

Dear all,

We welcome you to the seventh 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 (Lore.VanPraag@UAntwerpen.be), 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 and ask them to contact Valerie McLoughlin valerie.mcloughlin@dcu.ie.

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>

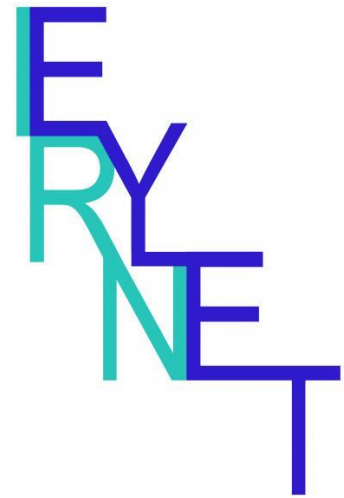
A warm welcome from the IRNEYET hosts,

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, Center for Migration and Intercultural Studies (CeMIS) of the University of Antwerp

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



SPOTLIGHT RESEARCHER: PROFESSOR PEPKA BOYADJIEVA,

Pepka Boyadjieva is Professor at the Institute of Philosophy and Sociology at Bulgarian Academy of Sciences and Honorary Professor of Sociology of Education at the University of Nottingham. She is a member of the Editorial Board of the International Journal of Lifelong Education, Journal of Social Science Education, and of the Bulgarian journal, Sociological Problems. Boyadjieva's research interests are in the field of sociology of education with an



emphasis on lifelong education, higher education, adult education, educational inequalities and social justice, and school to work transitions. She was leader of the Bulgarian team of the ENLIVEN (Encouraging Lifelong Learning for an Inclusive and Vibrant Europe) project, funded within Horizon 2020 programme. Currently, Boyadjieva is a member of the Network of Experts on the Social Aspects of Education and Training (NESET 2019-22) and member of the team of EU funded project – BEYOND 4.0 – “Inclusive Futures for Europe BEYOND the impacts of Industry 4.0 and Digital Disruption”. She is especially interested in studying educational inequalities and understanding of social justice in access, participation and completion of higher and adult education. The crucial importance of this problem stems from the fact that educational inequalities determine to a great extent economic inequalities and inequalities in civic participation and social trust. Boyadjieva is the principal investigator in the project “Dynamics of inequalities in participation in higher and adult

education: A comparative social justice perspective” (2020-2023) – <https://justedu2020.eu/>. The project aims at providing new theoretical and evidence-based insights into: a) the understanding of the complex character of social justice in participation in higher and adult education; b) the multifaceted socio-economic and cultural factors and consequences of inequalities in higher and adult education and c) the dynamics of these inequalities in a comparative perspective. It develops an innovative synthetic theoretical framework for understanding of social justice in higher and adult education by synthesizing ideas from the capability approach, the recognition theory, common goods perspective and the political economy of education. The project adopts a mixed-method design and relies on qualitative data and data from large international surveys.

<http://orcid.org/0000-0002-0561-6942>

SELECTED RECENT PUBLICATIONS

Boyadjieva, P. & Ilieva-Trichkova, P. (2021). *Adult Education as Empowerment: Re-imagining Lifelong Learning through the Capability Approach, Recognition Theory and Common Goods Perspective*. London: Palgrave MacMillan *Adult Education as Empowerment* | SpringerLink

Boyadjieva, P., & Ilieva-Trichkova, P. (2020). “Inclusion and fairness in access to higher education: theoretical distinctions, measurement and patterns of interaction”. In: Weimer, L. and Nokkala, T. (Eds.). *Universities as Political Institutions - HEIs in the Middle of Academic, Economic, and Social Pressures*. Brill, 237–261.

Boyadjieva P., Ilieva-Trichkova P., Milenkova, V. and Stoilova, R. (2020). The local embeddedness of graduates' education-job mismatch and of lifelong learning policies for its overcoming, *International Journal of Lifelong Education*, 39(1): 104-118.

Angelova, R., Boyadjieva, P. (2020). The Bulgarian rejoinder to Youth Guarantee. In: Milana, M., Klatt, G. and Vatrella, S. (Eds.), *Europe's Lifelong Learning Markets, Governance and Policy: Using an Instruments Approach*, Palgrave MacMillan, 235-260.

Ilieva-Trichkova, P. & Boyadjieva, P. (2020): Young people's agency over continuing education in situations of early job insecurity: from enabling to stumbling, *Studies in Continuing Education*, 42(3): 279-297.

Boyadjieva P., Ilieva-Trichkova P. (2019). From conceptualization to measurement of higher education as a common good: challenges and possibilities. *Higher Education*, 77(6): 1047–1063, open access, available at <https://link.springer.com/article/10.1007/s10734-018-0319-1>

Boyadjieva P., Ilieva-Trichkova P. (2019). (Un)realized agency in a situation of early job insecurity: patterns of young people's agency regarding employment. In: Hvinden, B., Hyggen, Ch., Schoyen, M.A. and Sirovátka, T. (Eds.). *Youth Unemployment and Job Insecurity in Europe: Problems, Risk Factors and Policies*, 117-136.

Boyadjieva P., Ilieva-Trichkova P. (2018). Adult education as a common good: conceptualisation and measurement, *International Journal of Lifelong Education*, 37(3): 345-358.

Ilieva-Trichkova, P. & Boyadjieva, P. (2018). Educational systems matter: differences across European countries in how young people with secondary education experience job insecurity. *Journal of Education and Work*, 31(7-8): 595-610.

Boyadjieva, P. Ilieva-Trichkova, P. (2018). Lifelong learning as an emancipation process: a capability approach. In: Milana, M., Webb, S., Holford, J., Waller, R. and Jarvis, P. (Eds.). *Palgrave International Handbook on Adult and Lifelong Education and Learning*. London: Palgrave MacMillan, 267-288.

Boyadjieva, P., Ilieva-Trichkova, P. (2019). Horizontal differentiation matters: moderating influence of the type of upper secondary education on students' transitions. *European Education*, 51(1): 32-50.

Boyadjieva, P. (2017). Invisible higher education: higher education institutions from Central and Eastern Europe in global rankings. *European Educational Research Journal*, special issue, 16(5): 529-546.

Boyadjieva, P., Ilieva-Trichkova, P. (2017). Between inclusion and fairness: social justice perspective to participation in adult education. *Adult Education Quarterly*, 67(2) 97–117.

ANNOUNCEMENTS

LEARNING FOR CITIZENSHIP: SUPPORTING MIGRANT STUDENTS THROUGH THE PANDEMIC, ONLINE CONFERENCE – 25TH-26TH MAY 2021

Lockdowns and school 'closures' in response to Covid-19 have caused major disruptions to the lives and educational experiences of everyone. This impact, however, has not been the same for all, and children from disadvantaged backgrounds are facing disproportionate difficulties and widening educational gaps. In fact, since the first lockdowns of Spring 2020, distance learning has proved to be a multiplier of educational inequalities, at the intersection of class, gender, (dis)ability, ethnicity and migration status.

Despite the best efforts of individual teachers, the state of consistent disruption into which schools have been drawn makes it more likely that those who are overlooked by national policies or local interventions will fall even further behind. Among these are pupils from migrant and refugee families, and particularly newly arrived

migrants. They tend to be less familiar with the educational system and life in the host countries; and they often face challenges due to language barriers, limited resources and their traumatic personal experiences of immigration. Moreover, for migrant students, schools represent not only spaces where knowledge and skills are acquired, but also crucial places for language acquisition and for integrating into the local community. For economically vulnerable migrant families, schools are often the first port of call to access information about public services and welfare support.

Such scenario adds to the problems which had crystallised across Europe over the past few years. Whilst, on the one hand, many countries and regions have accumulated experiences of good practice over the years, on the other, the volatility of their social and political contexts has posed continuous challenges. Among these, the emergence of new forms of nationalism, the hardening of migration policies and the redefinition of boundaries between and within national spaces, which risk placing schools at the centre of controversies and contestations. Too often the presence of migrant students and families is seen as a potential burden rather than an opportunity. Targeted resources and interventions can be scarce, and constant changes to policy and funding frameworks make it difficult to sustain successful approaches.

All this raises issues for educators and policy makers not only in terms of supporting migrant students' attainment, but also in terms of emotional support and ensuring that young people are not victims of discrimination and racism but, rather, that they can develop as full, active and accepted citizens within their communities. Thus, developing opportunities for joined-up thinking among scholars, practitioners and policy makers becomes a key priority. Whilst some of the challenges are country-specific, much can be learned from international exchange of research and practice.

THE EVENT

Funded by the Social Policy Association (UK), this online event will bring together academics, practitioners, NGOs and policy-makers from across Europe, in order to exchange and discuss best practice of inclusion, engagement, practical and emotional support for migrant and refugee students from different backgrounds, educational levels and local contexts. The event will focus in particular on the new challenges created by the Covid-19 pandemic in the short and long term; but it will also build on years of international research on migration and education, examining how the experiences of good practice consolidated over the past years can inform new and sustainable interventions.

This initiative is organised in partnership by the icPSP (International Centre for Public and Social Policy) at the University of Nottingham; NIESR (National Institute for Economic and Social Research); EMIGRA-CER Migracions of the Autonomous University of Barcelona; and the Department of Culture, Politics and Society (CPS) of the University of Turin. The event takes place within the wider framework of 'Learning for Citizenship': an initiative to build an international network on "good practice of inclusion, engagement, practical and emotional support for migrant and refugee students".

The organising committee includes:

- Alessio D'Angelo (icPSP, University of Nottingham); Chiara Manzoni (NIESR)
- Silvia Carrasco Pons, Laia Narciso Pedro, Angelina Sánchez Martí (EMIGRA-CER, UAB Barcelona)
- Roberta Ricucci, Pietro Cingolani, Tanja Schroot (CPS, University of Turin)

Event registration: This event is free to attend but registration is required and places are limited – deadline to register for attendance: 10/05/2021: <https://learningforcitizenship.wordpress.com/spring2021/>

CEDEFOP/OECD CONFERENCE: APPRENTICESHIPS FOR GREENER ECONOMIES AND SOCIETIES, VIRTUAL EVENT, 21 AND 22 OCTOBER 2021

Call for papers: To be presented at the symposium and/or included in a joint Cedefop/OECD publication, deadline for submitting abstracts: 3 May 2021

Event page: <https://www.cedefop.europa.eu/en/events-and-projects/events/2021-joint-edefopoecd-symposium-apprenticeships-greener-economies-and-societies>

[Call for papers in pdf](#)

RATIONALE

The joint Cedefop/OECD symposium on apprenticeship brings together policy-makers, practitioners and researchers from around the world to consider new research or analysis of practices exploring the links between apprenticeships and the transition towards greener economies and societies, as well as the implications for policy-making.

After a period of relative neglect in many countries, the past decade has witnessed a revival of apprenticeships, in recognition of their effectiveness in easing school-to-work transitions, but also increasingly because of their particular potential for developing skills closely tied to labour market needs.

The transition to a green economy and society aims at mitigating the environmental impact of human activity, including investment in environmentally friendly technologies, better waste management and land use, and changes in production, consumption and behaviour patterns, among others. Ambitious climate change mitigation policies are not only good for the environment, but also for jobs. The OECD's 2020 [Ministerial Council Statement](#) highlights that OECD country recovery plans will boost growth, incomes and employment while promoting cleaner and more sustainable economies.

These changes have implications for preparing, reskilling and upskilling the workforce. Both the [Paris Agreement](#) and the [European Green Deal](#) (EGD) – the EU growth strategy – recognise that skills development is an indispensable pillar for the transition. Possessing the right set of skills will be essential in supporting worker mobility from sectors and jobs with declining employment – for example the oil and gas, agriculture, aviation and tourism sectors – to sectors such as renewable energy industries, where job opportunities rise rapidly; it will also be essential in creating a qualified workforce in the long term in a greener labour market. Apprenticeships can provide opportunities to develop the right skills for the green transition, both for young people in initial education and for adults in need of upskilling or reskilling.

In this context, the symposium organisers would welcome contributions on apprenticeships and the green transition within the following broad areas:

CREATING NEW GREEN APPRENTICESHIP PROGRAMMES

In view of the green transition, apprenticeships will have to be developed in new sectors or occupations, and, most likely, also at education levels higher than upper secondary VET. Defining the core content of each apprenticeship programme requires considering the needs of a diverse group of stakeholders. Undertaking surveys to measure the costs and benefits of apprenticeships for employers in new green sectors can provide empirical evidence to inform policy-making. Trade unions can usefully balance the influence of employers and champion interest in transferable skills. Guidance practitioners may be given a role to promote and raise awareness of apprenticeships in sectors or occupations driving the green transition.

Types of papers the organisers are looking for:

The following questions could be of interest: What would the characteristics of new 'green occupations' be and why would apprenticeships be the 'appropriate' educational and training track to train the workforce for these occupations? On what basis, and on whose input do apprenticeships emerge in new green sectors? How can stakeholders (e.g. social partners and professional bodies) become engaged in designing and implementing apprenticeships in new sectors? How can apprenticeships be best designed for emerging green sectors or occupations (e.g. choices concerning wages, duration and funding, how to ensure sufficient interest of learners and employers, how to ensure students have access to new technologies, how to ensure teachers/trainers have the right skills)? Does the emergence of new apprenticeships in green sectors and occupations lead to expansion of apprenticeships at education levels higher than upper secondary? How do apprenticeships compete with alternative learning pathways in those sectors/for those occupations (e.g. school-based programmes, post-secondary or tertiary education)?

ADAPTING EXISTING APPRENTICESHIP PROGRAMMES FOR A GREENER ECONOMY AND SOCIETY

Apprenticeship programmes themselves are changing in light of the green transition. In addition to specific emerging technical skills, they need to cultivate broader skills, especially basic and soft skills, to prepare resilient learners who are well-placed to navigate greener economies and societies. Consultations need to be organised with stakeholders to understand how the green transition will impact the existing apprenticeships, and mechanisms need to be designed to ensure that programmes and curricula are updated.

Types of papers the organisers are looking for:

The following questions could be of interest: Which are the green transversal skills that will need to be integrated into all apprenticeship programmes to ensure that people adapt to greener ways of working and living? What needs to change in existing programmes in the way green technical skills are developed at school and in the workplace? Will such changes affect the level at which programmes should be offered? How can stakeholders be engaged in updating the content of existing programmes? How can such mechanisms be built into governance and institutional arrangements? How can the skills and knowledge of teachers and trainers in apprenticeship programmes be updated to adapt to the green transition? What pedagogies and technologies can be used to this end? How can employers already participating in apprenticeships be supported to cope with or embrace such emerging changes?

GREEN APPRENTICESHIPS FOR UPSKILLING AND E-SKILLING ADULTS

Transition to greener economies means that some will be left with skills that are no longer needed, and not all will find opportunities to retrain. Apprenticeships may play a role in reallocating workers from declining to growing sectors or occupations, as many countries are increasingly using or considering using apprenticeships as a way to upskill or reskill adults. More research is needed on the requirements and conditions necessary to offer sustainable and accessible quality apprenticeships for adults that contribute to achieving a just green transition.

Types of papers the organisers are looking for:

The following questions could be of interest: which roles can apprenticeships play in making the reallocation of workers from declining to growing sectors or occupations just for all stakeholders involved? In which ways can they help reduce the adjustment costs borne by displaced workers? Should specific sectors or occupations be prioritised in apprenticeship offering? If so, which criteria would such prioritisation be based on, so that apprenticeship's specific features as a distinct type of learning are better put to use? How do we ensure that disadvantaged adults are not left out in the green transition? How do we ensure that both men and women are equally well-prepared for the shift to a greener economy and society?

ECO-INNOVATION AND THE DIFFUSION OF GREEN TECHNOLOGIES

Apprenticeships, building on systematic interaction between two types of learning (work- and school-based) and on participatory governance that brings together various stakeholders, may give rise to positive spill-overs from one learning venue to another and between stakeholders, in terms of technology diffusion, for example.

Types of papers the organisers are looking for:

The following questions could be of interest: How can eco-innovation be supported through apprenticeship? How can the alternation between learning in the workplace and in education institutions help the adoption and diffusion of green technologies? How can apprenticeship policies and innovation initiatives be linked? How can stakeholders in the apprenticeship system exchange technologies and practices to accelerate eco-innovation at policy-making level? Can apprenticeship support cross-sectoral approaches to foster green innovation across value chains, rather than within specific types of employers or specific sectors?

APPRENTICESHIP IN THE ECOSYSTEM OF GREEN TRANSITION

Policy interest in linking apprenticeships with the green transition should take into consideration that apprenticeship is a distinct type of learning, different from other types of school-based VET or other forms of work-based learning. All the links described in previous areas can be better understood if they build on the specific features that apprenticeship, as a system, brings to the table. Moreover, apprenticeship needs to be articulated with regard to the adjacent policy spheres (e.g. industrial policies, growth and innovation policies, higher education policies, etc.) in a structured, strategic and sustainable way.

Types of papers the organisers are looking for:

The following questions could be of interest: What could the place of apprenticeships be in the landscape of a green transition from a systemic point of view? What are its links to adjacent policy spheres and systems? What institutional arrangements between these systems and apprenticeship can enable its strategic, systematic contribution to a green transition? What changes in governance are needed to give apprenticeship a leading role in the transformation to greener economies and societies? Which features of apprenticeship systems represent points of strength in promoting green transition, compared to other forms of VET?

NEW PUBLICATIONS FROM IRNEYET MEMBERS

MIGRANT CHILDREN

Martorell-Faus, M., Carrasco, S. (2021). Honduran children's views on migrating to Barcelona: narratives of violence, hardship and family strategies. In M. Montero-Sieburth; R. Mas; J. Eguren; N. Garcia-Arjona (Eds.), *Family Practices in Migration: Everyday Lives and Relationships*. Routledge.

<https://www.taylorfrancis.com/chapters/edit/10.4324/9781003132561-3/honduran-children-views-migrating-barcelona-miquel-martorell-faus-silvia-carrasco-pons>

INCLUSION AND SOCIAL, EMOTIONAL EDUCATION

Cefai, C. Downes, & P. Cavioni.,V. (2021). *A formative, inclusive, whole school approach to the assessment of social and emotional education in the EU*. Luxembourg: Publications Office of the European Union/EU bookshop.

<https://op.europa.eu/en/publication-detail/-/publication/2c717199-61e1-11eb-aeb5-01aa75ed71a1/language-en/format-PDF/source-192497082>

Gilligan, C. & Downes, P. (2021). Reconfiguring Relational Space: A Qualitative Study of the Benefits of Caring for Hens for the Socio-Emotional Development of 5 – 9-year-old Children in an Urban Junior School context of High Socio-Economic Exclusion. *Journal of Adventure Education & Outdoor Learning*, 21 DOI: 10.1080/14729679.2021.1894953

LIFELONG LEARNING

Boyadjieva, P. & Ilieva-Trichkova, P. (2021). Adult Education as Empowerment: Re-imagining Lifelong Learning through the Capability Approach, Recognition Theory and Common Goods Perspective. London: Palgrave MacMillan Adult Education as Empowerment | SpringerLink

HOLIDAY PROGRAMMES AND FREE SCHOOL MEALS

Mann, E., Widdison, C., & Defeyter, M.A. (2020). Implementing Holiday Provision Programmes; A qualitative Investigation of the Experiences of Senior Stakeholders. *Open Journal of Social Sciences*, 8, 7. Online version: <https://www.scirp.org/journal/paperinformation.aspx?paperid=101732>

Stretesky, P., Defeyter, M.A., Long, M.A., Sattar, Z., & Crilley, E. (2020). Holiday Clubs as Community Organizations". *Annals of the American Academy for Political and Social Science*, Vol. 69, 1. Available online: <https://doi.org/10.1177%2F0002716220917657>

Stretesky, P.B., Defeyter, M.A., Long, M.A., Ritchie, L.A., & Gill, G.A. (2020). Holiday Hunger and Parental Stress: Evidence from the North East of England. *Sustainability*, 12(10): 4141 Available online: <https://doi.org/10.3390/su12104141>

Defeyter, M.A., Stretesky, P.B., & Long, M.A. (2019). Holiday hunger: The government must remove the inequalities in children's access to holiday clubs. *The BMJ Opinion* (October 23, 2019). Online version: <https://blogs.bmj.com/bmj/2019/10/23/holiday-hunger-the-government-must-remove-the-inequalities-in-childrens-access-to-holiday-clubs/>

Defeyter, M.A. & Stretesky, P (2020). Hungry for Change. A working paper on free school meals. Available online: Where's the money gone? The mystery of the 'missing' £88 million allocated to provide free school meals to disadvantaged children - Feeding Britain

Long, M.A., Defeyter, M.A. & Stretesky, P.B. (forthcoming). *Holiday Hunger: Childhood Food Insecurity and Local Responses in the UK*. Routledge.

COVID-19

Defeyter, M.A., Mann, E., Wonders, P., & Goodwin, S. (2020). Feeding disadvantaged children during the Covid-19 pandemic. *Journal of Health Visiting* (8) 8. Online version: <https://www.magonlinelibrary.com/doi/abs/10.12968/johv.2020.8.9.370>

Defeyter M.A., Stretesky P., Forsey A., Mann E., Henderson E., Pepper G.V., & Walters P. (2020) Food and coping strategies during the COVID-19 pandemic. A Policy Paper from the Healthy Living Lab & Feeding Britain. Available online: <https://healthylivinguk.org/wp-content/uploads/2020/06/Food-and-coping-strategies-during-the-COVID-19-pandemic.pdf>

Defeyter M.A., von Hippel P., Shinwell J., Mann E., Henderson E., Brownlee I., Pepper G.V., Stretesky P., Long M., McKenna J., Daly-Smith A., Lalli G., Bundy D., and Drake L. (2020) Covid-19: Back to School, Rebuilding a Better Future for All Children. A submission (CIE0042) to the Education Select Committee inquiry on The impact of COVID-19 on education and children's services. Available online: <https://committees.parliament.uk/writtenevidence/3787/pdf/>

Defeyter, M.A., Stretesky, P., Reynolds, C., Long, M., Porteous, D., Dodd, A., Stretesky, C., Mann, E., & Furey, S. (2020). Food Insecurity and Lived Experiences of Students (FILES). A submission (CIE0186) to the Education Select Committee inquiry on The impact of Covid-19 on education and children's services. Available online: The impact of COVID-19 on education and children's services - Committees - UK Parliament

Opening Statement of Dr. Paul Downes and Full Submission of Educational Disadvantage Centre to Irish Joint Oireachtas (Parliament and Senate) Education Committee (December 2020).

https://data.oireachtas.ie/ie/oireachtas/committee/dail/33/joint_committee_on_education_further_and_higher_education_research_innovation_and_science/submissions/2020/2020-12-17_opening-statement-dr-paul-downes-director-educational-disadvantage-centre-institute-of-education-dublin-city-university_en.pdf

Video of Meeting <https://twitter.com/i/broadcasts/1mnxeaeyeqvxX> (from 10 mins) and Transcript of Irish Parliament and Senate Education Committee Discussion with Paul Downes:

https://www.oireachtas.ie/en/debates/debate/joint_committee_on_education_further_and_higher_education_research_innovation_and_science/2020-12-17/2/

The Irish Joint Oireachtas (Parliament and Senate) Committee on Education, Further and Higher Education, Research, Innovation and Science Report on The Impact of COVID-19 on Primary and Secondary Education January 2021:

https://data.oireachtas.ie/ie/oireachtas/committee/dail/33/joint_committee_on_education_further_and_higher_education_research_innovation_and_science/reports/2021/2021-01-14_report-on-the-impact-of-covid-19-on-primary-and-secondary-education_en.pdf

Downes, P and Murray, N. (2020). Child Poverty and Mental Health in the Covid-19 Pandemic: Supports in DEIS schools and the need for a national strategic response. Education Matters, Ireland's Education Yearbook 2020