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.
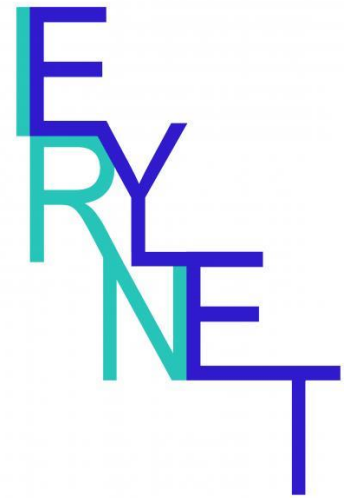
We would like to invite you to send new publications, toolkits, conferences, etc. to be included in the upcoming newsletters to Lore Van Praag (Lore.VanPraag@UAntwerpen.be), with material specifically on VET (Vocational Education and Training) to Irene Psifidou, Cedefop, European Centre for the Development 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

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.

http://www.cedefop.europa.eu/en/events-and-projects/events/what-role-community-lifelong-learning-centres-potential-one-stop-shops-prevent-youth-risk

Background briefing paper, *Implementing a holistic approach to lifelong learning : Community Lifelong Learning Centres as a gateway to multidisciplinary support teams* is here - http://lllplatform.eu/lll/wp-content/uploads/2019/02/BriefingPaper_CLLC.pdf

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

https://publications.europa.eu/en/publication-detail/-/publication/c7fae112-1529-11e8-9253-01aa75ed71a1

THE VET TOOLKIT FOR TACKLING EARLY LEAVING DEVELOPED BY CEDEFOP

VET toolkit for tacking early leaving suggests effective ways supporting retention in education and training

Community involvement
Inclusive work-based learning environments
Tailored learning pathways
are some of the suggested intervention approaches

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:

https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=4852

This tool is derived from the following report published by the EU Commission: Downes, P., Nairz-Wirth, E., Rusinaite, V. (2017). *Structural Indicators for Developing Inclusive Systems in and around Schools in Europe.* Luxembourg: Publications Office of the European Union/EU bookshop.

RELEVANT PUBLICATIONS FROM IRNEYET MEMBERS

EARLY SCHOOL LEAVING

Carrasco, S., Pàmies, J. & Narciso, L. (2018). Abandono Escolar Prematuro y alumnado de origen extranjero en España: ¿un problema invisible? In: Arango, J., Mahía, R., Moya, D. y Sánchez Montijano, E. (dir.) *Anuario CIDOB de la inmigración 2018*. Barcelona: CIDOB.

Lamb, S., Markussen, A., Teese, R., Sandberg, N. & Polesel, J. (Eds.) (2011) *School dropout and completion: international comparative studies in theory and practice*. Dordrecht: Springer

Rumberger, Russell W. (2011). *Dropping out: Why students drop out of High School and what can be done about it.* Harvard University Press

Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N., & C. Timmerman (Eds., 2018). *Early School-Leaving in the European Union*. Oxon: Routledge

EDUCATIONAL SYSTEM AND PRACTICES

Bender, G. & P. Kornhall (2018). *Ett söndrat land (A broken country). Stockholm: Arena idé.* A report on school choice induced segregation in lower secondary schools in 30 Swedish middle sized municipalities

Downes, P. (2018). An Emerging Paradigm of Structural Indicators to Examine System Supports for Children's and Adolescents' Education and Wellbeing. *Child Indicators Research,* 11, 1445–1464.

Downes, P., Nairz-Wirth, E., Rusinaite, V. (2017). *Structural Indicators for Developing Inclusive Systems in and around Schools in Europe.* Luxembourg: Publications Office of the European Union/EU bookshop.

Lamb, S., Jackson, J., Walstab, A., and Huo, S. (2015) *Educational opportunity in Australia 2015: Who succeeds and who misses out*, Mitchell Institute, Melbourne: Mitchell Institute.

Perry, L.B. (2018). Educational inequality in Australia, in Ball, J. (Ed). How unequal? Insights into inequality. Melbourne: Committee for Economic Development of Australia.

Perry, L.B. (2009). Conceptualizing education policy in democratic societies. *Educational Policy, 23*(3), 423–450.

Teese, R. (2013) *Academic Success and Social Power: examinations and inequality*. North Melbourne, Vic : Australian Scholarly Publishing.

Teese, R., Lamb, S. & Duru-Bellat, M. Eeds.) (2007) (Three Volumes) *International Studies in Educational Inequality, Theory and Policy*. Dordrecht: Springer.

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

Van Praag, L., Van Caudenberg, R. & M. Orozco (2018). Age is more than just a number! The role of age and maturity in the processes leading to early school leaving in Flanders (Belgium), *British Educational Research Journal,* doi: 10.1002/berj.3334

EARLY SCHOOL LEAVING AND VOCATIONAL AND EDUCATIONAL TRAINING

Cedefop (2016). [Leaving education early: putting vocational education and training centre stage](#) Volume I: Investigating causes and extent. Luxembourg: Publications Office of the European Union.

Cedefop (2016). [Leaving education early: putting vocational education and training centre stage](#) Volume II: Evaluating policy impact. Luxembourg: Publications Office of the European Union.

Lamb, S., Maire, Q., Walstab, A., Newman, G., Doecke, E. and Davies, M. (2018) *Improving participation and success in VET for disadvantaged learners*. Adelaide: NCVER. https://www.ncver.edu.au/__data/assets/pdf_file/0030/2096175/Improving-participation-and-success-in-VET-for-disadvantaged-learners.pdf

Psifidou, I. (2018). ["VET supporting the qualifications of Migrants", blog article, skills panorama](#) (7/12/2018) https://skillspanorama.cedefop.europa.eu/en/blog/vet-supporting-qualification-migrants

EDUCATIONAL TRANSITIONS AND TRAJECTORIES

Behtoui, A. (2019). "Swedish Young People's After-School Extra-Curricular Activities: Attendance, Opportunities and Consequences", *British Journal of Sociology of Education*. DOI: 10.1080/01425692.2018.1540924

Behtoui, A. (2017). Social capital and the educational expectations of young people. *European Educational Research Journal, 16*(4), 487-503.

Boyadjieva, P. & P. Ilieva-Trichkova (2018). Horizontal Differentiation Matters: Moderating Influence of the Type of Upper Secondary Education on Students' Transitions. *European Education*, Routledge, First published online. DOI: 10.1080/10564934.2017.1411764

Carrasco, S., Narciso, L., Bertran-Tarrés, M. (2018). Neglected Aspirations. Academic trajectories and the risk of Early School Leaving among immigrant and Roma youth in Spain, 164-182. In: Van Praag, Nouwen, Van Caudenberg, Clycq, Timmerman (Eds) *Comparative perspectives on Early School Leaving in the European Union.* London-New York: Routledge

Downes, P. (2019). Transition as a displacement from more fundamental system concerns: Distinguishing four different meanings of transition in education. *Educational Philosophy and Theory* https://doi.org/10.1080/00131857.2018.1561366

Gitschthaler, M. & L. Van Praag (2018). Rethinking transition: what happens when young people leave school early? *European Journal of Education*, 1-5, doi:10.1111/ejed.12301

Reyes, Ch. & S. Carrasco (2018). Unintended effects of the language policy on the transitions of immigrant youth to upper secondary education in Catalonia, *European Journal of Education* (54) 4. December 2018 online first. doi.org/10.1111/ejed.12304

Downes, P., Nairz-Wirth E., Anderson, J. (2018). Editorial: Reconceptualising system transitions in education for marginalised and vulnerable groups. *European Journal of Education, 53*, 441-446.

Souto-Manning, M. (2018). Disrupting Eurocentric epistemologies: Re-mediating transitions to centre intersectionally-minoritised immigrant children, families and communities. EUROPEAN JOURNAL OF EDUCATION, 53(4), 456-468. DOI: 10.1111/ejed.12309

EVALUATION AND POLICY

Araújo, H. C., Macedo, E., Behtoui, A., Tomaszewska-Pękała, H., Marchlik, P., Wrona, A., & Rocha, C. (2018). Shaping the policies towards early school leaving in Portugal, Sweden and Poland, Comparative *Perspectives on Early School Leaving in the European Union*. Routledge, pp. 47-60.

Cefai, C., Arlove, A., Duca, M., Galea, N., Muscat, M. & Cavioni, V. (2018). RESCUR Surfing the Waves: An evaluation of a resilience programme in the early years. *Journal of Pastoral Care in Education*. DOI: 10.1080/02643944.2018.1479224.

Clycq, N., Nouwen, W., Van Praag, L., Van Caudenberg, R. & C. (2016). De invloed van het Europese beleidskader omtrent vroegtijdig schoolverlaten op het Vlaamse onderwijsbeleid nader onderzocht, *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid, 5*: 20-28.

Downes, P. & Cefai, C. (2016). *How to Tackle Bullying and Prevent School Violence in Europe: Strategies for Inclusive and Safe Schools NESET II – AR2*. Luxembourg: Publications Office of the European Union

Downes, P., Anderson, J., Nairz-Wirth E. (2018). Conclusion: Developing conceptual understandings of transitions and policy implications. *European Journal of Education, 53*, 541-556

Klemenčič, E. & P. Vladkov Mirazchiyski (2018). League tables in educational evidence-based policy-making: can we stop the horse race, please?, *Comparative Education, 54* (3), 309-324, DOI: 10.1080/03050068.2017.1383082.

Kornhall, P. (2016). *Korruption I Sverige*. Stockholm: Leopard förlag. A book that investigates the effect on levels of corruption in the wake of neoliberal reforms of the public sector in Sweden.

Lamb, S. & Rice, S (2008) Effective strategies to increase school completion. Victorian Department of Education:Melbourne, Victoria. http://csmp.manukau.ac.nz/__data/assets/pdf_file/0009/89982/effectivestrategiesreportprint.pdf

Lawson, H. & Veen, A.F.D. van (2017). *Developing Community Schools, Community Learning Centers, Extended-service Schools and Multi-service Schools: International Exemplars for Practice, Policy, and Research*. Switzerland: Springer

Perry, L.B., Lubienski, C. and Ladwig, J. (2016). How do learning environments vary by school sector and socioeconomic composition? Evidence from Australian students. *Australian Journal of Education*, 60(3), 175–190.

Winn, M., & Souto-Manning, M. (2017). Disrupting inequality through educational research. *Review of Research in Education, 41*.

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 RESL.eu 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.

https://www.uantwerpen.be/en/research-groups/cemis/research-mission-and/team/in-memoriam-christia/