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List of all publications by all partners

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The **Consortium** is comprised of 10 academic institutes from different European countries:

1. Belgium, University of Antwerp, Centre for Migration and Intercultural Studies (coordinator) (UA)
2. United Kingdom, Middlesex University, Social Policy Research Centre (MU)
3. Sweden, Stockholm University (SU)
4. Portugal, University of Porto, Center for Research in Education (UPORTO)
5. Netherlands, Erasmus University Rotterdam (EUR)
6. Poland, University of Warsaw, Faculty of Education (UW)
7. Spain, Autonomous University of Barcelona (UAB)
8. Hungary, Central European University, Center for Policy Studies (CPS)
9. Austria, Wien University of Economics and Business, Education Science Group (WU)
10. United Kingdom, University of Sheffield (USFD)

RESL.eu Publications

Publications

Publication 1: Araújo, H.C., Magalhães, A., Rocha, C. & Macedo, E. (2013). *Policies on Early School Leaving in nine European countries: a comparative analysis*. University of Porto, Centro de Investigação e Intervenção Educativas (CIIE),

<https://www.uantwerpen.be/images/uantwerpen/container23160/files/RESL%20Publication%201.pdf>

Publication 2: Kaye, N., D'Angelo, A., Ryan, L., & Lőrinc, M. (2016). *Attitudes of school personnel to Early School Leaving*. Middlesex University,

https://www.uantwerpen.be/images/uantwerpen/container23160/files/Publication%202_revisedfinal.pdf

Publication 3: Nouwen, W., Van Praag, L., Van Caudenberg, R., Clycq, N., & Timmerman, C. (2016). *School-based Prevention and Intervention Measures and Alternative Learning Approaches to Reduce Early School Leaving*. CeMIS, University of Antwerp,

https://www.uantwerpen.be/images/uantwerpen/container23160/files/RESL_Publicatie_A4_v5.pdf

Publication 4: Kaye, N., D'Angelo, A., Ryan, L., & Lőrinc, M. (2017) *Risk and Protective Factors. Findings from the RESL.eu international survey*. Middlesex University, University of Sheffield,

<https://www.uantwerpen.be/images/uantwerpen/container23160/files/Publication%204%20final%20version.pdf>

Publication 5: Van Caudenberg, R., Van Praag, L., Nouwen W., Clycq, N., & Timmerman, C. (2017). *A Longitudinal Study of Educational Trajectories of Youth at Risk of Early School Leaving*. CeMIS, University of Antwerp,

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Publication 6: Tomaszewska-Pękała, H., Marchlik, P., & Wrona, A. (2017). *Finding the way: how to prevent ESL and school disengagement. Lessons from the analysis of educational trajectories of at-risk youth from nine EU countries*. Faculty of Education, University of Warsaw.

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Publication 7: Clycq, N., Nouwen, W., Van Caudenberg, R., Orozco, M., Van Praag, L. & Timmerman, C. (2017). *Theoretical and methodological considerations when studying early school leaving in Europe*. CeMIS, University of Antwerp.

[On the finalization of theoretical framework on the process and tackling of ESL](#)

Publication 8: Lenaerts, K., Kilhoffer, Z. & A. Silva (2017). *Preventive, Intervention and Compensatory Measures aimed at reducing Early School Leaving: Exploring Possibilities of*

Performing a Cost-Benefit Analysis, CEPS.

https://www.uantwerpen.be/images/uantwerpen/container23160/files/WP7_FINAL_CEPS.pdf

Project papers

Project paper 1: Araújo, H.C., Rocha, C. & Macedo, E., Magalhães, A., & Oliveira, A. (2013). *Formulation of a Common Working Definition of ESL: International Contributions*. University of Porto, Centro de Investigação e Intervenção Educativas (CIIE),

<https://www.uantwerpen.be/images/uantwerpen/container23160/files/Project%20Papers/Project%20Paper%201%20-%20Final.pdf>

Project Paper 2: Clycq, N., Nouwen, W., & Timmerman, C. (2014). *Theoretical and methodological framework on Early School Leaving*. CeMIS – University of Antwerp,

<https://www.uantwerpen.be/images/uantwerpen/container23160/files/Project%20Paper%202%20-%20final%20version%20-%2009%2005%202014.pdf>

Project Paper 3: Kaye, N., D'Angelo, A., Ryan, L., & Lőrinc, M. (2014). *Early School Leaving in the European Union: Data Availability and Reporting*. Middlesex University, Social Policy Research Centre (SPRC),

<https://www.uantwerpen.be/images/uantwerpen/container23160/files/Project%20Paper%203%20-%20final%20version%20online.pdf>

Project Paper 4: Clycq, N., Nouwen, W., Braspenningx, M., Timmerman, C., D'Angelo, A., & Kaye, N. (2014). *Methodological approach of the qualitative fieldwork*. CeMIS – University of Antwerp,

<https://www.uantwerpen.be/images/uantwerpen/container23160/files/WP4/RESL%20eu%20Project%20Paper%204%20-%20CeMIS%20%20UA%20-24%2011%202014%20-%20Final%20version.pdf>

Project Paper 5: Kaye, N., D'Angelo, A., Ryan, L., & Lőrinc, M. (2015). *Students' Survey (A1): Preliminary analysis*. Social Policy Research Centre, Middlesex University,

https://www.uantwerpen.be/images/uantwerpen/container23160/files/Project%20Paper%205_Final_Version_revised.pdf

Project Paper 6: Nouwen, W., Clycq, N., Braspenningx, M., & Timmerman, C. (2015). *Cross-case Analyses of School-based Prevention and Intervention Measures*. CeMIS, University of Antwerp,

<https://www.uantwerpen.be/images/uantwerpen/container23160/files/RESL%20eu%20Project%20Paper%206%20-%20Final%20version.pdf>

Project Paper 7: Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N., & Timmerman, C. (2016). *Cross-case Analysis of Measures in Alternative Learning Pathways*. CeMIS, University of Antwerp,

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RESL.eu Policy briefs

Policy Brief 1: Crul, M. & E. Keskiner (2017). Promising Practices Inside and Outside Formal Secondary Education. Rotterdam: Erasmus University of Rotterdam. https://www.uantwerpen.be/images/uantwerpen/container23160/files/RESL_Policy%20Brief%201_final.pdf

Policy Brief 2: Crul, M. & E. Keskiner (2017). Policy Brief for National and Regional Level Policy Makers. Rotterdam: Erasmus University of Rotterdam. https://www.uantwerpen.be/images/uantwerpen/container23160/files/RESL_Policy%20Brief%202_final.pdf

Policy Brief 3: Crul, M. & E. Keskiner (2017). Findings of the Project: protective factors in high-risk educational contexts and other important findings for tackling school disengagement and ESL. Rotterdam: Erasmus University of Rotterdam. https://www.uantwerpen.be/images/uantwerpen/container23160/files/RESL_Policy%20Brief%203_corrected%20final%20version.pdf

Other deliverables of the RESL.eu project: (Set of) evidence-based risk assessment tool(s)

Jasińska-Maciągżek, A. & H. Tomaszewska-Pękała (2017). Reducing early school leaving: toolkit for schools: How to identify and monitor students and schools in need of additional care and support. Warsaw: University of Warsaw. [https://www.uantwerpen.be/images/uantwerpen/container23160/files/Deliverable%205_2_FINAL_9_12_2017\(1\).pdf](https://www.uantwerpen.be/images/uantwerpen/container23160/files/Deliverable%205_2_FINAL_9_12_2017(1).pdf)

Policy Analysis and Field Description - Final Country Reports

Araújo, H. C., Rocha, C., Magalhães, A., & Macedo, E. (2013). *Final Report. Policy Analysis ESL & Field Description – Portugal*. University of Porto/ Centro de Investigação e Intervenção em Educação/FPCEUP.

Carrasco, S., Narciso, L., Pàmies, J., & Pérez, M.J. (2013). *ESL in Spain: towards a policy analysis*. Universitat Autònoma de Barcelona.

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Szalai, J. & Kende, A. (2013). *RESL.eu – Work Package 2 – Part 2. Policy Analysis ESL*. Hungary

Publications in scientific peer reviewed journals based on the RESL.eu data

Gitschthaler, Marie; Van Praag Lore (2018 forthcoming): Transition into the labour market of early school leavers: The importance of weak ties when finding a job. *In: European Journal of Education*.

Gitschthaler, Marie; Nairz-Wirth, Erna (2018 forthcoming): El fracaso escolar en Austria. En: El Abandono Escolar Prematuro en Europa: realidades, políticas y prácticas desde una perspectiva comparada [Early School Leaving in Europe: realities, policy and practice in comparative perspective]. Madrid: *EdiDITORIAL SÍNTESIS (Paperback and ebook)*.

Behtoui A. (2017). Social capital and the educational expectations of young people. *European Educational Research Journal*, 16(4), 487 - 503, Doi: 10.1177/1474904116682248.

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Macedo E., Araújo H.C., Magalhães A. & C. Rocha (2015). La Construcción Del Abandono Temprano de la Escuela como Concepto Político: Un Análisis en la Sociología de la Educación. *Profesorado. Revista de Currículum y Formación de Profesorado*, 19(3), 28-42

Nairz-Wirth, E., Feldmann, K. & J. Spiegl (2017). Habitus conflicts and experiences of symbolic violence as obstacles for non-traditional students. Special Issue; *European Educational Research Journal*, 16(1), 12-29, doi/abs/10.1177/1474904116673644

Ryan, L. & M. Lorinc (2018). Perceptions, prejudices and possibilities: young people narrating apprenticeship experiences, *British Journal of Sociology of Education*, doi/full/10.1080/01425692.2017.1417821

Stam, T. (2017). Reasons and resources: understanding pupils' aspirations in lower vocational Dutch education. *Ethnography and Education*, 12(3), 259-270.

Tomaszewska-Pekala H. & Marchlik P. (2016). Importance and dimensions of ESL in Poland - school staff's perception, *Kwartalnik Pedagogiczny*, 242/2016 (4), 156-169.

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Special issue based on the RESL.eu project: Rocha C., Macedo E., Araújo H.C., Clycq N. & C. Timmerman (2015). Educational policies and early school leaving in Europe, *Educação, sociedade & culturas (special issue)*, 45, 1-197.

Papers in special issue (in order of appearance):

Clycq N., Timmerman C., Macedo E., Rocha C. & H.C. Araújo (2015). Early school leaving and beyond. *Educação, sociedade & culturas*, 45, 7-12.

Clycq N., Nouwen W., Van Caudenberg R. & C. Timmerman (2015). Education in Flanders: balancing social and economic rationales while tackling early school leaving, *Educação, sociedade & culturas*, 45, 13-32.

Ryan L. & M. Lorinc (2015). Interrogating Early School Leaving, Youth unemployment and Neets: Understanding local contexts in two English regions, *Educação, Sociedade & Culturas*, 45, 33-54.

Gitschthaler M. & E. Nairz-Wirth (2015). Education Policies concerning Early School Leaving in Austria, *Educação, Sociedade & Culturas*, 45, 55-74.

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Magalhães A.M., Araújo H.C., Macedo E., Rocha C. (2015). Early School Leaving in Portugal: Policies and actors' interpretations. *Educação, Sociedade & Culturas*, 45, 97-119.

Pérez Benavent, M. J. (2016), From messing about to getting wound up: metaphor and coherence in the stories of five young people who return to CFGM. *Revista de educación nº 373*, pp. 35-56.
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Publications in academic books

Nouwen, W., Van Caudenberg, R. & N. Clycq (forthcoming – 2018). The Role of Religiosity in Students' Perceptions of Student-Teacher Relations, School Belonging and Valuing of Education. In Clycq, N., R. Van Caudenberg, Timmerman, C., Vanheule, D. & S. Ravn (Eds) *Radicalism: Side Phenomenon or Mirror of Society?* Leuven: Leuven University Press.

Van Caudenberg, R., Nouwen, R. & C. Timmerman (forthcoming – 2018). 'We hold on to the ones we have': addressing school mobility in an attempt to reduce early school leaving, a case-study of an urban high school in Flanders 'Imagination and Recognition'. In Timmerman, C., Clycq, N., Levrau, F. & L. Van Praag (Eds) *Multidisciplinary insights of the changing Migration-integration nexus*. Leuven: Leuven University Press.

Title of the book (forthcoming – 2018): Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (2018 - forthcoming) (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge.

Chapter of the book (in order of appearance):

Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (forthcoming - 2018). Introduction: theoretical and conceptual framework. In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

D'Angelo A. & N. Kaye (2018 - forthcoming). Disengaged students: insights from the RESL.eu international survey. In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

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Araújo H.C., Macedo E., Bethoui A., Tomaszewska-Pękała H., Marchlik P., Wrona A. & C. Rocha (forthcoming – 2018). Shaping the policies towards Early School Leaving (ESL) in Portugal, Sweden and Poland. In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

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Van Caudenberg, R., Clycq, N. & C. Timmerman (forthcoming – 2018). A narrative approach exploring youngsters' experiences of schooling and leaving school early in Flanders (Belgium): the stories of Simon and Karim. In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

Marchlik, P., Wrona, A. & H. Tomaszewska-Pękała (forthcoming – 2018). Struggling against the waves or taking another course: School disengagement in the educational trajectories of early school leavers from Warsaw. In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

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Van Praag, L., Keskiner, E., Van Caudenberg, R., Nouwen, W., Stam, T., Clycq, N., Orozco, M., Timmerman, C. & M. Crul (forthcoming – 2018). Switching practices in vocational education: A comparative case study in Flanders (Belgium) and the Netherlands. In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

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Carrasco, S., Ruiz-Haro, I. & B.-Á. Bereményi (forthcoming – 2018). No bridges to re-engagement? Exploring compensatory measures for early school leavers in Catalonia (Spain) from a qualitative approach. In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

Macedo, E., Santos, S.A. & A. Oliveira Doroftei (forthcoming – 2018). Alternative Learning Arenas in Portugal: Hope for Young Adults? In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

Ryan, L. & M. Lőrinc (forthcoming – 2018) The Opportunities and Challenges of Apprenticeships in England: alternative learning arenas or sites of exploitation? In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge

Keskiner, E. & M. Crul (forthcoming – 2018). Conclusion: Lessons learned from the RESL.eu project: Main findings and policy advice. In Van Praag, L., Nouwen, W., Van Caudenberg, R., Clycq, N. & C. Timmerman (Eds). *Comparative Perspectives on Early School Leaving in the European Union*. Oxon: Routledge.

Policy-oriented papers

Szalai J. & A. Kende (2014). *Early School Leaving in the Context of Policy-making in Hungary* Working Paper Series 2014/5, CEU Center for Policy Studies, Budapest.

Macedo E.; Araujo H.C.; Nairz-Wirth E.; Szalai J. (2018 forthcoming; ed.): Special Issue of the European Educational Research Journal (EERJ) <http://journals.sagepub.com/home/eer>

Downes P.; Nairz-Wirth E.; Anderson J. (2018 forthcoming; ed.): Special Issue of the European Journal of Education (EJED). [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1465-3435](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1465-3435)