

# RESL.eu

Reducing Early School Leaving in Europe

**Final RESL.eu project conference**

22-24<sup>th</sup> of January 2018

Reducing Early School Leaving  
in the EU: A Comparative  
Qualitative and  
Quantitative Research

PROGRAMME



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## Reducing early school leaving in the EU: a comparative qualitative and quantitative research (RESL.eu project)

22-24 January 2018

In this conference, organized by the European comparative RESL.eu project, 'Reducing Early School Leaving in Europe', funded by the European FP7-programme, we aim to critically reflect about the findings retrieved from the RESL.eu project in light of the current state of the art of research on early school leaving in (European) countries with scholars and policy makers working on this topic.

The RESL.eu project collected data in seven countries (Belgium, the Netherlands, Portugal, United Kingdom, Spain, Poland and Sweden) and reflected, together with expert teams in Austria and Hungary, about all aspects related to the reduction of early school leaving in European educational systems.

Participation to this conference is free of charge.

### Location

University of Antwerp  
Stadscampus - Hof van Liere  
Prinsstraat 13  
2000 Antwerp  
Belgium

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## Monday 22<sup>nd</sup> of January 2018

14.45-15.15 Welcome coffee and registration

15.15-15.30 Introduction RESL.eu project EU project officer Monica Menapace and Prof. dr. Christiane Timmerman - F. de Tassiszaal

15.30-17.00 **Session 1 - F. de Tassiszaal**  
**Early school leaving from an systemic (comparative) perspective**

**Chair: Prof. dr. Silvia Carrasco Pons**

- *Gil Keppens*  
Truancy in Europe: Does the Type of Educational System Matter?
- *Olav Nygård*  
Early tracking and immigrant optimism: a comparative study of educational aspirations among disadvantaged students in Sweden and the Netherlands
- *Siro Bayón Calvo, Helena Corrales-Herrero & Olga Ogando Canabal*  
Same circumstances, different outputs: The role of regional contexts on early school leaving
- *Ana Cristina Torres, Helena C. Araújo & Mark Priestley*  
Transition to upper secondary education: student voices from two education systems (Portugal and Scotland)

15.30-17.00 **Session 2 - W. Elsschotzaal**  
**Vocational education and training and early school leaving**

**Chair: Dr. Marie Gitschthaler**

- *Paula Elizabeth Nogueira Sales, Rosemary Dore & Carlos Eduardo Guerra Silva*  
Factors Influencing Student Dropout and Completion of Vocational Education in Brazil
- *Mariana Orozco*  
A conceptual framework for the study of epistemologically rooted integrative learning and curriculum relevance in work-based learning programmes
- *Irene Psifidou*  
The role of VET in breaking the vicious cycle of early leaving and unemployment

17.00-17.30 Afternoon high tea

17.30-18.30 **Keynote:** Prof. dr. Paul Downes - F. de Tassiszaal

18.30-19.15 **Panel I - F. de Tassiszaal**  
**ESL: a pressing issue for Europe in challenging times**

*Paul Downes, Louise Ryan, Erna Nairz-Wirth, Ilko Jordanov and Irene Psifidou*

## Tuesday 23<sup>rd</sup> of January 2018

8.30-9.00 Welcome coffee

9.00-10.30 **Session 3 - F. de Tassiszaal**  
**Processes of school (dis)engagement**

**Chair: Magdolna Lorinc**

- *Louise Ryan, Alessio D'Angelo, Neil Kaye & Magdolna Lorinc*  
Young People, School Engagement and Perceptions of Support: a mixed methods, longitudinal analysis from London
- *Ward Nouwen*  
Motivational Development and School Engagement in Flemish Urban Schools
- *Andreas Hadjar & Tina Hascher*  
School Alienation as a predictor of early school leaving
- *Emma Degroote, Mieke Van Houtte & Jannick Demanet*  
The influence of school mobility and dropout rates on non-mobile students' engagement and sense of belonging: a chicken-and-egg situation?

9.00-10.30 **Session 4 - W. Elsschotzaal**  
**Understanding processes leading to early school leaving**

**Chair: Agnes Kende**

- *Erna Nairz-Wirth & Marie Gitschthaler*  
A habitus typology on early school leaving
- *Ruzhena Voynova & Jean-Marie Weber*  
Subjectivity in the Act of Dropping Out of School
- *Pierre-Yves Bernard*  
Why do they leave? What dropouts say about dropping-out.
- *Patricia Mata-Benito & Margarita del Olmo*  
Culprits or Victims? Responsibility in Early School Leavers Narratives

10.30-11.00 Coffee break

11.00-12.30 **Session 5 - F. de Tassiszaal**  
**Ethnic minorities in education**

**Chair: Prof. dr. Alireza Behtoui**

- *Rut Van Caudenberg*  
A comparative narrative exploration of schooling experiences of urban migrant youth in Flanders and Catalonia
- *Laila Narciso*  
Disengagement processes of Black African male ESLeavers in Catalonia and color blind ideologies at school.
- *Piero Ianniello & Ching Lin Pang*  
Revisiting the model minority model. School difficulties of Chinese students in Prato
- *Agnes Kende*  
Path to early school leaving in Hungary

11.00-12.30 **Session 6 - W. Elsschotzaal**  
**Social inclusion and exclusion in education**

**Chair: Neil Kaye**

- *Olav Nygård & Zhanna Kravchenko*  
Extracurricular activities in Sweden & Russia: countering educational inequalities?
- *Neil Kaye*  
‘Learning to fail’ and ‘Reframing failure’: how can teachers produce resilient students?
- *Aina Tarabini*  
Excluding from inside: the role of secondary schools in producing educational failure and success
- *Isabel Costa, Armando Loureiro & Virgínio Sá*  
Overcoming school disengagement: a view on “studente grouping” strategies

12.30-13.30 Lunch

13.30-15.00 **Session 7 - F. de Tassiszaal**  
**Ethnic diversity in the classroom**

**Chair: Prof. dr. Christiane Timmerman**

- *Michiel Lippens*  
Interethnic conflicts between teachers and pupils in the classroom
- *Manfred Oberlechner*  
Diversity Pedagogy as an Inclusive Educational Enterprise for Austrian Schools and Universities of Pedagogy
- *Bálint Ábel Bereményi, Jordi Pàmies, Silvia Carrasco & Angelina Sánchez Martí*  
Successful academic transitions among minority youth in Spain: identifying protective factors of ESL
- *Charo Reyes Izquierdo*  
Monolingual school ideology in Catalonia and its effect on low achievement and early school leaving in students with immigrant background

13.30-15.00 **Session 8 - W. Elsschotzaal**  
**Transitions and trajectories in- en outside of mainstream education**

**Chair: Prof. dr. Noel Clycq**

- *Lore Van Praag, Rut Van Caudenberg & Mariana Orozco*  
Age is more than a number! The role of age and maturity for students and school staff members in early school leaving in Flanders (Belgium)
- *Anna Hawrot, Aleksandra Jasińska-Maciągzek, Paulina Marchlik, Hanna Tomaszewska-Pękała & Tomasz Żółtak*  
Beyond the mainstream: nonlinear educational and career pathways of Polish youth and young adults

- *Aina Tarabini, Judith Jacovkis & Alejandro Montes*  
Transitions to upper secondary education in Catalonia: tensions, omissions and contradictions
  - *Magdolna Lorinc*  
Young Londoners' future aspirations and negotiations of risk and opportunity in their transition from compulsory education
- 15.00-15.30 Coffee break
- 15.30-16.30 **Keynote:** Prof. dr. Russell W. Rumberger - F. de Tassiszaal
- 16.30-17.15 **Panel II - F. de Tassiszaal**  
**Bringing ESL protagonists to the core of debate: youth's perspectives and trajectories in education and training**  
*Russell W. Rumberger, Silvia Carrasco Pons, Agnes Kende, Alireza Behtoui, Lore Van Praag*
- 18.30 Conference dinner (included) - University Club, Prinsstraat 13b, 2000 Antwerp

## Wednesday 24<sup>th</sup> of January 2018

- 8.30-9.00 Welcome coffee
- 9.00-10.30 **Session 9 - F. de Tassiszaal**  
**Family and school relationships**  
**Chair: Dr. Sofia A. Santos**
- *Wassilis Kassis*  
Understanding the ordinary but still complex magic of resilience: Adolescents' resilience patterns despite family violence
  - *Agnieszka Naumiuk & Anna Steinhagen*  
The response of educational and upbringing environments and to the needs of students with emotional disorders
- 9.00-10.30 **Session 10 - W. Elsschotzaal**  
**Transitions into the labour market**  
**Chair: Dr. Marie Gitschthaler**
- *Hanna Tomaszewska-Pękała, Anna Wrona & Paulina Marchlik*  
Young people in Poland – between an uncertain future and the shame of failure
  - *Isidoro Ruiz-Haro*  
ESL and youngsters' short-term life projects: the need of labour market incorporation in the narratives of Early School Leavers in Catalonia (Spain)
  - *Elif Keskiner & Talitha Stam*  
Is early school leaving the real issue? A case study on Dutch youth's transition experience in acquiring the minimum qualification and beyond
- 10.30-11.00 Coffee break

- 11.00-12.30 **Session 11 - F. de Tassiszaal**  
**Compensatory pathways to prevent early school leaving:**  
**Talitha Stam**
- *Lynne Rogers*  
14-16 year olds as full-time students in Further Education: a second chance
  - *Szilvia Schmitsek*  
The role of second chance provisions in England, Denmark and Hungary
  - *Cosmin Nada, Sofia A. Santos, Helena C. Araújo & Eunice Macedo*  
How can mainstream and alternative education learn from each other?
  - *Alexandra Doroftei, Sofia Marques da Silva & Helena C. Araújo*  
Moving from regular education to Apprenticeship Courses: perspectives of young apprentices
- 11.00-12.30 **Session 12 - W. Elsschotzaal**  
**Educational policies and its impact on (reducing) early school leaving:**  
**Dr. Hanna Tomaszewska- Pękała**
- *Silvia Carrasco, Laia Narciso & Marta Bertran*  
Neither excellence, nor equity? A comparative analysis of prevention and intervention measures to reduce ESL in two schools in hard times (Catalonia, Spain)
  - *Florian Bogdan & Sebastian Țoc*  
Tackling Early School Leaving: Are System Level Policies Effective?
  - *Silvia Carrasco & Cris Molins*  
Mapping the risk of ESL in a local education market. A realist approach to practices and resources to combat it.
- 12.30-12.45 Introduction policy briefs Prof. dr. Maurice Crul - F. de Tassiszaal
- 12.45-13.30 **Panel III - F. de Tassiszaal**  
**Which strategies to tackle ESL? Possible paths for enhanced equality and citizenship**  
*Hanna Tomaszewska, Christiane Timmerman, Helena Araujo, Maurice Crul*
- 13.30-14.30 Lunch
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## Keynote speakers

### PROF. DR. RUSSELL W. RUMBERGER

Russell Rumberger is a Professor Emeritus in the Gevirtz Graduate School of Education at the University of California, Santa Barbara. His research focuses on several areas of education: education and work; the schooling of disadvantaged students, particularly school dropouts and linguistic minority students; school effectiveness; and education policy. He has served on three committees of the National Research Council and was the chair of the Institute of Education Sciences panel that produced the practice guide, *Preventing Dropout in Secondary Schools* (2017). His book, *Dropping Out: Why Students Drop Out of High School and What Can Be Done About It* (Harvard University Press, 2011) was called a “masterpiece” by the Washington Post and nominated for the AERA Outstanding Book Award. From 2010-12 he served as the Vice Provost for Education Partnerships, University of California Office of the President. He currently directs the California Dropout Research Project, which produces reports and policy briefs about the dropout problem in California. Professor Rumberger received a Ph.D. in Education and a M.A. in Economics from Stanford University and a B.S. in Electrical Engineering from Carnegie-Mellon University. In 2013 he was made a Fellow of the American Educational Research Association and received the Elizabeth G. Cohen Distinguished Career in Applied Sociology of Education Award, Sociology of Education SIG, American Educational Research Association. In 2016 he was elected to the National Academy of Education.

### PROF. DR. PAUL DOWNES

Dr. Paul Downes is Director of the Educational Disadvantage Centre, Senior Lecturer in Education (Psychology), Institute of Education, Dublin City University, Ireland. He has been involved in various expert advisory roles for the European Commission in areas of social inequalities, lifelong learning, second chance education and early school leaving, as well as being an advisor to a number of the European Commission’s School Policy Working Groups. He has been a Visiting Research Fellow at University of British Columbia, Vancouver, Canada, and University of Cambridge, Lauterpacht Centre for International Law, a member of the Irish Senate and Parliament Expert Group on early school leaving, an advisor to the Irish Education Ministry and Children’s Ministry and is Chair of Grangegorman Area Based Childhood Programme. Published internationally in areas of psychology, education, law, philosophy, anthropology and social policy, he has given keynote lectures and invited presentations on education in over 25 countries. His books include *The Primordial Dance: Diametric and Concentric Spaces in the Unconscious World* (2012) and *Access to Education in Europe: A Framework and Agenda for System Change* (2014). He has led recent reports for the EU Commission on structural indicators for inclusive systems and on school bullying. His contribution to international policy and practice includes invitations from 8 different countries’ official ministries to present his research on various aspects of inclusive systems in education, as well as from the EU Parliament Working Group on Quality of Childhood, EU Parliament Intergroup on Children’s Rights, European Network of Education Councils (EUNEC), and UNICEF