

Dear all,

We welcome you to the 13th 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,

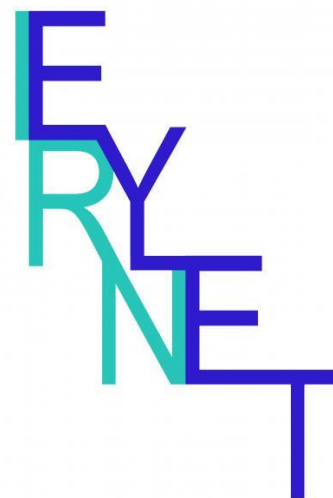
Paul Downes, Educational Disadvantage Centre, Institute of Education, Dublin City University

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: ANKHI G. THAKURTA



Ankhi G. Thakurta is a literacy scholar, community-based educator, and former middle school English Language Arts teacher. Her research, which sits at the intersection of urban migration studies, critical literacy studies, and community-based practitioner studies, foregrounds the civic lives and learning of urban youth from racialized immigrant, migrant, and refugee communities. Besides exploring how these young people use everyday literacy practices (e.g., reading, writing, speaking, art-making) to learn about and assert themselves in the arena of democratic life, she also investigates how and to what extent critical literacy education – whether it is implemented in community or school-based settings – can foster their sociopolitical belonging. Ankhi’s work centralizes the literate, epistemic, and civic resources of urban immigrant, migrant, and refugee youth.

As a visual artist, Ankhi also examines how art-infused methods of knowledge production can be leveraged to conduct anti-racist, equity-oriented education research alongside historically marginalized communities. Overall, her commitments to engaging in justice-oriented scholarship and praxis are shaped by her identities as a bilingual immigrant Indian American woman, as a descendant of refugees, and as a former learner and educator in the U.S. public school system.

X: @AnkhiThakurta & Instagram: art_as_method

RECENT PUBLICATIONS ANKHI G. THAKURTA

Thakurta, A. (Forthcoming, 2024). “Reading and (re)writing democracy: Asian American girls claim civic space through literary inquiry. *English Teaching: Practice & Critique*.

Player, G. & Thakurta, A. (Forthcoming, 2024). Globally marginalized people shifting temporalities through arts-based methodologies in educational research. *Departures in Critical Qualitative Research*.

Ghiso, M. P., Campano, G., Thakurta, A., & Ponce, O. V. (2024). Community-based research with immigrant families: Sustaining an intellectual commons of care, resistance, and solidarity in an urban intensive context. *Urban Education*, 59(2), 494-519. <https://doi.org/10.1177/00420859221082676>.

Thakurta, A. (2023). Solidarity-as-project: Charting democratic co-inquiries in an Asian American girl and woman-centric English Education community. *English Education*. 55(4): 257-278. <https://doi.org/10.58680/ee202332697>.

Thakurta, A. (2021). The door was always there: Transnational youth leverage their multiliteracies for civic justice. *Journal of Adolescent and Adult Literacy*. 64(6): 645-656. <https://doi.org/10.1002/jaal.1148>.

Thakurta, A., Kannan, C., Moon, J., & Ghiso, M.P. (2021). A seat at the table: Preparing youth to shape institutional change at an NCTE roundtable presentation. *Voices From the Middle*. 28(4): 69-74. <https://doi.org/10.58680/vm202131281>.

Thakurta, A. Kannan, C., *Setiawan, D., *Kosasih, M., Ghiso M.P., & Campano, G. (2020). The power of the collective in community-based education research. In *Perspectives on Urban Education*. Winter Issue. <https://shorturl.at/yFZ19>.

Gultom, F...Thakurta, A., Kannan, C., *Vazquez, O., Narron, L., Campano, H. G. (2019). "What is home?" A collaborative multimodal inquiry project by transnational youth in South Philadelphia. in: *Journal of Urban Education*, Vol. 2: 4 - 24. <https://doi.org/10.33137/incite.2.32826>.

Thakurta, A. (2014). "An inside job? Revisiting disciplinary conceptions of 'native' anthropology." *Electra Street: The NYUAD Journal of Arts and Humanities*. 1(1): 55-68. <https://electrastreet.net/periodicals/electra-street/es01/>.

BOOK CHAPTERS & BIBLIOGRAPHIES ANKHI G. THAKURTA

Thakurta, A., Wan, C., & Campano, G. (2024). Towards a border transgressing pedagogy: Disrupting oppressive ecologies of control, surveillance, and displacement in schools and beyond. (Eds). Paul Downes, Guofang Li, Lore Van Praag, and Stephen Lamb. *Routledge Handbook on Promoting Equity in Education through Inclusive Systems and Societies*.

Campano, G., Ghiso, M.P., & Thakurta, A. (2022). Community-based partnerships: Advancing epistemic rights through improvement research. In Don Peurach, Jenn Russell, Lora Cohen-Vogel, Bill Penuel, David Eddy-Spicer, Amanda Datnow, Marisa Cannata, & Alan Daly (Eds.), *The Foundational Handbook on Improvement-Focused Educational Research: Toward a New Field of Practice-Based/Practice-Focused Innovation and Improvement*.

Thakurta, A., Ogburn, L., Rosado-Viurques, A. (2021). Minding the school-community leadership gap: Reframing for critical praxis. In Katherine Pak & Sharon Ravitch (Eds.), *Critical Leadership Praxis: Leading Educational and Social Change*. New York: Teachers College Press.

Campano, G., Ghiso, M.P., & Thakurta, A. (2021). Literacy teaching for equity: The epistemic privilege of non-dominant identities and communities of inquiry. In Margaret Vaughn & Seth Parsons (Eds.), *Principles of Effective Literacy Instruction*. Guilford.

Asaah, G., Thakurta, A., Ghiso, M.P., & Campano, G. (2020). Equity and improvement: Engaging students, families, and communities. In *Oxford Bibliographies in Education*. Ed. Anne Hynds. New York: Oxford University Press.

EDITORIALS ANKHI G. THAKURTA

Thakurta, A. G., & Smith, A. (2022). Flexibility by and for design: Reimagining learning structures in unsettled times. *Voices from the Middle*, 29(3), 14-17. <https://doi.org/10.58680/vm202231775>.

Smith, A. & Thakurta, A. (2022). Feedback redux: Affirming youths' learning lives through a design thinking approach to feedback. *Voices from the Middle*, 29(4), 14-18. <https://doi.org/10.58680/vm202231921>.

Thakurta, A., Rogers, C., Thomas, E.E., Stornaiuolo, A., & Campano, G. (2021). Editors' introduction: childhoods across borders. *Research in the Teaching of English*. 56(1), 5–9. <https://doi.org/10.58680/rte202131340>.

Mora, R., Campano, G., Thomas, E.E., Stornaiuolo, A., Monea, B., Thakurta, A., & Coleman, J.J. (2020). Editors' introduction: Decentering and decentralizing literacy studies: An urgent call for the field. *Research in the Teaching of English*, 54(4), 313-317. <https://doi.org/10.58680/rte202030735>.

Campano, G., Stornaiuolo, A., Thomas, E. E., & Thakurta, A. (2020). Editors' introduction: Literacy, migration, and dislocation. *Research in the Teaching of English*, 54(3), 201-205. <https://doi.org/10.58680/rte202030518>.

Thakurta, A.G. (2024), "Reading and (re)writing democracy: Asian American girls claim civic space through literary inquiry", *English Teaching: Practice & Critique*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/ETPC-09-2023-0124>.

ANNOUNCEMENTS

EVENTS

DCU Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

DCU EDUCATIONAL DISADVANTAGE CENTRE, INSTITUTE OF
EDUCATION
INVITES YOU TO ITS SYMPOSIUM

THE SPATIAL TURN FOR EQUITABLE INCLUSIVE SYSTEMS IN EDUCATION

Date: Wednesday, 5 June 2024

Time: 2.00pm - 6.30pm

Venue: Ann Louise Gilligan Lecture

Theatre E214, DCU St Patrick's Campus, Drumcondra

[Registration for In Person Option](#)

[Registration for Online Option](#)



Keynote Speakers:

Professor Michael Apple,

John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin, Madison, USA

Professor Guofang Li,

Canada Research Chair (Tier 1) in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth, University of British Columbia, Canada

Professor Apple will launch *The Routledge International Handbook on Equity and Inclusion in Education* (Downes, Li, Van Praag & Lamb, Eds.) 2024

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PRESS RELEASE: TACKLING EDUCATIONAL INEQUALITY FROM EARLY CHILDHOOD TO HIGHER EDUCATION (IN CROATIA)

The Croatian Lifelong Learning for All Network, launched in 2020 and led by the Institute for the Development of Education, has released a groundbreaking series of research articles, analyses and policy recommendations for fostering equity and inclusion at all levels of education in Croatia. Bringing together 60 experts from diverse backgrounds including research, education and civil society, this initiative is the largest concerted effort to systematically address educational inequalities across all educational levels in Croatia, setting a unique precedent within Europe.

Since its launch in 2020, the Lifelong Learning for All Network has conducted six research studies on educational inequalities, engaging over 2500 survey participants and facilitating dialogue with 300 participants through focus groups and interviews. Drawing upon these findings, the network has formulated six sets of detailed policy recommendations tailored to each educational level – from early childhood to higher education, as well as adult education. Additionally, the network produced a report documenting discussions with policymakers and stakeholders, alongside eight research articles and/or monographs.

The network's policy recommendations place equal emphasis on ensuring equal access, well-being in education and educational achievement for all learners, and the network outlines a broad definition of disadvantaged groups in education. At each level of education, the policy recommendations are organised into six thematic areas (policy, accessibility, financial support, support for learners, support for teaching staff, inclusive institutions), and the summary policy recommendations that apply to all educational levels are the following:

1. Policy: Prioritise equity and inclusion in key policy documents.
2. Accessibility: Ensure affordable and physically accessible education, with incentives for enrolling disadvantaged groups.
3. Financial support: Provide comprehensive financial support for learners, especially those from disadvantaged groups.
4. Support for learners: Establish support systems for learners' well-being and success.
5. Support for teaching staff: Incorporate equity and inclusion into initial teacher education and their continuous professional development.
6. Inclusive institutions: Foster inclusive practices at educational institutions through leadership involvement.

Several of the network's proposals have already been included in the Croatian Government's National Plan for the Development of the Education System until 2027, underscoring the vital role of this collaborative effort in shaping national education policy. The policy recommendations and publications have now been issued in English and are available for download at the following links (for more information: Thomas Farnell, tfarnell@iro.hr):

- the Lifelong Learning for All Network: <https://en.iro.hr/2022/05/12/thematic-network-for-lifelong-learning-available-to-all/> (English), www.obrazovanjezasve.hr (Croatian)
- Research articles/monographs (in Croatian, abstracts in English): <https://www.obrazovanjezasve.hr/new-research-results-on-educational-inequality-in-croatia/>

PROJECTS

1. The practical mode of educational transition for children with disabilities in the context of Chinese governmental push toward inclusion, Funded by Ministry of Education, China. 2023-2026 . (Su Qiong)
2. Educational equality of inclusive education for students with disabilities in minority areas, Funded by Chongqing Educational Committee, 2023-2025. (Su Qiong)

NEW BOOKS

INEQUALITY IN KEY SKILLS OF CITY YOUTH: AN INTERNATIONAL COMPARISON

Lamb, S. & Rumberger, R. (eds) (2024) *Inequality in key skills of city youth: an international comparison*. Published by the American Educational Research Association: Washington DC. <https://www.aera.net/Publications/Inequality-in-Key-Skills-of-City-Youth-An-International-Comparison>.

This groundbreaking research volume addresses the topic of educational inequality from a global perspective. It includes 16 chapters from an international group of scholars who examine how well city school systems from around the world are preparing young people, particularly poor and minority students, with the skills they will need for further study, work, and life overall. While skills in key domains such as science, math, language, and civics have been center stage in international comparisons, there has been growing recognition of the effects that education has on the development of broader sets of capabilities such as social and emotional skills (also known as “noncognitive” or “21st-century” skills) that can affect the success of students in school and beyond. This volume aims to address the shortage of international data on the wide range of skills that students need to learn, enabling researchers to compare the types and causes of educational inequality in skills within and between cities.

THE SAGE HANDBOOK OF SOCIOLOGY OF EDUCATION

Berends, M., Schneider, B & Lamb, S. (eds) (2024) *The Sage Handbook of Sociology of Education*. Sage: London. <https://us.sagepub.com/en-us/nam/the-sage-handbook-of-sociology-of-education/book250209>.

The *Sage Handbook of Sociology of Education* is an international and comprehensive groundbreaking text that serves as a touchstone for researchers and scholars interested in exploring the intricate relationships between education and society. Leading sociologists from five different continents examine major topics in sociology from a global perspective. This timely, thought-provoking *Handbook* features contributions from leading and emerging sociology scholars, who provide their own cultural and historical perspectives on diverse—yet universal—topics; these include educational policy, social stratification, and cross-national research. 39 Chapters delve into the pressing issues faced by our global society, such as the effects of residential mobility on educational outcomes, gender and ethnic inequalities, and the impact of COVID-19 on early childhood education. Readers will gain a multifaceted view of the contours of educational inequality, from various international perspectives and focusing on country differences, as well as recommendations for expanding the practices, programs, and policies that could reduce the rising tide of inequities—especially for populations most at risk. This *Handbook* offers rich, diverse perspectives on the interplay between education, social inequality, and human rights around the world, making it an invaluable resource for students, researchers, and practitioners across a range of fields, including sociology, education, and social policy.

NEW PUBLICATIONS FROM IRNEYET MEMBERS

VOCATIONAL EDUCATION AND TRAINING

Cedefop (2023b). Cedefop VET toolkit for tackling early leaving. <https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving>

Cedefop (2022). *Teachers and trainers in a changing world: building up competences for inclusive, green and digitalised vocational education and training (VET): synthesis report*. Luxembourg: Publications Office. Cedefop research paper, No 86. <http://data.europa.eu/doi/10.2801/53769>

Kyriakopoulou, A. (2023). *Towards more inclusive vocational education and training (VET)*. <https://school-education.ec.europa.eu/en/insights/news/towards-more-inclusive-vet>

Pouliakas, K. (2018). Risks posed by automation to the European labour market. In: Hogarth, T. (ed). *Economy, employment and skills: European, regional and global perspectives in an age of uncertainty*, pp. 45-75. https://www.fondazionebrodolini.it/sites/default/files/pubblicazioni/file/q61_x_web_cor_0.pdf

Psifidou, I. (2023). What does it mean to be a vocational education and training teacher in today's world? <https://school-education.ec.europa.eu/en/insights/viewpoints/what-does-it-mean-be-vet-teacher-todays-world>

TEACHING

Pouliakas, K., Psifidou, I., & Kyriakopoulou, A. (2023). *Empowering human teaching talent with digital skills*. <https://www.cedefop.europa.eu/en/blog-articles/empowering-human-teaching-talent-digital-skills>

EARLY SCHOOL LEAVING

Cedefop (2023a). *Stemming the tide: tackling early leaving from vocational education and training in times of crises: synthesis report of Cedefop/ReferNet survey*. Luxembourg: Publications Office. Cedefop research paper. <http://data.europa.eu/doi/10.2801/757603>

Psifidou, I. et al. (2022). *Minimising early leaving from vocational education and training in Europe: career guidance and counselling as auxiliary levers*. Luxembourg: Publications Office. Cedefop working paper, No 11. <http://data.europa.eu/doi/10.2801/75320>

Psifidou, I., & Kyriakopoulou, A. (2023a). *Multidisciplinary approaches: a comprehensive intervention to empower those at risk*. <https://www.cedefop.europa.eu/en/blog-articles/multidisciplinary-approaches-comprehensive-intervention-empower-those-risk>

Psifidou, I., & Kyriakopoulou, A. (2023b). *Getting the measure of early leaving from VET in Europe*. <https://www.cedefop.europa.eu/en/blog-articles/getting-measure-early-leaving-vet-europe>

CHANGING LABOUR MARKETS

Bayón-Calvo, S., & Fernández-Mellizo, M. Education or qualification? Analysis of the labour market access of secondary education students. *Papers*, 109 (1), e3213. <<https://doi.org/10.5565/rev/papers.3213>

Psifidou, I., & Livanos, I. (2023). *Challenges and opportunities for low-skilled adults in changing labour markets*. <https://www.cedefop.europa.eu/en/blog-articles/challenges-and-opportunities-low-skilled-adults-changing-labour-markets>

FAIRER EDUCATION SYSTEM & SDG GOALS 1 & 4 NO POVERTY AND INCLUSION IN EDUCATION

The Australian report of the Independent Expert Panel's Review to inform a better and fairer education system (2024). *Improving outcomes for all*. <https://www.education.gov.au/review-inform-better-and-fairer-education-system/resources/expert-panels-report>

SCHOOLS

Tham, M. (2021). *School selectivity and socioeconomic and academic stratification in metropolitan Sydney and Melbourne*. CIRES Working Paper 02/2021. Melbourne: Centre for International Research on Education Systems, Victoria University.

Tham, M. (2021). Selective schooling and equity: policy proposals for addressing socioeconomic and academic stratification in Australian schools. CIRE Working Paper 02/2021: Policy Brief. Melbourne: Centre for International Research on Education Systems, Victoria University.

Doecke, E., & Newman, G. (2021). What is the potential for philanthropy to address inequality within disadvantaged schools? Learning from an evaluation of the Fair Education program in New South Wales. CIRE Working Paper 01/2021. Melbourne: Centre for International Research on Education Systems, Victoria University.

DISABILITIES

Gong Yan & Xu Su Qiong (2024). Implementation and Challenge of Supported Employment for People With Disabilities in China. *Intellectual and Developmental Disabilities*. 2024, Vol. 62, No. 2, 114–125. DOI: 10.1352/1934-9556-62.2.114.