## Youth in 2020 – the Future of Youth Policies

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## Values: A concept politicians love

Conservative discourse

- Values must be carried on.
- But! Values need to be rediscovered, re-constructed, and maintained.
- The concept of right and wrong cannot be simply adopted.
- o Children are active philosophers.

## Moral development

- Theories of moral development (Piaget 1965/1931; Kohlberg 1981-1984)
- Feminist critiques that emphasized relationship and connectedness in processes of moral development (Gilligan 1982, Tronto 1993).



## Youth and values

"The young people of today love luxury. They have bad manners, they scoff at authority and lack respect for their elders. Children nowadays are real tyrants....they contradict their parents, ... eat gluttonously and tyrannise their teachers."

'Public understanding of young people's lives is in terms of the spectacular – drug and/or alcohol-crazed, violent or criminal (more often than not all three), as obese, molly-coddled stay-athomes, or as idlers who want to be famous without doing a day's work' (Henderson et al. 2006).

## Youth Values

"the link between deprivation and juvenile crime, an interest in the distinctive forms of juvenile youth culture, the gang, the deviant subculture. Youth becomes boys, the wild boys, the male working class adolescent out for blood and giggles: youth-as-trouble, youth-in-trouble" (Hebdige, 1982).



## Value System

o Hierarchy of values

- Values are stable and enduring.
- Values are often set early in life.
- A value system doesn't easily change.
- Values make up a paradigm through which individuals see the world.

## **Different Value Systems**

- Value systems differ across age, cohort and culture.
- Hofsteed's work suggests five measures of national culture:
  - Power distance
  - Individualism-collectivism
  - Uncertainty avoidance
  - Time
  - Male-Female

## Attitudes

- Evaluative statement about objects, people or events
- Three Components
  - Cognitive: value component (that is wrong)
  - Affective: emotional component (I am angry at them)
  - Behavioral: action component, the intent to act in a certain way. (I will not sit and watch that)

## **Dimensions of Attitudes**

- Attitudes have multiple dimensions and they relate to other important concepts.
- Values and beliefs refer to strongly held, relatively stable sets of attitudes.
- The cognitive or "thinking" aspect of an attitude is formally called an opinion.

### Values > Attitudes > Behavior

 The social psychological study of attitudes seeks to explain how social forces affect individuals' attitudes and how these attitudes, in turn, relate to behavior.



## Values have moderated influences

- The interactionist perspective views attitudes like any other aspect of social life: They are continually being constructed based on our interactions with other people.
- Research suggests that direct experience with specific people or objects may have as strong or stronger effect on our attitude development than our preexisting values and beliefs.

## **Example: How People Use Their Time**

- Researchers try to determine exactly what people do on a day-to-day basis as a way to really *know* what people value, regardless of what they say.
- People may say they value spending time in a certain way but they may behave in a contradictory way.
- There seems to be a growing number of people who feel rushed despite the fact that they have more free time, on average, and work less than in the past.

## **Cognitive Dissonance**

- What happens when behaviors and attitudes don't match up?
- Attitudes can be changed to fit circumstances.
- An individual can attempt to reduce or eliminate differences between attitudes or between attitude and behavior and thus reduce his/her cognitive discomfort.

## Prejudice

 How and why do prejudicial attitudes develop?

 How do prejudice attitudes relate to behavior (discrimination, hate crimes, hostile behavior, etc.)?

## Agents of Socialization

- Individuals rely on their primary agents of socialization for initial sets of values and beliefs that govern attitudes.
- Families transmit attitudes in at least two ways:
  - Parentsgenerally produce offspring of similar status in society and status is associated with attitudes.
  - Second, parents may simply socialize or teach their children their values and beliefs.

### Values Across the Life Course

- Ages 1-7 --- parents
- Ages 8-13 --- parents, teachers, heroes (sports, rocks, TV)
- Ages 14-20 --- peers (values because of peers or peers because of values?)
- Ages 21+ values are established, but may be tested from time to time.

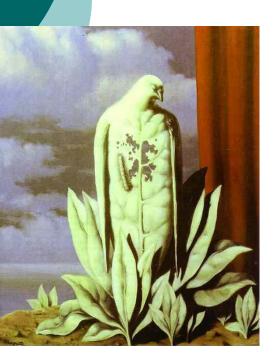
### Perception of Threat > Values and Attitudes

- In one application of social identity theory and attitudes, Willer (2004) found that government-issued terror warnings led to increases in approval ratings for the U.S. President.
- These findings are attributed to the tendency to view members of an in-group (us) more positively when this group (us) is threatened.

## "Whistleblower's" Reluctance

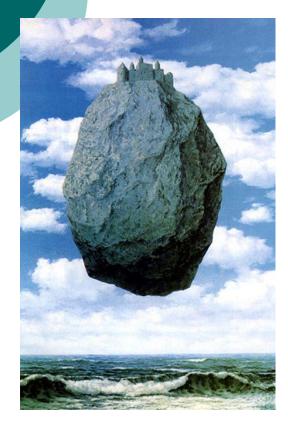
- Didn't believe action would be taken.
- Feared retaliation from management.
- Didn't trust confidentiality.
- Feared not being a team player.
- Feared retaliation from co-workers.
- Didn't know who to contact.
- Nobody cares, why should I?

## **Common Misconduct in Business**



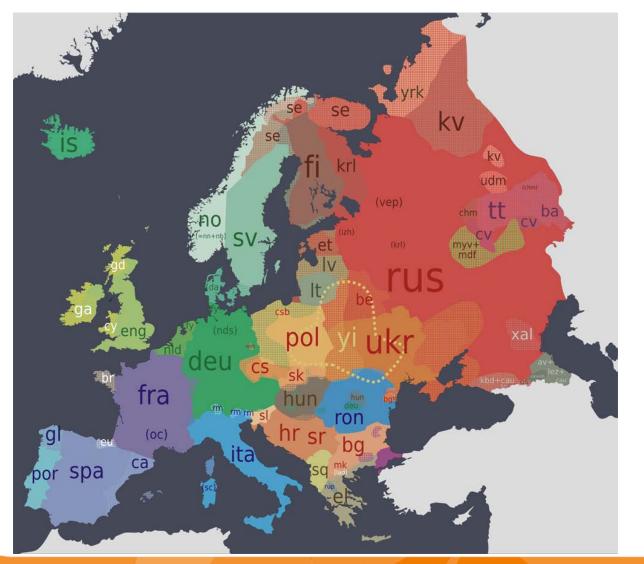
- Misrepresenting hours worked
- Employees lying to supervisors
- Management lying to employees, customers, vendors or the public
- Misuse of organizational assets
- Lying on reports/falsifying records
- Sexual harassment
- Stealing/theft
- Accepting or giving bribes or kickbacks
- Withholding needed information from employees, customers, vendors or public

# Common Causes of Unethical Behavior



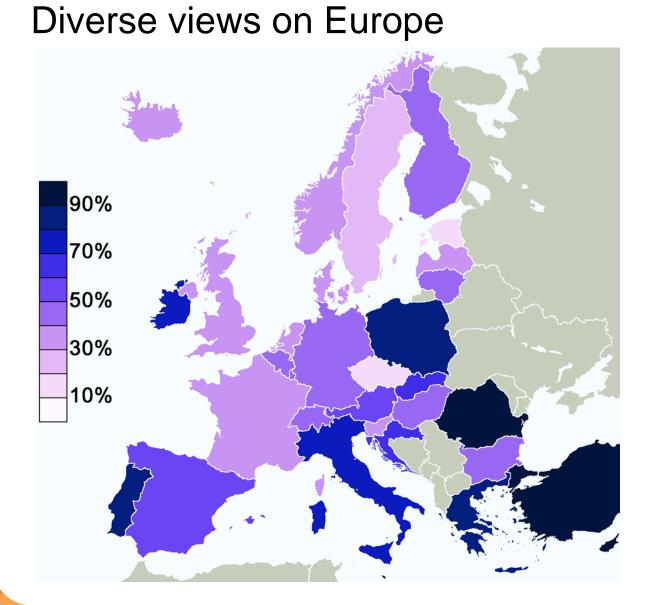
Pressure
Fear
Greed
Convenience





#### Languages

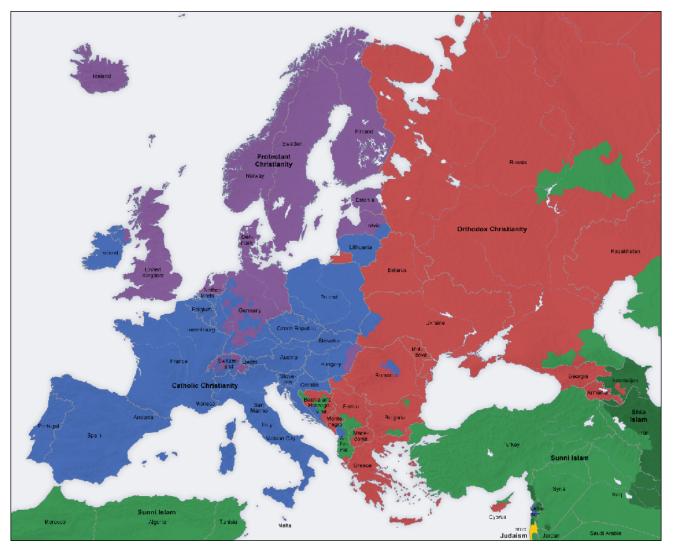






# Belief in god



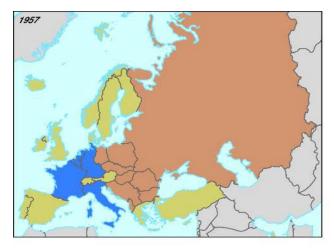


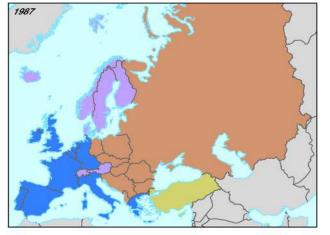


# Religions in Europe



An initiative of the European Union

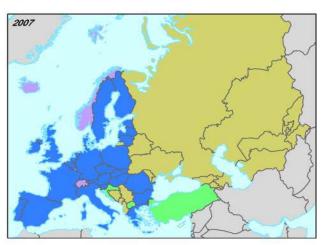






**Political** developme nt of Europe 1957 -2007







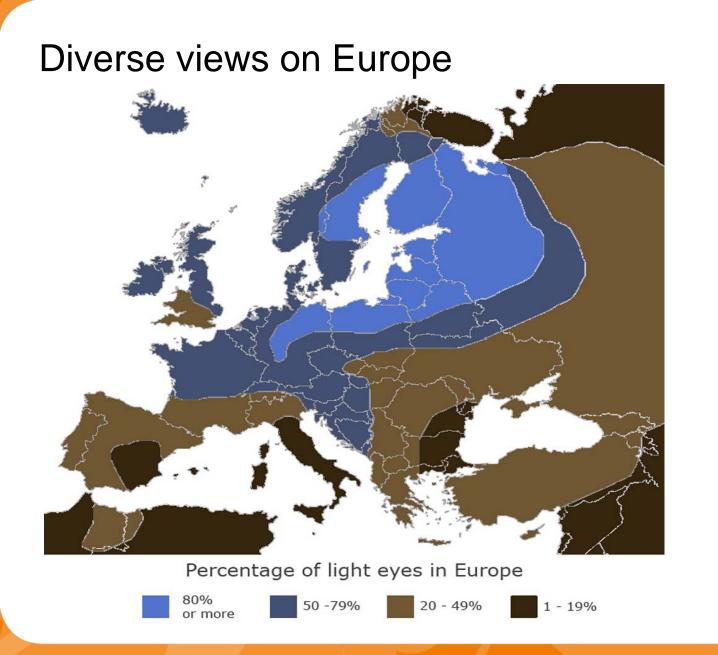
European Community

European Union Other ountras

European Free Ade Association (EAT

candidate

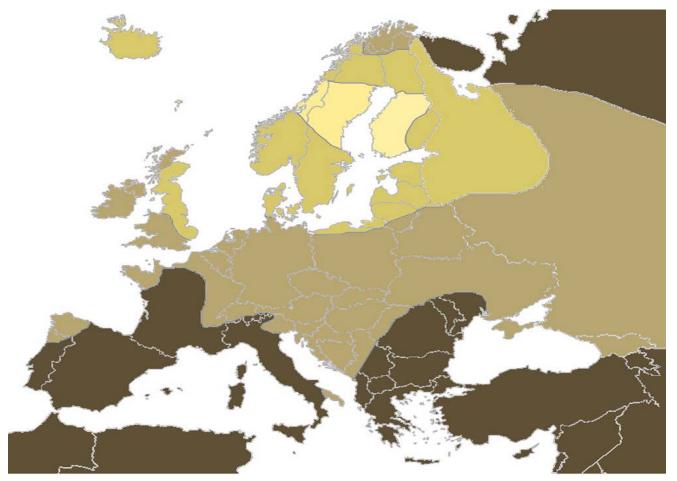






## How blueeyed is Europe?







# How blond is Europe?

#### Percentage of light hair in Europe



50 -79%

20 - 49%

1 -

1 - 19%



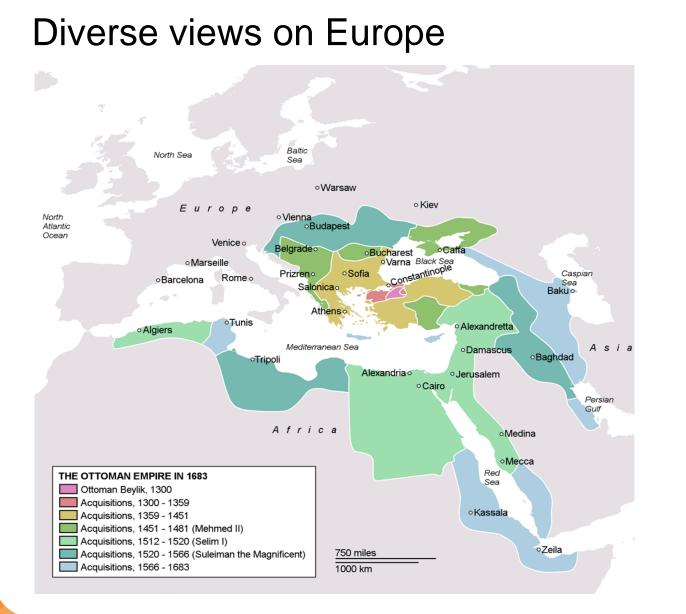


European Year of Intercultural Dialogue

European cultures around

1200 BC

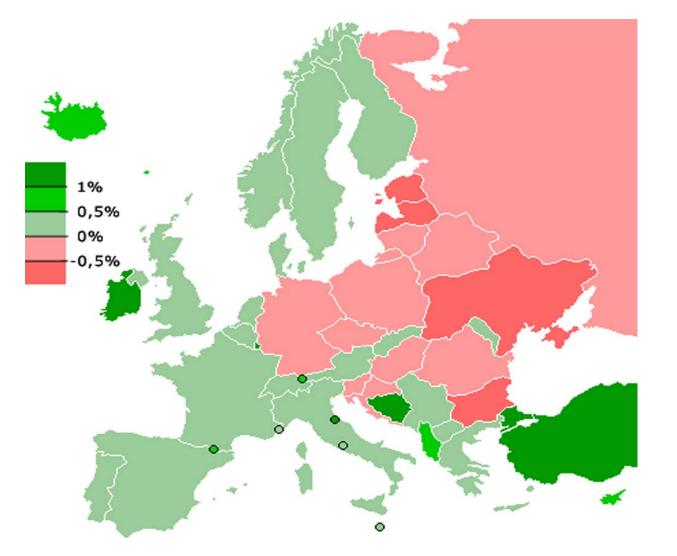




European Year of Intercultural Dialogue

The Ottoman Empire in 1683







Population growth in Europe 2006





European Year of 2008

## Death toll among refugees in Europe



## **European Diversity in Numbers**

- Eurobarometer 2007 on youth -

#### **MEANING OF "BEING A CITIZEN OF THE EUROPEAN UNION"**

Q7. Which of the following, do you think "being a citizen of the European Union" means?

Being able to study in any European Union country 94% The right to work in any country in the European Union 88% Access to healthcare and social welfare anywhere in the European Union 82% The right to move permanently to any country in the European Union 77% The right of non nationals to vote or to be elected in local elections in 49% the Member State where they reside





Base: all respondents (% of "Mentioned")



## European Diversity in Numbers - Eurobarometer 2007 on youth -

#### THE MEANING OF THE EUROPEAN UNION

Q1. I am going to read you a few statements on what the European Union means for people. Please tell me, for each of them, if the European Union means this to you personnally or not?

- Freedom to travel, study and work anywhere in the EU 90%
  - A way to protect the rights of citizens 72%
- A means of improving the economic situation in the EU 71%
  - A European government 56%
  - A lot of bureaucracy, a waste of time and money 40%
  - The risk of losing our cultural identity/diversity 35%

Base: all respondents (% if "Yes, it does")







## European Diversity in Numbers

- Eurobarometer 2007 on youth -

#### WHAT THE EUROPEAN UNION WILL BRING IN 10 YEARS' TIME

Base: all respondents (% if "Agree")



Q2. Would you agree or disagree with the following statements about what the European Union will bring in ten years' time?

- It will be easier to travel, study, work and live anywhere in Europe 9
  - More opportunities for people like me to find work 73%
    - More equality between men and women 71%
- Less discrimination against foreigners and people from other cultures or 68% ethnic groups
  - A better quality of life for most people 67%
  - More social problems (unemployment, strikes) 39%
    - There won't be a European Union anymore 13%





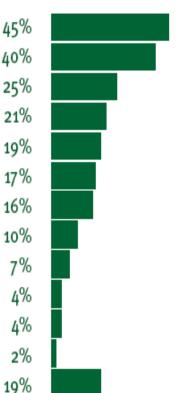
An initiative of the European Union

#### Q3. What do you regularly do during your leisure time? Base: all respondents (% of "Mentioned") Go for a walk, a bike ride, sport 45% Meet friends, go dancing, go out to drink, to eat 40% Read 25% 21% **19**% 17% 6%

- Eurobarometer 2007 on youth -

## **European Diversity in Numbers**

European Year of 200 Intercultural Dialogue



2	Use the Internet, play video games
1	Watch TV
1	Listen to music
1	Go to the cinema, theatre or concerts
1	Help out in the house
	Go shopping
	Play an instrument
	Do some work for money
	Participating in voluntary or communitary work
1	Other

- Eurobarometer 2007 on youth -

#### MEMBERSHIP OF AN ORGANISATION

Q4. Are you a member of an organisation? Base: all respondents (%)

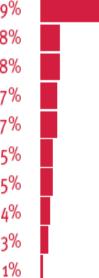
No = 78%

Yes = 22%

**Q5.** Which type of organisations are you a member of? Base: those who are a member of an organisation (% of Mentioned")

Sports clubs/a	associations	<b>49</b> %	
Youth or	rganisations	8%	
Cultural/artistic a	associations	8%	
T	Trade unions	7%	
Hobby/special in	terest clubs	7%	
Poli	tical parties	5%	
Religious/parish or	ganisations	5%	
Organisations animal protection/e	environment	4%	
Human rights	movements	3%	

- Consumer organisations
  - Other organisations 20%





European Year of 200

Intercultural Dialogue



- Eurobarometer 2007 on youth -

#### POLITICAL ACTIONS TO ENSURE THAT ONE'S VOICE IS HEARD BY POLICY MAKERS

Q10.Which of the following political actions do you think is the MOST important to ensure that your voice is heard by the policy makers?

- To participate in debates with policy makers 29%
  - To join a political party 16%
  - To take part in a demonstration 13%
    - To sign a petition 11%
  - To be member or support a NGO 11%
    - To join a trade union 11%
      - Other 2%
      - DK/NA 6%

#### Base: all respondents (%)





- Eurobarometer 2007 on youth -

### SOURCES OF INFORMATION ABOUT RIGHTS AND RESPONSIBILITIES AS A CITIZEN OF THE EU

Q8. From which of the following sources did you learn about your rights and responsibilities as a citizen in today's Europe?

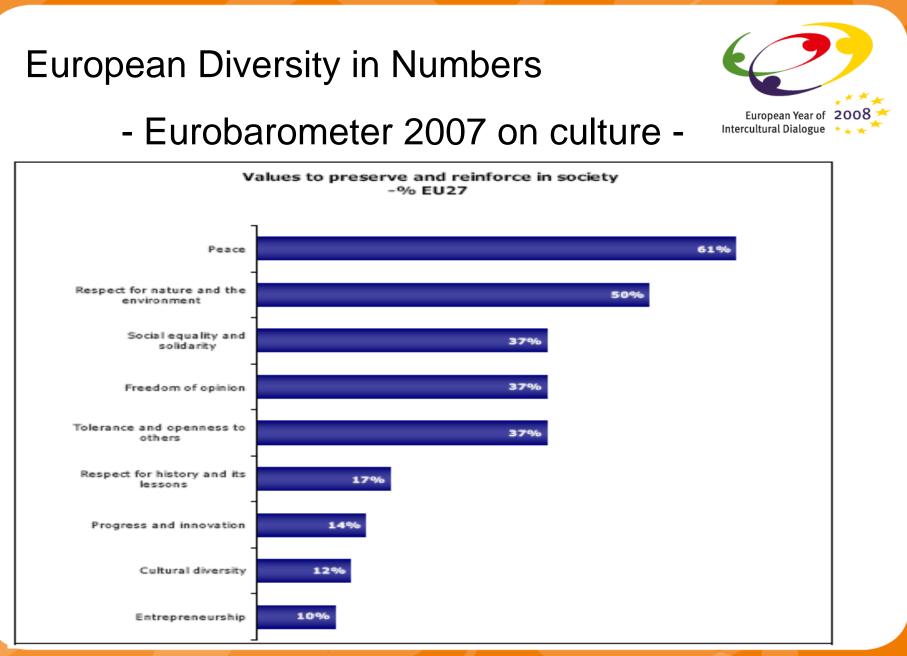
- Media 88% School, university 72% Family, friends 69% Public bodies at the local, regional, national level 43% Political parties/electoral campaigns 28% The European institutions 26%
  - Youth organisations/youth clubs 22%







Base: all respondents (% of "Mentioned")







- Eurobarometer 2007 on culture -
- 77% say that culture is important to them personally.
- For 76% exists a recognition of the diversity that characterises the many national cultures coexisting under the European umbrella.
- A clear belief that European society(ies) should preserve certain key values, especially peace (61%) and respect for nature and the environment (50%).





- Eurobarometer 2007 on culture -

High value of culture and cultural exchange affirmed by majority:

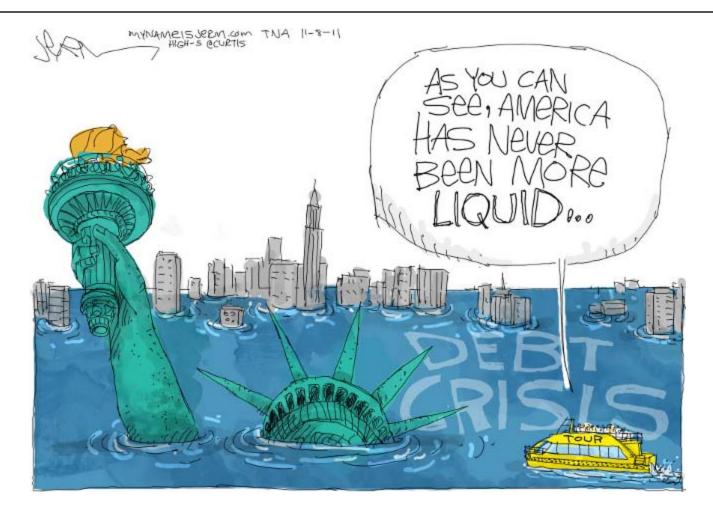
- to help citizens to understand each other
- to develop global understanding and tolerance

 $\rightarrow$  endorsement of EU commission call for greater intercultural dialogue.





## Another threat



# National debt & personal debt

#### **Target Practice**

The euro-zone's new pact sets a new target for deficit limits and reinforces the current one for debt. Few euro-zone countries currently meet either one.

#### SURPLUS/DEFICIT\_

General-government balance, adjusted for economic cycles' as a percentage of GDP, 2011

General-government debt as a percentage of GDP, 2011

as a percentage	NEW LIMIT: -C	.5% of GDP		LIMIT: 601	of GDP
Estonia		1.8%	Estonia	5.8%	
Luxembourg		0.2	Luxembourg	19.5	
Finland	-0.4%		Slovakia	44.5	
Germany	-1.4 🔜		Slovenia	45.5	
Malta	-31		Finland	49.1	1
Austria	-33		Netherlands		64.2
Italy	-3.4		Cyprus		64.9
Belgium	-3.4		Spain		<del>-</del> 69.6
Euro zone	-3.8		Malta		<del>-</del> 69.6
Netherlands	-4.0		Austria		- 72.2
Slovenia	-5.0		Germany		81.7
France	-5.5 100000000000000000000000000000000000		France		85.4
Portugal	-5.7		Euro zone		88.0
Spain	-5.8 000000000000000000000000000000000000		Belgium		97.2
Slovakia	-5.9		Portugal		101.6
Cyprus	-6.2		Ireland		108.1
Greece	-7.5		Italy		120.5
Ireland	-8.4		Greece		16

\*In calculating the structural deficit, statisticians take the actual deficit reading and add or subtract a bit depending on where a country is in its economic cycle and how much difference that is thought to make cupturns fond to reduce deficits, downturns tand to increase them).

Source: European Commission

The Wall Street Journal

### Good or bad?



#### Projected impact of climate change on agricultural yields

" A key culprit in climate change – carbon emissions – can also help agriculture by enhancing photosynthesis in many important (...) crops such as wheat, rice, and soybeans. The science, however, is far from certain on the benefits of carbon fertilisation."

This map represents the case of beneficial carbon fertilisation processes.

Change in agricultural productivity between 2003 and the 2080s

-5

-15 -25%

No data

+25

+10

+5

Source: Cline W., 2007, Global Warming and Agriculture.

## Youth Values and Transitions: longitudinal insights

- Values, then adulthood, then to social capital
- Agency and the 'reflexive project of self'
- Values and the construction of adult identity
- How the social and material environment in which young people grow to adulthood acts to shape the values and identities that they adopt

### **Rachel Thomson and Janet Holland**

Youth Values and Transitions to Adulthood: An empirical investigation Families & Social Capital ESRC Research Group

### Youth Values and Transitions: longitudinal insights

- *Youth Values* used questionnaires to 1800 young people across the five sites, followed by focus groups (56) and individual interviews (54), with volunteers from the questionnaire sample
- The sites are: a leafy commuter town (largely middle class and white; an inner city site (working class and ethnically diverse); a disadvantaged estate in the North West of England (working class and white); an isolated rural area (mixed social class professionals, rural labourers, farmers) and a city in Northern Ireland (communities mixed re social class and religion)
- who and what formed the basis of their value systems, whom did they respect, and what kind of adults did they aspire to be?

## Youth Values and Transitions: longitudinal insights

- Inventing Adulthoods, dedicated biographical approach with 118 young people across the sites
- repeat biographical interviews, memory books and lifelines
- Youth Transitions. Biographical interviews focusing on families, communities and social capital as part of a large programme of research with the Families and Social Capital ESRC Research Group.

# Inventing Adulthoods

1996 - 1999	Youth values: Identity, diversity	Questionnaire n=1800
	and social change	Focus Groups n= 56
		1:1 interviews n= 53
1999 - 2002	Inventing adulthoods: Young people's strategies for transition.	Three in-depth 1:1 biographical interviews at 9 monthly intervals n=301 Timelines, memory books
2002 - 2006	Youth transitions	Two in-depth interviews, 18 months apart
2004	QLS Feasibility Study	Peer consultation, questionnaires, meetings
2005-2006	Making the long view: Archiving, representing and sharing a QL resource	Constructing an archive of Inventing Adulthoods

### Youth Values

Yeah and how do you think adults see young people?

*Belinda*: As pests (laughs and so does the interviewer).

*Belinda*: As a nuisance. I think the older people, they do. And the other - it's like on my estate, the ones that are a bit older than us, they were all tearaways, they were all a lot of trouble. So everyone looked at them as scum and, you know, just they walked past and you'd think, 'There goes trouble,' or something like that. And (pause) not so much me because I knew the backgrounds they come from. And although they were on drugs and they were doing things, it was because they never had no guidance from their parents, they never had the love and things that I had, so they went down that road, 'cos they never had no one to show them the right way to go. So in a way it wasn't their fault, it was - they'd done what they had to do, sort of thing. And alright, they got mixed up with the wrong crowd but they had nowhere else to turn to.

### Morals and values

- The participants saw acquiring moral autonomy as closely aligned with the development of physical and emotional competence.
- Polly: You're responsible because you did it (laughs). I mean, if you knew how to do it then you must know how to take responsibility for it – you must be able to 'cos you knew how to do it – knew how to do the thing that was wrong [yw 16]
- Carol: Maybe they weren't raised with the morals you know. But everybody knows, you're brought up in society that you can't kill, it's not just young people.... But I dunno. Maybe they came from a broken home or something, but it's still no excuse. (yw, 16)

### Changing contexts changing transitions

Economic insecurity and risk are now imagined to be best addressed through individual resiliency and a capacity to change and adapt to a volatile educational and labour market.

Individuals need to be prepared to return to education to re-skill themselves, to negotiate wages and conditions through private arrangements, to change career paths when necessary, to manage livelihoods without a 'job for life', and to take personal responsibility for their economic security. (Aapola et al. 2005:59)

### Changing contexts changing transitions

- more extended: with economic independence deferred
- more complex: there is no longer a conventional timetable, dependence and independence may combine and critical moments make a difference
- more 'risky': involving backtracking, risk taking and parent/child conflict
- more individualised: young people have more choice but are not equally able to capitalise on it
- more polarised: with inequalities more sharply defined in relation to more elite 'slow track' transitions and more risky 'fast track' (Jones 2005)

## Late modernity and the risk society

Giddens and Beck both

- b regard late modern society to be a risk society with high levels of insecurity and uncertainty, but providing new choices and opportunities, and access to new and multiple information sources.
- see the changing balance of power between men and women and a redefinition of the relationship between men and women as significant in the processes of change in late modernity
- see the couple relationship as becoming more significant in these shifting sands
- For Giddens (1992), it is the pure relationship, between equals, lasts for as long as it works for them.
- For Beck (1992) it is the loss of other meaningful relationships that can lead to considerable weight being placed on the couple, which may not be able to meet the relational needs of the individual.

### New economy

- Changes leading to the 'new economy' include deindustrialisation, an increase in the service sector in the economy, and flexibili-sation
- Employees need to be sufficiently flexible, technically equipped and well trained to be able to adapt throughout their professional life to different tasks, contexts and requirements (Castells 2000).
- It is argued that this 'new economy' is becoming increasingly more virtual, reflexive, flexible and networked.
- 'Economic post-modernisation' has led to the new economy being characterised by data, knowledge and service intensity (Hardt 1999, Castells 1996, Thrift 1998, Lury 2003, Adkins 2005a.).

### New economy

- Erosion of the distinction between the public and the private spheres. A contributory feature is increasing female participation in the labour market, which has led to the inclusion in the public world of work of attributes and activities that were previously considered to be part of the private sphere, and the reverse.
- In the new globalised economy, what elite workers exchange on the employment market is based on gender, identity work and reflexivity. Reflexivity is the ability to reflect upon and change one's practice as appropriate.

# Discussion

o 2020?

• But that is far away.

- How old will I be then?
- Social justice
- Inclusion-exclusion
- War as business-as-usual
- Instability > growth in radical right-wing organizing
- Difficult horizons for youth policy

