

Dear all,

We welcome you to the ninth 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](mailto: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](mailto: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,

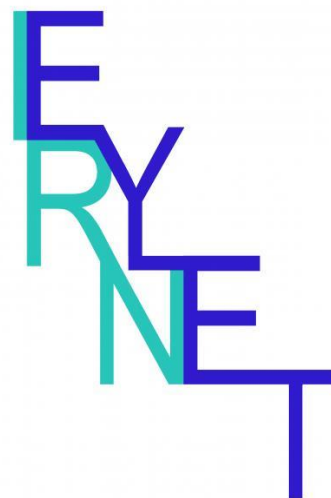
Paul Downes, Educational Disadvantage Centre, Institute of Education, Dublin City University

Stephen Lamb, Center for International Research on Education Systems (CIRES), Victoria University, Australia

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

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: PROFESSOR SILVIA CARRASCO PONS



Prof. dr. Silvia Carrasco Pons is a Professor of Social Anthropology at UAB, founder of EMIGRA Research group and the Centre for Research on Migrations in 2009 (UAB-UB), gathering scholars in Sociology, Law, Education and Anthropology. After graduation she obtained a Diploma on Language, Culture and Education in Cambridge University, and her PhD in 1991, specializing in anthropology of education in the University of California with Profs. M. Gibson and J. Ogbu. Since the mid-nineties her work focuses on school experiences and trajectories of migrant and working-class students and related public policies. She has been involved in several international projects funded by the US NSF-Social Science Research Council (The Children of Immigrants in Schools in the US and EU, PI Prof. R. Alba), the UK ESRC (Multilingual Europe: Diversity and Learning, PIs Profs. E. Gregory and Ch. Kenner) and the EU Commission (Reducing Early School Leaving in Europe, PI Prof. Ch. Timmerman, CEMIS-UAntwerpen), and PI of Spanish National R+D Plan and Catalan Research Agency funded projects. She has significantly contributed to the creation and internationalization of Spanish research on education and migration with more than 100 Masters' thesis supervised and 28 PhDs as well as through activities such as ESF Exploratory Workshops and the organisation of

multilingual Ethnography and Education conferences in Spain (2004 and 2017) and the Spanish conferences on Migrations since 1998. With a strong commitment to applied social research, she has systematically collaborated with the public administration in Catalonia as policy-advisor in research-based social interventions, and with NGOs such as Save the Children, UNICEF and InteRED.

She often acts as consultant for national and international organizations as a member of the European Science Foundation Pool of Expert Reviewers. In 2018 she joined ACT.NOW DESC Network (Diversity, Education and Social Cohesion) that gathered academics, NGOs and professionals working on education and social rights of refugee and migrant children and youth in the MENAT region (Middle East, Northern Africa, Turkey) and in the European receiving countries. She teaches Anthropology applied to Public Policy and coordinates the Research Methods Seminar in two masters (International Migration; Advanced Research and Social Intervention in Anthropology). She has a long trajectory in public service in college, e.g., as Vice-Chancellor of Students' Affairs and Cooperation at UAB, responsible for gender equality policy (2012-2015) and currently coordinates de Doctoral Program in Anthropology. Since 2012 she is working on early school leaving and social integration of working-class minority and migrant children in Spain from an intersectional and policy approach.

### SELECTED RECENT PUBLICATIONS

Carrasco, S.; Pibernat, M. (2022). Explorando el impacto del confinamiento escolar en los centros de clase trabajadora en Madrid y Barcelona por estatus migratorio y género, RASE. Revista de la Asociación de Sociología de la Educación, vol. 15 (1), 95-110.

Carrasco, S.; Pàmies, J. (2022). Investigación visible, problemas invisibles: balance crítico de los aportes de la etnografía educativa en España, en Juncosa, J. y Bravo, R., *Prácticas educativas, pedagogía e interculturalidad*. Quito (Ecuador): Abya-Yala, 75-90.

Carrasco, S.; Pàmies, J. (2022). La segregación escolar desde la investigación etnográfica: representaciones, experiencias y alternativas, a Rodríguez Victoriano, J. M., coord., *Mapa escolar de la ciudad de Valencia*. Valencia: Alfons el Magnànim, 1-13.

Martorell, M.; Carrasco, S. (2021). Honduran children's views on migrating to Barcelona: narratives of violence, hardship, and family strategies, in Montero-Sieburth, M., Mas Giralt, R., Garcia-Arjona, N. & Eguren, J., *Family Practices in Migration: Everyday Lives and Relationships*, London: Routledge, 115-132. ISBN: 9781003132561.

Narciso, L.; Carrasco, S. (2021). Sub-Saharan African boys and early school leaving: persistence as the counter-narrative, in *Culture and Education*, vol. 33 (4), 651–676.

Reyes, Ch.; Carrasco, S.; Narciso, L. (2021). Language and social integration in times of increasing anti-immigration discourses. Challenges for teachers and migrant learners in the EU, *Migraciones*, 51, 61-91. [Special issue on Social Integration]

Castellsagué, A.; Carrasco, S. (2021) Development, education and gender: challenging the empowerment rhetoric from an ethnographic study in rural Nepal, *Ethnography and Education*, 16:1, 92-108.

Carrasco, S. (2020). Aspiraciones y oportunidades desde la equidad educativa local: de la investigación sobre el abandono escolar prematuro a la intervención sobre el terreno, en García Goncet, D.; Chimen Monterde, Ch.; Dieste, B.; Blasco, A.C., (coords.),

Políticas públicas frente a la exclusión educativa. Educación, Inclusión y Territorio, cap. 8. 65-75. Universidad de Zaragoza. ISBN 8413401380.

Carrasco, S.; Molins, C. (2020). Reduir l'abandonament escolar prematur des de la perspectiva de l'equitat. Estudi de cas a Sabadell i propostes d'actuació, *Anuari de l'Observatori de l'Educació Local 2019*. Barcelona: Diputació de Barcelona, 58-78.

Martorell Faus, M.; Carrasco, S. (2020). Itinerarios de movilidad y precarización: experiencias y narrativas infantiles sobre la crisis habitacional. *Revista Española De Sociología*, 29(2), 249-265.

Pàmies, J, Sánchez, A, Carrasco, S. (2020). (Des)vinculación escolar y procesos de acompañamiento en educación secundaria por clase y origen en un municipio de la región metropolitana de Barcelona en monográfico Jóvenes, elecciones y transiciones educativas, RASE. *Revista de la Asociación de Sociología de la Educación*, vol.13 (4), 487-506.

Castellsagué, A.; Carrasco, S. (2020): Schooling and development: global discourses and women's narratives from Nepal, *Compare: A Journal of Comparative and International Education*, 51:7, 1058-1076.

## ANNOUNCEMENTS

### **Measuring and monitoring early leaving from initial VET and the effects of Covid-19: Cedefop-ReferNet new survey**

Despite important progress in reducing early leaving from VET, long-term trends show deterioration of basic skills performance in Europe and worrying signals about well-being of learners and teachers. The Covid-19 crisis has made these challenges more evident and urgent. Cedefop's team VET for youth – Teachers and trainers aims to collect new evidence from Cedefop's network ReferNet on four main aspects:

1. Whether countries collect specific data on early leaving from VET to inform policy making and the characteristics of such data
2. The national /regional /institutional initiatives and mechanisms to detect early learners at risk and monitor early leaving
3. The main factors leading to early leaving from VET
4. The effects of Covid-19 on dropout rates in initial VET

Findings of this survey expected at the end of 2022 will feed into Cedefop's project on Tackling early leaving from VET and will support MS and the Commission to the implementation of the Commission proposal for a Council recommendation on Pathways to School Success. Project manager in charge: Dr. Irene Psifidou, Cedefop Expert, Coordinator of VET for youth – Teachers and Trainers team

## CONFERENCE

### **International Conference on Transformative Education (ICTE) for Global Citizenship and Sustainable Development 2022**

The #ICTE2022 is organized by the Global Citizenship Foundation between May 18-20, 2022 via an experiential virtual event platform to advance United Nations' SDG 4 and SDG Target 4.7. With three conference tracks, ICTE is expected to host over 1,000 policymakers, K-12 educators, youth representatives, heads of schools, researchers and academics, and civil society organizations in formal and non-formal education from over 30 countries. The broadcast will be streamed to 50,000 education stakeholders. <https://www.globalcitizenshipfoundation.org/event/ict-2022>

## NEW PUBLICATIONS FROM IRNEYET MEMBERS

### INCLUSION

European Commission, Directorate-General for Education, Youth, Sport and Culture, Melstveit Roseme, M., Day, L., Fellows, T. (2021). *Enhancing learning through digital tools and practices : how digital technology in compulsory education can help promote inclusion : final report : October 2021*, Publications Office. <https://data.europa.eu/doi/10.2766/365846>

European Commission, Directorate-General for Education, Youth, Sport and Culture, Donlevy, V., Staring, F., Battaglini, M. (2021). *Compendium of inspiring practices on inclusive and citizenship education*, Publications Office. <https://data.europa.eu/doi/10.2766/473420>

Downes, P. (2022, forthcoming). Framing Early School Leaving and Bullying Prevention as Issues of Concentric Inclusive Systems in a Global Context. In *The Palgrave Handbook of Global Social Problems*, edited by Rajendra Baikady, Sajid SM, Jaroslaw Przeperski, Varoshini Nadesan, M. Rezaul Islam and Gao Jianguo. Springer Nature

### VET

Psifidou, I. (2022). <https://www.cedefop.europa.eu/en/blog-articles/cedefops-new-vet-knowledge-centre>

### PARENTAL IMPACT

O'Reilly Cullen, S. Fagan, B. & Downes, P. (2021). The emotional impact of parental imprisonment on children in primary schools: Developing an agenda for reform. INTO. *Irish Teachers Journal*, 9, 123-139 [https://www.into.ie/app/uploads/2019/07/ITJ2021\\_Final\\_Web.pdf](https://www.into.ie/app/uploads/2019/07/ITJ2021_Final_Web.pdf)

### COVID-19

Darmody, M., Smyth, E., Russell, H. (2021) Impacts of the COVID-19 Control Measures on Widening Educational Inequalities. *Young*, 29, 4, 366-380.

<https://journals.sagepub.com/doi/full/10.1177/11033088211027412>

## EVALUATION

Smyth, E., Banks, J., O'Sullivan, J., MacCoy, S., Redmond, P., Seamus. McGuinness, S. (2019) Evaluation of the National Youthreach Programme Dublin: ESRI. <https://www.esri.ie/publications/evaluation-of-the-national-youthreach-programme>