

Day 4. 5th of April, 2019

From 10 to 2 PM

Lecture and seminar (10-11.30; 12.30-14)

Professor Anu Toots, associate professor Triin Lauri



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Session 6

We continue with the topic of **youth inclusion** and elaborate on aspects discussed in Session 4 and 5.

Outline (based on MOU of YOUNG-IN)

Research on youth transitions to adulthood is characterized by disciplinary and domain-specific diversity, except for education, which appears in the vast majority of work as a trans-sectoral theme. In the same vein, the position of young people, including the position of most disadvantaged groups, needs to be analyzed against the dominant social policy agenda, such as social investment. While the classical, risk compensative welfare state was ill suited to youth needs, the social investment state emphasizes capacitive goals aiming at the creation, mobilization and preservation of human capabilities to help people to overcome difficult life events. This paradigm shift promises that youth will gain a more central place in welfare state studies and policies. So far, young people are sparsely researched in the context of major welfare policy paradigms. It has been found that welfare regimes perform differently in integrating young people into overall welfare arrangements. The consequences of social investment arrangements on the inequality of different social groups are less studied. These arrangements establish norms that universally apply the role of an active, responsible and 'able' employee and citizen to everybody. However, the starting position of youth is different, which presumes a special policy design that takes into account the mismatch between youth, as a fuzzy life period, with the established norms of adult welfare citizenship. Thus, it is important not only to know how welfare regimes differ in shaping youth transitions but also how policy priorities are set and to what extent youth voices are heard in the policy process. As few existing studies on this issue demonstrate, there is a close interrelationship between youth transition regimes and patterns of youth political activism.

The requirement for Day 4:

Based on what you have heard in the course (in sessions 4 and 5 in particular) and read from seminar-reading started below, be prepared to discuss on youth transitions regimes and policies most relevant to support the key life-course transitions of youth and to make their voice heard.

Session 7

Youth regimes and youth oriented policies

Key areas of concern (in YOUNG-IN):

- finding a decent job
- starting a family when they want
- making their voice heard in the policy process

Core Readings:

- o **Soler-i-Martí, R.; Ferrer-Fons, M. (2015). Youth participation in context: the impact of youth transition regimes on political action strategies in Europe. The Sociological Review, 63.***
- o Brzinsky-Fay, C. (2017). The interplay of educational and labour market institutions and links to relative youth unemployment. *Journal of European Social Policy*: 27(4) 346–359.

- Brzinsky-Fay, C. (2007). Lost in Transition? Labour Market Entry Sequences of School Leavers in Europe. *European Sociological Review*, 23-4: 409-422.
- Chevalier, T. (2016). Varieties of youth welfare citizenship: Towards a two-dimension typology. *Journal of European Social Policy*, 26(1) 3–19.
- De Graaf, W.; Maier, R. (2017). The Welfare State and the Life Course: Examining the Interrelationship between Welfare Arrangements and Inequality Dynamics, *Social Policy and Administration*, 51(1): 40-55.
- Pohl, A. & Walther, A. (2007) Activating the disadvantaged. Variations in addressing youth transitions across Europe, *International Journal of Lifelong Education*, 26:5, 533-553.