

NORDIC YOUTH RESEARCH SYMPOSIUM

YOUTH MOVES — Voices — Spaces — Subjectivities



2016



WELCOME TO TROLLHÄTTAN

It is with great enthusiasm we invite you to the 2016 Nordic Youth Research Symposium about “YOUTH MOVES – Voices – Spaces – Subjectivities”, to be held in Trollhättan, Sweden. Modern-day Trollhättan is Sweden’s greenest ‘industry town’ and is synonymous with industry and technology, but is best characterized by creativity. The city is

surrounded by water and is close to the unique Waterfalls and Sluice area Vänern, and Trollhättan is full of beautiful parks and green areas. The venue will be conveniently located in the city center at University West campus. We are looking forward to seeing you all at the conference during 15TH–17TH June 2016!



Read more about Trollhättan: www.vastsverige.com/en/trollhattan-vanersborg/



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CONFERENCE THEME

YOUTH MOVES – Voices – Spaces – Subjectivities

Youth studies are critically located within a context of uncertainty. Young people are often used as a symbolic space where the hopes, anxieties, promises and fears of society can be projected and (often temporarily) resolved. In other words, young people are often seen as a cause of social unrest and a threat to the established order. At the same time, young people are identified as the future of the nation and subject to a multitude of initiatives to establish and enhance young people's physical and emotional well-being as a strategy to realize their potential. Thus an intensified concern over young people is not simply about national hopes and anxieties; rather it articulates broader issues of political, economic and social cohesion, the incapacity of institutions to manage public safety and the delivery of necessary professional services. As such, young people are often constituted as operating through a different temporal location; that young people have their own rhythms and modes of being in a socially ascribed 'special place'. NYRIS 2016 uses three keywords to capture some of these transformations and uncertainties in the everyday lives of young people.

VOICES signals an interest for young people's own stories, interpretations and actions. We would like to foreground young people's agency, and their possibilities to influence and change society. Therefore, we will include young people as commentators to the different sessions at the conference.

SPACES points not only towards an increasingly globalized world, but also towards how identity and subjectivity is anchored, formed, changed, and interpreted in different socio-material and symbolic spaces. We would thus like to make room for a discussion about differences and similarities between youth and youth culture and how it is played out and lived in different global, national, and local contexts.

SUBJECTIVITIES raises questions on how we are to understand new and old intersectional dynamics and patterns. Young people are constructed as classed, gendered, sexualized and material beings. As researchers we are challenged to listen to, interpret and to give voices to young people, without reducing complexities and contradictions into homogeneous and stereotyped stories.



ORGANISERS

SCIENTIFIC COMMITTEE

Finland – Sinikka Aapola-Kari, Adjunct, Finnish Youth Research Network, University of Helsinki

Sanna Aaltonen, Postdoctoral researcher, Finnish Youth Research Network, University of Helsinki

Estonia – Airi-Alina Allaste, Professor of sociology, Tallinn University

Australia – Signe Ravn, Lecturer, School of Social and Political Sciences, University of Melbourne

Denmark – Niels Ulrik Sørensen, The Danish Centre for Youth Research, Aalborg University

Norway – Katrine Fangen, Professor at University of Oslo and editor for Young: Nordic Journal of Youth Research

Iceland – Gestur Gudmundsson, Professor at the Iceland University of Education, Reykjavik

Sweden – Åsa Bäckström, Senior lecturer, Postdoctoral research fellow, Swedish School of Sport and Health Sciences, GIH.

ORGANIZING COMMITTEE

Emma Sorbring, Professor of child and youth studies, University West

Thomas Johansson, Professor of education, Gothenburg university

Osa Lundberg, PhD student in pedagogic, Gothenburg university

Marcus Herz, PhD in social work, Malmö university

Jesper Andreasson, Ass. professor in sport science, Linnéuniversitetet

Margareta Bohlin, Ass. professor in psychology, University West

Kristian Danneback, Professor in social work, Gothenburg university

PARTNERS

University of Gothenburg, Linnaeus University, Malmö University



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MENU

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**GENERAL INFORMATION
& SOCIAL PROGRAMME**

**CONFERENCE
PROGRAMME**

KEYNOTE SPEAKERS

PARALLEL SESSIONS

GENERAL INFORMATION

CONGRESS VENUE

The main building of the University West.

Street address: Gustava Melins gata 2, 461 32 Trollhättan

PRACTICALITIES

Registration and information desk – The congress registration and information desk is situated on the first floor of the University West main building. We start the registration at 10:00.

Coffee breaks – During the coffee breaks we will serve complimentary coffee and snacks.

Lunch breaks – Lunch is provided at the restaurant located on campus.

Printing and photocopying – Please go to the Information desk for help.

COMPUTER AND INTERNET

Wireless networks – If your home organization/ university is part of Eduroam community and your device is set up for using the Eduroam network, you should be able to connect to the internet the same way you do at home using our wireless network called Eduroam.

Lecture rooms – Every lecture room is equipped with a projector and computer. To connect your one computer to the projector it must have a VGA/HDMI port, either on board or via an adapter. We will not be able to provide an adapter for Apple products. Moreover, you will need working knowledge of the display settings of your device. For power bring a converter for Swedish power socket (type F) / 230 V.



CONTACTS

CONTACTS DURING CONFERENCE

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EMERGENCY NUMBER

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SOCIAL PROGRAMME

JUNE 14TH – A chance to see Trollhättans beautiful waterfall at 19:00

Trollhättan Waterfalls The Trollhättan waterfalls are unique. They will treat you to a spectacular experience, as 300 000 litres of water per second rush by. The best place to enjoy this view is from Oscarsbron (the Oscar's bridge). We will meet up in the reception of Scandic hotel Swania at 18:30 for a walk to the waterfalls.

JUNE 15TH – Welcome reception on Campus 18:00

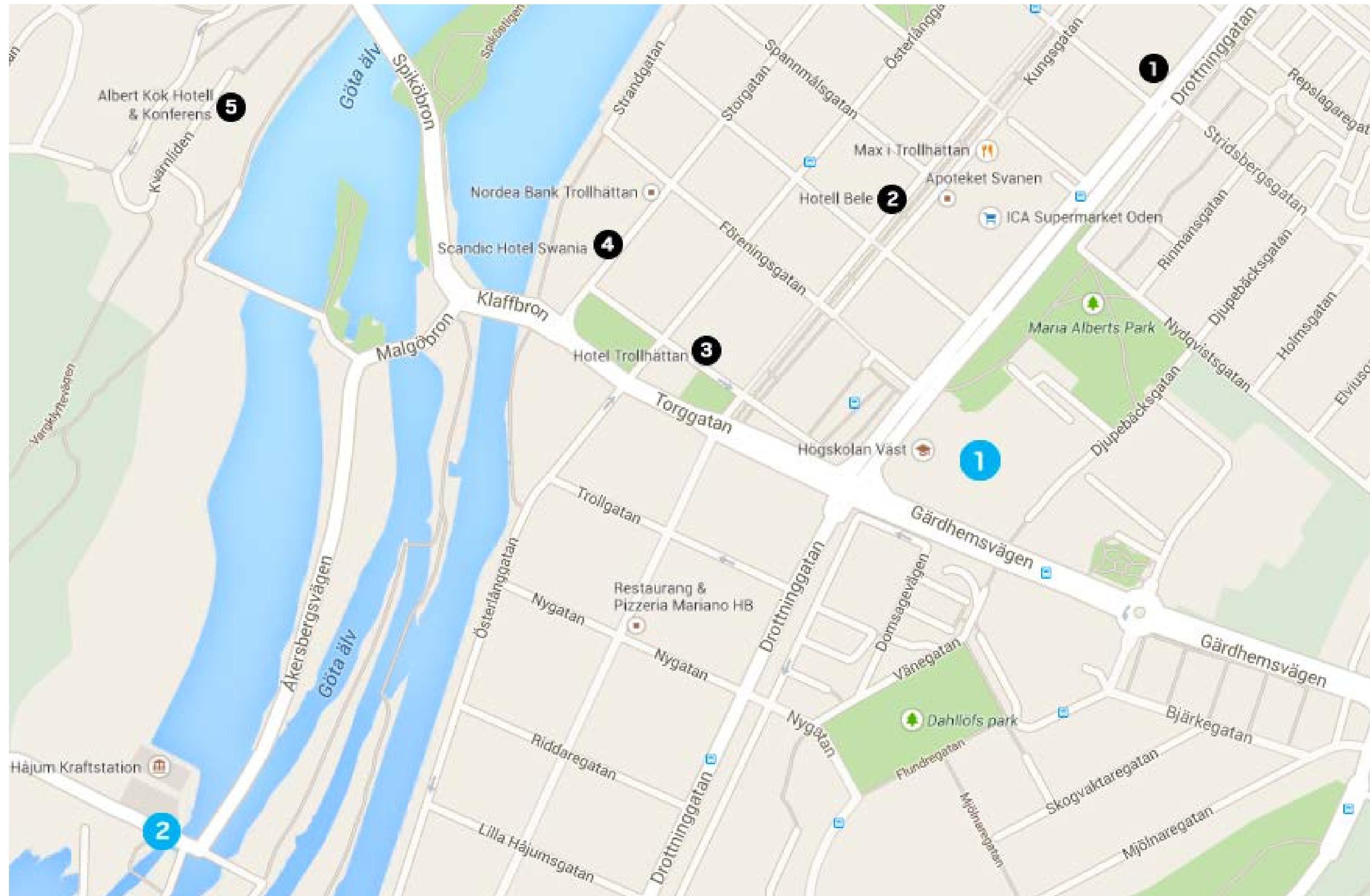
Bring warm sweater or jacket as we plan on being outdoors.

JUNE 16TH – Banquet dinner at Alberts Hotell and Restaurant 19:30

This is a beautiful restaurant located on a hill looking over Trollhättan City. The restaurant is only a 15 minutes walk from the university.



MAP – TROLLHÄTTAN

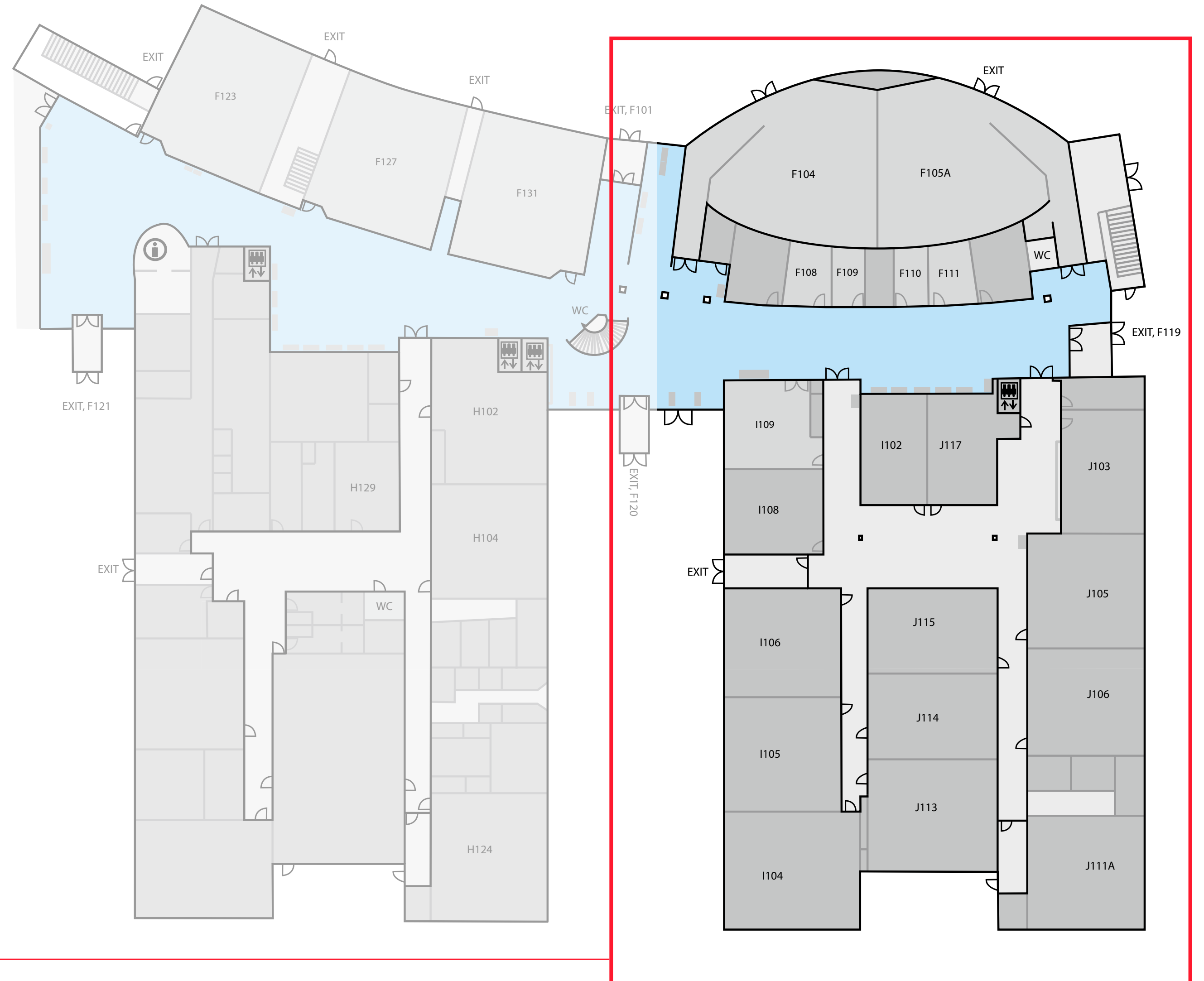


- 1 University West
- 2 The Oscar's bridge
- 1 First Hotel Kung Oscar
- 2 Bele Hotel
- 3 Hotel Trollhättan
- 4 Scandic Swania
- 5 Alberts Hotell and Restaurant



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CONFERENCE PROGRAMME

JUNE 15TH

- 10:00 Registration and coffee
- 11:00 OPENING
- 11:30 KEYNOTE 1 – Thomas Johansson
- 12:30 Lunch
- 13:30 PARALLEL SESSIONS
- 15:30 Coffee
- 16:00 KEYNOTE 2 – Chris Haywood
- 17:00 MEETING with the Nordic Network for Youth Studies
- 18:00 Reception

JUNE 16TH

- 09:00 KEYNOTE 3 – Louise Archer
- 10:00 Coffee
- 10:30 PARALLEL SESSIONS
- 12:30 Lunch
- 13:30 PARALLEL SESSIONS
- 15:30 Coffee
- 16:00 KEYNOTE 4 – Lotta Löfgren-Mårtensson
- 17:00 YOUNG presentation of journal
- 19:30 Banquet dinner

JUNE 17TH

- 09:00 PARALLEL SESSIONS
- 11:00 Coffee
- 11:30 KEYNOTE 5 – Kirsten Drotner
- 12:30 Next NYRIS and closing remarks
- 13:00 Lunch (ends 14:00)

POSTER SESSIONS

ALL DAY

The main room for the conference is

F104



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KEYNOTE SPEAKER

Thomas Johansson

has a PhD in Sociology and is a professor of Education in the Department of Education, Communication and Learning at the University of Gothenburg, Sweden. He has written extensively in the field of gender studies, the sociology of the family, and youth research. His latest book is: *The global Gym. Gender, Health and pedagogies*. Palgrave, with Jesper Andreasson, 2014.

YOUTH STUDIES IN TRANSITION – Theoretical Considerations

In youth studies there is a clear distinction between theories on youth in transition and theories on youth culture. Whereas transition theories and research often uses quantitative data – and therefore need to operationalize their ‘variables’ – cultural studies uses various qualitative methods and also a more elastic definition and conceptual approach towards young people’s socio-material living conditions. The argument in this article is that there is a need of a theoretical renewal in youth studies, making it possible to thoroughly explore class, gender and ethnicity in the light of intersections between social and cultural positions, as well as there is a need to elaborate conceptual tools in order to capture contemporary transformations of social identity in youth, society and culture. The ambition in this article is to reintroduce three central concepts in the youth culture tradition – subculture, resistance and new subjectivities – and to connect and create links between these concepts and theories of youth in transition.





KEYNOTE SPEAKER

Chris Haywood

is a Senior Lecturer, School of Arts and Cultures at Newcastle University. Chris main interests is on the men and masculinities. He is currently working on exploring how men negotiate different dating practices in the areas of speed dating, online dating and mobile romance. He is also involved in the cultural analysis of schooling and education. A key part of this work involves exploring the interplay between the institutionally-led discursive formation of identity categories and how those discourses are lived out. One areas of current concern is to think about how schools, gender their pupils through age, racial and sexual categories.

‘Tinderizing’ Young Men: Branding, Masculinity and Mobile Dating

A recent article in Vanity Fair announced that we were witnessing ‘The Dawn of the Dating Apocalypse’. It suggested that the launch of Tinder had prompted a new phase age of dating where men and women are selling themselves for quick and easy sex. It argued that they are losing self-respect and are engaging in emotionless and physically driven relationships. Given that mobile dating apps create a ‘surplus’ of available women, it claimed that men are the ‘winners’ in the dating game. This, it is argued, is resulting in men’s lack of commitment, increasing disrespect to women and a re-traditionalization of gender attitudes. Drawing upon semi-structured interviews with young men aged 18 – 24 this paper explores the impact of dating apps on young men’s identities. On the one hand, such apps do appear to be re-creating gendered inequalities where men engage in the objectification of women that results in the re-iteration of patriarchal forms of hetero-masculinity. At the same time, whilst mobile dating may be reinforcing traditional gendered positions it is also leading to a reconfiguration of masculinity that exacerbates the anxieties and insecurities that underpin young men’s masculinities. More specifically, as the body re-framed as a brand, men are increasingly competing with other men to be more desirable, differentiated and unique. In the process, masculinities that were once dependant on a working body, are being replaced by a body that has to be worked on. In conclusion, it is argued that we need to consider how the subjectification of young men’s intimacy through discourses of branding, advertising and shopping, is re-shaping the contours of contemporary young masculinities.





KEYNOTE SPEAKER

Louise Archer Ker

Professor of Sociology of education, King 's College, London. Her research is in the sociology of education and education policy. Her interest lies in identities and inequalities of 'race', gender and social class within compulsory and post-compulsory education. For example, she has conducted research on Muslim pupils, the minority ethnic middle classes, British Chinese pupils, urban young people and schooling and on widening participation in higher education.

Can the subaltern do science? Minoritized young people's struggles for intelligibility in the secondary classroom

Spivak poses a dilemma for critical youth researchers - academic attempts to 'give voice' to the Other are doomed to 'fail'. In this paper, I draw on Judith Butler's concepts of intelligibility and identity as performance to make sense of the subjectivities of 'subaltern' (minoritized) students within school science - a field that is dominantly inscribed as high status, white, male and middle-class. I unpick the ways in which these classroom spaces are constituted by complex power struggles (for voice, authenticity and recognition), involving multiple layers of resistance and contestation involving the 'institution', teachers and students. In particular, I ask, which student identities are (im)possible in these spaces? And what are the social justice implications? Drawing on data from 9 months of observations of science classes with 9 teachers and c. 200 students aged 11-15 from six London schools, I explore the complexities and intricacies of power in the im/possibilising of student subjectivities. In particular, I identify what, how and why particular youth identity performances are celebrated or contested (by schools, teachers and young people themselves) and the implications of these for 'who can do science'. Drawing in particular on observation and discussion group data from a school serving economically deprived, predominantly Muslim students, I explore the literal and symbolic silencing of Muslim girls within science classes and the interplays, of dominant educational and science discourses with (some) boys' performances of Muslim masculinity, that enact and sustain this silencing. I conclude by reflecting on the implications for social justice research and practice with urban, minoritized youth, considering in particular challenges for 'funds of knowledge' perspectives to democratic education and how we might create conditions that allow 'subalterns' (as heterogeneously conceptualised) to 'speak' for themselves in ways that open up equitable identity possibilities for all youth.





KEYNOTE SPEAKER

Charlotta Löfgren-Mårtensson

Professor, field of Sexology. Director Centre for Sexology and Sexuality Studies Certified Specialist in Clinical Sexology. Research areas: Sexual health, Sex education for young people with intellectual disabilities, Sexual risk taking among young people in compulsory care, Sexologists as professionals, Love and sexuality on the Internet, Young people and pornography. Faculty of Health and Society, Malmö University, Sweden.

Love and Sexuality among Young People with Intellectual Disability

The aim of this presentation is to identify, describe and understand the opportunities and hindrances for young people with intellectual disabilities (ID) in forming relationships and expressing sexuality and love. There is a great variety of deficient abstraction, verbal and communicative ability within the target group. Additionally, factors as gender, age, ethnicity, social class etc. also influences on the persons specific situation, just as for everyone else. Sexuality might be one of the most difficult area, while the disability obstructs possibilities to understand sexual norms, codes and signals. Nevertheless, misunderstandings and ignorance among the target group cannot only be explained by the disability. Research show that they get less sex education than other young people do, even while they need more information to get the same. Furthermore, in different degrees, people with ID need life-long support from their surroundings, for example with planning of the everyday life. Therefore, the surroundings' attitudes to sexuality and disability have great significance for the young people's sexual options. Many live quite sheltered, with limited private spheres, while parents and staff members often worries about negative aspects of sexuality. Supporting and educating young people with ID concerning sexuality is essential in developing their self-esteem, as well as encouraging experiences of sexual pleasure and minimizing the risk of sexual assaults.





KEYNOTE SPEAKER

Kirsten Drotner

Dr.phil., is a professor and Chair of Media Studies at the University of Southern Denmark. Her research examines media audiences (past and present), media and information literacies and digital creativities. She has lectured and taught in more than 20 countries around the world, and she has been a research fellow and visiting professor in Australia, Canada, Norway, Sweden, UK and the USA.

Digital natives? Myths and realities of a much-touted concept

Digitization catalyses new modes of socio-cultural interaction and engagements. Young people have long been perceived to be harbingers of media futures; and since Mark Prensky coined the term 'digital natives' in 2001, it has come to signal young people's radically new ways of being, not only with media, but being in the world. I address some of the key assumptions associated with this idea and its implications in view of empirical studies on young media audiences and co-creators.



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PARALLEL SESSIONS

Four parallel sessions are planned. The sessions are divided into the following 16 themes:

1. SPORT, HEALTH AND BODIES
2. YOUTH LABOUR MARKET AND UNEMPLOYMENT
3. SCHOOL, EDUCATION AND SEGREGATION
4. TRANSITIONS AND FAMILY
5. INTERPERSONAL VIOLENCE
6. RISKS AND RISK-TAKING IN EVERYDAY LIFE
7. SOCIAL MOVEMENTS AND EXTREMISM
8. YOUTH CULTURES AND LIFESTYLES
9. VIRTUAL YOUTH CULTURES
10. YOUTH MIGRATION AND MOBILITY
11. GENDER, SEXUALITY AND IDENTITY
12. METHODS AND ETHICS RIGHTS IN YOUTH STUDIES
13. SOCIAL WORK WITH YOUNG PEOPLE
14. YOUTH WORK
15. ETHNICITY AND RACISM
16. SPACES AND STYLES OF PARTICIPATION

NOTE! In the following pages: To view the abstract for each presenter, click on the corresponding session. The abstract in each session will be presented in the order displayed in the program.



JUNE 15TH 13:30–15:30

SESSION 1.1 ROOM: J106	SPORT, HEALTH AND BODIES – COORDINATOR: JESPER ANDREASSON
Kristina H. Gattario, Carolina Lunde	Performance or Appearance? Athletic Adolescent Girls+ Body Negotiations On and Off the Pitch
Carolina Lunde, Christina Persson	Girls who drop out of sport report more body image concerns
Maria Eriksson	Constructing Resistance– Negotiations of Femininity, Sexuality and Race in Swedish Visual Arts Education
Deniz Yucel	The Effect of Diet and Exercise on Delinquency and Bullying among Early Adolescents
SESSION 3.1 ROOM: I104	SCHOOL, EDUCATION AND SEGREGATION – COORDINATOR: OSA LUNDBERG
Jonas Lindbäck	School segregation – Urban areas and increasing difference in Swedish secondary schools
Anne Görlich	“Actually, I would much rather work”: Poetic analyses of processes of subjectification of young people on the margins of the educational system
Susanne Murning, Mette Lykke Nielsen	Becoming a motivated student: Gender and motivation in Danish upper secondary schools
Anna Isaksson, Helena Eriksson, Sara Högdin	The consequences of individualization for boys in the Swedish school system
SESSION 5.1 ROOM: I105	INTERPERSONAL VIOLENCE – COORDINATOR: EMMA SORBRING
Päivi Honkatukia	Controlling social control – the police making sense of violence against young people in the family
Lucas Gottzen	Young men’s intimate partner violence: Towards an intersectional analysis
Johannes Lunneblad, Ylva Odenbring, Thomas Johansson	Problematic and vulnerable youth at school. Strategies for handling violence and harassment.
Emma Sorbring, Anette Bolin	Attitudes towards dating violence among young people
SESSION 7.1 ROOM: I106	SOCIAL MOVEMENTS AND EXTREMISM – COORDINATOR: CHRISTER MATSSON
Bram Spruyt	The power of populism. An empirical assessment of the support for populism and its consequences among Flemish youth



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Edgar Zavala Pelayo	No-fundamentalist entanglements between religion and politics: The views, stance and beliefs of Mexican young politicians
David Cairns, Airi-Alina Allaste	Digital activism and youth politics: Perceptions of Online civic engagement
Erik Andersson	New gates for political participation? Youth policy in practice at the municipal level in Sweden
SESSION 10.1 ROOM: J105	YOUTH MIGRATION AND MOBILITY – COORDINATOR: MARCUS HERZ
Earnest A Pemba	Condemned by association: The dilemmas of Muslim immigrant youth social
Dawan Raooof	Unaccompanied asylum-seeking children and their informal social capital
Disa Bergnehr	The resettlement processes of immigrant youth: Family relations, social networks, health, and learning among refugee adolescents in the Nordic countries
SESSION 12.1 ROOM: J103	METHODS AND ETHICS RIGHTS IN YOUTH STUDIES – COORDINATOR: MARGARETA BOHLIN
Sinikka Aapola-Kari, Tarja Tolonen, Kaisa Vehkalahti	A hundred ways to start a research project: the handicraft of involving young people in a qualitative longitudinal research project
Jeanette Østergaard, Fidelma Hanrahan, Janet Boddy, Signe Ravn	Hearing a different story? Expressing identities and continuities through music for young adults previously in care
Tanja Conni Strecker, Cristian Fondevilla Moreu	Activity Diaries: 2 case studies with university students
Frida Lygnegård	Involving youths with intellectual disabilities in longitudinal studies – Experiences from the Swedish Research Program LoRDIA.
Adekunle Adefemi	"I just took photos while I was walking: just clicking as I walk around." For the use of a mobile phone methodology
SESSION 14.1 ROOM: J113	YOUTH WORK – COORDINATORS: ANU GRETSCHER & TOMI KIILAKOSKI
Ilona-Evelyn Rannala, Urmo Reitav	Reflections on youth work ethics
Eeva Sinisalo-Juha	Youth worker – An educator of human rights?
Tomi Kiilakoski	Basic principles of a curriculum for youth work: reflections on a practice based system



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JUNE 16TH 10:30–12:30

SESSION 3.2 ROOM: I104	SCHOOL, EDUCATION AND SEGREGATION – COORDINATOR: OSA LUNDBERG
Evelyne Baillergeau, Jan Willem Duyvendak	The management of Aspirations and Social Inequality
Lieve Bradt, Jessy Siongers, Annelore Van der Eecken	Developing typologies of the parents' role in their children's leisure time: a latent class analysis
Arnt Louw	Taking the VET students' perspective. Central findings and methodological issues from a study among carpentry students
Kristinn Hegna	(The lack of) Localized Cultures of Vocational Education: The case of Oslo
SESSION 4.1 ROOM: I105	TRANSITIONS AND FAMILY – COORDINATOR: EMMA SORBRING
Ida Wentzel Winther, Rune Bundgaard	Doing transission in small scale
Helena Helve	Changing the horizon: Examining the future expectations, value structures, and the role of identity in young people
Kristoffer Chelsom Vogt	Kinship networks and transitions to adulthood in Norway
Virve Murto	The reasons for the early parenthood – the Finnish young parents' point of view
SESSION 7.2 ROOM: I106	SOCIAL MOVEMENTS AND EXTREMISM – COORDINATOR: CHRISTER MATSSON
Pia Lundbom	Slaughterhouse pictures or social change? Finnish animal rights movement and its current forms of action
Vesa Peipinen	Insurgent spaces – Exploring squatters movement in Helsinki
Sofia Laine	“We will have walls where to paint”. From two young actors' initiative to a global graffiti movement
Jesper Andreasson, Thomas Johansson, Christer Mattsson	From subcultures to common culture. Bodybuilders, skinheads and the normalization of the marginal
SESSION 8.1 ROOM: J113	YOUTH CULTURES AND LIFESTYLES – COORDINATOR: SIGNE RAVN
Sara Peltonen	Urban Spaces of the Youth – Dreaming of a better city



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Maria Herold, Geoffery Hunt	“We do that a lot out here... just ‘a single’ – and then another one, and another one”: Exploring the drinking contexts of young adults in rural Denmark
Birgitta Ander, Agneta Abrahamsson	Adolescents’ strategies of controlled heavy drinking at different types of parties as part of gendered maturation
David Thore Gravesen, Peter Hornbæk Frostholm	Mutual caring in urban spaces. On peer-to-peer relations among vulnerable urban youth
Lene Larsen, Trine Wulf-Andersen, Kevin Mogensen, Steen Baagøe Nielsen	Voicing young people at risk – to involve and be involved in everyday life
SESSION 10.2 ROOM: J105	YOUTH MIGRATION AND MOBILITY – COORDINATOR: MARCUS HERZ
Päivi Harinen, Ville Pöysä, Mari Käyhkö	In the middle of nowhere? Young life in the Finnish double-periphery
Ilenya Camozzi, Daniela Cherubini	Transnational belongings: Young people of Egyptian origins and their views on the Arab Uprisings
Clara Rubio Ros, Carme Bellet	Geographies of everyday life: How Catalan young migrants in London interacts with the city
Clara Rubio Ros, Tanja Strecker	“I rather go abroad and work while improve my English”: Catalan youth expectations towards migration
Marko Kananen, Kari Saari	Citizenship constellations – Young Finnish-Russian citizens as societal and transnational actors
SESSION 15.1 ROOM: J103	ETHNICITY AND RACISM – COORDINATOR: MARGARETA BOHLIN
Natalia Waechter, Christiane Atzmüller	‘You finish twelfth grade and the whole Europe is yours.’ Exploring European identities and generational differences among ethnic minorities in Lithuania
Anne Harju, Åse Piltz	Ascribed and perceived belonging among immigrant youth
Helena Oikarinen-Jabai	Expressions of cultural citizenship in the production of second generation Finnish Somalis
SESSION 16.1 ROOM: J106	SPACES AND STYLES OF PARTICIPATION – COORDINATORS: ANDREAS WALTHER
Larissa von Schwanenfluegel	Participation, biographies and disadvantage
Björn Andersson, Susanne Liljeholm Hansson	Mapping youth participation
Pia Nyman, Jan Grannäs, Henrik Kurkiala	Youth and sustainable co-creative citizenship
Andreas Walther	Participation or non-participation?



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JUNE 16TH 13:30–15:30

SESSION 1.2 ROOM: J106	SPORT, HEALTH AND BODIES – COORDINATOR: JESPER ANDREASSON
Katja Rajala, Hannu Itkonen, Kaarlo Laine	The relationship between subjective social status and physical activity levels during school recess among girls in secondary school
Lidija Kolouh-Soderlund	Findings and policy recommendations to the Nordic Council of Ministers – with focus on youth with mental ill-health and their transition to independent adulthood
Jesper Stilling Olesen, Jens Christian Nielsen	Becoming of young talents and non-talents in Danish sports classes
Päivi Berg	From the fields to the cabinets of power – social class, gender and ethnicity in the sports club activities of children and young people
SESSION 2.1 ROOM: J105	YOUTH LABOUR MARKET AND UNEMPLOYMENT – COORDINATOR: ÅSA ANDERSSON
Robin Kemper, Ilse Derluyn, Lieve Bradt	"You have to do it on your own, right?" Young people´s experiences of social services´ support in the job market
Mirja Määttä	Ethical reflections on measuring the outcomes of the national youth guidance centre-programme
Mette Lykke Nielsen, Regine Grytnes, Johnny Dyreborg	Welcome to the world of work – learning safety as a newcomer in low status precarious
Anette Bolin	Young people´s experiences of parental unemployment and economic adversity
Sanna Aaltonen, Päivi Berg	Young adults in transforming labour market
SESSION 3.3 ROOM: I104	SCHOOL, EDUCATION AND SEGREGATION – COORDINATOR: OSA LUNDBERG
Ricky Gee	Exploring the subjectivities of pro-longed youth´s anticipations of career post-graduation
Signild Risenfors, Elin Almér	Teacher students´ voices on writing
Sara Andersson	Cultivation spaces: youth and self-cultivation in a historical perspective
Åsa Bergman	Striving for integration – El Sistema and the ambition to break segregation patterns in Swedish urban areas



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SESSION 6.1 ROOM: J103	RISKS AND RISK-TAKING IN EVERYDAY LIFE – COORDINATOR: MARGARETA BOHLIN
Reidun Follesö	“At-risk-youth” – Between individual and collective explanations.
Birgitta Ander, Eleonor Fransson, Arne Gerdner	Early onset of alcohol use
Marie- Liisa Parder	What about saying “no”? Alcohol consumption and abstinence in youth- party culture.
Sabina Kapetanovic, Margareta Bohlin, Arne Gerdner	Impact of parent-child communication and adolescent interpretation of parental monitoring efforts on risk behavior in early adolescence.
SESSION 8.2 ROOM: J113	YOUTH CULTURES AND LIFESTYLES – COORDINATOR: SIGNE RAVN
Veli Liikanen, Pasi Torvinen, Anni Rannikko	Disabled young people in sporty youth subcultures
Jānis Daugacietis, Agnese Tremaine	Youth in Latvian song and dance celebration: Between the state ideology and personal motivation
Malene Kessing, Signe Ravn	“It feels as if time has come to a standstill” – Institutionalized everyday lives among youth with mental illness
Annelore van der Eecken, Lieve Bradt, Ilse Derluyn	Parents’ perceptions of their adolescent children’s leisure time activities and the associations with socio-demographic background
SESSION 11.1 ROOM: I106	GENDER, SEXUALITY AND IDENTITY – COORDINATOR: THOMAS JOHANSSON
Yen Mai	The path to performance: How essentialism and heteronormativity construct the Vietnamese LG-BTQ youth identity
Sigrun Sveinbjornsdottir, Einar Thorsteinsson, Arsaell Arnarsson	Sexual orientation and health and well-being: Population based youth studies in Iceland
Maria Eriksson	Constructing resistance – negotiations of femininity, sexuality and race in Swedish visual arts education
Yen Mai, Sofia Laine	Young educated and global women in an authoritative society – and the counter power of art



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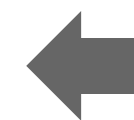


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SESSION 13.1 ROOM: I105	SOCIAL WORK WITH YOUNG PEOPLE – COORDINATOR: KRISTIAN DANEBACK
Sari Tuva-Hongisto, Ville Pöysä	Forgotten minority? Young people in remote villages and municipal welfare services
Jennie Ryding, Anette Bolin, Emma Sorbring	Changing attitudes to dating violence – a game based intervention
Sven Hassler	The bidirectional agency in therapeutic alliance – an investigation of the relational resources between a social worker and a client in social work with young people that use drugs
Ann-Karina Henriksen	Gendered vulnerabilities in secure care institutions



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JUNE 17TH 09:00–11:00

SESSION 2.2 ROOM: J105	YOUTH LABOUR MARKET AND UNEMPLOYMENT – COORDINATOR: ÅSA ANDERSSON
Åsa Andersson, Anita Beckman	Young and working-class without work
Tanja Conni Strecker, Ángels Cabases Pique, Agnes Pardell Veà	The EU Youth Guarantee and its implementation in Spain
Matilda Wrede-Jäntti, Cecilia Wester, Cecilia Böhme	Distinctions between planned activation measures and actual outcomes – Experiences among unemployed youth in activation in Finnish youth workshops
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SESSION 15.2 ROOM: J106	ETHNICITY AND RACISM – COORDINATOR: JESPER ANDREASSON
Christofer Bjurhult	Constructions of Unaccompanied Children: A study on how concepts of Unaccompanied children become credible on an online forum
Kerstin von Brömssen	Young students memory and reflections on the 22/7 terror attacks in Norway
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JUNE 15TH–17TH

POSTER SESSION	
Ulrika Lögberg	Doing research with young people who are not in employment or education – aiming at inclusion and dealing with exclusion.
Charlotta Thodelius, Jörgen Lundälv	Ethical rights and obligations – is it unproblematic using social media as data in research studies?
Jonas Burén, Carolina Lunde	Materialistic values and parental appearance pressure: Predictors of young women’s acceptance and consideration of cosmetic surgery.
Reidun Follesö, Catrine Torbjörsen, Kate Mevik	Youth at risk or youth in flight?
Pia Nyman- Kurkiala, Mikael Nygård, Patrik Söderberg, Jacob Kurkiala	Resources for participation: exploring the civic engagement of Finnish youth.

Presenters will stand by there poster during coffee breaks



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Performance or Appearance? Athletic Adolescent Girls+ Body Negotiations On and Off the Pitch

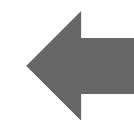
Kristina H. Gattario, Carolina Lunde

Sport participation has been shown to have positive effects on individuals' physical and mental health. For adolescents, who are in the midst of wide-ranging developmental changes, the sport environment may not only provide a context of joy and social engagement, but also improvements of functional bodily aspects and a sense of embodiment, i.e. a feeling of being at one with one's body. For adolescent girls, who are socialized into judging themselves based on physical appearance, the sporting context may be protective of their body image by encouraging them to appreciate their bodies' functionality. The aim of this study was to examine athletic adolescent girls' experiences and thoughts in relation to their bodies and their sport participation. We conducted seven focus group interviews with adolescent girls in Sweden (maximum five participants per group, 15-20 years of age). The participants frequently practised one of the three most popular sports among Swedish girls: equestrian sports, soccer, or swimming. Results showed that while

the girls raised many positive aspects related to their sport participation, they also experienced a conflict in the encounter between the culture within their sport (emphasizing bodily performance, e.g., strength, speed, agility) and the culture outside their sport (emphasizing bodily appearance, e.g., shape and weight). Importantly, these cultures were not separate but co-existed in the girls' experiences and influenced each other respectively. Through thematic analysis we formed four themes to summarize the girls' struggle to balance these two cultures: 1) Agency and empowerment versus restricting gender stereotypes, 2) The performing body versus the objectified body, 3) Food as fuel versus source of shame, and 4) Appreciation of diversity versus appearance prejudice. It was concluded that while the sport environment may be protective of girls' body image, the conflict between the cultures on and off the pitch might cause increased body preoccupation.



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The Effect of Diet and Exercise on Delinquency and Bullying among Early Adolescents

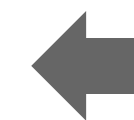
Deniz Yucel

This study analyzes data on around 4,000 10-15 year olds from the United Kingdom Household Longitudinal Study (UKHLS) to test the effect of diet and exercise on several delinquent outcomes among early adolescents: truancy, misbehaving at school, drinking, smoking, and sibling and peer bullying. The results suggest that a better diet reduces truancy and misbehaving at school. Likewise, a better diet is associated with a lower likelihood of being a victim and perpetrator of sibling and friend bullying. Similarly, getting more exercise has a negative effect on misbehaving at school and being a

victim of peer bullying. In addition, this study tests whether the effect of diet and exercise on delinquency and bullying is moderated by gender. The results suggest several gender differences. Specifically, the negative effects of diet and exercise on truancy and misbehaving at school are significantly higher among male adolescents, whereas the negative effect of diet on sibling and peer bullying are significantly higher among female adolescents. The implications of these findings are also discussed.



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Girls who drop out of sport report more body image concerns

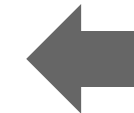
Carolina Lunde, Christina Persson

Dropout in sport is a pervasive problem among teenage girls in Sweden. Although efforts have been made to shed light on why adolescent girls drop out of sport, we still need to know more. In this presentation, we would like to present findings relating to body image concerns among girls who drop out of sport. A follow-up questionnaire study, separated by a two-year interval, was conducted among adolescent girls participating in different sports (N=233). Multivariate analyses indicated that girls who dropped out

of sport during the two-year interval reported greater body image concerns, compulsive exercise patterns, and more disordered eating thinking patterns. The findings indicate that the body may be an area of concern among teenage girls dropping out of sport. We will discuss the results of this research from the perspective of Self-Determination Theory (SDT), motives for sport and exercise, and its implications for adolescent girls engagement in sport and exercise.



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Constructing Resistance- Negotiations of Femininity, Sexuality and Race in Swedish Visual Arts Education

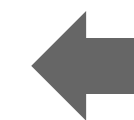
Maria Eriksson

The following paper discusses a paradox in Swedish schools: while a norm critical perspective more commonly is implemented in school settings by a growing number of teachers, many classrooms remain color mute. However, the active effort to keep the race issue silenced confirms its very importance (Castagno 2008). Based on ethnographic fieldwork at two upper secondary schools with a national Visual Arts program, I video recorded a group of pupils working with an art film assignment. The theme for the task was power and resistance, and the pupils selected a non-white, feminine body in order to represent the position of the subordinate. I examine how femininity and sexuality are performed and encouraged to be negotiated and problematized in formal

education, how inequalities are both reproduced and challenged. But at the same time as the pupils perform these subject positions there is something more going on a hint of something unspoken that participants still assign significance. There seems to be aspects of the visualization of bodies that may not be articulated in words, but still is employed as a resource when pupils uses their own bodies and appearance to create an aesthetic utterance about subordination. Thus, I analyze how gender, sexuality and race interact as discursive and aesthetic practises, in some young people's visual arts assignment. Maria Eriksson, PhD candidate, CeHum (Center for Teaching and Learning in the Humanities), ERG, Stockholm University



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The relationship between subjective social status and physical activity levels during school recess among girls in secondary school

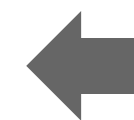
Katja Rajala, Hannu Itkonen, Kaarlo Laine

Research indicates that it is more difficult to encourage girls than boys to participate in physical activities during the secondary school day (Haapala et al. 2014). Different peer groups and social hierarchies influence adolescents' activities during recess. The purpose of this study was to examine girls' subjective social status and its relation to physical activity during recess. Subjective social status is understood as an adolescent's perception of his or her relative position in the school social hierarchy (Goodman et al. 2001). The data was collected by using several methods, as part of the follow-up research of the Finnish Schools on the Move program. Altogether, 869 girls from 11 lower secondary schools took part in the internet-based inquiry during the spring of 2013. The empirical material also consists of observations and interviews with girls in eighth grade at a Finnish secondary school. Subjective social status was measured by using a scale representing a 10-rung ladder (Goodman et al. 2001). Physical activity during recess was self-reported.

Girls' high perceived social status at school was significantly associated with high physical activity levels during recess. These results suggest that students with high perceived social status at school are more physically active during recess than students with lower perceived social status. The study also indicates that girls who perceive their subjective social status to be high attach more positive meanings to school premises than girls with a lower subjective social status. Girls with a higher social status also consider their environments for physical activity to be wider, and experience more freedom of social movement. These differences are related to the interactive relationships between adolescents. The various meanings attached to the premises by girls, and the opportunities for activity based on these meanings, should be taken into account when planning the promotion of physical activity during the school day.



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Findings and policy recommendations to the Nordic Council of Ministers - with focus on youth with mental ill-health and their transition to independent adulthood

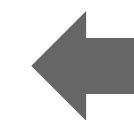
Lidija Kolouh-Soderlund

More and more young people in the Nordic region are saying that they are suffering from mental ill health issues, and we have young people who risk ending up in vulnerable situations on account of a range of factors. The growing level of mental ill health among young people is one of the greatest challenges facing public health in our Nordic societies. This is why it is particularly pleasing to see that Nordic politicians have agreed to earmark resources for the Nordic Centre for Welfare and Social Issues so that we can attempt to find solutions together. As part of our project "Unga in i Norden - psykisk hälsa, arbete, utbildning" [Young People into the Nordic Region - mental health, work, education], we are looking at initiatives that could help prevent early retirement among young people aged 19 to 29, as well as considering initiatives for young people risking

long-term exclusion due to the fact that they are not in employment or education. There is currently major diagnostic focus when it comes to determining which young people will receive help with their mental health issues. But for young people who feel bad, experience anxiety and are not "ill enough" there are no easy inroads to getting help. We have to take young people seriously when they describe their self-perceived mental ill-health. In the oral presentation at the NYRIS conference, we want to present a summary of approximately six research reports that we are about to publish during spring 2016. We want to share some common success factors from the Nordic region in the important and necessary work with youth who for several reasons are at risk to end up in vulnerable situations.



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Becoming of young talents and non-talents in Danish sports classes

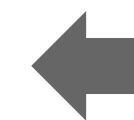
Jesper Stilling Olesen, Jens Christian Nielsen

Talent is a social position that is increasingly offered to young people as an attractive development track. For young people who are given access to the position as talent a number of special opportunities are made available. In this paper, we want to focus on how young people enrolled in elite sports classes in public school are working to fulfill the mission of being a talent. We particularly look at what happens if the potential talents for various reasons find it difficult to live up to the expectations raised against them. Theoretically we draw on a poststructuralist understanding of becoming which brings us key perspectives on how potential sports talents are doing talent, and how they try to deal with the expectations of continuing development they are (being) committed to (i.e. Deleuze 1994 Brembeck & Johansson 2010 Davies 2014). Deleuze distinguishes between two states of becoming, one where the individual meets the expected standards

and thus becomes-the-same and another where the individual becomes-another. These concepts contribute to investigate the meeting between the prevailing institutional understandings of talent and sports students' subjectification through these processes. Inspired by Bronwyn Davies we apply her concept of emergent listening, which is a concept that draws attention to practices in the field that create space for broader and alternative forms of talent formation (Davies 2014). The analysis is based on empirical data collected in four sports classes in Denmark over a period of two years from 2013 - 15. It consists of interviews with sports students, observations of sports classes and elite sports clubs. The paper is part of a larger study of elite sports classes in Denmark funded by Team Denmark, the Ministry of Education and municipalities that have set up sports classes.



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From the fields to the cabinets of power – social class, gender and ethnicity in the sports club activities of children and young people

Päivi Berg

The importance of social class, gender, ethnicity and locality has often been neglected in the public debate, when it comes to raising people to become fit citizens. Theoretical starting point of this research is the idea of gender, class and ethnicity defining social positions (Skeggs 1997 -2004). These positions produce different configurations where capitals are being organized and valued. Observing these configurations and power is essential: whose (in singular and in plural) appreciation make a certain thing valuable? Appreciation is created by various symbolic systems of social differentiation. The main research question of this study is: what are the motives and, on the other hand, the possibilities of children, young people and their parents to be involved in sports clubs activities? Data consist of ethnographic fieldwork in three sports club and interviews (n=62)

with 7-13-year-old children and young people, their parents and coaches in Helsinki and in a smaller city in Southern Finland. The grassroots level ethnography analyses physical capital produced in sports clubs, and the possibilities of children and young people and their families from different backgrounds to be involved in the creation of physical capital: what types of capitals are valued, who has access to resources and who can shape the meanings of symbolic capital. The objective of this study is to analyse institutional structures and socio-cultural practices related to the equality of sports. The study produces multidisciplinary knowledge on the significance of families and sports clubs and that of locality, social class, gender and ethnicity in the activities of children and young people.



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”You have to do it on your own, right?” Young people’s experiences of social services’ support in the job market

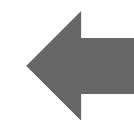
Robin Kemper, Ilse Derluyn, Lieve Bradt

Unemployment is a serious social problem, which disproportionally affects young people by impeding their transition into adulthood. In particular the lower educated encounter severe problems in a labour market with high demands in qualifications and flexibility, resulting in transitions that are pre-eminently insecure and chaotic (MacDonald, 2011). With the issue of youth unemployment firmly on political agendas across Europe and the Nordic countries, several social services intervene in these young people’s lives, trying to support them in the difficult task of getting back on track, often by forcing them to participate in training programmes. While there are a number of studies focusing on the effectiveness of these types of interventions, there is relatively little research on the experiences, attitudes and life-worlds of those directly affected. Such subjective perspectives are, however, important as current social policies increasingly target the young person as the predominant actor in his/her transition to work, despite being confronted with a

labour market with few options for the lower educated. In this presentation we examine the findings of a qualitative research project conducted in Flanders (the Dutch-speaking part of Belgium) focusing on the experiences of disadvantaged young people about their school-work transition. We interviewed 15 young people, aged 18-23, most of them were early school leavers dealing with troubled pasts. Our data demonstrate their experiences with and attitudes towards their precarious situation and the (un)successful strategies they use to try to get back on track, in particular in relation to the support they have (not) been receiving/experiencing from public social welfare and employment. One key finding seems to be that despite policy stimuli and personal efforts getting back on track by enrolling in formal educational programmes offers by no means a durable pathway to stable employment.



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Ethical reflections on measuring the outcomes of the national youth guidance centre-programme

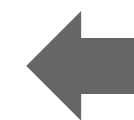
Mirja Määttä

Ethical reflections on measuring the outcomes of the national youth guidance centre programme. Multi-professional One-Stop Guidance Centres (Ohjaamo in Finnish) are developed in about 30 areas in Finland. The ESF-funded programme has been initiated under the cross-sectoral policy umbrella of the Youth Guarantee. The centres offer easy access to information, guidance and support for all under 30-year-olds according to their individual needs for example in life management, career planning, and finding employment. The idea of low-threshold to multi-actor services gets various interpretations and forms in local areas. The coordinating project where I work as a researcher supports the development of the operating models and their implementation. Evaluation of the outcomes of a programme is necessary part of the research for the sake of accountability and future decisions, yet it is ethically demanding. We invited a working group to build

up measures for evaluating the outcomes of the programme. The group consists of local project managers, ministry experts and evaluation experts. My paper discusses the reflections we came across in our working group. To mention few of them: 1. What kinds of general outcome measures are possible to use and how to develop measures that can be adapted to the local variations e.g. in clientele and targets? 2. When the auditors or evaluators set up measures for actions, it also guides the operation and probably limits the development of practices that are not easily measured but still focal. How to avoid this? 3. Researcher ethics is built on voluntary participation of the studied actors whereas the administration and the funding agencies have a right to monitor the actors. How these differences were handled in the working group?



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Welcome to the world of work - learning safety as a newcomer in low status precarious

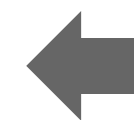
Mette Lykke Nielsen, Regine Grytnes, Johnny Dyreborg

Welcome to the world of work- learning safety as a newcomer in low status precarious jobs Background: The extent of part-time and non-permanent work is increasing among young employees. This development is part of a number of current transformations in the labor market. Research shows a connection between uncertain and volatile work and increase of injuries at work. The first few months in a new job has also been pointed out as the most risky, especially among young employees under 25 years of age. Aim: In this paper it is investigated how young employees between the age of 18-30 are welcomed to the world of work in Danish supermarkets. It will be examined how safety practices are embedded in the professional norms that young newcomers enter into. The aim is to understand how uncertain and precarious employment is related to organisational safety practices and ultimately to young employees risk of getting injured at work. Method: The paper draws on qualitative data from two different research projects (A &

B) concerning safety practices among young employees. In study A 66 young employees (in healthcare, metal industry and retail) participated in semi- structured interviews. In Study B ethnographic observations (3-5 days during the first month of their employment) and qualitative on-site interviews were conducted with 10 young employees and their leader and nearest colleague in supermarkets. In order to focus on how young employees are welcomed to the world of work the analysis draws inspiration from Gherardi & Perrotta (2010) as they focus on interactional aspects of organizational induction routines, the emergence of a practitioner identity and the working practices of the professional community to which the aspiring practitioner seeks entry. Conclusion: This paper shows that the temporary and low status work in supermarkets hardly is recognized as work that has to be learned. Thus, within the professional community that precarious workers enter into not much attention is given to occupational safety.



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Young adults in transforming labour market

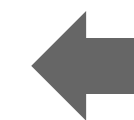
Sanna Aaltonen, Päivi Berg

This presentation draws on a multidisciplinary and multiprofessional project entitled Ajolähtö . In the context of baseball the term ajolähtö refers to a bases-loaded situation but in our project we use the word to refer to the phenomenon where one must leave their home region in order to find work. We are interested in how young workers navigate the labour market, which increasingly forces job seekers to employ themselves or work low-wage jobs and how navigation takes place in specific regional contexts. Combining methods from journalism, photography and ethnography, the project investigates the 18 35-year-olds who work in low paid jobs or are self-employed in the economically declining Kotka and Kouvola area (southeast Finland) or who have moved to Helsinki. In this project we ask what does their livelihood comprise of? How do they manage their

time? How to decide whether to stay or leave? In our presentation we aim to answer some of the above mentioned questions by presenting preliminary results of the project that has started in autumn 2015. Additionally, the presentation touches methodological issues by providing examples on how knowledge of young adults' experiences of the labour market is produced through photography, journalism and qualitative research either separately or in dialogue with each other. All in all, the project aims to move forward from the traditional pathway model of youth studies that is mainly interested in transition to work and instead focus on what young adults actually do at work and how they combine it with the other spheres of their life.



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Young people´s experiences of parental unemployment and economic adversity

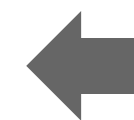
Anette Bolin

While much is known about young people growing up in poor families, and how they experience the familys economic situation, little is known about young people who suddenly find themselves living in economic adversity. In the context of post-financial crisis Sweden, where in the late 2000s/early 2010s large numbers of families with previously stable incomes found themselves in economic adversity, the objective of this research is to investigate how young people experience substantial decreases in household income as a consequence of parental unemployment. Adopting an agency perspective, focus is directed to the ways in which they reason about and respond to the family s new economic circumstances. Interviews with children and young people (N=45) whose parents had previously been in long-term employment but lost their jobs during the period 2010-2013 were carried out. While the results are largely in line with research on children and young people living in long-term poor families some difference emerged. In the current

study self-excluding behaviour characteristic of avoidance-oriented strategies was not found. Unlike young people living in poverty where self-exclusion and the avoidance of exposure to situations where resource disparities are highlighted are common, the young people in the current study did not regard parental unemployment and the familys loss of income as stigmatizing. Rather, they expressed awareness of how macro-economic forces had impacted on their lives and, as active agents, developed strategies that enabled them to adjust to the familys new economic reality and even saw several positive outcomes with parent´s unemployment. The implications of this result indicate that social workers working with young people in families affected by periodic, rather than long-term unemployment need to reconsider interpretations of behavior that are rooted in the assumption that economic adversity generates stigma and shame.



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Young and working-class without work

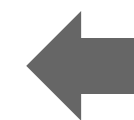
Åsa Andersson, Anita Beckman

This paper discusses narratives from young unemployed working class men and women, living in a small Swedish town located outside the emerging economic regions. Like in many other European countries the rate of unemployment among youth is disproportionately high in Sweden. The empirical work the study is based on consists of a sample of in-depth interviews with men and women in the ages of 19-24, conducted during 2014. The main research question of the study is about how young unemployed people experience and reflect upon their own situation. Industrial societies have turned post-industrial and this is reflected in the social structure of the communities that for decades used to be dominated by industries and smaller factories. The labor market has undergone major structural changes during the last four decades. Since the cultural and social

identity of the working class traditionally has been closely connected to an intergenerational continuity where foundational elements are defined by work and a belonging to the local community, the situation of unemployment means that the identities as well as the community are forced to be reimagined. The narratives from the young men and women in our study can be seen to reflect social and cultural changes that have taken place on a structural level concerning the labor market, the education system and also the changed conditions for the formation of social identities. We make use of Margaret Archers concepts contextual discontinuity and contextual incongruity in understanding and discussing these tendencies.



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The EU Youth Guarantee and its implementation in Spain

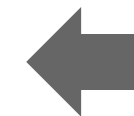
Tanja, Conni Strecker, M. Àngels Cabases Pique, Agnes Pardell Veà

In this communication we analyse the European Recommendation on Establishing a Youth Guarantee (2013) and its implementation in Spain. Spain is an especially interesting case as it is one of the EU countries that was most severely hit by the economic crisis. We present main features of the EU Youth Guarantee and evaluate its potential to improve the situation of the young people and society as a whole and its risks in provoking undesired side-effects. Our results question if the whole target group will be reached and highlight the measures low potential to promote a real and durable change. Increa-

sing precariousness and insecurity and the tendency to only redistribute existing labour make it conceivable that the Guarantee may contribute to converting precariousness into a new labour paradigm for the whole population. The insufficient and retroactive funding of the Youth Guarantee could provoke negative side-effects for other social policies and the countrys development. We conclude with several recommendations on how to improve the Youth Guarantee and its implementation.



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Distinctions between planned activation measures and actual outcomes - Experiences among unemployed youth in activation in Finnish youth workshops

Matilda Wrede-Jääntti, Cecilia Wester, Cecilia Böhme

Distinctions between planned activation measures and actual outcomes Experiences among unemployed youth in activation in Finnish youth workshops Youth unemployment is high in Europe: by the end of 2014 the unemployment rates for the EU28 countries were 21,4 % and for Finland 21,1% (Eurostat 2015). As a solution to the alarming figures the Finnish government launched the so called Youth Guarantee(YG) in the year 2013. The YG has received lot of attention within the EU countries with an unemployment rate that exceeds 25 % are recommended to apply equivalent programs (Eurydicen 2013). As a part of the YG young unemployed people can be offered activation in so called youth workshops. The workshops are places where young people learn

life skills, grow into adulthood and get hands on experience of work. The workshops usually offer activation five days a week, six hours a day preparing the participants for future full-time education or employment. In this paper we are looking at the official objectives of the activity in youth workshops and compare these to the experiences among young participants in the workshops. Our material consists of official documents, personal interviews (N=40) with young participants from five workshops, and questionnaires filled out by the staff (N=43). Our results show that, on one hand the young unemployed participants appreciate the workshops



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The Certainty of Uncertainty: Youth Employment and Job Precariousness in Austerity Europé

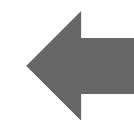
David Cairns

Youth unemployment and job precariousness have become ubiquitous features of labour markets across Europe, particularly since the onset of the economic crisis in 2008, most prominently in the countries subject to external bail-outs in response to debt crisis situations. This paper argues that rather than being an unfortunate accident, youth labour market marginalisation is an essential feature of societies governed by austerity, reflecting the neo-liberal values endorsed by employers and policymakers. From this position, two dominant modes of austerity are discussed: the populist practice of strategic budget cuts targeting socially disadvantaged groups and a more generalised measures aimed at broad populations, including youth cohorts, exclusive to debt crisis countries, thus explaining why youth unemployment and job precariousness are more ubiquitous in the latter than in the former scenarios. The remainder of the paper looks at the impact of debt crisis aus-

terity in Portugal, drawing on evidence gathered during the course of a four-year European Commission funded study (2011-2015), including a survey of 1,200 respondents and 60 follow-up interviews, alongside case studies from independent research projects on youth unemployment and job precariousness. The material illustrates the ubiquitous risk of unemployment among Portuguese youth, with labour market effacement traversing socio-demographic bounds and educational attainment levels, and details how insecurity is spread to other aspects of life such as inhibiting the development of personal independence. This analysis leads towards the conclusion that in the austerity era, these Portuguese young people illustrate that only certainty they have in regard to the future is uncertainty, implying a need to re-consider current modes of labour market regulation.



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Drop-out and unemployment as part of de-standardised transition

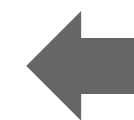
Gestur Gudmundsson

The dramatic financial crisis in Iceland in 2008 triggered an economic recession and unemployment rose to more than 10% - which is much for a society used to full employment since the 1930s. A central part of the crisis management were extensive measures against youth unemployment which was 15% at its highest in 2009-10. The most extensive measure was based on a tripartite treaty between government and labour market partners, which channelled financial resources from unemployment funds to education for upper-secondary school dropouts. The research project to be presented examined several measures against youth unemployment but the present paper concentrates on this attempt to get drop-out youth to return to education. Their background and pathways through education after returning were mapped through register data and two questionnaires, while 50 biographical interviews with randomly chosen participants examined the meaning of the measures in their life course. The former dropouts showed

significant resilience during the first year after returning to education and only about 15% dropped out, but in the second and third year the dropout-rate rose to almost 50%. The interviewees in the study can be categorised in three groups, as those who got back on track through the measures, those who became more convinced that school is not suitable for them, and the third (largest) group, for whom the return to education was one more ambiguous life chapter. These respondents usually preferred study to unemployment, but did not become convinced that the new study track was definitely the right choice they have rather moved on to new chapters and some have experienced significant turning points somewhere on their bumpy road. Thus their life course is not defined by their experience of unemployment they rather represent several variations of the de-standardised transition that is characterising a large segment of Icelandic youth.



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School segregation – Urban areas and increasing difference in Swedish secondary schools

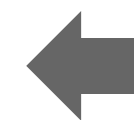
Jonas Lindbäck

Over the last two decades we have seen an increasing difference in performance between schools in Sweden, what we can call school segregation. The negative side of this development is most clearly visible in disadvantaged neighbourhoods in the metropolitan areas. In some of the schools in these areas almost half of all the pupils lack upper secondary qualifications. This presentation is based on an ethnographic fieldwork over a one-year period with pupils in 8th and 9th grade in one of these schools in the city of Gothenburg. Besides taking fieldnotes I also conducted interviews with pupils, teachers and the local headmaster. Increased inequality and urban segregation has widened the gap between people and places in the metropolitan districts of Sweden. A development that contributes to the territorial stigmatization of disadvantaged urban neighbourhoods

by which they are labelled as no-go areas associated with social problems and crime. This stigma becomes part of the everyday life in these areas and affects both the school and the pupils there. My aim of this presentation is to show how the pupils confirm, negotiate and oppose the negative image of their neighbourhood in general and their school in particular. How do these pupils give voice to and interpret their position in the educational system and in the hierarchically structured urban space of contemporary Sweden? How do they portray their own school, and the possibilities for themselves and their peers? My presentation will give examples of both the pupils' confirmation and confrontation with the images of schools in poor urban areas.



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Striving for integration – El Sistema and the ambition to break segregation patterns in Swedish urban areas

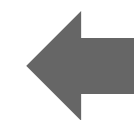
Åsa Bergman

In this presentation attention will be paid to the choir and orchestra school El Sistema, which started up in Sweden in 2010 with the ambition to deal with segregation problems typical for Swedish urban areas. The objective of El Sistema is to use music as a vehicle for individual and social development and to serve as an intercultural meeting place where children growing up in all kinds of neighbourhoods, from different socio-economic conditions, and with different ethnic backgrounds can develop personally, socially, and musically. The empirical material used derives from an ethnographic research study conducted in Gothenburg between 2011 and 2015. The empirical material includes official

documents, interviews with participants and observations of music lessons and concerts. The theoretical point of departure is that musical and educational activities never can be regarded as politically neutral, because they always, explicitly or implicitly, are anchored in some kind of social and cultural viewpoint. By that, the material has been analysed as a social practice in which a particular pattern of action arises in accordance with the rules prescribed by the discourse. Since the empirical material is collected on the micro level, with a focus on humans in interaction, a more narrow, action-oriented perspective is included as well.



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“Actually, I would much rather work”: Poetic analyses of processes of subjectification of young people on the margins of the educational system

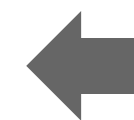
Anne Görlich

Financial and political changes globally and locally contribute to political interventions focusing on young people's education and employability. In a Danish context this means that all young people under the age of 30 who apply for social benefit and who have not completed formal secondary education will meet a demand for compulsory education. Social benefit has changed to educational support and job searching has changed to educational readiness assessment. We are witnessing a massive discursive focus on education and employability, and in this also a tendency towards individualizing and making the young people's social, emotional and scholastic competences the center of attention. Among Anglo-Saxon youth researchers, transitions from school to work have long ago been described as complex, vulnerable and precarious, which is the point of

departure for this paper. Using poetic inquiry as method, I will explore young people's subjectification in processes that increasingly can be described as insecure, complex and precarious. The analyses build on empirical data from a research project on young people (18-30 years of age) on the margins of the educational system. The article argues that poetic inquiry enables analyses in which new perspectives on the group of young people on the margins of the educational system emerge. Moreover, it is argued that in a globalized and precaritized context shifting the focus from processes of transition to processes of subjectification opens new analytical perspectives. The analyses highlight the concept of distance as characterizing the processes of subjectification of young people on the margins of the educational system.



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Becoming a motivated student: Gender and motivation in Danish upper secondary schools

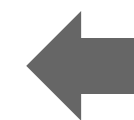
Susanne Murning, Mette Lykke Nielsen

Becoming a motivated student: Gender and motivation in Danish upper secondary schools Background: In a Danish context discourses about underachieving boys continue to shape educational debates about the nature and size of the gender gap in academic, public, political and pedagogical discussions. Motivation in education has become a central theme in general, and especially within secondary educations in Denmark. Young people are not only expected to take an education, they also have to be motivated in and for education. This paper shows how motivation in education also shapes processes of subjectification among the students in the classrooms. Aim: The aim of this paper is to show how motivation becomes a dominant category within the young people's processes of subjectification in relation to the positioning of themselves and others as achieving and successful students. Method: The paper presented is a part of a broader empirical study about motivation and gender in upper secondary education (USE) in-

volving twelve schools. This paper draws upon interviews with 14 teachers and supervisors and with 26 students from five USE-schools (first year). In our analytical approach we are inspired by Beverley Skeggs (2004) and her notions about social categories and processes of subjectivity. We understand motivation as a category with which individuals inscribe bodies and actions with value. In this perspective motivation is seen as a social category, which both identifies and produces differences and hierarchies in education. This also highlights what is seen as motivation and motivational actions in educational settings, and what is not. Conclusions: The paper shows how actions and attitudes among students in a classroom setting are connected to the position motivated student. It shows how this position only is accessible for few of the students, and how this is shaped by gendered discourses of achievement and success.



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The consequences of individualization for boys in the Swedish school system

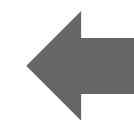
Anna Isaksson, Helena Eriksson, Sara Högdin

The aim of this presentation/working paper is to contribute to the knowledge about why young men generally are less likely to study at the university than young women. Previous studies and reports have pointed out a number of explanations for that. Young men's reluctance to go on to higher education, as well as boys' relatively low grades in primary and secondary schools, has been explained with reference to gender theoretical arguments about constraining constructions of masculinity. Several gender-oriented studies show that it is not considered compatible with certain types of masculinity constructions to make an effort in school and show an interest in further studies. A term used to explain the boys' poor performance in school and lack of interest in higher studies is *antiplugg*

kultur (cf. eg Nordberg 2008 SOU 2009: 64). This presentation/working paper aims to challenge these explanations and expand the understanding of why young men tend to not to see higher education as an option. The empirical data consists of extensive quantitative and qualitative studies in a western Swedish municipality during 2011-2014. The point of departure is primarily in the young men's own stories about teaching in primary and secondary school and their perceptions of their interactions with teachers, study and career counsellors and others. The interplay between and consequences of contemporary constructions of masculinity (Connell, 1995-2003), and the individualisation of society (Giddens 1991



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The management of Aspirations and Social Inequality

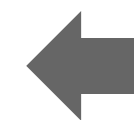
Evelyne Baillergeau, Jan Willem Duyvendak

All young people are faced with high levels of uncertainty regarding their future. However, some young people are deemed more vulnerable than others, notably with regard to a successful inclusion on the labour market, as a result of growing up in a socially disadvantaged background. Over the last few years, monitoring and managing the educational and occupational aspirations of young people have often been advocated as means to cope with such forms of uncertainty. Does this focus on the aspirations of young people help them improving their social position, thereby providing opportunities to mitigate social inequality? In this paper we analyse the rationalities at stake in endeavours of schools and youth work to actively influence the aspirations of young people. We question their potential to help develop the capacity to aspire of young people faced with disadvantageous circumstances, which Appadurai (2004 & 2013) takes to be a critical

step for disadvantaged groups to improve their social position. We will therefore draw upon a review of literature on aspirations studies in the United Kingdom and Australia and on qualitative sociological observations regarding secondary school students in the Netherlands. Various rationalities are noticeable: whilst some programmes are aimed at lifting the aspirations of certain sections of youth whose aspirations are deemed too low, some other programmes are rather meant to downsize the aspirations when judged unrealistic. In both cases, observed initiatives tend to focus on educational and occupational aspirations only. We argue that this is necessary but not sufficient, as leaving some other influential aspirations unconsidered and unarticulated to occupational aspirations may have detrimental effects for the chances of disadvantaged youth to improve their social position, thereby reinforcing social inequality.



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Developing typologies of the parents' role in their children's leisure time: a latent class analysis

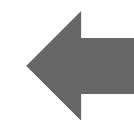
Lieve Bradt, Jessy Siongers, Annelore Van der Eecken

Participation in structured activities is believed to bring substantial (developmental) benefits for children and adolescents, such as stimulating initiative and civic engagement, preventing school dropout and unemployment. However, participation in structured activities is unevenly distributed amongst the population, particularly related to children's socio-economic and cultural background. Although there is considerable agreement that parents play a role in how children and adolescents engage in leisure time activities, there is yet little evidence here. This study therefore aims to gain insight into the parents' perceptions of their children's leisure time activities and of the parents' role in their leisure

time. We will report on the findings of the participation survey, a survey conducted with 1101 parents with children 3 to 25 years of age in Flanders, the Dutch-speaking part of Belgium. A latent class analysis will reveal typologies of parents who have similar perceptions of their children's leisure time and of the parents' role in their leisure time. These typologies will be linked to socio-demographic characteristics. These findings will inform policymakers by identifying various parenting styles when it comes to their children's leisure time, as youth leisure policymakers currently start to pay more attention to the parents' role in children's leisure time.



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Taking the VET students' perspective. Central findings and methodological issues from a study among carpentry students

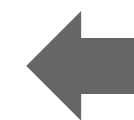
Arnt Louw

This paper is based on an anthropologically inspired study among carpenter students, carried out during my PhD. The paper has two objectives: On the one hand it deals with the specific research findings that emerge, when the youth perspective is used as the starting point of VET research. On the other hand it deals with methodological issues of doing anthropologically inspired VET research. The argument in the paper is that methodological challenges and difficulties in doing anthropologically inspired VET research can themselves be viewed as a valuable source of data. It is further argued that taking the VET students' perspectives can lead to new and relevant insights into the VET system that might otherwise have been overlooked. Anthropological inspired VET research has been used in a few Danish VET studies focusing on dropout (Grønberg, 2011; Sørensen, 2009) and the construction of identity and masculinity among VET stu-

dents (Hansen, 2009). However, students' perspectives are still somewhat neglected in VET research and unlike the research mentioned, the study in question aimed broadly at understanding both VET students' motivations when entering the basic programme of carpentry as well as how the acquisition of a professional identity takes place. Thus, the article touches on central themes relating to the current state of the Danish VET system: What motivates VET students? What kind of implicit expectations of the VET students are embedded in the way the school introduces and initiates the programme? How does the construction of the VET students' professional identities take place? And: How does the professional language work on the individual students in including and excluding ways? The specific analysis in this paper is inspired by the work of Bernstein (1977) 2000 (1996)



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(The lack of) Localised Cultures of Vocational Education: The case of Oslo

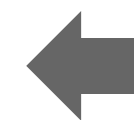
Kristinn Hegna

Although upper secondary education institutions are geographically distributed to offer equal opportunities in Norway, local patterns of inequality of participation and achievement are evident. Overall, vocational education programmes attract a considerably lower share of compulsory school leavers in Oslo compared to the rest of the country, students in vocational education show a different distribution across programmes, and they are a more socially selected group according to attainment and social background. Based on these figures, one may easily conclude that the geographical context makes a difference for educational inequalities among young people in Oslo and Norway. However, aiming to move beyond arguments about the difference that space makes for educational inequality (Hanson Thiem 2009), this paper seeks to understand how the intersection of localized cultures of education and local labour markets shape and create differences in young people's Vocational Education and Training (VET) trajectories in Oslo as a

local educational context in Norway. On the one hand, the urban context is characterised by globalized labour migration and de-industrialisation. On the other hand, Oslo holds the most knowledge intensive of the national labour markets, and education levels and application to higher education institutions is high. Localized logics of strategies of education are exemplified by young people directed towards or away from VET, e.g., by experiencing peer and parental pressure towards higher education, labour migration adversely affecting the popularity of VET, lack of local cornerstone industries attracting young people, enabling continued attachment to the local community etc. The analysis sheds light on how geography influences different groups of young people's choice of education, and the complex and space-sensitive ways that social inequality in education may be produced, maintained and reinforced. The analyses are based on qualitative educational life story interviews with 25 students in VET in Oslo.



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Exploring the subjectivities of pro-longed youth's anticipations of career post-graduation

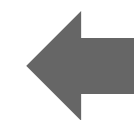
Ricky Gee

Exploring the subjectivities of pro-longed youth's anticipations of career post-graduation. There is much discussion within academic, policy and practice literature of the important dimensions of the social construction of youth, where youth may be considered as a floating signifier (see Cote, 2014). Many accounts highlight how youth has become prolonged within late modern society and how the increasing imperative of higher education (HE) has its part to play in the preparation of student transitions toward

adulthood. Such preparations are increasingly becoming linked to engagement with the labour market, via notions of employability, within OECD countries (see Watts, 2006 Roberts, 2009 and Gale and Parker, 2012). This paper is critical of the assumptions underpinning the discourse of employability, that students are active and rational consumers within a marketised HE sector, looking for a return on this investment via future employment that satisfies financial expectations (Browne 2010 CBI 2011).



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Teacher students' voices on writing

Signild Risenfors, Elin Almér

Many students drop out from their education during the first year in higher education. One reason is the demand of academic writing. In order to meet those students in a constructive way, we need to know more about their relation to writing. The aim of the paper is to describe and analyze the students' conceptions on their own writing within their first year as teacher students. The students participated by answering a questionnaire, and we present the students' answers on questions concerning writing in general. Questions dealt with in the study are: do you write in your everyday life? why do you write? do you like to write? do you have role models? and in which way do you think your writing will be useful during your education? The 400 informants are students within the teacher training program. The questionnaires were filled out in connection

to a lecture within one of the first couple of weeks of the programs during 2014 and 2015. All students participated, and we see it as a fruitful way of putting writing on the agenda. The students are given the chance to reflect on writing and they get a first glance of how to conduct research. The students' conceptions were primarily that their writing had either a therapeutic or a social function, but some answered that they write fiction such as poems, short stories or lyrics. They use social media like Facebook, Twitter and Instagram. Some students answered that they never write in their everyday life. Most students took the opportunity to answer with arguments and comments. Nyckelord: Teacher students writing



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Cultivation spaces: youth and self-cultivation in a historical perspective

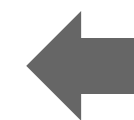
Sara Andersson

In present times, one of our society's major concerns is the increasing group of young, illiterate or non-reading individuals. In Sweden, young illiterates have been the subject of much academic research, public government reports and political debate. Constructions of young people as potentially unlawful and undemocratic are explicitly and implicitly made in a number of public government reports during the 20th century, and many of these constructions are found in the reports that focus on reading and education. Reading, and especially the reading of quality literature, is largely unquestioned as a method and a way to become a democratic and active citizen. As young people often are in the midst of the public eye, possibly because of their newly gained autonomy,

institutions are very much concerned with educating the young into self-cultivating, democratic citizens. Young people are consequently being subjected to educational practices, whilst not all of these practices are to be found in school settings. This doctoral thesis explores constructions of youth in informal educational practices and discourses of self-cultivation in a historical perspective. By using the Foucauldian genealogy, the aim of the study is to problematize the conceptions of self-cultivation and the practices that are connected to these conceptions. This is done by identifying spaces in society where discourses concerning youth and self-cultivation converge, and by placing these spaces and connected practices in a historical context.



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What's happiness got to do with it? Evidence from children in relation to school in Estonia and Norway

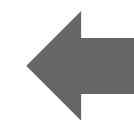
Kairi Talves, Dagmar Kutsar

Latest evidences from PISA test show that children in Estonia are among top 10 in the World. They are determined and self-reliant however, with relatively low self-esteem. Moreover, according to PISA data, happiness and study outcomes of pupils are not statistically related: children with good study outcome should not be also happy neither low study attainment should definitely make them unhappy. Evidences from Childrens Worlds Study (self-administered questionnaires among 10 and 12 years old children, 2013 the study was funded by the Jacobs Foundation) demonstrated high criticism related to schools: among 15 countries in the World, children in Estonia gave unexpectedly low responses to items related to several aspects that could make children feel happy at

school. The aim of our presentation is to demonstrate the links between school satisfaction and children s well-being and show how different factors of school satisfaction (self-satisfaction, relationships with adults and other children, satisfaction with school marks and studies etc) influence childrens well-being in Estonia. We shall draw data from the Childrens Worlds Study and will compare childrens perspectives related to school in Estonia with children s perspectives in Norway. We chose Norway for making comparisons because this is not only our distant Nordic neighbour but a country where children can also enjoy the top positions in PISA test results.



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Consequences of Availability of 'extended' Pupil Welfare Interventions

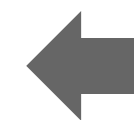
Anette Bolin, Emma Sorbring

Children and young people living in families with alcohol misuse, violence or a parent's psychiatric illness are commonly regarded as a group at risk of developing social and health problems, but also at risk of failing in school. Teachers, school social workers and other relevant staff all have important roles to play in identifying pupils within this target group. However research demonstrates that this process can be prolonged and professionals fail to identify young people at risk in early stages. This presentation offers an evaluation of the project Extended In-Depth Pupil Welfare (2013-2015) funded by the Swedish Public Health Agency. The research questions are: Does availability influence willingness to seek and accept support?, and In what way does this support influence school performance? In this presentation focus is directed to findings emerging from data with children and young people (N=88) who has received interventions. Statistics on grades (grade 7-9) and school absence and interviews (N=20). Thematic analysis has

been adopted and the interview data was coded and closely analyzed by identifying increasing levels of abstraction in the material. The result indicate that the children and young people perceive they can control whether, and if so, when they want to receive support from the support team (self-referrals). This, they report, contributes to a willingness to both emotionally and cognitively engage in the preRepuls program and in the counselling provided. Also three affordances facilitating childrens and young people's self-referrals is identified: (i) the day-to-day presence of the social workers enables investment in relationships, (ii) team members use communication technologies in domains familiar to the children, and (iii) the social workers' practice is visible. A further result is also that grades are improved, often pointing to subjects such as Swedish, Maths and English and decreased absence from school.



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“If only they had a file on every pupil”: On the mismatch between truancy policy and practice

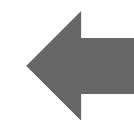
Bram Spruyt

During the past years, combating truancy has been high on the political agenda. This practice is informed by research that documented the negative consequences of truancy. However, throughout Europe one can observe that despite the numerous action plans and anti-truancy measures, truancy rates continue to rise. In this article, we focus on Flanders (the Dutch-speaking part of Belgium) as a case study to get a better grip on the mismatch between the general truancy policy and the everyday reality of truancy. Based on the analysis of (1) official registration data and 2013 survey data with pupils from grade 9 to 12 (N=4189), (2) survey data from 62 principals of Flemish secondary schools and (3) 28 in-depth interviews with occasional and frequent truants, this article argues that the current emphasis on registration with the aim of (early) detecting and intervening in truancy cases actually results in a disengagement of teachers and schools

to deal with truancy in a responsive manner. The empirical analysis shows that today registration systems in Flanders (1) are most efficient in detecting truants at the moment when they do no longer care about being caught, (2) tend to miss a crucial phase in the development of frequent truancy, (3) are disconnected from the broader school policy, and (4) create a track record that tends to haunt truant pupils. The stories of truants not only revealed a fundamental mismatch between educational policy and practices, they also shed light on the many unintended and negative consequences of the current registration procedures. Comparing the main characteristics of the truancy policy with the way truant behaviour is theorized in the academic literature clearly reveals a tension between on the one hand an individualized mass policy and on the other hand a relational phenomenon like social bonding.



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‘The first time was a lovely day. Come to think of it, then you still felt the kick’: Reconstructions of truancy trajectories in Flanders from a Social Control-theory perspective

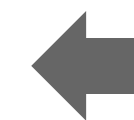
Gil Keppens

While an extensive literature reveals the many risk factors for truancy, less is known about the way truancy develops, intensifies and persists. In this paper, we rely on the voice of truants themselves to get a grip on the way to which truancy develops. Based on 20 interviews with truants from Flanders (the Dutch-speaking part of Belgium), and using Social Control theory as the theoretical framework, this paper shows that the de-

velopment of regular truancy can be interpreted as a process of social disengagement. The stories of persistent truants illustrate that a transformation in the perceived consequences relative to the truant act drives the intensification of truancy. In the discussion we elaborate on the implications of our findings for truancy policies



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Doing transission in small scale

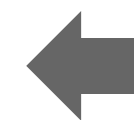
Ida Wentzel Winther, Rune Bundgaard

During the four-month project, Matup Tunuani (Behind The Door), we have filmed and followed life in a student dorm hall in Greenland. In Greenland, no towns are connected with roads which leads to a situation, where many young people move far away from home in order to get an education. This implicates not only a geographic transition for the young people, but also a linguistic, social and cultural movement. Far away from what they know, they now have to create a new everyday life and put meaning into their lives. A transition on all levels. We meet the young people and their parents in the middle of these transitions. Some fight against any change and the changes are full of frictions. Others go with the flow and along with the change. For some it becomes a transition from living with ones family to live through the narrative about it, where

the family lives in ones stories, memory, remembrance, and imagination. Others try to reestablish - restage - the family comfort zone in the new zones along with friends and visiting/visit/guest families. The research project came to be as a filmed field work. In a film, one creates links by putting pictures together. Transitions are here referred to the way that one film clip ends and another one begins: Shift, transition, link, stabilization, destabilization. Thus, the outcome of the research project is a way to show the transitions of the young people and their families by incorporating them into the ethnographic documentary. The film lasts 1½ hour, but during our presentation we will screen small sequences of this film, in order to show and clarify how transitions are made and dealt with.



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Chaning the horizon: Examining the future expectations, value structures, and the role of identity in young people

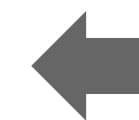
Helena Helve

This presentation discusses the differences and similarities in values, identities, and future expectations of youth within five research projects conducted in Finland. These include: 1) a 1989 research on the attitudes and values of 16 to 19 year olds (N= 240), 2) a follow-up study on the same group of young people in 1992 during the economic recession (N=165), 3) a 1996 comparative research on value shifts among 16 to 19 year olds (N=457), 4) research in 2011 on the values, identity horizons, and youth transitions among 18 to 24 year old university students (N=689), and 5) a 2015 comparative research on 18 to 24 year old university students (N=731). In all five studies, the same attitude

and value scales were utilized. In the fourth and fifth studies, measurements of identity horizons and identity anxiety was verified through Confirmatory Factor Analysis (CFA) techniques based on Structural Equation Modeling (Côté et al, 2015). In the last study, there were also measures of youth values (Helve), moral development (Sinisalo-Juha), and local identity (Svynarenko). The theoretical framework combines theories of attitudes, values, and identity with theory on identity formation (Côté & Levine, 2002 Helve, 2013) by operationalizing the concept of identity horizons (Côté et al., 2008



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Developing typologies of the parents' role in their children's leisure time: a latent class analysis

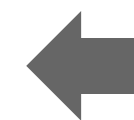
Lieve Bradt, Jessy Siongers, Annelore Van der Eecken

Participation in structured activities is believed to bring substantial (developmental) benefits for children and adolescents, such as stimulating initiative and civic engagement, preventing school dropout and unemployment. However, participation in structured activities is unevenly distributed amongst the population, particularly related to children's socio-economic and cultural background. Although there is considerable agreement that parents play a role in how children and adolescents engage in leisure time activities, there is yet little evidence here. This study therefore aims to gain insight into the parents' perceptions of their children's leisure time activities and of the parents' role in their leisure

time. We will report on the findings of the participation survey, a survey conducted with 1101 parents with children 3 to 25 years of age in Flanders, the Dutch-speaking part of Belgium. A latent class analysis will reveal typologies of parents who have similar perceptions of their children's leisure time and of the parents' role in their leisure time. These typologies will be linked to socio-demographic characteristics. These findings will inform policymakers by identifying various parenting styles when it comes to their children's leisure time, as youth leisure policymakers currently start to pay more attention to the parents' role in children's leisure time.



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Kinship networks and transitions to adulthood in Norway

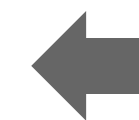
Kristoffer Chelsom Vogt

Research investigating the role of family in transitions to adulthood has predominantly been limited to studying the role of parents and especially fathers. The role of wider kinship networks (grandparents, aunts, uncles, siblings, step-parents etc) have received far less attention. Conventional social mobility research, in the Nordic countries often relying on high quality registry data, is not suited to studying the processes and experiences at the family level, which underlie the consistently strong correlations between parents and children's occupational status. Drawing on 22 cases of three generation families in Norway, this paper examines the changing role of kinship networks in transitions to

adulthood. Kinship networks are analysed as one of the layers of context within which transitions to adulthood take place, and found to be changing due to both demographic changes and changes in the gendered division of labour. One three-generation family is used as an illustrative case to highlight the importance of extended family as parental partner-relationships are increasingly unstable (divorce etc). Understanding the changing role of kinship networks in the transition to adulthood is of great contemporary relevance as the welfare state is being pulled back in many countries.



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The reasons for the early parenthood - the Finnish young parents' point of view

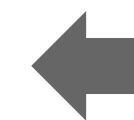
Virve Murto

The aim of this presentation is to analyse reasons that young parents give for their early parenthood. The mean age of first-time parents has risen and young people have family later than ever before in Nordic countries. However, over 1000 young women and hundreds of young men will have a child every year in Finland. It means that approximately 3-4 % of age group are parents at the age 20. (THL Statistics Finland.) Why these young

people break the social and cultural age-related norms and expectations of the life course and have a child years earlier than most of the peers? The paper will have a look, are there any differences between mothers and fathers and between those who have been underage and older. The paper is part of my on-going PhD research and is based on survey data (N= 309 72 % women and 28 % men)



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Exploring resistance in young people affected by interpersonal violence

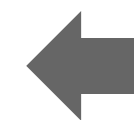
Kristine Hickie

Resistance, as an underemphasized aspect of resilience, includes mental and behavioural acts used by someone attempting to expose, withstand, stop, oppose, or prevent any form of violence or oppression (Wade, 1997). Resistance by individuals, in oppressive and/or abusive relationships, often goes unrecognized in research and practice, particularly with young people for whom the word resistance is used negatively to categorize those resistant to helping professionals and/or accepted cultural norms. There remain gaps in our knowledge regarding how young people employ strategies of resistance in violent interpersonal relationships, and how to help young people see their own resistance strategies as signs of intrinsic health and resilience. The purpose of this paper is to present initial findings from a study investigating resistance strategies employed by young people affected by interpersonal violence. The research questions are: 1) Are young people able to describe the resistance strategies they have employed when experiencing violence

in interpersonal relationships? 2) Can visual, participatory methods help to access resistance strategies in a way that empowers young people to understand these strategies for themselves? The study will be conducted early 2016, and will employ participative qualitative methods to explore resistance with young people, age 16-25. Two groups (n=8 per group), recruited from a London-based charity organization, will engage in 12-week photography workshops, and both their photographs and workshop discussions will form part of the data collection. Photography will be used in the manner described by Banks (2001) as photo-elicitation, whereby a photography project is used to invoke discussion about vague or abstract topics (i.e. resistance). Findings will be discussed, along with recommendations for how this method may be useful in foregrounding our understanding of resilience in young people's stories and their own interpretations of how they engage in resistance to withstand or oppose violence in their lives.



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Controlling social control – the police making sense of violence against young people in the family

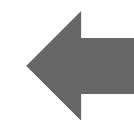
Päove Honkatukia

The paper analyses how the police constructs the phenomenon of violence against young people in the context of their families and other intimate relations. Inspired by interactionist and constructionist perspectives, the paper is interested in the responses of the official control agents to forms of social control which are treated as criminal violence. What meanings at the intersection of gender, race, sexuality and violence are constructed in the police accounts of these cases? The data are derived from the electronic crime report system, and consist of all assaults reported to the police in Finland during 2013 where the alleged victim has been a young person (aged 15-20 years) and the alleged perpetrator is a family member or has other kind of intimate relationship to the victim (n = 400). The data include information about the racial/ethnic background of the victim as well as a description of each case written by the police, reporting also about the

proceeding of the investigation. By leaning on the so called new control theories, the paper scrutinizes the crime reports from the point of view of their potential to produce gendered and racialised constructions on certain families and certain intimate relations as opposed others in which the parties are categorised as ethnically Finnish. The study is conducted under the auspices of the research project Generational Negotiations, social control and gendered sexualities (GENESO, 2012-2016). The project aims to produce research-based knowledge on the ways in which ethnicity, race, gender and social control intertwine. In particular, it problematises the concept of honour related violence which provides a widely used framework for stories on violence experienced in immigrant communities, turning attention to cultural explanations of violence.



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Young men's intimate partner violence: Towards an intersectional analysis

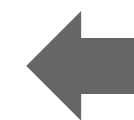
Lucas Gottzen

It has been previously argued that masculinity norms inform young men's violence, for instance that violence and aggression could be a resource to accomplish masculinity. In this paper I propose an intersectional approach and argue that age and generation are also crucial in order to understand young men's intimate partner violence (IPV). Gender and age are here seen as social locations and processes that interact with each other on multiple levels in everyday life. Just as gender influences individual behavior and how we perceive this behavior, notions of age, youth and intergenerational relations inform how individuals comprehend and respond to IPV. Drawing on gender and youth studies literature as well as on an ongoing qualitative study with young men (16-21 years of age) the paper discusses the particularities of youth and partner violence. Youth is a life phase characterized by an increased importance of friends and some distancing from pa-

rents and other adults. Young people's intimate relationships are not necessarily as stable as adult relationships, and many have their first partners during this time. There may be uncertainty about how to have a relationship, which can lead to conflict and violence. At the same time, parents see themselves as responsible for their children's well-being, even when they have left the parental home. Due to these circumstances, parents and friends may become involved or interfere in the relationship and give positive, negative or ambiguous responses. In addition to these generational circumstances, IPV is often perceived as occurring primarily in adult relationships, and young men may therefore not identify with the stereotype perpetrator. Simultaneously, young men's sexual violence is often trivialized and seen as expressions of youthful foolishness and strong sexual desire.



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Problematic and vulnerable youth at school. Strategies for handling violence and harassment.

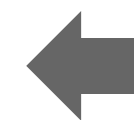
Johannes Lunneblad, Ylva Odenbring, Thomas Johansson

The focus of the present study explores how Swedish schools define and categorize situations when students have been exposed to different forms of abusive acts and violence at school. The empirical study is designed as case studies at six urban secondary schools situated in areas with different socio economic conditions. The study is influenced by discourse theory, in that we have theoretically explored the narratives of the professional cultures at schools, i.e. norms, values and school climate, and the different discursive approaches the student welfare teams use to define and categorize school problems. The results indicate that there are at least three discourses are present in the talk about the relation between offenders and victims: the relational/pedagogical, the legal, and the, the medical discourse. The analyse shows a tendencies toward categorizing students by

putting the blame on them. That is, by categorizing students as deviant and using diagnoses such Attention-Deficit/Hyperactive Disorder, by doing this it becomes possible to locate the problem to the individual rather than to societal and contextual causes. The medical discourse also connects to the legal discourse, which is expressed in terms of teachers call for more repressive ways of dealing with troublemakers in the school. Another finding in our data was that the material context clearly frames how school authorities talk about and handle youth victimization. The vulnerability the students are exposed to growing up in a socially disadvantaged urban neighbourhood also framed the informants responses.



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Attitudes towards dating violence among young people

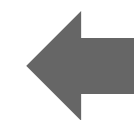
Emma Sorbring, Anette Bolin

Adolescent dating violence refers to interpersonal violence which occurs during young people's romantic relationships. Although current research has focused primarily on physical and sexual violence, it is typically agreed that such violence reflects a range of behaviours that includes physical, sexual, and psychological violence, and coercive control. Current international prevalence estimates vary considerably due to variations in definition, but broadly suggest that between 10% - 30% of both adolescent girls and boys experience physical violence in dating relationships. The aim of the study was to examine young people's attitudes toward dating violence. Swedish, British, German and Dutch young people (N=86), aged 12-18, were interviewed in focus groups. Four superordinate themes were identified from thematic analyses: gender identities, television as the educator, perceived acceptability of dating violence, and the decision to seek help/tell

someone. Although violence in relationships was generally not condoned, when violence was used by females, was unintended (despite its consequences), or was in retaliation for infidelity, violence was perceived as acceptable. Young people indicated that their views were stereotypical and based solely on stereotypical television portrayals of violence in relationships. Stereotypical beliefs and portrayals generate barriers for victimized males to seek help because of fear of embarrassment. Our findings provide further support for double standards of perceptions of violence used by males and females with female violence perceived as less serious and consequently more acceptable than that of males. Furthermore, as a consequence of the above finding, young people reported that males would be too embarrassed to approach anyone for help with this issue.



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“At-risk-youth” – Between individual and collective explanations.

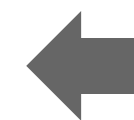
Follesö, Reidun, Norge

What is the dominant understanding of at-risk-youth? Kitty te Riele (2006) asserts that problems and solutions often come as a result of a medically diagnostic model, and have a tendency to underestimate or overlook complexities. Problems are understood as the challenges of the individual and the initiatives are, therefore, directed toward the individual. There is not enough consideration for the fact that peripheral structures create, strengthen and maintain exclusion. There is no coincidence that this is the choice, claims te Riele (2006). Since politicians are the ones who have the power to define who is at risk, it is not surprising that the terminology and the efforts are in the interests of

the politicians rather than the youth. Alexiadou (2002 p.72) contends that definitions tied to the individual allow for too little explanation of the causes that lead to exclusion. Most problems, however, also have a social dimension. By placing the responsibility on the individual and interpreting groups as risk groups, he claims, a stigmatizing process of exclusion may also be initiated. These topics, presented in my article Youth at risk or Terms at risk (Young, Nordic Journal of Youth Research Vol.3) highlight the questions for my presentation.



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Early onset of alcohol use

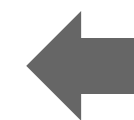
Ander, Birgitta, Sverige

This study is a work in progress and examines biological, psychological and social factors in connection to an early onset of alcohol (drinking at least one glass and getting drunk), cigarettes, snuff and cannabis. The population consists of pupils who participated in filling in questionnaires in the first two waves, i.e. when they were approximately in the

age 12-13 and 13-14, respectively. In total 1716 participated in at least one of these, including 1520 in Wave 1 and 1447 in Wave 2. The material is part of a longitudinal study LORDIA (Longitudinal Research on Development In Adolescence). LORDIA is a cooperation between Jönköping University and the University of Gothenburg.



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What about saying “no”? Alcohol consumption and abstinence in youth- party culture.

Parder, Marie- Liisa, Estland

Despite the fact that alcohol use among young people is discouraged publicly it plays an important role as a mediator of relationships between young people, and in the process of their becoming adults. I introduce the concept of situational abstinence – the refusal of alcohol in some particular situations – which offers a better opportunity to maintain and develop social relations and is therefore used by youngsters at times. This study analyses Estonian adolescents’ alcohol consumption practices and narratives regarding the possibilities of abstinence at parties where their peers consume alcohol. The study was inspired by social practice theories, which conceptualise social practice as a basic unit of

social processes, seeing it as a recognisable pattern of action embedded in culture, with social actors acting as carriers of practice. Small-group interviews were held with 49 8th graders (aged 13-15) in Estonia, focusing on capturing their narratives about saying no to alcohol. The results suggest that in adolescents’ party culture the practice of saying no exists, but it is suppressed in the preparatory phase of parties. Encouraging the sharing of existing narratives related to what I call situational abstinence and non-consumption of alcohol can be used in prevention in order to change practice. Narrative creation is planned to be experimented in practice with young people.



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Impact of parent-child communication and adolescent interpretation of parental monitoring efforts on risk behavior in early adolescence.

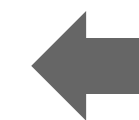
Kapetanovic, Sabina, Sverige

Study investigates how interaction between parents and early adolescent boys and girls, influences different types of risk behaviour. Special focus is given to parental knowledge and monitoring strategies, as well as adolescent interpretation of parental efforts. Using

a sample of 1520 early adolescent boys and girls, we examine the structures in relations between adolescent disclosure parental control, solicitation and knowledge and adolescent feelings of being overly controlled



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Contextualizing self-injuring acts.

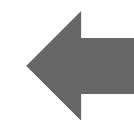
Ekman, Inger, Sverige

Contextualizing self-injuring acts For too long, psychiatric and psychological studies, with focus on emotional sensitivity, personality traits and correlation with psychopathology, have dominated research on self-injuring acts. The phenomenon thus has been defined as a predominantly intrapersonal issue. However, a large body of community prevalence studies shows self-injuring acts to be a common phenomenon in society, and that most of those who self-injure are unknown in psychiatric or other clinical settings. Despite this fact research is still focused on identifying individual personality traits that might distinguish people who self-injure from people who do not. In my research I have turned to Internet published narratives written by young people who self-injure. Such personal stories give voice to those who are seldom visible in research or in clinical settings. By listening to young peoples own narratives of experiences of self-injuring acts, a quite different picture than that traditionally shown in prevalence studies and interviews

with psychiatric patients emerges. Lessons from those young people s own narratives are that self-injuring acts does not necessarily have to be an outcome of psychopathology or emotional fragility, but rather a response to difficult everyday situations. These stories tell of conflicts, loss, vulnerability, loneliness, insecurity, abandonment and lack of care. The narrators are young, most of them under 18, and their self-injuring acts seem to be a reaction to lack of support from adults rather than an outcome of some fragile personality or deviant emotional status. It is also obvious that a self-injuring act often is a planned activity, and not something that occurs out of a sudden overwhelming emotion. Therefore, it is of utmost importance to stop focusing on individual personality traits as a reason for self-injuring acts and instead focus on social and cultural context of young people in modern society.



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My city, our city and their city: Voicing girlhood in urban spaces.

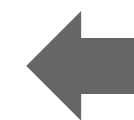
Palmgren, Ann-Charlotte, Finland

The city is not a neutral context for people, and urban spaces are highly influenced by socio-cultural processes, identifications and political formations. While much of the feminist research on gender and urban space, stemmed from the second-wave-feminism in the 1970s, has for the most part highlighted that women's experiences differ from those of men, there has also been a growing body of work that investigate intersections of gender, sexuality and urban space or explore the fear of being a victim of masculine violence. These studies seldom analyse age as an intersectional category, or they exclusively study adults. This paper focuses on discourses about teenaged girls and urban spaces in the City of Turku, Finland. The paper is part of an ongoing postdoctoral project, which

studies, with an intersectional approach, how urban space is gendered and gendering in relation to girls. The research materials of the project consist of memory work written by ninety-eight girls, aged fifteen and sixteen. Furthermore the material consists of group discussions with some of these girls. In this paper these memories will be read in relation to local newspaper articles, letters to the editor and blog posts, where youth and public or semi-public spaces are addressed. Questions that will be discussed in the paper are if discourses in the public debate are recognizable in the discussions with girls themselves. Can hegemonic discourses be found among the girls? What kind of memories do girls write about their relationship to the city?



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Gendering risk, risking gender?

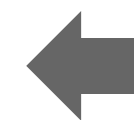
Torbenfeldt Bengtsson, Tea, Danmark

A central point of concern in youth studies, as well as in popular media representations of youth, is young peoples engagement in risk-taking such as drug use, violence, speeding and similar actions that are pursued for the sake of excitement. Most forms of risk-taking tend to be dominated by young men and masculine gender norms with the result that young peoples engagement in risk-taking is often seen as a way of performing masculine identities. This does not mean that young women do not take part in these practices but rather that they perform their gender in relation to the dominant masculine gender norms. Existing studies of risk-taking practices have pre-dominantly focused on young mens risk-taking and as a consequence we have limited knowledge about young women s risk-taking in general and their potential ways of performing femininity through their

risk-taking more specifically. In the present paper we aim to contribute with knowledge on this topic. More specifically, we explore the ways in which femininity can be related to and performed through risk-taking. In other words, we wish to investigate whether new femininities can be enacted through involvement in risk-taking. In the paper we draw on performative gender theory as well as new postfeminist sociological theory when analysing examples from two qualitative studies of risk-taking among young Danish women and men aged 16-25. The young women engaged in risk-taking are often more marginalised than the young men and as the analysis shows this marginalized position appears as related to their gender performances.



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Slaughterhouse pictures or social change? Finnish animal rights movement and its current forms of action

Pia Lundbom

In late 2007, animal rights activists managed to get videos and pictures, secretly taken in different animal farms, screened in a national television program. Lately activists have had several media break-throughs based on this material, called investigation campaigns by the activists themselves. The picture and video campaigns have a professional appearance. Social media seems to also play a crucial role in the dissemination of this and other material. The Facebook-group of Oikeutta eläimille-organisation has more than

50 000 followers (November 2015). In my paper, I will analyze the recent changes of the Finnish Animal rights movement, along with the central issues facing the movement today. I will analyse as example recent campaign targeting some Finnish slaughterhouses. As research material I will use webdiscussions and analyse reactions of different discussants related to the slaughterhouse films and materials.



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Insurgent spaces – Exploring squatters movement in Helsinki

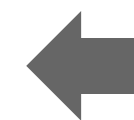
Vesa Pelpinen

Paper explores the spatial aspects of youth culture through an investigation of a squatters movement in Helsinki. Squatting movements have influenced youth cultures within cities, sometimes playing an important role in local protest movements. As is the case in many other cities, youth have been at the forefront of urban activism in Helsinki. Much of this activity comes back to alternative definitions of the city, how communities can exist there in new ways and urban space is used in creative ways. Recent literature of social movements has pointed out that more and more people experience their personal politics in terms of personal lifestyle values (Portwood-Stacer 2013, Haenfler, Johnson & Jones, 2012). I argue that the practice of using abandoned buildings or urban spaces for alternative activities allows young people to explore new possibilities for a society that relies on fewer rules and regulations, and more on an ethic of sharing. While radical

activism attracts those who wish to protest the lack of affordable housing or the negative effects of urban development, it also offers opportunities where alternative practices, new forms of participation and "insurgent citizenship" is produced (Holston 2008). As Vasudevan (2014) points out, "to squat is to make a spatial commitment to producing a new set of affective and autonomous geographies of attachment, dwelling, and expression". As a former squatter and member of the squatters movement, I have been participant in the activities explored. Urban ethnography is a research strategy that allows researcher to explore and examine the cultures of the urban spaces. I have sought to increase my understanding of squatting culture through fieldwork and observations in squatter's events. Ethnographic data consists of observations, archive materials, discussions and recorded interviews with squatter activists.



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“We will have walls where to paint”. From two young actors’ initiative to a global graffiti movement

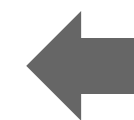
Sofia Laine

Young Tunisian student, initiator of the movement “Zwewla” (Miserables) says that behind his graffiti is clearly expressed social demand: Two youngsters started the movement because the problems of unemployment, poverty and marginalization were not discussed properly in formal national politics. They choose graffiti because it is accessible to all, simplifying the message when it also comes easier across. In this paper I study Zwewla movement, its past and current stage, and how its key actors express visions for alternative futures. As such graffiti is one of the oldest ways of communicating, recently strongly combined with social media. Politics for the disadvantaged and the global audience intertwine in these activists actions. As the Zwewla is nowadays a global social movement, its action strategy aims to support both the localised and global presence, and therefore my paper also focuses on the both sites: First, on local collective self-presentation, i.e. graffiti tags, visions and actions of Tunisian actors I have longitu-

dinally followed from the year 2013 second, on global collective self-presentation that can be viewed from Facebook pages and blogs of the followers across the world. Both collective self-presentations are part of the process of collective identity formation and a necessity for a global social movement. Therefore ethnography that tries to understand the phenomena needs to use diverse methodologies in order to capture young actors political argumentation. My paper sheds light to different dimensions of my ethnography: grounded and militant (i.e. embodied in certain political spaces and times, also in collaborative terms), multi-sited, visual and digital and from this hybridity I draw my analysis of the actors perspectives on the future and how these perspectives shape their subjectivity. This study is part of the research project Youth and political engagement in contemporary Africa (<http://blogs.helsinki.fi/yopo-africa/>) funded by the Academy of Finland [258235].



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From subcultures to common culture. Bodybuilders, skinheads and the normalization of the marginal

Jesper Andreasson, Thomas Johansson, Christer Mattsson

Using bodybuilding and skinheads/neo-Nazis as two rather diverse examples of subcultures, this study is a theoretical exploration of our understanding of the concept of subculture and common culture. The aim is to explore how the concept of subculture can be used in relation to processes of normalization and marginalisation. The focus is on the historical, symbolic and biographical relation between the subculture and the subcultural response, and socio-political transformations in society and culture. We are interested in understanding the processes in which for example bodybuilding has moved back and forth between a subcultural position and more common fitness culture, over time. As a parallel to this, we are also interested in how subcultures centred on skinheads, neo-Nazis and right-wing extremists influence and are connected to more general political transformations and opinions in contemporary society, blurring the distinc-

tion between subculture and common culture. The results indicate a complex relation between subcultures and the mainstreaming of certain values, opinions and practices. Deviance is sometimes, over time, renegotiated within common culture, turned into normality, and whereas extreme parts and contents of subcultures may be toned down in this process, core points and values may be extracted and generalized. Bodybuilding is for example transformed into fitness, but the core values of hard bodies, muscle training, health and asceticism are highly present in fitness culture, as well as in more common and dominant socio-cultural patterns. In a similar vein, the core values and sentiments in skinhead and right-wing subcultures – xenophobia and nationalism – are today becoming a part of the political culture in many European countries.



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The power of populism. An empirical assessment of the support for populism and its consequences among Flemish youth

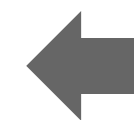
Bram Spruyt

This paper brings together two lines of thought. First, in recent years political science witnessed a growing attention for studying the support for populism among voters. While populism is likely to be, to some degree, the product of cultural or political entrepreneurs, public actors do not create such a political position ex nihilo. Populist parties or politicians have to address and positively resonate with sentiments and views already held in some form by a significant part of the population. In other words, there exist a substratum of opinions in the population that is both the result and the condition of (populist) political entrepreneurship. It is that substratum scholars aim to measure and study. Secondly, concerns have grown about the low levels of political interest and involvement among youth which are thought to render them vulnerable for different kinds of political extremism. This paper combines these strands of thought by studying the

support for populism among youth (14-30) in Flanders (N:2618), the Dutch speaking part of Belgium. Populism is defined as a thin ideology constituted by the combination of a strong people-centrism component and a fierce anti-establishment stand. Survey data from the 2013 Flemish Youth monitor allow us to examine (1) the extent to which young people support populism, (2) how the support for populism relates to other opinions about politics (lack of political efficacy, interest in politics, etc.) and whether these populist young people are willing to be politically engaged. The results show that (1) the majority of youth support populism and (2) the support for populism is positively related to the intention to vote and alternative forms of political involvement. Implications of the support for populism among youth for democratic legitimacy are discussed.



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No-fundamentalist entanglements between religion and politics: The views, stance and beliefs of Mexican young politicians

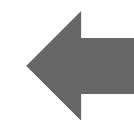
Edgar Zavala Pelayo

The youth in many countries across the globe seems to depart from formal politics however some youth sectors are involved in other forms of political action. Particular attention from the academia has been given to the latter from analyses of youngsters' political expressions to analyses of larger political movements pushed forward by youth populations. But conventional politics and the youth are not necessarily total strangers. In my presentation I will present preliminary results of a research aimed at analyzing

Foucauldian pastoralisms in, and other religious influences upon, the political rationality of high-ranking young members of centrist, leftist and rightist political parties in Mexico a Latin American country with a long-standing constitutional secularism. I will present the young politicians' opinions on religious influences in politics at large their stance on church-state and politics-and-religion



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Digital activism and youth politics: Perceptions of Online civic engagement

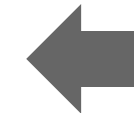
David Cairns

Young people's use of digital technology in their political lives is a well-established research topic. This includes the study of internet-enabled activism and the use of social media as a mobilisation platform, as well as the use of online tools in policy decision-making at national and municipal levels. The theoretical section of our presentation explores some of the key arguments that have emerged from this scholarship, for and against digital activism, including the idea that moving political thought and civic action into the virtual realm expands its potential scope and impact via the capacity to diffuse ideas faster and wider, also breaking down barriers to active citizenship in this process. These propositions are put to the test in the empirical section of the discussion, which assesses the

extent to which young people perceive online civic engagement as politically efficacious. We draw upon evidence gathered in the course of a recently completed four-year European Commission-funded study of youth political participation, MYPLACE (2011-2015), conducted in 14 different European regions. Data gathered as part of a quantitative survey in all these regions reveals disparities in regard to the perceived efficacy of using social media in youth politics. To explain these differences, case study evidence is presented from Estonian and Portuguese research contexts, with a concluding summary identifying possible reasons for divergent perceptions and usages of digital activism.



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New gates for political participation? Youth policy in practice at the municipal level in Sweden

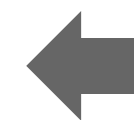
Erik Andersson

National and international youth policy needs democratic political approaches and strategies that could be adapted to the local community. In practice, municipalities face democratic challenges in addressing and dealing with young peoples political participation. There is a tendency to focus on conventional forms of democracy, finding the right method for participation and using adult perspectives on youth. Traditionally, youth policy in practice, and the type of political socialization it entails, has had an adult oriented bias constraining youth possibility to act politically. The aim is to examine and identify success factors and challenges in youth policy practice at the municipal level with a focus on young peoples political participation in decision-making processes in a West Swedish municipality. Which motives are put forward as important in order to promote youth political participation in decision-making processes? Which pedagogical strategies are useful to ensure the inclusion of young people in democratic decision-making processes?

The study is conducted as a case study using agonistic political theory and a pedagogical political participation model (3P-M). Three motives for promoting young peoples political participation are exposed, political participation as means for promoting adult interests democratic political fostering and an intrinsic democratic value, regardless of age. A number of success factors and challenges have been identified. It is shown, among other things, that it is fruitful to organize youth policy in inter-sectoral collaboration with the use of adaptable democratic forms of political participation. However, it remains a long-term effort to make young peoples political participation an integrated practice in decision making and to secure young peoples political participation as an intrinsic democratic value, a value in itself. Based on the findings and previous research, the paper argues for a set of public pedagogy principles to guide an inclusive and democratic youth policy practice at the municipal level.



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Disabled young people in sporty youth subcultures

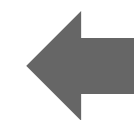
Veli Liikanen, Pasi Torvinen & Anni Rannikko

Sporty youth cultures are an integral part of many young people's sport practise, especially in sports such as snowboarding, tricking and goalball. Disabled young people's sport is often facilitated and understood only through the frames of health and rehabilitation, seldom as youth cultures, but the sense of belonging is equally relevant for these young people. In different cases, disabled young people's opportunities for youth sport practise can be both restricted and enhanced by cultural and communal factors. In this paper, we look into the sport realities of disabled youth by employing youth subcultures as an interpretive frame. Subcultural belonging becomes meaningful through the processes of defining us, the authentic subcultural, and them, the shallow mainstream. Talking back to the mainstream plays an important role in creation of youth subcultures. We ask how disabled young people in sporty youth cultures distance themselves from mainstream and define their own sporty subculture at the same time. What is the mainstream that

the subculture is distancing itself from? The research material consists of media material, mainly produced by practitioners themselves, and fieldwork notes. The analysis is based on a research project called Disabled young people in youth sport cultures (2015-2018). Young sports practitioners talk back to the idea of sport as rehabilitation. Instead, they emphasise characteristics of joy and thrill. Especially in the case of professional athletes, seriousness and competition are stressed and amateurism criticised. Moreover, with a rather ironic tone, they talk back to and challenge stereotypical conceptions and repressive clichés. The analysis of talking-back offers us reflections of prejudices and stereotypical attitudes disabled young people face in sporty youth subcultures. It shows that the wide scale of meanings young people attach to their sport hobbies is rarely recognised in this context.



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Youth in Latvian song and dance celebration: Between the state ideology and personal motivation

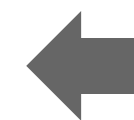
Jānis Daugacietis & Agnese Tremaine

The Song and Dance Celebration (started in 1873) in Latvian national discourse and ideology is seen as a value in itself, because of its historically significant role in the creating of sense of belonging and solidarity, as well as Latvian nation and the state itself. All of these traits and values are being reproduced still. Considering this, the State and municipalities invest vast amount of money and resources to sustain this tradition which include supporting rehearsals, preparing common repertoire, providing national costumes, improving infrastructure and gathering everyone for week-long grand events. The Festival takes place every five years in summer and joins together more than 35 000 performers from amateur choral, dance, orchestra, art and folk craft groups. There is Celebration specifically for School Youth and, even though it is separated from adult celebration, it holds similar structure and scope of participants and even higher governmental involvement (currently supervised by National Centre of Education). Previous

research on the participation in amateur arts shows it is one of the most popular leisure time activities of the Latvian society and youth is the most active group (Tisenkopfs et al 2002, 2008 Daugacietis 2015). In this paper we are looking at the conditions, motivation and personal gains which make youth to engage in this nationwide tradition. Meanwhile we are asking - are the national ideology, the cultural policy instruments (investments, organizational capacities) and the cultural infrastructure (schools, cultural centres) self-sufficient enough to make this tradition alive and thriving? What is the role (if is) of self-initiative of young people and what are the gains of their involvement? To answer these questions we are employing secondary data (previous surveys, statistics, qualitative research data) and internet survey of Latvian high-school students who took part in Celebration in 2015, applied by team of research programme HABITUS.



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”It feels as if time has come to a standstill” – Institutionalized everyday lives among youth with mental illness

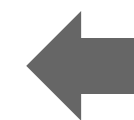
Malene Kessing & Signe Ravn

In this paper we focus on the everyday lives of young people with severe mental illness living at a temporary social psychiatric housing facility in Denmark. We analyse how this way of living causes a number of challenges for the residents which affect their present as well as their future. Theoretically, the paper draws on concepts from the sociology of time to investigate first how time is experienced and second how time is managed at the housing facility. Empirically, the paper is based on data collected during a four months ethnographic fieldwork at the housing facility including participant observation, interviews and focus groups. The overall purpose of the housing facility is to train the young people to move into an apartment of their own and thereby return to the expected life

course as (semi-)independent young adults. However, as the paper will show, the young people in the study experience themselves as being out of sync with ordinary life outside of the institution in general, and with normative cultural ideas about being young more specifically. This temporal imbalance complicates their future synchronisation with surrounding society and thereby the very purpose of the institution. Through this analysis, the paper stresses the importance of incorporating a life course perspective when trying to understand the specific challenges that arise when young people with mental illness are institutionalized.



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Parents' perceptions of their adolescent children's leisure time activities and the associations with socio-demographic background

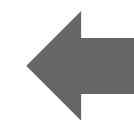
Annelore van der Eecken, Lieve Bradt & Ilse Derluyn

Children's leisure time is important, as it is assumed that it is a context where children develop important skills that allow them to do well in school and in society. Currently, childhood is seen as a cultural moratorium period, during which children have to gain as much cultural capital as possible, by participating both in school and (organised) leisure time activities, in order to gain a strong position on the labour market and in society as a whole. Seen from this perspective, parents are considered responsible for actively supporting their children to participate in the right leisure time activities. Such an approach, however, starts from a predefined image of a good leisure time spending as well as good parenting. These constructions might ignore parents' own perceptions of their children's leisure time participation as well as the context in which these parents have to bring up their children. In this presentation, we present findings of a multilevel regression ana-

lysis aimed at gaining more insight into parents' perceptions of their children's leisure time and how these are influenced by socio-demographic factors. Our sample includes recent survey data of 2,029 parents and their adolescent children, gathered by the Flemish Youth Research Platform. The results reveal that parents have different perceptions of their children's leisure time spending and that these differences are (to some extent) associated with the socio-demographic background of families. Based on these findings, we will argue that the emphasis on good parenting is an example of decontextualisation, as norms of good parenting are put forward, without taking into account the specific contexts in which parenting takes place. As our study shows that the parents' perceptions are strongly influenced by the family's socio-economic situation, we will argue that youth leisure policymakers should address social inequality.



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Urban Spaces of the Youth – Dreaming of a better city

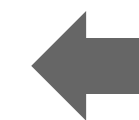
Sara Peltonen

My research focuses on the everyday spaces of the youth and the creative ways the young use urban spaces in Turku, Finland. I study the right of young people to exist in urban space and how the youth perceive their living environments, the city and the spaces they frequent. In my presentation I will analyze what kind of spaces the youth use in their free time when they are not in school, at home with their parents or doing recreational instructed activities. I study what happens in these spaces, what kind of conflicts arise

between the youth and adults, and how the youth appropriate spaces with their physical presence. I am also interested in what kind of spaces do the young need and dream of, and how the youth's views on urban space could be used to create happier, more inclusive and socially looser urban spaces. My research is conducted from the perspective of urban geography.



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“We do that a lot out here... just ‘a single’ – and then another one, and another one”: Exploring the drinking contexts of young adults in rural Denmark

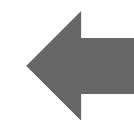
Maria Herold & Geoffery Hunt

We do that a lot out here& just a single- and then another one, and another one : Exploring the Drinking Contexts of Young Adults in Rural Denmark Community characteristics, social contexts and drinking places are believed to exert an important influence on alcohol related practices among young adults. While an examination of the impact of rural and urban characteristics on youthful drinking practices is still relatively rare in research in Denmark, existing evidence suggests that young people living in rural environments are more likely to engage in early and risky use of alcohol than their counterparts living in larger provincial towns and cities (Stock et al., 2011). Within this paper, we aim to provide insight into the drinking contexts and drinking practices of young adults who live in rural Denmark. Our analysis is based on 140 in-depth qualitative interviews

with young adults (18-25 years of age). Of these 140, we have focused more specifically for the purposes of this paper on 40 interviews with young men and women who live in rural areas and small provincial towns. Our analysis suggest that (intersections between) infrastructural conditions, social network compositions, as well as perceptions of proper/acceptablenotions of masculinity and femininity are central issues to consider in developing a thorough understanding of the drinking practices of young adults living in rural Denmark. Furthermore, preliminary findings indicate that alcohol consumption among young adults may play a more integrated role in the everyday life activities with family and friends than for young adults in larger towns and cities.



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Adolescents' strategies of controlled heavy drinking at different types of parties as part of gendered maturation

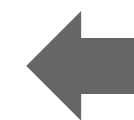
Birgitta Ander & Agneta Abrahamsson

The study explores adolescent girls and boys experiences of intoxication at different types of parties and their various strategies in aiming toward maturity and to prevent losing control. The data consists of the semi-structured interviews with 28 adolescents in the age of 15-17 (15 boys and 13 girls) coming from three small towns to in the south of Sweden. All informants had personal experiences of being intoxicated at parties. A general inductive approach for analysing data was used. Generic categories were: Different parties, different drinking Pros and cons of being drunk Maturation processes at parties. The findings of this study show the significance of different kinds of parties and the importance of displaying maturity while intoxicated at parties. The three different kinds of parties identified were Common- (both girls and boys, 10-20 participants), Intima-

te- (both girls and boys, 5-6 participants) and Chill parties (girls only, up to 10 participants). Both girls and boys are vulnerable to different negative consequences getting too drunk. One consequence is the often negative labelling, girls as *fjortisar* (literally means a 14-year-old , but it is very negative to be called *fjortis* as it implies being someone who often gets too drunk, is loud and is looked down upon by others) while boys labelling as clowns or brawlers merely confirms their male gender roles. The study shows perceived difference based on gender specific ideas drawing on the theories of Butler (2002). One strategy for the girls dealing with negative labelling was Chill-parties girls only where they felt freer to acting out and testing new roles. The boys lacked corresponding arenas but wanted to be part of one of the boy's' group at the parties.



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Mutual caring in urban spaces. On peer-to-peer relations among vulnerable urban youth

David Thore Gravesen & Peter Hornbæk Frostholm

In the central squares of Lomby, a medium-sized Danish town, different groupings of young people gather around the newly established Skater-facilities. They hang out, have fun and confront each other. In the late summer of 2014 we carried out field observations and follow-up interviews at the site, and in other works we focused on the conflictual behavior of particularly one of the groups (Gravesen & Frostholm 2015a) and a relational analysis of the different groupingsconduct at the site (Gravesen & Frostholm 2015b). In this presentation we wish to shed light on the self-organized actions of caring and mutual understanding, that the young people at the site express. Spending time without parents, teachers and pedagogues at the urban space leave room for friendly forms of agency and day-to-day expressions of humor and chill out vibes, that easily challenge typical notions and stereotyped depictions of dangerousness in relation to urban street youth. Because what we see is groupings that need and seek each others comfort and to many of these vulnerable teenagers, adults may not serve as the best providers of security and trust.

From youth research we know that youth in risk spend more time without adults than their more privileged peers, and that they use public, urban spaces much more actively, and not solely for transiting from one structured activity to another, which is often the case for the wealthier youth. At the site the young people construct their subjectivities in a sphere of intersubjectivity that to many adults may seem inappropriate, but during the field work we experienced how important the peer-to-peer relations are, and why the groupings visit the site on a daily basis. References Gravesen, David Thore & Olesen, Peter Frostholm (2015a) Conflicting cultures a street-ethnographic take on urban youth, unstructured socialization and territoriality . I: Diskurs Kindheits- und Jugendforschung/Discourse. Journal of Childhood and Adolescence Research Heft 3-2015, S. 259-263 Gravesen, David Thore & Frostholm, Peter Hornbæk (2015b) Ustruktureret socialisering blandt børn og unge interdisciplinært betragtet . I: Tidsskriftet Barn nr. 3-4, 2015, s. 93-109



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Voicing young people at risk – to involve and be involved in everyday life

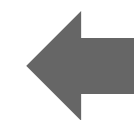
Lene Larsen, Trine Wulf-Andersen, Kevin Mogensen & Steen Baagøe Nielsen

The aim of this paper is to discuss the involvement of young people at risk in workshops regarding young people's everyday life. We will argue that this research method can establish a space for young people's voices to be heard and bring forward their everyday experiences of difficulties and hope – and a space where we as researchers can be involved with and produce knowledge on and with young people. The workshops are theoretically inspired by photo elicitation (Rasmussen 2014), critical utopian workshops (Nielsen & Nielsen, 2006, Jungk, 1984) and narrative workshops (Krøjer & Hutter, 2006, 2008). We consider the workshop as a social space where it becomes possible to expose and enhance our attention on young people's everyday life (Phoenix et al 2013). Specifically, we have worked with young people's memories, experiences and narratives in relation to local communities, places and education. 26 young people participated in three workshops located in three different places in Denmark, taking pictures of pla-

ces important to them. With these pictures the young participants produced narratives about education, their everyday lives and local community. During the workshops, researchers listen, talk and ask questions – as the young people do to each other thus (co) producing knowledge on the way young people create meaning in life. In the (analyses of the) workshop, it is also possible to pay attention to things that are not being asked or talked about, what we cannot hear, and to the ways both our own and our young participants' voices are silenced (Mazzei, 2010, Højgaard, 2010). For instance, we would only find few sentences about education as a concrete issue in the young people's everyday life, but education became manifest in their stories about the future. This pointing to how everyday life often challenges young people to negotiate their meaningful participation in education.



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Social Capital and Victimization to Online Hate

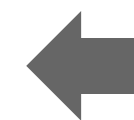
Markus Kaakinen

Social media provides, especially for young people, new means for social belonging and participation while also creating new risks of hostile communication that threatens or degrades individuals or social groups. This online hate is a threat for individual psychosocial well-being in addition to damaging social integration and cohesion. Even though online hate has become apparent in online interaction we still lack knowledge of how the quality of online social relations relates to the risk of being a target of hostile online behavior. In this presentation we explore how social capital online associates with the risk of online hate victimization by utilizing a cross-national data collected (2013-2014) from American (n=1033), British (n=999), German (n=978) and Finnish (n=555) ado-

lescents and young adults (aged 15-30). According to our logistic models, social capital online has a positive association with online hate victimization in all of our samples after controlling for age, gender, social relations offline, social media activity and offline victimization experiences. Our results suggest that even though social capital is widely connected to enhanced social integration and security, in the case of online interaction, it relates to increased risk of being targeted by hostile communication. In other words, it is not those young persons who are excluded from online social networks that are most likely to face threatening or degrading behavior online but those who are most included in them.



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Data insecurity, cyber bullying and young people's risk management on social media

Natalia Waechter

All over the world young people are enthusiastic users of social media. Research has shown that, on the one hand, young people use social media as a resource for self-presentation, peer interaction, and the construction of identity. On the other hand, research points to risks and dangers involved, and it shows that while young people are looking for privacy on social media, they are not aware of its public character. Assuming that on young people's social networking sites much private information and personal pictures are shared with an unknown audience which is anticipated as friends, we have carried out quantitative research with 1000 high school girls and boys aged 10 to 18 to further investigate their behavior, awareness and risk management on social media. In our research we have used a participatory approach which involved the young people as experts for

developing the questionnaire. In this presentation we will provide new data on the use of social media, incidents of cyber bullying and strategies of risk management (e.g. selection of contacts, privacy settings). Compared to previous research, the results show that the number of young people using privacy settings seems to have increased, however, an alarming number of girls and boys report that pictures of them got uploaded without their knowledge, that they got tagged without having agreed, and that they know someone who got bullied. A smaller number admits to have uploaded other people's pictures without asking them and to have been actively involved in bullying someone. Furthermore, we have investigated how gender and age influences their behavior, awareness and strategies.



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Barrage video: Subculture, communicative leisure and emerging digital identity

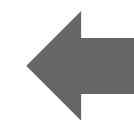
Weiyi Wu

Firstly originated from Japan as an ACG (Animation, Comics and Games) subculture, barrage (overlaid comments) video has been incorporated into the mainstream cultural industries in China and gained popularity especially among young netizens. This new form of youth virtue culture differs fundamentally from games and social network sites because of its dual nature as computer mediated communication and audiovisual entertainment. For multitasking young netizens, the division is nuanced and porous. For researchers, it is the complexity that makes barrage video a perfect case for the analysis of young people's leisure and networking in the digital environment. This research will establish a medium-size corpus based on representative videos on Bilibili, a major

barrage video website. By using sentiment analysis, statistic methods and sociolinguistic theories, the first analysis section will identify comment senders' main interaction patterns and a spectrum of their emotional participation. This section will inform the following social psychological and anthropological discussions of a digital identity which is emerging through these audiences online networking and leisure actions. While taking a critical perspective on being fully aware of the internet's appropriation effect, the researchers also seek to explore communicative and sociocultural potentialities of this digital identity by carefully examining its interactive and engaging characteristics.



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Gaming practices among young people with certain functional impairments: What and how often they play, coping capabilities and mental health

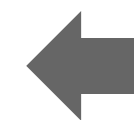
Magnus Wiberg

This study aims to deliver new insights regarding gaming practices of young people that receive some form of help according to the Act concerning support and service for persons with certain functional impairments (LSS). It also aims to explore whether the gaming practices are related to their mental health and coping capabilities through the measure of sense of coherence (SOC). The gaming revolution is sweeping the world and Sweden too has got its fair share of gamers. About half of the Swedish population are playing online usually for the sake of fun. We know a lot about its extent today but there are still many questions left unanswered about how games actually affect the people that are playing and vice versa. Further, young people with intellectual and cognitive impairments tend to be left out of the ongoing debate. Fifteen structured interviews were con-

ducted during 2015 of which eleven were selected for further analysis. Both closed and open questions were utilized in the questionnaire alongside the SOC-13 questionnaire. The interviewees were between 15 and 30 years old and played online games to various extents. The vast majority of the group played daily and tended to play more than two hours each session. The mean SOC, sense of coherence, for the group was 54,82 with a standard deviation of 9,1 and a median of 56 which both are remarkably low. The results show that there are correlations between a low SOC and both how often and for how long the interviewees were playing each session. The findings suggest that there is a need for further research regarding how online gaming affect young people with cognitive and intellectual impairments and what meanings these young people attribute to games.



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Image analysis for pupil's internet behaviour

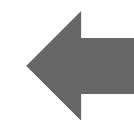
Martin Kampel

This paper is positioned between the conflicting poles of the increasing flood of digital images and the skilful use of media of 10 to 15 year olds on the one hand and their lack of awareness for the chances, risks and responsibilities in handling personal data online and alarming trends as sexting or cybermobbing on the other. A software-tool called profiler is developed. It is based on analysis and linking of digital images and explores and evaluates someone's own personal online-profile. The software consists out of state-

of-the-art algorithms to detect, recognize and classify persons, age, gender and emotions in large amounts of image data taken in unconstrained environments. By hands-on experience with the developed profiler the users are confronted with their self-disclosure in the internet. This paper describes the software and shows the benefits as well as the lessons learned from our user trials with about 100 girls and boys from an Austrian high school.



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Condemned by association: The dilemmas of Muslim immigrant youth social

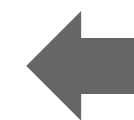
Earnest A Pemba

Earnest A. Pemba Ph.D. Candidate, Youth at Risk research group, faculty of social science, University Of Nordland. Oral Presentation Thematic area: Youth Migration and mobility, Ethnicity and Racism, Social movements and Extremism and Interpersonal violence Condemned by association: the dilemmas of Muslim immigrant youth social integration in Norway. Abstract This paper is about the dilemmas of the Muslim immigrant youths social integration in Norway. This revolves around the need to associate as a mechanism for smooth social integration. While accepting, recognizing and embracing the Norwegian way of life seems helpful to social integration, they may be looked down by fellow ethnic and religious associates as sold outs, to an extent, infidels. Most may attempt to reclaim acceptance by fellow ethnic and religious associates by resorting into Islamic fundamentalism to counter frustrations and need to reclaim association and

acceptance. The extremists Islamist propaganda capitalize on this. On the other hand, resisting embracing the western way of life and maintaining the ethnic and strict Muslim way of life, values and norms, is perceived by ethnic Norwegians and even those in positions of authority, as an obstacle or failure to socially integrate or worse still, promoting the Islamisation of Norway. The challenge of failing to please all and its implications. The basis for my paper is on the existing literature on immigrants social integration in Norway and from narratives from my study on social integration experiences of Somali Muslim first generation immigrant youth in Norway. I also look at Islamaphobia fueling role by mass media, terror threats and acts, extremism and the influx of immigrants into Europe, mostly from Muslim countries. Key words Social integration dilemmas, Muslim immigrant youth, Islamisation, Islamaphobia



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Unaccompanied asylum-seeking children and their informal social capital

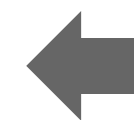
Dawan Raaf

Many have experienced how much easier it is to get things done in a community where you have a well-established network of contacts compared to how it is when you are in a completely new place. If you have many formal (and perhaps more importantly) informal contacts you get a high social capital. Social capital is a productive set of resources that become available to people when they get to know each other and have confidence for one another. Social capital is also an important welfare resource because it makes it easier for people to become independent, self-sufficient and escape various forms of vulnerable situations. Social capital is a relational capital because it is something that is embedded in relationships that individuals have with others through their placement in a family, work, hobbies and other social networks. The unaccompanied asylum-seeking children who end up at different HVB-homes around the country mainly have

to build their social capital from scratch when they are in Sweden. By participating in various cultural and sports associations, these children develop various forms of formal social capital. Formal social capital is available to all members who participate in those associations. But the informal social capital is not available in the same way, it must be developed actively by the individual. This article intends to discuss what strategies the unaccompanied children are using to develop long-term informal networks through the formal social capital they obtain by their participation in various cultural and sports associations. The article aims even to discuss what role the person's specific qualities play in the development of the informal networks, but also to discuss what role the staff at HVB-homes play to facilitate for these children to develop different forms of social relationships which in the future could become part of their informal social capital.



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The resettlement processes of immigrant youth: Family relations, social networks, health, and learning among refugee adolescents in the Nordic countries

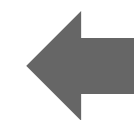
Disa Bergnehr

The present paper reviews current literature on acculturation strategies and outcomes among immigrant, refugee youth. In focus is research on adolescents who have arrived and resettled in the Nordic countries as forced migrants with one or two parents and perhaps siblings and/or other relatives. The paper presents the state of the art, and illuminates under-researched areas and gaps in the knowledge that require further investigation. Resettlement processes within immigrant families have been given increased attention over the past decade, due to the lack of knowledge on the topic. Here, a comprehensive overview of the Nordic research is provided. The literature is summarized and reviewed based on the following questions: Are contextual and relational aspects of adolescents' acculturation – such as family relations, social networks, and educational and

social policies – investigated and accounted for? Are positive as well as negative migration outcomes explored and/or discussed? What is stated on the possible influences of gender, age, socioeconomic status, dis/ability, ethnic/religious affiliation, etc., on acculturation practices, health, and schooling? And finally, how are the agency and subjectivities of youth explored and depicted? Also examined in the paper are differences and similarities between the Nordic countries with regard to findings on youth and family resettlement, social and immigrant policies, as well as research objectives. The paper summarizes and analyses research from the 21st century and proposes imperative questions for future studies.



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In the middle of nowhere? Young life in the Finnish double-periphery

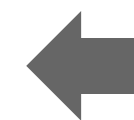
Päivi Harinen, Ville Pöysä & Mari Käyhkö

Päivi Armila, Ville Pöysä and Mari Käyhkö University of Eastern Finland In the middle of nowhere? Young life in the Finnish double-periphery Our paper presents a research concerning youth's everyday lives, future expectations, social networks and special challenges in a sparsely populated area of Eastern Finland, made in collaboration with the Finnish Youth Research Network. Eastern Finland is a region of accelerating population loss and unemployment. Inside it, then, here and there are small villages with lively histories but silent today's with just a few houses and a couple of young people. The data consist of interviews and participatory observation among youth born in the year 2000. Our aim is to follow their life courses until the year 2025. Currently they are 15-16 years old, which means that they are dependent on their parents, siblings, or custodians (e.g. in transportation issues) but also living through an important transition phase of their life courses when they have to choose their secondary educational paths within scarce possi-

bilities of opportunity. Contemporary regional policy of the Finnish welfare society aims at centralizing youth-special services (education, employment opportunities, leisure possibilities) to regional town centers. Thus kilometers become very significant definers for young people's life choices. The youth of our analysis do not have, e.g., secondary education institutions in their home villages, and thus coping in the Finnish learning society insists that they have to go to school far away from their homes. Also participation in leisure activities or youth politics can be difficult. Our analysis shows how living in this double-periphery makes the existence (or lack) of an individual's economic and symbolic resources and capitals extremely significant, as the bumpers available in cities (youth work services, public transportation etc.) are missing. This is a young reality which we do not have much research knowledge yet.



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“I rather go abroad and work while improve my English”: Catalan youth expectations towards migration

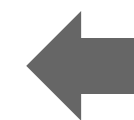
Clara Rubio Ros & Tanja Strecker

Mobility has become one of the buzzwords in current political discourses regarding solutions for youth unemployment, especially in times of crisis. Mobility may be meant in the strict sense of being ready to move to another place (abroad or not) for a job offer, or in the broader sense of being active and on the move: by being physically active, by investing in education, or by becoming an entrepreneur. This contrasts to “immobile” young people who lack drive and are therefore victims of self-inflicted unemployment or precariousness. These definitions lead us to two main questions: (1) Has “mobility” become a generalized option for young people in crisis-shaken countries? (2) What do their real experiences look like? In our interdisciplinary project #eMOVIX we study this and other questions. In this communication we focus on the comparison of expectations and plans regarding mobility and experiences abroad. For this purpose we employed

online surveys with three different target groups: (1) Young Catalans living in London, (2) Catalan University students and (3) young Catalans who used the services of the CIAJ (Centre d’Informació i Assessorament per a Joves) to receive assessment of their immigration plans. With more than 2,000 responses in total, the first two surveys are representative for the whole collective of young Catalans living in London and Catalan University students, respectively, and enable us to draw clear pictures of both expectations and experiences making their differences visible. The later study facilitates additional information on the preparation and planning process before moving abroad, giving us hence further input how to improve the support young people who consider to move abroad receive.



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Transnational belongings: Young people of Egyptian origins and their views on the Arab Uprisings

Ilenya Camozzi & Daniela Cherubini

The paper will deal with the first results of a qualitative research on young people of Egyptian origins living in Milan, Italy. The research focuses on the views of these young people – young women and young men – on the Arab uprisings and their aftermaths, their transnational practices of participation to these key events and their views on the current affairs unfolding in Arab Mediterranean countries. It aims at analysing the different ways through which these young women and young men take part in the social, cultural and political change of their contexts of origins, through a gendered perspective. The paper will discuss the impact of the Arab uprisings on the biographical construc-

tions of these subjects, on their political and cultural values and orientations, as well as on their identity construction and sense of belonging. At the same time, particular attention will be devoted to the construction of a transnational sense of belonging characterizing this second generation born and living in Italy. The case study involves interviews to young men and young women aged 18-24. It is part of the EU-FP7 research project Empowering the new generation: towards a new social contract in South and East Mediterranean countries (SAHWA) .



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Geographies of everyday life: How Catalan young migrants in London interacts with the city

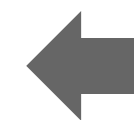
Clara Rubio Ros & Carme Bellet

The high rate of youth unemployment in Catalonia and the persistent precariousness of the labour market for young people are the main reasons why Catalan young people opt to try their luck abroad. The statistics show that almost 700,000 Spaniards emigrated since the beginning of the economic crisis (Ferrer 2013), being United Kingdom one of their favourite destinations. Our research is focused on Catalan young people living in London, population that we have estimated to be 4,360 in 2014 (based on Population by Nationality database from the London Datastore). The paper focuses on the Geographies of everyday life and aims to understand how Catalan young migrants interact with the city of London. In order to achieve our goal we plan to answer five questions: (1) How is the routine in a normal working day for a Catalan young person in London? (2) Which places do they usually visit and use and what for? (3) What do they chose to do in their days off? (4) What are the main transports they use? (5) With who they do the activities? In our interdisciplinary project #eMOVIX we study this and other questions.

In this communication we focus on the routine Catalan young people have in London, willing to create a map of their everyday movements, as well as the transport they use and the people with whom they usually do different activities. The research is based in data collected from in-depth interviews with the informants as well as sheets they have filled with different information, and maps that informants downloaded from Google Maps, what show all movements the informants did during a day. It is an interdisciplinary project that integrates researchers from different backgrounds: anthropology, geography and informatics. References González-Ferrer, Amparo (2013) La nueva emigración española. Lo que sabemos y lo que no [The new Spanish emigration. What we do know and what we do not], Laboratorio de Alternativas, 18. Population by Nationality database. London Datastore <http://data.london.gov.uk/dataset/population-nationality> (Consulted 25th November 2015)



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Citizenship constellations – Young Finnish-Russian citizens as societal and transnational actors

Marko Kananen, Jussi Ronkainen & Kari Saari

Finnish-Russian multiple/dual citizens have rapidly become the largest group of multiple/dual citizens in Finland. This citizenship combination carries a very unique status, which is shaped by the common history and geopolitics between the two countries. Citizenship Constellations -research project examines how young Finnish-Russian multiple/dual citizens see themselves as citizens of Finland and Russia, especially against the backdrop of tensions between the Russian Federation and the so-called Western world. More specifically, this project, which is funded by the Academy of Finland (2015-2019), looks at the social, linguistic, political, and ethnic affiliations and identities of young Finnish-Russian multiple/dual citizens. Research data consists of a large and representative survey for young Finnish-Russian multiple/dual citizens between the ages

of 16 and 29. Based on this survey, we will conduct 40 interviews with multiple/dual citizens residing in Finland and Russia. We will also analyze the citizenship laws and practices in Finland and Russia, and summarize the public debate affecting behind the current changes in legislation. This paper presents preliminary results on analysis of citizenship laws and practices in Finland and Russia, and socio-demographic statistics on Finnish-Russian multiple citizens living in Finland. Moreover, we will focus on selected first-hand descriptive findings of the project's survey (scheduled to be done in spring 2016). The empirical data and preliminary research results will be analyzed and compared with theoretical approaches of earlier studies of multiple/dual citizenship.



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The path to performance: How essentialism and heteronormativity construct the Vietnamese LGBTQ youth identity

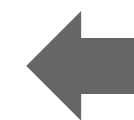
Yen Mai

This qualitative research project studies the way in which the Vietnamese LGBTQ youth (lesbian, gay, bisexual, transgender, queer) conceptualize their identities, and the interplay between their self-conceptualization, performance, and interpretation of gender roles. Taken place during a time period when positive changes were made in the Vietnamese law regarding LGBTQ issues, this study also looks at the activist works of community organizations advocating for LGBTQ rights, and how such organizations, through their introduction to notions of rights and individuality, plays a role in constructing the LGBTQ identity. Data from the personal interviews suggests that many informants still strongly conform to heteronormativity, gender norms, and an essentialist characterization of their identity, which in turn regulates their performances and places restrictions on their romantic relationships. These interviews also paint a fragmented and hierar-

chical reflection of the Vietnamese LGBTQ youth community, with a strong degree of separation among different sub-groups and a lack of acceptance. The collected data involves interviews conducted on 16 young LGBTQ people in Vietnam in the summer of 2014. Half of these informants were volunteer activists working with an organization for LGBTQ rights in Ho Chi Minh City. This research also includes the author's ethnographic observation and participation in a Pride event, as well as her interactions with the informants outside of the interview settings. Guided by feminist methodology, this qualitative study aims to give a voice to the marginalized identities and challenge the dominant gendered and classed structures that grant social acceptance to some queer identities while further marginalizing others through the regulation of actions and desires.



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Sexual orientation and health and well-being: Population based youth studies in Iceland

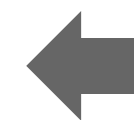
Sigrun Sveinbjornsdottir

The purpose of the study was to compare self-assessed school health and well-being of three different sexual orientation groups within the 2010 and 2014 populations of Year 10 in Iceland. Sexual orientation was classified according to romantic and/or sexual attraction and/or sexual activity and are identified as: (a) unknown, (b) heterosexual, and, (c) non- heterosexual. Data were derived from two sets of survey collections (2010 and 2014) from the Icelandic part of the Health Behavior in School-aged Children (HBSC), initiated by the World Health organization (WHO- www.HBSC.org/ www.HBSC.is). HBSC surveys are administered every fourth year, and participation rate in Iceland for both these implementations were between 80 and 90% of the whole cohorts, of which 91% boys and 94% girls identified as heterosexual in 2010 and 90% of boys and 89%

of girls identified as heterosexual in 2014. Health and well being was measured on both occasions through answers to eight health aspects (headache, stomach ache, back ache, sadness, irritability, nervousness, sleeping difficulties, dizziness), rated according to frequency on a 5 point Likert scale. Results from both populations will be discussed and further information on follow up questions, administered 2014 only, comprising use of medication, also rated according to frequency. Authors: Sigrun Sveinbjornsdottir PhD, Professor, University of Akureyri, Iceland Einar Baldvin Thorsteinsson PhD, Senior Lecturer, University of New England, NSW, Australia Arsaell Arnarsson PhD, Professor, University of Akureyri, Iceland



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Constructing resistance – negotiations of femininity, sexuality and race in Swedish visual arts education

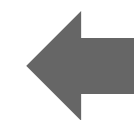
Maria Eriksson

The following paper discusses a paradox in Swedish schools: while a norm critical perspective more commonly is implemented in school settings by a growing number of teachers, many classrooms remain color mute. However, the active effort to keep the race issue silenced confirms its very importance (Castagno 2008). Based on ethnographic fieldwork at two upper secondary schools with a national Visual Arts program, I video recorded a group of pupils working with an art film assignment. The theme for the task was power and resistance, and the pupils selected a non-white, feminine body in order to represent the position of the subordinate. I examine how femininity and sexuality are performed and encouraged to be negotiated and problematized in formal

education, how inequalities are both reproduced and challenged. But at the same time as the pupils perform these subject positions there is something more going on a hint of something unspoken that participants still assign significance. There seems to be aspects of the visualization of bodies that may not be articulated in words, but still is employed as a resource when pupils use their own bodies and appearance to create an aesthetic utterance about subordination. Thus, I analyze how gender, sexuality and race interact as discursive and aesthetic practises, in some young people's visual arts assignment. Maria Eriksson, PhD candidate, CeHum (Center for Teaching and Learning in the Humanities), ERG, Stockholm University



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Young educated and global women in an authoritative society – and the counter power of art

Yen Mai

This research article looks into the feelings of alienation, internal conflicts, and the ambivalence toward adulthood experienced by young, educated women who grow up in societies that emphasize traditional values. Alienation arises as these subjects find their voices through education, sciences, and arts, which allows them to challenge gender inequality and the obedience to traditions, authority, and religion in their immediate cultures. Though coming from two different societies (Tunisia and Vietnam), the subjects both identify themselves as global citizens who embrace connection, harmony, and respect for diversity and differences. The method of this study is a combination of auto-ethnographies and ethnography transforming us (i.e. researchers) also into the subjects of our analysis. In this particular study, the personal experiences and life stories of the researchers are analyzed in conjunction with the data provided by the informant.

This collection of data includes the writings and drawings featured on personal blogs, data from conversations and interview situations, and personal letters altogether, they provide an intimate approach to the inner life of the study subjects. Through these private channels, emotions that otherwise could have been overlooked by other scientific methods are exposed, which sheds light into the feelings of anxiety, confusion, and social detachment shared by the young people who struggle to realize the meanings of "adulthood" as they grow out of their original societies and actualize their identities on a global level. This article also looks at the way in which a cosmopolitan identity is developed throughout the life-course of an individual. Moreover, the existence of a common voice shared among the youth who come from different origins is brought to light, which gives insights into the construction of a political active cosmopolitan identity.



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Danish youth on the 'playground': Negotiations of gender in drinking practices

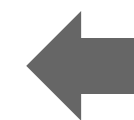
Mie Birk Jensen

This paper originates in an interest for how Danish youth shape and negotiate gendered identities in the context of alcohol use. Thus, based on 140 qualitative in-depth interviews with 18-25 year-old Danes, we investigate how the respondents negotiate different drinking styles informed by gendered norms. By employing Thorne's (1994) concept of gender play, we conceptualize the respondents' drinking contexts as playgrounds in which they become able to navigate and negotiate gendered identities. Hence, while Thorne originally applied her concept to investigate how children work with and on gendered identities through play in school playgrounds, we set out to apply this understanding to the context of young adults' use of alcohol. Our analysis suggests that play

in the context of alcohol use involves different forms of gendered identity work enacted by the ways the respondents interact with or turn away from specific gendered others (e.g. the aggressive guy) as well as gendered objects (e.g. the girly drink). Through the metaphor of play, we aim to underline that gender is at once created and challenged in young adults' drinking practices, and thus situated in certain types of drinking contexts that hold their own limits and possibilities for play. From family gatherings to parties with friends, the respondents' drinking styles and the identity work involved, appear to be part of their continuous work on gender, which shape and challenge their perception of gender long after the party is over.



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Masculinity, corporeality and technology: The embodiment of 'technodesire' in higher technology education

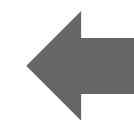
Andreas Ottemo

In this paper, I explore masculine subjectivities articulated in a computer science and engineering (CSE) program at a Swedish university of technology. I focus primarily on norms that articulate masculinity with technology, and consider student culture a particularly important arena to explore in order to understand how certain notions of techno-masculinity are produced. Theoretically and methodologically, I adopt a post-structural perspective primarily based on discourse theory, as developed by Laclau and Mouffe (1985) and further within the Essex School (see i.e. Glynos & Howarth 2007). I also draw on cultural studies, feminist technoscience research and on Butler's (1988, 1990, 1993) notion of gender, performativity, and the heterosexual matrix. Empirically, the discussion is based on a recently concluded ethnographic study within a Swedish university of technology. Drawing on a critique that has suggested that gender and technology research often fails to address such aspects, I will call attention to the role of passion, desire and (hetero)sexuality in the articulation of masculinity with technology

(cf. Henwood & Miller 2001, Landström 2006, Mellström 2004, Stepulevage 2001). I argue that such articulations are particularly salient in the student culture where a passionate student-subject position is shaped. I argue that technology, corporeality, desire and embodied computer interest are here configured in a manner that derives intelligibility from the heterosexual matrix and contributes to the CSE program's hetero-masculine connotations. In this respect, the student culture here researched shows resemblances with how articulations of masculinity have been described in other masculine homosocial settings (cf. Andreasson 2007). Understood as a form of geek culture there are however also some important differences between the context here researched and other comparable arenas where particular forms of masculinities are produced. Further, these differences are connected to some methodological difficulties that are also discussed in the paper.



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'Picture perfect' – when perfection becomes the new normal

Mette Pless, Niels Ulrik Sørensen och Noomi Katznelson

This paper draws on perspectives from three different studies. One study, which focuses on youth life and lack of well-being (Sørensen et al 2011), one study on youth life on the margins of society (Katznelson et al 2015) and one study on young people and school motivation (Pless et al 2015). Across the different studies and the different groups of young people, we have identified a number of common traits in the young peoples narratives on youth, school and everyday life. One common denominator is a seemingly increasingly narrow concept of normality, where the normal and the perfect tend to blend together. Where perfection earlier was perceived as an unachievable ideal, today it seems to have become a standard, which young people are trying to meet (Sørensen & Nielsen 2014). The studies point to developments within youth life towards a performance-culture, where it is through performing (perfectly), that one becomes acknowledged

as a young person, and where top-performances and the ability to position oneself as a winner is accentuated in young peoples narratives (Sørensen et al 2013, Jackson 2006). In the paper we ask how and to what extent performance-culture, and following from this the narrow concept of normality, is something that different young people relate and define themselves in relation to. At the same time we maintain a focus on how common social demands and structurations affect and are managed by different young people in different social positions. We thus explore, how different young people take on, deal with or reject and formulate tentative alternatives to these ideals and cultural norms: from young people for whom an outside position is part of everyday life, to young people, who, at least offhand, occupy attractive positions in youth- and school life.



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Constructing medicalized selfhood: Students non-medical use of prescription drugs in Danish educational settings

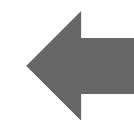
Jeanette Bjønness

Constructing medicalized selfhood. Students non-medical use of prescription drugs in Danish educational settings Jeanett Bjønness, assistant professor, Centre for Alcohol and Drug Research, Aarhus University, DK An increased diagnosing of conditions like ADHD, depression and anxiety has caused an increased availability of prescription drugs (PD) in Denmark. International studies show that young people also use PD in non-medical ways to achieve intoxication, relief and/or for performance enhancement purposes. Based on an ongoing exploratory study consisting of qualitative interviews with 60 young people (18-25 years) in different educational settings, the paper will explore to what extent international trends also show in Denmark. We examine in which situations and contexts and with whom, young students use PD in a non-medical way,

and furthermore their motives and experiences and the possible risks they associate with their use. Our analysis will in particular focus on how identity is enacted through the use of different drugs in different kinds of settings and contexts, as well as the ethical concerns involved. Taking a point of departure in young people's construction of self and selfhood (Rose 2003, Forlini & Racine 2009), we will show how they in complex ways use PD to enact individual well-being on the backdrop of societal and political demands and expectations towards young people. In that sense the paper analyzes the ways in which non-medical use of PD plays a role in their efforts to improve the management of their daily lives including relaxation, increased concentration, and greater endurance.



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Activity Diaries: 2 case studies with university students

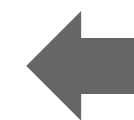
Tanja Conni Strecker, Cristian Fondevilla Moreu

Since Einstein, we know that time is relative and different authors have studied the ways how people perceive and use their time. Most studies focusing on young people's time uses come from a deficit perspective, worrying about risk behaviours, inefficient time management etc. Apart from identifying "dangerous" time slots, the published findings go rarely beyond descriptive statistics. In our presentation we want to show that the data constructed with activity diaries is very rich and can be used for more, especially when combining the dimensions time and space. In our study we ask if young people from dif-

ferent backgrounds show different patterns in their movements through time and space. We give examples of findings obtained with activity diaries, showing our new highly visual form to represent movements through time and space. In addition, we reflect on the advantages and disadvantages of different ways of applying the same activity diary regarding sampling, design and online/offline application. In this communication we draw on examples from two case studies with University students from different Universities in Catalonia (Spain, 2013/14) and in Victoria (Australia, 2014).



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A hundred ways to start a research project: the handicraft of involving young people in a qualitative longitudinal research project

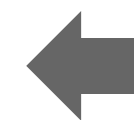
Aapola-Kari, Sinikka, Finland

The Finnish Youth Research Network together with cooperating researchers from two Finnish universities has launched a large qualitative follow-up study Youth in time on school-leavers' life paths in 2015. The goal is to include approximately hundred young people (born in year 2000), from five locations in Finland, with various backgrounds and resources. The research participants' educational, relational and other transitions will be followed for at least ten years after they finish comprehensive school. The aim of the project is to produce long-term, holistic knowledge about young people's lives, which is useful not only to youth researchers but also to policy makers and professionals. While we focus mainly on our current project, we also include some reflections from earlier research projects. A critical question for the project is how to engage the young people in a longitudinal project. The young people we are trying to recruit come from five loca-

tions, and at least six schools and seven study groups all of which differ by their social, cultural and ethnic profiles, historical backgrounds, school traditions, group dynamics and gendered peer cultures. These dimensions have to be taken into account when youth researchers approach the students and present the study for them. The research agenda and methodology, in effect, has to be tailored in such a way that each individual young person can find it motivating to commit. Even differences between researchers' own personalities come into play when designing research methodology. This creates tensions for the idea of generating generalizable knowledge from different research sites. The ethical aspects of getting young people to commit to the project will also be considered. Other authors: Antti Kivijärvi, Ville Pöysä and Matilda Wrede-Jäntti



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Hearing a different story? Expressing identities and continuities through music for young adults previously in care

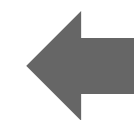
Jeanette Østergaard, Fidelma Hanrahan, Janet Boddy & Signe Ravn

Research with young people leaving care has consistently shown the challenges they face, with risk of disadvantage and instability extending into adult lives. Yet not enough is known about positive experiences and pathways, and the things that make a positive difference for young people. This paper draws on work conducted for *Against All Odds?*, a mixed methods cross-national (England, Denmark and Norway) project funded by the Research Council of Norway which aims to build a more nuanced understanding of positive outcomes for young people leaving the care system, including attending to what "doing well" means to young adults (aged 16-30 years) who have experience of living in care. This paper focus on one component of the first wave of qualitative interviewing in Denmark and England; in the second of two interviews (which took place at least a week apart), participants were asked to share a piece of music which has positive associations for them. This approach built on the sensory methodology of Sarah Wilson's work with young people who are looked after, which highlights the importance of music to her participants, 'as a source of encouragement, to cheer themselves up and blank out upsetting

thoughts, but also to explore complex experiences or feelings' (Wilson 2013, p6). Our paper considers the ethical and methodological contribution of the approach, whereby music as a sensory space facilitates the sharing of reflections that were not brought forward in the more 'conventional' dialogue of the first interview. By giving participants the space to choose music to bring to the second interview, they gain control and can plan what they share. In the context of this multi-method approach, participants' discussions of their musical choices reveal how they make sense of complex experiences and identities as 'care leavers'. Drawing on case examples from Denmark and England, we consider the affordances of music for understanding participants' sense-making and their understanding of continuities and identities, as they use music to reflect on key relationships, critical moments, and possible selves. In this way, work with music contributes to wider theoretical understandings of care leavers' transitions into adult worlds, addressing their individual lifeworlds and biographical temporalities, including critical moments in the intersections of past, present and future in their lives.



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Involving youths with intellectual disabilities in longitudinal studies – Experiences from the Swedish Research Program LoRDIA.

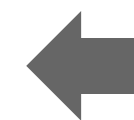
Lygnegård, Frida, Sverige

This presentation will focus on methodological and ethical experiences from the ongoing research program LoRDIA that started in 2013. Approximately 2000 youths at the age of 12 in 4 municipalities in the South- and South west of Sweden were invited to participate. The research program has a prospective longitudinal study design and is unique since it involves all students, including those with intellectual disabilities. One of the studies within the research program will focus on how self-reported participation change over time for youths with long- term health conditions and disabilities. All participants have been offered to answer a vast questionnaire with items relating to their own experience of their home, leisure- and school environment. Some of the participants have cognitive impairments that might affect their understanding of participation in the study as well as their understanding of questions and response alternatives. Earlier

studies discussing methodological issues in child -related research suggests that the child s earlier experiences and present cognitive level must be taken into consideration when discussing methodological adaptations. Several pilot studies were performed before the first wave of data collection and as a result, adaptations were made in the letter of information, the questionnaire and the data collection process. A manual for the data collection process was developed with the aim to support informed consent as well as reliable and valid responses from those youths having cognitive impairments. Involving youths with intellectual disabilities in research is in line with the UN convention on the rights of the child and more research with this population is needed in order to get an understanding of life experiences of persons living with intellectual disabilities.



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"I just took photos while I was walking: just clicking as I walk around." For the use of a mobile phone methodology

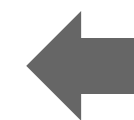
Adefemi Adegunle

The multiple and increasingly sophisticated manner young people situate themselves and are situated by others in their local area is just beginning to get the research attention it deserves (see Watt et al., 1998 Farrugia, 2014). This contribution is based around extending these understandings through the application of a mobile methodology. In this instance, I will be championing a more participatory approach – one that acknowledges and attempts to subvert the power differential between researcher and participant. For this project, it meant using mobile phones to analyze the experience of a number of young men on the cusp of transition. By scrutinising the behaviour of a group of 11 young sportsmen (aged 17-20) on the summer before the majority of them went to university, the manner in which spatial metaphors – growing up, moving out etc. are used academically was tested against an empirical case-study (Cuervo and Wyn, 2014). Using a phone's GPS and cameras to underpin a reiterative approach that included participatory GIS, focus groups, surveys and interviews, I will illustrate some of the complexity

of belonging by emphasizing different linkages between space, place and identity. The major theoretical conceit used here is Tilley's concept of a landscape which provides a filter through which to evaluate the project's various empirical findings (Tilley, 1994) and go across disciplinary boundaries. Such a method also aligns closely to various political dimensions of youth studies enshrining a spirit of reciprocity and mutual respect. By using this everyday technology to scrutinize how, when and why young people navigate their neighbourhoods various visual, spatial and temporal patterns can also be better appreciated (Pain et al. 2005). Methodologically, it is argued that this approach maps and captures those banal aspects of urban encounters – route and routine – that could easily be ignored. Indeed, drawing upon a mixed-method approach this paper highlights how the use of mobility as a distanced and spatial variable around which concepts of belonging can cohere creates an individual and collective identity (Elliot and Urry, 2010).



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Forgotten minority? Young people in remote villages and municipal welfare services

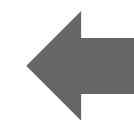
Sari Tuva-Hongisto

Our presentation explores young people in rural and remote villages in eastern Finland. The aim of the study is to explore their everyday life, experiences and possibilities in sparsely populated areas. These youngsters live in villages at areas of decline which suffer multiple challenges. Long distances to municipal and regional centres, to municipal welfare services, to training and education and peer groups are concrete factors that shape their everyday life. Rural and remote areas young peoples needs, opportunities, values and restrictions are often forgotten. The relatively small number of these youngsters exclude them from the analysis of welfare services and youth policy as well as discussions of youth culture. Remote areas are usually noted as areas of ageing and welfare services are analyzed through aged peoples needs and perspectives, even though there are also

young people to whom the environment offers sparse possibilities. The study follows the idea of multi-sited ethnography and the research is conducted in five research sites in eastern Finland. The age of the interviewees is 14-17. These youngsters were asked about their relation to local environment, how do they take care friendships in this context and how do they organize daily travels for example. They are living an important transitional phase, where they move from primary school to high school or vocational school. This phase strongly indicates, how well these young people succeed in their later lives. How municipal welfare services are able to support this phase in remote countryside context? What supportive resources these young people have?



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Changing attitudes to dating violence – a game based intervention

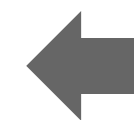
Jennie Ryding

The prevalence of dating violence is increasing, and effective prevention and intervention methods are needed to address this growing social problem. The use of online, game-based intervention programs opens up new possibilities for large-scale interventions through social work as well as individual outreach work. The aim of this EU project was to design a primary intervention using innovative Serious Games technologies aimed at raising awareness and knowledge about the nature and consequences of dating violence behaviours, as well as providing education regarding the appropriateness of responses to dating conflict scenarios, and avenues for help-seeking for those directly and indirectly affected by these issues. Swedish youths (N=12), aged 17-18, who took part in the intervention programme were interviewed in focus groups. The aim of the study was to

examine young people's experience of the online game-based intervention programme. The interpretation of the results was based on theories of learning through digital media. The study indicates that young people's perception is that they are engaged by and learn about dating violence through online games. Using a serious game method in a school setting offers social workers an effective method of working with dating violence, both from the perspective of prevention and intervention. It is clear that young people today belong to the digital-gaming generation. New methods need to be used to attract their attention and to make social learning possible in an interesting and interactive way. Social workers can use games to increase the motivation of players so that, through motivation, knowledge can be acquired and attitudes be changed.



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The bidirectional agency in therapeutic alliance – an investigation of the relational resources between a social worker and a client in social work with young people that use drugs

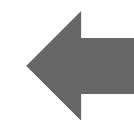
Sven Hassler

Introduction Although the therapeutic effect of the alliance between the social worker and the client is widely recognized, the knowledge on what actually constitutes a successful alliance is limited. The factors at stake are mostly referred to as common factors and include the ability of the social worker to be warm, personal, caring and devoted towards the client. With a bidirectional perspective on the construct of agency Ester Goh (2015) among others has shown that the relationship between the social worker and the client could be regarded as a resource for therapeutic success that enable the client to be an active agent in the process in his or her process of change. The aim of this study is to increase the understanding of what resources a successful relationship between a social worker and a young client carries in the respect of enabling agentic behavior in the young

client. Method In a collaboration with a drug prevention program in the municipality of Ale in the south-western part of Sweden, young clients in the age between 14 and 18 will be interviewed together with their social worker regarding their mutual relationship. Rather than addressing the social issues, the interview will focus on the relationship as such in search for the narratives of the nature of their relationship. Each paired interview will be followed up by individual interviews with the social worker and the young client respectively. **Expected results** The study is expected to expand the knowledge on how social workers establish functional relationship with young clients, relationships that in turn represents an important resource for the voice of the young client in his or her own process of change.



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Gendered vulnerabilities in secure care institutions

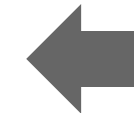
Ann-Karina Henriksen

The paper presents preliminary findings from a study on gender-integrated confinement in secure care institutions in Denmark. The institutions accommodate youths in the ages 12 to 17 placed either in remand or in protective care. Using an intersectional framework the paper identifies how gender, ethnicity, class and age intersect to produce unique positions of vulnerability for the young people placed in secure care. While gender-segregated confinement might appear to remedy these gendered vulnerabilities, it is rather suggested that more refined understandings of vulnerability are needed to warrant

the safety and well being of confined young people. The study is based on a sample of 26 male/female youths and 20 male/female pedagogues and social workers employed at four secure care institutions. The study combines participant-observation and interviews to gain insight into youths' experiences of being placed in secure care and professionals' gendered regulatory practices and understandings of youths. The study provides a sensitizing framework for understanding client/inmate vulnerabilities in gender-integrated institutions.



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Aktion research on youth work in Germany

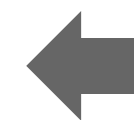
Andreas Thimmel

The first step is to explain the complex Youth work in Germany: the concepts, the structure and political background on the local, the regional, the federal and the european levels. My scientific perspective is nonformal education and interdisziplinray youth work research (education, sociology, political sciences) (2) How is the Connection between the different political levels of supporting and between the non- governmental youth organisations, the administration and the financiers. This national framework is to be explained (3) Aktion research is a new method in youth work in Germany (but an historical old method in sociology resarch).(4) Some results of action research of our actual

studies on youth work from the research centre of nonformal education (learning) ist to be presented, expecially results of international youth exchange as part of youth work. (5) Finaly I want to explain my concept for a european framework to compare national youth work systems in order to bring the national european youth work systems together and to improve also the concepts and the results of international youth exchange. How can the european declaration on youth work support the quality of national youth work ? (6) How can we improve the resarch and social scienses of youth work between different countries ?



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Proposal for a new method of monitoring quality in open youth work

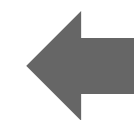
Anu Gretschel

The Ministry of Education and Culture of Finland financed a network-based research project to prepare evaluation principles and indicators for youth work (Gretschel, Junttila-Vitikka & Puuronen 2016). Both local face to face and online open youth work services were included in the study. The results emphasised the need to develop current evaluation methods and identifiers by supplementing them with elements specific to open youth work. For instance, it is necessary to reveal how visitor numbers and service use rates compare to the aims and intensity of the encounter. In addition to reporting, information on equal and unrestricted access to services, and client satisfaction should

be included, as well as the results of participatory and interactive evaluation concerning how well such services meet young people's needs. The study suggested that all of the above aspects should be included in quality monitoring in the future. Currently, many municipalities and NGOs in Finland are hoping to start using this quality monitoring model and a new project is being designed for this purpose. The study also indicated the need for instruments to document the impact and effectiveness of open youth work. Especially needed are methods which consider the significance of such work, not only for individuals but also for groups, communities and society.



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Voices of participation – Changes and continuities in Finnish youth studies

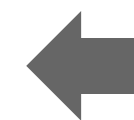
Juha Neiminen

Youth participation has been one of the essential issues in Finnish youth work. From the beginning, young people's participation has been an aim of the activities of youth work as well as a structural feature of the system of youth work. Social participation has been promoted and carried out by youth work. Youth participation has been an important theme in every field of youth work: youth organisations, public administration and European youth work. Over time, the status of young people in society and the methods of supporting youth participation have varied. The social spaces of young people in different historical situations have shaped the voices of participation in youth work. The

historical context of youth participation has varied from the stable class society and the modern nation-state to the contemporary globalised society. Through the ages, the participation of young people has been conceptualized principally through the notion of citizenship. The aim of the paper is to describe the different formats of youth participation in Finnish youth work. The concepts, aims, structures and implementations of youth participation are discussed. These different voices of participation are also analysed in wider social, political and historical context. The paper is based on a history and sociology of education and youth work.



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Reflections on youth work ethics

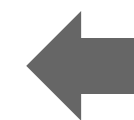
Ilona-Evelyn Rannala

Youth work becomes more and more a goal oriented and more specific (professionalized) field of practice. Still, from country to country the definition of youth work, target groups, goals and methods used vary. This variety is also present in ethical guidelines of youth work. Ethics in youth work is influenced by historical background, formal codes or standards, groups youth workers are part of and philosophy (Roverst, 2009). Youth work in itself is a reflective, informal and educational discipline, which can take the dilemmas from practice and by finding or defining possible solutions and wider influence develops new approaches in and for itself (Roberts, 2009). This way youth work is like the cycle and reflection becomes most important tool to keep it professional and developing (Tierney, 2011). There are changes and crisis happening in the society these days. Some of

them are raising rather emotional discussions in Estonia: for example civil partnership law and human-rights of gay people, refugee-crisis in Europe and hate-speech, poverty and exclusion, rules limiting alcohol consumption. Approx 70 second year youth work students of Tallinn University have written an essay, where they have reflected on their personal values and beliefs in the light of Estonian youth work occupational standard and ethical guidelines and in the midst of changes mentioned. This presentation will introduce reflections of Estonian youth work students on ethics of youth work. It will raise some questions on how to balance between the formal codes and always developing, flexible discipline (youth work is supposed to be).



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Youth worker – An educator of human rights?

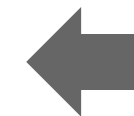
Eeva Sinisalo-Juha

The basis of my study is on youth work, and its informal educational methods. This is because of my 30 yearlong experience as youth worker as well my academic studies of youth work. I have been clarifying how the development of youth's identity and moral reasoning can be nurtured using the methods of informal education in youth work. In this case, my focus is on the understanding about human rights in the concept of youth work. During this late modern time, the period of adolescence has been lengthening. It has influence the whole idea of adolescence. The young people has special needs and we as educators have to be aware and able to understand and to support the process of developing identity and moral reasoning, ability for self-reflection. This will have an effect on the transmission from adolescence to adulthood. My interest has been in the deve-

lopment of moral reasoning. My viewpoint is the ethics of care in the way of thinking by Carol Gilligan. How to reach adult competence in the field of moral reasoning. I have been looking for cases where it has shown that there might be some special influence on the development of moral reasoning. In the autumn 2015, The Finnish network of local government youth work gave a statement: Urban Youth Work: Human Rights to be emphasized in the refugee debates. This means an educational project for youth workers in Finland. My interests are in the background of this education. Which are the main viewpoints and what kind of methods could be used to influence the working habits of youth workers and later on thinking of the young people?



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Basic principles of a curriculum for youth work: reflections on a practice based system

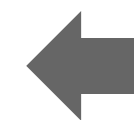
Tomi Killakoski

Studies on youth work have criticized on not being able to articulate its methods, purposes, results and general character. This is partly due to the amount of tacit knowledge and sometimes the lack of proper professional vocabulary in the field itself. However, recent developments both interior and exterior to the field of youth work have created a need to explicate the nature of youth work as a profession and as part of the whole service system in Finland. The practice-based study conducted in the city of Kokkola, Finland, aimed at describing a nature of youth work as an educational activity by creating a youth work curriculum. The study itself involved a long field work extending from the year 2011 to present. The first cycle of the action research aimed at developing conceptual tools with which to describe youth work. This was done by constructing a data-based theory of

youth work as relational pedagogy and concentrating on the length of the relationship with the young in different youth work activities. In the second cycle the conceptual tools developed in phase one were used to categorise the local municipal youth work to five categories. In the third cycle four more cities were invited to start the process. This way the process could have a national (in addition to local) perspective. By using the theoretical tools developed during the practice-based study, it was possible to describe youth work as a pedagogical process which creates emergent outcomes (i.e. personal growth and support to relations) which avoids the pitfalls of individualized atomism in describing youth work and also utilizes the processual view on youth work (instead of looking at pre-set outcomes or strict goals).



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Working with young people: The value of youth work in Estonia

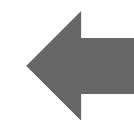
Marti Taru

One of the challenges youth work is facing in Europe, is achieving recognition. In general, being recognised means that there is an understanding among various social actors what are the outcomes of youth work. Until now, solid evidence of outcomes of different youth work methods on integration of young people is scant. Nevertheless, youth work is expected to contribute significantly to social integration of young people. Youth work in Estonia faces the same challenge of achieving recognition. In Estonia, youth work is defined as activities for young people to support their personal development and integration into main social institutions: education, labor market, civil society. The current Youth Field Development Plan 2014-2020 defines two outcome objectives: reduction of primary school dropout rate and youth unemployment rate. In Estonia, three youth work forms/methods are more significant: open youth work / youth centers, youth associations, hobby activities. To be effective, youth work methods need to contribute to individual development as well as be accessible by specific target groups. The presenta-

tion gives an overview of outcomes of the three main youth work methods in Estonia. Analysis focuses on individual level attitudes and behaviour related to education system, labor market participation and civic activism. Using several nationally and municipally representative survey datasets collected between 2006 and 2015, the analysis looks into: " attitudinal and behavioural differences between youth work participants and non-participants (mimicking experimental design) and " social background of participation in the main youth work methods. Analysis findings tell that: " there are a small positive attitudinal differences between participants and non-participants, " social background does not significantly influence participation in the youth work activities, meaning that youth work is accessible to nearly all. In conclusion, youth work in Estonia seems to have positive value for the young and the society while results still need further clarification.



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‘You finish twelfth grade and the whole Europe is yours.’ Exploring European identities and generational differences among ethnic minorities in Lithuania

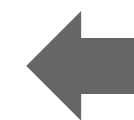
Natalia Waechter

Research on European identity has become an important field in social science but it still mainly focuses on majority populations in Western European countries without much differing between specific groups of population and generations, and, above all, disregarding ethnic minority groups living in Europe. This presentation addresses this gap in literature by exploring feelings of European identity among the three largest ethnic minority groups living in Lithuania: Belarusians, Russians and Poles. The purpose of the qualitative study presented is to compare European processes of identity construction by young people and adults and to suggest the importance of ethnic background and age for the research agenda. The theoretical approach used and further explored (instrumental approach) argues that the development of personal European identity is closely related to benefits individuals perceive or expect from being European. The data for this

study was collected in qualitative interviews in the frame of the collaborative research project ENRI-East, funded by the European Union in the 7th framework programme. Analysis revealed that young people construct European identity in connection to their positive perceptions of the European Union, while the adults' rather negative perceptions allow European identification only if their concept of Europe is detached from the EU. Regarding the instrumental approach it can be confirmed that certain groups of population are more likely to feel European if they perceive benefits from being part of Europe and that the perception of losses on a personal or national level may prevent the development of European identity. Moreover, because national identity is often based on ethnic majority narratives, ethnic minorities may use European identity as an adequate alternative to their national identity.



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Ascribed and perceived belonging among immigrant youth

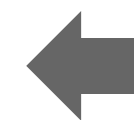
Anne Harju & Åse Piltz

Drawing on extensive fieldwork in a multicultural urban environment, the paper address the question of belonging and identity constructions among immigrant youth. In an earlier part of the study, a narrative of the categories "Us" (Swedes) and "Them" (immigrants) revealed negative moral judgments and strong differentiation processes towards the category of "them". It also revealed that minority communities were, by themselves

and others, positioned differently in relation to the category Them . The conference paper will focus this last issue by investigating how and why certain boundaries, or borders, are maintained toward others within the group of immigrants. The focus will be on immigrant youth. Narratives of cultural values, religion and ethnicity are addressed as well as power relationships pertaining to "whiteness" as an analytical category.



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Expressions of cultural citizenship in the production of second generation Finnish Somalis

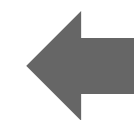
Helena Oikarinen-Jabai

In my presentation I will discuss my performative participatory research project that deals with belongings of second generation immigrant youth in Finland. In my presentation I concentrate on certain productions done with young Finnish Somali citizens: Two documentaries *Minun Helsinki/My Helsinki/Waa/ Magaaladeydii Helsinki* and *Soodewow//Come closer*, books *Mun stadi/My town* and *Toisin silmin/By different eyes*, video installation *By my eyes/Minun silmin* and radio programme *Where is my space/Mis on mun tila?* I think that performative approaches assisted participants to deal with their experiences of belonging and gave tools to express their diverse cultural citizenship and its different appearances. Both females and males emphasize in their productions that they had experienced prejudices because of their skin color and ethnic background. Anyhow they were careful not to create juxtapositions. Instead the participants played with and ironized the categorizing labels and stereotypes and talked back to the exist-

ing categorizing ideas and stereotypical views about national and minority identities. The youth also expressed multiple belonging to different places and states. Sara Ahmed (2000) reminds that in diaspora home may constantly be in an emerging state or can be experienced as an imaginary, lost space that unites the past and present. When the youth dealt with their experiences of othering they also deconstructed notions of borders and citizenship based on monolithic nationality and nationality based on ethnicity and race. Avtar Brah (1996) claims that homing desire is not the same thing as desire for a homeland. According to Anh Hua (2011) diasporic subjects' homing desire is tied to their cultural citizenship and diasporic imagination whether they gaze back to the nostalgic homeland or carve new spaces in their new homes. In our project it was obvious that the participants negotiated and rearticulated their cultural citizenship status within their cultural production and cultural acts.



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Constructions of Unaccompanied Children: A study on how concepts of Unaccompanied children become credible on an online forum

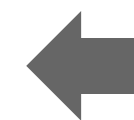
Christoffer Bjurhult

Background: Constructions of unaccompanied children have been researched to some extent. Concepts of the children have been studied in media and policy documents amongst others. How the children are constructed within an "everyday context", in form of an open online discussion forum and how the constructions become credible, are regarded as under-researched. Aim: The aim of the present study was to identify different discourses concerning unaccompanied children on the Flashback Forum, with regard to their rhetorical organization. Discourse is meant as a way to talk about and understand the world that constructs an object or phenomenon in a particular way. Method: To answer the aim, a discursive psychological approach was used, which focuses on how

credibility and truth are created in communication. Based on a theoretical model, including the four rhetorical techniques category entitlement, empirical repertoire, consensus and extreme case formulations, it was examined how the writers at the forum created truth and responded to others' beliefs about the children. Result: The results showed that unaccompanied children are surrounded by the discourses: the adults, the children, the rapists, the special treated, the sexually vulnerable and the discourse of the biological male sex. Discourses were used in parallel in the speeches and to back up arguments at the forum. The writers used the studied rhetorical techniques to build credibility in the statements. With specific expression, facts about unaccompanied children were created.



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Young students memory and reflections on the 22/7 terror attacks in Norway

Kerstin von Brömssen

Young students memory and reflections on the 22/7 terror attacks in Norway Right before the critical events in Oslo and on Utøya in Norway 22/7, 2011, Anders Behring Breivik electronically distributed a compendium comprising his far-right militant ideology encompassing Islamophobia, support for far-right Zionism and opposition to multiculturalism and feminism. The text can be found on the Internet, as well as thousands of others texts profiling the same right-wing ideology. Hence some researchers talk about the dark Internet . This paper discusses findings based on focus-groups interviews with young people (age 18-23) in Sweden, Norway and Finland. Focus of the interviews are

on the remembrance of the terror attacks, but also with a special focus on the young peoples knowledge and possible reactions when confronting messages like those Anders B Breivik expressed. Where do young people meet such messages and how do they react when meeting them? Moreover, do the young people remember teaching and discussions in school concerning the terror attacks in Norway, Islamophobia and right-wing contemporary ideologies? This research will have implications for understanding young peoples reflections on the use of the Internet and on education in a broad sense concerning right wing ideologies.



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Remembering terrorism: Young people's memories and interpretations of the terrorist attacks in Norway 2011

Hans Lödén

In 2011 Norway was struck by the large scale terrorism that has become a repugnant and recurrent international phenomenon. In the Norwegian case a right wing extremist killed 77 people, in several other cases Jihadists have been the perpetrators. Regardless of origin terrorism affects societies and individuals in multiple ways, such as pressure on political and administrative leadership (Christensen et al. 2013), levels of trust (Thomassen et al. 2013), discourses on security vs. liberty (Fimreite et al. 2013) or prevalence of posttraumatic stress reactions (Thoresen et al. 2012). Differing collective memories of terrorism are significant for the citizens' ability to express ideas and opinions on terrorism and other important issues and, hence, with implications for society's openness and adeptness to cope with future challenges (Tota 2005). For young people, especially those within the so called critical age period, events like terrorism are of particular im-

portance for their development of attitudes and behaviors towards society (Pennebaker et al. 1997, Sears 2002, Uslaner 2002). This makes it interesting to investigate how young people remember and, with the help of competing narratives, interpret events which lie several years back in time and how this can be seen as elements of an ongoing formation of their collective memories of these events. Here the focus is on how adolescents, who were fourteen years of age at the time of the attacks, remember and interpret them four years later. For this purpose focus group interviews have been conducted in 2015 with Norwegian youths who were fourteen years old in 2011. In order to analyze which narratives, or parts of them, are used the concepts collective remembering, narrative templates (Wertsch 2002, 2009) and textual heritage (Lowenthal 1994) are applied.



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Participation, biographies and disadvantage

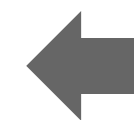
Larissa von Schwanenfluegel

Prof. Dr. Larissa von Schwanenflügel, Frankfurt University of Applied Sciences Participation biographies and social disadvantage Oral presentation This abstract relates to the open session Spaces and Styles of Participation and the submissions of Andersson & Hansson, Nyman-Kurkiala and Walther. Several studies refer to a decreasing participation of young people, especially inasmuch as disadvantaged youth are concerned. Starting from the critique of a narrow concept of participation focussing on political and/or institutionalised forms of involvement and engagement, the contribution aims at reconstructing participation biographies of young people in youth centres in disadvantaged neighbourhoods. It builds on a qualitative study conducted in several youth centres in a major German city. It reveals that subjective meanings of participation are rooted in biographical needs, orientations and experiences. At the same time, partici-

pation becomes subjectively meaningful where young people can connect public space such as a youth centre with biographical issues. In the reconstructed narratives, being active in youth work is interpreted before the background of biographical constellations. Both the involvement in youth work as well as taking up active engagement or voluntary work can only be understood if such constellations are taken into consideration. From a biographical perspective, processes of participation can be reformulated as processes of biographical learning in which the appropriation of public space and the appropriation of the self are interrelated. The findings suggest that the difference in participation between privileged and disadvantaged youth is less one of more or less but of different issues held meaningful by the actors.



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Mapping youth participation

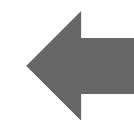
Björn Andersson och Susanne Liljeholm Hansson

Mapping youth participation This abstract relates to a joint open session Spaces and Styles of Participation together with Walther, Nyman-Kurkiala and Schwanenflugel. One important empirical task for the PARTISPACE project is to map how young people engage in participatory activities in the eight cities that take part in the study. To know what we are looking for we have to have some kind of definition of what youth participation means. The general starting point is that participation should be understood as a lived and situated practice. As a more concrete guide for the collection of data we distinguish between formal, non-formal and informal forms of participation. The formal level is about elections, membership in political parties and taking part in youth parliaments or councils. These are activities that often are labelled participation . The

non-formal setting is about associations and youth organizations, often supported by various youth work efforts. Finally, the informal level is about all kinds of youth activities, often not considered as participatory, but which nonetheless contain elements that affect young peoples relation to society. Methods that will be used for gathering data are interviews, observations, case studies, group discussions and reconstructing participation biographies. There will also be action research projects carried out by young people themselves. During the seminar we will present the work done in Gothenburg this far. We will discuss and reflect upon the theoretical and methodological approaches used in the study. Does the mapping work or do we miss important aspect of young people s participation due to deficiencies in the design of the study?



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Participation or non-participation?

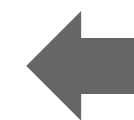
Andreas Walther

Prof. Dr. Andreas Walther, Goethe-University Frankfurt am Main Participation or non-participation? Theoretical and methodological problems in analysing youth participation Oral presentation This abstract relates to a joint open session Spaces and Styles of Participation together with Andersson & Hansson, Nyman-Kurkiala and Schwanenfluegel. Young people's social and political participation seems characterised by a discrepancy between rhetoric and programmes aimed at facilitating youth participation and expressions of discontent and mistrust of young people with such programmes. Discourse in public, policy and research ascribes especially so-called disadvantaged youth a lack of interest in participation. However, established concepts of participation relate primarily to institutionalised forms of participation and tend to reproduce inequalities of opportunities, resources and power whereby some practices of young people are recognised as participation while others are not. This contribution aims at presenting the aims,

the conceptual framework and the design of the European project Spaces and Styles of Participation (www.partispace.eu) funded under the HORIZON 2020 programme. The project is concerned with exploring the scope of youth participation between discursive vocabularies of participation on the one hand and practices young people display in the public on the other. The demarcation line between recognised and unrecognised participation relates to both space and style. Specific forms of expressions are connected to specific places and institutions some of which are institutionalised as participatory while others are not or are even invisible for mainstream society. At the same time participation gains individual and/or collective relevance for young people in relation to subjectively significant places, issues and actors. How and where they participate depends on the practices by which they balance their identities in their individual biographies, in the context of peer groups and towards societal institutions.



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Youth and sustainable co-creative citizenship

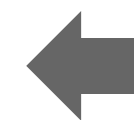
Pia Nyman, Jan Grannäs, Henrik Kurkiala

This research focuses on youths' terms, possibilities and knowledge for active democratic citizenship. In Lindberg & Persson's (2013) report on Youths' relationship to democracy a need for further research in the field emerges. The report calls for more qualitative studies as a complement to various national and international longitudinal, quantitative studies. The aim of the present study is to fill this gap in the field through qualitative in-

terview data collected during spring 2014. The respondents are from the region of Gävleborg in Sweden and from Ostrobothnia in Finland. One of the purposes of this study is also to discern similarities and differences in the youths' views on active democratic citizenship in the two Nordic neighbouring countries Sweden and Finland. The research group presents the first preliminary results at the conference in Lund.



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Doing research with young people who are not in employment or education – aiming at inclusion and dealing with exclusion.

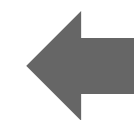
Lögberg, Ulrika, Sverige

The overall purpose of this presentation is to discuss qualitative research methods aiming at giving voice to young people who are not in employment or education, including them in the research process. More specifically, the aim is to present research methods for data creation to promote empowerment by focusing on what create a sense of belonging or inclusion among this group of youth. Previous research within health promotion shows that health and well-being may increase in children and young people if they are involved and listened to. Although young people who neither work nor study are a heterogeneous group facing both common and individual challenges connected to future health and well-being, they often find themselves in vulnerable situations. The presentation will also discuss exclusion from young people's perspective. Looking at health from a holistic point of view, focusing on health equality, the overall aim with this research project is to describe and understand health-related experiences and living conditions of young

people who are not in employment or education, and further along with this group develop an understanding of how health can be promoted. In the first study of four, a task-based interview technique was used to get an insight into the young people's life and what is important to them, as well as simultaneously strengthen the empowerment of the participants. Through photovoice the participants will be given the opportunity to document and reflect on their lives and their own resources and in group discuss how these can be strengthened. While through ethnographic fieldwork, relationships can be built over time and allow for active participation of the young people's lives on the basis of their social and cultural realities. Experiences made from the chosen methods – photovoice, ethnographic fieldwork and task based interviews will be discussed based on empowerment, inclusion and exclusion.



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Ethical rights and obligations – is it unproblematic using social media as data in research studies?

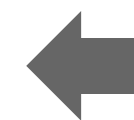
Lundälv, Jörgen, Sverige

The technological development and the widespread everyday use of social media in the young population, leads also to a new arena for research. But is it really un-problematic to use the data collected on the Internet as a researcher? The ethical standards for research is based on the research councils guidelines but they often refers to traditional scientific methods such as interviews or observation. The new landscape there the researcher can sit in front of the lap top and collect data is almost not mentioned and the researcher often need to apply their own ethical guidelines. Especially important are the ethical decisions then it comes to research regarding vulnerable groups including young individual with disability. The studys research questions are: - What ethical and moral

responsibilities has the researcher who conduct research via Internet and social media? - Is it implicit or explicit ethical decisions in the research studies? To study this field, we will conduct a literature review on Internet based studies which will include only referee reviewed articles published during the years 2005-2015. The research articles will also be in the field of disability studies to see how the authors discuss aspects of vulnerability. The analysis will be a qualitative content analysis of the articles ethical sections to find that support the author s ethical decisions for the method or study. The results of the study will be presented as comparison between old and new ethical guidelines and a suggestion of policy for Internet based studies.



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Materialistic values and parental appearance pressure: Predictors of young women's acceptance and consideration of cosmetic surgery.

Burén, Jonas, Sverige

During the last decade, there has been a dramatic increase in the number of cosmetic surgery procedures performed each year. Minimally invasive procedures, for example Botox and filler injections, have also increased markedly. Consequently, several international researchers have argued that there has been a shift toward a more liberal attitude to cosmetic surgery and especially among young people. Despite these trends, very few studies have examined the views that young people have of cosmetic surgery, their acceptance of changing the body by cosmetic surgery, or the predictors of cosmetic surgery consideration. In an ongoing study, we wish to shed light on some of these issues by examining attitudes toward cosmetic surgery, and the potential predictors of cosmetic surgery acceptance among young women. A total of 1148 adolescent girls, age 13-18, were recruited through the Internet. An online questionnaire, comprising questions about (for

example) media and Internet use, self-esteem, body image, parental appearance pressure, cosmetic surgery, and materialistic values, was distributed. Analyses showed that 1/5 indicated that they might pursue cosmetic surgery in the future, and 1/3 stated that they would do cosmetic surgery if they got a procedure for free. The participants were generally in support of the notion of cosmetic surgery as an acceptable way to overcome poor self- or body-esteem. Analyses also showed that greater parental appearance pressure was associated with materialistic values. Both of these variables (parental appearance pressure and materialistic values) were significant predictors of adolescent girls' cosmetic surgery acceptance, as well as of cosmetic surgery consideration. The above findings may be situated in both a developmental psychology- and sociocultural perspective.



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Youth at risk or youth in flight?

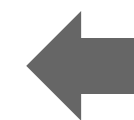
Follesö, Reidun, Norge

The objective of the Norwegian project Youth in Flight was to strengthen methodological work with young people at risk (15-25 years of age) by means of standard municipal services. Through participant-based research, we followed 50 youths who were involved in the projects, all initiated, planned and conducted by municipal employees. One of the first challenges we faced was the participants' reaction to us calling them youth at risk. According to them, the word signaled negativity and directed attention to what was problematic. At the same time, it could not be denied that the reason why they participated in the project was their difficult life situation, and in that sense they were at risk. We decided to try to find an alternative term, one that would not stigmatize or lock out a term that would not be one-dimensional and would point to the future and to possibilities. We discussed alternative terms with many different parties - with youth themselves, field

experts, colleagues and an advertising agency. The term we ended up Youth in Flight - proved to be a central factor in the success of the project, and one of many reasons the project would be continued as a broad national multidisciplinary initiative upon its completion. We have not found the only solution - there may be both supplemental and better terms, and alternative ways of challenging the self-evident understanding of youth at risk. To achieve this, we must ask new questions and search for alternative words. In order to succeed, we need to include those who are affected - those who have to wear the label. In so doing, we may search for and find terms that open, inclusive, and make it possible to take new action. Our presentation will highlight findings from the project Youth in Flight.



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Resources for participation: exploring the civic engagement of Finnish youth.

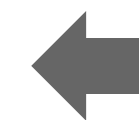
Nyman- Kurkiala, Pia, Finland

A number of studies show that young people take an interest in society and politics but tend to choose other channels to express their opinions and influence society, than older people do (Farland & Thomas 2006; Henn et al. 2002; Henn & Weinstein 2005; Kovacheva 2005). The aim of the study is to investigate the patterns of civic participation among youth as well as its determinants, by using unique survey data from the Ostrobothnian Youth survey. Data was collected by means of the Ostrobothnian Youth

Survey the spring of 2016. A total of 27 Finnish- and Swedish-speaking senior level schools in 14 municipalities in Ostrobothnia participated in the survey. For the present study, only 9th graders were included. The foremost explanations to civic engagement were to be found in gender, social and political capital. The strongest engagement was to be found in the context of humanitarian aid work, participating in voluntary work or raising money for charitable purposes.



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