



# Systematic Review Disaffected Youth

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# What is systematic review ?

A **systematic review** aims to comprehensively locate and synthesize research that bears on a particular question, using organized, transparent, and replicable procedures at each step in the process (Littell et al., 2008).

The purpose of this review is to: ‘**inform and support the selection of best practices across Europe in the field of employability and employment of vulnerable groups**’ (TF).

In practical terms, this review will provide ‘**hard**’ evidence on what works in this area, thus guiding the selection and analysis of the best practices.’

Used complementary with: survey, appreciative inquiry and peer review



# Vulnerable groups for this AI Learning Network

## 1. Disaffected Youth:

- Disaffected youth inclusion and empowerment
- Disaffected youth employment, education and training

## 2. Marginalized in community

- Homelessness
- Drug and alcohol abuse
- Offenders / Ex-offenders
- Mental health, physical and learning disabilities

## 3. Troubled families

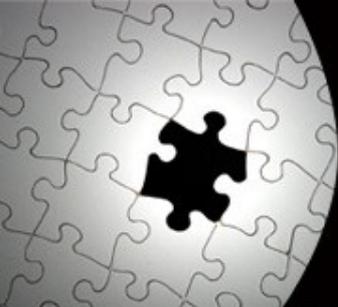
- Offender's families
- Multigenerational unemployment/Long term unemployment
- Anti-social behaviour
- Educational problems



# Inclusion criterias

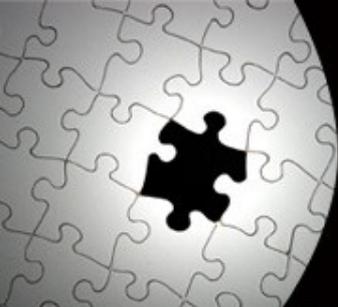
1. papers produced and published in EU countries within the last **5 years** (2009-2013). When necessary, papers published prior to this year, or in other areas (including the US), have been taken into consideration.
2. papers published in **peer reviewed scientific journals** have been given priority. For topics where peer-review papers were not available, unpublished reports or other 'grey literature' were accepted.
3. to look at the **employability or/and employment** for the mentioned disadvantaged groups.
4. to present **results or impact on employability or employment** of the mentioned disadvantaged groups. Papers describing reflections or critical comments regarding different initiatives were included but were not given priority.
5. to be **in English** but also in some other EU languages. If one report was available in many languages, the English version was preferred.

But also: grey literature (e.g. reports)



# Electronic databases and keywords

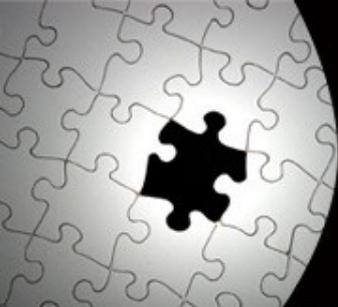
- SAGE and Taylor and Francis ('employment', 'empowerment', 'disaffected youth', 'education' and 'after 2009')
- At the end of this exercise 20 studies were identified as corresponding to the inclusion criteria.
- But also websites – from the partners (see the Annex)
- **STILL WORK IN PROGRESS – need for assistance !!!**



# Disaffected Youth

## The concept

‘Disaffected’ means **disconnection from the mainstream** social values and an **alienation** from the set of moral values that prescribe a desirable behaviour.



# Disaffected Youth

## Social context

- Youth unemployment – the trend 2011(21.4%) to 2012 (22% and rising)
- The rise of long-term youth unemployment – in 2012, more than 32% of unemployed under 25 had been unemployed for more than 12 months.
- The cost of NEET in 2011 – 153 billion E per year (Eurofound, 2011).
- Changes in the structure of the labour market and in the social life (e.g. marriage, schooling etc.)



# Disaffected Youth Policy context

- **EU Youth Strategy:**
  - to provide more **equal opportunities** for young people in education and work,
  - to encourage young people to actively **participate** in society.
- 8 fiends of action:
  - education and training
  - employment and entrepreneurship
  - health and well being
  - participation
  - voluntary activities
  - social inclusion
  - youth and the world
  - creativity and culture
- Education – target the mismatch and the transition (access, non-formal opportunities, reducing ESL etc.)
- Employment – improve skills, guidance, internships, childcare etc.



# Disaffected Youth Policy context

- EU initiatives:
  - Youth Opportunities Initiative:
    - Youth Guarantee – 25, 4 months, concrete offer
    - Your First EURES – mobility scheme (18-30)
  - March 2014 – EC published a comprehensive report Youth Employment and the European Social Fund – concluded that ESF amounted more than 10 billion E per year 2007-2013 – 68% for young people.



# 1. Disaffected Youth and Empowerment

## Concept:

- empowerment has a long career: it was used in the 18th century in the field of medicine, civil rights movement in the US in the 1960s, women's movement etc.
- marginalized groups not able to affect their own life or the surrounding
- E. involves strengthening marginalized groups in order for them to become change agents in a more inclusive society



# Evidence from research:

- EQUAL programme:
  - **it takes time** for it to embed into the public policy and private practice and those who are expected to foster and support it themselves **need help and guidance**
  - small organizations and NGOs can be supported to act as representatives of target group (**client's voice**).
  - experts emphasised that an effective empowerment means not only involving the target groups into decision making but **involving all partners in all phases and activities, including definition, management, implementation, adjustment and monitoring the projects.**
  - **Recommendations** for the institutional level: share good practices, build up systems of involving beneficiaries, integrate beneficiaries in the Thematic Networks.



# Evidence from research: national research

- Villano and Bertocchi (2014) ran a content analysis of the European and national legislation and programs to see how Italy promotes young people's participation.
  - six in-depth interviews with Italian politicians and non-governmental representatives.
  - The conclusion was that there are some **structural difficulties** for the young people to engage in political and civic activities. There is also a **gap between the political discourse and an effective investment**, which would recognise young people as a real resource.
  - The situation is even worse for young immigrants.
- Deuchar (2010) – shows how anti-social behaviour policies create an atmosphere of oppression among youth - disengagement, distrust, no civic participation.



# Evidence from research: individual level research

- Simmons et al. (2013) UK – ethnographic
  - NEET even when they search for jobs they face significant barriers – demand, poor quality jobs, access to viable transport, childcare etc.
  - NEET the same aspirations
  - Not excluded but at the margins of participation
  - Accumulated negative experience – demotivating, state could do more (e.g. regulating the market, local initiatives, incentives, linking training to real employment etc.)



# Evidence from research: individual level research

- Darnell (2010) – the use of sport to engage with youth – develop social capital and skills, leadership etc.
- Hartman and Kwauk (2011) – to be useful: non-sport investments - complemented with education, mentorship, skill training and so on
- Nenga (2012) – involving youth in voluntary work
- Batsleer (2011) – arts-based activities
- D'Ambrosi and Massoli – use of social media in developing social capital and civicness



# Evidence from research: organizational level research

- Fitzsimons et al. (2011) – organizations need to change the operating culture based on the empowerment model
  - Staff: reflection skills, facilitation skills and so on
  - adapt their leadership, the structure and the culture of the organisation, models of decision-making and management of staff
  - See the Warren – people’s community case.



# Research evidence: Youth empowerment programs

- Morton and Montgomery (2013) assessed the state of evidence
  - Identified only 3 studies with robust methodology (out of 8789 citations)
  - No evidence of the impact on self-efficacy
  - Some positive impact on social support, connections, social skills and problem behaviour.



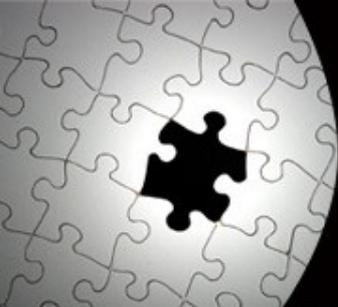
# Youth empowerment Conclusions

- Empowering young people to participate in the civic life of community and come closer to the labour market seems to be a **promising practice**.
- Involving youth in national and local debates could enhance their **confidence and social skills**.
- However, this involvement should be **genuine and supported with real investment** in structures and opportunities that encourage direct youth participation.
- National and local level should work together based on the **empowerment philosophy** if negative experiences are to be avoided.
- Although strong research evidence is not there yet due to the lack of robust studies, there are good indications that youth involvement in defining, managing, implementing and monitoring social initiatives can **generate positive personal and social outcomes, some of them directly related to employment**.

A graphic of a globe with a missing puzzle piece, symbolizing a gap or challenge. The globe is composed of white puzzle pieces on a dark background, with one piece missing from the top left.

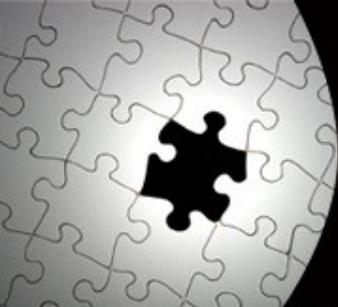
## 2. Disaffected Youth and Employment/Education and Training Social Context

- By 2020, 16 million more jobs in Europe will require high qualifications while the demand for low-skilled jobs will drop by 12 million
- Increased demand for graduate level skills
- No proper education + other vulnerabilities = unemployable



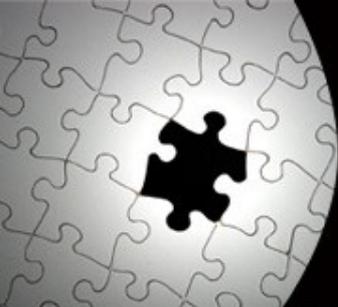
# Disaffected Youth and Employment/Education and Training Policy context

- Youth on the Move
- 2012-2013 Youth Opportunities Initiative
- Council Recommendation on establishing the Youth Guarantee – 2013/C 120/01.
- European Alliance for Apprenticeships
- ESF - 10 Billion E / year - 2007-2013 – 68%
  
- NEET rate
- Measures: preventative or reintegrative



# Disaffected Youth Education/Employment/Training Research Evidence

- Howley et al. (2013) – outputs, outcomes and impact
  - In 9 countries
  - Difficult to measure the impact on unemployment rate at national level
  - Macroeconomic context important
  - Combining different evaluations, policy documents, interviews etc – ‘policy pointers’:



# Howley et al. 2013

1. Successful policy measures **specify their target group and find innovative ways to reach** them, for example by establishing a good reputation or creating a positive 'brand' for the measure or working with relevant community groups for hard-to-reach groups.
2. It is important to note that young people vary in their level of labour market **readiness** and policies have to cater for a range of minor to complex needs.
3. Policy delivery relies on **appropriate personnel, who need to be trained and supported**.
4. **Young people should be set up on a long-term sustainable pathway**, for example by providing them with necessary skills and stable employment, rather than low-quality quick fixes.
5. Successful policies offer **good quality career advice** and comprehensive **holistic guidance**.
6. Youth employment measures should **focus on the client**, not the provider, for example by setting up **one-stop-shops** for young people or by **offering tailored, personalised advice by mentors**.
7. **Inter-agency collaboration** and **involvement of all stakeholders** can be a cost-effective way to implement policies, when the specific roles and responsibilities of different actors are specified.
8. Measures that aim to increase the employability of young people **should focus on labour market needs** and ensure **a buy-in of employers and their representatives**.
9. Youth unemployment requires **flexible responses**, which have to be adapted to economic cycles, whereas social exclusion is a structural issue and has to be addressed consistently.
10. **Robust monitoring and evaluation** should be used to inform policymaking and development.



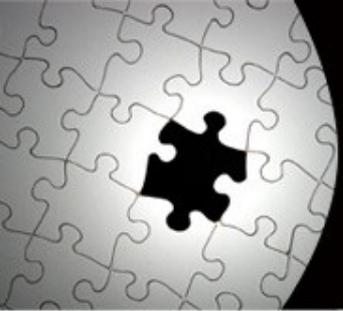
# Howley et al 2013

- 25 measures:
  - To prevent ESL – area-based policies, alternative pedagogies, transition support
  - To reintegrate ESL – alternative learning, job shadowing, whole person approach etc.
  - To facilitate transition – youth guarantee, one stop shop, integration into society contract etc.
  - To foster employability – apprenticeship contracts etc.
  - To remove the barriers – incentives to employers, direct wage subsidies, Chances Card etc.



# Report Youth Employment and the European Social Fund 2014

- Country recommendations for 12 countries with high youth unemployment – more than 25%
- General recommendations:
  - are based on a **strategic, integrated approach**;
  - **support the Youth Employment Package objectives**;
  - can **directly target young people** (e.g. job placement, training) and/or **reform systems and structures** (e.g. employment or education services access and quality – including training systems);
  - **involve partnerships** at national and regional/local level between all stakeholders (employers, public employment services, education and training institutions, regional/local government, youth organisations);
  - via the YEI investment priority target actions to individuals only (not systems).



# Research evidence Youth Guarantee

Some of these measures were measured in different countries:

- Eurofound (2012) - **Youth Guarantee** in Sweden and Finland – successful even during the crisis but too focused on short term solutions.
- Labour Market Policy Evaluation (2011) – Job Guarantee in Sweden – experiment - good results but the results did not sustain for long time.



# Research Evidence

## Preventive school dropout

- Wilson et al. (2011) - Preventing school dropout – systematic review (548 studies):
  - Most of the school and community based programs were effective in decreasing school dropout
  - But: they need to be implemented well, are appropriate for the local environment, correspond to the implementer abilities and resources.



# Research Evidence

## Second chance education

Ecorys (2012) – principles: small group of learners, flexible timetable, diverse activities (sport, cultural and life skills etc.), flexible curricula and so on.

Lessons learnt:

- the second chance schemes emphasise the **distinctiveness** from the mainstream school – avoiding the negative associations with the initial education but ensuring in the same time the learning opportunities in a credible way (e.g. gaining a formal qualification),
- identify and engage with those who left the school system via **local community and social networks** – use of ‘softy’ approach for contacting the young people (via friends, family members, telephone etc.)
- place **an obligation on the local authorities** to ensure that young people are engaged in education or training.
- **persistence and building up trust** are valued as essential qualities.



# Research Evidence Apprenticeship and Supra- Apprenticeship

ISFOL (2011) – in Italy – apprenticeship is effective (longitudinal)

Bergmann and Schelepa (2011) – Austria – partially positive but great result for hard to reach



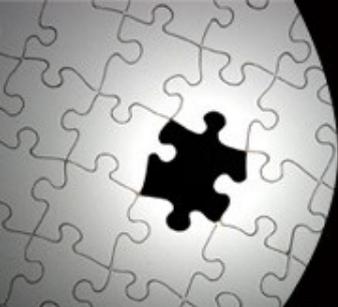
# Research Evidence 'Chances Card'

- Pitkanen et al (2012) Terava (2011) – in Finland – more effective than the subsidy scheme



# NEET conclusions

- Most of the measures proved to be effective
- But, some of them work better on some young people
- Some measures seem to be context dependent – they need to be carefully selected depending on the local environment
- Measures should start with contact&engagement, increasing employability, readiness and move towards employment – ‘whole person’ approach
- Measures should take into account long term results to prevent the ‘yo – yo’ effect.



# Overall conclusions on disaffected youth

- More & better research is already available compared with other disadvantaged groups
- However, they are usually located in one or two sites – need for more comparative studies to test the impact of the context factors.
- NEET interventions are more effective if they are implemented based on the empowerment philosophy
- But, there is a need to reduce the distance between policy and practice - ‘governmentality gap’?
- More focus on the long term solutions as opposed to ‘quick fixes’
- State and local authorities should be more involved in preventing, reintegrating and removing the employment barriers.



More studies???

Thank you!

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