Dear all,

We welcome you to the eighth 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 recently published papers of members of the IRNEYET network. In every newsletter, we also put 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
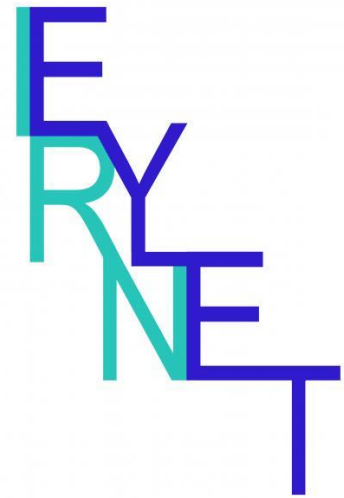
Dr. Guofang Li is a Professor and Tier 1 Canada Research Chair in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth in the Department of Language and Literacy Education, University of British Columbia, Canada. Her program of research focuses on bilingualism and biliteracy development, pre- and in-service teacher education, and current language and educational policy and practice in globalized contexts. Li has published 14 books and about 200 journal articles and book chapters in English and Chinese, and presented over 200 papers worldwide. As a leading researcher in foreign and second language education internationally, her work and contribution has been recognized by numerous national and international awards including the 2016 Mid-Career Award from the Second Language Research Special Interest Group (SIG), American Educational Research Association (AERA), the 2013 and 2006 Ed Fry Book Award of the Literary Research Association (LRA), the 2010 AERA Early Career Award, and the 2008 Social Context of Education Division Early Career Award of AERA. Her recent books include Superdiversity and Teacher Education (in press with Routledge), Languages, Identities, Power and Cross-Cultural Pedagogies in Transnational Literacy Education (2019, Shanghai Foreign Language Education Press), and Educating Chinese-heritage Students in the Global-Local Nexus: Identities, Challenges, and Opportunities (2017, Routledge). Li is co-editor of Journal of Literacy Research and serves as an editorial board member and reviewer of many key SSCI language and literacy journals such as Reading Research Quarterly, Research into Teaching of English, TESOL Quarterly, Journal of Adolescent and Adult Literacy, Bilingual Education Journal, and Language Arts; and other general education journals such as American Educational Research Journal, Journal of Family Diversity in Education, Journal of Teacher Education, Journal of Teaching and Teacher Education, Early Childhood Literacy Quarterly, and Canadian Journal of Education.

Dr. Li is the principal investigator of a longitudinal research project (2018-2023), Behind the model minority mask: Understanding divergent literacy and academic trajectories of Cantonese- and Mandarin-speaking children in Canada, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). The project aims to identify factors that may affect Cantonese and Mandarin-speaking students' differential achievements in English and core academic subjects in the early years in Canadian schools. The study follows a longitudinal cohort of 200 Mandarin- and Cantonese- speaking children from Grades 1 to 3, their parents, and their teachers from both mainstream and community language schools in Metro Vancouver, Canada using a mixed methods design. The findings help identify characteristics of supportive English as a second language environments and inform early intervention through effective ESL program design and teacher professional development. As well, the findings help parents effectively support their children in school and at home in the early years. Dr. Li is also co-investigator of several funded projects nationally and internationally including a SSHRC funded project on Ensuring Full Literacy in a Digital World, and an NSSFC funded project on Xinjiang low-SES Uyghur and Kazakh kindergarten children' early bi-literacy development.

SELECTED RECENT PUBLICATIONS

Li, G., Yin. X., & Ji, X. R. (in press accepted April 30, 2021). Early Bilingual Vocabulary Development among Minority Preschoolers in Xinjiang, China: The Case of Uyghur and Kazak Children. Chinese Journal of Applied Linguistics (CJAL)

Li, G., Gunderson, L., Lin, Z., Sun, Z. (In press, accepted Nov. 2020). 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.

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.

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

Li, G. (2018). From stigma to strength: A case of ESL program transformation in a greater Vancouver high school. BC TEAL Journal, 3(1), 63-76. Retrieved from https://ojs-o.library.ubc.ca/index.php/BCTJ/article/view/303

Li, G. (2021). Teaching superdiverse students in a transnational world: Rethinking teacher education. In G. Li, J. Anderson, J. Hare, and M. McTavish (Eds.), Superdiversity and Teacher Education: Supporting Teachers in Working with Culturally, Linguistically, and Racially Diverse Students, Families, and Communities (pp. 19-35). New York: Routledge.

Sah, P., & Li, G. (2020). Translanguaging or unequal languaging? Unfolding the plurilingual discourse of English medium instruction (EMI) in Nepal's public schools. International Journal of Bilingual Education and Bilingualism, https://doi.org/10.1080/13670050.2020.1849011

Yin, X., & Li, G. (2020). Language solidarity, vitality and status: Sibe family language attitudes in North-western China. Current Issues in Language Planning, DOI: 10.1080/14664208.2020.1785751

Li, G. (2020). Principles for developing learner agency in language learning in a new eduscape with COVID-19, English Language Learning, 5, 30-40.

Li, G. (2020). 国际化和本地化枢纽中海外华裔学生教育的核心问题和新兴趋势 (Chinese heritage students' education in the global-local nexus: Core issues and emerging trends), 西南交通大学学报（社会科学版）（Journal of Southwestern Jiaotong University (Social Sciences), 21(3), 30-45.

Zhu, G., Rice, M., Li, G., & Zhu, J. (2020). EFL Student Teachers' Professional Identity Construction: A Study of Student-Generated Metaphors Before and After Student Teaching. Journal of Language, Identity, and Education, DOI: 10.1080/15348458.2020.1777872

Qin, K., & Li, G. (2020). Understanding immigrant youths' negotiation of racialized masculinities in one U.S. high school. Special issue on Gender in Language Education: Critical Cultural Perspectives, Sexuality and Culture, 24,1046–1063.

Gibb, B., Li, G., Schwartz, T. (2020). Improving ELLs' scientific writing through co-teaching: Collaboration between ESL and science teachers in a secondary school in Canada. In M. Dover and A. Honigfeld (Eds.), Co-teaching for English learners: Evidence-based practices and research-informed outcomes (pp. 235-244). Greenwich, CT: Information Age Publishing.

Li, G., & Sah, P. (2020). Critical pedagogy for preservice teacher education: An agenda for a plurilingual reality. In S. Steinberg et al., (Eds.), Handbook of critical pedagogy (pp. 884-898). New York: SAGE.

Li, G., Sun, Z., & Jee, Y. (2019). The more technology the better? A comparison of teacher-student interaction in low- and high-technology-use primary EFL classrooms in China. System: An International Journal of Educational Technology and Applied Linguistics, 84, 24-40.

Li, G. (2019). Languages, identities, power and cross-cultural pedagogies in transnational literacy education (In Y. Sun's series, Foreign Language Teacher Education and Development-Selected Works of Renowned TESOL Experts). Shanghai, China: Shanghai Foreign Language Education Press.

Li, G. (2019). Resource diversity in Asian immigrants and refugees: Implications for language arts instruction. Language Arts, 96(6), 370-383.

Yin, X., & Li, G. (2019). 锡箔家庭语言态度的代际差异研究【Family language attitudes of the Sibe (Xibo) ethnic group in Xinjiang, Northwestern of China】, 语言战略研究 （Chinese Journal of Language Policy and Planning) 4（2）, 31-41.

Li, G., Marom, L., Anderson, J., Hare, J., & McTavish, M. (2021). Superdiversity and Teacher Education: An Introduction. In G. Li, J. Anderson, J. Hare, and M. McTavish (Eds.), Superdiversity and Teacher Education: Supporting Teachers in Working with Culturally, Linguistically, and Racially Diverse Students, Families, and Communities (pp. 1-18). New York: Routledge.

Li, G., Sun, Z., & Li, H. Y. (2019). Metalinguistic transfer: Exploring cross-language facilitation of literacy skills among Chinese-English bilingual children. In L. Moll (Ed.), Oxford Research Encyclopedia of Education (OREE), Oxford: Oxford University Press.

Li, G., Bian, Y., & Martinez, J. M. (2019). Learning to teach English Language Learners as "a side note": TESOL pre-service teachers' perspectives of their professional preparation. In S. Keengwe and Grace Onchwari (Eds.), Handbook of research on assessment practices and pedagogical models for immigrant students. Hershey, PA: IGI Global.

Fincham, N., & Li, G. (2019). Metacognitive knowledge and EFL Learning in web-based distance learning context: A multiple case study. In S. Keengwe (Ed.), Handbook of research on cross-cultural online learning in higher education. Hershey, PA: IGI Global.

Li, G., & Sun, Z. (2019). Asian immigrant family school relationships and literacy learning. In S. Sheldon and T. A. Turner-Vorbeck (Eds.), Handbook of Family, School, Community Partnerships in Education (pp. 29-51). New York: Wiley.

Li, G., & Sah, P. (2019). Immigrant language policies and programs in an era of Change: Promises, contradictions, and possibilities. In S. Nawyn & S. Gold (Eds.), International handbook of migration studies (2nd ed., pp. 325-338)). New York: Routledge.

ANNOUNCEMENTS AND EVENTS

PATHWAYS TO SCHOOL SUCCESS

The EU Commission has launched a public consultation on the new Commission initiative **Pathways to School Success.** Targeting a broad audience of educational actors, including learners, the consultation will help shape a **proposal for a Council Recommendation on Pathways to School Success**, to be adopted by the Commission in the first semester 2022. The public consultation is running in 23 EU languages and will be open until **30 September**.

You and your networks may be interested in taking part in the consultation, either by filling in the questionnaire or by submitting a position paper. Further information is available on the website indicated above.

Pathways to School Success: Background

Despite a great deal of effort and some progress in recent years, too many pupils in the European Union (EU) leave education and training without upper secondary qualifications (**Education and Training Monitor**, 2020).

One in five young people still do not reach sufficient competences in reading, mathematics or science before leaving education and training (**Education and Training Monitor**, 2020).

Learners from socioeconomically marginalised backgrounds are overrepresented amongst those leaving education and training without these competences (Education and Training Monitor, 2020).

Additionally, pupils' well-being and sense of belonging to school is declining with many suffering from bullying or violence at school (OECD, **PISA results 2018**).

To boost policy cooperation to address these challenges, in 2022 the Commission will put forward a proposal for a Council Recommendation on Pathways to School Success.

BOOK LAUNCH: *EDUCATIONAL RESEARCH FOR SOCIAL JUSTICE: EVIDENCE AND PRACTICE*

BOOK LAUNCH: EDUCATIONAL RESEARCH FOR SOCIAL JUSTICE: EVIDENCE AND PRACTICE Register here

Date: 13th October 2021 @ 17.00 IST

Written by a team that was predominantly based at London Metropolitan University, the chapters present a series of analyses of educational policies – largely in the UK, but some also in Europe – researched by a team of social scientists who share a commitment to social justice and equity in education. We explore what social justice means, in educational policy and practice, and how it impacts on our understanding of both 'educational science' and 'the public good'. Using a social constructivist approach, we argue that social justice requires a particular and critical analysis of the meaning of meritocracy, and of the way this term turns educational policies towards treating learning as a competition, in which many young people are constructed as 'losers'.

> This volume:

- Uses intersectionality as a running theme between chapters and topics

- Draws from a range of educational policy settings, from early years to higher education, in the UK and continental Europe

- Argues that a good society is one in which social rewards are broadly distributed between all social groups.

We consider the responsibilities of educational researchers to acknowledge these issues, and offer examples of researching with such a commitment. We conclude by considering how educational policy might contribute to a socially just, equitable and inclusive public good

This is the first volume in the World Educational Research Association's series: Education Science, Evidence, and the Public Good

Speakers:

Professor Alistair Ross (editor of the book) is Senior Professor in Politics and Education at London Metropolitan University (part-time). He has a PhD in Politics from the University of London, a DLitt from London Metropolitan, and is a Fellow of the Academy of Social Sciences.

Professor Mustafa Yunus Eryaman (series editor of 'Education Science, Evidence, and the Public Good') is the current President of the World Education Research Association, and a Professor at Canakkale Onsekiz Mart University, Turkey. He has worked as a DAAD-TUBITAK Professor at the Institute for International Comparative and Intercultural Education in the University of Hamburg for two years. He was an Honorary Research Fellow at the Institute for Policy Studies in Education at London Metropolitan University in 2011. He currently serves as the series editor of the Springer Book series 'Education Science, Evidence, and the Public Good', the first volume of which will be launched during the event, and is the regional editor of the Bloomsbury Education and Childhood Studies (Bloomsbury Publishing).

Dr Paul Downes is Associate Professor of Psychology of Education and Director of the Educational Disadvantage Centre at the Institute of Education, Dublin City University, Ireland. He is a member of various expert advisory groups with the European Commission, and has an inclusion and citizenship brief for the European Education and Training Expert Panel that supports the EU's post-2020 Strategic Cooperation Framework for Education and Training. Recent books include 'Concentric Space as a Life Principle Beyond Schopenhauer' (2020) and 'Reconstructing agency in developmental and educational psychology' (2020; both Routledge). He is an Affiliate Professor at the University of Malta, with visiting Research Fellowships at the University of British Columbia and the University of Cambridge.

Professor Jan Bamford is a Professor of International Higher Education, co-director of the Higher Education Research Group, and Head of Student Experience and Academic Outcomes in the University's Guildhall School of Business and Law. She co-authored 'Cultural Journeys in Higher Education: Student Voices and Narratives' (Emerald, 2019) and authored 'Joint Degrees and International Transitions in Higher Education: The Self, Pedagogy and Culture' (Palgrave MacMillan, 2020). Her book on improving student experience and the role of third space professionals will be published by Routledge in 2022. Jan is a founding member of the Advance HE Connect International Interdisciplinary Research in Assessment Practice (INRAP).

Professor Digby Warren is Head of the Centre for Professional & Educational Development and co-director of the Higher Education Research Group at London Metropolitan University. He has practice-based and research-informed expertise in teaching, learning and curriculum development and staff professional development, focusing on education for social justice and transformational approaches to teaching in the context of student diversity. Lead role in EU-funded international projects (2011-2018) to modernise HE, using curriculum and teaching development as a driver for innovation. Co-editor and co-author of 'Enhancing Teaching Practice in Higher Education' (2nd edition) (Sage, 2021).

Chair:

Professor Louise Ryan, Director of the Global Diversities and Inequalities Research Centre

The Global Diversities and Inequalities Research Centre is a home for interdisciplinary and multidisciplinary scholarship that explores migration, diasporas, nations, regions and localities through the lenses of diversity and inequality.

Please contact the Research and Postgraduate Office if you have any questions about this or any of our other events - rpo@londonmet.ac.uk

GLASGOW CALEDONIAN UNIVERSITY - IN CONJUNCTION WITH THE POVERTY ALLIANCE - PRESENT THE 2021 CHALLENGE POVERTY LECTURE.

As part of Challenge Poverty Week, the Scottish Poverty and Inequality Research Unit (SPIRU) at Glasgow Caledonian University - in conjunction with The Poverty Alliance - present the 2021 Challenge Poverty Lecture.

This year's lecture will be delivered by [Baroness Ruth Lister](#). Emeritus Professor Lister bring almost 50 years of experience in working to address poverty – time spent not only researching and reflecting on how we understand poverty, but in working with campaigners and alongside people living in poverty to bring about change. In this lecture she will be reflecting on this experience, and particularly on some of the themes in her seminal work [Poverty](#), setting out how we can begin to meet the challenge of poverty in Scotland. Her talk will touch on the themes that have been central to her work including human rights, discourses of poverty, equalities, participation amongst others.

This lecture will take place online on the 5th of October 2021, 6.30pm-7.45pm.

Please register for this event here: https://us02web.zoom.us/webinar/register/WN_pSusbqEoRIegaz_fUsQuRg

CEDEFOP VET TOOLKIT LAUNCH

Cedefop is about to launch its **VET toolkit for empowering young people not in employment, education or training (NEETs)**. NEETs are a diverse group, encompassing individuals with different skill levels, activity status and personal backgrounds. It includes young people who are short and long-term unemployed or inactive, unavailable due to family responsibilities, illness or disability, or discouraged and disengaged.

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Cedefop's new toolkit is inspired by successful VET practices. It aims at helping policy-makers and practitioners working in ministries, VET programmes designed for NEETs, companies, guidance centres, public employment services, social services or youth organisations, and providers of support to young NEETs looking for ways to:
·   identify and monitor NEETs;
·   intervene to reskill and/or upskill them and integrate them into the labour market;
·   learn and get inspired by related good practices undertaken within a country, region or institution.

The toolkit provides resources of national and European or international initiatives:
·   **Good practices** – successful measures and projects implemented in different EU countries to address the re-integration of NEETs into education or training or the labour market.
·   **Toolkits and tools** drawn from successful VET practices, including instruments developed as part of projects funded by the Lifelong learning and Erasmus+ programmes.
·   **Evaluation plan for policy-makers** - Cedefop has developed an evaluation plan for the monitoring and evaluation of specific policies and measures to be used by policy-makers and other stakeholders who are not experts in the field of evaluation.
·   **Evaluation plan for VET providers** - Cedefop has developed an evaluation plan for the monitoring and evaluation of specific policies and measures to be used by providers of support to youth NEETs who are not experts in the field of evaluation.
·   **Publications, statistics** and **data** on NEETs in the EU member states.

INVITATION TO ETUCE PROJECT CLOSING CONFERENCE ON EMBRACING DIVERSITY AND INCLUSION IN EDUCATION.

We are pleased to invite you to the ETUCE Conference **"Education Trade Unions Embracing Diversity in Education: Every learner matters, Every teacher matters!",** a Closing Conference of its project "**Education Trade Unions and Inclusive Schools: Embracing Diversity in Education".**

The project seeks to support education trade unions in implementing inclusive learning environments that enable every student and teacher to achieve their full potential. Building on the results of the findings of the ETUCE research report [‘Embracing Diversity in Education’](#) and following a series of webinars and training seminar, the Closing Conference provides the opportunity to discuss the key findings and outcomes of the project, including the Research Report and Catalogue of Good Practices on Inclusive Schools supported by the [ETUCE Online Database of Good Practices](#)), among education trade unions and with European stakeholders and policy makers in education.

The Conference takes place on **4 and 5 October 2021 from 9:00 – 16:00** in a **hybrid format, both online and in Brussels.**

We kindly invite you to take part in the **first day** of the Conference **online**, on 4th October 2021, **which will be open to the public and livestreamed on YouTube**. You will be able to follow the plenary discussions, panels, speeches as well as interact and ask questions via the live chat. The only closed sessions will be the break-out group discussions.

Please find below the link to the page where you will find the programme as well as the link to the livestream (the livestream link will be active closer to the date of the Conference):

Conference webpage & programme (available in FR as well, and soon in RU)

For any inquiry regarding the conference/livestream, please get in touch with the ETUCE Secretariat (secretariat@csee-etuce.org).

NEW PUBLICATIONS FROM IRNEYET MEMBERS

EARLY LEAVING FROM EDUCATION AND TRAINING

Bayón-Calvo, S., Lucas-García, J, & Gómez-García, R. (2021). An endogenous analysis of early school leaving in Spain: The role of gender and regional inequalities. *European Journal of Education, 56*(3), 482-495. https://doi.org/10.1111/ejed.12461

DIVERSITY AND INCLUSION

Chambers, D., & Forlin, C. (2021). An historical review from exclusion to inclusion in Western Australia across the past five decades: What have we learnt? *Education Sciences, 11*(119), 1-15. https://doi.org/10.3390/educsci11030119

Chambers, D., & Forlin, C. (2021). An Historical Ethnography of the enactment of Rawl's Theory of Justice as applied to the Education of Learners with Disability in Western Australia*. International Journal of Inclusive Education,* DOI: 10.1080/13603116.2021.1941322

ROMA AND INCLUSION

Bereményi, B.Á.; Girós, R. (2021) 'The more successful, the more apolitical'. Romani mentors' mixed experiences with an intra-ethnic mentoring project. *British Journal of Sociology of Education.* doi: 10.1080/01425692.2021.1941765

Durst, J., & Bereményi, B. Á. (2021). 'I felt I arrived home': The minority trajectory of mobility for first-in-family Hungarian Roma graduates. In S. Mendes, Maria Manuela, Magano, Olga, Toma (Ed.), *Social and Economic Vulnerability of Roma People. Key Factors for the Success and Continuity of Schooling Levels* (pp. 37–54). Heidelberg, New York: Springer

EDUCATIONAL RESEARCH FOR SOCIAL JUSTICE

Ross, A. (Ed.) (2021) *Educational Research for Social Justice Evidence and Practice from the UK.* Switzerland AG: Springer Nature. This is the first volume in the World Educational Research Association's series: Education Science, Evidence, and the Public Good