



European
Commission

Their Future is Our Future

Youth as Actors of Change



*Research and
Innovation*



EUROPEAN COMMISSION

Directorate-General for Research and Innovation
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Unit B.6 – Reflective Societies

Contact: Monica Menapace

E-mail: RTD-REFLECTIVE-SOCIETIES@ec.europa.eu
RTD-PUBLICATIONS@ec.europa.eu

European Commission
B-1049 Brussels

EUROPEAN COMMISSION

Their Future is Our Future

Youth as Actors of Change

Research projects
on youth inclusion, employment and participation
supported by the European Union's
Research Framework Programmes

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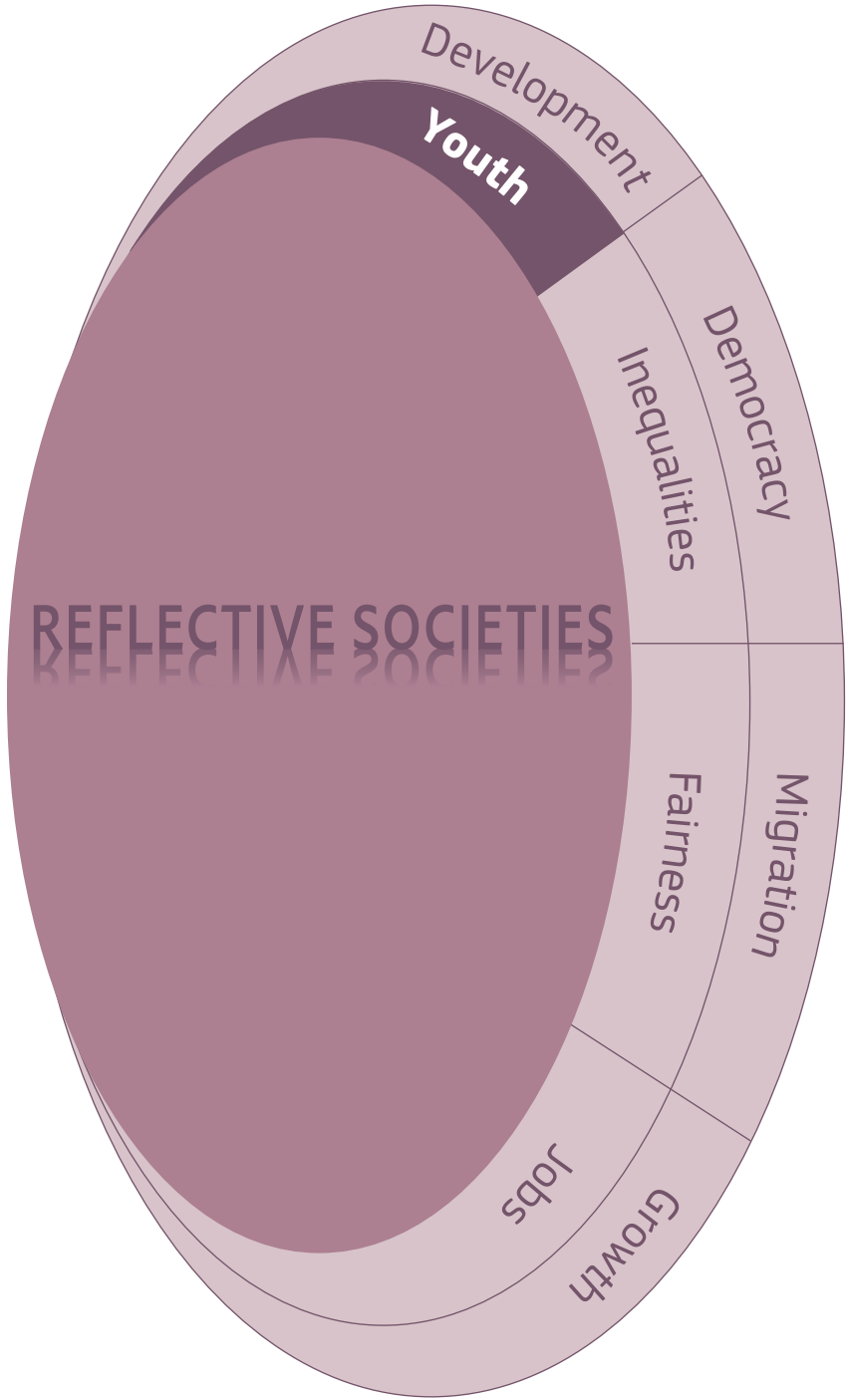
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Setting the Scene

In the context of the changing demographic structure of society, Europe's future prosperity and sustainability largely depend on its ability to take advantage of the potential of all generations. In times of economic and financial crisis in particular, Europe needs a strong young generation to be a driver of sustainable and inclusive growth that will ensure long-term development. Youth represents the backbone of future Europe and we need to prepare the generation that will lead and support the EU in 2040 and after.

The current situation of the young in the EU is very difficult. Of those young people already on the labour market, nearly one in four is jobless. In some parts of Europe, the youth unemployment rate reaches 50%. The crisis has also reduced the protective effect of education. The transition from education to the labour market has become more difficult, involving longer jobless periods, higher likelihood of getting only temporary contracts or a job below qualifications, and low pay. This situation leads to delays in starting independent lives and a lack of motivation to start a family or to participate actively in society. In the long run, it results in lower earnings, higher risk of poverty and a loss of social recognition or even dignity. Individualism is also rising among young people. This provides them with more opportunities but it also generates more competitive pressures of all sorts.

Finally, the young are dissatisfied with our current democratic systems that tend to exclude them from decisions affecting their lives now and in the future. As a result, Europe is facing the risk of the emergence of a new "lost generation" whose life prospects are very uncertain as they have to face a decrease in their well-being and that of their children in a generation's time.

The EU's Seventh Framework Programme for research, technological development and demonstration activities (in particular Theme 8 «Social Sciences and the Humanities») and the Horizon 2020 Framework Programme on Research and Innovation (in particular Societal Challenge 6 «Europe in a changing world: Inclusive, innovative and reflective societies) have been financing several research projects addressing directly or indirectly the current situation facing young people. These projects have assessed the capabilities, prospects, attitudes and needs of the young generation through

the multidisciplinary lens of economic, social and individual perspectives. In doing so, they have paid special attention to capturing the full diversity of young people in Europe.

This publication gives an overview of the most relevant projects on youth and youth-related policies. The results of these projects are highly relevant for the new Juncker Commission agenda on «Jobs, Growth, Fairness and Democratic Change», and in particular relevant for the EU Youth Strategy¹, as the research aims to ensure the full participation of youth in an innovative, inclusive, sustainable and democratic Europe. Thus, they provide solid suggestions as to how EU and national policies can most adequately address the challenges faced by young people today, and how to set the EU on a course for a better future.

1 [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009G1219\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009G1219(01)&from=EN) Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018) (2009/C 311/01), OJ C 311, 19.12.2009

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Research projects in order of relevance for the EU Strategy of Youth

Education and Training

CARE	Curriculum and Quality Analysis and Impact Review of European Early Childhood Education and CARE
EDUMIGROM	Ethnic differences in Education and the Diverging Prospects for Urban Youth in an Enlarged Europe
GOETE	Governance of Educational Trajectories in Europe. Access, coping and relevance of education for young people in European knowledge societies in comparative perspective
Includ-ED	Strategies for Inclusion and Social Cohesion in Europe from Education
LLLight in Europe	LifeLong Learning Innovation Growth & HumanCapital Tracks in Europe
RESL.eu	Reducing early school leaving in the EU
SociEtY	Social innovation - Empowering the young (SociEtY) for the common good
WorkAble	Making Capabilities Work

Employment and Entrepreneurship

CUPESSÉ	Cultural Pathways to Economic Self-sufficiency and Entrepreneurship: Family Values and Youth Unemployment in Europe
EFESEIIS	Enabling the Flourishing and Evolution of Social Entrepreneurship for Innovative and Inclusive Societies

INSPIRES	Innovative social and employment policies for inclusive and resilient labour markets in Europe
MOVE	Mapping mobility – Pathways , institutions and structural effects of youth mobility in EU
NEGOTIATE	Negotiating early job - Insecurity and labour market exclusion in Europe
NEUJOBS	Creating and Adapting Jobs in the Context of a Socio-Ecological Transition
SEFORIS	Social Enterprise as Force for More Inclusive and Innovative Societies
STYLE	Strategic Transitions for Youth Labour in Europe
YMOBILITY	Youth mobility: Maximising opportunities for individuals, labour markets and regions in EU

Social Inclusion

CITISPYCE	Combating inequalities through innovative social practices of, and for, young people in cities across Europe
COPE	Combating Poverty in Europe: Re-organising Active Inclusion through Participatory and Integrated Modes of Multilevel Governance
CSEYHP	Combating Social Exclusion among Young Homeless Populations
DISCIT	Making Persons with Disabilities Full Citizens: New Knowledge for an Inclusive and Sustainable European social Model
EUMARGINS	On the Margins of the European Community
EXCEPT	Social exclusion of youth in EU: Cumulative disadvantage, coping strategies, effective policies and transfer
IMPROVE	Poverty Reduction in Europe: Social Policy and Innovation
YIPPEE	Young People in Public Care: Pathways to Education in Europe

YOUNEX

Youth, unemployment, and exclusion in Europe:
A multidimensional approach to understanding the conditions and prospects for social and political integration of young unemployed

Health and Well-being

FamiliesAndSocieties Changing Families and Sustainable Societies: Policy Contexts and Diversity over the Life Course and across Generations

MYWeb Measuring Youth Well-Being

Participation

CATCH-EYOU Constructing active citizenship with European youth: Policies, practices, challenges and solutions

EUTH Tools and Tips for Digital and Mobile Youth Participation in and across Europe

MYPLACE Memory, Youth, Political Legacy and Civic Engagement

OURSPACE Have your say!

PARTISPACE Spaces and styles of participation: Formal, no formal and informal possibilities of young people participation in European cities

PIDOP Processes Influencing Democratic Ownership and Participation

STEP Societal and political engagement of young people in environmental issues

MYUNIVERSITY MyUniversity: Decision making for a united higher education

Volunteering

ITSSOIN Social Innovation and civic engagement

THIRD SECTOR IMPACT The contribution of the third sector to Europe's socio-economic development

Youth and the World

POWER2YOUTH Freedom, dignity and justice: A comprehensive approach to the understanding of youth exclusion and the prospects for youth inclusion and overall change in the South and East Mediterranean

SAHWA Empowering the young generation: towards a new social contract in South and East Mediterranean countries

Cross-cutting

SI-DRIVE Social Innovation: Driving Force of Social Change

SIMPACT Boosting the Impact of Social Innovation in Europe through Economic Underpinnings

1.

FP6 and FP7 projects

Curriculum and Quality Analysis and Impact Review of European Early Childhood Education and Care

CARE

<http://ecec-care.org/>

Project reference: 613318

**EU contribution:
EUR 2 498 607**

From 2014 to 2016

**Project coordinator:
UNIVERSITEIT UTRECHT,
The Netherlands**

**early childhood education
and care • culture-sensitive
quality framework • impact
• inclusiveness • costs-
benefits**

Description

In line with EU strategies for 2020 and the need for a systemic and integrated approach to Early Childhood Education and Care (ECEC), the project identifies eight key issues for which effective policy measures and instruments should be developed. The issues concern assessing the impact of ECEC, optimizing quality and curricula for ECEC to increase effectiveness, raising the professional competencies of staff, monitoring and assuring quality of ECEC, increasing the inclusiveness of ECEC, and optimal funding of ECEC. The project addresses these issues by combining state-of-the-art knowledge of factors determining personal, social and economic benefits of ECEC with knowledge of the mechanisms determining access to ECEC. Recent and ongoing large-scale studies from several European countries are used to identify the factors that determine quality and child outcomes. In addition, the project aims to integrate the cultural beliefs and values of stakeholders in developing a culture-sensitive framework.



Curriculum and Quality Analysis and Impact Review
of European Early Childhood Education and Care

Outcomes

- A comparative overview of early childhood curricula across Europe and an evaluation of their effectiveness.
- A review and meta-analysis of research on the impact of ECEC on children's wellbeing and development and on effective strategies of professional development. Insight into the determinants of quality and child outcomes based on secondary analyses of major longitudinal ECEC evaluation studies in Europe.
- An overview of the common and culturally varying aspects of curricula and their quality based on in-depth observations of ECEC in practice across Europe.
- Insight into what parents, professionals and policymakers across Europe consider important developmental and educational goals in early childhood.
- A review of the governance and funding strategies that can increase inclusiveness and improve the costs-benefits ratio of ECEC.

Project partners

UNIVERSITY OF OXFORD, UK
FREIE UNIVERSITÄT BERLIN, DE
AARHUS UNIVERSITET, DK
HIVA UNIVERSITY OF LEUVEN, BE
JYVÄSKYLÄN YLIOPISTO, FI
UNIVERSITY OF MILAN BICOCCA, IT
HELLENIC OPEN UNIVERSITY, EL
INSTITUTO UNIVERSITARIO DE LISBOA, PT
HOGSKOLEN I VESTVOLD, NO
UNIwersytet Warszawski, PL
REGGIO CHILDREN SRL, IT

Combating Inequalities through Innovative Social Practices of and for Young People in Cities across Europe

CITISPYCE

<http://www.aston.ac.uk/lss/research/research-centres/interland/citispyce/>

Project reference: 320359

**EU contribution:
EUR 2 496 684**

From 2013 to 2015

**Project coordinator:
ASTON UNIVERSITY, United Kingdom**

youth • inequalities • social innovation • (un)employment • welfare • policy-makers • exclusion • cities and neighbourhoods

Description

CITISPYCE is a consortium of seven universities, three municipalities and three NGOs covering ten cities in ten countries in Europe. The project is set against the backdrop of the redrawing of social inequalities across Europe and of the renewed concerns about the disproportionate adverse impact of the global economic crisis on young people. CITISPYCE asks how policy-makers (at local, national and EU levels) might be assisted in tackling inequalities through learning from potentially innovative strategies developed by and for young people, particularly those from marginalised groups in major European cities. It examines both the changing nature of inequalities post 2008 and the relationship between young people's inequalities and existing and new strategies to tackle them. In particular, it looks at strategies and practices that seek to mitigate the causes of young people's inequalities. Following an analysis of national and local policies relating to youth inequalities, the project undertook fieldwork in a range of deprived neighbourhoods in the ten cities covered by the consortium.



Outcomes

Outcomes include a contribution to the knowledge base concerning:

- the complex ways in which inequalities are experienced by young people in urban areas;
- the development of indicators on the characteristics of social innovation in relation to young people;
- the assessment of the conditions under which social innovation can flourish so that policy-makers and practitioners will be better able to compare, validate, scale-up and monitor such initiatives or more easily transfer good practices;
- detailed case studies of potentially innovative practices that exist among young people and disadvantaged groups and are used to mitigate the effects of deprivation and civic disengagement.

Project partners

UNIVERSITAT DE BARCELONA, ES

HOCHSCHULE FUER
ANGEWANDTE
WISSENSCHAFTEN, DE

MALMOE HOEGSKOLA (MALMOE
UNIVERSITY), SE

MALMO STAD, SE

MASARYKOVA UNIVERZITA, CZ

UNIWERSYTET EKONOMICZNY W
KRAKOWIE, PL

URZAD MIASTA KRAKOWA, PL

BIRMINGHAM CITY COUNCIL, UK

STICHTING+CONFIDENCE, NL

KENTRO MERIMNAS
OIKOGENEIAS KAI PAIDIOU, EL

UNIVERSITA CA' FOSCARI
VENEZIA, IT

INTERNATIONAL CENTER
FOR MINORITY STUDIES AND
INTERCULTURAL RELATIONS, BG

Combating Social Exclusion among Young Homeless Populations

CSEYHP

<http://www.movisie.com/combating-youth-homelessness>

Project reference: 217223

**EU contribution:
EUR 770 173**

From 2008 to 2011

**Project coordinator:
MOVISIE, NETHERLANDS
CENTRE FOR SOCIAL DEVELOPMENT, The Netherlands**

**life trajectories • young
homeless • interventions**

Description

The aim of the CSEYHP project was to combat social exclusion and poverty among young homeless people and those at risk of homelessness by gaining in-depth knowledge of their life trajectories. The project covered four countries (Netherlands, Portugal, Czech Republic and the United Kingdom) and explored the effectiveness of early intervention and reinsertion programmes. CSEYHP focused on three groups of homeless youth populations: young people born of white ethnic groups; young people born of black, Asian and national minorities, and young migrants. The project methodology included: interviewing social workers and assessing youth services; working with young (ex)homeless people trained as co-researchers to conduct interviews with their peers; interviewing young homeless people; testing key working methodologies, and dissemination activities.



Outcomes

Family issues in combination with challenges to find a proper and stable place to stay are the main risk factors and triggers of homelessness and social exclusion. Institutional and structural factors impact on homelessness and social exclusion as well, but at a later stage. The solution to combating homelessness and social exclusion in Europe cannot be found in improving social services alone. Countries have to create pre-conditions on a structural level first to make improvement on the institutional level a success. Some research evidence indicates that structural improvements can also start at local level.

Project partners

LONDON METROPOLITAN
UNIVERSITY, UK

CENTRE FOR RESEARCH AND
STUDIES IN SOCIOLOGY CIES-
ISCTE, PT

CHARLES UNIVERSITY, FACULTY
OF HUMANITIES, CZ

Cultural Pathways to Economic Self-Sufficiency and Entrepreneurship: Family Values and Youth Unemployment in Europe

CUPESSE

<http://cupesse.eu/>

Project reference: 613257

**EU contribution:
EUR 4 999 220**

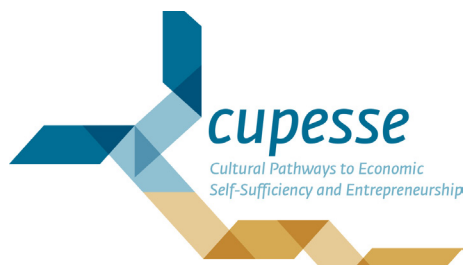
From 2014 to 2018

**Project coordinator:
HEIDELBERG UNIVERSITY,
Germany**

youth unemployment • economic self-sufficiency • entrepreneurship • family values • intergenerational transmission of values and attitudes • labour market policies

Description

The CUPESSE project is dedicated to the comparative analysis of youth unemployment in Europe. By taking issues related both to the demand and supply sides into consideration, the project aims to obtain a comprehensive picture of the causes and consequences of unemployment among young people. It also aims to formulate strategies and recommendations for addressing this ever-growing issue. Eight EU Member States (Austria, Czech Republic, Denmark, Germany, Hungary, Italy, Spain and the United Kingdom) and two Associated Countries (Switzerland and Turkey) represent the primary empirical focus of the project, but other European states will be included in the analysis whenever possible. The project brings together a broad network of researchers and practitioners from the fields of economics, political science, psychology and sociology.



Outcomes

CUPESSE pursues the following main objectives

- To produce a comprehensive understanding of the supply side of youth unemployment from the perspective of intergenerational transmission of social capital and its influences on economic self-sufficiency and entrepreneurial behaviour;
- To Investigate how both supply and demand factors affect unemployment among young adults and the extent to which young people's attitudes and skills align with employer demands;
- To analyse the long-term consequences of youth unemployment, both with regard to the unemployed as well as for society as a whole;
- To study the effects of labour market policies such as flexicurity, measures to promote business start-ups and entrepreneurship and to assess to what extent these measures have been adopted by European states as tools to fight youth unemployment;
- To formulate policy ideas and strategies for addressing unemployment among young people in Europe.

Project partners

UNIVERSITY OF MANNHEIM, DE
UNIVERSITY OF VIENNA, AT
UNIVERSITY OF ECONOMICS, CZ
AARHUS UNIVERSITY, DK
CENTRAL EUROPEAN UNIVERSIT,
HU
UNIVERSITY OF CATANIA, IT
UNIVERSITY OF GRANADA, ES
POMPEU FABRA UNIVERSITY OF
BARCELONA, ES
UNIVERSITY OF BERN, CH
KOÇ UNIVERSITY OF ISTANBUL,
TR
UNIVERSITY OF NEWCASTLE
UPON TYNE, UK

Ethnic Differences in Education and the Diverging Prospects for Urban Youth in an Enlarged Europe

EDUMIGROM

<http://www.edumigrom.eu>

Project reference: 217384

**EU contribution:
EUR 1 284 607**

From 2008 to 2011

**Project coordinator:
CENTRAL EUROPEAN
UNIVERSITY, CENTER FOR
POLICY STUDIES, Hungary**

**social inclusion • educational
policies • migrant youth
• Roma • second-class
citizenship • visible minorities**

Description

EDUMIGROM investigated the impact of educational policies on Roma and second-generation migrant youth in the Czech Republic, Denmark, France, Germany, Hungary, Romania, Slovakia, Sweden and the United Kingdom. Despite great variations in economic development and welfare state arrangements, opportunity structures seem to lead to similar consequences for certain groups of second-generation immigrants in the western half of the continent and Roma in Central and Eastern Europe. The project offered a comprehensive framework for an insightful understanding of the specificities in variations of 'minoritisation' on ethnic grounds in schools and the broader educational environment in urban settings. It explored the mechanisms in socio-economic, political, cultural and gender relations that make ethnicity a substantive component of inequalities in social status and power.



Outcomes

EDUMIGROM developed in-depth knowledge on main social interactions in urban communities in Europe with a high degree of ethnic diversity, while having a simultaneous focus on Roma and second+ generation migrant youth with visible signs of ethnic difference. Overall, the research painted a rather gloomy picture about the lives, opportunities and future perspectives of ethnic minority adolescents in Europe. It revealed some typical dynamics of inter-ethnic encounters in schools of communities densely inhabited by ethnic groups and thus contributed to an expanding research area of 'minoritisation' in Europe. Although ethnicity was viewed as a key category to define social position and identity, the research refined scholarly as well as policy knowledge on how other social distinctions (in particular gender, religion and social class) intersect with ethnic backgrounds.

Project partners

MASARYK UNIVERSITY, BRNO, CZ

UNIVERSITY OF COPENHAGEN,
DK

UNIVERSITY OF BORDEAUX, FR

PEACE RESEARCH INSTITUTE
FRANKFURT, DE

HUNGARIAN ACADEMY OF
SCIENCES, INSTITUTE OF
SOCIOLOGY, HU

BABEŞ-BOLYAI UNIVERSITY,
CLUJ, RO

SLOVAK ACADEMY OF SCIENCES,
INSTITUTE FOR SOCIOLOGY, SK

STOCKHOLM UNIVERSITY, SE

UNIVERSITY OF LEEDS, UK

On the Margins of the European Community

EUMARGINS

<http://www.sv.uio.no/iss/english/research/projects/eumargins/>

Project reference: 217524

**EU contribution:
EUR 1 418 732**

From 2008 to 2011

**Project coordinator:
UNIVERSITETET I OSLO,
Norway**

**young migrants • social
exclusion • inclusion •
unemployment • socio-
political activism • urban
areas**

Description

EUMARGINS used in-depth analyses and interviews to look at social inclusion and exclusion of young migrants in Estonia, France, Italy, Norway, Spain and Sweden. The central concept of the project was that a range of factors inhibit or encourage the abilities of individuals and groups to make the transition from being excluded to being included within societies. The aim of EUMARGINS was to identify and prioritise those factors that matter most for specific young adult migrant groups and in different countries. The project also put forward recommendations that can assist with the transition from exclusion to inclusion, focusing in particular on dominant factors such as (un)employment and related education aspects.



Outcomes

EUMARGINS produced a collection of books and policy briefs. The book *Inclusion and Exclusion of Young Adult Migrants in Europe: Barriers and Bridges* explores the plight of migrants in many contexts such as welfare states, old colonial countries and ex-communist countries. The book *Young Migrants: Exclusion and Belonging in Europe* investigates the life experiences of these young adults in relation to migration, work, education, civic participation and politics. The project also resulted in several policy briefs on immigration discourses in media and politics, on segregation in ethnic schools and on job discrimination against young adults with immigrant backgrounds.

Project partners

GOETEBORGS UNIVERSITET, SE

GOLDSMITHS' COLLEGE, UK

UNIVERSITA DEGLI STUDI DI
GENOVA, IT

GRUP IGIA, ES

INSTITUTE OF BALTIC STUDIES,
EE

ASSOCIATION RECHERCHES,
OBSERVATIONS, FORMATIONS,
ENSEIGNEMENTS, FR

Families and Societies

<http://www.familiesandsocieties.eu/>

Project reference: 320116

**EU contribution:
EUR 6 495 142**

From 2013 to 2017

**Project coordinator:
STOCKHOLMS UNIVERSITET,
Sweden**

**family • society • policies
• well-being • life-course
• transitions • gender •
generations • inequality**

Changing Families and Sustainable Societies: Policy Contexts and Diversity over the Life Course and Across Generations

Description

The project aims to further the understanding of family development in Europe and of challenges associated with it. While filling in gaps in the research on family issues and family change in Europe, the project also aims to provide a broader, research-grounded basis for policymaking at European, national and local level. To achieve these goals, research focuses on investigating the complexity of European families and the diversity of family configurations. It examines the causes and consequences of family change, of changes in the parental and gender roles as well as in intergenerational relationships for families and for European societies at large. It analyses the impact of economic, social and policy contexts on family development, family change and the well-being of women, men, mothers, fathers, and children. To provide reliable insights into causes and consequences of family changes, the project looks at family trajectories from a life-course and comparative perspective. It applies advanced quantitative methods to high quality register and survey data and also conducts qualitative studies.



FamiliesAndSocieties

Outcomes

The project methodology greatly improves the quality of scientific knowledge and the assessment of impacts of policies and social changes on family dynamics and family life course. It provides in-depth insight into how social and economic contexts as well as specific events shape family trajectories and the well-being of family members. FamiliesAndSocieties is geared towards optimizing the knowledge base for policy recommendation. Special attention is paid to policies that shape crucial life course transitions and the well-being of individuals and families at essential stages in their lives. Two new databases are developed: the first database gathers legal content of family forms available in European countries and the second one contains data on EC/EU initiatives in core family policy areas covering the period from 1957 to the present.

Project partners

OESTERREICHISCHE AKADEMIE DER WISSENSCHAFTEN, AT

MAX PLANCK GESELLSCHAFT ZUR FOERDERUNG DER WISSENSCHAFTEN E.V., DE

UNIVERSITEIT ANTWERPEN, BE

INSTITUT NATIONAL D'ETUDES DEMOGRAPHIQUES, FR

UNIVERSITAET WIEN, AT

RIJKSUNIVERSITEIT GRONINGEN, NL

EUROPEAN UNIVERSITY INSTITUTE, IT

COLLEGIO CARLO ALBERTO – CENTRO DI RICERCA E ALTA FORMAZIONE, IT

ERASMUS UNIVERSITEIT ROTTERDAM, NL

UNIVERSITY OF LIVERPOOL, UK

FEDERACION INTERNACIONAL PARA LA ORIENTACION FAMILIAR (FIOF) ASOCIACION, ES

AGE PLATFORM EUROPE, BE

COORDINADORA EUROPEA DE FAMILIAS NUMEROSAS, ES

AGENCIA ESTATAL CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS, ES

TALLINN UNIVERSITY, EE

UNIVERSITATEA BABES BOLYAI, RO

DEUTSCHES JUGENDINSTITUT EV, DE

KATHOLIEKE UNIVERSITEIT LEUVEN, BE

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE, UK

VAESTOLIITTO RY, FI

THE UNIVERSITY OF EDINBURGH, UK

UNIVERSITE DE LAUSANNE, CH

UNIVERSITEIT LEIDEN, NL

UNIVERSIDAD NACIONAL DE EDUCACION A DISTANCIA, ES

UNIVERSITA DEGLI STUDI DI PADOVA, IT

SZKOLA GLOWNA HANDLOWA W WARSZAWIE, PL

MAGYAR TUDOMANYOS AKADEMIA TARSADALOMTUDOMANYI KUTATOKOZPONT, HU

THE CHANCELLOR, MASTERS AND SCHOLARS OF THE UNIVERSITY OF OXFORD, UK

Governance of Educational Trajectories in Europe: Access, Coping and Relevance of Education for Young People in European Knowledge Societies in Comparative Perspective

GOETE

<http://www.goete.eu>

Project reference: 243868

**EU contribution:
EUR 2 699 810**

From 2010 to 2013

**Project coordinator:
UNIVERSITY OF FRANKFURT
AM MAIN, FACULTY OF
EDUCATION, Germany**

**young people • governance •
educational disadvantage •
transitions • youth policy**

Description

The GOETE project analysed the evolution of young people's educational trajectories from individual, social and economic perspectives, combining a life course and a governance approach. A special focus was on how educational decisions are negotiated among different individual and institutional actors across local to transnational levels. The study covered the period from transition into lower secondary education to transition into upper secondary education/vocational education and training. The comparative analysis focused on the regulation of access to education, on support measures, and on how different actors negotiate what education is relevant for social integration. The mixed-method study involved surveys with students, parents and school principals; comparison of teacher training; case studies of local school spaces; discourse analysis; expert interviews with policy makers and stakeholders.

Outcomes

Educational decisions are the result of complex negotiation processes. They are neither isolated choices of students and parents, nor are they determined solely by the education system. Students are primarily concerned with keeping options for choice open as long as possible and reject early adaptation to 'realistic' educational and occupational goals. They find the support of parents and friends more important than that of teachers, counsellors and school social workers. Parents do not feel respected by the school system while teachers are not prepared adequately for their role of accompanying and counselling students through their educational trajectories. State educational policies lose influence as the regulation of education systems increasingly occurs through complex interaction of multiple actors and transnational discourses. Competition, cooperation and networking gain in importance. Permeability, flexible support and higher expenses for education are the conditions of success for more inclusive education systems.

Project partners

UNIVERSITY OF TÜBINGEN,
INSTITUTE OF EDUCATION, DE

INSTITUTE FOR REGIONAL
INNOVATION AND SOCIAL
RESEARCH, DE

UNIVERSITY OF LJUBLJANA,
FACULTY OF EDUCATION, SI

UNIVERSITY OF AMSTERDAM,
SCO KOHNSTAMM INSTITUTE
FOR EDUCATIONAL RESEARCH,
NL

UNIVERSITY OF HELSINKI,
DEPARTMENT OF SOCIAL POLICY,
FI

UNIVERSITY OF TURKU, CENTRE
FOR RESEARCH ON LIFELONG
LEARNING AND EDUCATION, FI

QUEENS UNIVERSITY OF
BELFAST, SCHOOL OF
EDUCATION, UK

UNIVERSITY OF BRISTOL,
GRADUATE SCHOOL OF
EDUCATION, UK

SCHOOL OF HIGHER STUDIES IN
PUBLIC HEALTH, RENNES, FR

UNIVERSITY RENNES 2,
RESEARCH LABORATORY ON
SPACES AND SOCIETIES, FR

UNIVERSITY OF BOLOGNA,
DEPARTMENT OF EDUCATIONAL
SCIENCES, IT

UNIVERSITY OF URBINO,
DEPARTMENT OF STUDIES
ON SOCIETY, POLITICS AND
INSTITUTIONS, IT

WARSAW SCHOOL OF
ECONOMICS, INSTITUTE OF
INTERNATIONAL STUDIES, PL

Strategies for Inclusion and Social Cohesion in Europe from Education

INCLUD-ED

[http://cordis.europa.eu/
project/rcn/84827_en.html](http://cordis.europa.eu/project/rcn/84827_en.html)

Project reference: 028603

**EU contribution:
EUR 3 361 504**

From 2006 to 2011

**Project coordinator:
CENTRE OF RESEARCH CREA,
UNIVERSITY OF BARCELONA,
Spain**

**successful educational
actions • social cohesion
• inclusion • overcoming
inequalities • educational
success**

Description

The INCLUD-ED project analysed educational strategies that contribute to overcome inequalities and promote social cohesion, particularly focusing on vulnerable and marginalised groups. The study focused on the interactions between educational systems, agents and policies, up to the compulsory level (i.e. pre-primary, primary and secondary education, including vocational and special education programmes). The consortium carried out 22 case studies in Europe and 6 longitudinal studies, analysing schools in marginalised regions that accomplish good educational results. It also explored the connections with other areas of social policy (employment, political participation, health, housing) and considered the gender perspective as a cross-cutting issue. The detailed analysis led to the identification of 'Successful Educational Actions' (SEAs) and 'Integrative Successful Actions' (ISAs) with universal components transferable across contexts.



Outcomes

- INCLUD-ED'S results have been published in more than 110 articles in indexed journals and the book "Successful Educational Actions for Inclusion and Social Cohesion in Europe" (Ed. Springer).
- The implementation of the Successful Actions in different territories has improved educational outcomes, enhanced social cohesion and increased opportunities and quality of life of youth and children in more than 100 communities. Improvements reach 60% in the rate of students who pass the official exam on reading skills, particularly in schools with high rates of migrant students.
- INCLUD-ED's findings have been reflected in resolutions and political recommendations by the Parliament, the European Commission and the Council of Europe.

Project partners

CONTINUING EDUCATION
RESEARCH UNIT- DANUBE
UNIVERSITY KREMS, AT

CENTER FOR EUROPEAN POLICY
STUDIES, BE

DUBLIN CITY UNIVERSITY, IE

UNIVERSITY OF CYPRUS, CY

UNIVERSITY OF HELSINKI, FI

EÖRVÖS LORÁND UNIVERSITY,
HU

UNIVERSITY OF FLORENCE, IT

VYTAUTAS MAGNUS UNIVERSITY,
LI

UNIVERSITY OF MALTA, MT

BALTIC INSTITUTE OF SOCIAL
SCIENCES, LV

IREA RESEARCH CENTRE,
UNIVERSITY OF TIMISOARA, RO

SLOVENIAN INSTITUTE FOR
ADULT EDUCATION (SIAE), SI

UNIVERSITY OF NOTTINGHAM,
UK

UNIVERSIDAD AUTÓNOMA DE
BARCELONA, ES

Innovative Social and Employment Policies for Inclusive and Resilient Labour Markets in Europe

INSPIRES

<http://www.inspires-research.eu>

Project reference: 320121

**EU contribution:
EUR 2 496 062**

From 2013 to 2016

**Project coordinator:
ERASMUS UNIVERSITY
ROTTERDAM, The Netherlands**

**labour market resilience •
inclusion • vulnerable groups
• social policy innovation**

Description

The INSPIRES project seeks to contribute to the resilience and inclusiveness of labour markets in European countries. It works to identify innovative policies and to analyse strategies of policy learning that facilitate the development and transfer of these innovations within and across European countries. Looking at labour markets from 2000 onwards, the project examines employment, social policies, and the qualitative and quantitative position of vulnerable groups, defined as groups that experience a higher risk of poverty and social exclusion than the general population. INSPIRES specifically focuses on position in the labour market of young people (under 25), migrants, disabled people and older workers (over 55). It covers eleven countries from all European welfare traditions: Mediterranean, Eastern European, Anglo-Saxon, Scandinavian and the continental regimes. The project intends to isolate the impact of national policies from the structural demographic, social and economic characteristics of labour market resilience, and to identify processes of policy learning and innovation that occur in the interactions between policy makers, politicians, non-profit organizations, trade unions, business associations and other stakeholders at the European, national and sub-national level.

★ INSPIRES

Outcomes

In its first stages, INSPIRES has been focusing on the impact of the 2008 financial and economic crisis on different vulnerable groups. It has showed that older workers have been able to maintain their employment positions in most countries, but at the expense of youth and migrant workers. INSPIRES has also identified significant differences in the distribution of the consequences of the crisis among different groups across countries. The first analysis of policy learning indicates that the vast majority of policy innovations in the INSPIRES countries cannot be considered as responses to the crisis. Instead, they are part of long-term processes of risk prevention, activation, flexibilisation and adaption of governance structures.

Project partners

UNIVERSITY OF LEUVEN, BE

QUEEN MARGARET UNIVERSITY,
UK

UNIVERSITY OF VALENCIA, ES

UNIVERSITY OF LAUSANNE, CH

CORVINUS UNIVERSITY OF
BUDAPEST, HU

STOCKHOLM UNIVERSITY, SE

UNIVERSITY OF KENT, UK

UNIVERSITY OF DUISBURG-
ESSEN, DE

UTRECHT UNIVERSITY, NL

PANTEION UNIVERSITY OF
SOCIAL AND POLITICAL STUDIES,
EL

URBINO UNIVERSITY, IT

EUROPEAN CENTRE MARIBOR, SI

LifeLong Learning | Innovation | Growth & HumanCapital: Tracks in Europe

LLLight'in'Europe

<http://www.lllightineurope.com/home/>

Project reference: 290683

**EU contribution:
EUR 2 695 000**

From 2012 to 2015

**Project coordinator:
ZEPPELIN UNIVERSITY,
Germany**

**lifelong learning • innovation
• complex problem solving
skills • human resource
development • employability
• returns to skills • policy
trails**

Description

LLLight'in'Europe investigates the relevance and impact of complex problem-solving skills and lifelong learning on innovation, productivity and employability. Against the background of increasingly complex tasks and jobs, understanding how complex problem-solving skills impact individuals and organizations and how such skills can be supported has important policy implications. LLLight'in'Europe is based on a unique instrument that tests complex problem-solving skills, thus allowing for the first time evidence-based insights into the development of professional and learning paths of employed individuals and entrepreneurs and into the role that cognitive skills play. The analysis of these skills is enhanced through the contribution of experts from different disciplines: economists who analyse the impact of cognitive skills on wages and growth; sociologists who investigate how public policies can support the development of such skills and of lifelong learning in general; and innovation researchers who track the relationship between problem-solving skills, lifelong learning and innovation at organizational level in the highly-dynamic industry of agribusiness. The result is a multidisciplinary analysis of the process of learning and problem-solving in its different nuances and of the levers which can support the development of these elements for both those who are already employed and for those who are (re)entering the labour market.

Outcomes

LLLight'in'Europe will disseminate its results through 21 policy briefs and 7 thematic reports pertaining to the different dimensions analysed in the project. These documents will be publicly available on the project website, together with videos on each report. Models of the relationships between complex problem-solving and value creation, innovation and learning as proceeding from the analyses in the project will also be available online, readily available for individuals and organizations to consult and apply them in their own specific context.

Project partners

THE UNIVERSITY OF NOTTINGHAM, UK

AARHUS UNIVERSITY, DK

IFO INSTITUTE, DE

WAGENINGEN UNIVERSITY, NL

UNIVERSITY OF LUXEMBOURG, LU

UNIVERSITY OF ECONOMICS BRATISLAVA, SK

CHINA CENTER FOR HUMAN CAPITAL AND LABOUR MARKET RESEARCH, CN

INNOVATION & GROWTH ACADEMY, NL

LEUPHANA UNIVERSITY, DE

INSTITUTE FOR FORECASTING OF THE SLOVAK ACADEMY OF SCIENCES, SK

Memory, Youth, Political Legacy and Civic Engagement

MYPLACE

<http://www.fp7-myplace.eu>

Project reference: 266831

EU contribution:
EUR 7 994 449

From 2011 to 2015

Project coordinator:
UNIVERSITY OF
MANCHESTER, United
Kingdom

youth • civic engagement
• political participation •
political heritage • youth
activism • radicalism

Description

MYPLACE explores how young people's social participation is shaped by the past, present and future shadows of totalitarianism and populism in Europe. It starts from the premise that these political trends are evident though neither new nor the outcome of discrete national political cultures. They are instead rooted in a range of radical and populist political and philosophical traditions that are pan-European in nature, enjoying a popularity that is cyclical rather than novel.

The particular concern of MYPLACE is with the current generation of young people. This generation does not share any first-hand memory of the Cold War and the associated fears and prejudices that divided Europe or any direct experience of living under a communist, authoritarian or fascist political regime. They do share, however, the experience of growing up during the first global crisis of capitalism in the post-World War Two period. This vulnerable social position of young people makes them a prime target of recruitment for parties and movements of the extreme right.

To understand whether young people will allow themselves to be manipulated by extreme political movements, MYPLACE employs a combination of survey, interview and ethnographic research.

MYPLACE

Memory, Youth, Political Legacy and Civic Engagement

Web: www.fp7-myplace.eu

Outcomes

With 30 research locations across 14 countries, the MYPLACE project has produced multiple pan-European data sets based on a case study approach. These data sets include a questionnaire survey of young people aged 16-25, follow-up interviews with a sub-sample of these young people, 44 ethnographic studies of youth activism grouped under 6 thematic clusters, and ethnographic observations at 18 sites of memory including expert interviews with staff, focus groups with young people and inter-generational interviews. Findings from the project are published as Pilkington, H. and Pollock, G. (eds) (2015) *Radical futures? Youth, Politics and Activism in Contemporary Europe*, Sociological Review Monograph Series, Oxford: Wiley.

Project partners

TALLINN UNIVERSITY, EE

UNIVERZITA SV CYRILA A
METODA V TRNAVE, SK

UNIVERSITAET BREMEN, DE

FRIEDRICH-SCHILLER-
UNIVERSITAT JENA, DE

ITA-SUOMEN YLIOPISTO, FI

SYDDANSK UNIVERSITET, DK

CENTRO DE INVESTIGACAO E
ESTUDOS DE SOCIOLOGIA CRL,
PT

STATE INSTITUTION OF
ULYANOVSK STATE UNIVERSITY
RESEARCH AND DEVELOPMENT
CENTRE «REGION», RU

DAUGAVPILS UNIVERSITATE, LV

EURASIA PARTNERSHIP
FOUNDATION – GE

INSTITUT DRUSTVENIH
ZNANOSTI IVO PILAR, HR

UNIVERSITAT POMPEU FABRA, ES

DEBRECENI EGYETEM, HU

PANTEIO PANEPISTIMIO
KOINONIKON KAIPOLITIKON
EPISTIMON, EL

THE UNIVERSITY OF WARWICK,
UK

Measuring Youth Well-being

MyWeb

<http://www.fp7-myweb.eu/>

Project reference: 613368

**EU contribution:
EUR 1 493 481**

From 2014 to 2016

**Project coordinator:
THE MANCHESTER
METROPOLITAN UNIVERSITY,
United Kingdom**

**children • youth • well-being
• questionnaire • survey •
longitudinal**

Description

MYWeB explores the feasibility of conducting a longitudinal survey that would capture the full picture of the growing-up process possibly from birth to the end of a child's education, also including aspects related to the transition to work and parenthood. The project takes a balanced approach to assessing the feasibility of a European Longitudinal Study for Children and Young People (ELSCYP) through prioritising both scientific and policy imperatives. Striking the appropriate balance between science and policy is achieved through the use of an evaluation and appraisal methodology that ensures methodologically robust, technically feasible and cost-effective outcomes. This process is supported by a consultation with a wide range of stakeholders including policy makers and experts at a European, Member State and regional level, in the fields of survey methodology, children and youth, and well-being. Children and young people are integrated into the project plan so that they can contribute to the operationalisation of notions of well-being as well as to the selection of the best methods for conducting an ELSCYP. A pilot study in six countries ensures that original empirical data from field experiences will provide direct evidence of feasibility.



Outcomes

MYWeB provides a robust scoping that will give the Commission a detailed evaluation of different options in measuring the well-being of children and young people across Europe using longitudinal survey methods. The project uses a series of work packages to provide a detailed and informed analysis of how an ELSCYP is most appropriately undertaken. The consortium is working to identify and test a preferred survey option that is in line with the best existing survey practice and with the views of policy makers and of young people themselves. All work packages are drawn together to produce an informative document for the Commission from which the next steps for developing an ELSYP can follow.

Project partners

UNIVERSITAET BREMEN, DE
UNIVERSITAT POMPEU FABRA, ES
INSTITUT DRUSTVENIH
ZNANOSTI IVO PILAR, HR
DEBRECENI EGYETEM, HU
DAUGAVPILS UNIVERSITATE, LV
PANTEIO PANEPISTIMIO
KOINONIKON KAIPOLITIKON
EPISTIMON, EL
TALLINN UNIVERSITY, EE
UNIVERZITA SV CYRILA A
METODA V TRNAVE, SK
INSTITUTO UNIVERSITARIO DE
LISBOA, PT
CRRC GEORGIA NON-
ENTREPRENEURIAL (NON-
COMMERCIAL), GE
UNIVERSITY OF ESSEX, UK
THE CHANCELLOR, MASTERS
AND SCHOLARS OF THE
UNIVERSITY OF CAMBRIDGE, UK

Creating and Adapting Jobs in the Context of a Socio-Ecological Transition

NEUJOBS

<http://www.neujobs.eu>

Project reference: 266833

**EU contribution:
EUR 7 902 328**

From 2011 to 2015

**Project coordinator:
CENTRE FOR EUROPEAN
POLICY STUDIES (CEPS),
Belgium**

**future of work • ageing •
socio-ecological transition •
social investment • welfare**

Description

While the NEUJOBS project was not dedicated specifically to research on youth and labour market issues, it did however produce significant insights into the challenges faced by younger generations. These insights pertained to the overlap between education, technology and the labour market.

NEUJOBS tried to understand how the universalisation of higher education might take place and to explore its consequences. Focusing on the universalisation of upper-secondary education, it showed that elite forms of education stubbornly survive, even in the mass and universal stages of education systems. For instance, after completing their upper secondary education, young people entering the university tend to prefer an education in the humanities and social sciences over an education in STEM disciplines (natural and physical sciences, technology, engineering and mathematics).



Outcomes

The project looked at whether it is more financially beneficial for young people to study engineering or art. To answer this question, it calculated the net present value of university studies five years post-graduation for five European countries: France, Italy, Hungary, Poland and Slovenia. Surprisingly, it is not the STEM degrees that ensure the highest return on investment, but rather the social science degrees, while graduates of art, the humanities and education obtain the lowest net present value. Based on this evidence, the expansion of enrolment in fields such as economics, business and law can be explained by rational choice. More findings on the subject are available in the NEUJOBS publication: [Let's Get to Work! The Future of Labour in Europe, Vol. 1., 2014, Beblavý, Maselli and Veselková \(Eds.\), Centre for European Policy Studies \(CEPS\), Brussels.](#)

Project partners

UNIVERSITY OF BIRMINGHAM, UK
CENTRE FOR SOCIAL AND ECONOMIC RESEARCH, PL
CENTRAL EUROP. UNIVERSITY, HU
DELFT UNIV. OF TECHNOLOGY, NL
GERMAN INSTITUTE FOR ECONOMIC RESEARCH, DE
SOCIÉTÉ EUROP. D'ECONOMIE, FR
ECONOMIC AND SOCIAL RESEARCH INSTITUTE, IE
EUROP. TRADE UNION INSTIT., BE
EUROPRISM RESEARCH CENTRE, CY
INSTITUTE FOR STRUCTURAL RESEARCH, PL
UNIVERSITY OF KLAGENFURT, AT
INSTIT. FÜR HOEHERE STUDIEN, AT
INSTIT. FOR HUMAN SCIENCES, AT
SLOVAK GOVERNANCE INSTIT., SK
CONFERENCE BOARD EUROPE, BE
LUISS UNIVERSITY, IT
UNIVERSITY OF AMSTERDAM, NL
NETHERLANDS INTERDISCIPLINARY DEMOGRAPHIC INSTITUTE, NL
ROSKILDE UNIVERSITY, DK
LEIDEN UNIVERSITY, NL
UNIVERSITY OF THE WEST OF SCOTLAND, UK
MASARYK UNIVERSITY, CZ
INSTITUTE FOR THE STUDY OF LABOUR, DE
INSTIT. OF ECON. RESEARCH, SK
TRANSP. & MOBILITY LEUVEN, BE
LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE, UK
OBSERVATOIRE SOCIAL EUROPÉEN, BE
MANNHEIM UNIVERSITY, DE

Processes Influencing Democratic Ownership and Participation

PIDOP

<http://www.fahs.surrey.ac.uk/pidop/index.htm>

Project reference: 225282

**EU contribution:
EUR 1 499 839**

From 2009 to 2012

**Project coordinator:
UNIVERSITY OF SURREY,
United Kingdom**

civic engagement • political participation • active citizenship • youth • women • minorities • migrants • gender • social policy • civic education • psychology

Description

PIDOP examined the processes that influence democratic ownership and participation in nine European countries: Belgium, Czech Republic, United Kingdom, Germany, Italy, Northern Ireland, Portugal, Sweden and Turkey. Drawing on the disciplines of psychology, politics, sociology, social policy and education, it examined macro-level contextual factors (including historical, political, electoral, economic and policy factors), proximal social factors (including familial, educational and media factors) and psychological factors (including motivational, cognitive, attitudinal and identity factors) that facilitate and/or inhibit civic and political engagement and participation. The project had a distinct focus on the psychology of the individual citizen and the psychological processes through which macro-level contextual factors and proximal social factors exert their effects upon citizens' civic and political engagement and participation. Young people, women, minorities and migrants were examined as four specific groups at risk of political disengagement.



pidop

Processes Influencing Democratic Ownership and Participation

Outcomes

PIDOP provided a comprehensive analysis of the factors that impact civic and political engagement and participation. It also showed how the impact of macro, demographic, social and psychological factors varies depending on the specific form of participation and national context involved. However, political interest, internal efficacy, organisational membership and previous high quality participation experiences were found to be relatively robust predictors of participation in most contexts. Theories to explain these findings were developed. In addition, the project developed a set of evidence-based recommendations for policy, practice and intervention that can be used by politicians, political institutions, media producers, educational professionals, schools, youth workers and other civil society actors to enhance levels of participation among youth, women, minorities and migrants.

Project partners

UNIVERSITY OF LIÈGE, BE
MASARYK UNIVERSITY, CZ
UNIVERSITY OF JENA, DE
UNIVERSITY OF BOLOGNA, IT
UNIVERSITY OF PORTO, PT
ÖREBRO UNIVERSITY, SW
ANKARA UNIVERSITY, TR
QUEEN'S UNIVERSITY BELFAST,
UK

Freedom, Dignity and Justice: a Comprehensive Approach to the Understanding of Youth Exclusion and the Prospects for Youth Inclusion and Overall Change in the South and East Mediterranean

POWER2YOUTH

<http://www.power2youth.eu>

Project reference: 612782

**EU contribution:
EUR 2 499 975**

From 2014 to 2017

**Project coordinator:
ISTITUTO AFFARI
INTERNAZIONALI, Italy**

**gender • social movements
• South East Mediterranean
• unemployment • youth
• exclusion • inclusion •
political participation**

Description

The 2010-2011 youth-led wave of protests in the South and East Mediterranean (SEM) countries can be described as the bursting on the scene of a new generation united by a shared experience of marginalisation and by new ways of protesting and acting. Though important for the future of the SEM, this phenomenon still escapes the main frames of analysis used by academic research. POWER2YOUTH aims at filling this important knowledge gap by offering a comprehensive multi-level, interdisciplinary and gender-sensitive approach to the understanding of youth in the SEM region. Building on a conceptualisation of youth that gives prominence to youth as potential agents of change, the project starts out from the assumption that youth exclusion is the result of unequal power relations in society. It also posits that effective youth inclusion can only be fostered by the bottom-up process of addressing the systemic inequalities that lead to exclusion in the first place. From this premise comes the project's emphasis on the study of the potentially transformative impact of individual and collective youth agency viewed as part of a wider social dynamics.

POWER 2 YOUTH

FREEDOM, DIGNITY
AND JUSTICE

Outcomes

The expected outcomes of POWER2YOUTH are:

- advancing the state of art of youth studies by providing both improved empirical knowledge and theoretical insight into the youth 'phenomenon' in the SEM region and elsewhere;
- enhancing research cooperation among experts working in disciplines such as political economy, sociology, political science, anthropology and cultural studies;
- involving stakeholders and researchers of SEM countries in research and policy formulation, thus building a regional knowledge base on youth;
- producing innovative policy recommendations that address the challenge of fostering youth inclusion in the SEM region.

Project partners

UNIVERSITY OF DURHAM, UK

CENTRE NATIONAL DE LA
RECHERCHE SCIENTIFIQUE, FR

SCHOOL OF ORIENTAL AND
AFRICAN STUDIES, UNIVERSITY
OF LONDON, UK

THE BOARD OF TRUSTEES OF
THE BIR ZEIT UNIVERSITY, PS

FORSKNINGSSTIFTELSEN FAFO,
NO

UNIVERSITE DE GENEVE, CH

ISTANBUL BILGI UNIVERSITESI,
TR

THE AMERICAN UNIVERSITY IN
CAIRO, EG

AMERICAN UNIVERSITY OF
BEIRUT, LB

UNIVERSITE MOHAMMED
V-SOUISSI, MA

OBSERVATOIRE NATIONAL DE LA
JEUNESSE, TN

Reducing Early School Leaving in the EU

RESL.eu

<http://www.Resl-eu.org>

Project reference: 320223

**EU contribution:
EUR 6 482 757**

From 2013 to 2018

**Project coordinator:
UNIVERSITEIT ANTWERPEN,
Belgium**

**early school leaving (ESL)
• education policies • good
practices ESL**

Description

RESL.eu aims to provide insights into the mechanisms and processes influencing a young person's risk of leaving school or training early. It also intends to identify and analyse the existing programmes and measures in and outside of schools that are successful in keeping pupils in education or training. First, the project will design a common working definition of early school leaving across the nine participating countries (Belgium, UK, Sweden, Portugal, the Netherlands, Poland, Spain, Hungary and Austria), which will enable a comparative analysis of current policies for early school leaving. Then, survey data will be collected on 2,000 to 3,000 youngsters, their families and schools in each country (except Hungary and Austria) in year two and again in year four of the project. This will allow to identify the characteristics of youth at risk of ESL as well as protective factors such as social support mechanisms, resiliency and agency of pupils, etc. Interviews will take place with 28 selected pupils per country and with their parents, family members and friends/peers. In addition, a group of 100 school staff and administrators will be surveyed. These insights and good practices will then be shared with various audiences.



Outcomes

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

The focus of the project is on the development and implementation of education policies and on the diffusion of existing good practices. Its ultimate aim lies in the development of generic models to predict and tackle ESL. These models will contribute to local, national and EU policies.

Project partners

MIDDLESEX UNIVERSITY HIGHER
EDUCATION CORPORATION, UK

STOCKHOLMS UNIVERSITET, SE

UNIVERSIDADE DO PORTO, PT

ERASMUS UNIVERSITEIT
ROTTERDAM, NL

UNIwersytet Warszawski, PL

UNIVERSITAT AUTONOMA DE
BARCELONA, ES

KÖZÉP-EUROPAI EGYETEM, (CEU)
HU

WIRTSCHAFTSUNIVERSITÄT
WIEN, AT

Researching Arab Mediterranean Youth: Towards a New Social Contract

SAHWA

<http://www.sahwa.eu/>

Project reference: 613174

**EU contribution:
EUR 2 498 526**

From 2014 to 2016

**Project coordinator:
BARCELONA CENTRE FOR
INTERNATIONAL AFFAIRS,
Spain**

**youth • culture • employment
• education • engagement •
gender • revolts • political
change • migration**

Description

SAHWA addresses a variety of issues related to the youth in Arab Mediterranean countries. It has four broad objectives: 1) to conceptualise transitions in Arab Mediterranean countries with a focus on youth; 2) to map political, socio-economic and cultural change in the Arab Mediterranean world; 3) to compare these processes to similar transitions in other historical contexts and identify models for the present-day management of political and economic transformations in the Arab Mediterranean; 4) to provide policy-makers with a better knowledge base for understanding the role of youth and with better tools for designing national public policies and EU cooperation actions in support of change in the region. The main thematic areas for the project are education, employment and social inclusion, political mobilisation and participation, culture and values, international migration and mobility, gender, comparative experiences in other transition contexts, and public policies and international cooperation. SAHWA is an interdisciplinary project that brings together socio-anthropological, economic and political, sociological and cultural approaches. It also includes a multi-country youth survey and fieldwork in local contexts.



Outcomes

SAHWA will produce policy briefs, scientific papers, a documentary, a 'cartography of change' and several participatory tools such as the Shababpedia (a sort of Wikipedia about Arab youth) and the SAHWA Community. Most of these deliverables will be public and open-access. Several dissemination and outreach events will be organized to reach out to policymakers and practitioners in the region.

Project partners

ANIMA INVESTMENT NETWORK,
FR

CENTER OF ARAB WOMAN FOR
TRAINING AND RESEARCH, TN

CENTRE DE RECHERCHE EN
ECONOMIE APPLIQUEE POUR LE
DEVELOPPEMENT, AG

FUNDACION EDUCACION PARA
EL EMPLEO, ES

INSTITUT DES HAUTES ETUDES
DE MANAGEMENT, MA

MIDDLE EAST TECHNICAL
UNIVERSITY, TR

NUORISOTUTKIMUSSEURA RY

UNGDOMSFORSKNINGSSALLSKA-
PET RF, FI

LEBANESE AMERICAN
UNIVERSITY, LB

THE AMERICAN UNIVERSITY IN
CAIRO, EG

THE UNIVERSITY OF LIVERPOOL,
UK

UNIVERSITAT DE LLEIDA, ES

UNIVERSITA' DEGLI STUDI DI
MILANO-BICOCCA, IT

UNIVERSITAET BREMEN, DE

UNIVERSITY OF PLOVDIV, BG

Social Innovation: Empowering the Young for the Common Good

SociEtY

<http://www.society-youth.eu>

Project reference: 320136

**EU contribution:
EUR 2 496 528**

From 2013 to 2015

**Project coordinator:
BIELEFELD UNIVERSITY,
Germany**

**vulnerable youth • capability
approach • capability for
voice • participation • social
justice • quality of life**

Description

SociEtY proposes a radical shift in how inequality among young people and its ensuing disadvantages can be tackled. Instead of treating employment as the exclusive end for policies and the exclusive goal of programmes for youth, SociEtY brings in the idea of also focusing on the well-being and thriving of young people in their respective lifeworlds.

The main objectives of the project are:

- Broadening the existing knowledge base for policymaking to tackle inequalities and foster social innovation by looking at different policy fields through a combination of bottom-up and top-down perspectives;
- Empowering young people to bring in their voices, aspirations and engagements, thereby enhancing their options for participation and social inclusion;
- Developing a unique methodology of participation that links different stakeholders and status groups to create innovative partnerships and to initiate new and innovative forms of deliberative processes for making and implementing policy.



Outcomes

- Development of new perspectives for youth policies in Europe to successfully fight inequalities;
- Promotion of young people's participation as citizens in the society as a whole;
- Creation of an empowering environment where young people can develop their ability to articulate their own aspirations and needs;
- Transfer of findings to stakeholders, politicians and various sectors of civil society.

Project partners

EDINBURGH NAPIER UNIVERSITY,
UK

CENTRE D'ETUDES ET DE
RECHERCHES SUR LES
QUALIFICATIONS, FR

AARHUS UNIVERSITET, DK

UNIVERSITA DEGLI STUDI DI
PAVIA, IT

UNIVERSITEIT VAN AMSTERDAM,
NL

UNIVERSITEIT GENT, BE

UNIVERSITAT POLITECNICA DE
VALENCIA, ES

UNIVERSITATEA DIN BUCURESTI,
RO

BBJ CONSULT AG, MANFRED
SCHNEIDER, BE

FORSCHUNGS- UND
BERATUNGSSTELLE
ARBEITSWELT, AT

UNIVERSITAET LINZ, AT

HAUTE ECOLE SPECIALISEE DE
SUISSE OCCIDENTALE, CH

Strategic Transitions for Youth Labour in Europe

STYLE

<http://www.style-research.eu>

Project reference: 613256

**EU contribution:
EUR 4 999 056**

From 2014 to 2017

**Project coordinator:
UNIVERSITY OF BRIGHTON,
United Kingdom**

**labour market flexibility •
skills mismatch • migration
• family legacies • self-
employment • EU Policy**

Description

STYLE examines the obstacles and opportunities affecting youth employment in Europe. It includes 25 research partners, international and local advisory boards of employers, unions, policy makers and NGOs from over 20 European countries. Its central concept is based on a policy performance and learning approach to the challenge of overcoming youth unemployment across different groups. Using a comparative framework that is sensitive to the impact of historical and regional legacies, the project aims to identify where policies are working and why, and to show when and how labour market analysis informs policy formulation, implementation and evaluation. This requires a multidisciplinary and internationally comparative perspective as well as a historical analysis of the factors prior to and resulting from the recent economic crisis. STYLE aims to involve a wide range of EU stakeholders to inform research and disseminate results about what works under different institutional conditions.



Outcomes

- To achieve a critical mass of multi-media resources in collaboration with stakeholder communities;
- to provide a critical evaluation of country performance and policy transfer mechanisms;
- to examine the consequences of skills mismatch and migration for young Europeans;
- to evaluate business start-ups and self-employment for young people;
- to assess how family legacies affect youth transitions to economic independence;
- to voice the values and aspirations of vulnerable young people;
- and to critically analyse flexicurity regimes and advance our knowledge base by publishing an International Handbook on Strategic Transitions for Youth Labour in Europe.

Project partners

INSTITUTE FOR EMPLOYMENT
STUDIES, UK

FORSCHUNGSINSTITUT ZUR
ZUKUNFT DER ARBEIT GMBH, DE

CENTRE FOR EUROPEAN POLICY
STUDIES, BE

TÁRSADALOMKUTATÁSI INTÉZET
ZRT (TÁRKI), HU

UNIVERSITA DEGLI STUDI DI
TRENTO, IT

NATIONAL UNIVERSITY OF
IRELAND, IE

DEMOCRITUS UNIVERSITY OF
THRACE, EL

UNIVERSITY OF OXFORD, UK

ECONOMIC AND SOCIAL RESEARCH
INSTITUTE, (ESRI), IE

UNIV. DEGLI STUDI DI SALERNO, IT

UNIVERSIDAD DE OVIEDO, ES

TARTU ULIKOOL, EE

UNIwersytet Ekonomiczny w
KRAKOWIE, PL

SLOVAK GOVERNANCE INSTIT., SK

METROPOLITNI UNIV. PRAHA, CZ

CHAMBRE DE COMMERCE ET
D'INDUSTRIE DE GRENOBLE, FR

UNIVERSITEIT VAN TILBURG, NL

UNIVERSITAET GRAZ, AT

COPENHAGEN BUSINESS SCHOOL,
DK

NORWEGIAN SOCIAL RESEARCH
INSTITUTE, NO

STOCKHOLMS UNIVERSITET, SE

KOC UNIVERSITY, TR

UNIV. DEGLI STUDI DI TORINO, IT

FONDATION EURACTIV POLITECH,
BE

Making Capabilities Work

WorkAble

<http://www.workable-eu.org>

Project reference: 244909

**EU contribution:
EUR 2 264 789**

From 2009 to 2012

**Project coordinator:
BIELEFELD UNIVERSITY,
CENTER FOR EDUCATION
AND CAPABILITY RESEARCH,
Germany**

**capabilities • participation •
labour market • education •
vulnerable youth • well-being
• agency**

Description

WorkAble provided knowledge on how to enable young people to succeed in European labour markets and to actively shape their own future development. It assessed the political and institutional strategies aiming to cope with the high rates of youth unemployment and dropouts from school and upper secondary education. Applying the capabilities approach, WorkAble explored how educational strategies are implemented, and assessed whether and how they enable young people to convert knowledge, skills and competencies into capabilities to fully participate in a working life and in society. 13 partners from different disciplines in ten European countries collaborated closely in a multidimensional research process. They followed a three-phase research design:

- a comparative institutional mapping and analysis of vocational and labour-market policies in all educational regimes
- case studies to reconstruct the conceptions, aspirations and practices of local actors who implement educational and training programmes and of the young people who attend them
- quantitative secondary analyses of national and European longitudinal data to reveal how effectively these strategies close the capability gap for young people.

Outcomes

WorkAble produced a series of recommendations for stakeholders and politicians, including appropriate training and education strategies that may enable young persons to cope with economic and social challenges. It created a new wide-ranging theoretical understanding of the conditions for the functioning of educational and welfare systems throughout Europe. In addition, it contributed to expanding young people's capabilities to act as fully participating citizens while also developing transversal and integrated economic, educational and social strategies for closing the capability gap.

Project partners

ADAM MICKIEWICZ UNIVERSITY,
CENTER FOR PUBLIC POLICY
STUDIES, PL

UNIVERSITY OF WARSAW,
INSTITUTE OF SOCIOLOGY, PL

UNIVERSITY OF MILANO-
BICOCCA, DEPARTMENT OF
SOCIOLOGY, IT

UNIVERSITY OF PAVIA,
DEPARTMENT OF PUBLIC
ECONOMICS, IT

CEREQ: CENTRE FOR RESEARCH
ON QUALIFICATIONS, FR

AARHUS UNIVERSITY,
DEPARTMENT OF EDUCATION, DK

FORBA: WORKING LIFE
RESEARCH CENTRE, AT

UNIVERSITY OF APPLIED
SCIENCES WESTERN
SWITZERLAND, CH

EDINBURGH NAPIER UNIVERSITY,
EMPLOYMENT RESEARCH
INSTITUTE, UK

UMEÅ UNIVERSITY, DEPARTMENT
OF SOCIOLOGY, SE

BBJ - CONSULT AG BRUSSELS,
BE

UNIVERSITY OF GOTHENBURG,
DEPARTMENT OF SOCIOLOGY, SE

Young People in Public Care: Pathways to Education in Europe

YiPPEE

<http://tcru.ioe.ac.uk/yippee>

Project reference: 217297

**EU contribution:
EUR 1 400 000**

From 2008 to 2010

**Project coordinator:
UNIVERSITY OF LONDON,
INSTITUTE OF EDUCATION,
United Kingdom**

**youth • post-compulsory
education • out-of-home
care • social inclusion •
employment • biographical
disadvantage**

Description

Children and young people in public care are at high risk of failing to achieve social and labour market inclusion in adulthood, which is due at least in part to their low level of education. YiPPEE focused on the post-compulsory phase, the 18 to 24 age group, using a multi-method approach: literature and policy reviews; published and unpublished statistics; an evaluation of the impact of legislation, and interviews with a wide range of respondents. 170 young men and women in care at age 16 were interviewed face-to-face as well as carers and managers of care services. There were strong similarities in the life-story narratives of the young people in all countries, in particular their experience of early neglect and abuse, for which care and education systems do too little to compensate. Although research participants were selected for having shown ability and motivation, few were able to access tertiary education or were on track to do so (8% compared with 40% of their peers). Three main factors were identified: pressure to enrol in short-term vocational training to become self-supporting as early as possible, lack of information and poor guidance, and insufficient practical and emotional support from carers and professionals.

Outcomes

The project produced, for the first time, cross-national quantitative and qualitative evidence on this neglected issue. It raised awareness of the importance of educational attainment for children in care internationally through publication of four books, conference presentations and numerous journal papers as well as special issues of the *European Journal of Social Work and Children and Youth Services Review*. There is clear evidence of impact on policy and practice arising from recommendations in the national and international reports available on the website as well as in published accounts of findings in all partner countries.

Project partners

AARHUS UNIVERSITY, DK

UNIVERSITY OF GOTHENBURG, SE

UNIVERSITY OF GIRONA, ES

INSTITUTE OF SOCIAL AND FAMILY
POLICY, HU

YOUNEX

<http://www.younex.unige.ch>

Project reference: 216122

**EU contribution:
EUR 1 460 560**

From 2008 to 2011

**Project coordinator:
UNIVERSITY OF GENEVA,
Switzerland**

**youth unemployment •
social integration • political
integration • exclusion**

Youth, Unemployment, and Exclusion in Europe: a Multidimensional Approach to Understanding the Conditions and Prospects for Social and Political Integration of Young Unemployed

Description

YOUNEX performed a comprehensive analysis of the topic from various standpoints. This integrated approach was aimed at advancing opportunities for policy-learning and facilitating the transfer of scientific findings into policy recommendations. The research put forward new insights on the social and political exclusion of unemployed youth, analysing its causes, processes and perspectives for change and social integration. It generated a new body of data on the young unemployed (in particular those in long-term unemployment) and on precarious youth through:

- a multidimensional theoretical framework that combines macro-level, meso-level, and micro-level explanatory factors and takes into account various dimensions of exclusion such as social and political exclusion or individual well-being
- a cross-national comparative design that includes European countries with different institutional approaches to unemployment (France, Germany, Italy, Poland, Sweden, and Switzerland).

Outcomes

Results of individual surveys revealed that long-term unemployed young Europeans can be described as politically uninterested rather than politically excluded. They are not a homogenous group and differ in a range of areas. Qualitative in-depth interviews offered significant insights, especially in terms of how young people cope with their situation and on what the impact of unemployment on social and political exclusion is. An analysis of related EU policies has also been carried out, revisiting relevant policy agendas, initiatives and recommendations by institutions in Europe. In addition, an organisational survey showed that civil society organisations (CSOs) are particularly adept at supporting the integration of unemployed youth and therefore represent an important vehicle for achieving it.

Project partners

UNIVERSITAET SIEGEN, DE

FONDATION NATIONALE DES
SCIENCES POLITIQUES, FR

KARLSTADS UNIVERSITET, SE

POLSKIE TOWARZYSTWO
SOCJOLOGICZNE, PL

2.

Horizon 2020 projects

Constructing Active Citizenship with European Youth: Policies, Practices, Challenges and Solutions

CATCH-EYOU

Project reference: 649538

EU contribution:
EUR 2 498 787

From 2015 to 2018

Project coordinator:
UNIVERSITY OF BOLOGNA,
Italy

active citizenship • youth
• political engagement
• participatory practices
• school • media • youth
policies

Description

A current major challenge for the EU is bridging the gap between young Europeans and EU Institutions by improving dialogue, trust and active engagement of the youth when it comes to EU issues. Including the perspectives of young people is essential to ensuring the continuation of participatory and representative democracy. CATCH-EyoU relies on joint contributions from the disciplines of psychology, political science, sociology, media and communications, and education. It aims to identify the psychological, developmental, macro social and contextual factors that impact the different forms of youth active engagement throughout Europe. Its innovative multi-methodological approach involves the co-construction of knowledge through constant dialogue among researchers, young people and relevant stakeholders. This approach will offer a multifaceted understanding of the different factors that influence both the perspectives of young people on Europe and the ways in which young people engage materially and symbolically in shaping their societies and the governmental regimes under which they live.



Expected outcomes

CATCH-EyoU will propose a new robust and cutting-edge conceptualisation of youth active citizenship in the EU and a novel evidence-based, multi-level integrated theoretical model to explain the factors and processes influencing its construction. Such a conceptualisation will have a significant impact on future research, European policy making and, in particular, citizenship education initiatives throughout Europe. The project will also put forward a set of evidence-based ideas, recommendations, approaches and instruments that will contribute to policy making and generate new educational approaches to enhance youth active citizenship.

Project partners

ÖREBRO UNIVERSITY, SE

FRIEDRICH SCHILLER UNIVERSITY,
DE

NATIONAL AND KAPODISTRIAN
UNIVERSITY OF ATHENS, EL

UNIVERSITY OF PORTO, PT

MASARYK UNIVERSITY, CZ

THE LONDON SCHOOLS OF
ECONOMICS AND POLITICAL
SCIENCE, UK

UNIVERSITY OF TARTU, EE

FORUM NAZIONALE DEI GIOVANI,
IT

Social Exclusion of Youth in Europe: Cumulative Disadvantage, Coping Strategies, Effective Policies and Transfer

EXCEPT

Project reference: 649496

EU contribution:
EUR 2 497 416

From 2015 to 2018

Project coordinator:
TALLINN UNIVERSITY,
Estonia

social exclusion • youth
labour market insecurity •
social mobility • scenarios •
social policies

Description

The youth labour market was especially hit by the economic crisis of 2008 and its aftermath, which had detrimental effects on the social cohesion of our societies. Against this background, the aim of this interdisciplinary and internationally comparative project is to provide a comprehensive understanding of the consequences of youth labour market vulnerability for risks of social exclusion in Europe. A multidimensional dynamic perspective on both objective and subjective dimensions of the social exclusion of young people is adopted in order to identify the complex interrelationships and potential risks of cumulative disadvantages and possible compensatory mechanisms. We address three broad dimensions: implications of labour market insecurities for youth's risk of poverty and material deprivation, their subjective well-being and health status, and their ability to achieve independence from parental home.



Expected outcomes

The aim of this project is to provide an understanding of the consequences of youth labour market vulnerability. Our intention is to identify the interrelationships and potential risks of cumulative disadvantages and compensatory mechanisms. We search understanding of how disadvantaged youth perceive their situation and try to cope with it in different economic, institutional and cultural environments. We investigate youth social exclusion in national contexts and assess policies addressing issues of youth social exclusion. A central objective of this project is to learn about examples of best practises and provide suggestions for reforms and policies that help to improve the social situation of young people who face labour market insecurities.

Project partners

OTTO-FRIEDRICH-UNIVERSITAET
BAMBERG, DE

UNIVERSITAET DUISBURG-ESSEN,
DE

INSTITUTE FOR THE STUDY OF
SOCIETIES AND KNOWLEDGE, BG

ARISTOTELIO PANEPISTIMIO
THESSALONIKIS, EL

UNIVERSITA DEGLI STUDI DI
TORINO, IT

INSTYTUT BADAN EDUKACYJNYCH,
PL

UMEA UNIVERSITET, SE

UNIVERSITY OF KENT, UK

KYIV ECONOMICS INSTITUTE, UK

Tools and Tips for Mobile and Digital Youth Participation in and across Europe

EUth

<http://www.euth.net>

Project reference: 649594

**EU contribution:
EUR 2 579 500**

From 2015 to 2018

**Project coordinator:
NEXUS INSTITUTE FOR
COOPERATION MANAGEMENT
AND INTERDISCIPLINARY
RESEARCH (NEXUS),
Germany**

**Youth • Europe •
e-participation • online-
participation • decision-
making • participation
software • mobile • digital
• trust-building • capacity-
building**

Description

The aim of EUth is to get more young people involved in political decision-making and increase youth trust in European political institutions.

This will on the one hand be achieved by developing technical support: an open and easy-to-use online participation platform along with different mobile tools and apps for smartphones and tablets. These can after the project's termination be embedded into one's own web presence.

Additionally concomitant services will be delivered such as a practical support tool, giving advice on how to set up concrete projects when using the EUth software. Also country specific guidelines and recommendations are offered on how to overcome key barriers.

All features and tools of the platform are going to be tested in three pilot projects: AEGEE, one of Europe's biggest interdisciplinary student organizations, will use EUth-systems to improve communication and discussion processes with its members.

Finally, EUth deploys a very innovative dissemination strategy: To really increase the quality and quantity of youth e-participation ERYICA, the European Youth Information and Counseling Agency with its network of 34 umbrella organizations will support 10 of its members with 10.000 € in order to initiate digital participation projects with EUth-software.



Expected outcomes

- An all-in-one proven digital and mobile participation software, ready to be embedded in youth organisations' and administrations' web presence.
- Tools and tips how to shape a digital participation project and how to use the software.

Project partners

MISSIONS PUBLIQUES, FR

LIQUID DEMOCRACY E.V. (LIQD),
DE

INTERNATIONAL YOUTH SERVICE
OF THE FEDERAL REPUBLIC OF
GERMANY (IJAB), DE

THE DANISH BOARD OF
TECHNOLOGY FOUNDATION (DBT),
DK

ALFSTORE (ALF), FR

ROYAL INSTITUTE OF
TECHNOLOGY (KTH), SE

ISTITUTO DI STUDI PER
L'INTEGRAZIONE DEI SISTEMI
(ISIS), IT

DEVELOPMENT CENTRE OF THE
HEART OF SLOVENIA (HS), SI

ASSOCIATION DES ÉTATS
GÉNÉRAUX DES ÉTUDIANTS DE
L'EUROPE (AEGEE), BE

EUROPEAN YOUTH INFORMATION
AND COUNSELLING AGENCY
(ERYICA), LU

Negotiating Early Job Insecurity and Labour Market Exclusion in Europe

NEGOTIATE

<http://www.negotiate-research.eu>

Project reference: 649395

**EU contribution:
EUR 2 476 614**

From 2015 to 2018

**Project coordinator:
OSLO AND AKERSHUS
UNIVERSITY COLLEGE OF
APPLIED SCIENCES, Norway**

**youth unemployment • job
insecurity • financial crisis
• multi-level governance •
social resilience**

Description

NEGOTIATE is a research project examining the long and short-term consequences of job insecurity and labour market exclusion of young people. NEGOTIATE moves beyond the state-of-the-art by investigating the linkages between macro and micro levels in shaping the consequences of early job insecurity and youth unemployment. While overall labour market processes and a severe employment crisis currently define the macro level, the micro level is characterised by young adults who display great variation in terms of opportunities to access public and private support and influence their job prospects. NEGOTIATE examines the relationship between young people's subjective and objective negotiating positions across economic and social dimensions affecting labour market integration and social inclusion. It approaches this topic in a trans-disciplinary and comparative manner. The project is informed by the concepts of resilience, capability, active agency and negotiation. These are combined with methodological innovation (life course interviews and vignette experiments) and cross-cutting policy analyses.

NEGOTIATE

Overcoming job-insecurity in Europe

Expected outcomes

NEGOTIATE will deliver new and gender-sensitive knowledge about the short and long-term consequences of early job insecurity. Through the active involvement of national and European stakeholders – including young people – NEGOTIATE will contribute to more effective policies, thus maximising impact from a societal as well as a scientific perspective. Our strategy is to observe the present, learn from the past and project the future in order to inform policies that help prevent early labour market exclusion and adverse effects of job insecurity in the short and long term, thereby bringing Europe closer to the Europe 2020 goals.

Project partners

UNIVERSITÄT BREMEN, DE

UNIVERSITY OF BRIGHTON, UK

MASARYK UNIVERSITY, CZ

UNIVERSITY OF BASEL, CH

UNIVERSITY OF GIRONA, ES

PANTEION UNIVERSITY, EL

POZNAŃ UNIVERSITY OF
ECONOMICS, PL

INSTITUTE FOR THE STUDY OF
SOCIETIES AND KNOWLEDGE, BG

SOLIDAR FOUNDATION, BE

Mapping Mobility: Pathways, Institutions and Structural Effects of Youth Mobility in the EU

MOVE

<http://www.move-project.eu>

Project reference: 649263

EU contribution:
EUR 2 499 912

From 2015 to 2018

Project coordinator:
UNIVERSITY OF
LUXEMBOURG, INTEGRATIVE
RESEARCH UNIT ON
SOCIAL AND INDIVIDUAL
DEVELOPMENT, Luxembourg

mobility • mobility •
young people • (un)
employment • student
mobility • volunteering •
entrepreneurship • lifelong
learning • socioeconomic
effects of migration and
mobility

Description

The overall ambition of MOVE is to provide a research-informed contribution towards an improvement of the conditions of the mobility of young people in Europe and a reduction of the negative impacts of mobility. The main research question are: how can the mobility of young people be 'good' both for socio-economic development and for individual development of young people? And what are the factors that foster or hinder such beneficial mobility?

Based on an interdisciplinary and multi-level research approach, the project aims to: carry out a comprehensive analysis of the phenomenon of mobility of young people in the EU

- generate systematic data about young people's mobility patterns in Europe based on qualitative case studies, a mobility survey and secondary data analysis
- provide a quantitative integrated database on European youth mobility
- offer a data-based theoretical framework in which mobility can be reflected.



Expected outcomes

The overall ambition of MOVE is to generate detailed and systematic knowledge about the complexities of young people's mobility patterns on an individual and socio-structural level. Most of the existing analysis looks at reasons and future purposes of young mobile and non-mobile people and attempts to identify the underlying reasons why young people are or are not mobile. This presupposes that mobility is the better way for socio-economic development and young people. MOVE goes beyond the results of the current state of research by asking how mobility can be 'good' both on the individual/family and the socio-economic level, and what the factors that hinder such a beneficial mobility are.

Project partners

UNIVERSITAT HILDESHEIM, DE

DEUTSCHES JUGENDINSTITUT
E.V., DE

ASE, ACADEMIA DE STUDII
ECONOMICE DIN BUCURESTI, RO

UNIVERSITY OF MISKOLC, HU

HOGSKULEN I SOGN OG
FJORDANE, NO

ILUSTRE COLEGIO NACIONAL
DE DOCTORES Y LICENCIADOS
EN CIENCIAS POLITICAS Y
SOCIOLOGIA, ES

EUROPEAN RESEARCH AND
PROJECT OFFICE GMBH, DE

ERYICA EUROPEAN YOUTH
INFORMATION AND COUNSELLING
AGENCY, LU

Spaces and Styles of Participation: Formal, Non-formal and Informal Possibilities of Young People's Participation in European Cities

PARTISPACE

<http://www.partispace.eu/>

Project reference: 649416

EU contribution:
EUR 1 985 717

From 2015 to 2018

Project coordinator:
JOHANN WOLFGANG GOETHE
UNIVERSITAET FRANKFURT
AM MAIN, Germany

participation • social space
• social space • learning •
agency • democracy

Description

PARTISPACE starts from the assumption that all young people do participate, though not all participation is recognised as such. The project looks at the different ways in which young people participate in decisions that concern them personally as well as their communities. The main research questions asked are : how do 15 to 30-year-olds engage with the public in formal, non-formal and informal settings and how is this engagement supported or inhibited by local youth policies and youth work? The countries involved in the project are Bulgaria, France, Germany, Italy, Sweden, Switzerland, Turkey and the UK. The design of PARTISPACE includes:

- national research literature reviews and policy analyses
- analysis of European Social Survey data on young people's participatory orientations
- local case studies in one major city per country including expert interviews, focus groups discussions, city walks and biographical interviews with young people as well as ethnographic case studies of formal, non-formal and informal participatory spaces
- activating and supporting participatory action research by young people themselves.
- The analysis will relate local constellations with national and European patterns and discourses of youth participation. Findings will be constantly discussed with representatives of the youth sector at local and European level.



PARTISPACE

SPACES AND STYLES OF PARTICIPATION

Expected outcomes

The PARTISPACE project will provide empirical knowledge on how to broaden concepts of participation. The core of this knowledge lies in connecting individual biographies of young people and the social spaces in which they act in order to understand the meaning of participation from their perspective. On the one hand, this knowledge contributes to a deeper theoretical understanding of participation of young people in individualised societies. On the other hand, this knowledge is relevant for practices and policies aimed at enhancing and facilitating participation across formal, non-formal and informal settings.

Project partners

GOETHE-UNIVERSITY FRANKFURT
AM MAIN, DE

ECOLE DES HAUTES ETUDES EN
SANTÉ PUBLIQUE, FR

UNIVERSITY OF CERGY PONTOISE,
FR

MANCHESTER METROPOLITAN
UNIVERSITY, UK

UNIVERSITY OF HUDDERSFIELD,
UK

UNIVERSITY OF BOLOGNA, IT

UNIVERSITY OF GOTHENBURG, SE

NEW EUROPE CENTRE FOR
REGIONAL STUDIES, BG

YEDITEPE UNIVERSITY, TR

UNIVERSITY OF APPLIED
SCIENCES ST. GALLEN, CH

Societal and Political Engagement of Young People in Environmental Issues

STEP

<http://www.step4youth.eu>

Project reference: 649493

EU contribution:
EUR 2 559 187

From 2015 to 2017

Project coordinator:
DRAXIS ENVIRONMENTAL
S.A., Greece

Youth • participation
• environment • social
media mining • web mining
• machine translation •
visualisation •

Description

The overall objective of STEP is to develop and pilot test a cloud eParticipation platform (available as a mobile application and through a web platform) enhanced with web / social media mining, gamification, machine translation, and visualisation features, which will promote the societal and political participation of young people in the decision-making process on environmental issues. The project will employ innovative social media analytics and monitoring tools as part of effective strategies that will be developed, in order to engage young citizens in its activities and increase their motivation to participate.

Five pilots in an operational environment have been selected for the deployment of the STEP solution in 4 countries: Italy, Spain, Greece, and Turkey, with the participation of one regional authority, 3 municipalities, and an association of municipalities. The project will assess the usability, effectiveness and impact of the STEP service in embedding open engagement in public sector processes, and will identify the key barriers for wide scale deployment.



Societal & Political Engagement
of Young People in Environmental Issues

Expected outcomes

The STEP eParticipation platform will facilitate the interaction between end users (policy makers and young people), combining trend spotting and foresight with idea creation and innovation management, and will enable policy makers to analyse and discover new insights, based on well proven analytical methods. The STEP platform will be enhanced by:

- A social media / web mining component that will present users with enriched information from emerging topics, currently trending in social media and the web, relevant to the content of the platform they are visiting
- A machine translation component that will enable users to view all information available in the platform (user input, social media / web feeds, reports, etc.) in their own language
- A visualisation component that will present the external content in a visually stimulating way, and will help policy makers to identify the origin of certain trends and their evolution over time
- Text-to-speech technology, enabling text to be read to the user
- Gamification features, which will increase the engagement of young users.

Project partners

CENTRE FOR RESEARCH AND
TECHNOLOGY HELLAS, EL

LINGUATEC GMBH, DE

UNIVERSITY OF ABERTAY DUNDEE,
UK

INMARK ESTUDIOS Y
ESTRATEGIAS S.A., ES

REGION OF CRETE, EL

SAMPAS BILISIM VE ILETISIM
SISTEMLERI SANAYI VE TICARET
A.S., TR

HATAY METROPOLITAN
MUNICIPALITY, TR

COMUNE DI SANT'AGATA DEL
BIANCO, IT

YOUTH AND ENVIRONMENT
EUROPE, CZ

AJUNTAMENT DE MOLLET DEL
VALLÈS, ES

KAIROS FUTURE AB, SE

AYUNTAMIENTO DE VALDEMORO,
ES

Youth Mobility: Maximising opportunities for Individuals, Labour Markets and Regions in the EU

YMOBILITY

[http:// www.ymobility.eu](http://www.ymobility.eu)

Project reference: 649491

**EU contribution:
2 450 368**

From 2015 to 2018

**Project coordinator:
SAPIENZA UNIVERSITY OF
ROME, Italy**

youth mobility • human
capital • regional
development • scenarios •
migration policies

Description

YMOBILITY aims to identify and quantify the main types of international youth mobility in the EU and their key characteristics. Its goal is to: understand what determines which individuals do and do not participate in international mobility as a result of personal and professional development strategies; examine motives, migration channels and information sources; analyse individual outcomes in terms of employability and careers, but also non-economic terms; study the territorial outcomes for origin and destination regions in economic, demographic and cultural terms; differentiate between short-term and long-term outcomes in terms of return migration and future intentions to migrate; and identify implications for migration, education and housing policies.



youth mobility
maximising opportunities for individuals,
labour markets and regions in Europe

Expected outcomes

YMOBILITY will identify the outcomes of youth mobility for individuals in terms of their lifelong portfolio of skills and competences, their social welfare and health, and the formation of more European and/or cosmopolitan identities. It will analyse the regional implications of youth mobility for both sending and destination regions, taking into account emigration, return migration and circulation, and social remittances. It will provide typologies of how individuals would respond to future scenarios and the resulting regional implications. It will also provide recommendations for policies that will help to maximise the opportunities and minimise the costs of youth mobility for individuals, labour markets and regions.

Project partners

BIELEFELD UNIVERSITY, FACULTY OF SOCIOLOGY, DE

UNIVERSITY OF ALMERÍA, DEPARTMENT OF GEOGRAPHY, HISTORY AND HUMANITIES, ES

UNIVERSITY COLLEGE CORK, INSTITUTE FOR SOCIAL SCIENCES IN THE TWENTY-FIRST CENTURY, IE

UNIVERSITY OF LATVIA, DEPARTMENT OF GEOGRAPHY, LV

UNIVERSITY OF BUCHAREST, DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK, RO

MALMÖ UNIVERSITY, MALMÖ INSTITUTE FOR STUDIES OF MIGRATION, DIVERSITY AND WELFARE, SE

SLOVAK ACADEMY OF SCIENCES, INSTITUTE FOR FORECASTING, SK

UNIVERSITY OF SURREY, FACULTY OF BUSINESS ECONOMICS AND LAW, UK

UNIVERSITY OF SUSSEX, SUSSEX CENTRE FOR MIGRATION RESEARCH, UK

3.

**Other projects
relevant to
current youth
policies**

Social Entrepreneurship

EFESEIIS

Enabling the Flourishing and Evolution of Social Entrepreneurship for Innovative and Inclusive Societies

<http://www.fp7-efeseiis.eu/>

SEFORIS

Social Enterprise as Force for More Inclusive and Innovative Societies

<http://www.seforis.eu/>

Poverty

COPE

Combating Poverty in Europe:

Re-organising Active Inclusion through Participatory and Integrated Modes of Multilevel Governance

<http://cope-research.eu/>

IMPROVE

Poverty Reduction in Europe: Social Policy and Innovation

<http://improve-research.eu/>

ICT

OURSPLACE

Have your say!

www.ep-ourspace.eu/

MYUNIVERSITY

MyUniversity: Decision making for a united higher education

<http://www.myuniversity-project.eu/>

Disabilities

DISCIT

Making Persons with Disabilities Full Citizens:

New Knowledge for an Inclusive and Sustainable European Social Model

<http://discit.eu/post/43972436465/discit-presents-making-persons-with-disabilities>

Social Innovation

SI-DRIVE

Social Innovation: Driving Force of Social Change

<http://www.si-drive.eu>

SIMPACT

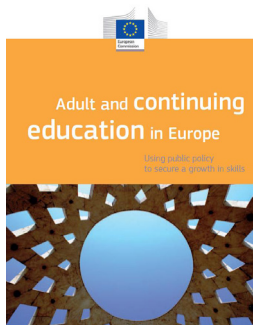
Boosting the Impact of Social Innovation in Europe through Economic Underpinnings

<http://www.simpact-project.eu/>

4.

Publications relevant for youth policy

Adult and continuing education in Europe: Using public policy to secure a growth in skills

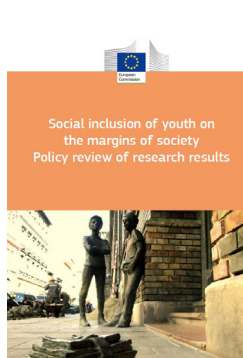


Adult and continuing education has the dual function of contributing to employability and economic growth, on the one hand, and responding to broader societal challenges, in particular promoting social cohesion, on the other. Companies and families support important investments that have, to date, ensured important growth in both skills and the ability of the European population to innovate. Thanks to this commitment, Europe today has a wealth of organisations specialising in adult and continuing education. The sector has grown in importance, both as an increasingly significant player in the economy and in view of its capacity to respond to the demand for learning by the knowledge economy. As this book shows, adult and continuing education has a critical role to play in ensuring Europe copes with the phenomenon of education exclusion that, repeated year after year, generation after generation, undermines social cohesion and the growth of employment. Public policies must respond to two strategic challenges: to encourage the propensity to invest in adult and continuing education and to guarantee the reduction of educational exclusion.

2013. EUR 25943. ISBN 978-92-79-29623-9. DOI: 10.2777/98975. 112 pages.

http://ec.europa.eu/research/social-sciences/pdf/policy_reviews/ki-na25943enc.pdf#view=fit&pagemode=none

Social inclusion of youth on the margins of society



If Europe wants to realise its full potential and provide jobs to 75 % of its working population it needs to use the talents and skills of all its citizens, in particular young people. The policy review 'Social inclusion of youth on the margins of society' looks into the lives and aspirations of young people who face severe or multiple forms of social exclusion, such as young migrants, young Roma, long-term unemployed, homeless youth and young people in public care. It analyses the causes and processes of their exclusion and focuses on policy solutions to

break the individual and social glass-ceiling. This policy review summarises the evidence of a cluster of five youth-oriented research projects launched in 2008 and broadens the evidence basis for stimulating inclusive growth in the context of the Europe 2020 strategy and its flagship initiatives 'Youth on the move' and the 'European Platform against Poverty and Social Exclusion'.

2012. EUR 25375. ISBN 978-92-79-25307-2. DOI:10.2777/38004. 80 pages.

http://ec.europa.eu/research/social-sciences/pdf/policy_reviews/social-inclusion-of-youth_en.pdf#view=fit&pagemode=none

New skills and jobs in Europe: Pathways towards full employment



The Europe 2020 employment strategy and, in particular, its initiative on 'an agenda for new skills and jobs' aim to support the full employment goal of the Lisbon Treaty. In a context of growing challenges for employment policies in Europe, this report questions current approaches and calls for increased policy learning amongst EU Member States. The report argues that there is room for improvement in employment policies in Europe. It emphasizes the importance of improving access to education, developing more transversal skills and balancing job security and flexibility.

2012. EUR 25270. ISBN 978-92-79-23668-6. DOI: 10.2777/85575. 87 pages

http://ec.europa.eu/research/social-sciences/pdf/policy_reviews/new-skills-and-jobs-in-europe_en.pdf#view=fit&pagemode=none

This publication was prepared by:

Philippe Keraudren

Yuri Borgmann-Prebil

Catherine Lemaire

Monica Menapace

Anne Nielsen

Georgios Papanagnou

Sylvie Rohanova

Eva Szell

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The Social Sciences and Humanities comprise a range of scientific disciplines examining the relations between humans in their societal contexts. While the Humanities deal particularly with history, culture and various forms of human behaviour, Social Sciences tend to focus on the social interactions of individual human beings and groups. They address questions such as: How do people live and work together in contemporary societies? Why do individuals organise themselves into communities and want to share the same future? What do Europeans think about globalisation and how do they react to it? Why and how do citizens engage in or abstain from electoral and other forms of political participation?

Addressing such far-reaching questions, the Social Sciences and Humanities play a critical role in anticipating and accompanying the evolution of societies, while satisfying humanity's deep-rooted interest in reflecting on life. Consecutive European Union Framework Programmes for Research have acknowledged the significance of Social Sciences and Humanities research and have supported it at EU level over the past decades. Horizon 2020 recognises Social Sciences and Humanities (SSH) as an ensemble of separate disciplines and highlights their particularly high aptitude to fruitfully collaborate with other disciplines in tackling major societal challenges.

Project information

