

Dear all,

We welcome you to the fifth 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 fifth 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](mailto: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](mailto: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](mailto: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>

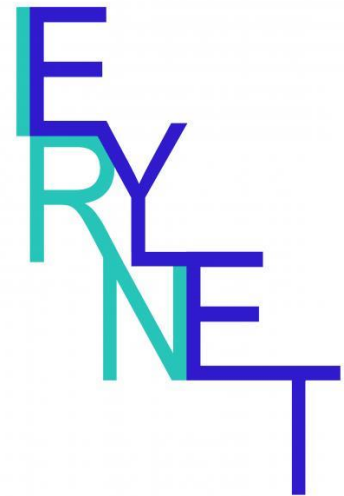
A warm welcome from the IRNEYET hosts,

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: PROF. DR. DOLF VAN VEEN - DIRECTOR OF THE NETHERLANDS CENTRE FOR EDUCATION AND YOUTH CARE (NCOJ)

Professor Dolf van Veen is director of the Netherlands Centre for Education and Youth Care (NCOJ), affiliated with Windesheim University of Applied Sciences (lecturer in Inclusion & Child and Youth Care) and, since 1998, special/honorary professor at the University of Nottingham. In 2009-2013 he was appointed as ambassador



Education and Youth Policy by the ministry of Education, Culture and Science, the ministry of Health, Welfare and Sports and the Association of Netherlands Municipalities. Previously, he worked in child and youth psychiatry, special education and youth care. In the early eighties he was appointed at the University of Leiden (faculty of psychology, department of developmental psychology and the faculty of pedagogy), followed by an appointment as head of pedagogy at the Nutsseminarium University of Amsterdam and director of ESAN, a consortium of eight educational institutes (with higher education) in the Amsterdam region and province of North Holland. Between 2000-2010 he was head of Education and Youth Care of the Netherlands Youth Institute and director of major national innovative educational and youth policy programmes on education and behaviour support teams in schools, schools and safety, and interprofessional support programmes for (vulnerable) children and youth in schools. Between 2013-2016 he was leading the Dutch Higher Education consortium on Teacher Education and Inclusion, and more recently, between 2015-2018 he was one of the leading researchers in the research consortium evaluating the Dutch version of more inclusive education.

His research and development work includes innovation programmes and policy strategies of cities, governments and education, health and human services serving vulnerable children and youth, their families and schools. He has written/edited over fifty books and numerous articles on topics like services integration (education, health and human services), equity and inclusive education, teacher education, intensive counseling, non-attendance and drop out, multi-service schools, prevention, behaviour and education support teams, rebound programmes, local youth policy, and safe and healthy schools. Publications during the last thirty years include Van Veen, Day & Sim (1997). *Teachers and Teaching. International Perspectives on School Reform and Teacher Education.* International Council on Education for Teaching & Garant Publishers: Leuven/Apeldoorn, and, Lawson & van Veen, A.F.D. (2018). *Developing Community Schools, Community Learning Centers, Extended-service Schools and Multi-service Schools: International Exemplars for Practice, Policy, and Research.* Switzerland: Springer International Publishing. He is on the editorial (advisory) board of several (international) journals. For more than twenty years he is convenor of the research network Urban Education & Children and Youth at Risk of the European Educational Research Association, chair of the Dutch National Platform for Education, Health and Human Services Platform, and chair of several Dutch initiatives to develop more inclusive teacher education. More recently, he was appointed as a member of the advisory group for more inclusive education of the Netherlands Institute for Human Rights. Together with national education and health and human services organizations he launched, in 2018, the platform to support policy and school development for inclusive education in the Netherlands ([www.naarinclusieveronderwijs.nl](http://www.naarinclusieveronderwijs.nl)).

### RECENT PUBLICATIONS

Hoogendijk, C., .. & Van Veen, A. F.D. (2019). Effect of Key2Teach on Dutch teachers' relationships with students with externalising problem behaviour: a randomized controlled trial. *European Journal of Psychology of Education*.

Hoogendijk, C., .. & van Veen, A. F.D. (2018). Direct and indirect effects of Key2Teach on teachers' sense of self-efficacy and emotional exhaustion, a randomized controlled trail. *Teaching and Teacher Education*, 76, 1-13.

Van Veen, D. (2018). Collaboration and Integration of Special and Regular Schools in Secondary Education [Verrassen Passend; Samenwerking tussen regulier en speciaal onderwijs in het voortgezet onderwijs]. Utrecht: SPO.

Lawson, H., & Van Veen, D. (Eds). (2017). Developing Community Schools, Community Learning Centers, Extended-service Schools and Multi-service Schools. Cham, Switzerland: Springer

Veen, D. van, Huizenga, P., & Steenhoven, P. van der (2017). Cities and more inclusive education [Monitor Gemeenten en passend onderwijs 2017; Bestuurlijk overleg en de afstemming met jeugdhulp]. Amsterdam: Nederlands Centrum Onderwijs & Jeugdzorg.

Van Veen, D., Huizenga, P., Van der Steenhoven, P. (2016). Teacher Education for Inclusion [Passend onderwijs en lerarenopleidingen]. Zwolle/Amsterdam: Hogeschool Windesheim/NCOJ.

Van Veen, D. (2013). Improving support and results for students: education and health and human services partnerships. In R. Klarus (Ed.). Wat is goed onderwijs [What is good education]; capita selecta (p303-330). The Hague: Boom Lemma uitgevers.

## ANNOUNCEMENTS

Traineeship at Cedefop, Department of learning and employability, Thessaloniki: apply before the 30<sup>th</sup> of June 2020: [https://www.cedefop.europa.eu/files/files\\_dle\\_-\\_flyer\\_template\\_1\\_-\\_2020\\_-\\_early\\_leaving\\_from\\_education\\_-\\_rena\\_psfidou.pdf](https://www.cedefop.europa.eu/files/files_dle_-_flyer_template_1_-_2020_-_early_leaving_from_education_-_rena_psfidou.pdf)

## COVID-19

Apart together (CESSMIR): <https://www.ugent.be/nl/actueel/wat-is-de-impact-van-de-coronacrisis-op-vluchtelingen-en-migranten.htm>

Bao, X., QU, H., Zhang, R., & T. Hogan (2020). Literacy Loss in Kindergarten Children during COVID-19 School Closures. SocArXiv Papers. <https://osf.io/preprints/socarxiv/nbv79/>

Bundesministerium Bildung, Wissenschaft und Forschung. Deutschland (2020). Aktivierung des Schulsystems <http://www.schulpsychologie.at/psychologische-gesundheitsfoerderung/corona/informationen>

Burke, J. & Dempsey, M. (2020). Covid-19 Practice in Primary Schools in Ireland Report. <http://mural.maynoothuniversity.ie/12796/1/Covid-19%20Practice%20in%20Primary%20Schools%20Report.pdf>

Children's Rights Knowledge Centre, Flanders (Belgium) (2020):

- Research report:  
[https://www.keki.be/sites/default/files/20200525\\_Rapport\\_corona\\_versie\\_finalKEKI.pdf](https://www.keki.be/sites/default/files/20200525_Rapport_corona_versie_finalKEKI.pdf)
- Recommendations:  
[https://www.keki.be/sites/default/files/Advies\\_2019\\_2020\\_12\\_Jongeren\\_over\\_corona\\_0.pdf](https://www.keki.be/sites/default/files/Advies_2019_2020_12_Jongeren_over_corona_0.pdf)
- Data to download from site: <https://www.keki.be/nl/coronakinderrechten>
- Questionnaire:  
<https://www.keki.be/sites/default/files/Hoe%20beleven%20kinderen%20de%20coronacrisis%20-%20Vragenlijst%20v2.pdf> (children) ;

<https://www.keki.be/sites/default/files/Hoe%20beleven%20jongeren%20de%20coronacrisis%20-%20Vragenlijst%20v2.pdf> (adolescents)

- Video results survey: <https://www.youtube.com/watch?v=etYT9uKBUZc> en [https://www.youtube.com/watch?v=9Jr\\_PWOSMJQ&t=1s](https://www.youtube.com/watch?v=9Jr_PWOSMJQ&t=1s)
- Video testimonies : <https://www.youtube.com/watch?v=6suxSzhzJ5U>
- Overview results in Flanders: <https://www.keki.be/nl/coronakinderrechten>

Centre for Children's Rights at the University of Belfast (Ireland) (2020). Life Under Coronavirus survey. <http://go.qub.ac.uk/CovidUnder19>

Dublin City Community Co-op. The Impact of Covid-19 on the Most Disadvantaged in Our Communities. <http://dublincitycommunitycoop.ie/wp-content/uploads/2020/05/Co-op-Paper-The-Impact-of-Covid-19-FINAL-May-2020pdf.pdf>

Euroclio. the history teachers association (2020). Online course on online teaching. <https://www.euroclio.eu/what-we-do/professional-development/online-course-for-online-teaching/>

European Federation Circus Schools COVID-19 update (2020). (FEDEC is a European and international network of about 70 members (2/3 of secondary, vocational and higher education circus schools and training programmes, and 1/3 of organisations involved in information, research and circus arts advocacy) located in more than 20 countries in Europe and beyond): <http://www.fedec.eu/en/articles/5198-visit-our-covid-19-page> and Link to the : [Professional Circus Schools under Covid-19 - an evolving map](#)

Gerald, J. (2020). Corona-Krise lässt benachteiligte Schüler weiter zurückfallen. <https://www.derstandard.at/story/2000117624596/corona-krise-laesst-benachteiligte-schueler-weiter-zurueckfallen>

Grote coronastudie (children, 2020; Universiteit Antwerpen). <https://www.uantwerpen.be/nl/projecten/corona-studie/resultaten/resultaten-tiende-enquete/>

Guadagno, L. (2020). Migrants and the COVID-19 pandemic: An initial analysis. <https://environmentalmigration.iom.int/migrants-and-covid-19-pandemic-initial-analysis?fbclid=IwAR2-LarrnIOFMirJ2uURL-HQvJCz8pwz2-zuVm385yH24qsR13EtbbLL62A>

Hudders, L., Cauberge, V., De Jans, S., Vanwesebeeck, I., & K. Ponnet (2020). <https://edit.ugent.be/nl/actueel/corona-tieners-sociale-media-gevoel-instagram.htm>

Kenniscentrum Kinderrechten (KeKi vzw). Hoe beleven kinderen en jongeren de coronacrisis? <https://www.keki.be/nl/coronakinderrechten>  
[https://www.keki.be/sites/default/files/20200525\\_Rapport\\_jongeren\\_over\\_corona.pdf](https://www.keki.be/sites/default/files/20200525_Rapport_jongeren_over_corona.pdf)

Lamb, S. (2020). Impact of learning from home on educational outcomes for disadvantaged children. Brief assessment. Department of Education, Skills and Employment. <https://www.dese.gov.au/document/professor-stephen-lamb-centre-international-research-education-systems>

Larkin, C. (2020). Childrens participation in shaping responses to COVID19. Eurochild news. [https://www.eurochild.org/news/news-details/article/childrens-participation-in-shaping-responses-to-covid19/?no\\_cache=1](https://www.eurochild.org/news/news-details/article/childrens-participation-in-shaping-responses-to-covid19/?no_cache=1)

Lifelong learning platform. European civil society for education (2020). COVID-19: Mental health and wellbeing of all learners come first. (see also list of activities/statements of other LLP members included) <http://lllplatform.eu/lll/wp-content/uploads/2020/04/LLL-Statement-COVID-19.pdf>

MODS Serbia (the Network of Organisations for Children in Serbia) (2020). [http://zadecu.org/en/child\\_cov\\_19/](http://zadecu.org/en/child_cov_19/)

Murphy, M.P.A. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*. 0: 1–14. doi:10.1080/13523260.2020.1761749.

OECD Policy Responses to Coronavirus (Covid-19). Education responses to COVID-19: Embracing digital learning and online collaboration. <http://www.oecd.org/coronavirus/policy-responses/education-responses-to-covid-19-embracing-digital-learning-and-online-collaboration-d75eb0e8/>

One big history department. <https://onebighistorydepartment.com/2020/05/19/lessons-learned-from-lockdown-the-perspective-of-a-history-teacher/>

Schober, B., Lüftenegger, M., Spiel, C. (2020). Lernen unter COVID-19-Bedingungen. Vienna: Universität Wien. <https://lernencovid19.univie.ac.at/ergebnisse/schuelerinnen/>

Steinier, M. (2020). COVID19 und Bildung: Was tun, damit aus der Gesundheits- keine Bildungskrise durch die soziale Selektivität des häuslichen Unterrichts wird? WWTF <https://www.wwf.at/covid/index.php?lang=DE&ID=9789#O9789>

Steiner, M. (2020). How to avoid Social Inequality as a consequence of CORONA-forced Home-Schooling? (WPRN-412452) <https://wprn.org/item/412452>

Steiner, M. (2020). No child left behind? In Zeiten von Corona leichter gesagt tan getan. <https://www.ihs.ac.at/publications-hub/blog/beitraege/oesterreichs-bildungssystem-im-ausnahmezustand/>

Steiner, M., Köpping, M., Leitner, A. & G. Pessl (2020). COVID-19 LehrerInnenbefragung – Zwischenergebnisse. Was tun, damit aus der Gesundheitskrise nicht auch eine Bildungskrise wird? <https://www.ihs.ac.at/publications-hub/blog/beitraege/lehrerinnenbefragung-zwischenergebnisse/>

Together Scotland (2020). <https://www.togetherscotland.org.uk/news-and-events/news/2020/05/covid-19-surveys-reveal-children-and-young-people-s-thoughts-and-feelings/>

Uit de marge (2020). <https://www.uitdemarge.be/meer-dan-de-helft-van-kinderen-en-jongeren-in-kwetsbare-situaties-voelt-zich-slecht-in-het-vel/>

UNESCO. Global Education Coalition <https://en.unesco.org/covid19/educationresponse/globalcoalition>

UNESCO. COVID-19 Educational Disruption and Response.  
<https://en.unesco.org/covid19/educationresponse>

Van de Velde, S. & V. Buffel (2020 – survey) COVID-19 International Student Well-being Study:  
<https://www.uantwerpen.be/en/research-groups/centre-population-family-health/research2/covid-19-internation/>

Vandenbranden, K. (2020) in collaboration with the Vlaamse Scholierenkoepel.  
<https://de5vragen.com/>

Vlaamse scholierenkoepel (2020). <https://www.scholierenkoepel.be/artikels/rapport-bevraging-bij-scholieren-over-de-heropstart-van-de-lessen>

Wikipedia. Impact of the COVID-19 pandemic on education.  
[https://en.wikipedia.org/wiki/Impact\\_of\\_the\\_COVID-19\\_pandemic\\_on\\_education](https://en.wikipedia.org/wiki/Impact_of_the_COVID-19_pandemic_on_education)

## NEW PUBLICATIONS FROM IRNEYET MEMBERS

### SCHOOL BELONGING AND IDENTITY

Clycq, N., Driezen, A. & G. Verschraegen (2020). (Sub)national and supranational identity among majority and minority youth in superdiverse urban schools. *Journal of Youth Studies*, 1-17, doi: 10.1080/13676261.2020.1747604

Van Caudenberg, R., Clycq, N., & C. Timmerman (2020). Feeling at home in school: Migrant youths' narratives on school belonging in Flemish secondary education. *European Educational Research Journal*, Doi: 10.1177/1474904120923184

### VET

Orozco, M., Gijbels, D. & C. Timmerman (2020). Conceiving the relationship between theory and practice in T-VET : an in-depth study on key actors' epistemological perspectives. *Journal of vocational education and training*, doi: 10.1080/13636820.2020.1715468

### SCHOOL ENGAGEMENT

Nouwen, W. & N. Clycq (2020). Assessing the added value of the self-system model of motivational development in explaining school engagement among students at risk of early leaving from education and training, *European journal of psychology of education*, 1-19, doi: 10.1007/s10212-020-00476-3

### SOCIAL CAPITAL

Nygård, O. & A. Behtoui (2020). Access to Social Capital and Educational Returns for Children of Immigrants: Evidence from Three Swedish Studies. *Nordic Journal of Migration Research*, 10(2): pp. 50–66. Doi: 10.33134/njmr.248