

## How and where the project operates

- ◆ **Nine countries across Europe** are involved in the RESL.eu project: Belgium, UK, Sweden, Portugal, the Netherlands, Poland, Spain, Hungary and Austria.
- ◆ New **survey** data will be collected among **2,000 pupils** in each country across two different research areas and four different schools (except Hungary and Austria)
- ◆ Two years later, the same pupils will be requested for a **follow-up** survey enquiring about their **trajectory** during the intermediate period.
- ◆ In the meantime, **qualitative interviewing** will take place through contacts with 28 selected pupils consisting of both school stayers (at risk for ESL) and school leavers (ESL).
- ◆ In each country, a group of 100 school **staff** and school **administrators** will be surveyed.
- ◆ In addition, 4 **focus group** discussions with school staff per country will take place.

## Who RESL.eu addresses

- ◆ Local, national and EU policy makers and practitioners
- ◆ Schools and alternative learning arenas
- ◆ Civil society and NGO's in the field of early school leaving
- ◆ Universities and research centres throughout Europe and beyond
- ◆ Media and the general public

## Project Coordinator



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## Partner institutions



United Kingdom  
Middlesex University  
Social Policy Research Centre



Sweden  
Stockholm University



Portugal  
University of Porto  
Center for Research in Education



Netherlands -  
Erasmus University Rotterdam



Poland  
University of Warsaw  
Faculty of Education



Spain - Autonomous University  
of Barcelona



Hungary  
Central European University  
Center for Policy Studies



Austria - Wien University of  
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## Project information

European Commission Officer :  
Monica Menapace  
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## What is RESL.eu about?

RESL.eu aims to provide insights into the mechanisms and processes influencing a pupil's leaving school or training early. In addition, RESL.eu intends to identify and analyze the intervention and compensation measures that succeed in keeping pupils in education or training, in spite of their high risk of ESL, and ultimately, to disclose these insights and good practices to various audiences.

# RESL.eu

Reducing Early School Leaving in Europe

## Thematic research fields

### Policies and good practices

The project's focus is on the development and implementation of education policies, and the transferability of country-specific good practices. Its ultimate aim lies in the development of generic conceptual models based on good practices to predict and tackle ESL that contribute to local, national and EU policies.

### ESL trajectories

The project seeks to understand the mechanisms behind, processes leading to and trajectories following ESL through its focus on the actions, perceptions and discourses of all pupils (ESL and not -ESL) as well as those of significant others (family, peer group, school or alternative learning arena, community).

### Alternative learning arenas

The project intends to build on the success and efficacy of specific measures to tackle ESL and develop creative and innovative approaches for knowledge and skill transfer in a school context or in alternative learning arenas across partner countries.

## RESL.eu key objectives

- ◆ To design common EU **definitions** and concepts on early school leaving and conduct comparative **policy** analyses
- ◆ To collect **data** on youngsters, families, schools and particular research areas across partner countries in Europe
- ◆ Identify characteristics of youth at risk of ESL as well as **protective factors** (such as social support mechanisms, resiliency and agency of pupils, etc.) which may encourage potential ESL pupils to gain qualifications via alternative learning arenas
- ◆ Examine ESL **prevention** in schools and ESL remediation through alternative learning arenas in seven EU member states in order to let **good practices** inform a EU policy on early school leaving

## Benefits for Participants Where **YOU** come in ...

### For Students

- ◆ Opportunity to discuss all aspects of your school experiences
- ◆ Find out how to use your strengths and perceptions to better reach your goals

### For Teachers

- ◆ Actively enhance your understanding of the interaction between individual student, staff, school environment, curriculum, family and community
- ◆ Discover strategies for increasing rates of school completion by collaborating more effectively with your students

### For School Principals & Administrators

- ◆ Create a school wide dialogue about a critical issue with society wide ramifications
- ◆ Revitalize your school environment by implementing new policies based on data obtained from your school