Dear all,

We are very happy to announce our first 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. This first newsletter brings together some recently published studies related to the importance and relationship between educational systems and structures, practices and policies, and early school leaving. Furthermore, we present some recently developed toolkits in this field of research and upcoming events and invitations to participate for discussion groups. In the coming newsletters, we will provide an overview of recently published papers on other topics related to equity in youth education and training, and keep on providing information on upcoming events and tools.

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 who is a member of the Editorial Board of the Network regarding the Newsletter.

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

February 2019
UPCOMING EVENTS AND DISCUSSION GROUPS

29TH OF MAY 2019, BRUSSELS, CEDEFOP AND LIFELONG LEARNING PLATFORM FORUM ON “WHAT ROLE FOR COMMUNITY LIFELONG LEARNING CENTRES?”

Cedefop, the European Centre for the development of Vocational Education and Training in cooperation with the Lifelong Learning Platform organises this Policy Forum to explore the potential of Community Lifelong Learning Centres as one-stop-shops to prevent youth at risk and early school leavers from disconnecting. The event will be hosted by the Romanian Presidency of the Council in its permanent representation to the EU in Brussels.

During the Forum, Cedefop will launch the new edition of Cedefop VET toolkit for tackling early leaving and its enriched resources.

As there are limited places, if you wish to participate, please contact the project manager in charge: Dr. Irene Psifidou (rena.psifidou@cedefop.europa.eu), Expert Department for Learning and Employability, Cedefop.


DISCUSSION GROUP ON THE ROLE OF PRIVATE FUNDING OF SCHOOLS AND ITS IMPACT ON EQUITY FOR THE NESET NETWORK

If anyone is interested in participating in a discussion group on the role of private funding of schools and its impact on equity, can you please contact Paul Downes paul.downes@dcu.ie before the end of February 2019. It is envisaged that a team be developed to lead a proposal for an analytical report for the European Commission on this topic through the NESET (Network of Experts on the Social Aspects of Education and Training). For examples, of such NESET reports published by the EU Commission see:

https://publications.europa.eu/en/publication-detail/-/publication/6e48090a-e204-11e6-ad7c-01aa75ed71a1


TOOLKITS

THE VET TOOLKIT FOR TACKLING EARLY LEAVING DEVELOPED BY CEDEFOP
The Europe-wide toolkit is inspired by successful VET practices in helping young people to attain at least an upper secondary qualification. It provides practical guidance, tips, good practices and tools drawn from VET to feed into activities and policies aiming at:

- helping young people at risk of becoming early leavers to remain in education and training and qualify;
- helping early leavers to reintegrate into education or training and the labour market.

The toolkit supports policy-makers and practitioners working in a ministry, VET school, company, guidance centre, public employment service, social service, or youth organisation, looking for ways to:

- support learners at risk of dropping out identifying early the signs of disengagement;
- monitor early leavers systematically to reach out to them in time;
- motivate and re-engage early leavers to bring them back to education and training;

The toolkit provides with different intervention approaches and gives tips for their successful implementation. Good practices and quick wins illustrate successful measures implemented in different EU countries to tackle early leaving.

Cedefop Reflection tool supports policy makers to identify the strengths and weaknesses in their system and reflect on an action plan for a comprehensive approach to tackle ELET.

Evaluation plans for policy makers and VET providers help them understand whether a policy or measure they are involved in is performing well.

http://www.cedefop.europa.eu/TEL-toolkit

RESL.EU PLATFORM EVIDENCE-BASED RISK ASSESSMENT TOOL

This toolkit for schools developed by the FP7 programme RESL.eu project helps policy makers to set up an evidence-based risk assessment tool to identify and monitor students and schools in need of additional care and support.
EUROPEAN TOOLKIT FOR SCHOOLS PROMOTING INCLUSIVE EDUCATION AND TACKLING EARLY SCHOOL LEAVING

The structural indicators for inclusive systems tool is officially translated by the EU Commission into all EU languages last year:


RELEVANT PUBLICATIONS FROM IRNEYET MEMBERS

EARLY SCHOOL LEAVING


EDUCATIONAL SYSTEM AND PRACTICES


Van Caudenberg, R., Clycq, N., Nouwen, W., Timmerman, C. (2018). 'We hold on to the ones we have': addressing school mobility to facilitate 'stable' educational trajectories, a case-study of an urban high school in Flanders. In: *Migration and integration in Flanders: multidisciplinary perspectives*, Timmerman et al.( Eds.), 151-172, Leuven : Leuven University Press.


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**EARLY SCHOOL LEAVING AND VOCATIONAL AND EDUCATIONAL TRAINING**


EDUCATIONAL TRANSITIONS AND TRAJECTORIES


EVALUATION AND POLICY


**IN MEMORIAM – PROF. DR. CHRISTIANE TIMMERMAN**

With great sadness, we have to announce that Prof. dr. Christiane Timmerman, head of the Centre for Migration and Intercultural Studies at the University of Antwerp, and head of the RESLeu project on early school leaving in Europe has passed away on the 10th of February 2019 in Antwerp. Since the beginning of CeMIS, Prof. dr. Christiane Timmerman has lead (inter)national research on migration and interculturality into new directions and contributed to a better understanding of some of our society’s contemporary fundamental questions.