



The transition regime approach and the construction of “ethnicity” and “youth disadvantage”

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Aims

- Transition regimes model (Walther, 2006)
- Constructions of “ethnicity” and “disadvantage”?
- Interaction of levels?

A perspective from Germany

- early selection, importance of “dual” system of vocational training
- dilemma of transition policies (Galuske, 1993; Walther, 2002; Ahmed, 2008)
- migration background as main line of interpretation (Mecheril, 2003)
- double link between “ethnicity” and disadvantage (Pohl, 2008)



Not so “NEET” (Yates and Payne, 2006)?

	Total	Men	Women
European Union (EU-15)	16,4	15,8	17,0
Germany	11,4	10,6	12,2
France	16,2	16,0	16,5
UK	17,7	15,4	20,0

Table: Unemployed young people aged 18-24, not in education or training, by gender (NEET Rate, LFS 2010)



PhD thesis

Aims and methods

- reconstruction of discourses, institutional arrangements, policies and practices
- qualitative **multi-level analysis** (Nohl, 2009; Helsper et al., 2010)
- France and UK as country studies



Theoretical sampling of countries

	Modes of integration →		
Transition regime ↓	<i>Republican</i>	<i>Multi-ethnic</i>	<i>Welfare state</i>
<i>Liberal</i>		United Kingdom	
<i>Employment centered</i>	France		Germany



Lines of reconstruction

- Which lines of differences are at work in which particular context?
- How are the constructions of “disadvantage” inter-woven with these lines?
- Which logics of intervention are behind the accounts of practices presented in policy documents and interviews?
- How do these accounts and levels relate to each other?

Constructions of target groups

Interviewer: so, if you are saying BME young people and particularly in T., what does that mean?

Partner 1: All different! There's asylum seekers, there's refugees, there's Somali young people, there's British-born black people, there's mixed race black people. All sorts. There is Polish people. You know, BME is a huge spectrum. Anybody who is not English, isn't it, [laughs] falls under BME. This is Black and Ethnic Minority, so it is.

Donc notre boulot à nous (...) ça va être de l'accompagnement vers la réalité sociale c'est-à-dire "oui je veux du travail" mais pour avoir du travail, il faut faire des lettres de motivation, faire des CV, aller et accepter le suivi avec la mission locale d'insertion et venir aux rendez vous et être dans une recherche active, chose pour les jeunes que je suis, je ne veux pas être pessimiste, dans 80% des cas, ils n'adhèrent pas à ce fonctionnement. C'est pas concret. Faire une lettre de motivation pour dire "je suis motivé, alors que j'ai 18 ans, pour porter des palettes" la réalité c'est qu'on n'est pas motivé pour porter des palettes, je suis désolé, mais c'est pas vrai, on ne peut pas être motivé pour aller transporter des palettes.

Assumptions about effects

When we first took them into the home, they were sort of like this [frightened face], and the home was all white, all white old people. So, you can imagine you know these twelve young Black people from T. into this home.

...

But, you know at the end of that project, the barriers that were broken down were fantastic.

Conclusions for theorising transition systems

- Practices need to be interpreted within specific contexts of “modes of social distancing” which are linked to both the “ethnicity apparatus” and features of the transition system
- multi-level analysis with pros and cons
- benefits: recognition theory as a conceptual bridge



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