- Creating educational and labour market opportunities for socially vulnerable youth -

Current policy approaches and alternative perspectives

EduWel Final Conference II – Policy Implications

Network Coordinator
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What is our research problem?
The dramatic effects of the economic, social and political crisis are disproportionately hitting Europe’s young population.

A considerable number of young persons in Europe are increasingly experiencing social disqualification and disaffiliation after compulsory schooling.
Existing educational and labour market policies – focusing merely on the human capital approach - have not proved effective in regard to the most vulnerable, such as, for example, those with a back-ground of migration or socio-economic disadvantage.

Education and Welfare is regarded as a primary means to tackle this development.
EduWel has researched
- Transition pathways of vulnerable youth after compulsory school into working life -

Aim → Enhancing opportunities for socially vulnerable youth in Europe

FP 7 Marie Curie ITN 2010-2013
Research and Training Programme for 15 Early Stage Researchers (ESRs), 1 Experienced Researcher as survey coordinator

EduWel brings together 17 university and non-university partner institutions from 10 countries
Since May 2012: UFS and OECD
Who is 'EduWel'?

1. **GERMANY** – Bielefeld University (Coordinator)
   Bielefeld Center for Education and Capability Research,

2. **SWITZERLAND** – HES-SO
   Ecole d’études sociales et pédagogiques, University of Applied Science Western Switzerland, Lausanne

3. **United Kingdom** - University of Nottingham
   School of Education

4. **UNITED KINGDOM** – University of London
   Institute of Education
„Who“ is EduWel?

5. ITALY – IUSS, University of Pavia
Institute for Advanced Study, Human Development, Capability and Poverty International Research Centre,

6. ITALY – University of Florence,
Research and Training Group on Economic Responsibility,

7. SWEDEN – Umea University
Department of Sociology, Umeå University – SRs: Mattias Strandh

8. SWEDEN – Gothenburg University
The Department of Sociology, University of Gothenburg
„Who“ is EduWel?

9. BELGIUM – EI
Education International

10. BELGIUM – ETUI-REHS
European Trade Union Institute

11. POLAND - AMU
Center for Public Policy Studies, Adam Mickiewicz University, Poznań
Associated Partners

12. **SPAIN** – Technical University of Valencia
   Development, International Cooperation and Applied Ethics Research Group, Technical University of Valencia

13. **SOUTH AFRICA** - University of the Free State of Bloemfontain
   University of the Free State, Bloemfontain

14. **OECD – ELSA**
   Directorate Employment, Labour and Social Affairs, Paris

15. **BELGIUM** – **BBJ** - BBJ Consult AG, Brussels

16. **GERMANY** – **BS** - Bertelsmann Stiftung

17. **FRANCE** - **ORSEU**
   Office européen de Conseil, Recherche et Formation en Relations Sociales,
EduWel Research Programme
Research Programme

Working Groups

• WG 1: Education and welfare in transition into adulthood (Economics, Sociology)

• WG 2: Welfare institutions as facilitators of educational processes (Educational Science, Social work/Social policy, Trade Unions)

• WG 3: Post-compulsory education as welfare (Political philosophy, Higher education, Critical education, Trade Unions)
The scientific objective:

→ to identify factors with which to extend young people's opportunities and capacities in work, autonomy and participation to give them a chance to develop their agencies in order to become social citizens
Research Programme

Innovation of EduWel:

→ EduWel goes beyond current dominant human capital and employability programmes

→ EduWel analyses human services from a perspective in which well-being and agency are central components of human development.
Research Programme

Innovation of EduWel:

Capability Approach

→ Provides new social indicators & a new paradigm in policy making and practice
Aiming at social justice and equality, the core focus of the Capability Approach is to enlarge the capacities of the individuals to choose a life they have reasons to value.

Precondition

The importance of real freedoms consists of:
→ Close match between of personal choice and structural opportunities
Research Programme

Overall objective in times of crisis:

- Researching the role which education and welfare have to play in enhancing opportunities towards a more equal and just society

- Develop ‘tuned in’ knowledge that shall feed into policy and practices

- Discuss the potential impact on education policies
Living the ‚European Idea‘?

Chances and challenges of the Marie Curie Initial Training Network ‚Education as Welfare‘
Chances and challenges

Chances of the research as collective academic activity:

→ A unique setup:
  • International, interdisciplinary and intersectoral approach to research a common research topic which is of high relevance for European societies
  • An intellectual space for international and interdisciplinary discourse – especially a critical reflection on current societal problems
  • Transnational philosophy of critical education: - broaden the idea of ‘expertise’
Chances and challenges

Mobility- Experience II

• Experience different educational and welfare systems, chance to reflect own background and expectations toward life

• Mobility as chance, - challenges the own development life plans, personal affiliations

• What can young scientists expects from their future in neoliberal times?
Agenda of the day

- Panel 1: Migration, Education and the labour market
- Panel 2: Educational aspirations, opportunities and social exclusion
- Panel 3: School-to-work transitions and labour market outcomes
Thank you for your attention