

Dear all,

We welcome you to the sixth 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>

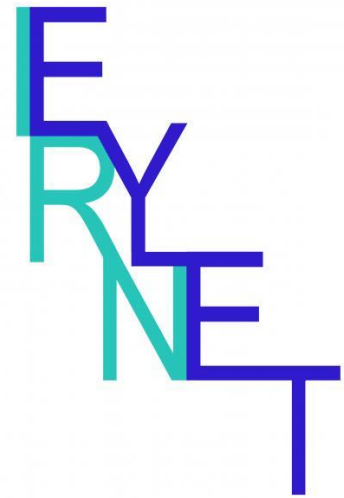
A warm welcome from the IRNEYET hosts,

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: ASSOCIATE PROFESSOR LAURA B. PERRY, SCHOOL OF EDUCATION, MURDOCH UNIVERSITY, PERTH WESTERN AUSTRALIA



Laura conducts research about schools and education systems for the purpose of improving educational equity and effectiveness. The main question that lies at the bottom of all her research is: “how can schools and education systems better help all students to reach their potential?” Inherent in this question is a commitment to finding ways to promote equity of educational opportunities, experiences and outcomes. She is passionate about finding systemic solutions that enable all students to develop to the best of their abilities and interests, regardless of where they live, which school they attend, or their family income. She conducts comparative research about educational disadvantage and inequalities, especially as they appear between schools, and the systems, structures and policies that shape them. She often uses comparative case approaches because systemic features typically occur more between national education systems than within them. She draws on the fields of education policy, comparative education and

sociology of education to conduct research that can develop theory and empirical understanding as well as guide public policy. She uses a variety of research methodologies and conducts both empirical and conceptual research. Specific research interests include educational marketization, school segregation and stratification, between-school inequalities, and social class and education. She is the convener of the World Educational Research Association’s international research network on school segregation. She is currently serving as lead guest editor (with fellow guest editors Christopher Lubienski and Emma Rowe) of a special issue on school segregation, to be published by *Comparative Education* in March 2022.

SELECTED RECENT PUBLICATIONS

1. Perry, L. B., & Lubienski, C. (2020). Between-school stratification of academic curricular offerings in upper secondary education: School decision-making, curriculum policy context, and the educational marketplace. *Oxford Review of Education*, 46(5), 582–600. <https://doi.org/10.1080/03054985.2020.1739012>
2. Leist, S., & Perry, L. B. (2020). Quantifying segregation on a small scale: How and where locality determines student compositions and outcomes taking Hamburg, Germany as an example. *School Effectiveness and School Improvement*, 31(3), 356–380. <https://doi.org/10.1080/09243453.2019.1688845>.
3. Sciffer, M., Perry, L. B., & McConney, A. (2020). Critiques of socio-economic school compositional effects: Are they valid? *British Journal of Sociology of Education*, 41(4), 462–475. <https://doi.org/10.1080/01425692.2020.1736000>
4. Rowe, E., & Perry, L. B. (2020). Inequalities in the private funding of public schools: parent financial contributions and school socioeconomic status. *Journal of Educational Administration and History*, 52(1), 42–59. <https://doi.org/10.1080/00220620.2019.1689234>.
5. Rowe, E., & Perry, L. B. (2020). Private financing in urban public schools: Inequalities in a stratified education marketplace. *Australian Educational Researcher*, 47, 19–37. <https://doi.org/10.1007/s13384-019-00328-0>

6. Lubinski, C., & Perry, L. B. (2019). The third-sector and innovation: Competitive strategies, incentives, and impediments to change. *Journal of Educational Administration*, 57(4), 329–344. <https://doi.org/10.1108/JEA-10-2018-0193>
7. Sullivan, K., McConney, A. & Perry, L. B. (2018). A comparison of rural educational disadvantage in Australia, Canada and New Zealand using OECD's PISA. *Sage Open*, October–December, 1–12. <https://doi.org/10.1177/2158244018805791>
8. Perry, L. B. (2018). Educational inequality in Australia, in J. Ball (Ed.), *How unequal? Insights into inequality*. Melbourne: Committee for Economic Development of Australia.

LINKS

Orcid ID: orcid.org/0000-0003-4252-2379

Google Scholar: <https://scholar.google.com/citations?user=RkPZCfMAAAAJ&hl=en>

Murdoch University profile: <http://profiles.murdoch.edu.au/myprofile/laura-perry/>

Research Gate: https://www.researchgate.net/profile/Laura_Perry6

WERA IRN school segregation: <https://www.weraonline.org/page/SchoolSocialSegregation>

ANNOUNCEMENTS

- Conference “Education of Islam – Islam in education in Europe”, UCSIA, CPG & ICOR/ELA, University of Antwerp, May 18th – 20th 2021

WEBINARS

Cedefop's forthcoming webinar on “[***Making excellence inclusive: towards a new Cedefop survey of VET teachers and trainers***](#)” to take place on **Wednesday 3 February 2021**, from 09:00 to 13:00 CET.

Empirical evidence on teachers, learners and principals in VET as well as on in-company trainers are scarce in the EU. To close this gap, Cedefop launches a feasibility study for a survey on these target populations in initial vocational education and training (IVET) at ISCED level 3.

The webinar aims to:

- reflect on the added value and scope of a new survey on VET principals, teachers, learners and in-company trainers;
- identify research and data gaps to support evidence-based policy making;
- seek for potential synergies with existing surveys for teachers and trainers.

Participants including European policy-makers, social partners and invited experts will discuss existing research and data gaps, as well as challenges that VET teachers and in-company trainers face in:

- promoting excellence in VET and preparing learners for professional and personal success;
- supporting learners at risk including marginalised learners and creating inclusive learning and working environments;
- working in digital environments also imposed by COVID-19 and making use of digital advancements (e.g. virtual reality, artificial intelligence, etc.) in teaching, learning and assessment processes.

The conclusions of this webinar will support and feed into the feasibility study of a new [Cedefop survey of VET principals, teachers, learners and in-company trainers](#).

For more information, please contact Irene Psifidou, Cedefop expert organising this event (rena.psifidou@cedefop.europa.eu).

CALL FOR FELLOWS

The GEM is searching for the next cohort of fellows. The **GEM Report Fellowship programme**, supported by OSF, aims to strengthen the evidence base on comparative and international education and reinforce the links between research, policy, and practice in education. It offers an opportunity to be part of a select group of researchers and scholars who are advancing knowledge in this field, while working with the GEM Report team. The 2021 Fellowship Programme is the third round and the new fellows will join this growing community.

The **GEM Report Fellowship programme** will support academic researchers and research-oriented policy makers to carry out studies in the area of international and comparative education with a special focus on:

- utilizing the GEM Report's data resources, notably those household and school surveys linked to the World Inequality in Education database, to strengthen analyses of global, regional and national education trends on issues of access, equity, inclusion and quality;
- strengthening the content of the GEM Report with respect to its coverage of important issues at the global, regional and national level, through evidence-based analyses of education policy and practice;
- advancing the SDG 4 monitoring agenda, especially on issues related to the global and thematic indicator framework that have been highlighted in previous reports;
- supporting the themes of forthcoming GEM reports, i.e. the 2023 report on technology.

Recipients of a fellowship will have the opportunity to work with the GEM Report team's specialists, one of the world's leading teams in this field, to conduct research and analysis of education data with a primary focus on SDG 4, the global education goal. The fellowships will help build new skills and deepen the participants' capacity, while also sharing their experience and knowledge with the team as well as, where possible, with regions and countries. Learning from their experience with the team, the fellows will also be able to participate in and influence the work of the GEM Report.

The work will be carried out remotely. Each fellowship will last between 6 and 11 months, depending on the work to be carried out. The GEM Report team will provide:

- A stipend (up to US\$19,500) for the duration of the fellowship (up to 11 months).
- A mentor from the team of GEM Report researchers. The GEM Report staff will allocate 2-3 hours per week to remotely mentor and guide the fellows.

More information can be found here: <https://en.unesco.org/gem-report/fellowship>

<https://unesdoc.unesco.org/ark:/48223/pf0000372188?posInSet=1&queryId=43f74241-9342-435a-bc1b-ae4f6c666b65>

COVID-19

Institute for Advanced Studies, Vienna, <https://www.ihs.ac.at/de/>

Eivers, E., Worth, J. and Ghosh, A. (2020). Home learning during Covid-19: findings from the Understanding Society longitudinal study. Slough: NFER
https://www.nfer.ac.uk/media/4101/home_learning_during_covid_19_findings_from_the_understanding_society_longitudinal_study.pdf

Cedefop (2020): How European countries manage apprenticeships to respond to the coronavirus crisis
<https://www.cedefop.europa.eu/da/news-and-press/news/how-european-countries-manage-apprenticeships-respond-coronavirus-crisis>

Cedefop (2020). Coronavirus: Distance learning increases dropout risk for vulnerable learners
<https://www.cedefop.europa.eu/da/news-and-press/news/coronavirus-distance-learning-increases-dropout-risk-vulnerable-learners>

EDUCATIONAL PACK OF INCLUSIVE SCHOOLS

The Educational Pack is designed to guide school stakeholders (teachers, students, school leaders) through the start of a journey towards inclusion: improving personal and academic outcomes for all children and young people by focusing on their access to and participation in quality and relevant education. You will find tips, methodology and activities to lead in the classroom or within the school community. The Education Pack of Inclusive Schools is authored by Sian Williams, an international expert with over twenty-five years of experience in education and in projects of inclusion-in-education across the world. <https://inclusiveschools.net/>

NEW PUBLICATIONS FROM IRNEYET MEMBERS

SOCIAL CAPITAL

Behtoui, A. & I. Strömberg (2020). Compensatory School Effects and Social Capital, *Social Sciences, MDPI, Open Access Journal*, 9(11), 1-13, October.

SELF-EFFICACY

Monteiro, E., & Forlin, C. (2020). Validating the use of the 24-item long version and the 12-item short version of the Teachers' Sense of Efficacy Scale (TSES) for measuring teachers' self-efficacy in Macao (SAR) for inclusive education. *Emerald Open Res* 2020, 2, 36 (<https://doi.org/10.35241/emeraldopenres.13541.1>).

Kuok, A.C.H., Teixeira, V., Forlin, C., Monteiro, E., & Correia, A. (2020). The effect of self-efficacy and role understanding on teachers' emotional exhaustion and work engagement in inclusive education in Macao (SAR). *International Journal of Disability, Development, and Education*. DOI: 10.1080/1034912X.2020.1808949

DIVERSITY AND INCLUSION

Forlin, C., & Chambers, D. (2020). Diversity and inclusion and special education. In Umesh Sharma (Ed.), *Oxford Encyclopedia of Inclusive and Special Education*. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.1214

Inscool (2020). Policy Report on Inclusive Education: Lessons Learned from the Inclusive Schools Project. <http://illplatform.eu/ill/wp-content/uploads/2020/11/Final-Inscool-Policy-report.pdf>

EARLY LEAVING FROM EDUCATION AND TRAINING

ELET SYMPOSIUM, Early Leaving from Education and Training: The Way Forward and Conference Proceedings. Published by the Ministry for Education in Malta and EU Commission EPAL (Electronic Platform for Adult Learning in Europe).
https://epale.ec.europa.eu/sites/default/files/early_leaving_from_education_and_training_the_way_forward.pdf Symposium Keynotes from IRNEYET members Eemer Eivers and Paul Downes:

- Downes, P. (2020). From ELET (Early Leaving from Education and Training) Prevention to Promoting Inclusive Systems as Concentric Relational Space: Future Steps for a Holistic, Differentiated Systemic Vision Across Europe pp.29-39
- Eivers, E. (2020). The way forward: Early monitoring and prevention of students at risk of Early School Leaving in Malta pp.41-49