

## Youth – Education – Work (JuBilA)

### *How space and origin structure integration into education and work*

Spring Conference of the Section “Sociology of Education” of the German Association of Sociology (DGS), the Institute of Sociology of the Martin-Luther University Halle-Wittenberg, the Federal Institute for Vocational Education and Training (BIBB), and the German Youth Institute (DJI)

April 20-21, 2023, Franckesche Stiftungen, Halle (Saale), Germany

<https://soziologie.uni-halle.de/jubila2023/>

Educational and occupational opportunities are unequally distributed both according to space and origin: For youth, opportunities for access and participation in the educational system as well as successful transitions from school to vocational education and training (VET) or study to work continue to depend on their respective spatial location, the locational distribution of educational and occupational opportunities in geographic space, and their individual social, regional, and immigration-related/ethnic origin. The spring conference aims to thematically elaborate on the aspects of space and origin that are significant in structuring the educational and vocational integration of youth. The aim is to present current research results on the significance, analysis, interrelationship, and interaction of space and origin (as well as other social dimensions) for the educational and vocational integration of adolescents and young adults, and to stimulate new discussions on the importance of space and origin for educational and vocational opportunities of youth.

### **The importance of space, mobility, and origin for educational opportunities**

Inequalities in education and employment that are specific to origin as well as to space can be found for youth at all stages and all transitions in their educational, occupational and life course, from secondary school, through the phase of vocational orientation, the transition to or during VET, the start and course of studies, and in their early employment phase.

- How do origin and geographic space influence participation and transitions within the secondary school and VET system, as well as when entering higher education and at transitions from school to VET to work, or throughout the individual educational trajectory?
- How does space mediate educational and occupational inequalities among youth as a function of social, immigration-related, or ethnic categories of origin, as well as other socially structuring dimensions (such as gender and age)?
- How have opportunity structures for educational and occupational integration of youth changed over time by origin and/or space?
- Which methodological and technical challenges arise in analyzing data about space and origin for the educational and occupational opportunities of adolescents and young adults?

## **Youths and their appropriation of space: coping with spatial and origin-related inequalities and support**

Space and origin also structure the diversity and heterogeneity of youth's living environments and thus the accomplishment of central developmental challenges during adolescence. In this critical phase of life, origin and space have a long-term influence on the path directions followed in the life course. It remains to be seen to what extent the Corona pandemic, climate crisis, energy crisis, economic development, and the war in Ukraine are perceived as critical life events and to what extent long-term biographical consequences unfold as a result, or to what extent the overcoming of these challenges can be experienced and interpreted as positive. The extent to which institutional support structures for such challenges and obstacles are available and can be helpful in everyday school life as well as in the educational trajectory has not yet been empirically researched in sufficient detail, especially with regard to their effectiveness.

- What educational and occupational aspirations do young people develop and reformulate at different stages of their educational trajectory, and how are these influenced by individual, social, and institutional factors?
- In the context of spatial or origin-specific educational disparities, what strategies do young people use to achieve their educational and occupational aspirations as well as the transition to work, and what resources and spaces for experimenting, testing, and developing are available or used and how?
- To what extent do orientation, support, and guidance services in educational institutions, in the educational trajectory, and at transitions reach different groups of young people, their needs and their goals?
- Do these services correspond to the living environment of youth in view of the transforming everyday worlds and the accompanying challenges?
- What services and interventions target young people to reduce spatial and origin-based educational and occupational inequality, and how successful are such regulations and services?

## **Education system and education governance**

In terms of space, educational governance is territorially bound, so that educational offers can be constituted as well as distributed differently according to space. At the same time, educational opportunities are open to various groups of youths in very different ways, depending on their respective formal or legal entry requirements. Regarding the dismantling of (educational) barriers, attempts at education-related regulation must therefore ask how organizational and institutional (non)design affects the participation opportunities of which group of youths and how, and, furthermore, how it can contribute to promoting the educational and occupational integration of vulnerable groups as well as to compensating for disadvantages, especially in times of further increasing social uncertainty.

- How does governance in the organizational and institutional design of educational institutions, courses, and services affect the participation opportunities of youth?
- To what extent does educational governance consider the heterogeneity and diversity of participants and learners in its (regional) design?

- To what extent are concepts, strategies, or regional and sectoral regulations drawn from the experiential knowledge of previous or other societal challenges?
- How are these challenges responded to in other countries?

### **Virtual spaces – new ambivalences?**

Currently, the meaning and notions of space are transforming, while the dimension of origin is gaining significance. In the Corona pandemic, schooling and work are shifting “home” and into virtual spaces (homeschooling, home office), with which the understanding of space is beginning to change. It remains to be seen to what extent the energy crisis will give rise to renewed ambivalence here.

- How do learning and competence development of youth succeed in virtual or hybrid spaces, e.g. online offers at the school level (homeschooling), in higher education, VET or other educational institutions?
- How effective is/was homeschooling for the educational success of youth?
- What (new) ambivalences arise in connection with homeschooling and home office work? What social risks and opportunities are associated with this for youth – differentiated by origin and space?

## **Submission of abstracts**

### **Paper and poster sessions**

We are looking for quantitative or/and qualitative empirical submissions on the outlined or related topics. The proposals can also refer to international comparative analyses within the framework of the outlined topics.

A maximum of one proposal per person can be submitted as first author of a presentation or a poster. Participation as a co-author is possible for several conference contributions.

### **Deadline for submission of proposals is December 16<sup>th</sup>, 2022.**

Please submit a proposal of 600-800 words (not including references) to [ConfTool](#). The abstract should include a clear research question and objectives, information on the theoretical background (in the case of quantitative work, research guiding assumptions or hypotheses in particular), information on the empirical or methodological approach, and the central (expected) results. The submitted abstracts will be reviewed in a peer review process (*double blind*) according to the following criteria: Completeness and comprehensibility, coherence and plausibility to the theoretical framework, clear presentation of the research question and method, quality of the methodological setup, quality of the data obtained and the analysis. Proposals can be written in German or English, whereby the language of the synopsis should correspond to the language of the respective presentation or poster.

You will be informed about the decision on the acceptance of the contributions by 27.01.2022. The registration of all contributors and guests will be done in [ConfTool](#) by 20.03.2023.

### *Lectures*

Presentations will be grouped thematically into sessions.

### *Poster*

The submitted posters will be presented and discussed in a poster session. The posters must be printed in DIN A0 and portrait format.

The participation fee will be paid by bank transfer. The account details and further information on registration can be found in [ConfTool](#).

### **The scientific committee is looking forward to your submission!**

Conference chair:

Dr. Oliver Winkler (MLU Halle-Wittenberg)

Dr. Mona Granato (BIBB Bonn)

Scientific committee:

Dr. Juliana Achatz (IAB Nuremberg)

Dr. Mona Granato (BIBB Bonn)

Prof. Dr. Christian Imdorf (Leibniz University Hannover)

Prof. Dr. Regula Julia Leemann (University of Education FHNW)

Prof. Dr. Rita Nikolai (University of Augsburg)

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Prof. Dr. Kathrin Racherbäumer (University of Siegen)

Prof. Dr. Birgit Reißig (DJI Halle/Saale)

Prof. Dr. Robin Samuel (University of Luxembourg)

Tabea Schlimbach (DJI Halle/Saale)

Dr. Philipp Schnell (University of Vienna)

Dr. Katarina Weßling (BIBB Bonn / University of Maastricht)

Prof. Dr. Alexandra Wicht (BIBB Bonn / University of Siegen)

Dr. Oliver Winkler (MLU Halle-Wittenberg)

Conference organization:

Hannah Glinka (MLU Halle-Wittenberg)

Anne-Kathrin Carwehl (MLU Halle-Wittenberg)

Contact:

Institute of Sociology/ Junior Research Group EDIREG

Martin-Luther-University Halle-Wittenberg

06099 Halle (Saale)

Tel. + 49 (0) 345 55 262 / 255

[jubila@soziologie.uni-halle.de](mailto:jubila@soziologie.uni-halle.de)

<https://soziologie.uni-halle.de/jubila2023/>