

# **Transitions to work of young people with an ethnic minority or migrant background.**

**Brussels 2009**

**UP2YOUTH: Integration and Ethnicity**

# UP2YOUTH PROJECT

Project based on:

- Comparative studies
- Quantitative research
- Qualitative case analysis.

Focused at transition to labour market:

- Individualisation
- Learning
- Culture
- Policy

# Report logic

Theoretical position: First Youth and then ethnicity.  
Social integration and youth theory: From transition to individualisation. - Ethnic minority agency

Analytical and Practice attention: Youth agency, social capital, societal (re)actions

Political perspectives: From inequality and differentiations to differences and cultural agency.  
In different localities, education and labour market systems .

# Social integration and individualisation

*What do we/they want:*

## **Heterogenous integration:**

- Multicultural social integration

## **Homogenous integration: Equal opportunities**

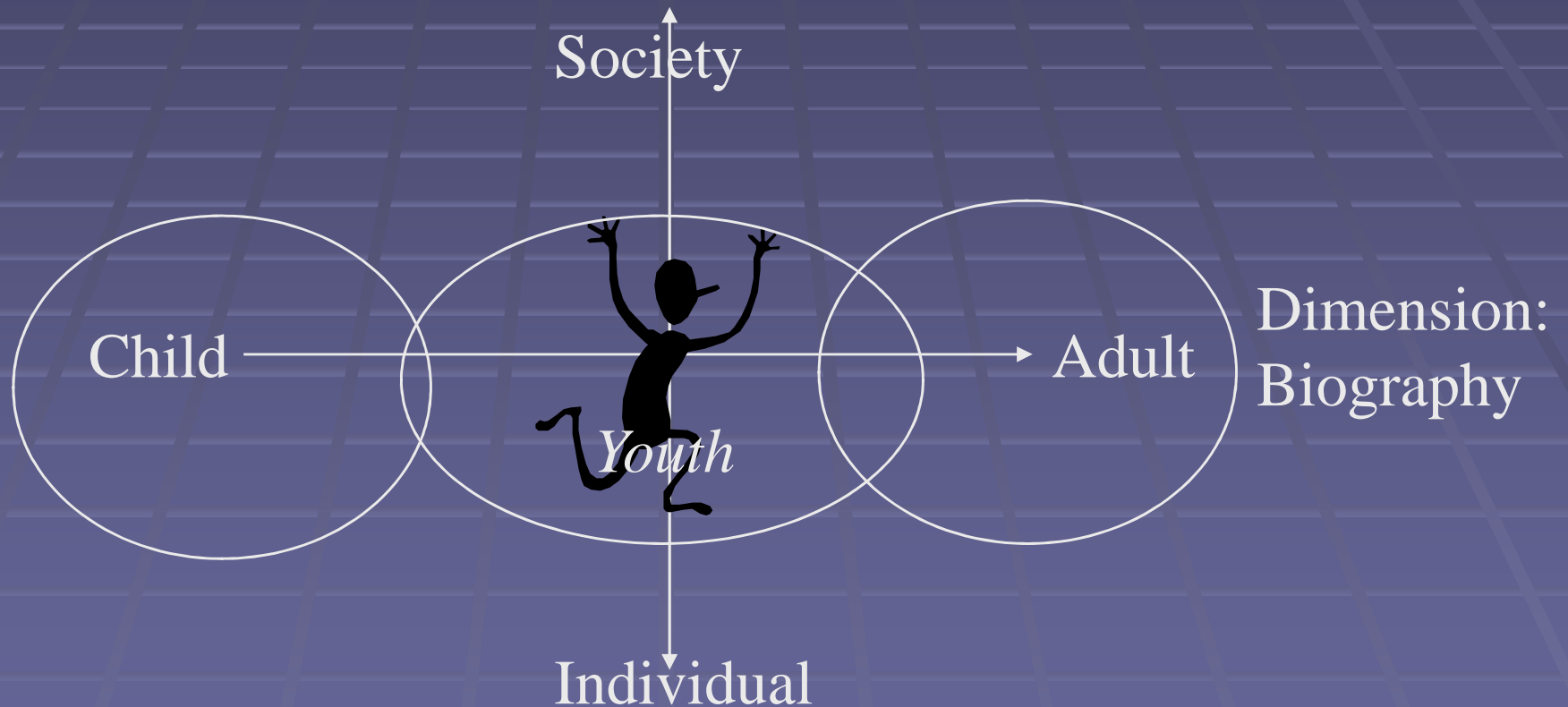
- Social integration as acculturation
- Social integration as late modern cultural agency

## **Integrative practice: Looking back or forward:**

- Taking part in late modern individualisation process ?

# A Youth perspective: Individualisation in biography

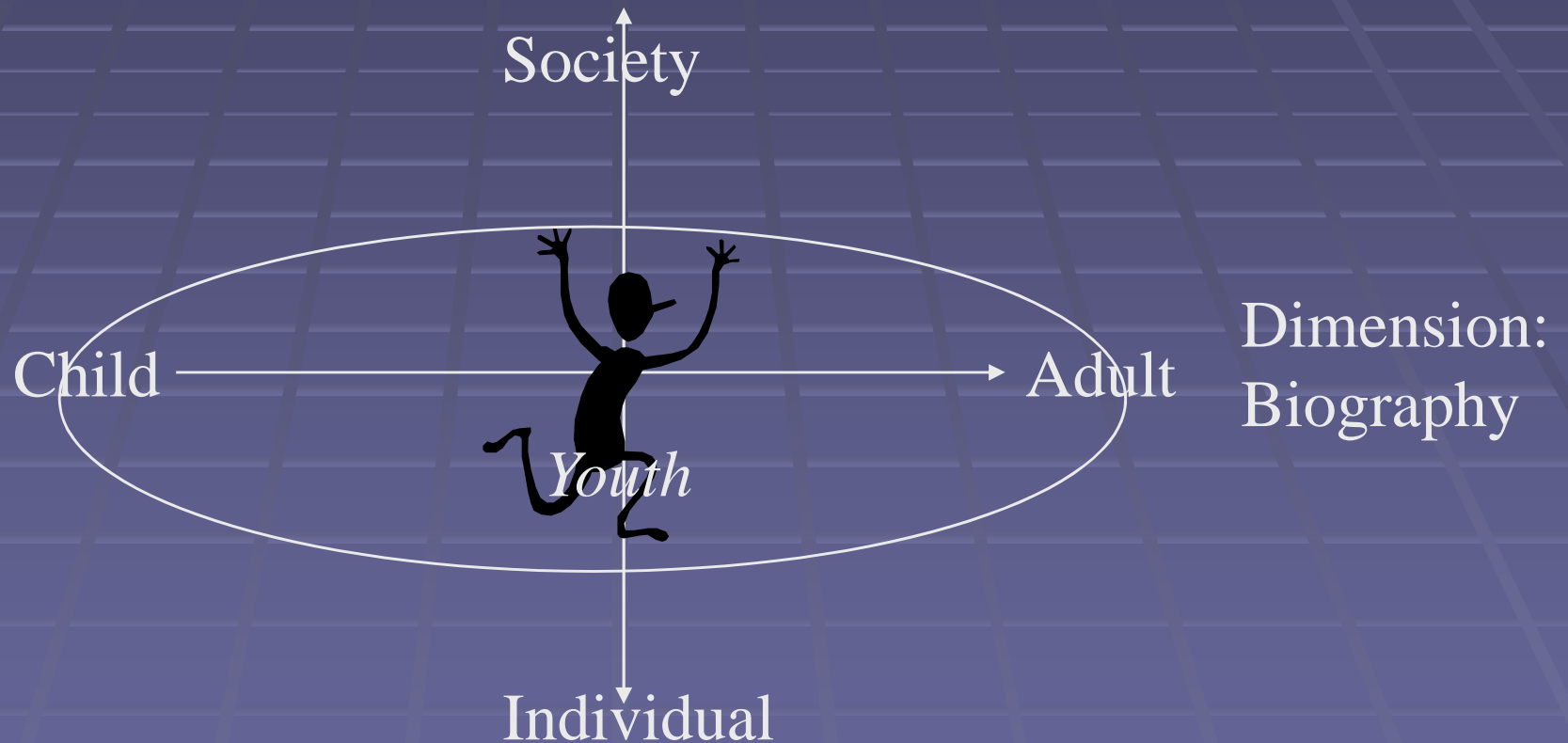
Dimension: Individualisation



**Transition from child to adult – and work**

# A Late modern Youth perspective: Individualisation

Dimension: Individualisation



**Breaking down transition: Individualisation**

# The integration challenge

Categorical cultural and social integration:  
Strong institutionalised transitions and "learning"

Or

Late modern individual social integration:  
Deinstitutionalisation and self-responsibility

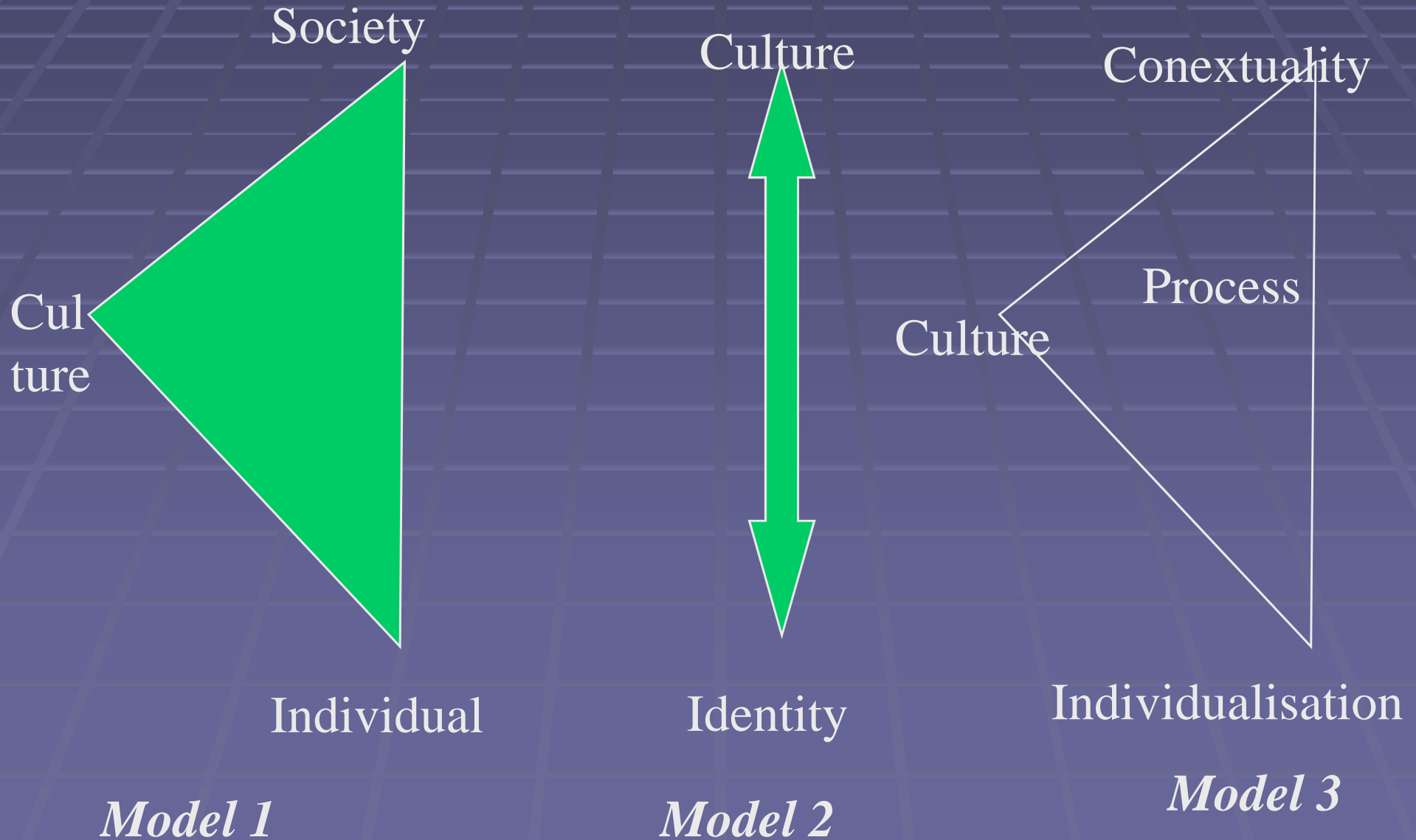
# The social and cultural challenge

From cultural background to cultural future

From family culture to late modern culture

From family social life to late modern individualisation

# Logics of social and cultural integration



# Learning from national reports

## Educational trajectories:

- Growing demands for qualifications also inside school life. EMY are facing a double challenge of social and cultural background.
- EMY becomes engaged in youth life (education), but drops out - as other with lower social background.
- More differentiated according to education than other youth.
- Education is also about cultural change to late modern life - an individualised competence, and this creates problems.
- A time process: Descendants manage school better than first generation immigrants
- Gender differences but new options for girls from culturally open families

# Learning from national reports

## Occupational trajectory:

- Occupational trajectories follow local transition regimes: often unskilled jobs and short time employment.
- Entrance to labour market different when educational demands are high.
- Discrimination is widespread, especially in private firms. Difficulties in getting a training position (apprenticeship)

# Learning from national reports

## Everyday social and individual trajectory

- Learning late modern youth life from media
- Peer group life often inside "ethnic groups"
- Youth cultures as educational or social constructs creates integrative forms and social identities
- Girls are often not allowed in youth cultures
- Youth groups develops different youth strategies or cultural agency for social integration.
- Individual trajectories may contrast family life.

# Learning from national reports

## Local policy

- All policies is focused on social integration ( not on multiculturalism)
- There exist a broad catalogue on integrative policies
- No clear success or successful policies exist.
- Policies underlines the challenge of migration
- Policies seem to create a mixture of integration and marginalization
- Integrative policies may become “hostile” to many challenges
- Different transition regimes are faced by different challenges related to local integrative policies: Welfare model, educational forms and levels, demands for competencies, family life forms, etc.

# *Agency of learning, creative, non-formal and informal learning*

- Expectations of migrant youth, indicating,
- Migration processes seem to depend on existing networks even if the initiative to migrate is taken individually
- Formal education: A Necessity and a posed vulnerability
- Consumption as important
- Activities and learning; informal and non-formally are both necessary, desirable and troublesome

# INDIVIDUALISATION AND AGENCY

- Subcultures
- Development of social responsibility
- Re-ethnicization and policy
- Employability and employment perspectives
- Agency and learning models

# Subcultures

## The benefits:

- Feeling of a civic responsibility,
- Individual (and social) power,
- To be more citizens than victims and
- To gain subjectivity instead of being objectified with biographies

## Danger:

- Might work as relatively isolated networks, stigmatised and classified by its members.

# *Social Responsibility*

Different *modes of arranging* arenas of youth life

General values ↔ Social responsibility ↔ Contextual qualities

New conditions:

- Deinstitutionalisation and Uncertainty

The challenge:

- To develop social responsibility /Become a societal subject

From social responsibility to a “societal responsibility”

- Arranging of arenas and zones of politics in youth life influences the constitution of social responsibility, because conditions of everyday life determine the possibilities of committing oneself socially.

# *Re-ethnicization and policy*

Different modes of Policy:

- *Assimilation*
- *Marginalization*
- *Integration*

Different Modes of Agency

- *(re-) ethnicization,*
- *Social Creativity*
- *Competition*

# *Employability and employment perspectives*

Aspirations for occupational status:

Opportunities for earning money leading to:

- Better living conditions in countries of origin,
- Better educational and employment for descendents, etc.

The option of “going back” as a future plan, or an “exit strategy”

Past professional experience:

- Differences in formal educational paths in countries
- The lack of documentation of competencies

“Ethnic business” (street-vending, restaurants, cleaning companies etc.):

# *Agency of learning, creative, non-formal and informal learning*

- Migration processes depending on existing networks even if the initiative to migrate is taken individually
- Formal education: A necessity and a posed vulnerability
- Informal and non-formal activity and learning are both necessary, desirable and troublesome

# From Social Integration to contextual Diversity

- No Universal solutions or ways to make the integration process successful
- The overall Impression is, that time is crucial: Integration of ethnic minorities are getting still better, the longer the attachment is
- No single “Best Practice” except the structural idea of reversing the integration process i.e. to focus on a local integration instead of a general national or international process.