 10.18039/ajesi.1189517

Ajlouni A., Bademci H. Ö., Hogan S., Marino S., McDougall J., Rega I., Skyrme S., Uddin N. (2023). Digital arts - refugee engagement, *Media Practice and Education* DOI: 10.1080/25741136.2023.2177953, <https://doi.org/10.1080/25741136.2023.2177953> (SSCI)

Erkol, E., Bademci, H. Ö., & Grassetti, S. N. (2023). Clinical Psychology Master Trainees' Perspectives on Community-Based SL Experiences. In R. Hos & B. Santos (Eds.), *Co-Constructing and Sustaining Service Learning in Graduate Programs: Reflections from the Field* (pp. 81-103). IGI Global. <https://doi.org/10.4018/978-1-6684-6533-2.ch006>

Warfa, N., Bademci, H. Ö., Karasar Ş., White R., (2022). Attachment-based psychosocial programme for underprivileged school children with adverse life experiences in Istanbul, Turkey, *BMC Psychology*, 10, 232, <https://doi.org/10.1186/s40359-022-00938-x> (SSCI)

Kardaş, M., Bademci, H. Ö., Bağdatlı Vural, N., Arslan M.,(2022). Resilience program with university-community cooperation for the prevention of school dropout: the case of SOYAÇ. *Journal of Qualitative Research in Education*, 32, 161-187. 10.14689/enad.32.895

Demirbaşoğlu C., Bademci, H. Ö., Çelik D., Karadayı F.,(2022). Exploring the experiences and the living conditions 0-6 years old children co-residing with their incarcerated mothers in women's prison from the mothers' perspective, *Community and Social Services*, 33(4), 1161-1182.DOI: 10.33417/ tsh.1081422

Hasateş, M., Bademci, Ö. & Zabcı, N. (2021). Research on teachers' containing function in the context of learning relations, *International Anatolian Journal of Socail Sciences*, 5 (4), 1486-1514 .

Bademci H. Ö., Sakmar E., Karadayı, E. F., Cefai, C., Alkan, C., Warfa, N., (2020). Inclusive education and early school leaving in Bulgaria, Italy, Malta, Romania and Turkey comparative study, *Pastoral Care in Education*, vol. 38, no. 2, 174–186

Bademci Ö., (2020). The SOYAÇ Approach with Street Involved Children and Young People in Turkey: Social and Emotional Learning in Practice. In Cefai C., Regester D., & L. Akoury-Dirani (Eds.), *Social and Emotional Learning in the Mediterranean*, (151-158), Leiden, The Netherlands: Brill | Sense. doi: <https://doi.org/10.1163/9789004444515>

Bademci, H. Ö., Warfa, N., Bağdatlı Vural, N., Karadayı, E. F., Yurt S., Karasar Ş.,(2020). Teachers' perceptions of an attachment-informed psychosocial programme for school children with social and emotional problems in Istanbul, Turkey, *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 34:1, 53-65, (SSCI)

Bademci, H. Ö., Karadayı, E. F., Pur Karabulut, İ. G., Bağdatlı Vural, N. (2018) "Öğrencilerin Özsaygılarının Arttırılması Yoluyla Okul Terkinin Önlenmesi", *Türk Psikoloji Yazıları*, Haziran 2018, 21(41), 60-73

Bademci, H. Ö., Karadayı, E. F., Pur Karabulut, İ. G., Kurt, Z., & Warfa, N. (2017). Improving psychosocial well-being of child laborers and young people who are engaged in low-income economic activities in Istanbul, Turkey. *Child & Youth Services*, 1-13. ID: 1310618 DOI:10.1080/0145935X.2017.1310618

ANNOUNCEMENTS

IRNEYET BOOK ANNOUNCEMENT: THE ROUTLEDGE INTERNATIONAL HANDBOOK OF EQUITY AND INCLUSION IN EDUCATION

The Routledge International Handbook of Equity and Inclusion in Education (Eds., Paul Downes, Guofang Li, Lore Van Praag, Stephen Lamb) (forthcoming, Routledge 2024)

We are delighted to announce that The Routledge International Handbook of Equity and Inclusion in Education edited by the hosts of our IRNEYET network and with many contributors from members of IRNEYET has gone to the production process for publication and will be published in the first half of 2024.

Providing a cornerstone to the global debate on equity and inclusion within education, this Routledge International Handbook explores equity issues pertaining to poverty and social class, race, ethnicity, sociocultural, sociolinguistic exclusion in education and recognises intersectionality and gender across these dimensions.

This carefully curated collection of essays written by international experts promotes inclusive systems in education that explicitly recognise the voices of learners who may be at risk of marginalisation, exclusion or underachievement. Developing a multilayered innovative conceptual framework involving spatial, emotional-relational and dialogical 'turns' for education, it emphasises key system points for reform, including building

strategic bridges between health and education for vulnerable groups and shifts in focus for initial teacher education and the wider curriculum.

The handbook is organised into the following key parts:

- Theoretical Frameworks
- Funding Models and Structures for Equity and Inclusive Systems
- Exclusion and Discrimination
- Bridging Health and Education
- Agency and Empowerment
- Outreach and Engagement

The Routledge International Handbook of Equity and Inclusion in Education will be of great value to academics operating in the areas of education, psychology, sociology, social policy, ethnography, cultural studies; researchers in university research centres and in policy institutes pertaining to education, poverty, social inclusion as well as international organisations involved with inclusion in education.

CEDEFOP PODCAST

In the context of the European Year of Skills, Cedefop expert Irene Psifidou, who leads a project dedicated to teachers and trainers, and Rubén Vázquez, a teacher from Spain's Galicia region who works on addressing these challenges, share their views on the current situation and on what needs to change. Listen to the [podcast](#).

Challenges and opportunities for low-skilled adults in changing labour markets – [blog article](#) by Cedefop experts Irene Psifidou and Ilias Livanos

Multidisciplinary approaches: a comprehensive intervention to empower those at risk – [blog article](#) by Irene Psifidou and Anthie Kyriakopoulou, Cedefop

What does it mean to be a vocational education and training teacher in today's world? – [article](#) by Dr Irene Psifidou

PROJECTS

1. Team up for ProTEEM! Professionalisation of Teacher Educators in English and Mathematics (ERASMUS-EDU-2023-CBHE-STRAND-2)

ProTEEM provides Professionalisation of Teacher Educators in English and Mathematics for students' academic equity and success through quality literacy and numeracy education. More than 30 senior or junior teacher educators at four universities across the DR Congo, UPN, UNIKIN, UNILU, UCB, will profit from the expertise in scarce resource education from Antwerp University (B), Kaunas University of Technology (LT), Stellenbosch University (SA) and Rhodes University (SA): ProTEEM focuses on continuous professional development (CPD) in inclusive, autonomy-enhancing and blended learning environments for English and Maths to increase gender equality and reduce poverty through quality education.

Next to teacher training, the DRC Inspectorate and teacher associations are also involved in the dissemination of project outputs: lesson plans and materials for flipped classrooms, blended learning, gender-responsive tasks, low-tech digital tools, etc. Research into the project outcomes has added capacity building value that all our HEIs as education and research institutions with a community service mission benefit from: the partners collaborate in PhD projects on the effectiveness of the project's hybrid CPD approach in the specific context of low-income countries. Four female PhD students, affiliated to each DRC HEI, will collect and analyse CPD (transfer) data from the CPD participants and their students.

ProTEEM efficiently (1) focuses on CPD of teacher educators, capitalising on their multiplier effect (train the trainer & trickle-down effects), (2) improves both literacy and numeracy, because quality English and Maths education is crucial for educational equity and socioeconomic emancipation, and (3) adopts a sustainable hybrid on-site/online training approach, with evidence-informed modular blended learning. It attains a combination of Sustainable Development Goals, the main one being SDG 4.6: ensure that all youth (...), both men and women, achieve literacy and numeracy.

2. Teenagers' right to leisure in the city of Barcelona (2023-2024), Barcelona Council Youth Office, coordinated by Raul Hernández
3. Exploring the teaching of family languages in Barcelona (2023-2024), Barcelona Council Intercultural Program, coordinated by Rosario Reyes

CALL FOR PAPERS: THEMATIC DOCTORAL SCHOOL IN SOCIAL SCIENCES OF THE FRENCH COMMUNITY OF BELGIUM (EDTSS) - 2023-2024; "MIGRATION AND CULTURAL DIVERSITY" PROGRAM: ANNUAL DOCTORAL SEMINAR

The fourteenth edition of the annual doctoral seminar of the EDTSS program "Migration & Cultural Diversity" will take place this year at the University of Louvain (UCLouvain) on March 25 and 26, 2024.

Theme: Papers on any issue related to the field of research can be accepted.

For whom? This call for papers is open to all doctoral students and young researchers interested in the field of migration and post-migration studies and/or theories of integration (social and cultural diversity in contemporary societies). It concerns both young researchers enrolled at EDTSS, and doctoral students attached to other doctoral schools in the French Community or elsewhere.

Objectives of the seminar:

1) This seminar provides a forum for exchange and discussion with experts in the field. For this edition, the two keynotes are:

- Dr. Mustapha El Miri, Senior Lecturer in Sociology at the University of Aix-Marseille (LEST/UMR), who will give the lecture "Pour une dénationalisation des catégories des études migratoires".
- Prof. Vanessa Grotti, Associate Professor of Anthropology at the University of Bologna, who will give the lecture "Infrastructures of Neglect: Border Works, Gender and Exceptionalism in Reproductive Governance on Europe's Periphery".

2) The seminar provides an opportunity for doctoral students and young researchers from various social science disciplines (sociology, anthropology, political science, demography, development studies etc.) to present and discuss the state of progress of their research (research problematic/puzzle, methodology, first results, theoretical discussion...), reflexively positioning themselves in relation to contemporary theoretical and methodological debates.

Working method:

Accepted papers will be grouped into workshops with a certain coherence (thematic, theoretical, geographical, or other). Each paper presentation, in French or English, will last 15 minutes and will be the subject of a critical discussion prepared by a specialist (professor or senior researcher, not a member of the thesis or post-doctoral research committee). Priority will be given to researchers in the same discipline as the (post)doctoral student.

Researchers interested to participate are invited to submit a one-page summary of their paper by December 20, 2023. A full written text (approx. 10 pages) will be requested by February 25, 2024, and forwarded to the discussant assigned to you. The abstract and full text may be written in French or English.

Local organizing committee: Laura Merla, Anna Simola, Josué Begu, Fabrice Dhume, Marie-Laurence Flahaux, Françoise Romaine Kwizerimana, Jacinthe Mazzocchetti, Giacomo Orsini, Bruno Schoumaker, Marie Verhoeven & Natacha Zimmer (UCLouvain)

In collaboration with: Hassan Bousetta (ULiège), Asuncion Fresnoza-Flot (ULB), Jean-Michel Lafleur (ULiège), Marco Martiniello (ULiège), Carla Mascia (ULB), Elsa Mescoli (ULiège), Andrea Rea (ULB), Antoine Roblain (ULB)

Contact and submission of proposals: Marina Kyndt (marina.kyndt@uclouvain.be)

BOOK ANNOUNCEMENT: PROMOTING INCLUSIVE SYSTEMS FOR MIGRANTS IN EDUCATION

We are delighted to announce our forthcoming edited book with Routledge: ‘Promoting Inclusive Systems for Migrants in Education (forthcoming 2024)’. Edited By Paul Downes, Jim Anderson, Alireza Behtoui, Lore Van Praag <https://www.routledge.com/Promoting-Inclusive-Systems-for-Migrants-in-Education/Downes-Anderson-Behtoui-Van-Praag/p/book/9781032193045>

With a range of international contributions and case studies from Canada, the US, Hong Kong, Japan and Europe, the book offers critical, theoretically innovative understandings examining national policies and practices to develop reforms, focusing on agency, heterogeneity and systems of relational spaces for migrant youth. Chapters engage with discussions around differentiated needs of marginalised and vulnerable groups, as well as the importance of superdiversity in studying and developing inclusive systems for migrant youth in education.

NEW PUBLICATIONS FROM IRNEYET MEMBERS

SCHOOL EFFECTS

Alireza Behtoui (2023): Empowerment not racialised segregation, *British Journal of Sociology of Education*, DOI: 10.1080/01425692.2023.2211232

EDUCATIONAL OUTCOMES

Hine, G., Forlin, C., & Chivers, P. (2023). Influences on student decisions to enrol in higher-level mathematics courses. *Mathematics Education Research Journal*, <https://doi.org/10.1007/s13394-023-00467-9>

Forlin, C., Chambers, D., & Banks, J. (2023). Developing a scale to measure the diversity of motivations and practices of home-schooling. *Educational Review*, online <https://doi.org/10.1080/00131911.2023.2229067>

Forlin, C., & Chambers, D. (2023). Is a whole school approach to inclusion really meeting the needs of all learners? Home-schooling parents’ perceptions. *Education Sciences*, 13(6), DOI10.3390/educsci13060571. https://www.mdpi.com/journal/education/special_issues/IW86C46DB2

Banks, J., Forlin, C., & Chambers, D. (2023). Home-schooling Implementation and Practice in the Republic of Ireland. BJSE-2023-OA-004.

Forlin, C. (2023). Transitioning learners with intellectual and developmental disability back to school. *Global Journal of Intellectual & Developmental Disabilities*, 11(1), ID. 555803. juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555803.pdf

TEACHER EDUCATION

Lozano, C., Wüthrich, S., Baumli, N., Sharma, U., Loreman, T., Forlin, C. (2023). Development and validation of a short form of the Teacher Efficacy for Inclusive Practices Scale (TEIP-SF), *JORSEN*, 20221061. <https://doi.org/10.1111/1471-3802.12607>

Vogiatzil, C-A., Charitaki, G., Kourkoutas, E., & Forlin, C. (2022). The Teacher Efficacy for Inclusive Practices (TEIP) Scale: Further evidence for construct validity in Greek speaking teachers. *Prospects*, online at <https://doi.org/10.1007/s11125-022-09605-w>

SPECIAL AND DIVERSE NEEDS

Gao, F., Sin, K. F., Yang, L., & Chung, Y. H. (2023, July 13–15). The assessment of career maturity of post-secondary students with special educational needs: A pilot study [Poster presentation]. The 15th Biennial Conference of the Asian Association of Social Psychology (AASP 2023), Hong Kong, China.

Scorgie, K., & Forlin, C. (2022). (Eds.) *Transition programs for children and youth with diverse needs, International Perspectives on Inclusive Education*, 18. www.emerald.com/insight/publication/doi/10.1108/S1479-3636202218

Sin, K. F., Yang, L., & Ye, F. T. F. (2023). Self-dehumanization and other-dehumanization toward students with special educational needs: examining their prevalence, consequences and identifying solutions—a study protocol. *BMC psychology*, 11(1), 1-12.

Yang, L., Sin, K. F., & Savickas, M. L. (2023). Assessing factor structure and reliability of the career adaptability scale in students with special educational needs. *Frontiers in Psychology*, 14, 1030218.

Yang, L., Pang, F., & Sin, K. F. (2023). Assessing the Psychometric Properties of the Practice and Product Inventory of Supporting Students with ASD (PPI-SSA): A Concise Assessment Tool for Teachers in Inclusive Classrooms. *Sustainability*, 15(19), 14576.

LANGUAGE

Li, G., Lin, Z., Zhen, F., Gunderson, L., & Ji, X. R. (2023). Home literacy environment and early biliteracy engagement and attainment: A gendered perspective. *Bilingual Research Journal*, <https://doi.org/10.1080/15235882.2023.2258823>

Li, G., & Shen, S. (2023). Early bidialectal maintenance among Chinese heritage learners in Canada: A family language policy perspective. *Researching and Teaching Chinese as a Foreign Language*, 4(1), 49-72. <https://doi.org/10.1558/rtcf.25190>

Li, G., Zhen, F., Lin, Z., & Gunderson, L. (2023). Bilingual home literacy experiences and early biliteracy development among Chinese-Canadian first graders, *Educational Sciences*, 13, 808. <https://doi.org/10.3390/educsci13080808>

Li, G., Sun, Z., Zhen, F., Ji, R., Gunderson, L. (2022). Home literacy environment and Chinese-Canadian first graders' bilingual vocabulary profiles: A mixed methods analysis. *Sustainability*, 14, 15788. <https://doi.org/10.3390/su142315788>

Jee, Y., & Li, G. (2023). Teaching EIL as a tool of social and ideological manipulation in South Korea: Does school and student socioeconomic status (SES) matter? In Ahmed Sahlane and Rosalind Pritchard (Eds.), *Critical intercultural literacy and English as an international language education (Part V: Decolonising the ELF Curriculum Discourses*, pp. 468-481). UK: Palgrave/Macmillan.

Sun, Z., & Li, G. (2023). Rethinking Chinese heritage language (CHL) teaching in translocal realities: Pedagogical adaptations and missed opportunities to bridge transcultural gaps in Canada. In R. Zaidi, U. Boz and E. Moreau (Eds.), *Transcultural pedagogies for multilingual classrooms: Responding to changing realities in theory and practice*. Bristol, UK: Multilingual Matters.

Li, G., Tian, Z., & Hong, H. (2023). Language education of Asian migrant students in North America. In *Oxford Research Encyclopedia of Education*. doi: <https://doi.org/10.1093/acrefore/9780190264093.013.1775>

COVID-19

D'Angelo, A., Ricucci, R. & Carrasco, S., eds. (2023). Supporting migrant students through the pandemic and beyond. *El apoyo a estudiantes inmigrantes durante y después de la pandemia, Focus on International Migration*, 10. Barcelona: UAB. https://ddd.uab.cat/pub/lilibres/2023/274942/supmigstuthrpanbey_a2023b.pdf

Li, G., & Sun, Z. (2023). "COVID has brought us closer": A proleptic approach to ESL teachers' approaches to teaching ELLs in and after the pandemic. For special issue, *Post-pandemic classroom literacies*. *Language and Literacy*, 25(1), 32–56. <https://doi.org/10.20360/langandlit29654>

Li, G., & Lin, Z. (2023). In and out of the unknown: Lessons from immigrant families promoting multiliteracies during the COVID-19 pandemic. For special issue, *Family Literacy*, in *The Reading Teacher*, <https://doi.org/10.1002/trtr.2184>

Sin, K. F., Yang, L., & Gao, F., & So, K.K. (2023, July). Caring career development of school leavers with special educational needs amid the COVID-19 pandemic: Examining the effects of the Jockey Club Youth Academy on career-related outcomes. In *2023 International Conference on Open and Innovative Education*.

MIGRATION

Halleli Pinson & Nihad Bunar (eds., 2023). *Research Handbook on Migration and Education*. UK: Elgar Handbooks in Education.