

Dear all,

We welcome you to the fourth 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 fourth 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), 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>

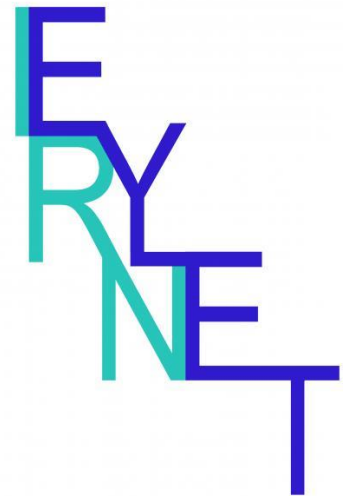
A warm welcome from the IRNEYET hosts,

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



SPOTLIGHT RESEARCHER: AO. UNIV.-PROF. DR. ERNA NAIRZ-WIRTH – HEAD OF THE EDUCATION SCIENCES GROUP – VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS



Professor Erna Nairz-Wirth has been Head of the Education Sciences Group at Vienna University of Economics and Business since 2008. She has designed, written and published numerous studies on education and inequality with a focus on both sociological and educational topics, such as: (In)Equality issues in education, Bourdieu's Theory of Practice and related habitus analysis, Drop out research, with a special emphasis on early school leaving and – most recently – studies of drop out in higher education). Also: Educational pathways and the professionalisation of teaching fields. Her research approaches reflect a broad understanding of both qualitative and quantitative educational research methods, namely qualitative interview techniques, visual methods, mixed methods, grounded theory. Her area of special interest is the development of fields of education as well as best-practice-research on schools and institutions of higher education.

Erna was expert partner and consortium member in the RESL.eu - Reducing Early School Leaving in Europe project (FP7) and gave one of the keynote presentations at the Luxembourg EU Presidency Conference on Early School Leaving 2015. She is an active member of the Network of Experts working on the Social Dimension of Education and Training (NESET II). As a national and international expert in the field of early school leaving she is editorial board member of the European Toolkit for Schools, which supports the exchange and experience among school practitioners and policy makers by offering concrete ideas for inclusive education and the prevention of early school leaving.

Erna has received numerous research grants and awards including the Austrian Anton-Benya award for her scientific engagement for reduction of inequality in education and prevention of early school leaving. Most recently she was awarded the highly sought after research grant by the Austrian Nationalbank (OeNB) for the second time. With the resources now available she will conduct a two-year longitudinal study on Non-Traditional Students in Higher Education. Erna has published more than 100 scholarly articles, edited three books and co-edited special issues on education and inequality. She is also engaged in educational-leadership education and counselling.

HER MAIN TEACHING AREAS AT UNIVERSITY ARE:

Life history and identity in the context of education and educational careers; educational sociology; education and inequality; qualitative and quantitative research methods in social sciences; scientific techniques; qualitative interviewing.

RECENT PUBLICATIONS

Nairz-Wirth, Erna, Feldmann, Klaus. 2019. Teacher professionalism in a double field structure. *British Journal of Sociology of Education*. 1-14. (open access)

Nairz-Wirth, Erna. 2019. Übergang und Bildung. In: *Bildungsbenachteiligung. Positionen, Kontexte und Perspektiven*, Hrsg. Elisabeth Niederer, Norbert Jäger, 100-114. Innsbruck, Wien, Bozen: Studienverlag.

Nairz-Wirth, Erna. 2019. Warum Schulabbruch verhindert werden muss. Ein Essay zu Bildung und Demokratie. In: *Warum Demokratie Bildung braucht*, Hrsg. Sandner, Günther, Ginner, Boris, 61-66. Wien, Berlin: Mandelbaum

Downes, Paul, Nairz-Wirth, Erna, Anderson, Jim. 2018. Editorial/Conclusion: Reconceptualising system transitions in education for marginalised and vulnerable groups. *European Journal of Education*, 53, (4)

Nairz-Wirth, Erna. 2018. Frühkindliche Betreuung, Bildung und Erziehung: Harlem Children's Zone und andere Good Practice-Modelle. In: *Zur Reform des Kindergartens – elementarpädagogische Wende oder humankapitalistische Inwertsetzung?* Hrsg. Barbara Falkinger, HermannKuschej, Grete Miklin, Michael Sertl, 75-89. Innsbruck: Studienverlag.

Gitschthaler, Marie, Nairz-Wirth, Erna. 2018. The Individual and Economic Costs of Early School Leaving. In: *Comparative perspectives on Early School Leaving in the European Union: Taking a multi-methods approach towards a multi-level social phenomenon*, Hrsg. Lore Van Praag, Ward Nouwen, Rut Van Caudenberg, Noel Clycq, Christiane Timmerman , 119-130. Oxon: Routledge.

Nairz-Wirth, Erna, Feldmann, Klaus, Spiegl, Judith. 2017. Habitus conflicts and experiences of symbolic violence as obstacles for non-traditional students. *European Educational Research Journal* 16 (1), 12-29.

Nairz-Wirth, Erna, Lessky, Franziska, Fraisl, Melanie. 2017. Evaluierung der modularen Oberstufe am Gymnasium Draschestraße. Ergebnisse einer vergleichenden Fallstudie. Studie im Auftrag der Arbeiterkammer Wien. Wien: Abteilung für Bildungswissenschaft, Wirtschaftsuniversität Wien. (open access)

Downes, Paul, Nairz-Wirth, Erna, Rusinaitė, Viktorija. 2017. Structural indicators for inclusive systems in and around schools. Luxembourg: Publications Office of the European Union. (open access)

LINKS

Personal website: <https://www.wu.ac.at/en/education-sciences-group/education-sciences-group/mitarbeiterinnen/erna-nairz-wirth>

Publications: <https://bach.wu.ac.at/d/research/ma/2970/#publications>

Research projects and project reports: <https://www.wu.ac.at/en/education-sciences-group/aktuelles/research-projects>

ANNOUNCEMENTS

GET TO NOW CEDEFOP VET TOOLKIT FOR TACKLING EARLY LEAVING

Cedefop produced a new enriched edition of Cedefop's [VET toolkit for tackling early leaving](#) aimed at supporting policy reflection, monitoring and evaluation in this area.



Who is the toolkit aimed at?

The goal of the toolkit is to help VET practitioners and policymakers to tackle early leaving from education and training at every stage, from identifying learners at risk and monitoring early school leavers, through the development and implementation of measures to support them, to the evaluation of measures to help improve provision. People who will find the toolkit useful might be working in ministries, VET schools, companies, guidance centres, public employment services, social services, or youth organisations.

How can the toolkit be used?

Users may now get informed about [5 activities on how to use the toolkit](#) to inform policy making and successful practice; benefit from [200+ resources](#) of best practices, publications, tools, statistics and quick wins; and learn about [10 protective factors](#) and [17 intervention approaches](#) tailored to the needs of the six most common [profiles of learners at risk or early leavers](#).

A new [reflection tool for VET providers](#) and an improved version of the [reflection tool for policy makers](#) aim to support key VET stakeholders to develop a comprehensive strategy to tackle early leaving.

Join Cedefop virtual community of ambassadors tackling early leaving

Around [ambassadors](#) from 21 European countries actively contribute to online discussions, submitting new best practices, providing feedback on the usefulness of the toolkit, and contributing to its further development. They serve as a resource network for expertise on tackling early leaving through and from VET. The community is progressively growing to cover all European and candidate countries.

The opportunity to become an ambassador is open to individuals from all EU Member States, European Economic Area (EEA) and candidate countries.

If you wish to join Cedefop ambassadors virtual community of the toolkit [apply here](#):

CROATIA ADOPTS NATIONAL PLAN FOR ENHANCING THE SOCIAL DIMENSION OF HIGHER EDUCATION (2019–2021)

The main goals of the national plan adopted by the Croatian Government are to improve access to higher education, provide equal opportunities for all students while studying and increase the graduation and employment rate of students, with a special emphasis on under-represented and vulnerable groups. The initiative to launch such a national plan was made in 2014 by the Institute for the Development of Education (represented by IRNEYET member Thomas Farnell), which has since played a key role in the plan's development. The plan is available in English: <https://mzo.gov.hr/UserDocImages/dokumenti/Obrazovanje/VisokoObrazovanje/RazvojVisokogObrazovanja/SIDERAL/National%20Plan%20for%20Enhancing%20the%20Social%20Dimension%20of%20Higher%20Education%20in%20the%20Republic%20of%20Croatia%202019%20%E2%80%93%202021.pdf>

TWO DOCTORAL STUDENTSHIPS IN SOCIOLOGY AT SÖDERTÖRN UNIVERSITY, STOCKHOLM, SWEDEN

As a doctoral student in Sociology, your primary workplace will be the Sociology Department at the School of Social Sciences. Here, research is conducted within the following sub-fields of sociology: political sociology (social movements, civil society, etc.); social stratification (ethnicity, class, gender, etc.); sociological criminology (surveillance, violence, etc.); sociology of organisation; urban sociology; sociology of education; sociology of migration, sociology of health and illness; social welfare and the labour market. As a doctoral student in Sociology, you will be affiliated with a research area called Politics, Economy and the Organisation of Society

(PESO), and with the Baltic and East European Graduate School (BEEGS), which is part of the Centre for Baltic and East European Studies (CBEES) at Södertörn University.s

Your doctoral research must in some way be concerned with the countries of the Baltic Sea region and/or Eastern Europe (the post-communist countries of Europe). For a list of the countries included in these two regions, see below. Theses with a comparative approach must include at least one country in the above-mentioned regions but may also include other countries. A thesis cannot only concern Sweden and Swedish society.

This doctoral position in Sociology includes both admission to third-cycle education, i.e. doctoral studies, and employment on a doctoral studentship. The intended outcome is a doctoral thesis. The programme covers 240 credits, which is the equivalent of four years of full-time study. During this period, the position is fully funded. The position may entail other departmental duties within education, research and/or administration, but these may be equivalent to no more than 20 % of full-time.

The application deadline is **17 February 2020**. For more information about the two doctoral studentships in Sociology:

<https://www.sh.se/english/sodertorn-university/meet-sodertorn-university/this-is-sodertorn-university/vacant-positions?rmpage=job&rmjob=3320&rmlang=UK>

Countries included in the two regions:

- The Baltic Sea region: Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, Russia, and Sweden.
- Eastern Europe: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Latvia, Lithuania, Moldova, Montenegro, North Macedonia, Poland, Romania, Russia, Serbia, Slovakia, Slovenia and Ukraine.

EUROPEAN COMMISSION VIDEO ON EARLY SCHOOL LEAVING HEADLINE TARGET

The European Commission's Directorate General Education and Culture has released a new video on the importance of preventing early school leaving and its strategic centrality to EU policy making in the context of early school leaving prevention being an ET2020 Headline Target.

https://www.youtube.com/watch?v=a7ZrZAU7T_A&feature=emb_title

COUNCIL OF EUROPE REPORT ON THE PROTECTION OF CHILDREN AGAINST POVERTY

The report of new IRNEYET member Professor Aoife Nolan, University of Nottingham, has recently been published, titled "Protecting the Child from Poverty: The Role of Rights in the Council of Europe" and can be accessed here <https://rm.coe.int/protecting-the-child-from-poverty-the-role-of-rights-in-the-council-of/168098c54c>

MINA PROKIC PHD DEFENSE

On the 23rd of January 2020, Mina Prokic has successfully defended her PhD thesis, "Intercultural relations and family-school trust: Immigrant and native families in schools of Barcelona", at the Universitat Pompeu Fabra in Barcelona, supervised by prof. dr. Gema Rubio Carbonero.

NEW PUBLICATIONS FROM IRNEYET MEMBERS

EARLY SCHOOL LEAVING

Bayón-Calvo, S., Corrales-Herrero, H. & K. De Witte (2020). Assessing regional performance against early school leaving in Spain. *International Journal of Educational Research*, doi:10.1016/j.ijer.2019.101515

Céreq (2019). Le décrochage scolaire à l'aune des inégalités territoriales : nouvelles perspectives? *Formation Emploi*, n° 144 <https://www.cereq.fr/le-decrochage-scolaire-laune-des-inegalites-territoriales-nouvelles-perspectives> (English summary available)

Bernard, P-Y. & T. Berthet (2019). Introduction -Territoires et décrochage scolaires : leçons d'un programme de recherche exploratoire. In *Le décrochage scolaire à l'aune des inégalités territoriales : nouvelles perspectives?* *Formation Emploi*, n° 144 <https://www.cairn.info/revue-formation-emploi-2018-4-page-15.htm>

HOMELESSNESS AND EDUCATION

Murphy, S; McKenna, G & Downes, P. (2019). Educational Gaps and Future Solutions A study of the holistic educational needs and experiences of a sample of homeless men in Dublin aged 18-38 Years. Dublin: Peter McVerry Trust. https://pmvtrust.ie/wp-content/uploads/2019/11/PMVT_Full_Education_Report.pdf

HIGHER EDUCATION

Benneworth, P. S., Culum, B., Farnell, T., Kaiser, F., Seeber, M., Scukanec, N., Vossensteyn, J.J., Westerheijden, D. F. (2018). Mapping and Critical Synthesis of Current State-of-the-Art on Community Engagement in Higher Education. Zagreb: Institute for the Development of Education. <https://drive.google.com/file/d/1Fw65Z-zccE6cWGR-83A1nZQqL2n2dlmG/view>

Ninoslav Šćukanec, Karin Doolan, Liz Thomas, Iva Košutić, Valerija Barada (2015). Enhancing Quality in Higher Education by Fostering Equity and Social Inclusion: Overview of E-Quality Project Results. Zagreb: Institute for the Development of Education https://en.iro.hr/wp-content/uploads/2019/01/E_QUALITY_Zavrsna_publikacija_ENG_2015.pdf

SOCIAL INCLUSION

Correia, A; Monteiro, E., Teixeira, V., Kuok, A. & Forlin, C. (2019). The interplay between a Confucian-heritage culture and teachers' sentiments and attitudes towards inclusion in Macau. *European Journal of Special Education Research* 5(2), Available on-line at: www.oapub.org/edu

Forlin, C. (2018). Developing sustainable, accountable and contextually appropriate policy to ensure high-quality inclusive education. *Asian Journal of Inclusive Education* 6(1), 3-20.

Forlin, C., Chambers, D., Loreman, T., Deppeler, J., & Sharma, U. (2013). *Inclusive Education for Students with Disability: A review of the best evidence in relation to theory and practice*. Report to the Australian Government Department of Education, Employment and Workplace Relations & Australian Research Alliance for Children and Youth, Canberra. DOI: 10.13140/RG.2.1.4255.8166

Forlin, C., & Loreman, T. (Eds.) (2014). *Measuring inclusive education*. U.K.: Emerald Group Publishing Ltd. DOI 10.1108/S1479-363620140000003006.

Forlin, C. (2019). Teacher Education and Inclusion in the Asia-Pacific region. In *Oxford Research Encyclopedia of Education*. Ed. Jo Lampert. New York: Oxford University Press. Doi 10.1093/acrefore/9780190264093.013.570

Kieltyka, A. (2017). Ethics and Equity for Inclusion. *International Perspectives on Inclusive Education*, Volume 9. Series Editor Chris Forlin. UK: Emerald.

Sharma, U., Furlonger, B., & Forlin, C. (2019). The impact of funding models on the education of students with Autism Spectrum Disorder (ASD). *Australasian Journal of Special Education*, 1–28

Scorgie, K., & Forlin, C. (2019). Promoting social inclusion: Co-creating environments that foster equity and belonging, *International Perspectives on Inclusive Education*, Volume 13. Series Editor Chris Forlin. UK: Emerald.