

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of Youth



Youth transitions in pandemic Europe – impacts, resources, policy responses

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EXTENDED CALL FOR PAPERS

Deadline for further abstracts 9th September 2021

Extended deadline for full papers 10th December 2021

We wish to extend our appreciation for the interesting abstracts that we have already received. These have covered a diverse variety of contexts and themes. However, given our desire to establish an even stronger balance of content, we would like to announce that there is still an opportunity for further abstracts to be received until 9th September 2021.

We are particularly interested in receiving abstracts from Eastern/ Central/ South-eastern European countries, the Balkans and Turkey, and which focus on the youth policy implications of COVID-19 on and/or the following topics:

- Violence (e.g. cyberbullying, domestic/ gender-based violence).
- Housing transitions, confinement, co-residence
- Family relations/ responsibilities, intimate lives
- Agency, resilience, self-perception, and construction of identity
- Dissent, social movements, youth protest and resistance
- Youth work engagement, youth activism
- Future planning, imagined futures

Shorter reflection papers, especially those targeting policy discussions are also welcomed.

Please note the following questions to help frame reflection on youth transitions as Europe comes to terms with the consequences of the Covid-19 pandemic:

- What has been the **impact** of this pandemic experience on young people in European countries? What areas of life have been most affected? What groups have been most affected? What specific **risks** are young people facing?

- What particular **challenges** are young people now facing as they seek to negotiate and navigate various transitions?
- What **strategies** have young people developed to deal with new circumstances, in particular, with new uncertainties in relation to the labour market, within education and in relation to learning mobility across both formal and non-formal sectors? How are young people showing **resilience** in the current situation?
- What **resources** do young people need to better face the consequences of the pandemic crises?
- What are the **policy responses** that aim at supporting youth transitions, their social condition, health, well-being, as both national and European authorities seek to ensure 'recovery' and to 'build back better'? What about youth work responses? How can youth policies adapt after the pandemic?

Deadlines and contact details

Please submit your long abstract (500-800 words, including 4-5 keywords and short bio note: your name, working field and your relation to the topic of the book, approx. 50 words) by 9th September to amstaple@tcd.ie and tillmann@dji.de with the following subject line: YKB Youth transitions in COVID.

Background of the call

The COVID-19 crisis is also a youth crisis, a new condition deeply affecting the lives of young people, their well-being and future perspectives. Its impact is uneven, dependent on the context and resources, both individual and institutional - suggesting the need for a diversified and differentiated response from national policies as well as European institutions, in relation to a variety of policy domains, including health, employment, formal and non-formal education and learning. At the heart of such decision-making that is rhetorically concerned with 'building back better' are young people facing more challenging conditions for the multiple transitions they have to navigate, in the wider context of a triple crisis of health, economy and climate.

It is crucial to think of the ongoing pandemic not just as an external condition that shapes lives, opportunities and choices, but also the lived experiences of young people, which may be possibly redefined as a generational one. It involves and shapes their practices, values, relationships, future plans, resilience and dissent. The pandemic becomes embedded within their youth age experience, with mostly negative consequences in regard to quality of education and learning possibilities, labour market stability and precarity, (mental) health conditions, personal and peer relationships, mobility opportunities, and democratic participation and representation. This book seeks to take account of the diversity of young people's social circumstances and resulting trajectories, with particular attention to groups at risk of exclusion even pre-pandemic. Studies already point to the rise of inequalities and severe impact of the pandemic on marginalized groups, such as youth in the areas of conflict, young refugees, and those not in employment, education and training. Nonetheless, within the boundaries of opportunities and in face of structural inequalities, young people also display resilience and often find new ways to deal with their difficult situation, others enact resistance or dissent against new structural inequalities. At the same time, there are groups of young people who may also experience positive consequences of the pandemic circumstances, which may include the slowing down of the pace of life, less stressful working

environments, new working relationships, and new educational and professional opportunities. All these diverse situations are illustrative of the changes young people are experiencing on account of the pandemic, which are likely to have long-standing consequences for them, both individually and socially.

The aim of the volume is to depict the experience of the pandemic for young people, to analyse its impact on their transitions, and to reflect on the unfolding policy responses in supporting youth transitions throughout the European countries, focusing particularly on areas the youth sector should consider. Next to more holistic analyses, specific accounts of the transitions of specific sub-groups of young people – by, for example, gender, ethnicity, rurality, disability, poverty are welcome. Contributions will be encouraged to consider both national and European level responses and, critically, the relationship between the two.