Dear all,

We welcome you to the 15th 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
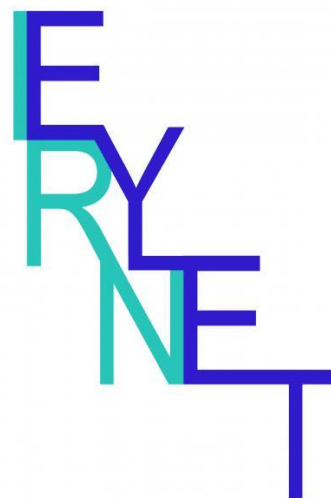
SPOTLIGHT RESEARCHER: EMER SMYTH

Emer Smyth is a Research Professor at the Economic and Social Research Institute (ESRI) in Dublin (Ireland). She leads on a research programme using Growing Up in Ireland (GUI) data and is joint research area coordinator for education. Her main research interests centre on education, child wellbeing, school to work transitions and gender. She has conducted a number of studies on the effects of schooling contexts on student outcomes. Educational inequality has been an important focus of her research, with work on a review of the School Completion Programme and an evaluation of the Youthreach programme. Her work has increasingly adopted a broader view of education, looking at the way in which out-of-school activities influence within-school learning and the impact of school processes on broader wellbeing. She has used GUI data to write reports and journal articles on youth mental health in the wake of the pandemic, fathers and child outcomes, the transition into primary school, and arts and cultural participation among children and young people, among other topics. She is currently part of a consortium conducting a new longitudinal study of teachers in Ireland.

SELECTED RECENT ARTICLES

Karaçay , İ., Bousselin, A., Benz, R., Darmody, M., and Smyth, E. (2024). Inequality in participation in shadow education in mathematics in Europe: An intersectional perspective, European Educational Research Journal, 2024, https://doi.org/10.1177/14749041241285494

Benz, R., Darmody, M., and Smyth, E. (2024). Participation in shadow education and academic performance: A comparison of upper secondary school students in Ireland and Germany, International Journal of Comparative Sociology, 2024, https://doi.org/10.1177/00207152241266791

Iannelli, C., McMullin, P., and Smyth, E. (2024). Higher education retention in Ireland and Scotland: the role of admissions policies, Higher Education, 2024, https://doi.org/10.1007/s10734-024-01259-1

Smyth, E., and Privalko, I. (2024). School transition difficulty in Scotland and Ireland: a longitudinal perspective, Educational Review, 2024, https://doi.org/10.1080/00131911.2024.2337889

Smyth, E., Darmody, M., and Devine, D. (2024). The impact of the Covid-19 pandemic on the wellbeing of migrant young people in Ireland, Educational Review, 2024, https://doi.org/10.1080/00131911.2024.2341037

SELECTED BOOKS AND BOOK CHAPTERS

Smyth, E., and Darmody, M. (2025). Social, gender and ethnic inequalities in education and school-to-work transitions, Chapter 8 in M. Wolbers & D. Verhaest (eds.), Handbook of Education and Work, 2025, pp. 170-185, Northhampton: Edward Elgar,

Smyth, E., and Banks, J. (2024). The representation of Traveller students across different school contexts in Ireland, R. Rose & M. Shevlin (Eds.), Including Voices, (International Perspectives on Inclusive Education, Vol. 23), pp. 217-229, Leeds: Emerald Publishing, https://doi.org/10.1108/S1479-363620240000023017

Devine, D., Smyth, E., Darmody, M. (2023), "Perceptions of immigrant parental engagement in primary schools in Ireland", Chapter 8 in Halleli Pinson, Nihad Bunar, and Dympna Devine (Eds.), Research Handbook on Migration and Education, Edward Elgar. Available at: https://doi.org/10.4337/9781839106361.00013

Smyth, E. (2023). Term-time employment and the long transition to the labor market, in Wyn, J., Cahill, H., Cuervo, H. (eds), Handbook of Children and Youth Studies, https://doi.org/10.1007/978-981-4451-96-3_86-1

Darmody, M. & Smyth, E. (eds.), Post-school Pathways of Migrant-Origin Youth in Europe. London: Routledge.

PEER-REVIEWED REPORTS

McGinnity, F., Bergin, A., McGuinness, S., and Smyth, E. (2025). Sharing the Island: Economic and social challenges and opportunities: Evidence from an ESRI research programme , ESRI Research Series 202, Dublin: ESRI, https://doi.org/10.26504/rs202

Smyth, E., Hingre, G., and Darmody, M. (2025). The School Completion Programme revisited, ESRI Research Series 197, Dublin: ESRI, https://doi.org/10.26504/rs197

Nolan, A., and Smyth, E. (2025). Sexual initiation and sexual health behaviours among young adults in Ireland, ESRI Research Series 201, Dublin: ESRI, https://doi.org/10.26504/rs201

Nolan, A., and Smyth, E. (2025). Sexual health literacy and sexual health behaviours among young adults in Ireland, ESRI Research Series 200, Dublin: ESRI, https://doi.org/10.26504/rs200

Smyth, E., and Russell, H. (2024). Trends in disability prevalence among young people: Insights from the Growing Up in Ireland Study, ESRI Research Series 192, Dublin: ESRI, https://doi.org/10.26504/rs192

Laurence, J., Russell, H., and Smyth, E. (2024). Housing, health and happiness: How inadequate housing shapes child and parental wellbeing, ESRI Research Series 183, Dublin: ESRI, https://doi.org/10.26504/rs183

Smyth, E. (2024). The changing social worlds of 13-year-olds, ESRI Research Series 178, Dublin: ESRI, https://doi.org/10.26504/rs178

Hingre, G., Russell, H., McGinnity, F., and Smyth, E. (2024). Gender and labour market inclusion on the island of Ireland, ESRI Research Series 176, Dublin: ESRI, https://doi.org/10.26504/rs176

Nolan, A., and Smyth, E. (2024). Use of pornography by young adults in Ireland, ESRI Research Series 177, Dublin: ESRI , https://doi.org/10.26504/rs177

Russell, H., and Smyth, E. (2024). Caregiving among young adults in Ireland, ESRI Research Series 168, Dublin: ESRI, https://doi.org/10.26504/rs168

Laurence, J., and Smyth, E. (2023). Civic and political engagement among young adults in Ireland, ESRI Research Series 171, Dublin: ESRI, https://doi.org/10.26504/rs171

Smyth, E., and Darmody, M. (2023). Student mobility in Ireland and Northern Ireland, ESRI Research Series 166, Dublin: ESRI, https://doi.org/10.26504/rs166

NEWS

We are excited to share the news that Dr. Guofang Li, Professor and Tier 1 Canada Research Chair of the University of British Columbia, Canada, has been selected as an American Educational Research Association (AERA) Fellow for 2025! The AERA Fellows Program honors scholars for their exceptional contributions to, and excellence in, education research. Nominated by their peers, the 2025 Fellows were selected by the Fellows Committee and approved by the AERA Council, the association's elected governing body, for their significant contributions to the education research field that demonstrate the highest standards of academic excellence and scholarship. You can also learn more about the AERA Fellows Program on their website here.

NEW PUBLICATIONS FROM IRNEYET MEMBERS

EARLY SCHOOL LEAVING

Fernández-Mellizo, M. & Bayón-Calvo, S. (2025). Unequal dropouts for unequal backgrounds: a full-cohort analysis at Spanish universities. *International Studies in Sociology of Education*. https://doi.org/10.1080/09620214.2025.2499509

DIGITAL LEARNING

Li, G., Zhen, F., & Mei, Z. (2025). Digital devices use and Chinese-Canadian children's English L2 learning: A mixed methods study. Educational Sciences, 15(1), 48; https://doi.org/10.3390/educsci15010048

Li, G., Mei, Z., & Zhen, F. (2024). Friend or foe? Examining the impact of digital devices use on Chinese-Canadian children's heritage language learning. Digital Studies in Language and Literature. https://doi.org/10.1515/dsll-2024-0022

LANGUAGE, MIGRATION AND EDUCATION

Li, G., Zhen, F., & Gunderson, L. (2025). Home biliteracy model and bilingual vocabulary development among Chinese-Canadian Children. Applied Linguistics Review, https://doi.org/10.1515/applirev-2024-0162

Li, G., Lin, Z., & Mei, Z. (2025). Language ideologies in glocal contexts: A longitudinal study of Cantonese-Canadian families' divergent paths toward childhood bidialectalism, Urban Education, Urban Education, 0(0). https://doi.org/10.1177/00420859251331552

Li, G., Zhen, F., Gunderson, L., & Lin, Z. (2025). Reading development of Chinese-English bilingual early elementary children in Canada: Variations by student sociocultural characteristics. Research in Preschool and Primary Education, 3(1), 115-133. https://doi.org/10.55976/rppe.320251353115-133.

Li, S., & Li, G. (2024). Revisit English learner autonomy among Chinese non-English major students during the COVID-19 lockdown. Sage Journal, 14(4), https://doi.org/10.1177/21582440241289725

Li, G., & Locher-Lo, C. (2024.). Culture, language, and race: An AsianCrit perspective on newcomer Chinese transnational adolescents' navigation of intersectional discourses in Canadian schools. International Multilingualism Research Journal, DOI: 10.1080/19313152.2024.2335094

Sah, P., & Li, G. (2024). Toward linguistic justice and inclusion for multilingual learners: Implications of selective translanguaging in English-medium instruction classrooms. Learning and Instruction, 72, http://doi.org/10.1016/j.learninstruc.2024.101904

Li, G., & Qin, K. (2024). Supporting and advocating for immigrant and refugee students and families in America's urban schools: Educators' agency and practices in everyday instruction. Urban Education, 59(2), 600-628. https://doi.org/10.1177/00420859221082671.

Li, G., Fu, S., Qiu, T. (2024). A conversation with Guofang Li on the past, present, and future of literacies research with immigrant communities. Journal of Education for Multilingualism, 1(1), 145-156. https://jempub.com/wp-content/uploads/2024/08/LiEtAl_2024_A_Conversation_With.pdf

AFFECTIVE CITIZENSHIP EDUCATION

Brummer, E. C., Clycq, N., & Vanhoof, J. (2025). Challenges of teaching affective citizenship education: Spatial, relational, and affective dimensions of citizenship education and their connections with discomfort. *Teaching and Teacher Education*, *156*, 104907.

TEACHER SUPPORT

Clycq, N., Lelieur, R., Nouwen, W., & Vanhoof, J. (2025). Individual and collective teacher support towards students in urban schools: identifying underlying school characteristics. *Educational Studies*, *51*(1), 98-113.

CEDEFOP MATERIALS

NEETS
- RAISE Youth
- DigitHer
- Tech Your Future
- DARE
- Go Remote
- Avenir Pro
- Social Innovators
- Beyond NEET(D)s
- Trans Green Inspiration
- Educational eco-communities

FOR ELET
- HUMAN project
- Inspiring Companies (tool)

BLOG ARTICLE AND HEADLINES
- Tackling violence and bullying at school to prevent dropout and facilitate school success
- Breaking the cycle: tackling bullying and early leaving to empower learners
- Breaking barriers for young women not in employment, education, or training
- Fostering literacy through inclusive vocational education | European School Education Platform