



promoting youth involvement and
social engagement

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HORIZON 2020

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Starting points

YP as “trouble” ¿?

Atypical, conflictive/ed YP participation: economy, politics culture

Within these answers, are there elements for possible individual/social improvements? Are they “enabling” “empowering” “innovative”?

How are those answers received by main institutions and actors, Regulation, policies, YP policies.... Obstacles/supports of YP participation

YP as social change agent, Youth own initiatives

Youth engagement in our research

Spanish self-building Case

Innovations in access to housing “a room of one's own” (> 8 m²), interventions in public spaces, innovations in the use of public & “legal limbo” spaces

Why?

Difficult access

Sector with key mixtures: public/private, state/market, formal/informal, legal/alegal/illegal

Large cross-European institutional variety shows potential for policy learning

Informal and non-formal acquisition of skills (i.e.: self-learning, knowledge exchange, peer-to-peer learning) open to accreditation/validation procedures

Fieldwork: 23 Interviews, 22 PO days, documentation

Day-to-day activities and organization

Entry routes: motivations, initial contacts

Be young today versus other historical periods

Obstacles and supporting factors, institutional, context, others

Evolution of the activity, individual participation and social coordination

Expectations/results (individual and social value) in short medium long term

Acquisition of skills, capacities... equivalent to formal education or employment?

Generalizability, transferability, scale out, scale up

Dissemination, use of social networks









SALIDA DE EMERGENCIA

HMW





MAKKA

BELLOTA

Espai Quiró & La MULA





Col·lectiu VOLTA



**Do it yourself workshop
just for girls**



Activities

First steps, getting involved

Slow evolution/crucial meeting

Exposure to different contexts

Agendas, which needs are faced: accommodation, meeting space, relatedness, education, work, creativity mixes of goals in terms of time & space scales, nature of goals and activities, and expected beneficiaries

Participatory nature as input, tool, procedure and goal:

Hierarchical/non-hierarchical participation

Leadership (grassroots, community, charismatic individuals...)

Bargaining, agreement,

Agenda setting, decision-making processes,

Inside and outside: gain knowledge from the “system” to improve the project

From informal to formal and who is getting paid

Activities II

Supportive factors:

Public sector, social actors

Confrontation/collaboration/co-optation,

Subsidy culture

Different levels of institutionalization

Sustainable efforts?

Resources: time, space, funding, technical skills

Critical mass for collective action, especially motivated subgroups

Weaknesses and vulnerability of informal non-legal situations

Life cycle of initiatives

Synergies, contradictions, transferability, scaling-up, scaling-out

“Re-emergence” of similar efforts ¿?, incubator spaces,
"Ecology of support" (Christens & Peterson 2012)

Activities III: dilemmas

How to combine efficacy & efficiency assessments with deep suspicions against any rationalizations, cost benefit analysis, instrumentalization

How to combine radical questioning of conventional and mainstream politics with gaining influence in social change

Impacts, results

Personal

Empowerment ¿? «capacity to organize ourselves to make things”

Informal and self-learning (technical and organizative skills...)

Reframing political discourse

Meeting peers

Social

Bridging differences (cross class/age/national personal relations)...

Redesigning the legal/illegal boundaries & the normal/atypical behaviours

Widening the repertoire of what is acceptable

Sustainability: “incubator” spaces/ecosystems of social change

Possible lines of innovation ?

Satisfy essential needs that are unmet or insufficiently satisfied

Question, transform?, social inertia

Empowering, “bottom-up” participatory process (Godin 2012, Murray et al. 2010, Moulaert et al. 2013; Pares, Ospina, Subirats 2017)

“Different answers to same essential problems” (Levi- Strauss)

**Strengths-based rehabilitation theory
(psychology criminology), Good Lives Model
(Yates and Prescott 2011, Ward 2013)**

**Human development, justice, agency (Sen
1999, Nussbaum 2002)**

Goods

Life (health)

Knowledge

Excellence in Work and Play

Inner Peace (emotional
equilibrium)

Relatedness (relationships and
friendships)

Spirituality

Happiness

Creativity

Capabilities

Life (bodily health, integrity)

Practical Reason, control over
One's environment

Play

Emotions

Affiliation

Senses, Imagination and thought
Other species

From sequential to simultaneous

Self-building,
accommodation,
collective facilities

Political
Expression

Several
needs

Learning

Relatedness
affiliation

Policies

Facilitate access to autonomous accommodation

Support young people agency in public spaces and collective facilities

Promoting alternative forms of economic participation (cooperatives, freelancing, part-time jobs...)

Better synchronization between the activities young people do or want to do, and the acquisition of the knowledge and skills they need to perform them.

Policies affecting young people wellbeing may benefit from deepening their cross-sectorial nature and shifting in several areas from sequential to simultaneous/grid logics.

Theoretical references: capabilities approach, social investment welfare, literature on agency and empowerment

Example

Social housing programs for YP with self-building at the core of the strategy.

Young people as both the main beneficiaries –even if not only; and a main actor in the designing, building and managing of the project.

This may include educational/training sessions, paid/unpaid work, access to residence independence, and, if necessary, soft-conditional income support measures or even unconditional basic income



<https://twitter.com/twitter/statuses/898092193445011456>

