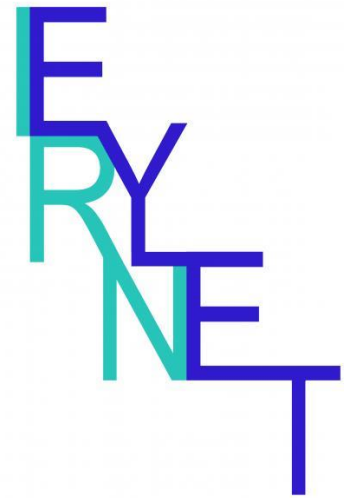


Dear all,

We welcome you to the second 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 second newsletter, we will focus on recently published studies on higher education and lifelong learning, school exclusion and inclusion, educational transitions and trajectories and well-being and resilience. Furthermore, we present the newly developed toolkit SERAT in this field of research.



We are delighted to announce that our IRNEYET network has now increased to consist of 297 members from 29 countries

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

JUNE 2019

TOOLKITS

SCHOOL ENGAGEMENT RISK ASSESSMENT TOOLKIT

The School Engagement Risk Assessment Toolkit (SERAT) is designed to be a diagnostic tool to help educational practitioners to identify students who may be at risk of disengagement from school. Once such students are identified, there are a host of compensatory and preventative interventions and programmes that have been designed to assist in young people's re-engagement.

The following website outlines why school engagement matters, provides information about the research and explains how the School Engagement Risk Assessment Toolkit (SERAT) was developed and tested.
<https://sites.google.com/sheffield.ac.uk/serat>

The SERAT toolkit was developed by Louise Ryan, Alessio D'Angelo, Neil Kaye and Magdolna Lorinc. The research leading to the development of the School Engagement Risk Assessment Toolkit (SERAT) has received funding from the Economic and Social Research Council (ESRC). The project was supported by the University of Sheffield Impact Accelerator Fund. The SERAT toolkit grew out of the survey questionnaire developed by the Reducing Early School Leaving in Europe (RESL.eu) project, which was funded by the European Community's Seventh Framework Programme.

ANNOUNCEMENTS

RELEASE OF EUROPEAN COMMISSION POSTET2020 EXPERT PANEL ISSUE PAPER ON INCLUSION AND CITIZENSHIP

The EU Commission's PostET2020 Expert Panel Issue Paper on Inclusion and Citizenship to guide its policy making priorities for the next decade is available here:

https://www.dcu.ie/sites/default/files/edc/pdf/european_union_postet2020_expert_panel_inclusion_and_citizenship_issue_paper.pdf

CEDEFOP & LIFELONG LEARNING PLATFORM ROMANIAN EU PRESIDENCY POLICY FORUM ON COMMUNITY LIFELONG LEARNING CENTRES AND ONE-STOP-SHOPS INVOLVING MULTIDISCIPLINARY TEAMS

The Cedefop & Lifelong Learning Platform Romanian EU Presidency Policy Forum took place in Brussels on May 29th, 2019.

See press release: <http://www.cedefop.europa.eu/pl/news-and-press/news/cedefop-presents-updated-vet-toolkit-tackling-early-leaving>

For presentations and programme see <http://www.cedefop.europa.eu/en/events-and-projects/events/policy-forum-what-role-community-lifelong-learning-centres/programme>

For Briefing paper see http://lllplatform.eu/lll/wp-content/uploads/2019/02/BriefingPaper_CLLC.pdf

DISCUSSION GROUPS

DEVELOPING THE ROLE OF INITIAL TEACHER EDUCATION FOR PREPARING TEACHERS' RELATIONAL AND CULTURAL COMPETENCIES FOR WORKING IN SCHOOLS IN AREAS OF HIGH POVERTY AND/OR SOCIOCULTURAL EXCLUSION

If any IRNEYET colleagues are interested in participating in a discussion group on the role of initial teacher education for preparing teachers' relational and cultural competencies for working in schools in areas of high poverty and/or sociocultural exclusion, can you please contact paul.downes@dcu.ie

RELEVANT PUBLICATIONS FROM IRNEYET MEMBERS

HIGHER EDUCATION AND LIFELONG LEARNING

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Boyadjieva P. & P. Ilieva-Trichkova (2018). From Conceptualization to Measurement of Higher education as a Common Good: Challenges and Possibilities. *Higher Education*, open access, available at <https://link.springer.com/article/10.1007/s10734-018-0319-1>

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<http://journals.sagepub.com/doi/abs/10.1177/1474904116681016>

Cefai, C., Downes, P. & Cavioni, V. (2016) Breaking the Cycle: A phenomenological approach to broadening access to post-secondary and tertiary education. *European Journal of Psychology of Education*, 31:255-274.

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Hunter Blackburn, L., Kadar-Satat, G., Riddell, S., & Weedon, E. (2016). *Access in Scotland*. Edinburgh: Sutton Trust, The.

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