

Dear all,

We welcome you to the third 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 third newsletter, we give you an update on all recently published papers of members of the IRNEYET network

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,

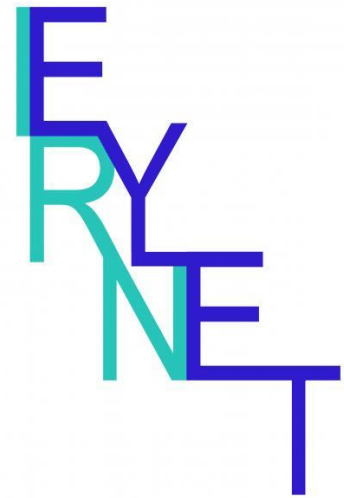
Paul Downes, Educational Disadvantage Centre, Institute of Education, Dublin City University

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

OCTOBER 2019



ANNOUNCEMENTS

NEW WEBSITE OF THE STAY TUNED PROJECT

The new website of Stay Tuned collects together all the key outputs and insights from the Stay Tuned project, an URBACT Implementation Network of nine European cities, specifically looking at how to implement strategies that tackle Early Leaving from Education and Training (ELET – also known as Early School Leaving).

The project had a focus on transnational exchange and learning between cities. This helped the network partners understand how implementation works and how we can best implement our policies and action plans to create lasting and positive change in our cities.

During the project, the city partners all implemented their own local strategies and action plans to tackle ELET in their local contexts. The network also explored the concept and nature of “implementation”, looking at what it means, how it works in reality and what they could do to improve local implementation practice.

<https://sites.google.com/view/stay-tuned-report>

REVIEW EUROPEAN COMMISSION ON ESL ACROSS 37 COUNTRIES

A major review of early school leaving policies across 37 European countries just published by the European Commission, Assessment of the implementation of the 2011 Council Recommendation on Policies to Reduce Early School Leaving (Donlevy, Day, Andriescu & Downes 2019)

This formal review for the Commission operates against the background of Early School Leaving being one of the two headline EU2020 targets for all of education across the European Union. It examines the progress of all EU member states in reducing early school leaving, in developing national policies and strategies, and in implementing the concrete recommendations of the 2011 Council Recommendation on Early School Leaving in their national strategies over the past decade.

The study covers 37 countries, the EU 28, the 4 EFTA countries (Iceland, Liechtenstein, Switzerland, Norway) and the 5 EU candidate countries (Albania, Montenegro, North Macedonia, Serbia, Turkey). As well as reviewing Early School Leaving national strategies and policies across all these countries, 10 of the 37 countries were selected for more detailed case studies, including Ireland.

The review extracted ‘heat maps’ of structural indicators identified as key for system development and reform for early school leaving prevention, intervention and compensation, building on the evidence-informed EU policy documents in this area since the 2011 Recommendation.

The review sets out a range of key policy recommendations for the EU Commission and National Governments on this issue. These recommendations will inform the post-ET2020 Education planning regarding headline targets in education, Erasmus + and European Social Fund (ESF) funding strands regarding early school leaving and social inclusion measures generally. The report also outlines recommendations for dialogue between the EU Commission and the international research community regarding early school leaving, including dialogue with universities with regard to initial teacher education on this issue.

Final report - Study <https://publications.europa.eu/en/publication-detail/-/publication/72f0303e-cf8e-11e9-b4bf-01aa75ed71a1/language-en>

CONFERENCE ‘YOUTH IN EUROPE STUDY’ (YES!) (IN DUTCH)

The Flemish research conducted as part of the European project ‘Youth in Europe Study’ (YES!) will be held on the 29th of November 2019, Campus MMM Bloemenhofplein, Erasmus Hogeschool Brussel, Brussels

CONFERENCE 'SCHOOL ZONDER RACISME' (IN DUTCH)

Local conference Brussels: "Van kleurenblind naar intercultureel. Werken aan eens schoolcultuur die diversiteit erkent en omarmt", organised by School zonder racisme vzw, Friday, 29th of November 2019, for researchers, parents, (local) educational policy makers.

This conference starts in the morning with keynote speakers: Loes Meeuwssen, Peter Stevens and Naima Charkaoui, the presentation of the results of the project "Interculturele Schoolcultuur: van theorie naar praktijk" on experiences of working on a school culture that embraces and recognises diversity (Katrien Beyl and Mitch Vannecke), and the first results of the monitoring project 'Intercultural school culture' (Jozefien De Leersnyder).

In the afternoon, all attendees can choose out of the following five workshops:

1. Communicating in a connecting way about sensitive topics in society (Verbindend communiceren over gevoelige maatschappelijke thema's), Eef Cornelissen (Democratische Dialoog - Erasmushogeschool Brussel)
2. Inclusive student participation in practice (Een inclusieve leerlingenparticipatie in de praktijk), Hanne Ballois (Vlaamse ScholierenKoepel)
3. Parental involvement is (not) self-evident? (Ouderbetrokkenheid (niet) vanzelfsprekend?) Mark Pauwels (VCOV), Isabelle Ceuppens (Go! Ouders) and An Van Malderen (KOOGO)
4. Multilingualism as an asset for powerful education in a metropolitan (Meertaligheid als troef voor krachtig onderwijs in de grootstad), Anouk Vanherf (Kenniscentrum Urban Coaching & Education - Erasmushogeschool Brussel)
5. Dialogue game for teacher teams and sport coaches (Dialoogspel voor lerarenteams en sportbegeleiders), Veerle Van Raemdonck (Kenniscentrum Urban Coaching & Education - Erasmushogeschool Brussel)

Enrollment fee: 15 euros (pay directly to: BE19 0011 4929 6012, and mention your name + organization/school)

Location: Erasmus Hogeschool Brussel – Campus Kaai, Nijverheidskaai 170, Anderlecht, Belgium

Enroll online:

<https://docs.google.com/forms/d/e/1FAIpQLSc2L68t1UWaSUJwWMdyFMI2cKxUmGS5ZU2Um40LR6m5K7wtSg/viewform>

More information can be found at:

https://www.schoolzonderracisme.be/nieuws/studiedag?utm_source=School+zonder+Racisme&utm_campaign=862707930e-EMAIL_CAMPAIGN_2019_09_18_05_54&utm_medium=email&utm_term=0_4de68b637f-862707930e-100832239

NEW PUBLICATIONS FROM IRNEYET MEMBERS

SCHOOL ENGAGEMENT

Nouwen, W. & N. Clycq (2019). The role of social support in fostering school engagement in urban schools characterised by high risk of early leaving from education and training, *Social Psychology of Education*, DOI: 10.1007/s11218-019-09521-6

INCLUSIVE SYSTEMS

Downes, P. (2019). *Reconstructing Agency in Developmental and Educational Psychology. Inclusive Systems as Concentric Space*. London: Routledge. <https://www.routledge.com/Reconstructing-Agency-in-Developmental-and-Educational-Psychology-Inclusive/Downes/p/book/9781138158856>

Celeste, L., Baysu, G., Kende, J., Meeussen, L. & K. Phalet (2019). Can School Diversity Policies Reduce Belonging and Achievement Gaps between Minority and Majority Youth? Multiculturalism, Colorblindness, and Assimilationism Assessed. *Personality and social Psychology Bulletin*, doi: 10.1177/0146167219838577

SCHOOL VS WORK

Van Praag, L. & N. Clycq (2019). Going to work without educational qualifications: School-to-work transitions of early school leavers in Belgium. *Journal of Youth Studies*, doi: 10.1080/13676261.2019.1620926

Van Caudenberg, R. & W. Nouwen (2019). Ervaringen van jongeren in alternerende opleidingen in grootsteden. SYNTRA Vlaanderen <https://odin.syntravlaanderen.be/onderzoek-en-beleid/ervaringen-van-jongeren-alternerende-opleidingen-grootsteden>

EDUCATIONAL TRAJECTORIES

Van Praag, L., Boone, S., Van Caudenberg, R., Nouwen, W. & C. Timmerman (2019). Long and winding roads: educational decision-making of youngsters at risk of early school leaving in Flanders, *Educational Studies*. doi: 10.1080/03055698.2019.1620690

FRIENDSHIPS

Colak, F.Z., Van Praag, L. & I. Nicaise (2019). A qualitative study of how exclusion processes shape friendship development among Turkish-Belgian university students. *International Journal of Intercultural Relations*, 73, 1-10, doi: 10.1016/j.ijintrel.2019.08.002

LIFELONG LEARNING

Cedefop and the Educational Disadvantage Centre (2019). Lifelong Learning Platform Briefing paper "Implementing a holistic approach to lifelong learning", https://www.cedefop.europa.eu/files/2226_en.pdf

Cedefop Policy Forum https://www.cedefop.europa.eu/files/conclusions_cedefop-lllp_policy_forum.pdf Outcomes of the Romanian EU Presidency and Cedefop Policy forum: What role for community lifelong learning centres? The potential of one-stop shops for preventing youth at risk from disconnecting took place in Brussels, on May 29th, 2019

Skillset and match magazine - Cedefop (2019). https://www.cedefop.europa.eu/files/9141_en.pdf includes Cedefop's VET toolkit for tackling early leaving from education and training and interviews with Cedefop Policy Forum participants

NEETS

Lőrinc, M., Ryan, L., D'Angelo, A. & N. Kaye (2019) De-individualising the 'NEET problem': An ecological systems analysis, *European Educational Research Journal*, <https://doi.org/10.1177/1474904119880402>