

## **1. Name of consortium PI and PIs of consortium sub-projects and their sites of research, name and abbreviation of consortium**

### ***Transitions and educational trajectories of immigrant youth: A 4-year longitudinal study from compulsory to further education***

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Consortium sub-project PI: Joel Kivirauma, University of Turku

**Others of the school -consortium (OTHER)**

## **2. Background**

Integration of immigrant young people is a growing issue everywhere in European societies as well as in Finland (e.g. Cebolla Boado, 2011; Kilpi-Jakonen, 2011). For a long time, the amount of immigrants used to be considerably lower in Finland than in other European countries, however, this fact is changing quickly: the overall population of non-native residents in Finland in 2012 was 285 471 (5.26 %) and the number of children under 19 years was 41 194 (14.43 % of non-native population) (Statistics Finland 2013). In Helsinki Metropolitan area, as well as in Turku and Tampere, some schools are having more than half of the students coming from non-native families.

Finland as a society, and in particular the Finnish education system, is considered as an example of high equality in general (Ahonen 2002). This truth is apparently based on the results from PISA studies, covering the last grade of Finnish compulsory education only. It is evident that during the Finnish basic education, the safety net is working well, the standard deviation is small between students and only a small amount of the young people will drop-out without completing the compulsory education (0.28 %, Statistics Finland 2010). However, hardly any interest has been paid on analyzing the educational situation of the growing immigrant youth population. A simple cross-tabulation using the PISA-database (e.g. <http://pisa2009.acer.edu.au>) will show that the non-native children in Finland are performing considerable worse than the non-native children in many other countries comparing to the native population (see Itkonen & Jahnukainen 2007). This is true in particular when comparing to countries with a long tradition of dealing with ethnic minorities, like in Canada and Australia. However, at the same time a recent study shows that the immigrant children actually enjoy the schooling more than their Finnish counterparts (Kivirauma, Rinne & Tuittu 2012) – at least during the compulsory schooling.

Although the basic education system in Finland is a non-tracking 9-year comprehensive schooling, the post-compulsory schooling after the lower secondary is divided on two main routes. During the spring of the last year of compulsory education the students are expected to apply to secondary education: either in academic or vocational upper secondary school. This transition period has been found out to be problematic for any Finnish students, but in particular for young people with any kind of learning and/or behavioural difficulties (e.g. Jahnukainen 2007; Kivirauma & Jahnukainen 2001) as well as for immigrant youth (e.g. Järvinen & Jahnukainen 2008; Kilpi-Jakonen 2011; Myrskylä 2011). The hidden curriculum is that if you have any kinds of difficulties related to learning you are expected to apply to vocational education.

The Finnish academic upper secondary school offers limited support services for students with any kind of problems in learning. Because of the difficult nature of this transition period, there has been developed many kinds of models serving students in between the compulsory

and secondary schooling. One option is the optional 10<sup>th</sup> grade (see Jahnukainen 2001) but there is also a specific model focusing on immigrant youth under the umbrella of ‘preparatory and rehabilitative training and guidance’ of vocational education. In Finland – like in other Nordic countries – the municipalities are key actors when it comes to facilitating young people’s transitions from primary to secondary education. Yet the knowledge of the local educational and social policies concerning especially the immigrant youth transitions is inadequate. This deficit has gained academic attention also in Sweden (Lundahl & Olofsson 2013).

Based on the official statistics we can see that the immigrant youth follows rather on the path typical for native Finnish students with learning difficulties than the path of mainstream Finnish students (e.g. Järvinen & Jahnukainen 2008). There is the danger that they will aim low and end up less educated than their native counterparts (e.g. Cebolla Boado 2011). Eventually this affects negatively – not only to the immigrant’s job prospects – but also, on the global economy (OECD 2013). Both the international and the Finnish studies show that in general the actual risk of dropping out has found to be higher for students with immigrant background (e.g. Kilpi-Jakonen 2011). However, the current knowledge consists mainly of register-based investigations (e.g. Kilpi-Jakonen 2011; Myrskylä 2011). Although, they give us a general picture of the post-compulsory transitions, they are lacking the more detailed longitudinal perspective as well as the perspective of the young people themselves.

In a study by Hautaniemi (2004) the life histories and experiences of immigrant youth (more precisely Somali boys) were investigated using qualitative and ethnographical methods. Although the study is not focusing on education, it reveals that the ways in which the Finnish authorities attempt to stress the best interests of children in general do not necessarily coincide with the ways in which the boys and their transnationally dispersed families see their situation. On the basis of many international studies it is clear that the language forms the basis for success at school. This presents a major challenge for the majority of immigrant pupils corresponding to the culture of origin and the parents’ level of education. Differences between the majority population children’s and immigrant children’s schooling may be linked to appreciation of education, collective peer pressure and social background, as well as migration timing and degree of integration into the new culture. There has been a great shift in immigrant research (Gordon 1964) moving from assimilation approach through the melting pot to approaches focussing on cultural pluralism. Most used approaches have been such as Berry’s acculturation strategies and Ogbu’s division of voluntary and non-voluntary minorities. Berry argues, that for the immigrants’, the building of a new relationship between the old and the new culture is essential, in particular what to keep from their old culture and to embrace from the new (Berry 1997). According to Ogbu, the key to understanding circumstances of immigrants is the personal migration history, moreover, whether the person is voluntary or non-voluntary minority. Diverse migration histories provide a frame of reference for new interpretation of culture (Ogbu 1987; Ogbu & Simons 1998). Link to education is shaped in the field of these various strategies and historically shaped and influenced interpretations of these approaches.

This consortium is combining the expertise from two universities related to the longitudinal studies of at-risk youth, comparative educational policy analysis and educational research on immigrant children and families in Finland. The proposed study will continue the both consortium PI’s research interest related to the life-courses and transitions of young people in vulnerable positions (e.g. Jahnukainen 1997; 2001; 2004; 2009; Järvinen & Jahnukainen 2001; 2008; Kivirauma 1995; Kivirauma & Jahnukainen 2001). This research interest is typically utilizing

person-oriented perspective looking beyond the average and the statistical probabilities focusing rather on cases (including the typical as well as extreme cases) and groups (e.g. Jahnukainen 1999; 2007; 2009; Jahnukainen & Järvinen 2005; Kivirauma & Jahnukainen 2001).

The collaboration of the senior team is based on a more than decade long series of comparative research of the research groups of the two universities. The researchers from University of Helsinki are working in the Research Unit on New Politics, Governance and Interaction in Education (KUPOLI) headed by Professor Hannu Simola. The project elaborates the findings of the research unit's and its collaborators previous studies on school choice politics, educational family strategies and social segregation (e.g. Seppänen et al. forthcoming; Simola et al. 2009; 2011; Varjo et al. in print).<sup>1</sup>

The researchers from University of Turku are working in the Center of Research on Lifelong Learning and Education (CELE) headed by Professor Risto Rinne. CELE has committed several comparative and national research projects on educational politics, educational trajectories and social and educational inclusion and exclusion.<sup>2</sup> Researchers at the University of Turku have also been studying the status and education of immigrants from various perspectives. Studies on skilled immigrant employment (Kyhä 2011), immigrant's exercise ratio (Zacheus, Koski, Rinne & Tähtinen 2012; Zacheus 2010) and elementary school functionality from immigrant's perspective (Klemelä, Tuittu, Virta & Rinne, 2011; Kivirauma, Rinne & Tuittu 2012), have been conducted. This research project proposal forms a solid continuum following a study concerning immigrant children's experiences in basic education in Turku, Finland.

### 3. Objectives

The proposed research project is aiming to explore more deeply, and more holistically than the previous register-based or cross-sectional studies the transitions of immigrant youth from the compulsory school to the secondary education, including also the students who are not embarking the further education directly after the 9<sup>th</sup> grade, as well as those who may drop-out /interrupt their studies after initially starting at the upper secondary level. The ultimate goal is to reach a comprehensive picture of the variety of trajectories possible for this group, compare those to the native counterparts' trajectories and explain the transition mechanisms. This main task can be divided on two parts: 1) *transition experiences* is focusing on detailed information about the decision making process and the experienced support related to these decisions as well as the experiences during the upper secondary education, 2) *educational trajectories and subgroups* is focusing on the detailed description of the post-compulsory activity of the study group.

Contemporary research on immigration has mainly focused on reaching understanding about individual choices and attitudes behind them, or had the structural, often register-based

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<sup>1</sup> Since the late 1990s, four major comparative research project: *Education Governance and Social Integration and Exclusion in Europe* (EGSIE, 1998–2000, funded by the TSER/EU), *Decentralization and Professionalism: The Construction of the New Teacher in the Nordic Countries* (NOS, 1999–2001, funded by the Nordic Social Science Research Councils), *Fabricating Quality in European Education* (FabQ, 2006–2009, funded by the Academy of Finland and other EUROSCORES funding agencies), *Parents and school choice: Family Strategies, Segregation and School Policies in Chilean and Finnish Basic Schooling* (2010–2013, funded by the Academy of Finland and Comisión Nacional de Investigación Científica y Tecnológica de Chile).

<sup>2</sup> CELE has co-operated with KUPOLI in those research projects mentioned above and in addition to those also participated in GOETE (*Governance of Educational Trajectories in Europe. Access, Coping and Relevance of Education for Young People in European Knowledge Societies in Comparative Perspective*) and several research projects on *trajectories and transitions in primary school, upper secondary school, special education and immigrant schooling in Turku*.

settings. We aim to combine these two approaches by using the theoretical concept of *dynamics*. We see that previously mentioned approaches lead often to either overemphasizing of the individual and minority cultures at the expense of understanding the structural causalities behind them or too restricted determinism of the structures (Voyer 2013). By illustrating educational trajectories and transitions as a dynamic process of interplay between individuals and structures, we seek to balance the causal explanations and the individual interpretations.

We aim to emphasize both the insecurity and openness of the horizon of expectations and the relative freedom of more or less conscious actors and the historical roles of actors, institutions and structures. Within the dimensions of actors, institutions and structures we will model dynamics in a new way that will “deal with the possibility of events, but do not reduce these events to deductible, predictable consequences”. In order to grasp the possibilities and limitations – the *spielraum* of the trajectories – the aim is to elaborate, contrast and reveal the dynamics of the structure and actor in different positions. (Kauko et al. 2012a; 2012b; Kauko 2011; Palonen 2006.)

| <b>Table 1: The research questions with the corresponding objectives and hypotheses</b>                              |  |   |
|--|--|---|
| <b>Main Research Question</b>  | How we can describe, understand and conceptualize the dynamics of post-compulsory trajectories of immigrant youth?   |   |
| <b>Main Research Objective</b>   | To describe and compare the post-compulsory trajectories of immigrant youth and explain the mechanism behind these transitions reconstructed in terms of relations between essential discursive formations and practices, main actors and institutions in an empirical comparative study focusing on immigrants and natives and on the contexts of Turku and Helsinki Metropolitan area. |   |
| <b>Research Questions</b>  | <b>Research Objectives</b>   | <b>Working hypotheses</b>   |
| Q1: How do immigrant youth experience and express their post-compulsory transitions?                                 | O1: To describe how the transition decisions are made during the 9 <sup>th</sup> grade   | H1: Although the further education aspirations do not differ significantly between immigrants and native Finns, the actual possibilities will narrow the decisions. |
|  | O2: To elaborate the transition support during and after the 9 <sup>th</sup> grade   |   |
|  | O3: To reveal the experienced obstacles in further education   |   |
| Q2: How the educational trajectories of the immigrant youth are constructed within different subgroups and contexts? | O4: To produce data and insight about the career choices during the 9th grade  | H2: The pathways starts to differ during the first Fall after the compulsory schooling and continues to differ during the following years.                          |
|  | O5: To follow the study group through the first three critical transition years  |   |
| Q3: What kind of local policies and practices are involved in the immigrant youth post-compulsory transitions?       | O6: To elaborate the possible and probable educational trajectories  | H3: The local policies and practices targeted to immigrant youth post-compulsory transitions are diversified and fragmented.  |
|  | O7: To investigate the supportive actions and obstacles of the trajectories  |   |
|  | O8: To construct and contrast the local institutional spaces for immigrant youth post-compulsory transitions   |   |

#### 4. Research methods and material, ethical issues

The work packages (WP) and related methods and materials are described in Table 2 below. In pursuit of the main research objective through the testing of the working hypotheses (H1–H3), the practical work is divided into 6 work packages (WP1–WP6), all of which penetrate the research foci. The first and last work package has a specific focus on policy level and work packages 2–5 will focus on levels of experienced trajectories and transitions. In other words, the study of the *Spielraum* and the actions of the youth within it advances hand in hand.

*Research agenda.* The empirical basis for this longitudinal study is to follow along a large enough group of students with immigrant background starting during the last year of compulsory education (Grade 9) and continuing the 3 consecutive years. This follow-up period is long enough for many of the target group members to be able to graduate from the secondary education; it is also long enough to follow the critical transition years of those young people who do not continue at the upper secondary right after compulsory schooling. Secondly we position the actor, the young immigrant, to surrounding structures by analysing and comparing the institutional settings: the educational system, supportive and accommodative actions, policies and practices, numbers and figures.

*Context.* To grasp the local variety, the study will be performed simultaneously in two major cities, in Helsinki Metropolitan area, and in the region of city of Turku in southwest Finland, in which the share of immigrant population is among the highest in Finland (appr. 8 % and 5 %). The starting point will be to explore and select two lower secondary schools from both geographical areas with known concentration of immigrant students (4 schools altogether). After getting the ethical and research permits from the school board/principals and the families when necessary the post-doctoral researchers will start an intensive participatory period at the study schools. The aim is to get to know the teachers as well as the students, and inform everybody about the aims of this study.

*Target group.* During the career counselling lessons, every grade 9 student – at the final year of comprehensive school – (with parental consent) will fill out an initial questionnaire related to the post-compulsory plans. This questionnaire will entail also questions related to the students’ background and previous school career. During grade 9, all the students with immigrant background will be also group-interviewed, and a plan for ways of getting in touch after leaving the school will be created. We are aiming to recruit as many as possible of the students with immigrant background to the follow-up, but the estimation of the theoretical maximum lies around 50 to 100/ school (this is based on the estimation of an average lower secondary schools size of 300 students meaning 100/grade level, and the estimation of 50 % of students with an immigrant background). In addition to the immigrant population, a gender-matched equal-sized control group of native Finns will be recruited from every school.

|              | Helsinki metro area | Turku region     | Total            |
|--------------|---------------------|------------------|------------------|
| Immigrants   | 100 – 200           | 100 – 200        | 200 – 400        |
| Native       | 100 – 200           | 100 – 200        | 200 – 400        |
| <b>Total</b> | <b>200 – 400</b>    | <b>200 – 400</b> | <b>400 – 800</b> |

*Methods.* The basic corpus of the study will consist of focus group analyses and in-depth thematic interviews targeted to immigrant pupils. The comparative and longitudinal design will also be based on four surveys and follow up phone interviews. All questionnaires will be in electronic format, which helps keeping in track of the target group members after leaving the compulsory school. The interviews will be organized following a semi-structured manner. The mixed methods will be employed in analyzing the data. This means that we will use quantitative information from questionnaires and combine that with the qualitative information from the interviews. Although the material will be used interlocked, the surveys will give an insight of the

*educational trajectories and subgroups*, and the interviews enables specific focus on the *transition experiences* of the immigrant youths. During the follow-along the main interest will be to analyze the different educational trajectories focusing in particular to the positive changes during the years (e.g. Jahnukainen 2009).

The contextual and historical perspectives will be achieved with a documentary material that covers the provision of education at local level and includes all relevant documents and statistics that are public and accessible. The documentary analyses will be completed and contextualised by means of thematic interviews. The interviewees will be experts in providing, managing or evaluating compulsory and post-compulsory education, especially targeted for the immigrant youth at local level.

The empirical objectives are formulated into Work Packages (WPs), units of collection, organization, analysis, and interpretation of data (see Table 2). The first work package (WP1) will be to carry out a historical content analysis of the institutional space. Earlier research and documentary material will be reviewed. After this interviews will be conducted with local experts (teachers, study counselors) (WP2). In the next stage the interview material will be juxtaposed with the policy analysis, thus formulating the *Spielraum* for the agencies; the analysis of the structures (local policies) and the institutions (school) contextualizes the possibilities for the actors (the immigrant youth).

Structural, questionnaire based data (WP5), analyzed by means of multivariate methods, will frame the interview component of the study (WP3–WP4) and form the core of the follow up of the trajectories. We seek to access the structural level of the transformations through the policy analysis (WP1), and the level of pupils by surveys and interviews (WP3–WP4). Finally, we aim to analyse the dynamics of the transformations from the local perspectives (WP6).

The basic thinking behind WP6 is that in order to reach the level of political importance, comparative research on education needs a strong and ambitious theory-based and mixed methods framework with the potential to incorporate the socio-historical complexity, relationality and contingency of the research object. The main idea is that if we say something about dynamics we can better understand and compare the patterns and complexities in local contexts.

*Ethical issues.* The research permits will be obtained first from the local educational authorities and then from the selected study target schools and finally for the parents. The teachers, parents and students will be fully informed about the nature of this longitudinal study and its voluntariness. An informed consent will be asked from every student and their parents/guardians. They have the right to interrupt the study in any phase of the study. The longitudinal design will need to establish a register of the names and contact information of the participants. The data will form a database, with a publicly accessible description of the file and its use according to guidelines of The Office of the Data Protection Ombudsman. Only the research team members will have the access to this register, which will be storage on a separate hard disk and secured with password in the servers of the University of Helsinki. After the datasets have been combined, all the personal information will be deleted and the analysis as well as reporting of the results will be made anonymously. The names of the study schools will not be reported in any phase of the research. The data will remain confidential throughout the research project and will be handled in compliance with Finnish legislation. In the case of any doubt about ethical procedures we will consult the Ethical Board of the Faculty of Behavioural Sciences (University of Helsinki).

*Risk management.* Any longitudinal research has a great challenge with avoiding the attrition. It is well-known that in particular the follow-up studies focusing on vulnerable group of people are often facing a heavy decrease of participants during the years (e.g. Phelps, Furstenberg & Colby 2002). In this study we are paying extra effort to get the target group members to commit with this research during the first year of study (grade 9 for students). Every school will have one post-doctoral researcher as a designated contact person, who is also conducting most of the interviews. S/he is spending a considerable time at the study school during the initial phase of the study. The first connection after end of grade 9 will be made during the early summer, when the information about the results of the upper secondary application process is published. Again, the next connection will be made during the early Fall, and then yearly. The connection will be made by phone and emails. Also closed, separate Facebook groups will be established for every study school to keep up the connection and maintaining the communication between study phases. The study participants will be also informed about the main results of the study using this media. The previous follow-up studies show that the participants are often highly interested in getting to know about the follow-up results concerning their own study group (e.g. Jahnukainen 1997; 2004; Kivirauma 1995). In addition to the abovementioned ways of personal connections, we will – if needed – also use career counselors professional connections to be able to contact these students during the transition period. Consents for using this official channel will be asked from students and parents during the 9<sup>th</sup> grade.

## **5. Implementation: timetable, budget, distribution of work**

### *5.1 The Team and its merits*

The Research Team (RT) will consist of the applicant Professor Markku Jahnukainen as the Principal Investigator (PI), Professor Joel Kivirauma (sPI), Advisory Board (AB) and four post-doc researchers (R1–4). The competences of the PI as well as sPI cover the research project as a whole, with expertise in multidisciplinary area of educational sciences (special education, vocational education, education policy) and youth research and expertise in follow-up studies among young people in vulnerable positions (see the CV of the PI and sPI). The Advisory Board consists in addition to PIs of two eminent professors from the field of Sociology and Politics of Education: senior researchers Professors Risto Rinne and Hannu Simola. The specific competences of Rinne (SR1) and Simola (SR2) are comparative research education politics research and socio-historical discourse analysis. The four post-doc researchers are specialized in dynamics in policymaking and governance (R1, Janne Varjo), educational family strategies (R2, Mira Kalalahti), acculturation and education of immigrants (R3, Tuomas Zacheus,) and access and selection in Higher Education (R4 Hanna Nori). All of the team members have published or are publishing in highly visible peer-reviewed international journals. A practical benefit is that all post-doctoral researchers have previous work experience with the secondary level young people as a teacher and/or career counselor or special educator.

### *5.2. Work plan*

Table 2 below gives details of the timetable and the distribution of the work. The pace for the whole project is set through intermediate goals and work packages (WP) and deliverables. The post doc researchers (R1-4) will author or coauthor multiple articles. In addition the PI will have responsibility for the edited book.

| Table 3. Intermediate goals and deliverables   |               |  | -14 | -15 | -16 | -17 | -18 |
|--|---------------|--|-----|-----|-----|-----|-----|
| <b>Work Package 1: Institutional space/ <i>Spielraum</i></b>                                   |               |  |     |     |     |     |     |
| Focus  |               | Administrative data analysis; Documentary analysis   |     |     |     |     |     |
| IG1  |               | To discover the institutional spaces / <i>Spielraum</i> of the immigrant post-compulsory transitions   |     |     |     |     |     |
| Deliverable  | R1-R2 & R3-R4 | Review articles: The elements of institutional space of immigrant post-compulsory transitions  |     |     |     |     |     |
| Deliverable  | R1-4          | Article: Contrasting local spaces of immigrant post-compulsory transitions   |     |     |     |     |     |
| <b>Work Package 2: Main actors and institutions</b>  |               |  |     |     |     |     |     |
| Focus  |               | Intensive visits at study schools, presentations for teachers/parents/students   |     |     |     |     |     |
| IG2  |               | To illustrate the positions, intentions and possibilities of the actors involved with processes concerning educational trajectories of immigrants in local contexts. To set up the follow-up groups by first survey. |     |     |     |     |     |
| Deliverable  | PI/R1-4       | Article: Career choices and aspirations: A comparison between immigrant and native youth   |     |     |     |     |     |
| <b>Work Package 3: Transition to secondary</b>   |               |  |     |     |     |     |     |
| Focus  |               | Preliminary analysis of the questionnaires and formation of the final study group; group discussions /interviews I; A check-up phone interviews during the summer (immigrants only)                                  |     |     |     |     |     |
| IG3  |               | To explore transition strategies and decision-making processes; To elaborate the first transition phase  |     |     |     |     |     |
| Deliverable  | R1-4          | Article: The first year after transition: paths and strategies   |     |     |     |     |     |
| <b>Work Package 4: Composing transition experiences of the immigrants</b>                      |               |  |     |     |     |     |     |
| Focus  |               | Check-up phone interviews early September; analysis of the interview data; selected interviews focusing on the extreme trajectories (drop-outs, NEET etc.), immigrants only  |     |     |     |     |     |
| IG4  |               | To build up the initial educational trajectories   |     |     |     |     |     |
| Deliverable  | R1-4          | Article: Explaining the dropping out of education. Immigrant youth perspective   |     |     |     |     |     |
| <b>Work Package 5: Revealing and contrasting educational trajectories of subgroups</b>         |               |  |     |     |     |     |     |
| Focus  |               | Electronic questionnaires I-IV about the post-compulsory situation (background, plans, current situation), all groups  |     |     |     |     |     |
| IG5  |               | To elaborate the diversification of trajectories   |     |     |     |     |     |
| Deliverable  | R1-4          | Article: Trajectories and post-compulsory school life-courses of immigrant youth: A 4-year follow-up   |     |     |     |     |     |
| <b>Work Package 6: Constructing the dynamics of the immigrant trajectories and transitions</b> |               |  |     |     |     |     |     |
| Focus  |               | Synthesis of previous datasets and articles  |     |     |     |     |     |
| IG6  |               | To analyse how the immigrant youth capitalize on existing situations, possibilities and risks; how do they 'play with contingency'   |     |     |     |     |     |
| Deliverable  | PI, AB, R1-4  | Book: Contrasting the immigrant transitions in varying spaces  |     |     |     |     |     |
| Deliverable  | PI, AB, R1-4  | Symposium  |     |     |     |     |     |

## 6. Researchers, research environment and mobility

### 6.1 Site(s) and research environment

*University of Helsinki:* The intellectual environment of the project in Helsinki, the *Research Unit on New Politics, Governance and Interaction in Education* (KUPOLI) headed by the SR2 (Prof. Hannu Simola). KUPOLI is part of the *Research Centre for Sociology of Education* (SOCE), which has three other research groups: the research unit for *Cultural and Feminist Studies in Education* (KUFÉ), the research group for *Learning in a Multicultural Society* (LOMS) and the research group for *Learning and Identity of Multilingual Children in and out of School* (FLIS). SOCE recently received a full set of excellent and outstanding marks in the *International Evaluation*

*of Research and Doctoral Training at the University of Helsinki 2005–2010*. The SR2 also directs SOCE, which offers a highly enthusiastic, innovative and excellent research environment. As evidence of this, it will continue its 14-year tradition of holding an annual *Seminar on Education, Society and Culture* in the spring, launching the first *International Conference on Justice through Education*.

*University of Turku: The Centre for Research on Lifelong Learning and Education (CELE)* was founded in the University of Turku in 2001. The research centre supports and is one core of the field of the research on learning and education appointed as one of the five strong top research areas at the University of Turku. The centre is an academic community of about 30 researchers and research assistants and it is a network of academics including a great number of researchers from several departments and different fields of sciences of the University of Turku.

The researcher network carries out extensive and multidisciplinary research on learning and education as part of a person's whole life span at national and international comparative levels. CELE has successfully participated in several EU-funded research projects as well as numerous other internationally and nationally funded projects. The research in the centre is based on the research tradition of lifelong learning developed at the University of Turku and especially on the research traditions of sociology of education, history of education, adult education, higher education, educational politics and comparative education. The centre coordinates research by directing research projects all the more strongly towards international comparative research in the new global and local activity and learning environments.

*Nordic Centre of Excellence: KUPOLI and CELE* have both been appointed in 2013 as the part of *Nordic Centre of Excellence in Education for Tomorrow* (NordForsk: 2013–2018). They are also coordinating the *Finnish Doctoral Programme in Education and Learning* (FiGSEL), which is the widest graduate school in the field of education in Finland. In addition they are carrying out the *Master's Degree Programme in Sociology and Politics of Education* (KSP) and are members of the *Finnish Youth Research Society* (YUNET).

## 6.2 Collaboration, networks and using the national/international infrastructure

The national and international collaboration and infrastructure will be utilized both in terms of personal networks and institutional affiliations. Especially the senior members of the team are renowned researchers at their fields. Also the established research environments at both universities offer possibilities for collaboration. The networks within *The Nordic Centre of Excellence* are valuable for the mobility of the researchers – and for the promotion of the symposium and the edited book. *The NCoE* offers an exceptional platform of the mobility of the researchers. Especially it enables the close cooperation with the research project *Unsafe transitions. School to work transitions of young people at risk in a longitudinal perspective*, headed by Professor Lisbeth Lundahl (Umeå University). Besides the research network the *NCoE* is able to support financially visiting research fellows.

## 7. Researcher training and research careers (when the funding applied for goes to a research team)

### 7.1 Researcher training, doctoral studies and the promotion of careers

The senior researchers are involved in researcher training in various ways: *Sociology and Politics of Education Master Program (KSP)* covering four Finnish universities and the *Finnish International Doctoral Program of Education (FiDPEL)*, for instance. PI Jahnukainen is a board member of the newly established doctoral program (ie. graduate school) of Schooling, Education, Society and Culture (SEDUCE) in Faculty of Behavioral Sciences of University of Helsinki. Consequently the project is in a good position in terms of attracting talented Master's and Doctoral Students. The team will offer four senior and four junior researchers as supervisors of doctoral theses, and hence advance and support the career development of the junior researchers. Further, the empirical collaboration at the international sites will provide invaluable networking opportunities for the junior researchers. Research on learning and education is one of the areas of strength in research at the University of Turku and in that field produced high-quality research which has attracted worldwide attention. UTUGS has devoted to the field the *Doctoral Subprogramme on Educational Policy, Lifelong Learning and Comparative Education (KEVEKO)* The KEVEKO program is working under CELE and directed by Professor Rinne. KEVEKO is also organizing a lot of research training courses in the doctoral program, in which research project will be a part. The researcher training is largely conducted in the research groups. Because of high quality researcher training UTUGS devoted to KEVEKO eight researcher training posts for 2014–2018.

## 7.2 Gender equality

Males and females are equally represented within the research units, where the project is based. The composition of research teams varies with respect to gender, and two of the eight researchers in this team are female. Gender aspects will be approached as empirical phenomena in the analyses of equity and equality, especially in relation to the distribution of agency and power in families in the context immigrant trajectories and transitions.

## 8. Expected results and possible risks

*Expected results.* The proposed study will produce detailed research-based information for the on-going discussion about the life-course of youth with immigrant background and their integration into post-compulsory education using a longitudinal perspective. The analysis of policies and practices in different local policy-in-action contexts and socio-cultural milieus will enable both policy makers and practitioners to assess the impacts of particular forms of policies, as well as their effects on the consensual aim of maintaining the Finnish education system as a common and shared school for immigrant youth also. The results will have both academic as well as societal implications at the educational policy level nationally as well as internationally.

*Risks.* The research team understands the stigmatisation and stereotypical categorisations as a special risk involved in investigating politically and ethically sensitive group as the immigrant youth. In order to manage this risk, special attention will be paid on sensitive participation and the anonymity issues during the field work, analysis and overall reporting. In terms of the possible risk in implementation of the research plan, the greatest risk in this kind of study is the possible attrition. However, the research team has extensive experience of different kinds of longitudinal research. The extra effort is made in committing the schools and the individuals to participate in this research (see risk management).

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