

Dear all,

We welcome you to the 14th 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 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 (vanpraag@essb.eur.nl), 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.

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,

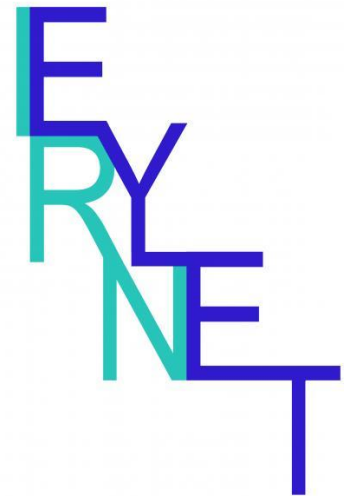
Paul Downes, Educational Disadvantage Centre, Institute of Education, Dublin City University

Stephen Lamb, Center for International Research on Education Systems (CIRES), Victoria University, Australia

Lore Van Praag, Erasmus School of Social and Behavioral Sciences (ESSB), Erasmus University Rotterdam

Russell W. Rumberger, California Dropout Research Project (CDRP), University of California

Guofang Li, Transnational/Global Perspectives of Language and Literacy Education of Children and Youth, University of British Columbia



SPOTLIGHT RESEARCHER: EVA KLEMENCIC MIRAZCHIYSKI



Dr. Eva Klemenčič-Mirazchiyski is a Research Councillor and Head of the Centre for Applied Epistemology at the Educational Research Institute (Slovenia). The centre conducts all OECD and IEA international large-scale student assessments (ILSAs) in which Slovenia participates. Eva serves as the National Research Coordinator for three ILSAs —PIRLS, ICCS, and ICILS—while also acting as a research leader or team member on numerous other research projects. Her research interests span ILSA, citizenship education, the didactics of sociology, the sociology of education, computer and information literacy, reading literacy, and theories of knowledge. She holds an Associate Professor position in Sociology at the International School for Social and Business Studies (Slovenia) and in the Sociology of Education at AMEU - Institutum Studiorum Humanitatis (Slovenia), where she supervises Master's and

PhD students' theses. Dr. Klemenčič-Mirazchiyski provides research-based insights on contemporary educational issues on national media.

The driving force behind all her research and teaching activities is a commitment to improving education. When asked about her main research focus, she describes it as an interdisciplinary approach to education, respecting the structure of educational systems while considering the characteristics of individual students as well as school and out-of-school factors.

RECENT ARTICLES EVA KLEMENCIC MIRAZCHIYSKI

Klemencic Mirazchiyski, E. (2024). Perceptions of Ukrainian and other refugees among eighth-graders in Slovenia: characteristics of students towards inclusion of refugee students in mainstream schools. *Social sciences*, vol. 13, no. 7, 1-19, doi: 10.3390/socsci13070371.

Lep, Ž., Klemencic Mirazchiyski, E., Mirazchiyski, P. (2023). The relative effect of job demands, resources, and personal resources on teaching quality and students' engagement during the COVID-19 pandemic. *Frontiers in psychology*, vol. 14, doi: 10.3389/fpsyg.2023.1282775.

Peras, I., Klemencic, Mirazchiyski, E., Japelj Pavešić, B., Mekiš Recek, Ž. (2023). Digital versus paper reading: a systematic literature review on contemporary gaps according to gender, socioeconomic status, and rurality. *European journal of investigation in health, psychology and education*, vol. 13, no. 10, 1986-2005, doi: 10.3390/ejihpe13100142.

Trunk, A., Klemencic Mirazchiyski, E., Štremfel, U., Stubelj, I. (2023). Attitudes on (future) EU integration and cooperation among youth: regional divide?. *Human Systems Management*, vol. 42, no. 3, 305-324, doi: 10.3233/HSM-220055.

Javornik, Š., Klemencic Mirazchiyski, E. (2023). Factors contributing to school effectiveness: a systematic literature review. *European journal of investigation in health, psychology and education*, vol. 13, no. 10, 2095-2111, doi: 10.3390/ejihpe13100148.

Mirazchiyski, P., Klemencic Mirazchiyski, E. (2023). Students' and teachers' perceptions of students' academic outcomes in Slovenia: evidence from REDS data. *Large-scale assessments in education*, vol. 11, art. 23, 1-34, doi: <https://doi.org/10.1186/s40536-023-00173-9>.

Trunk, A., Klemenčič Mirazchiyski, E., Mirazchiyski, P. (2022). Attitudes towards future unemployment and European cooperation to reduce unemployment among 8th graders in EU/European countries. *European journal of investigation in health, psychology and education*, vol. 12, no. 2, 218-235, doi: 10.3390/ejihpe12020017.

Klemencic Mirazchiyski, E., Bezjak, S., Krauss, A., Osmanović, S., Trunk Širca, N., Koren, A., et al. (2022). Migrants and school inclusion: the main findings from the RoMigScProject. *International journal of management in education*, vol. 16, no. 4, 339-360, doi: 10.1504/IJMIE.2022.10047630.

Klemencic Mirazchiyski, E., Mirazchiyski, P. (2021). Stališča osmošolcev v Sloveniji o vlogi vere pri vplivu na družbo: analiza podatkov ICCS [Attitudes of eighth-graders in Slovenia on the role of religious influence in society: an analysis of ICCS Data]. *Bogoslovni vestnik*, vol. 81, no. 1, 185-197, doi: 10.34291/BV2021/01/Klemencic.

Dermol, V., Klemenčič Mirazchiyski, E., Trunk, A., Cayir, K., et al. (2021). Teachers' competencies for working in an intercultural environment. *Human Systems Management*, no. 5, vol. 40, 711-721, doi: 10.3233/HSM-211206.

Skela-Savič, B., Klemencic Mirazchiyski, E., Lobe, B. (2021). Perceptions of Slovenian elementary schoolchildren on nursing and nurses: exploratory study. *Nurse education in practice*, vol. 53, no. 1, doi: 10.1016/j.nepr.2021.103083.

RECENT BOOK CHAPTERS EVA KLEMENCIC MIRAZCHIYSKI

Klemencic Mirazchiyski, E., Bezjak, S., Mirazchiyski, P. (2024). Inclusive educational systems around the globe: evidence from international comparative large-scale student assessments. In: Downes, Paul et al. (Eds.), *The Routledge international handbook of equity and inclusion in education* (pp. 162-179), doi: 10.4324/9781003282921-12.

Klemencic Mirazchiyski, E., Štremfel, U., Alfirević, N., Najev Čačija, L. (2023). Education policies and reforms in Slovenia and Croatia: shared history, diverging paths. In: Krejsler, J. B., Moos, L. (Eds.), *School policy reform in Europe: exploring transnational alignments, national particularities and contestations* (pp. 237-259), vol. 22, doi: 10.1007/978-3-031-35434-2_11.

Klemencic Mirazchiyski, E. (2021). The role of IEA's civic and citizenship education studies in the development of civic and citizenship education in Slovenia. In: Malak-Minkiewicz, B., Torney-Purta, J. (Eds.), *Influences of the IEA civic and citizenship education studies: practice, policy, and research across countries and regions* (pp. 161-172), doi: https://doi.org/10.1007/978-3-030-71102-3_14.

RECENT BOOKS EVA KLEMENCIC MIRAZCHIYSKI

Klemencic Mirazchiyski, E. (2024). *Kako mladi vidijo Evropo - zaznave osmošolcev o Evropi in Evropski uniji: nacionalno poročilo Evropskega regionalnega modula ICCS 2022* [How Young People See Europe - Perceptions of Eighth-Grade Students About Europe and the European Union: National Report of the European Regional Module ICCS 2022]. Ljubljana: Pedagoški inštitut.

Klemencic Mirazchiyski, E. (2023). *Mednarodna raziskava državljske vzgoje in izobraževanja (IEA ICCS 2022) : nacionalno poročilo - prvi rezultati* [International Civic and Citizenship Education Study (IEA ICCS 2022): National Report - Initial Results]. Ljubljana: Pedagoški inštitut.

Klemencic Mirazchiyski, E., Mirazchiyski, P. (2023). *Mednarodna raziskava bralne pismenosti (IEA PIRLS 2021): nacionalno poročilo - prvi rezultati* [International Reading Literacy Study (IEA PIRLS 2021): National Report - Initial Results]. Ljubljana: Pedagoški inštitut.

Klemencic Mirazchiyski, E., Pertoci, N., Mirazchiyski, P. (2021). *Mednarodna raziskava motenj izobraževanja v času epidemije covid-19: nacionalno poročilo - prvi rezultati* [Responses to Educational Disruption Survey: National Report – Initial Results]. Ljubljana: Pedagoški inštitut.

Klemenc Mirazchiyski, E., Mirazchiyski, P. (2020). *Bralna pismenost četrtošolcev in četrtošolk v Sloveniji: nacionalno poročilo Mednarodne raziskave bralne pismenosti (IEA PIRLS 2016 in ePIRLS 2016)* [Reading Literacy of Fourth-Grade Students in Slovenia: National Report of the International Reading Literacy Study (IEA PIRLS 2016 and ePIRLS 2016)]. Ljubljana: Pedagoški inštitut.

Klemenc Mirazchiyski, E., Mirazchiyski P., Novak, J. (2019). *Državlјanska vzgoja v Sloveniji: nacionalno poročilo Mednarodne raziskave državljanske vzgoje in izobraževanja (IEA ICCS 2016)* [Civic and Citizenship Education in Slovenia: National Report of the International Civic and Citizenship Education Study (IEA ICCS 2016)]. Ljubljana: Pedagoški inštitut, doi: 10.32320/978-961-270-301-1.

Klemenc Mirazchiyski, E., Mirazchiyski, P, Novak, J. (2019). *Kako mladi vidijo Evropo - zaznave osmošolcev o Evropi in Evropski uniji : nacionalno poročilo Evropskega regionalnega modula ICCS 2016* [How Young People See Europe - Perceptions of Eighth-Grade Students About Europe and the European Union: National Report of the European Regional Module ICCS 2016]. Ljubljana: Pedagoški inštitut, doi: 10.32320/978-961-270-308-0.

NEW PUBLICATIONS FROM IRNEYET MEMBERS

HIGHER EDUCATION

Corrales-Herrero, H. and Rodríguez-Prado, B. Mapping the Occupations of Recent Graduates. The Role of Academic Background in the Digital Era. *Research in Higher Education* (2024), Volume 65, pages 1853–1882.

Vazquez Mendoza, L & Downes, (2014). Motivations and Experiences of Working Class Student Teachers from DCU Local Community Outreach Hubs to Promote Access to the Teaching Profession. Dublin: DCU Educational Disadvantage Centre. https://www.dcu.ie/sites/default/files/inline-files/dcu-educational-disadvantage-centre-local-community-outreach-hubs_report-2024-published.pdf

DIVERSITY

Devine, D., Smyth, E., Darmody, M. (2023), "Perceptions of immigrant parental engagement in primary schools in Ireland", Chapter 8 in Halleli Pinson, Nihad Bunar, and Dymna Devine (Eds.), *Research Handbook on Migration and Education*, Edward Elgar. Available at: <https://doi.org/10.4337/9781839106361.00013>

Huang, Shixin., He, Jia., & Xu, Su Qiong. (2024). Toward a designated pathway: Disabled students' ambivalent educational desire in China's national college entrance exam.. *Journal of Diversity in Higher Education*. Advance online publication. <https://dx.doi.org/10.1037/dhe0000578>

Russell, H., and Smyth, E. (2024). Caregiving among young adults in Ireland, ESRI Research Series 168, Dublin: ESRI, <https://doi.org/10.26504/rs168>

Smyth, E., and Russell, H. (2024). Trends in disability prevalence among young people: Insights from the Growing Up in Ireland Study, ESRI Research Series 192, Dublin: ESRI, <https://doi.org/10.26504/rs192>

Smyth, E., & Banks, J. (2024). The Representation of Traveller Students Across Different School Contexts in Ireland. In R. Rose & M. Shevlin (Eds.), *Including Voices* (Vol. 23, pp. 217-229). Emerald Publishing Limited. Available at: <https://doi.org/10.1108/S1479-363620240000023017>

Su Qiong Xu. The Curriculum Reforms of Special Education in the Context of Inclusive Education in China. In Cefai, C. (Editor) (2024) *Nurturing the wellbeing of students in difficulty*(109-124). The Legacy of Paul Cooper. Peter Lang Publications.

Su Qiong Xu, Yu Leng & Shimin Luo. Reality and Challenge in Ensuring Educational Rights for Children with Disabilities in Ethnic Minority Areas of China. In Paul Downes (2024). The Routledge International Handbook of Equity and Inclusion in Education(p274-290). Taylor & Francis Group.

Su Qiong Xu, Jinxin Zhu & Steve Smith (2024) Primary School Students' Perceptions of Class Environment and Their Attitudes towards Inclusive Education in China, International Journal of Disability, Development and Education, 71:4, 590-608, DOI: 10.1080/1034912X.2022.2138834

Tian, Boqiong, Shen, Renhong; Huang, Rujun; Xu, Su, Qiong (2024) Psychometric Properties of the Family Resilience Assessment Scale for Children with Disabilities in China. Sage Open. <https://journals.sagepub.com/doi/10.1177/21582440241288727>

Yan Gong, Su Qiong Xu (2024). Implementation and Challenge of Supported Employment for Persons with Disabilities in China. Individual with Development Disabilities. 2024;62(2):114-125. doi: 10.1352/1934-9556-62.2.114

EDUCATIONAL SYSTEMS AND PERFORMANCE

Benz, R., Darmody, M. & Smyth, E. (2024). Participation in shadow education and academic performance: a comparison of upper secondary school students in Ireland and Germany, International Journal of Comparative Sociology. Available at: <https://doi.org/10.1177/00207152241266791>.

Smyth, E., Privalko, I. "School transition difficulty in Scotland and Ireland", Educational Review. Available at: <https://doi.org/10.1080/00131911.2024.2337889>

SOCIAL AND EMOTIONAL EDUCATION

Downes, P.(2024). Towards a Concentric Spatial Psychology for Social and Emotional Education Beyond the Interlocking Spatial Pillars of Modernism. Eighth Monograph in Resilience and Health, Centre for Resilience and Socio-Emotional Health, University of Malta https://www.um.edu.mt/library/oar/bitstream/123456789/124426/1/Towards_a_concentric_spatial_psychology_for_social_and_emotional_education_beyond_the_interlocking_spatial_pillars_of_modernism_2024.pdf

Laurence, J., Russell, H., and Smyth, E. (2024). Housing, health and happiness: How inadequate housing shapes child and parental wellbeing, ESRI Research Series 183, Dublin: ESRI, <https://doi.org/10.26504/rs183>

Smyth, E. (2024). The changing social worlds of 13-year-olds, ESRI Research Series 178, Dublin: ESRI, <https://doi.org/10.26504/rs178>

Stremfel, U. (Ed.) (2024). Empowering Teachers Across Europe to Deal with Social, Emotional and Diversity-Related Challenges. Volume 2: Policy Perspectives. Munster, New York: Waxmann Publishers. https://www.waxmann.com/waxmann-buecher/?no_cache=1&tx_p2waxmann_pi2%5Bbuch%5D=BUC129039&tx_p2waxmann_pi2%5Baction%5D=show&tx_p2waxmann_pi2%5Bcontroller%5D=Buch&cHash=b3a80f1b9dba90424fae8356cd576a54

VOCATIONAL EDUCATION AND TRAINING (VET)

New good practices added to [Cedefop's VET toolkit for empowering NEETs](#):

To capture what the efforts of policy makers and practitioners at local, regional and national level, Cedefop collects good practices from those involved in projects targeting young people not in employment, education or training (NEETs). Through the collection of such valuable input, practitioners and policy makers can take

inspiration from what works on the ground, what key success factors play an important role and see what can be integrated or replicated in their own projects.

The six recently uploaded good practices span a great geographical area. Ranging from across the EU (Austria, Bulgaria, Czechia, France, Germany, Hungary, Ireland, Italy, Lithuania, Malta, Romania, Slovakia, Slovenia, Spain, Poland) as well as beyond (Bosnia and Herzegovina, Serbia, UK, US) with many projects inspired by or cooperating with other Member States (Luxembourg) and non-Member States (Australia, Norway). In terms of approaches, one good practice is making use of:

- innovative outdoor learning methodology,
- some are including mentoring provisions,
- digital education,
- cooperations with employers including through job placements,
- linking with green jobs, and,
- impact assessment methodologies.

In terms of beneficiaries, the practices collected span from some practices targeting older NEETs (up to 29 year olds), NEETs living in remote areas, to female NEETs, to diverse groups of NEETs (migration background, low-skills, with disabilities).

The individual good practices are listed below:

- [Polish Outdoor Learning - POL](#)
- [Back on Track - Support for young NEETs in rural areas](#)
- [PreseNEETi se](#)
- [INTERCEPT - motivating mobilizing supporting nEets gReen CarEer PaThway](#)
- [Supporting the Economic Mobility of Young NEETs through Targeted Training, Mentorship, and Job Placement](#)
- [Youth Impact](#)

New intervention approaches on what works in re-engaging NEETs on the way

Based on the practical insights obtained through the collection of good practices in combination with findings from relevant literature, Cedefop is in the process of publishing a substantial number of new online resources in the coming months.

Forthcoming intervention approaches on NEETs highlight different situations, ranging from NEETs living in remote areas, older or female NEETs as well as targeting different policy areas including mobility, green skills, digitalisation and AI and will be published shortly.

Stay tuned as soon is coming a new intervention approach on mentoring and how this can assist young NEETs in (re)engaging with the world of work or education. It includes practical tips which may be of relevance for policy makers or practitioners who are looking to enhance their policy measures through mentor-mentee relationship building.