
Project no. 028317

Project acronym: UP2YOUTH

Project title: Youth – Actor of Social Change

Coordinated Action, Priority: Citizens and Governance in a Knowledge-Based Society



D26: Higher Education Course Module

Due date of deliverable: 15 July 2009

Actual submission date: 15 July 2009

Start date of project: 1 May 2006

Duration: 36 months

Organisation name of lead contractor for this deliverable: IRIS, University of Leiden,
University of Helsinki

Project co-funded by the European Commission within the Sixth Framework Programme (2002-2006)		
Dissemination Level		
PU	Public	
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	X
CO	Confidential, only for members of the consortium (including the Commission Services)	

Youth Agency and Social Change – A Higher Education Module Syllabus

Manuela du Bois-Reymond and Ilse Julkunen

June 2009

Introduction

The Higher Education Module ‘Youth Agency and Social Change’ (the ‘HE module’) derives from the research project ‘UP2YOUTH’, conducted in 15 countries across Europe and coordinated by the EGRIS’ (European Group for Integrated Social Research) research foundation within the 6th EU Framework Program (2006-2009).

The HE module is targeted at researchers, teachers and students who both work and study in the fields of social and political sciences and are interested in youth issues and European youth policies. The module invites scholars of sociology, education sciences, social sciences, political science and possibly proxy disciplines (such as criminology or urban development) to transgress disciplinary borders between these different yet interconnected fields of societal relevance.

As the professional fields of social science broaden and lose their narrow borders it is important for students to contextualize problems not only in one discipline but to also visualize multi-disciplinary approaches and applications in addressing complex problems in society. The theoretical approaches to youth studies have always been multi-disciplinary in nature and reflect the search for broader frameworks of understanding regarding youth in complex and globalised societies.

The HE module is designed to fit into MA courses in universities and other institutions of higher education and is worth 10 ECPs. The module can be utilised in a number of ways; it can be applied as a ‘stand alone’ integral module or specific elements can be deployed in existing course.

The module's constituent parts can be adapted by teachers to suit their own particular needs. The HE module consists of a generic component and three thematic units; young parenthood, ethnic minority youth, participation.

A reference list, specifying references per part, serves as a guideline; this can be modified according to the user's requirements.

The generic component introduces the theoretical framework of the topic, paying attention to theories of late modernity and how social changes affect the lives and life-courses of young people in Europe. We start from the basic hypothesis that youth and young people, males and females alike, actively take part in what is enumerated under the umbrella term 'social change'. We are therefore interested in the relationship between agency – those capacities and properties which enable humans to act – and structure – those social conditions which influence agency, be that in a positive or inhibiting way. Youth studies have always taken account of the relevance of policy and much of the research is linked with the concrete need for information and insight into the factual reality of young people's lives.

In national and European discourses and politics, three overarching problems come to the forefront:

- Demographic changes which makes Europe an aging continent and endangers its future as a competing global player;
- Migration as an opportunity and at the same time problem for European societies;
- The need to provide greater participation opportunities for young (migrant) people in order to combat social exclusion.

The three thematic units deal with the manifold tensions between agency and structure which show most clearly in the transitions young people make:

- *Young parenthood* focuses on the transition from pre-parenthood to parenthood, and how that step (if taken) affects the life plans of young men and women.
- *Ethnic minority youth* focuses on the transition of young people with migrant backgrounds from education to work (or unemployment).
- *Participation* focuses on chances and restrictions for young people to actively influence their life surroundings through playing an active role in social and political decisions.

These topics stand alone yet they are deeply interrelated in various ways:

- The transition to parenthood has changed, leading to modernized models of relationships within different national cultures;
- The concept of participation may hold different interpretations to young parents as opposed to young people without parental obligations;

- The transition to work is often more difficult for young migrant men and women than for other young people and may lead to precarious employment conditions.

The HE module is designed to be given in various European countries; the users – teachers, students and researchers – will discover the specific traditions and conditions of their own country (or region) and will accordingly use and reinterpret the results of the Up2Youth research. This may ultimately lead to an interchange between higher education institutes in various European countries.

- The HE module is based on papers and reports of the research group which can be downloaded from http://www.up2youth.org/downloads/task_cat_view/gid,19/
- The users of the module are free to use this material as they see fit and to modify and alter the material to suit their own particular requirements.

Main Aims

Youth research is composed of different disciplinary approaches and theories. Youth research is therefore relevant for students and teachers of different disciplines and professions and can serve to broaden disciplinary and interdisciplinary perspectives.

The module aims to link higher education in social, political and educational sciences closer to current European youth research. The progress of European integration in all kinds of fields – education, work, mobility – makes it of paramount importance that students learn about these processes and are able to take them into account in their future work situations and professions.

The module is meant to qualify social science students for prospective work in the fields of youth work, youth welfare, youth policy, education, work-related issues and labour force transitions. It seeks to inform students on topics such as migration youth issues and the various European initiatives and politics concerning young people.

General Unit Content

- Theories on the concept of “youth” and “young adults”; Youth is a time of individualisation in biography. As such youth is a social construction formed as an answer to modern individualisation demands. “Youth life” has become a central social category and an opportunity formed by educational life, political life and especially commercial life. Therefore youth is often seen as a necessary transition phase between

childhood and adulthood. Youth as a time of individualisation in biography today is in a change.

- The theoretical perspectives and dimensions of youth as an actor and of social change in complex European societies; Young people both react to and act upon societal structures. The conditions encountered by individuals are themselves crucial for the successful mastering of specific tasks. Societal contexts also have an important impact on the way individuals come to understand their own life within such contexts. System theoretical models highlight how structural and institutional patterns gear and steer social relations. They show the role of cultural and material factors in such relationships, but are unable to help us sufficiently understand young people's intentions and actions. People form and test their values and actions based on personal as well as on collective experiences, relations and notions.
- European youth policies; the concept of integrated youth and young adult policy and the role of participation therein. Culture and ethnicity are neither independent nor static entities but change over time and space. This phenomenon dictates that relational as well as agency perspectives must be taken into account in order to gain greater understanding of the facilitating as well as restricting mechanisms that impact upon actions of young people.
- Selected examples of current youth research show different dimensions of youth and social change. These examples are critically assessed to highlight how different research methods approach youth issues.
- Current practices in selected fields of youth policy and youth life (for instance: European exchange programs; all-day schools; transition support for young people entering the labour market; new initiatives for young parents to combine work and family, etc.). An important question is what are the conditions under which productive learning occurs and; how are young people's learning biographies constructed? New models of motivational programs or so called engagement mentoring have emerged as an intervention with socially excluded young people. As such they are closely connected with the professions of guidance and youth work, from which mentoring has now evolved as a discrete practice. Essential in this development is the acknowledgment of the individual as an organic, complex, dynamic whole in which all parts must be understood in relation to each other. A more accurate understanding of young people's dispositions could offer a great deal to both policy and practice. It helps in accounting for individual agency, including the pragmatically rational aspects of career and lifestyle decisions.

Learning objectives

Upon completion of the module students will have gained;

- An understanding of the various and competing theoretical notions of youth;
- Insight into sociological theories of youth and the dimensions of agency as part of life-course management;

- An overview of the socio-economic conditions and institutions influencing and surrounding young people in different European countries by getting acquainted with welfare state typologies;
- An understanding of young people's agency in various fields including:
 - Education and work
 - Family and peers
 - Citizenship
 - Youth policies
- The competence to apply theoretical insights into practical problems and to formulate solutions in the diverse fields of youth and youth policy;
- The knowledge and skill required to critically evaluate different research methods in youth research.

Working forms

Working forms should be offered and applied so as that the students gain an understanding of the relationship between theoretical insights, empirical data and the real life conditions of young people and the pedagogical and political support systems that affect them. The HE module allows for a variety of working forms, depending on the needs of students and the embedding of the module in existing MA courses:

- Introductory lectures on youth sociological theories and other general topics;
- Small field work studies in local areas on specific youth issues, living conditions, and the relevant pedagogical and political interventions;
- Internet based presentations of theoretical insights and practical field work results;
- Group discussions with local experts;
- Group discussions amongst students from different disciplines;
- Forum discussions between members of different departments/disciplines concerning their view on problems and solutions for young people in contemporary European societies;
- An evaluation phases (assessment).

Assessment

Students are recommended to keep an *internet portfolio* of their tasks, activities, readings, questions and problems. These portfolios can be viewed by peer students and teachers; this feature may well result in the evolution of the HE module's teaching and learning processes.

Students may be assigned the task of writing *critical essays* grounded in obligatory key literature, using appropriate research methods and identifying research gaps.

Students should carry out at least one *small-scale case study* in their city, region or quarter using one of the thematic topics presented in the course. They could or should operate individually or in collaboration with co-students. Impressions and results should be presented on the internet in English so as to make these impressions and results available to other student's and to generate discursive learning.

Readings:

- ❖ Andersen, Helle & Mørch Sven (2005): Individualisation and the challenged subject.in: Identity. An International Journal of Theory and Research, 5(3) 261-285 New Jersey – London.
- ❖ Arnett, J.J. (2006) Emergent Adulthood. Oxford University Press.
- ❖ Beck, U. (ed.) (2007) Generation Global. Ein Crashkurs. Frankfurt, Suhrkamp
- ❖ Bendit, R.; Hahn-Bleibtreu, M. (eds.) (2008) Youth Transitions. Processes of social inclusion and patterns of vulnerability in a globalised world. Leverkusen-Opladen: Barbara Budrich Publishers
- ❖ Blossfeld, H.-P.; Klijzing, E.; Mills, M.; Kurz, K. (eds.) (2005) Globalization, Uncertainty and Youth in Society. London and New York: Routledge
- ❖ Biggart, A. & Walther, A. (2006) Coping with Yo-Yo-Transitions. Young Adults' Struggle for Support, between Family and State in comparative Perspective. In C. Leccardi & E. Ruspini (eds.) A New Youth? Young People, Generations and Family Life. Aldershot: Ashgate (pp. 41-62)
- ❖ Bynner, L, Chisholm, L. & Furlong, A. (eds) (1997): Youth, Citizenship and Social Change in a European Context. Aldershot: Ashgate
- ❖ Chisholm, L et.al (eds.)(2005)Trading up - Potential and Performance in non-formal learning. Council of Europe Publishing, Strasbourg.
- ❖ Coté, J. & Bynner, J. (2008) Changes in the Transition to Adulthood in the UK and Canada: the role of structure and agency in emerging adulthood. Journal of Youth Studies no. 3: 251-268
- ❖ Du Bois-Reymond, M. (2003) Yoyo-transitions and misleading trajectories: towards Integrated Transition Policies for young adults in Europe. In A. López Blasco, W. McNeish & A. Walther (eds.) Young People and Contradictions of Inclusion. Bristol: the Policy Press.
- ❖ Furlong, A. (ed.) (2009) Handbook of Youth and Young Adulthood. New perspectives and agendas. Routledge International Handbooks. London and New York: Routledge Taylor & Francis Group.
- ❖ Furlong, A. & Carmel, F. (2003) Explaining Transitions through Individualised Rationality. In L.Rouleau-Berger (Ed.) Youth and Work in the Post-Industrial City of North America and Europe. Leiden. Boston: Brill (pp. 136-151)
- ❖ Furlong, A & Cartmel, F. (1997): Young People and Social Change. Buckingham: Open University Press. Milton Keynes
- ❖ Gallie, Duncan, Paugam, Serge (2000) Welfare regimes and the experience of unemployment in Europe. Oxford: Oxford University Press.
- ❖ Helve, H. (ed.)(2005): Mixed Methods in Youth Research. Finnish Youth Research Network. Juvenes Print. Helsinki
- ❖ Mørch, Sven (2003): Youth and Education. Young. Vol 11 (1).(pp 49-74) London: Sage

- ❖ Mørch, S. & Andersen, H. (2006) Individualisation and the Changing Youth Life. In C. Leccardi & E. Ruspini (pp. 63-84
- ❖ Pohl, A. Stauber, B. & Walther, A. (2007) Youth – Actor of Social Change. Theoretical reflections on young people’s agency in comparative perspective. Interim discussion paper for the UP2YOUTH project
(http://www.up2youth.org/downloads/task.doc_download/gid,70/)
- ❖ Schuller, T. (2007) Social capital and young people. In H. Helve & J. Bynner (eds.) (2007) Youth and Social Capital. London: Tuffnell Press (187-193)
- ❖ Smith N., Lister R., Middleton S. & Cox L. (2005) .Young People as Real Citizens: Towards an Inclusionary Understanding of Citizenship., Journal of Youth Studies, Vol. 8, No. 4, pp. 425-445.
- ❖ Wyn, J & White, R.:(1996) Rethinking Youth. London: Sage

Thematic Unit “Young Parenthood”

This unit relates to the demographic and familial changes which have taken place over the last four decades in practically all European countries. Young people nowadays postpone the transition into family building. They work out new life balances to reconcile education, career and child care.

Gender relations are deeply affected by these changes, leading to new arrangements in managing family and work tasks. Young women are still burdened with the double load of care and work. At the same time a growing number of young men not only feel obliged but want to participate more actively in care tasks. Agency takes on new meanings for young women and young men when they plan for and have children. They have to negotiate care-work arrangements between each other; they talk with their peers and parents and with other social agents in order to best manage their transition into parenthood.

The unit consists of the following elements:

Individualisation processes and demographic changes

Demographical data, theories and empirical indicators of individualization are available in European data bases and statistics. This material can be used to pay attention to general as well as particular trends in European countries concerning processes of individualisation and demographic changes. There is the general trend of delaying parenthood and having fewer children whilst there are also interesting as well as troubling examples of diverting trends; large variations exist in the availability of part time work for young parents for example, and significant differences in child and family friendly policies are to be found across Europe.

In statistics, scant attention is paid to those indicators which refer to *young* parenthood; not only part time or full time working women of various ages but *young mothers* or, even less frequent, *young fathers*).

Generally speaking, more demographic material is available at the structural level rather than on the subjective level, a level that would take the agency potential of young people as parents into account.

Cultures of parenthood; gender and intergenerational relationships

Speaking of the ‘cultures of young parenthood’, means speaking of the relationship between structural conditions and the subjective strategies of acting as young parents. Research covering the subjective dimensions of young parenthood exists for individual countries (although not in even proportions) and is usually qualitative in nature. Less viable research exists within comparative perspective; showing how young people in different European countries and regions experience transition to first parenthood. Most studies concentrate on the life-work-care balance and family models of task division between young fathers (breadwinner) and young mothers (main care giver). Existing or lacking childcare facilities are invariably discussed in this respect.

From research on individualisation one learns about changes in the relationship between work and care, leading to modernized models of this relationship (women/young mothers wanting part time work; men/young fathers having to work full time but often wanting more time to be ‘Dad’ Modernization processes affect genders differently: in relation to the parent generation, young people nowadays are confronted with quite different images and obligations of motherhood and fatherhood as conveyed through the media but also take active part in changing existing images through their own ways of ‘doing young parenthood’.

Research shows that there is much intergenerational support: grandparents help the younger generation in combining work, care and support their children’s parenting in many other ways. It can be demonstrated that there is more ‘gender traditionalism’ in some countries than in others which may lead to frictions between the generations and the genders (for instance in Italy young men are less prepared to take an active part in child care while Italian young women females are faced with traditional viewpoints and expectations which restrict their life choices).

There are big research lacunas concerning migrant young parents and how they manage young parenthood and gender roles. Such research gaps could be an incentive for the students to investigate in their own country/city/locality through small case studies.

Policies for young parents

Demographic decline in Europe troubles national as well as European policy makers. Recent years have seen an intensification of policy initiatives, measures and laws to reverse the trend of decreasing fertility rates. There is much material available for EU countries which give overviews on family and parent policies and allow for comparisons of EU

countries in these respects (for example: Bulgaria features a much more parent-friendly policy than Germany).

Discussing policy measures, most (female) authors conclude that special attention should be given to the implications of policy measures for work arrangements (more part time jobs; more parent-friendly working hours; more flexibility in daycare centres etc.).

The course participants (students and teachers) should not stand still by simply investigating EU policies in this respect but try to connect such policies to the previous themes; individualisation and culture. Only then it becomes apparent if (and how) policy measure satisfy the needs of young parents.

Readings:

The EU has assembled a wealth of statistical material of its member states which is easily assessable via the internet. See (for instance) Eurostat 2008.

- ❖ Carnoy, M. (2000) The New Family and Flexible Work. In M. Carnoy: *Sustaining the New Economy*7. *Work, Family and Community in the Information Age* (pp.105-151)
- ❖ Lutz, Wolfgang, Richter, Rudolf & Wilson, Chris (eds.) (2006) *The New Generations of Europeans. Demography and Families in the Enlarged European Union*. London and Sterling, VA: IIASA Earthscan (selection).
- ❖ Leccardi, C. & Camussi, E. (2005) Stereotypes of Working Women: the power of expectations. *Social Science Information*, 44(1) 113-140
- ❖ Bergnéhr, D. (2008) Timing Parenthood. Linköping University
- ❖ Pfau-Effinger, B. & Geissler, B. (eds.) (2005) *Care and Social Integration in European Societies*. Bristol: Policy Press (part one: Care arrangements in European societies; part two: New forms of informal, semi-formal and formal care work).
- ❖ De Valk, H.A. & Liefbroer, A.C. (2007) Timing Preferences for Women's Family-Life. Transitions: Intergenerational Transmission Among Migrants and Dutch. *Journal of Marriage and Family* 69 (February): 190-206.
- ❖ Schneider, N.F. & Limmer, R. (2007) Job mobility and living arrangements – why individuals become mobile and how mobility influences them and their families. In W. Canzler, V. Kaufmann & S. Kesselring (eds.): *Tracing Mobilities*. Aldershot, Burlington: Ashgate (113-119).
- ❖ Yaxley, D., Vintner, L. & Young, V. (2005) Dads and Their Babies: the mothers' perspective. *Equal Opportunity commission Working Paper Series No 41*. Manchester:EOC.
- ❖ Hirst, J., Formby, E. & Owen, J. (2006) Pathways into Parenthood: reflections from three generations of teenage mothers and fathers
- ❖ Kovacheva, S., Lewis, S & D., Neli (2005) Changing Cultures in Changing Workplaces: Uk and Bulgaria Compred.*Sociological Problems*, Special Issue. The Socioeconomic Cultures on the Balkans – Sustainability and Change (62-81).
- ❖ Du Bois-Reymond, M. & te Poel, Y. (2006) Work and Care in the Life-Course of Young Adults in the Netherlands. In C. Leccardi & E. Ruspini (164-186)
- ❖ Pfau-Effinger, B. & Geissler B. (eds.) (2005) (see under 4.2 part five: Conclusions)

- ❖ Kay, T. (2003) The Work-Life Balance in Social Practice. *Social Policy & Society*2:3, 231-239
- ❖ France, A. (2007): *Understanding youth in late modernity*. New York: Open Univ. Press.
- ❖ Mizen, P. (2004): *The Changing State of Youth*. New York: Palgrave
- ❖ ULE, Mirjana. Changes in family life courses in Slovenia. V: ROBILA, Mihaela (ur.). *Families in Eastern Europe*, (Contemporary perspectives in family research, vol. 5). Amsterdam [etc.]: Elsevier JAI, 2004, str. 87-101
- ❖ ULE, Mirjana, KUHAR, Metka. Orientations of young adults in Slovenia toward the family formation. *Young (Stockh. 1993)*, 2008, vol. 16, no. 2, str. 153-183

Thematic Unit “Ethnic Minority Youth”

This unit relates to one of the most spectacular changes in Europe: the population movement of (young) people from other European and non-European countries which has transformed late modern societies into heterogeneous ethnic entities. Changes in the composition of national populations have affected European countries in different ways and to different degrees, but there are now no countries remaining with closed borders and homogeneous populations.

The unit consists of the following elements:

General framework of migration processes in Europe (the EU)

The unit commences by introducing the general framework of migration in Europe (particularly the EU member states), i.e. the history and current situation of migrants and migrant movement. It raises issues around the socio-economic, political and cultural exclusion of migrant youth as well as the various methods of promoting inclusion and integration. The model of transition regimes distinguishes the manner by which socio-economic, institutional and cultural structures contribute to young people growing up (Gallie & Paugam, 2000). The term of regime refers to the power that such constellations have inasmuch as they not only explain the rationales of policies but also serve as generators of individual biographical orientation. These regimes cluster different national transition systems at large but are not descriptive and as such they do not assist us in understanding social change within societies. Instead, they provide a set of analytical dimensions such as welfare structures, the organisation of the education, training and labour markets, policy initiatives against youth unemployment, citizenship status and the different implementation of activation.

Processes and politics of inclusion and exclusion

How do processes of inclusion and exclusion shape the life expectations of migrant youth and what role does gender and culture stereotyping play in this respect? The transition pathways into the labour market of young people with an ethnic minority or migrant background vary vastly across and within Europe. There are also differences in the position of migrants and ethnic minorities in the education system. Research shows that early entrance in the labour market is a wide-spread phenomenon among young people who have migrated. Occupational

trajectories for ethnic minority also often consist of unskilled jobs and temporary employment. For an overview of the situation in education and labour markets see Heckmann, 2008 and Heath and Chung, 2007.

Transitions and identities

The transition of migrant youth to further education and work, with the attendant issues involved, is one of the most urgent issues in countries that have migrant youth populations. Despite the fact that second and third generation migrants have accumulated more educational capital on average than their own parents large gaps still exist in comparison to non-migration youth. The life chances of migrant young people *as groups* are less fortuitous than those of non-migrants. This section deals with subjective reasoning's and agency behind these transition patterns (Breckner, 2007).

Processes of identity formation are a special form of coping task for migrant youth and demand different 'agentic' resources than their home cultures often suggest. The gender question plays an even more urgent role: how do migrant young females manage to find new ways between the family traditions of their countries of origin (Turkey; Morocco; Sudan etc.) and the host country? School is a central arena of negotiating social identity. Young males from ethnic minority may develop certain types of masculinities that do not conform to school rules. "Doing difference" is therefore a central perspective when analyzing learning processes from an agency perspective.

In this section of the unit different ranges of strategies are presented and discussed. The core aim is to provide a more comprehensive explanation of the patterns and modes of agency among ethnic minority youth. Students should be encouraged to look for concrete examples of this in their own life worlds.

Readings

- ❖ Alsayyad, N.Castells, M. (2002): Muslim Europe Or Euro Islam. Lexinton Books
- ❖ Bradley, H. & van Hoof, J. (2005): Young people in Europe: Labour Markets and Citizenship. The Polity Press.
- ❖ Breckner, Roswitha (2007) Case-Oriented Comparative Approaches. The Biographical Perspective as Potential and Challenge in Migration Research. In: Schittenhelm, Karin (ed) Concepts and Methods in Migration Research.
- ❖ Dencik, L. (1993): Post modernization and ethnification. In Recue 43, Xenophobia and Exile. Copenhagen: Munksgaard
- ❖ Hannerz, U. (1996): Transnational connections. Culture, people, places. London:

- ❖ RoutledgeHenwood, K., Griffin, C. & Phoenix, A. (eds.) (1998): Standpoints and differences. London: Routledge.
- ❖ Habas, T. , Rivers, F.: (2007): Immigration and Race Relations: Sociological Theory and John Rex.. I.B. Tauris Publishers.
- ❖ Heath, Anthony, Cheung, Sin Yi (2007) Unequal chances. Ethnic minorities in Western labour markets. Oxford: Oxford University Press.
- ❖ Heckmann, F. & Schnapper, D (eds): (2003): The integration of Immigrants in European Societies. Stuttgart: Lucius & Lucius.
- ❖ Heckmann, Friedrich (2008) Education and Migration. Strategies for integrating migrant children in European schools and societies.
<http://www.jugendpolitikeneuropa.de/downloads/22-177-597/backgroundpaper>.
- ❖ King,R. (2002): Towards a new map of European migration. International Journal of Population Geography.
- ❖ López Blasco, A., McNeish, W., & Walther, A. (eds.) (2003): Young people and contradictions of inclusion. Toward Integrated Transition Policies in Europe. Bristol: Policy Press
- ❖ Mason, D (2000): Race and Ethnicity in Modern Britain. Oxford: Oxford University Press
- ❖ Phoenix, A. (1998): Dealing with difference: the recursive and the new, in: Ethnic and Racial Studies, vol. 21, no.5, 859-80
- ❖ Radcliffe, Peter(2004): 'Race', Ethnicity and Difference. Imaging the Inclusive Society. London, Open University Press
- ❖ Pais, José Machado (2003), «The multiple faces of the future in the labyrinth of life», Journal of Youth Studies, vol. 6, n. 2, pp. 115-126
- ❖ Pais, José Machado (2000). «Transitions and youth cultures: forms and performances», International Social Science Journal, n.º 164, pp. 219-232.
- ❖ Popple, K., Hazekamp, J. (1997): Racism in Europe: A challenge for youth Policy and Youth work. Taylor & Francis
- ❖ Ringold, D: (2000) Roma and the Transition in Central and Eastern Europe: Trends and Challenges. World Bank Publications.
- ❖ Roy, O.: (2004): Globalised Islam: The search of the new Ummah. Hurst & Co publishers
- ❖ Singla, R. (2004): Youth relationship, ethnicity and psychosocial intervention. Delhi: Books Plus
- ❖ Tiesler, Nina Clara, Cairns, David (2007-06). Representing Islam and Lisbon Youth: Portuguese Muslims of Indian-Mozambican origin. Lusotopie Islam en lusophonies, XIV (1), 223-238.
- ❖ Machado, Fernando Luís (2007), "Youngsters like any others? - Integration processes and scenarios for children of African immigrants in Portugal", in António Vitorino (coord.), *Immigration: Opportunity or Threat?, Recommendations of the Gulbenkian Immigration Forum*, Príncipe Editora, Estoril, Março 2007.
- ❖ Thematic Report: Transition to work of young people with an ethnic minority or migrant background
(http://www.up2youth.org/downloads/task.doc_download/gid,72/)
- ❖ Williams, C., Soydan,H. & Johnson, M. (1998): Social Work and Minorities.: European Perspectives. Routledge.
- ❖ Vermeulen, H., Penninx, R. (2000): Immigrant integration: The Dutch Case. Het Spinhuis Publishers.

Thematic Unit “Participation”

The unit on participation starts from the observation that young people want to and ever more realize individual life-courses which imply individualized choices. At the same time however, they miss the opportunity to exert influence on those forces, fields and policies which restrain their choices. Absenteeism in elections and unions are the most conspicuous examples.

But, to begin with, what is the meaning of participation? There are many definitions and behind each definition there reside special interests. These range from political participation representing a narrow definition of engaging in formal and institutionalized settings, civic participation encompassing a variety of forms by which young people engage in communal affairs such as associations, initiatives and short term campaigns to activities which, in formal terms, must be addressed as non-participation.

Concepts of participation

In order to understand the multitude of dimensions that are linked to the use of the term participation, a short overview and systematization of the forms of youth participation is presented as well as a synthesis of the contexts and scientific debates that are linked to the notion of participation.

The objective is to focus on civic participation following the assumption that the concept of political participation is too close to the established institutions and thereby increasingly meaningless for young people.

Our definition of civic participation is conceptualised in a twofold way: it concerns all formal and informal experiences that are implemented in favour of young people to collect their advice and reactions on any field of public action and at all levels of the policy-making process; it also concerns all young people’s auto-organised experiences that permit their expression on public action (referring to socially recognised forms as well as ones classified as deviant such as demonstrations and violence).

However, the will to take account of all aspects of young people’s participatory acts raise a question: if one agrees that those actions which take different forms and refer to different issues other than those formally accepted as participation also need to be taken into consideration, how do we define ‘non-participation’?

Thus, in terms of a working definition, our decision is to refer to young people’s actions as potentially participatory if they are carried out in or directed towards the public.

Social and political challenges of youth participation

It has been shown that the individualisation of young people's participation has consequences with regard to both the functioning of democratic procedures and the social integration of young people, especially those facing social disadvantage. The question of active citizenship and participation of young people affects the intergenerational renewal of values and solidarity, e.g. as regards the financing of welfare systems. If young people are not involved in society as full actors and if they do not adhere to the social 'pact', then they endanger the social system itself.

This question is crucial for political systems as the participation of young people is required to legitimate the European representative democracies. Yet, we do know that young people have a critical attitude toward election polls and that they have largely opted for abstention. In so doing, they not only discredit the leading political class, they also point out the malfunctioning aspects of the political system (the multiplication of corruption, the gap between the population and elected representatives, the rise of extremist/rightist parties, etc). Nevertheless, it has been suggested that young people's disinterest is strongly linked with their perceptions of personal political efficacy and not with a supposed apathy with political issues in general (Fahmy, 2006). As a consequence, the processes that consist of bringing young people back to political systems represent a major stake for each national political system (Dwyer, 2005).

Different forms of participation and lack thereof reinforce each other. The status of young people in society and community determines the extent and quality of participation as to the ability to co-shape one's own environment. In this segment of the unit political institutions are entangled with the institutions that are more closely linked to young persons' everyday experiences and concerns.

'Coping maps' identify spaces and situations in which participatory action can take place meaningfully are reviewed. This can be done by identifying specific cases (see thematic report, http://www.up2youth.org/downloads/task.doc_download/gid,73/) through local and small scale research studies.

Policy regimes, youth policies and participation

Considering the individualisation and fragmentation of life-courses it is obvious that the large majority of participatory programmes, usually located in 'containers'. Rather than reaching out into the everyday life worlds of young people, they remain fairly meaningless and irrelevant for most of the young people concerned. This is as much the case in youth councils as it is for young people in general.

This segment of the unit involves analyses and discussions on the changes of social contexts that young people are involved in, their influence and contribute to their own participation. Relevant examples, negative as well as promising and positive are presented. Students should contribute by adding relevant examples from their own life experiences.

Readings

- ❖ Barnes M., Newman J., Sullivan H. (2007) *Power, Participation and Political Renewal: Case Studies in Public Participation*. Bristol: Policy Press.
- ❖ Bimber B. (1998) .The Internet and political transformation: populism, community, and accelerated pluralism, in *Polity* 31(1) 1998: pp.133-160.
- ❖ Buckingham D. & Willett R. (2006) *Digital Generations: children, young people and new media*, Mahwah, London: L. Erlbaum.
- ❖ Buckingham D. (2000) *The Making of Citizens: young people, news and politics*, London, New York: Routledge.
- ❖ Clark, A.; Percy-Smith, B. (2006) *Beyond Consultation: Participatory Practices in Everyday Spaces*. In: *Children, Youth and Environments* 16(2), pp1-8
- ❖ Coles B. (1995) *Youth and Social Policy. Youth citizenship and youth careers*. London: UCL Press.
- ❖ Council of Europe (2003a) *European Charter on the Participation of Young People in Local and Regional Life*, Strasbourg: Council of Europe.
- ❖ Di Palma, G. (1970) *Apathy and Participation*. New York: The Free Press
- ❖ Dwyer P. (2005) *Understanding social citizenship*, Bristol: Policy Press.
- ❖ Earl J. & Schussmann A. (2008): .*Contesting Cultural Control: Youth Culture and Online Petitioning..* In: W.L. Bennet (ed.): *Civic Life Online. Learning How Digital Media Can Engage Youth*. Cambridge/London: MIT Press
- ❖ Fahmy E. (2006) *Young citizens, young people.s involvement in politics and decision making*, Aldershot, Ashgate.
- ❖ Forbrig J. (ed) (2005) *Revisiting youth political participation*, Strasbourg: Council of Europe publishing
- ❖ France A. (1998) ..*Why should we care?.. Young people, citizenship and questions of social responsibility*, *Journal of Youth Studies*, Vol. 1, No. 1, pp. 97-111.
- ❖ Gauthier, M. (2003) *The inadequacy of concepts: The Rise of Youth Interest in Civic Participation in Quebec*, in: *Journal of Youth Studies*, Vol. 6, No. 3, pp 265-276
- ❖ Matthews H (2001) *Citizenship, Youth Councils and Young People's Participation..*, *Journal of Youth Studies*, Vol. 4, No. 3, pp. 299-319.
- ❖ O'Toole, Th. (2003) *Engaging with Young People's Conceptions of the Political*. In: *Children's Geographies*, Vol. 1, No 1, pp 71-90
- ❖ Riepl, B.; Wintersberger, H. (1999) *Political participation of youth below voting age. Examples of European practices*. European Centre for Social Welfare Policy and Research. Vienna
- ❖ Rogers, P. (2006) *Young People's Participation in the Renaissance of Public Space – A Case Study in Newcastle upon Tyne, UK*. In: *Children, Youth and Environments* 16(2), pp15-126
- ❖ Smith, N.; Lister, R.; Middleton, S.; Cox, L. (2005) *Young people as real citizens: Towards an Inclusionary Understanding of Citizenship*. In: *Journal of Youth Studies*, vol. 8, nr. 4, pp. 425-443

- ❖ Spanning, R.; Ogris, G.; Gaiser, W. (2008) Youth and political participation in Europe: Results of the comparative study EUYOUPART. Leverkusen: Barbara Budrich
- ❖ Stolle, D.; Hooghe, M. (2005) “Inaccurate, Exceptional, One-Sided or Irrelevant? The Debate About the Alleged Decline of Social Capital and Civic Engagement in Western Societies”. In: British Journal of Political Science 35(1): 149-67
- ❖ Such, E.; Walker, O.; Walker, R. (2005) Anti-War Children. Representation of youth protests against the Second Iraq War in the British national press. In: Childhood 2005, 12: 301-325
- ❖ Smith N., Lister R., Middleton S. & Cox L. (2005) .Young People as Real Citizens: Towards an Inclusionary Understanding of Citizenship., Journal of Youth Studies, Vol. 8, No. 4, pp. 425-445.
- ❖ Student School Councils: An Impulse for Non-formal Education for Democracy in Slovakia / Ladislav Macháček. in: Kultura i Edukacja. - ISSN 1230-266X. - No. 4 (2006), pp. 31-45.
- ❖ Die politische Polarisierung bei der studierenden Jugend in der Slowakei / Ladislav Macháček.
In: Forum 21 : European Journal on Child and Youth Research : revue européenne de recherche sur l'enfance et la jeunesse : Europäische Zeitschrift für Kinder- und Jugendforschung. - ISSN 1866-7260. - No. 1 > 06/2008, pp. 42-53.