



June 13th – 15th • Oslo

Book of Abstracts

NYRIS 2022

Book of Abstracts

NYRIS 2022 Conference

13th - 15th of June 2022

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NYRIS 2022

The past, the present and future of
Nordic Youth Research



OSLO METROPOLITAN UNIVERSITY
NOVA – NORWEGIAN SOCIAL RESEARCH

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Welcome

The Organizing committee welcomes you to the Book of Abstracts and to the NYRIS 2022 Conference in Oslo!

Since 1987 Nordic Youth Research Symposiums (NYRIS) have established their position as the leading youth research conference within the Nordic countries. Over the decades, the conferences have offered an opportunity for all with an interest in youth research to give and receive inspiring presentations and to participate in stimulating discussions. NYRIS conferences have had a crucial role both in the formation of the multidisciplinary field of youth research and in the theoretical and methodological development. At the same time the scope of the conference has widened to include not only Nordic, but European and global issues, as the conference has invited an increasing number of participants.

Today, NYRIS 2022 offers an interdisciplinary forum for dialogue and exchange of diverse theoretical and empirical traditions. This year's abstracts shows a great range in Nordic youth research, and mirror and actualize the time we live in.

The structure of the book

In this book you will find all the abstracts that will be represented and presented at the various sessions throughout the conference. The abstracts are listed in alphabetical order by the last name of the author who submitted the abstracted. At the bottom of each page, you will find which session the abstract is to be presented.

Enjoy reading!

Abstracts in alphabetic order

Aaltonen, S.

TOWARDS A SYNTHESIS OF YOUTH WELLBEING RESEARCH AND SOCIOLOGY OF WAITING

In this conceptual paper I am proposing a framework synthesis of sociology of waiting and youth wellbeing research with an aim to open new avenues to study young adults' relationship with health and welfare services, and their wait for mental health services in particular. Evidently, waiting and politics of waiting are familiar topics in youth research starting from the criticism towards treating youth as merely a waiting room for adulthood. A concept of "waithood" (Honwana 2012), a status between childhood and adulthood, has been used to grasp the limbo position of young adults who lack chances of securing a decently-paid job to move on towards a financially independent adulthood, as seems to be the case in some economically developing countries. Another way to examine waiting is to focus on situations where

individuals are positioned as clients or patients and being made to wait when interacting with authorities. These studies have aimed to map e.g. experiences of young asylum seekers living in reception centres. Along with studies focusing on adults' experiences of waiting for social welfare benefits these approaches highlight the uncertain and liminal positions of those waiting in the context of public bureaucracies. Further, following Bourdieu's thinking, these studies tend to view waiting through the lens of power. The above-mentioned approaches provide a starting point for my synthesis that will be supplemented with the literature on "queue culture", a precursor of the sociology of waiting, and conceptualizations of young adults' particular position in welfare services.

SESSION: ACHIEVEMENT SOCIETY

Aapola-Kari, S., Armila, P., Tolonen, T. & Wrede-Jäntti, M.

THE CLASS OF 2015 - WHAT HAS HAPPENED TO THEM? - LONDITUDINAL QUALITATIVE RESEARCH PROJECT YOUTH IN TIME

Travelling in time via research is challenging but not impossible. In our longitudinal qualitative study “Youth in Time” (2015-2025) we have met and will meet the same young people again and again, creating a bridge between their past and their present each time. This far, we have followed life-paths of nearly a hundred young people from around Finland for more than six years. They represent the class of 2015, as they were in the last year of comprehensive school when the research started. Now we know much more about them than when we first got to know them. We have seen many twists and turns in their lives, and how they came to where they are at present. In a qualitative follow-up study, we can catch the dynamic character of young people’s lives as they unfold. We can consider constant changes in their circumstances, thoughts, and attitudes; young people’s lives do not stay the

same for long. However, we also pay attention to stabilities of their lives.

In this presentation, we highlight some of the developments we have seen in these young people’s lives. We also reflect how their lives have been affected by the corona pandemic, and how they have moved away from their childhood families – and sometimes gone back, again. They have been struggling in their studies and work-lives, formed relationships and in general, carved out their everyday lives as emerging adults.

Youth in Time has been conducted since 2015 in cooperation between the Finnish Youth Research Network and the universities of Helsinki, Jyväskylä and Eastern Finland. The aim is to produce holistic and long-term knowledge about young people living in socio-economically and socio-culturally different regions of Finland.

SESSION: TRANSITIONS

Aapola-Kari, S., Helfer, A., & Kauppinen, E.

FINNISH YOUNG PEOPLE'S VIEWS ABOUT THE CONTROL MEASURES RELATED TO THE COVID-19 PANDEMIC - RESULTS FROM A SERIES OF SURVEYS FOR 12-24-YEAR-OLDS IN 2020-21

The Finnish Youth Research Society has conducted a research project "Study on young people's experiences during the Covid-19 pandemic", which was funded by the Ministry of Education and Culture, Youth Unit. In this project, Finnish youth (12-24-year-old) were interviewed on their views, life satisfaction, and trust during time of Covid in three rounds of surveys, conducted in spring 2020, spring 2021, and autumn 2021. The survey has charted young people's experiences of corona time (leisure, schooling, social relations, work opportunities as well as the use of various services).

In our presentation, we will analyse this survey data and look at young people's situation during the pandemic restrictions in Finland in a multidimensional approach, using both statistical multi-variate methods and qualitative data derived from open-ended questions in these surveys. We also supplement our analysis with data

which was produced just before the pandemic, namely the Youth Barometer survey data from early 2020. The data which has been compiled during several points in time has made it possible to look at the temporal changes that have happened during corona time.

We present in our paper results from these surveys, with a special focus on young people's views about the restrictions related to Covid pandemic as well as other related measures, and which effects these events had on their lives. One of our points of interest is young people's attitudes towards the Covid-19-vaccinations. We have studied factors related to young people's negative views about the vaccinations. In addition, we have analyzed changes in young people's well-being in the time of Covid. We will also look at the regional differences as well as possible differences between various language groups in Finland."

SESSION: COVID 19 AND WELL-BEING

Alotaibi, A.

"TWITTER OPENS THE MINDS OF SAUDIS TO OTHER SAUDIS": YOUNG PEOPLE'S PERSPECTIVES ON PUBLIC OPINION, SOCIAL MEDIA AND STATE-SOCIETY RELATIONSHIP

This study is a part of an ongoing research into Saudi Arabian youth perspectives on political and economic participation. It employed qualitative semi-structured interviews carried out with 30 young Saudis (men and women, aged 19–29). The study discusses the very little political space available for young Saudis, whether formally or informally, and their perceptions of public opinion, their involvement in the decision-making process, and the transformative effect of social media. The study centrally illustrates how widely used platforms such as Twitter change the relationship between the Saudi state and citizens, create new modes of public opinion, and introduce space for government transparency and accountability, by promoting a new form of political and digital reality and altering the nature of political discourse in non-

democratic societies. It likewise outlines the study participants' perceptions of Saudi public opinion, how it is formed, how it influences the state, and how Saudi Vision 2030 serves as a motivating force, especially in regard to government transparency and accountability. The findings of this study highlight that the absence of meaningful offline political participation in the absolute monarchy of Saudi Arabia has driven young Saudis to seek alternative ways of voicing their aspirations, concerns and opinions. The findings have gone beyond merely itemizing the obstacles that prevent youth from political engagement, and rejected the view that young Saudis are powerless victims of conservative society and trapped in an unyielding absolute monarchy.

SESSION: CIVIC PARTICIPATION

Andersen, P. L., Frøyland, L. R. & Stefansen, K.

TYOLOGIES OF SEXUAL ASSAULTS AMONG YOUNG PEOPLE: A LATENT CLASS ANALYSIS APPROACH

Sexual assault is a serious social problem among adolescents and the long-term outcomes of such experiences may be dire. However, the scientific evidence on the incident-specific characteristics of sexual assault situations among young people is scarce. In this paper we critically engage with existing conceptualizations of sexual assault and aim to develop a typology that can inform theoretical development as well as prevention policies. The typology is developed by using Latent Class Analysis (LCA) to delineate classes of sexual assault among young people. Analyses also investigate associations between the identified latent classes and a wide range of mental health outcomes, such as depressive symptoms, substance use, self-harm, and use of help-services. The data are obtained from the UngVold (Youth Violence) study, conducted by Norwegian Social Research (NOVA). The study

comprises two large-scale surveys among students (18–19 years old) in the final year of high school in Norway, in 2007 (N = 7,033) and 2015 (N = 4,530). Both surveys included questions on sexual assaults during adolescence, and an “incident report” relating to the first and last incident, with questions about the perpetrator and the situation. The analyses revealed six distinctly different latent classes of sexual assault during adolescence: 1) assault by unknown or trusted adult (5.3%); 2) severe pressure by younger adult (9.2%), 3) assault in a romantic relationship (12.5%); 4) peer pressure when drunk (29.1%); 5) peer assault when drunk (31.7%); and 6) severe violent assault by peer (12.3%). The identified latent classes are differentially related to a wide range of mental health outcomes, with the most adverse outcomes in the latent classes of sexual assault reporting severe coercion and violence.

SESSION: VIOLENCE AND SEXUAL VICTIMS

Andersson, E. S., Øverlien, C.

UNACCOMPANIED REFUGEE MINORS: NAVIGATING CULTURAL TRANSITION DURING RESETTLEMENT IN A NORDIC COUNTRY

Background

Worldwide, there are many asylum-seeking youths not accompanied by their caregivers, making them vulnerable. At arrival, the process of facing cross-cultural transition can entail both possibilities and challenges. To better facilitate their resettlement processes, we need more knowledge about how the youths themselves understand this cultural transition.

Objective

In this study we analyzed interviews with unaccompanied refugee minors (URMs) with two research questions in mind: 1. How do the youths describe the Norwegian society and culture? and 2. How do the youths navigate within this cultural and societal framework during their first five years in their host country? Our aim was to better understand their acculturation processes, based on their own understandings and experiences.

Method

Interviews with 48 URMs, all arriving in Norway before the age of 16, were conducted approximately 2 and 5 years after their arrival. The interviews were analysed using Thematic analysis.

Results & Conclusion

The analysis based on the first research question resulted in four themes: Childrens rights, Political principles, Family relations & Development, and Norms, each contained several subthemes. The next analysis, based on the second research question, resulted in two themes: Working hard to re-establish their lives by finding keys into the society, and Balancing between different, and often conflicting, expectations. Knowledge regarding the cultural and societal framework these youths are facing and how they navigate within this is important knowledge to identify possible cross-cultural challenges and promote positive developmental tracks.

SESSION: SOCIAL WORK AND VULNERABLE YOUTH

Arnesen, D., Persson, M. & Enjolras, B.

OPPORTUNITIES FOR CHILDREN AND YOUTH PARTICIPATION IN ORGANIZED LEISURE ACTIVITIES ACROSS LOCAL COMMUNITY CONTEXTS

Voluntary associations are important arenas for leisure participation among children and youth in Norway. However, we lack knowledge about how the opportunity structure that associations constitute for youth participation varies across local communities and how it affects participation. Furthermore, there is a need to understand better the processes within and outside organizations that produce barriers to inclusion of children and youth. Studies indicate associations' degree of inclusiveness may not only depend on organizational practices and strategies, but also on the local community contexts they operate in (Vandermeerschen et al., 2017; Collins & Kay, 2014). In this paper, we ask how the structure of the associations in different local communities influence the participation of children and youth in organized leisure. More specifically, we examine how participation opportunities for and participation rates of children and youth in organized leisure activities, vary with

the density, diversity and scope of voluntary associations in local communities. The study is based on data from a representative, large-scale survey of more 5,000 local associations, clubs and groups in Norway, which encompasses information on the activities they provide, costs of participation and practices and strategies for inclusion.

Collins, M. F., & Kay, T. (2014). Sport and social exclusion. Abingdon, Oxon: Routledge.

Vandermeerschen, H., Meganck, J., Seghers, J., Vos, S. & Scheerder, J. (2017). Sports, Poverty and the Role of the Voluntary Sector. Exploring and Explaining Nonprofit Sports Clubs' Efforts to Facilitate Participation of Socially Disadvantaged People. Voluntas: International Journal of Voluntary and Nonprofit Organizations, 28(1), 307-334.

SESSION: SPORTS AND LEISURE

Bakken, S. A.

SELLING OF ILLEGAL DRUGS ON SOCIAL MEDIA

Social media platforms are some of the most common places to communicate today, especially among young people. Facebook, Instagram, SnapChat and other platforms are not only where they interact with friends and family – this is also where illegal actions are taking place, such as the selling and buying of illegal drugs. This study explores the use of mainstream social media platforms to deal drugs within the Nordic countries based on three months of social media ethnography and 106 semi-structured qualitative interviews with drug market participants (sellers and buyers). Two main findings will be discussed. First is the importance of locally-bounded factors in forming how and where the drug dealing is taking

place in online platforms. The study finds that locally based risk perceptions and broader cultural influences in social media use create national drug markets, this despite the global reach of social media platforms. Secondly, the use of digital communication platforms to deal drugs sets value to a new set of skills in the selling of illegal drugs. One now has to be able to apply digital communication tools in the right ways in order to stay secure, but also to market the drugs in certain ways. This opens the way for new actors to enter these illegal markets, without first having to have the right street knowledge or social network.

SESSION: ILLEGAL DRUGS

Bakken, A., Enstad, F. & Frøyland, L. R.

GENDER AND SOCIOECONOMIC DIFFERENCES IN PATTERNS OF ADOLESCENT LEISURE TIME ACTIVITIES: A LATENT CLASS ANALYSIS

Leisure time activities among adolescents have been at the centre of interest in both research and policy making for many years. Participation in physical activity or different kinds of health risk behaviours have long dominated the field because of its relation to health consequences. In more recent years, studies of adolescents in the digital age have gained tremendous momentum. However, few consider the full breadth of young peoples' leisure time activities and assess them as a whole. In this paper, we address this gap in the research literature by using Latent Class Analyses to explore patterns of leisure time activities among

adolescents in the domains of physical activity (e.g., sports, fitness centre), online activities (e.g., gaming, social media), organized activities (e.g., cultural or religious activities), work (paid work and homework), informal socializing (with friends and family) and risk behaviours (e.g., substance use and rule-breaking behaviour). The role of gender and socioeconomic status for leisure time activity profiles is explored. We use data from the cross-national Ungdata survey conducted in almost all upper secondary schools in Norway during 2020-2022. The sample includes more than 100.000 adolescents (age 17-19 years).

SESSION: LEISURE

Benjamin, S. & Namdar, C.

FROM THE PREVENTION OF RADICALIZATION TO THE PROMOTION OF SOLIDARITY – CRITICAL CONSIDERATIONS ON THE ROLE OF EDUCATION IN GUIDING THE CONSTRUCTION OF YOUNG PEOPLE’S WORLDVIEWS

Ideological polarization, “Us vs Them” thinking and extremist movements cause growing concern in Europe. Education – the traditional panacea for societal ills – has been given a central role in the prevention and countering of these developments. European governments have adopted different approaches to this mission varying from security and control-driven approaches to resilience and wellbeing-focused plans of action. The latter comes close to the tenets of education on democracy, peace, global citizenship, and human rights, which all aim to build more peaceful, tolerant, inclusive, and secure societies.

In this paper, we present the main findings of an Academy of Finland research project (2018–2022) that investigates the role of educational institutions in guiding the worldview construction and preventing the radicalization of Finnish youth. Through a mixed-methods research design, we have examined the values, attitudes, resilience, and life trajectories of more

than 4000 young people (16- to 20-year-olds) studying in upper secondary institutions all over Finland.

In the light of the above, we critically discuss the intensifying calls to counter radicalization and extremist mindsets through education (PVE-E) and the problematic related to the existing approaches. We suggest that the ethos of PVE-E internationally (and education more generally) should make a powerful, decisive shift from that of prevention and securitization to the promotion of solidarity and eco-social sustainability through transformative learning and pedagogies (e.g., UNESCO 2021; Mezirow 1990; Salonen & Tiistilä 2019). Young people should be seen as agents of change, not as villains or victims to be protected. It is their potential, energy, and ideas that should be intentionally harnessed to build more peaceful and secure societies.

SESSION: YOUTH PARTICIPATION AND POLITICAL ENGAGEMENT

Berg, A. & Rogstad, J.

INCLUSIVE SCHOOL ENVIRONMENT AND CLASS-BASED HOME-SCHOOL COLLABORATION

The main theme of this paper is to understand the importance of home-school collaboration to facilitate an inclusive school environment. We ask whether and how the parent's class-background affect the dialog and solutions to improve the inclusive school environment. Theoretically the paper is inspired by Lareau (2003, 2015), who argue that home-school collaboration is highly relevant to understand the transmission of class inequality. Based on longitudinal qualitative interviews with families, Lareau argue that the middle-class parents hold more knowledge about the 'rules of the game' i.e., formal and informal knowledge about how institutions work, compared to working-class parents. The implications are

highly relevant in order to understand differences in the home-school collaboration. On a general level, teachers and the middle-class parents have overlapping cultural codes, making it possible for them to speak the 'same language'. In the paper, we discuss the relevance of this pattern in Norway and how a common understanding of 'the rules of the game' contributes to promote an inclusive school environment. The data consists of qualitative interviews in two schools, located in different rural areas in Norway. The schools are similar regarding high level of bullying, and both have pupils with parents of working-class and middle-class background.

SESSION: SCHOOL BELONGING

Berger, E. J.

**THE PROTECTIVE POWER OF PRIVILEGE IN ILLEGAL DRUG DISTRIBUTION?
BACKGROUND, MARKET, AND STIGMA**

Based on in-depth interviews with middle- and upper-class youth who use and sell cannabis and other illegal drugs in Oslo, Norway, I show how they are, compared to low-income ethnic minority youth, at an advantage because of their privileged background, and because they use and sell drugs in closed affluent markets. Being middle class means that they do not have to deal drugs out of necessity and can treat this as just another activity alongside conventional lives. The closed markets with affluent 'customers' provide ample opportunity with low-risk. There are also far less police in these communities focused on catching drug offenders. Types of drugs also matter for advantages because they mainly

use and sell cannabis, a substance connected to a counterculture emphasizing solidarity and non-violence. Stigma imbues their privileges because participants and the areas they are from represent the opposite of stereotypical drug offenders. However, these stereotypes also constitute the major disadvantage experienced by my research participants because their privileged background reveal their relative lack of street cultural competencies, leaving them open to become victims of violent robberies. Findings highlight the power of cumulative advantage, the problem of drug offender stereotypes, and the need to alleviate inequalities in illegal drug markets.

SESSION: ILLEGAL DRUGS

Bjønness, J.

THE RELATION BETWEEN COMPENSATED DATING AND ALCOHOL- AND DRUG USE

A 2021 Danish survey showed that alcohol and drugs play an important role in many relations where young people engage in sex for compensation. Based on qualitative interviews with 60 young people who have exchanged in sex or intimate company for money or other goods, in this paper I present how young people themselves make meaning out of these relationships, and how they conceptualize the role of alcohol and drugs.

Our results indicate clear connections between drugs and compensated dating. Sometimes alcohol or drugs allow young people to transgress borders in ways they consider playful and willed, but for most young people the drug use has consequences and can be confusing and/or problematic in their lives. A large group of young people who date for compensation, have experienced that it is hard to set

boundaries, and to avoid being exploited. Some use alcohol and illegal drugs, and sometimes medicine to calm their nerves and to be able to go through with the agreed relationship, while others exchange sex or company with the explicit aim to finance their drug use or other expenses.

In the paper, I present and discuss these findings, as well as how we as a society can contribute to better understanding and aiding these young people. The paper raises questions about the workings and meanings of power in sugardating relationships, and suggests that when talking about the relation between compensational sex and alcohol or drug use, issues of class background, gender and social support must be taken into consideration, as well as the ways in which different social media platforms influence young peoples' choices and vulnerability.

SESSION: THE INTOXICATED SELF

Bjønness, J. & Petersen, M. A.

STUDENTS JUST LONG FOR A GREY MONDAY

Several scholars have lately noted a relation between students' felt pressures and an increase in diagnoses such as stress, anxiety and depression as well as increases in the non-medical use of prescription pharmaceuticals for enhancement purposes among healthy college-students.

While student perspectives are quite well described, we argue, in this paper, that study counselors' experiences and perspectives are also an important dimension in understanding the struggles students face in current educational contexts. Counselors have a unique position in the educational system as someone who is there to help within the system and as such, they see struggles across large student bodies, as well as changes in these over time.

This paper is based on in-depth interviews with 36 counselors at

different universities and high schools in Denmark and explore the (new) kinds of problems that students experience, as well as the challenges counsellors face in their attempts to help the students.

The counsellors explain that students experience not only increasing pressure in the education system but also in their leisure time, through social media usage and in relation to their parents. In other words, students just long for a grey Monday where they do not have to account for, promote themselves, or perform specific kinds of successful selves. While some students seek counseling, we discuss the fact that many students tend not to feel that supervisors are of much help, or to believe that counselors can actually make a difference to their struggles.

SESSION: MENTAL HEALTH #1

Bjørnset, M.

SCHOOL BELONGING AND BURDEN: THE DUALITY AMONG BOYS WITH FOREIGN BORN PARENTS IN NORWAY

This article examines school belonging, engagement and pressure among young adolescents, using Ungdata Junior, a nationwide survey among middle schoolers in Norway (5th-7th grade). In Norway, students with immigrant background to a greater degree starts higher education after finishing high school, compared to their peers (Dzamarija 2016; Steinkellner 2017; Modood, 2004), but at the same time, these students in general have lower scores on national tests, and there is also a higher proportion who drops out of upper secondary school (Midtbøen & Nadim, 2019; Steinkellner 2017). This indicates a duality among these students, and previous research suggests that the underlying process of both school dropout and school

belonging starts at an early age (Elstad & Pedersen, 2012; Ziol-Guest et al., 2012; Hupfeld, 2010; Reegård & Rogstad, 2018). Despite this, we still don't know much about middle schoolers, compared to older students. In this article we investigate the research question: Is there a difference in school belonging in terms of children with foreign born parents compared to others in middle school in Norway? The findings suggest that boys with foreign born parents on average spend more time doing homework and reports higher level of both school belonging and pressure, compared to boys with Norwegian-born parents. The same duality is not identified among girls, where parents background does not seem to have an effect.

SESSION: SCHOOL BELONGING

Bordevich, K.

AN ENCOUNTER WITH INDIRECT APPROACH

The indirect approach is an interview method for studying marginality and is based on the idea that all social phenomena take place within contextual frameworks that shape our lives (Moshuus et.al., 2019), and shares the methodological ideas that James P. Spradley (1979) calls “ethnographic interviews”. Spradley (1979, p. 83) emphasizes that questions and answers should mainly originate from the informants' own cultural system of meaning. The indirect approach pursues this and attempts to detect unforeseen events - happenstances - moments or incidents that allow the researcher to temporarily build a bridge into the meanings of his or her informant (Moshuus & Eide, 2016, p. 1). Such happenstances are an unforeseen glance into the informant's world of life. The approach tries to create opportunities to get answers to questions we might not have thought of asking (Moshuus & Eide, 2016).

Through an Erasmus+ project, Marginalisation and Co-created Education (MaCE), this article will attempt to explore both sides of such an interview, the informants and the interviewers' experiences of the methodology in indirect approach. The data material consists of four different semi-structured group-interviews (all participants have previously been informants or interviewers in the MaCE project) and two film recordings from two interviews that were conducted to serve as training videos for the researchers in the project.

I ask what kind of reflections and experiences are the informants and interviewers left with after such interview? The focus will be on both what happens in “the interview-room” and what is conveyed – the cultural content.

SESSION: CO-RESEARCH AND METHODOLOGY IN YOUTH RESEARCH

Brønsted, L. B.

THE PARADOX OF HELPING - HOW WELFARE PROFESSIONALS WANT TO MAKE A DIFFERENCE FOR CRIME-PRONE YOUNG PEOPLE.

This paper concerns welfare work with crime prone young people. It focuses on the relation between welfare professionals and crime prone young people and examines how this relation is a remedial social relation that (re)produces and maintains asymmetrical roles – despite the welfare professionals’ good intentions. It is a relation where the welfare professionals have the power to identify needs and intervene with help and the young person is shaped as someone who needs this help. The paper focus on how welfare professionals such as teachers, pedagogues, youth workers and the police describe and differentiate between young people at risk (who need support and help) and young people who pose a danger to others (who only understand consequences). In this way the presentation is a

contribution to understanding welfare professional categorical work as part of shaping target groups.

I draw on concepts from Georg Simmel, Tess Lea and Lauren Berlant to understand how welfare work with marginalized young people works. Furthermore, I am inspired by Jacques Donzelot and Harvey Sacks to understand the workings of categories and differentiations.

Empirically the presentation is based on two research projects. A project about crime preventive work in cross professional institutional meetings in “SSP” (A corporation between School, Social work, and the Police) and a project about youth work in youth clubs in Copenhagen, Denmark. The paper is based on observations and interviews from these two projects.

SESSION: PROFESSIONALS AND MARGINALIZED YOUTH

Bøhler, K. K.

GROOVE POLITICS: RETHINKING POLITICAL PARTICIPATION THROUGH NORWEGIAN HIP-HOP DURING THE “IMMIGRATION CRISIS”

This paper investigates music’s potential impact on political participation through a study of the 2015 music video “Rebell i kjellerleiligheten din” by Norwegian hip-hop group Karpe Diem and its influence upon public debate during the “immigration crisis” in Norway at that time. Right-wing politicians such as Fremskrittspartiet member Anders Anundsen, then the Norwegian minister of immigration, used the term to describe refugees arriving in Norway following the war in Syria. The notion of a crisis was intended to propel more restrictive immigration policies. Karpe Diem challenged this view through its music video, a political critique that moved people musically and politically through affective means thanks to its complex interplay between engaging grooves, provocative imagery and pointed rapping. This paper engages both the video itself and the song’s impact on subsequent public debates, online (social media analysis) and offline (ethnography on live concerts), as it generated thousands of comments on Facebook and YouTube, as well as 197 articles in major newspapers in Norway.

This case study therefore revisits the prevailing understanding of the politics of music as a reflection of society, whereby music is always mediated through broader social structures (e.g., Negus 1996). It finds instead that specific songs actively

influence society thanks to music’s aesthetic affordances, especially online, and it introduces the related concept of groove politics. This concept builds on recent studies of how music grooves (Keil Feld 2005 and Danielsen 2006), and how it speaks to politics through affective means (Street 2003,2012, Guilbault 2019, Turino 2008, Walser 1995, Shank 2014), in the context of Hannah Arendt’s theory of political participation. Groove politics reads music’s ability to create powerful experiences of “presence and pleasure” (Danielsen 2006) as a potential expression of what Arendt calls “wooing the consent”—that is, as a rhetorical strategy for creating novel forms of political participation. Following Arendt, a participatory democracy acknowledges everybody’s ability to act politically (“action,” in Arendt’s terms) in a common polis “space”: “The polis, properly speaking, is not the city-state in its physical location; it is the organization of the people as it arises out of acting and speaking together” (Arendt 2013: 198). This study locates a polis in the way in which Karpe Diem’s music video organized people politically. At a time when traditional forms of political participation are declining, this article shows how music’s affective affordances online create new arenas for people to become politically active once again.

SESSION: SPORTS AND LEISURE

Enell, S. & Wilinska, M.

BROKEN NORMALITY. YOUNG ADULT'S STORIES OF TRANSITIONING INTO ADULTHOOD AFTER PLACEMENT IN SECURE CARE

This presentations is about the stories of transitioning into adulthood told by 11 young people aged 21-26 who almost a decade earlier experienced placement in secure care. The main focus is on explicating a complicated process of navigating through past experiences, building present lives and imaging future. The framework of normality as relationally and contextually construed is applied to deepen the understanding of both the precarious situation of young people after institutional placement and their own agency enacted in building new lives and managing realities of everyday life.

The narrative approach applied approaches stories told by the young people as created at the intersection of societal resources and personal experiences providing.

The analysis demonstrate three different ways in which young people deal with their past experiences of

broken normality in a pursuit of what they see as a normal life. The integration of previous experiences, distancing from the past and breaking relations to others demonstrate three distinct patterns of creating normality. Although different in character, these are underpinned by notable sense of loneliness, lack of social support and a focus on independence exposing in this way the long-lasting effects of institutional placement.

We emphasizes the importance of supporting structures and relations that could enable young people with experiences of secure care a transition into adulthood and assist them in finding searched-after normality. Importantly, this study is also a vivid reminder that institutional practices of normality creates a feeling of being deviant many years after leaving the institutional walls.

SESSION: TRANSITIONS

Enghoff, O. & Petersen, M. A.

NEW PSYCHEDELIC YOUTH

Youth intoxication is commonly contextualized in terms of either recreational social settings, e.g. nightlife, or problematic/addictive behavior. Drawing on discourse analysis and social learning theory, we present an analysis that challenges these and other widespread notions underpinning the understanding of youth intoxication, by focusing on the recent emergence of new modes of psychedelic drug consumption.

Historically, the consumption of psychedelic drugs (e.g. LSD) by young people has been closely associated with various subcultural scenes, such as the hippie movement in the 1960s and 1970s or the rave movement of the 1980s and 1990s. Today, significant changes in the cultural meanings ascribed to psychedelic drugs are challenging this subcultural embedding, making psychedelic practices compatible with a much broader

spectrum of youth identities, regardless of identification with subcultural scenes. Specifically, we see an increased interest in the use of psychedelic drugs for performance enhancing purposes, or as forms of therapeutic work and development of the self.

Using a combination of survey methods, interviews and digital ethnography, we are examining how the resurgence of psychedelic drugs within science and mainstream media is being appropriated by Danish youth and ultimately affecting their consumption of these drugs.

The study emphasizes the role of the internet as a socio-cultural space that simultaneously fosters the emergence of new cultural meanings and identity-making practices of young people, and thus acts as a highly impactful and important site of inception for youth trends.

SESSION: THE INTOXICATED SELF

Eriksen, I.

GROWING UP GIRL IN RURAL NORWAY: BELONGING, BULLYING AND BEAUTY STANDARDS

The paper presents a study on young people's lives in rural areas of Norway, based on an integrated mixed-method approach drawing on Ungdata and the qualitative longitudinal study Inequality in youth. Noting that only about 30% of rural girls think that they will live in their place of origin when they grow up, this paper asks why this is. Most young people's lives in rural areas are characterised by close social relations, social support, belonging and an active life in terms of organised sports and other leisure time activities. However, we also find that girls in rural areas are more troubled by bullying, dissatisfaction with the local area, and they have worse mental and physical

health and self-image than girls in the rest of the country. We find that the more remote the place, the worse girls fare in terms of bullying and negative self-image, and it is particularly rural girls with few socioeconomic resources who struggle. Boys, however, are much happier with their local area and with themselves, their health and well-being, and they are generally equally happy wherever they live. The lack of positive work opportunities and positive identities for rural girls is a troubling aspect of rural Norway. Structural opportunities in rural areas, like a gendered labour market, are closely related to young people's experiences of belonging to the place they grow up.

SESSION: YOUTHS IN RURAL REGIONS

Eriksen, I., Stefansen, K., Walseth, K., Langset, T. & Strandbu, Å.

YOUTH AND THE CHANGING BODY: HOW DO YOUNG PEOPLE'S RELATIONSHIP TO THEIR BODY CHANGE DURING YOUTH?

Young people's relationship with their bodies is mostly understood in terms of temporal snapshots, with little information about how this may change during the course of youth. In this paper, we investigate how young people's body images, how they see and talk about their body and their practices related to the body change during youth. We also turn the attention to how the different orientations that young girls and boys have towards their bodies relate to gendered and classed understandings of health. Our focus is

on how these orientation progress from the age of 12/13 to the age of 15/16. The paper is based on the qualitative longitudinal study Inequality in youth (n=81). We anticipate identifying different orientations among the young people (e.g. "body positivity", achievement orientation, aesthetic orientation, health orientation) and relating these to different possibly changing practices of e.g. prioritising comfort, sports participation, fitness training, dieting and healthy eating.

SESSION: SOCIAL CLASS

Frøyland, L. R., Stefansen, K., Pedersen, W. & von Soest, T.

VIOLENT VICTIMIZATION EXPERIENCES AND SEXUAL HEALTH OUTCOMES IN ADOLESCENCE: A LATENT CLASS ANALYSIS APPROACH

Previous research relates violent victimization during childhood and adolescence to a wide range of sexual health behaviors and outcomes. Examples of such outcomes include early dating debut, an accelerated trajectory of sexual activity, an increased risk of multiple sexual partners, unprotected sex, and engaging in sex while intoxicated. However, most previous research has investigated different forms of violent victimization separately, thereby limiting our understanding of overall victimization processes and their association to sexual health behaviors. The present study fills this gap by using latent class analysis to investigate how violent victimization relates to a wide range of sexual behaviors and outcomes in adolescence. The study uses data from the school-based UngVold 2015 survey, comprising a nationally representative sample of Norwegian 18 to 19-year-old students in

the final year of senior high school (N = 4,198). We comprehensively assessed sexual behaviors and violent victimization from parents and peers during childhood and adolescence, including sexual victimization. The analyses revealed four distinctly different latent classes of violent victimization: 1) non-victims (58.5%); 2) peer victims (21.5%); 3) victims of parental violence (11.4%); and 4) poly-victims (8.5%), experiencing both parental and peer violence. Results showed that victims of violence reported a wide range of risky sexual behavior and adverse outcomes, among them engaging in sex while intoxicated, having more sexual partners, and reporting poorer body image. The most adverse outcomes were reported by poly-victims. The findings are used to discuss how sexual health services for adolescents can address the issue of violent victimization.

SESSION: VIOLENCE AND SEXUAL VICTIMS

Gaini, F

YOUTH, SOCIAL INCLUSION AND STRUGGLE IN THE FAROE ISLANDS

Based on the results of the NABO Faroe Islands study, this presentation discusses young people's opposition against some of the central values and perspectives characterizing the older generations in the Faroe Islands – with focus on the struggle for new cultural and religious values. The aim of the presentation is to illustrate a 'silent revolt' unfolding, and to analyse its consequences on a small-scale, relatively homogenous society in the North Atlantic. The young people are navigating in a landscape where it is almost impossible to be anonymous, and where social control is extensive. The presentation, relying on data from two ethnographic projects in addition to the NABO study, discusses young people's resistance in relation to their feelings of being included and respected in the local community and in

relation to their future perspectives. Religion has an important role in many young Faroe Islanders' lives, thus the conflict between conservative and liberal life values is at the core of the cultural struggle of the youth. The presentation reviews the struggle and revolt of the youth through the optic of local/global dynamics of youth identity formation. The youth resistance, as reflected in the Faroese documentary *Skál* (Cheers), exhibits the double struggle of the youth of the Faroes: to preserve their Faroese identity in a globalising world, as well as to introduce and establish more diversified and (culturally) liberal society in the Faroes. My data material demonstrates that the Faroese society is in shift, but that the transformation has a slow pace making it hard to claim that we are witnessing a dramatic revolutionary shift.

SESSION: SOCIAL INCLUSION OF YOUTH ACCORDING TO YOUNG PEOPLE - A NORDIC PERSPECTIVE (NABO)

Genova, C.

GRAFFITI SUBCULTURE. COMPARING REPRESENTATIONS, COUNTER-REPRESENTATIONS AND SELF-REPRESENTATIONS

In the 1960s and 1970s, when scholars explicitly begin to investigate the relationship between subcultures and the mass media, the latter are represented as focussed on the most spectacular and deviant traits of subcultures: their attention begins when a subculture becomes a social problem, and their representation spread but also distort the subculture's public image. More recently scholars state instead that mass media are involved in the development of a subculture since its birth, that both positive and negative representations coexist at the same time, and that, with respect to mass media representations, subcultures often develop strategies of reaction, both producing dialectic responses and alternative self-representations. Aim of the paper is to reflect upon these complex dynamics of representations

and self-representations focussing on a specific subculture, that is graffiti, with reference to a specific territorial context, that is Italy. Three streams of analysis will be considered and put in a dialogue. First, the paper will analyse a database of all the articles which have been published about graffiti in the main Italian newspapers during the last five years, as well as their more comprehensive coverage of the topic since the earliest article ever published. Second, on the basis of 44 in-depth interviews, it will analyse how graffiti writers describe and judge this mass media representation of their subculture. Third, on the basis of social media analysis, the paper will explore the possibility of investigating graffiti writers self-representations, and will discuss the main distinctive traits of these representations.

SESSION: CIVIC PARTICIPATION

Gravesen, D. T.

STUDYING YOUNG PEOPLE'S TRANSITIONS IN EVERYDAY LIFE AND EDUCATION. METHODOLOGICAL REMARKS AND CONCERNS

Youth research indicates that youth is often experienced as a complex period of life, where demands to create meaning and make important choices are tightened, as late modern living conditions mean that society is detraditionalized and characterized by individualization (Brulius-Jensen & Sørensen, 2017).

In the research project "Getting ahead. Young peoples transitions in everyday life and education" a small-scale qualitative and longitudinal approach is applied and 10 Danish informants are interviewed once a year over a five year period, from the last year of lower secondary school to adulthood in the early 20s. The research question is this: How do young people experience the central transitions in their everyday- and educational life, and what significance do the transitions have for their expectations for the future?

The interview method used in the study is "The Indirect Approach", developed by Norwegian researchers Geir Moshuss & Ketil Eide (2016). The Indirect Approach is an interview technique that is based on mutual dialogue rather than the informant's answers to the interviewer's pre-planned questions. Theoretically, the

project is informed by Ulriksen, Madsen and Holmegaard (2019) and their distinction between narratives, horizons and repertoires.

In the presentation I will discuss the methodological challenges in the project related to interviewing with The Indirect Approach in the longitudinal setting. I will share empirical insights from the first round of interviews and touch upon methodological issues such as position of the researcher and normativity, power relations and research ethics.

Brulius-Jensen, M., & Sørensen, N.U. (2017). Unges Fællesskaber. Mellem selvfølgelighed og vedligeholdelse. Aalborg: Aalborg Universitetsforlag

Moshuus, G.H. & Eide, K. (2016) "The Indirect Approach: How to Discover Context When Studying Marginal Youth". International Journal of Qualitative Methods, January-December 2016: 1–10. DOI: 10.1177/1609406916656193

Ulriksen, L, Madsen, L.M. & Holmegaard, H.T. (2019) Overgange i uddannelser – fortællinger, horisonter og repertoier. Dansk Pædagogisk Tidsskrift, #4, 2019, December

SESSION: CO-RESEARCH AND METHODOLOGY IN YOUTH RESEARCH

Görlich, A., Katznelson, N. & Pless, M.

TEMPO, WELLBEING, AND PERFORMANCE – NEW AND CLASSIC FORMS OF MARGINALISATION IN YOUNG PEOPLE’S LIVES IN DENMARK

Over the past decades, Denmark, like the other Nordic countries, has witnessed a dramatic increase in poor mental health and ‘illbeing’. This is especially significant among young people. But how can we understand this development? In this paper, based on a social-diagnostic and socio-cultural theoretical framework, we explore this question. Hence, we perceive issues related to mental health and ‘illbeing’ as highly interlinked with institutional dynamics and broader societal frameworks that affect young people’s subjective everyday life experiences of wellbeing and ‘illbeing’.

Inspired by sociological perspectives on ‘social acceleration’ (Rosa 2014) and an increased focus on ‘performativity’ in and out of educational settings (Petersen 2016, Reckwitz 2019), we analyse how these phenomena impact on the lives of young people in various

social and educational positions. We focus on their narratives of self with regards to wellbeing and ‘ill-being’ when navigating significant life transitions such as engaging in further education, moving away from home, starting first job etc. Furthermore, we focus our analyses on the self-narratives of the young people with regards to a more general cultural ‘psychologicalisation’ that seems to enhance self-critical introspection and a strong sense of shame (Illouz 2008, Hjortkær 2020, Skårderud 2010) among the young people.

The analyses are based on qualitative in-depth interviews with 34 young people aged 16-25 conducted in a semi-longitudinal research project (following them for 2 years) exploring mental health issues as ‘new forms of marginalisation’.

SESSION: ACHIEVEMENT SOCIETY

Hagen, A. L., Rosten, M. Tolstad, I. M. & Lorenzen, S. B.

TOWARDS THICK PARTICIPATION: CREATIVELY EXPLORING CITIZEN ANTHROPOLOGICAL SCIENCE METHODS FOR YOUTH INVOLVEMENT IN NORWEGIAN URBAN PLANNING

The incentives to include children and youth in research through participatory planning research, co-production, and participatory action research (PAR), has increased over the past few years (Raanaas et al., 2018; Atal et al., 2019). Another rapidly emerging trend is to involve youth in knowledge production as citizen scientists, together with other stakeholders (Vohland et al., 2021).

In this paper we will present a new model or framework for thick youth participation (Rosten et al. 2021, Hagen 2021) that we have developed over the years in collaboration with researchers from social science and humanities, and practitioners of architecture, art, and design. An important aspiration in our work on youth participation in urban development processes has been to

experiment with and share techniques and methods from a variety of disciplinary fields, like social anthropology, art didactics and architecture. Empirically, we will draw on action research projects, school collaborations and socio-cultural site analyses conducted in various districts in and around the municipality of Oslo in Norway.

There is a strong push towards more transdisciplinary and innovative research on youth participation, to address the knowledge gaps on the effects and outcomes of such participation practices (Malone, 2013). In this paper we invite discussions on the dilemmas, challenges, and benefits of engaging with youth, and arguing for seeing them as a creative force to be reckoned with – also scientifically.

SESSION: CO-RESEARCH AND METHODOLOGY IN YOUTH RESEARCH

Hagen, A. L., Tolstad, I. M., Lorenzen, S. B. & Engerbakk, B.

WHAT HAPPENED TO THE HOUSE ON THE HILL? HOW DIGGING INTO A MUNICIPAL MYSTERY TURNED INVITED YOUTH PARTICIPATION INTO UNINVITED ACTIVISM

Youth participation has become an important mechanism in urban planning internationally. Yet, the ideal of participation often collides with the conflicting realities of planning phases as practice (Cele & van der Burgt, 2015). There is a lack of knowledge on how youth can insert themselves in decision-making and participation spaces in urban planning (Crowley & Moxon, 2017). We ask, what informal sanctions are youth subjected to when they cross the lines of expected and accepted actions of participation and what strategies do youth apply to challenge such sanctions?

This paper is based on a group of action researchers' facilitation of youth participation in a local district in Oslo municipality in Norway, where the renovation of an old villa in the local park came to a halt, without anyone willing to take responsibility for this

delay. As the youth started asking questions to reveal what had happened and who was responsible, the municipality seemed to be suffering from an "institutional amnesia". The youth's insistence on keeping the municipality accountable through their consistent questioning of the past, seemed to accelerate a series of informal sanctions towards the youth, leading to a redefinition of their agreed upon role as participants, into a contested position as uninvited activists advocating for the realization of the youth house. Facilitating for the youth becoming knowledge producers as co-researchers exposed power relations and hierarchies in local urban planning. This invite further inquiry into how youth activism already can be seen as inherent, albeit unwelcomed parts of youth participation.

SESSION: CIVIC PARTICIPATION

Haikkola, L. & Junnilainen, L.

FLEXIBLE SELVES. YOUNG RESTAURANT WORKERS IN THE CONTINGENT LABOUR MARKET

This presentation explores how young restaurant workers form themselves as professional and valuable workers and respond to the extremely contingent and intensified working conditions. We argue that in such conditions, flexibility is both required to survive the demanding working conditions and emerges as the center of a valuable subjectivity. In the post-Fordist service-driven labour market the low-skill, interactive service sector increasingly offers work for young people. Work in this sector is often precarious, as young people work with non-standard contracts, income is irregular, work conditions are poor and work itself is hard. Previous studies of the interactive

service sector have often focused on how such work requires the mobilization of affective capabilities for value production, rather than specific skills or education. In this paper, we focus instead on flexibility. We show that flexibility is the key quality and form of commitment that is needed to succeed in the restaurant industry. Young restaurant workers form a subjectivity of a flexible worker, who is always able to stretch and go the extra mile to get the job done. We argue that such subjectivity is well fitted for the contingent and intensified labour market. The paper is based on interviews with 38 restaurant workers in Finland.

SESSION: EMPLOYMENT AND WORK

Haverinen, V.-S., Armila, P. & Tuuva-Hongisto, S.

FEAR OF MISSING REAL LIFE: YOUNG PEOPLE'S SCREEN TIME AND MEANS OF CONTROL

Youth and digital technologies are seamlessly intertwined and for young people digital devices and the relationship with them is very commonplace. At the same time, there seems to be a lot of suspicion among parents about their children's digital relationship and usage. The concept of "screen time" has risen regularly in recent years, especially in the debate on the use of media by young people, and it refers to the time spent on various display devices (without making any distinction between activities).

In this presentation, we look at the adult concern raised by the use of digital media by young people by focusing on how they recognize and react to this concern about screen time, on the one hand, by telling about the adult control they experience and, on the other, by

thinking how the time spent on "screens" means that something "real" and "important" is missed. In the presentation, we bring out how young people seems to recognize the moral difference between spending time on digital devices or doing something else and how they have developed a fairly conscious relationship to the use of digital technologies as something to be limited and controlled: use and its significance are downplayed and anxiety is felt about excessive use.

The presentation is based on the quantitative and qualitative data collected in the research project "Capturing Digital Social Inequality – Young Digi-Natives' Asymmetrical Agencies within Socio-Technical Imperatives and Imaginaries" (DEQUAL).

SESSION: DIGITAL YOUTH

Hegna, K. & Smette, I.

FROM SELF-GOVERNANCE TO SELF-REGULATION: NEW STUDENT AND LEARNING IDEALS IN EDUCATION

In this study we investigate changes in educational policy ideas and ideals about students, learning and motivation over a period of 30 years. Our starting point is the longstanding public concern in Norwegian education policy debate for the seemingly lack of school motivation among youth. Analyses are based on two data sources: first, curriculum and policy documents related to Norwegian school reforms from 1997, 2006 and 2020, and second, observations and taped dialogues between teachers, students and parents in parent-teacher conferences in 2015. We ask; what ideas about young people as students and about young people's learning and motivation can be traced in educational reforms and curriculum documents, and in dialogues from parent-teacher conferences?

Drawing on Foucault's work on governmentality and pastoral power we

argue that a shift from an idea of the student as driven by intrinsic motivation and capable of governing their own learning process, to an emphasis on external control and goal-oriented learning has taken place in Norwegian school policy and practice. Paradoxically, the aim of these external forms of control is to construct individualised, intrinsic motivation and self-discipline. In keeping with this ideal, parent-teacher conferences become an arena where pupils are steered towards particular individual goals through specific forms of soft power. In a final section, we discuss how the latest educational reform Kunnskapsløftet 2020 in Norway, which has been criticized for its ideals of self-regulated learning and a narrow student identity as flexible, diligent and responsible, may entail a reinforcement of trends towards individualisation.

SESSION: EDUCATION

Helfer, A., Pitkänen, T. & Jurvanen, S.

PATHWAYS INTO SUBSTANCE USE TREATMENT – EXPERIENCES OF FINNISH YOUNG ADULTS

Inadequate access to substance use and mental health services and regional disparities in service provision, have been recently featured on opinion pages and in the political debate in Finland. There has been a need to study the point of view of young service users in the aftermath of the coronavirus pandemic and while the service structures are undergoing a change due to Finland's health and social services reform.

The Finnish Youth Research Network conducted a research project to examine experiences of the first contacts with substance use services and factors related to accessing services in 2021. Fifteen semi-structured interviews with young adults were conducted in low-threshold and substance use treatment services. Interviews were analyzed following the interview themes: current treatment, the pathway into services, other support needs and encountered prejudices.

Previous experiences of social and health care services had an effect into service seeking behavior and trust building with the service providers. Obstacles and incentives to seek for help and commit to substance use treatment, reoccurred regardless of the patient's background. Commitment required considerable initiative and perseverance from the patient. Interviewed persons had experienced stigma in other services. Substance use has been experienced as barrier to mental health services.

It is important to invest in services for youth, ensuring that substance use treatment is adequately resourced. It is necessary to provide services close to the clients' everyday environments. Mental health and support services (i.e. housing) are recommended to be provided in conjunction with substance use treatment.

SESSION: ILLEGAL DRUGS

Hemberg, J., Korzhina, Y., Sundqvist, A., Östman, L.,
Groundstroem, H., Nyström, L. & Nyman-Kurkiala, P.

YOUNG PEOPLE'S EXPERIENCES OF DISTANCE LEARNING DURING THE COVID-19 PANDEMIC – OPPORTUNITIES AND LIMITATIONS

Background: During the COVID-19 pandemic, young people have experienced exceptional disruptions and changes in their daily lives, and their vitality and/or motivation to study may have been affected. Young people can be more affected by the psychological effects of the COVID-19 pandemic than adults, and the pandemic has changed the social environment. It is therefore justified to study young people's experiences, which includes reduced opportunities for peer interaction and increased stress.

Aim: To explore young people's experiences of distance learning and study motivation as well as their need for support during the COVID-19 pandemic.

Method: A qualitative exploratory design with qualitative content analysis. Twenty-three participants (aged 19-27; four men and 19 women) were interviewed.

Results: Both positive and negative experiences of distance learning emerged among young people during

the COVID-19 pandemic. Six themes emerged: Distance education is experienced as distant and non-motivating, Study motivation is experienced as more difficult to find in the home environment, Lack of or no contact or communication with teachers, Distance education enables efficiency, increased time for leisure activities and well-being, Flexibility and increased consideration of students, Experiences and wishes regarding the study guide.

Conclusions: Young people's experiences of distance learning during the COVID-19 pandemic were both positive and negative. Young people's studies should be designed and arranged in an increased co-creation with the young people themselves, as well as in a more flexible way that could enable the young people to choose to participate in their study model and either study at a distance or physically on site at the educational institution. The support measures and study guide should also be developed in a more appropriate and easily accessible way.

SESSION: EDUCATION

Hemberg, J., Sundqvist, A., Korzhina, Y., Östman, L., Nyström, L., Groundstroem, H. & Nyman-Kurkiala, P.

BEING YOUNG IN TIMES OF UNCERTAINTY AND ISOLATION: ADOLESCENTS' EXPERIENCES OF WELL-BEING, HEALTH AND LONELINESS DURING COVID-19 PANDEMIC

Background: The impact of school closures on young people's mental health and well-being in the management of the ongoing COVID-19 pandemic is the subject of ongoing public debate. Adolescents and young people have experienced unprecedented interruptions in their daily lives due to the COVID-19 and these may be precipitants of increased mental illness, such as anxiety, depression and other stress symptoms.

Aim: The study aim was to explore adolescents' experiences of well-being, health and loneliness during the pandemic.

Method: A qualitative exploratory design with qualitative content analysis was used. Twenty-three participants (aged 19-27; four men and 19 women) were interviewed.

Results: Five themes emerged: Decreased social contacts and activities, Increased fatigue and depression, Daily routines, Increased malaise and loneliness, Well-being is affected in different directions. The themes are depicted and discussed.

Conclusions: Adolescents and young peoples' experiences of wellbeing are complex, subtle and need to be addressed accordingly.

SESSION: COVID 19 AND WELL-BEING

Hjuler, T. F.

WHEN WE MUST STAY AT HOME: LONGITUDINAL CHANGES IN MENTAL HEALTH, PSYCHOLOGICAL WELL-BEING AND AUTOBIOGRAPHICAL MEMORIES AMONG CHILDREN AND ADOLESCENTS DURING THE COVID-19 PANDEMIC

The COVID-19 pandemic and the measures to prevent contagion have caused extensive disruptions in children and adolescent's everyday lives. Studies suggest that prolonged restrictions limiting social interactions with peers may have detrimental effects on mental health. However, because most existing studies were conducted during the early phases of the pandemic, the effects on mental health documented may represent acute transient stress reactions. Therefore, as the pandemic continues, longitudinal studies are needed to determine long-term effects and to investigate which factors are associated with deterioration in mental health. One way to address this is to analyze children and adolescents' personal memories linked to school closures. Studies have shown that personal memories may capture self-defining aspects of one's life, support emotion regulation, and facilitate meaning-making of one's past

and future thoughts. We conducted a longitudinal study assessing Danish 8- to 16-year-old's (N = 247, M = males = 121) mental health, memories and future thoughts from June 2020 to June 2021. Overall, the results suggest that adolescent females were most likely to experience reduced mental health during lock-downs. Preliminary analysis showed that adolescents primarily viewing their memories from a 3rd person perspective and who rated their memories as 'hard to think about', experienced the overall worse mental health. Interestingly, the COVID-related memories changed over time towards less narrative ($t = -3.281$) and emotional ($t = -2.019$) content. Finally, the COVID-related memories were more negative compared to 'other' personal memories, and the future thoughts were the most positive.

SESSION: COVID 19 AND WELL-BEING

Honkatukia, P., Peltola, M., Aho, T. & Saukkonen, R.

**BETWEEN AGENCY AND UNCERTAINTY – YOUNG WOMEN AND MEN
CONSTRUCTING CITIZENSHIP THROUGH STORIES OF SEXUAL
HARASSMENT**

In this presentation, we examine young people's narratives on sexual harassment on how it is endured, objected, observed and negotiated in diverse everyday life environments. The presentation is based on an analysis of thematic interviews with 36 young people aged 15-19 living in the metropolitan area of Helsinki, Finland. Altogether 23 young women and 13 young men participated in the interviews which were conducted at educational institutions as individual, paired or group interviews. In the presentation we analyse young people's narratives on sexual harassment as stories of everyday citizenship and, and more precisely, as acts of citizenship (Isin, 2008). More

precisely, we have applied the concept of respectability (Skeggs, 1997) to study how young women and men construct respectable sexual citizenship. We found out that whereas female respectability suggests that young women should be able to protect their sexual integrity effectively, male respectability expects young men to effectively balance between different positions of masculinity. While young people widely condemn sexual harassment and recognize it as discrimination, the gendered ways of constructing respectability, however, maintain the moral double standard by which young women remain the gatekeepers of sexual consent and young men test its boundaries.

SESSION: GENDER AND SEXUALITIES

Howard, F.

YOUTH WORK AND THE ARTS: GLOBAL TRENDS IN YOUTH ARTS PROGRAMS

Not all young people get to access arts programs. For those young people who do not take up arts education in school their experience of the arts is often through informal education and youth work settings. This paper seeks to address the unequal programming and application of youth arts programs, reporting on three key international trends: Creative Arts Youth Work (Beggan & Coburn, 2018), the Arts as Intervention (de Roeper & Savelsberg, 2009, Vallance, 2017) and Positive Youth Development (Montgomery, 2017, Denmead 2019). Each of these trends in current practice highlights different ways arts programs function, the affordances for and positioning of the young people involved. This paper, therefore, tackles an ethical dilemma for those working with the arts and young people.

Following the mapping of international trends, this paper introduces the three key concepts as alternative ways of configuring youth arts practice. Common Culture, which is drawn from the work of Paul Willis (1990), highlights the value of accessible and everyday cultural practice as the foundation for youth arts programs. Cultural Citizenship highlights the potential of youth arts to develop justice-informed citizens (Kuttner, 2015) who feel a civic responsibility to use their artistic practice to actively promote justice and address inequalities in society. Finally, Cultural Democracy is considered as rights'-based approach which acknowledges the capabilities of all young people to be, not just consumers of the arts, but producers. This paper, not only maps the field, but also sets frameworks for the future development of youth arts programs.

SESSION: YOUTH WORK AND ALTERNATIVE ARENAS

Hyggen. C., Andreasen, K., Mifsud, L. & Rustad, M. B.

OUTSIDE SCHOOL HOURS: DIGITAL LEISURE AND LEARNING

In this paper we present Norwegian children's perspectives on how they spend their digital leisure time. This study is part of a large European study (Impact of technological transformations on the Digital Generation [DigiGen], 2021) where the aim is to understand the interplay between leisure and socialisation with digital tools in everyday life (DigiGen 2021). This paper focuses on how and why children choose to spend after school hours digitally in terms of their socialisation. Our study also focuses on how children perceive restrictions on digital leisure activities, either imposed by parents or themselves. Furthermore, we discuss the impact of the COVID-19 pandemic on their digital leisure time.

Our study is analysed from the perspective of cultural tools (Wertsch 1998), where the notion of cultural tools highlights the role that the tools have in a particular context, such as children's use of digital devices outside school hours. Outside school hours the digital devices are chosen by the children contrary to for example the school arena.

Our data draws on a mixed methods approach using both interviews, multimodal digital diaries and video observations of gaming sessions conducted with children aged eight to 15 in Norway. In general, Norwegian children have good access to digital devices and the internet.

Preliminary findings indicate that children use digital devices for socialisation, entertainment, as a time filler as well as for

learning new skills that are seen as important by the children. With regards to restrictions on screen time, children expressed 'entitlement' to screentime, especially if balanced with school-related work and offline activities such as sports. Restrictions to screen-time were based on dialogue and negotiations and children expressed little resistance to parent-imposed restrictions on screen time and did not express any need to evade these restrictions. The children highlighted the importance of digital social meeting places such as games especially during COVID-19 lockdowns where physical meetings with friends were restricted. Online gaming was experienced as a safe place to meet friends. The children highlighted YouTube as a platform they visited regularly, either for entertainment or as a source of learning. An interesting finding is that the children reported using the internet not only for school-related work but also for learning skills related to the leisure time activities, such as learning how to create complicated structures in Minecraft or learning to play a new tune on the piano.

From the children's perspective, the digital arena was described as a natural and indispensable everyday reality. The digital arena (accessed by cultural tools such as digital devices) is considered valuable (by children and young people) for nurturing social relations, developing important skills and for engaging in leisure activities, especially in times where access to traditional physical arenas are restricted.

SESSION: DIGITAL YOUTH

Isotalo, A.

POLICE INTERPRETATIONS OF VICTIMS OF SEXUAL VIOLENCE IN YOUTH INTIMATE RELATIONSHIPS

In recent years, giving and receiving consent in sexual encounters has become a debated topic in public discussions. Many studies have shown the high rates of online and offline sexual harassment and violence experienced by girls and young women. In the Nordic countries, #MeToo movement and rape law reforms have paved the way to discursive changes highlighting the meaning of consent in distinguishing sexual encounter/interaction from sexual offences. While previous research has focused on (un)reporting of sexual crimes and female victims' experiences of reporting to the police in different countries, fewer studies have explored how police officers interpret sexual violence and female victimization

especially when the victim is young, and the suspect is her intimate partner. To address this gap, this study draws on interviews with police officers working with young victims in the preliminary investigation of sexual and violent crimes. The research material (2019) consists of ten semi-structured group interviews with police officers (n=21) which have been analysed by using discourse analysis. The aim of the study is to explore how the police officers interpret sexual offences against young female victims in the context of youth intimate relationships, first by analysing victim positions constructed by the interviewees, and second, by exploring what kinds of youth-specific notions are involved in these interpretations.

SESSION: VIOLENCE AND SEXUAL VICTIMS

Jensen, K. B.

YOUTH WITHOUT END

In Denmark youth unemployment is a paradox (Walther 2006:127). If young people are unemployed, they are expected to be in education, and young people are met with a ubiquitous expectation of constantly moving forward (Andersen 2000, Görlich 2016).

My PhD project is part of the intervention Reconnect. It is a supported employment intervention integrating employment psychosocial support. Reconnect will operate as a platform with a strong focus on the dreams and goals of the young people in the intervention.

Drawing on empirical examples from my recent fieldwork in three different cities around Denmark, I will try to illuminate how young people are experiencing transitions. I understand transitions as taking place in different

arenas in the lives of the young people e.g., on mental and social arenas. I will argue that we need a new way to talk about young peoples' lives as less linear and more as process (Østergaard 2021). With this follows a revised way of understanding the well-being of young people. Instead of understanding health as the absence of illness, the concept of well-being is brought to the fore and adds to our understanding of health to be something else and more than just the absence of illness (Wyn 2007:36). A way of understanding the transitions of young people from being-unwell to becoming well is to look at the well-being trajectories presented in the lives of the young people. I find that it sometimes is a bumpy road, perceived open-ended and not in any way straight forward (jf. Østergaard 2021).

SESSION: TRANSITIONS

Jones, M.C. & Brunila, K.

QUEER REMEMBERINGS: RETROSPECTIVE INSIGHTS OF FINNISH PRESERVICE TEACHERS ON THEIR EDUCATIONAL EXPERIENCES

Finland is regularly heralded as an epicenter for educational reform and practice. Yet recent data show Finnish queer and trans youth experience high levels of discrimination in educational contexts (Alanko, 2013; Edström & Brunila, 2016; Kjaran & Lehtonen, 2018). In this paper, I focus on one set of findings from a larger case study (Stake, 1995) which examined queer and trans inclusion in educational courses at a Finnish university. Preservice teachers with minoritized identities of sexuality and gender (MloSG; Vaccaro et al., 2015) recounted their own experiences as young people in Finland's educational system and how these experiences impact their relationship with education. Using queer theory (Britzman, 1995; Butler, 1990) and critical discourse analysis (Fairclough, 1989/2013), I consider how queer and trans lives are

othered through oppressive discourses and practices in educational contexts (Seitz, 2018; Szalacha, 2004) through participants' retellings. Preliminary findings indicate a dissonance between Finnish notions of gender equality and queer and trans equity, difficulty taking up concepts of queer and trans experiences within Finnish culture and language, and a desire of Finnish preservice teachers with MloSG to create more queer and trans inclusive classrooms for future students. The aim of this research is to first, uphold and honor the experiences of participants with MloSG, and second, to provide pragmatic and theoretical feedback to Finnish teacher education and educational research communities on how to move towards a critical pedagogy of queer and trans inclusiveness as an act of educational social justice for youth with MloSG.

SESSION: GENDER AND SEXUALITIES

Julkunen, L.

FROM BOYOLOGY TO SURVEYS: KNOWING AND RESEARCHING THE YOUTH IN THE EARLY 20TH CENTURY FINNISH CHRISTIAN BOYS' WORK

This presentation focuses on the role of knowledge and research in the Christian youth work for boys (boys' work) in Finland in the 1920s and 1930s. Boys' work was a transnational phenomenon adopted and cultivated particularly by YMCA, alongside some other educational movements. For the early 20th century boys' workers, a young person was an enigma to solve. According to the naturalistic developmental psychology of the time, once a child reached adolescence, he ceased to show adults his "real" thoughts and feelings and could be understood only in the light of this "natural" development. These somewhat gendered theories, sometimes referred to as boyology, were embraced by boys' workers who promoted themselves as experts of boyhood. However, after the devastating WWI, previous knowledge was supplemented with surveys

studying boys' attitudes, values and ideas. Consequently, conceptions of boyhood and youth in boys' work began to change. In this presentation, I ask how and why boys were studied in boys' work, and how the ensuing knowledge was used. Using examples from archival and literature sources, I demonstrate the surprisingly "modern" nature of these research aspirations. While the post-WWII era is often considered as the historical starting point for youth studies, the materials used in this presentation suggest there might be some earlier attempts to study the youth, worthy of further exploration. The presentation is based on my doctoral dissertation (2021) that examines boys' informal education and masculinity in Finland from the 1910s to the 1960s through the life and work of Yrjö Karilas (1891-1982).

SESSION: YOUTH WORK AND ALTERNATIVE ARENAS

Kaittila, A., Alin, M., Anis, M., Karukivi, M., & Leinonen, L.

WHAT HELPS TO COPE DURING OUT-OF-HOME CARE - EXPERIENCES OF FORMER FINNISH CHILD WELFARE CLIENTS

Background: As previous studies present, life of children in out-of-home care (OOHC) is often challenging. The aim of this article is to emphasize how, despite the challenges, there are several factors supporting children to cope during OOHC. Indeed, many children in OOHC are quite resilient working their way towards adulthood. In order to develop support and services for children in OOHC, we need to explore and understand which factors promote their resiliency. Our qualitative study presents young people's experiences of what has helped them and the help they would have needed during out-of-home care. In our study, we approach these experiences from a social-ecological conceptual framework.

Method: The sample included 15 young people (aged 18–27) who have been

clients in child welfare and have received or would have needed services of youth psychiatry. Data was collected using narrative interviews.

Results and implications: According to our findings, the factors that help adolescents cope in OOCH are situated on three levels of social ecological framework: (1) individual (meaningful activities, ability to participate, positive perspectives to oneself and life); (2) microsystem (good relationships with close ones, feelings of love and caring, help for the family); (3) macroenvironmental (good relationship with professionals, youth centered practices and structures of services). All aforementioned levels should be addressed when providing help and support for young person in OOHC.

SESSION: SOCIAL WORK AND VULNERABLE YOUTH

Kaunismaa, P.

PROFILES OF PARTICIPATION IN VOLUNTARY ACTIVITIES AMONG FINNISH YOUTH

The presentation will show interconnections between different types of participation in voluntary youth organizations and other types of involvement in leisure time activities among Finnish youth. It is based on survey gathered in march 2021 N=14 939, mostly 14-17 years old).

The questionnaire contains key variables indicating actual participation in both activities organized by voluntary organizations and other types of activities. The data will provide a detailed picture of participation consisting also the intensity of involvement and engagement.

In the presentation is explored the interconnections between different types of participation (different hobbies,

activism etc.) by means of factor analysis. The analysis will lead to different profiles of participation among young people. The results of factor analysis will be compared to other variables that indicate socio-economic position, social and personal resources, value commitments and dispositions of social action. The presentation will end in short discussion on whether different profiles of youth participation are reproducing social inequality, or is participation on the contrary producing conditions of equality.

The analysis is based on sociological concepts of participation, active citizenship, social resources (human and social capital) and inequality.

SESSION: YOUTH ACTIVITIES

King, H.

STATE, COMMUNITY AND FAMILIAL REGULATION OF YOUNG PEOPLE'S SEXUALITY AND GENDER IN ENGLAND

This paper reports on an exploratory project on young people's experiences of gender and sexuality. The research addressed a key gap in sociological knowledge: an exploration of how the state, communities and families regulate and/or enable the development of young people's (aged between 16-25) sexual and gender identities in England. We explored, using an intersectional and coproduced approach, how the development of sexuality and gender are embedded and enacted through other identities: ethnicity/race, immigration status, faith, culture, (dis)ability, social class. The paper reflects on the substantive

findings and the innovative co-produced methodology used during this project. This included seven workshops involving a diverse group of young people and stakeholders. We followed principles of coproduction in facilitating these workshops and analysing the substantive and methodological data: plurality (including a range of young people, practitioners and policy makers); positioning (reflexivity in addressing hierarchies); competences (understanding the 'how' of engagement) and valuing outcomes (through coproducing the research proposal).

SESSION: GENDER AND SEXUALITIES

King, M.

FROM 'NIGHT ON THE TOWN' TO LOCKDOWN: EXAMINING THE IMPACTS OF THE COVID-19 PANDEMIC ON STUDENT'S SPATIAL AND EMOTIONAL LEISURE EXPERIENCES IN THE NIGHT-TIME ECONOMY

Night-time economy (NTE) spaces – nightclubs, bars etc. – are among the first leisure experiences many UK students have at university in what is known colloquially as 'Freshers Week'. This experiential consumption becomes part of student leisure throughout their university career. Whilst other studies have begun to unpack student NTE engagement (see Smith, 2014; Gant and Terry, 2017), no formal research investigates its contribution to individual and collective identity formation, nor the effects of the COVID-19 pandemic on this element of the student experience.

This research uses the impacts of COVID-19 on the night-time economy, and the student leisure experience, as a

lens to compare 'going out' before, during and 'after' a global pandemic. It explores how such experiences are important in forming what it means to be a 'student' today.

Undergraduate students at a pre-92 UK university form case studies for analysis. Using a mixed-methodology, including novel approaches to observations (involving the use of the social media app. Snapchat) the thesis discusses student engagement with the NTE, examining aspects such as space, governance and the concept of 'the student experience'. It aims to understand what it means to be a student, particularly in the context of a global pandemic.

SESSION: COVID 19 AND WELL-BEING

Korzchina, Y., Hemberg, J., Nyman-Kurkiala, P, Fagerström, L.

CAUSES OF LONELINESS AMONGST ADOLESCENTS AND YOUNG ADULTS: AN INTEGRATIVE REVIEW

Background

Today loneliness is admitted to being a global public health problem (Fakoya et al., 2020) and is actually most prevalent during the adolescent years (Tornstam et al., 2010) causing many health issues (World Health Organization, 2018).

Aim

The aim of the study was to synthesize the existing knowledge on the different reasons underlying involuntary loneliness among adolescents and young adults.

Method

A narrative literature review on what underlies involuntary loneliness among adolescence and young adults. The theory of caritative caring (Eriksson, 2006; 2018) was chosen as the theoretical framework for this study.

Results

Four main themes and 7 subthemes, concerning underlying reason for loneliness among adolescents and young adults, emerged. The first main

theme was Loneliness due to suffering on different dimensions. Within this theme two subthemes were discovered: Physical suffering and Mental suffering. The second main theme was Loneliness due to personal barriers. Within this theme two subthemes were discovered: Personality traits and Inefficient coping strategies in managing loneliness. The third main theme was Loneliness due to negative life experiences. Within this theme three subthemes were discovered: Significant loss, Bullying/ Cyberbullying and Insecure family relationships. The fourth main theme was Loneliness due to life transitions.

Conclusion

We found that involuntary loneliness among adolescents and young adults may have different underlying reasons. This understanding of loneliness as multifaceted experience is important, and professionals should apply this new understanding when implementing interventions to alleviate loneliness among adolescents

SESSION: MENTAL HEALTH #1

Krogh, S. C. & Madsen, O. J.

DISSECTING THE ACHIEVEMENT GENERATION: HOW DIFFERENT GROUPS OF EARLY ADOLESCENTS EXPERIENCE AND NAVIGATE CONTEMPORARY ACHIEVEMENT DEMANDS

The notion of the achievement society and the achievement generation has, in recent years, become an influential way of explaining the increase in mental health and psychosomatic complaints among Scandinavian youth. However, the theories produced about the social pathologies of 21st century teenage life have been less inclined to empirically investigate the relevance of achievement among contemporary youth. We conducted focus groups and individual interviews with 80 early adolescents from four socioeconomically and geographically distinct schools in Denmark. Our results indicate that the notion of an achievement society and an achievement generation is more present and internalised among adolescents, particularly girls, in the

schools located in resourceful areas. Adolescents, and in particular boys, in the schools located within less resourceful areas expressed fewer achievement demands across a number of areas, and felt their social status among peers was less intertwined with their ability to perform simultaneously in school, sports, social media, etc. Based on our findings, we conclude that further studies of achievement demands among present-day youth should show more sensitivity towards class, gender and other social categories, in order to reflect on how young people's standards of self-conduct, and the influence of broader societal imperatives, are intersectionally structured.

SESSION: ACHIEVEMENT SOCIETY

Labriola, M.

AN INTERGENERATIONAL STUDY OF MENTAL HEALTH AMONG PARENTS AND ADOLESCENTS

The aims of this intergenerational study were; first, to examine the overall prevalence of mental disorders among parents and their adolescent offspring based on a representative sample of adolescents from a national youth cohort. Second, to examine the association in mental disorders across generations, taking labour market attachment and educational level among parents as well as adolescents' own mental disorders in childhood into account using population-based register data.

Methods: Data was based on register data related with adolescent respondents from the FOCA cohort linked with data on their parents, yielding a study population of 13,067 adolescents and 25,891 parents.

Results: Adolescent offspring of parents who suffered from mental disorders during the adolescents' childhood had an increased risk of developing mental disorders. This association remained after adjusting for the adolescent's own mental disorders during childhood, adolescents' sex, parental education, and parental labour market attachment. Adolescents' mental disorders during childhood seemed to be an effect modifier in the association between parents' mental disorders and adolescents' mental disorders. Lower parental labour market attachment seemed to be a risk factor for offspring mental disorder during adolescence, while no significant impact of parental education was found.

Conclusions: This study documents a clear pattern in mental disorders across generations and that parental labour market attachment as well as mental disorders in earlier life phases are risk factors for developing mental disorders in adolescence.

SESSION: MENTAL HEALTH #2

Larsen, L.

STUDENTS' BELONGING IN HIGHER EDUCATION - NEGOTIATING PSYCHOSOCIAL PROBLEMS AND PARTICIPATION

During the last decades, standardization, fast-track and performance have been the dominant logics in European higher education. Students try to decode and fulfil the demands and expectations they encounter, and this seems to be paramount in students' negotiations of legitimacy and belonging in higher education. This applies particularly to students with psychosocial problems who often are challenged by standardized programmes and requirements for perfect performances. Research on students with psychosocial problems has increasingly focused on a broad range of wellbeing discussions and initiatives in terms of mental illness and or/psychiatric diagnoses. This presentation analyses in terms of learning, pedagogy and participation how higher education is framing students with psychosocial problems possibilities to participate in

and complete their education. The educational system reproduces, produce and structures in different ways social inequality and to students with psychosocial problems in a very special way.

The presentation bases on selected empirical material from following 47 students from different study programs and institutional institutions in Danish HE over a period of six to 15 month. Theoretical the presentation is inspired by Bernstein's concepts of classification and framing, and recognition and realizations rules and Davies' and Wenger's concepts of belonging and participation. The purpose of the presentation is to show how educational structures provide/produce narrow rules for participation, which affects especially students with psychosocial problems in problematic ways.

SESSION: SCHOOL BELONGING

Larsen, V.

SUBJECTIVITY AND SYMBOLIC BOUNDARIES IN THE CITY AND THE MOBILITY OF YOUTH

In the political discourse the Capital of Denmark is described as a social divided city with areas of the city categorised as disadvantage areas. The paper discuss how knowledge about youth experiences of repression in their everyday life in these areas can be qualified and challenges through qualitative studies of subjectivity of social inequality in the city. The paper investigate how youth in an afterschool facility in a local area in Copenhagen understand spaces of the city as safe or unsafe. The distinction between the categories safe and unsafe are represented in the political discourse, in the experiences of the youth from their everyday life, in the youth belongings to local, national and transnational places and in the pedagogical work. The categories are discussed as social and symbolic boundaries which

conceptualized distinctions between different spaces which seem to affect the mobility of the youth and produced possibilities and inequality.

The study draws on ethnographic interviews with youth and professionals and the paper discuss how the youth experiences of boundaries, repression and mobility are used by the professionals in the afterschool facility.

Theoretically, the paper is inspired by concepts from; Michéle Lamont and Beverley Skeggs in the analysis of subjectivities and symbolic boundaries and from Anja Jørgensen and Löic Wacquant in the understanding of place, belonging and the social division of spaces. The concept of transnationality is inspired by the work of Tara J Yosso and Cristina Bradata.

SESSION: SCHOOL BELONGING

Leinonen, L.

COMMUNICATION AS A BUILDING BLOCK IN ENCOUNTERING THE YOUNG IN NEED OF HELP

Background:

Previous studies indicate that especially young people who need both child welfare services and youth psychiatry interventions have usually experienced different forms of neglect and abuse in their past. Building an effective communication with these youngsters is not an easy task and requires special attention from the professionals working with the young.

Communication competence means knowledge about appropriate and effective communication behaviours, the development of a repertoire of skills that encompass both

appropriate and effective means of communicating, and motivation to behave in ways that are viewed as both appropriate and effective by interactants. Good communication is an essential building block in encountering the young in need of help.

Data and methods:

We analyse young people's experiences of communication with welfare professionals. The purpose of the research is to locate the elements of communication which can either empower youngsters in the process of their rehabilitation or become an obstacle in their recovery. The empirical data consists of the interviews of 15 young people (aged 18–27) who have been clients in child welfare and have used or would have needed the services of youth psychiatry. Data was collected using narrative interviews.

Results and implications:

Youngster experiences of the communication with the professionals can be contemplated as four intertwined dimensions: 1) affective, 2) cognitive, 3) behavioural and 4) ethical. All these need to be taken carefully into account while encountering the young.

SESSION: SOCIAL WORK AND VULNERABLE YOUTH

Lid, S., Rosten, M. & Dullum, J.

YOUTH PARTICIPATION IN CRIME PREVENTION - A UTOPIA OR PART OF THE SOLUTION?

Youth participation has become central in many areas of society. In some cases, it is also required by law to include youth in decision-making processes. How can youth participate in crime prevention locally? How can municipalities contribute to youth participation in crime prevention? What degree of youth participation is realistic and appropriate? Based on observations and interviews with social workers and youth in two districts and at

one youth institution in Oslo, we explore the conditions for, and opportunities and challenges in, youth participation in crime prevention. Both how youth can participate in their own child welfare case and in general in the local crime prevention work. The study is part of an evaluation of measures against juvenile delinquency in Oslo.

SESSION: PROFESSIONALS AND MARGINALIZED YOUTH

Lieberkind, J.

YOUNG PEOPLE'S POLITICAL ENGAGEMENT – A NEW POLITICAL SUBJECT

Young people around the world have once again begun to engage in political issues and to participate politically in society. Perhaps it is the first time since the iconic youth rebellion in '68 that the involvement of young people across borders has received such a great and broad political attention. However, are we again witnessing a youth rebellion, and on what foundation do young people participate and engage politically? Based on a series of qualitative interviews with Danish young people aged 16-30 years, the paper examines a number of characteristics that form and drive young people's political engagement. Thus, the aim is to study the political subject of the current young people, that is to say, young people's drivers and barriers for political engagement.

The central thesis of the paper is that younger generations are characterized

by a post-political "spirit" (Boltanski & Chiapello, 2007; Weber, 2000), which detaches them from conventional forms of political engagement. Hence, the paper will propose a conceptual shift from the political subject to the post-political subject within research on young people's social and political engagement. The concept of the post-political differs from the political as it transgresses social, political, and economic interests (e.g. interests of social classes) and is not reliant on a set of coherent political ideas (e.g. ideology). Post-political challenges, and their solutions, are couched in terms of evidence and morality rather than in parliamentarism, ideological choices and the distribution of goods (Fukuyama, 1992; Mouffe, 2005; Rancière, 2011; Wilson & Swyngedouw, 2014).

SESSION: YOUTH PARTICIPATION AND POLITICAL ENGAGEMENT

Mai, Y.

YOUTH PARTICIPATION IN VIETNAMESE DEVELOPMENT PROGRAMS

In this conference contribution, I present the findings of my PhD research project, which investigates youth participation in Vietnamese development programs. Adding to the ongoing debates on the notion 'participation' in development studies, I emphasize that young people should not be constructed as passive recipients of participatory development practices; rather, they are active meaning-makers who intimately shape how this participation process unfolds. The study utilizes qualitative research methods, namely participant observation at three Vietnamese development events, and in-depth interviews with 31 young adults (between 18-30 years old) who participate in various types of Vietnamese development organizations, including NGOs, social enterprises, and grassroots networks. Using the concept 'symbolic

boundaries', I analyse how Vietnamese youth construct the space of participation, how they frame the impact of participation on their life choices, and how they perform their civic identity in relation to participation. The empirical findings show that participation in development programs offers a type of alternative socialization with alternative feeling rules, cultural toolkits, and social networks for young people to draw on, thus influencing their actions, emotions, and motivations after participation. This micro-sociological investigation illuminates youth experiences in participatory development, taking into accounts how factors such as ethnicity, gender/sexuality, and class can enable or hinder participation. It contributes both to empirical studies of youth civic participation in the Global South, and to conceptual debates on the development of the civil sphere in an authoritarian regime.

SESSION: YOUTH PARTICIPATION AND POLITICAL ENGAGEMENT

Moberg, K. E. & Rogstad, J.

CLASS AND OPPORTUNITY HOARDING AMONG YOUTH IN NORWAY

Unequal outcomes for different groups of young people are to a certain degree predictable and is often explained with the significance of class differences. In a Bordieuan perspective, economic distribution is understood in relation to both social and cultural capital. However, a limitation of many studies using this framework is the lack of detailed analysis which reveal the mechanisms leading to inequality. A prominent example is the new article 'Wealth Accumulation and Opportunity Hoarding: Class Origin Wealth Gaps over a Quarter of a Century in a Scandinavian Country'(Hansen and Toft 2021). According to Hansen and Toft there is a kind of paradox that in Norway inequality in terms of income is rather modest, while the distribution of wealth is highly unequal (Ibid: 604). The question, then, is whether and how wealth inequalities are linked to opportunity hoarding in an intergenerational perspective. By using statistical data, they prove beyond doubt the 'whether', but, as they argue, they do not possess data allowing them to analyze the how in detail.

The theme of this paper, then, is to fill this void by using qualitative data to

reveal how intergenerational opportunity hoarding unfolds within a class perspective. Our data consists of intergenerational qualitative longitudinal data, Inequality in Youth (Ungdom i endring), comprising consecutive interviews with more than 100 youths along with more than 30 interviews with parents. Moreover, the families are located in four settings in Norway: (i) a wealthy urban neighbourhood in Oslo; (ii) a suburban area outside Oslo; (iii) a rural small town with below-average income and a (iv) rural industrial village. The four settings are highly different regarding important class-related dimensions such as local employment structures, sociodemographic profiles and levels of urbanization.

Our preliminary research question is which different parent-strategies exists among Norwegian parents concerning their kids' savings, investments and economic behavior. In particular, we are interested in understanding if and how different economic strategies, which are transferred from parents to their children, are related to larger societal class-structures.

SESSION: SOCIAL CLASS

Mogensen, K. H.

MARGINAL YOUTH – YOUTH MINORITY

Based on the NABO Denmark study this presentation wishes to highlight some of the central results on how young people in Denmark understand their own social inclusion connected to practices and problems in their everyday life. Further, the presentation seeks to deepen and broaden critical perspectives on the experiences of young people in relation to young people's participation, engagement and empowerment and their identifications of vulnerability, discrimination and marginalization. Central to this is young people's concerns and feelings of

injustice and hope connected to societal and cultural problem horizons.

What is the young people's experiences of Belonging and their feelings of being a minority as youth as well as belonging to a minority group in society? Rural youth, ethnic minority youth, socially vulnerable/disadvantaged youth , LGBTQAI+ Youth.

How can Youth Research strengthen the participant Youth as so they can profit, gain insight and learn from their participation and avoid legitimization and representation.

SESSION: SOCIAL INCLUSION OF YOUTH ACCORDING TO YOUNG PEOPLE - A NORDIC PERSPECTIVE (NABO)

Nielsen, A. M. W.

THE ROLE OF RITUALS, ROUTINES AND RULES IN ART PROJECTS AS AN ALTERNATIVE ARENA FOR SOCIAL CHANGE

In the last two decades, a number of research studies focusing on the crossroads between artistic processes and social initiatives has emerged. In general, they advocate the potential of art projects to change young people's lives and living conditions in terms of greater social inclusion, improved well-being and connections with the education system (see, e.g., Jermyn 2001, Heatland et al. 2008, Carnwath & Brown 2014). While these studies promote the potential of art projects to create social, emotional, and educational change in young people they seldom examine what particular conditions in the projects are beneficial.

Based on a number of qualitative studies of past and current Danish art

projects working with vulnerable young people (see, e.g. Nielsen & Sørensen 2017) the paper explores how rituals, routines and rules appear decisive in young people's accounts of their participation framing and structuring daily life in the projects in various ways (Goffman 1967). Drawing on empirical data we show how rituals, routines and rules are linked both to the formation of collective processes and as anchor points for the actual artistic work in the art projects. We suggest that the predictability and repetition they create establish a strong, but 'pliable' framework, which can intervene in young people's ideas about what they are capable of, as well as their everyday lives.

SESSION: YOUTH WORK AND ALTERNATIVE ARENAS

Nielsen, J. C.

WELL-BEING IN HIGH SCHOOL

In recent years, there has been increased research attention on young people's well-being and failure to thrive both in Denmark and internationally. The role of education and educational institutions is often discussed in connection with the finding of tendencies towards a lack of well-being among young people. Since school and education are one of the most important arenas of life, well-being in school, well-being in school can also be assumed quite central to the overall experiences of well-being in one's life.

This paper combine summarizes and discusses knowledge from two sources, respectively 1) a literature review of empirical research that addresses the well-being of high school students and 2) focus group interviews with danish high school students about their understanding of well-being and what creates well-being - with particular focus on the importance of high school communities and relationships.

SESSION: ACHIEVEMENT SOCIETY

Nielsen, M.

‘A TOXIC COMBINATION’: PERFORMANCE, TEMPORARINESS AND STRUGGLING FOR SUCCESS IN EARLY WORK LIFE

The number of young people who struggle with mental health problems are increasing. This is also the case in the beginning of young people’s working life. Youth researchers have argued that the increase in mental health problems is to be seen as part of wider social trends in the ‘Performance Society’. Additionally, temporary working conditions is highly prevalent among young employees. Applying Skeggs and Lovelys concepts of subject formation and value struggles, and Farrugias work on ‘Post-Fordist work ethic’, we ask:

How performance orientation is expressed in working lives characterized by temporary working conditions. We specifically examine how this relates to the increase in mental health problems among young

people at the beginning of their working life.

Design: 30 qualitative interviews with Danish workers under 30 were conducted. All had been working for a maximum of two years after finishing education. Most of them worked in branches characterized by temporary working conditions and performance oriented working cultures. All had experienced different kinds of mental health problems.

Main point: The title ‘a toxic combination’ indicates that the combination of the struggle to achieve success in the beginning of working life, performance-oriented work cultures and an increasing number of temporary jobs appears to be a toxic combination for young people's mental well-being.

SESSION: EMPLOYMENT AND WORK

Olesen, E. S. B.

YOUNG PEOPLE LIVING IN SMALL PLACES

The NABO report “Experiences of social inclusion among young people in Norway” describes how young people from different parts of Norway experience different aspects of social inclusion. The study shows on several parameters that the young people participating in the project consider their lives to be good. They express an overall high degree of optimism about the future. These positive aspects of social inclusion are good news which it is important to emphasize. However, the study also points to aspects that limit the experience of social inclusion. In this session the focus will be on experiences of young people living in small places. The aim of the presentation is to point out that in small

communities it can be challenging to find alternative social communities, if one does not wish to take part of the mainstream activities offered, or if one is not able to. At the same time, the possibility of seeking advice or consulting from professional adults is also more limited in small places, compared to larger towns. This can make the experience of social exclusion even more present for young people who struggle to belong. Moreover, scarce and expensive public transport resources represent a restriction for young people living in the countryside and in smaller towns, influencing the possibility to participate in social and cultural events.

SESSION: SOCIAL INCLUSION OF YOUTH ACCORDING TO YOUNG PEOPLE - A NORDIC PERSPECTIVE (NABO)

Petersen, M. A., Hunt, G. & Borgen, A.

AMBIGUOUS ENCOUNTERS: INTOXICATED SEXUAL RELATIONS IN NIGHT TIME SETTINGS

Nordic concern about sexual victimization has recently increased, partly as a result of the emergence of the MeToo movement and partly because of the enhanced media coverage of a number of high-profile cases of sexual harassment and victimization. Although efforts have increased to identify and eradicate workplace harassment, much less focus has been directed on these issues in drinking settings. This is in spite of the existing research that has highlighted the extent of sexual harassment, gender-based micro-aggressions and victimization among young adults in bars, clubs and other public drinking settings and the extensive research that has identified the important role of alcohol as a major contributory factor in sexually violent and aggressive behaviors. In fact, as Graham and colleagues (2017) have noted, more research is needed to

examine and assess “the role played by intoxication” in incidences of unwanted sexual encounters experienced often by young women in night time settings.

Using narrative data from our research among young adults (18-25) on intoxication and sexual consent in Denmark, coupled with current sociological theory, including theories of “sexual scripts,” the aim of this paper is to examine how intoxication influences sexual scripts. Our data shows that intoxication plays an important role in both wanted and unwanted sexual encounters, but that most intoxicated encounters are ambiguous and difficult to understand. While alcohol is used to explore, change or develop young people’s behavior and sense of self, it is often in retrospect unclear as to whether it counts as a sexual encounter or sexual victimization.

SESSION: THE INTOXICATED SELF

Pöysä, V. & Ristaniemi, H.

NEW MATERIALIST PERSPECTIVE ON RURAL YOUTH – PLACE-YOUTH-TECHNOLOGY-ASSEMBLAGES IN RURAL FINLAND

Growing up in rural areas means living and acting with different human and non-human substances. The materiality of rural areas, especially rural nature has long been a central part of rural youth studies. However, the latest theoretical discussions about materiality challenge to think these substances in a new way. The new materialist theory takes different materials as an active part of the social production of the world. (cf. Coole & Frost 2010; Fox & Alldred 2017.)

The focus of this presentation is on two non-human elements that constitute an important part of rural young people's lives: vehicles and digital technology. Vehicles possess a stabilized position in the rural cultures, but digital technologies are an emerging part of rurality. We employ a DeleuzoGattarian notion of assemblage to explore these

materialities. Assemblages are processual, relational, and they can produce agency and changes. (Bennett 2010; Deleuze & Guattari 1987.) Therefore, we ask how rural places, youth, and technologies assemble in everyday life? And how do these assemblages build rural young people's ability to act?

This presentation draws on a forthcoming article, that combines two qualitative longitudinal data collections from two rural regions in Finland: Eastern Finland and Finnish Sámi Homeland. Even though these areas are diverse socio-material entities, materiality builds up simultaneously emerging possibilities and limitations of young people's everyday life. In this presentation, we argue that rural youth research should take different materials more thoroughly into account.

SESSION: YOUTHS IN RURAL REGIONS

Rainsford, E.

REALISING THE NORTH EAST AMBITION- EVIDENCE DRIVEN INSIGHTS FOR POLICY DESIGN

This (ongoing) project aims to identify and develop local, evidence driven intervention strategies to secure better outcomes for young people's employment and career progression in North East England. This region has a longstanding problem of economic inactivity, high NEET rates and low quality employment. The Local Enterprise Partnership has identified a concern that there is a mismatch between job opportunities of strategic need and the career aspirations of

young people. This project aims to understand how young people's career aspirations are shaped and to identify and develop interventions for colleges and local authorities to reduce this mismatch. We work closely with stakeholders (especially young people) to co-design and develop actionable insights for colleges to improve the employment and career outcomes of young people in the region.

SESSION: EMPLOYMENT AND WORK

Roaldsnes, A.

CULTURAL TRANSMISSION IN EARLY CHILDHOOD AND PARENTAL HABITUS

The study of cultural practices as tools of distinction is often focused on adults. More attention should be paid to the study of cultural practices and cultural transmission from parents to their children, studied in moments of childhood. This is due to two reasons. First, theoretically, a child has no long life to look back on, in which formation of habitus may take its twists and turns, but instead is wholly dependent on its parents habitus. Secondly, both theoretically and empirically, as the child starts developing a wider social world as childhood extends towards early teens, differences in parental habitus and the wider social environment may be studied.

Bourdieu's homology thesis, connecting social position and cultural practices through the habitus, has been demonstrated widely in empirical analysis. Furthermore, the patterns of cultural consumption has not changed in significant ways since the 1970s (Donnat; Mangset). How equal is the access to cultural goods for children in an egalitarian society such as Norway?

The data for this study stem from a panel conducted in Bergen from 2019-2021 where 4754 families gave data on one child's cultural practices, and their own. The data covers all organized leisure activities, but focuses on cultural practices.

SESSION: SOCIAL CLASS

Rottach, A. & Hofmann-van de Poll, F.

YOUTH, PARTICIPATION AND DEMOCRACY IN EUROPE – LITERATURE REVIEW AND OVERVIEW OF QUANTITATIVE INTERNATIONAL DATABASES

The promotion of democratic awareness and democratic values among young people in Europe is an important goal of European youth policy. In various documents on democracy and young people, European institutions assume that increased participation among young people results in strengthening a democratic Europe. Measuring democratic values and participation of young people is therefore a core element of European evidence-based policy, resulting in a massive body of studies that address statistical relationships between participation, democracy and young people. This brings up the question of how guiding concepts like participation, democratic attitude, political interest and civic citizenship are measured and compared at the European level.

The paper consists of three main parts. First, we present an overview of international databases and surveys on

democracy and participation and analyse their operationalisation of guiding concepts, as well as their comparability. Second, based on Systematic Literature Review (SLR), we analyse about 50 recent studies, which use these data to draw conclusions on the relationship between democracy, participation and young people. Third, we examine the comparability of these studies, the contexts in which they relate to participation and democracy (e.g. educational strategies, socio-economic factors, the labour market and identification with European values) and the consequences for European youth policy.

With our paper, we want to contribute to the critical discussion on the comparability of data and studies on democracy and participation, as well as to the discussion on the relevance of these concepts and the conclusions drawn from them for European youth policy.

SESSION: CIVIC PARTICIPATION

Saukkonen, R.

YOUNG WOMEN'S PERCEPTIONS OF SEXUAL CONSENT

The concept of sexual consent has been part of public discourse in Finland during recent years because of the ongoing transformation of the legal definition of rape. In this presentation I present my study on young women's perceptions of sexual consent. I interviewed seven young women aged 18-27 in Tampere, Finland on their thoughts about boundaries related to sex. The group interview with these seven women took place at the Tampere Girls' House which is a multicultural meeting place that organizes eg. free-time activity and support for girls and young women. To inspire discussion, I used two fictional audio-visual materials that imitate a

(hetero)sexual situation between two young individuals; a scene from an Irish TV series Normal People and a Finnish short film Buduaar. I analysed both the audio-visual materials and the group interview with qualitative theory-driven content analysis. The idea of trust as an affective attitude (Jones 1996) was central to these young women when it came to sexual consent. According to their accounts, a mutual trust between two people enables consent but several factors including gendered power relations could result the sexual situation becoming a form of cruel optimism (Berlant 2011) where something a person wants becomes an obstacle to their flourishing.

SESSION: GENDER AND SEXUALITIES

Schmid, E. & Haukedal, C. L.

AGAINST THE ODDS: RESILIENCE AMONG STUDENTS AND APPRENTICES IN VOCATIONAL EDUCATION AND TRAINING IN NORWAY

Research suggests that young people who may be at risk of not completing upper secondary education may be identified based on a couple of predictors or risk indicators, such as grades or socioeconomic background (for an overview see Bowers, Spratt & Taff, 2013). However, some students follow “unexpected pathways” and succeed in education, despite some form of disadvantage or risk (e.g. Blondal & Adalbjarnardottir, 2012; Finn & Rock, 1997; Lessard, Butler-Kisber, Fortin & Marcotte, 2014). These young people are commonly described as resilient.

Drawing on the literature on resilience in an educational context, this paper discusses behaviours, abilities and strategies that enable vulnerable students and apprentices to succeed in education and training. The study is based on qualitative interviews with

eight young people in upper secondary vocational education and training (VET) who were identified as being at risk of not completing their education due to a grade point average (GPA) from lower secondary school below a critical level. The students were interviewed at two points in time: a first time during their second year of education at school, and a second time while they were in apprenticeship training (year 4) and due to take the trade certificate in about half a year.

The findings suggest that engagement behaviours that facilitate learning and goal orientation may be among the factors that enable the young people to succeed in education and training. Furthermore, they take responsibility for their own learning, ask for help when needed and believe that they can succeed.

SESSION: VOCATIONAL EDUCATION AND TRAINING (VET)

Scott, K.

BETWEEN APPROPRIATENESS AND STICKY OBJECTS – WELFARE PROFESSIONALS TALKING ABOUT YOUTH WORK AND MARGINALIZATION

The paper explores how welfare professionals working with youth and marginalisation talk about gender, sexuality, race, and class in relation to their work. When and how are perspectives on gender, sexuality, race and class part of a professional vocabulary, and when do these perspectives become sensitive issues or 'sticky objects' (Ahmed 2004)?

Empirical material from interviews with welfare professionals in Denmark shows diverse ways of talking about youth work and marginalisation in relation to gender, sexuality, race, and class. One way is laughing and giggling when talking about gender and sexuality, and another way is checking-

in with the interviewer about the right choice of words especially in relation to sexuality and race. The paper analyses what these diverse ways of expression can tell us about welfare professionals in Denmark and their professional vocabulary when it comes to understanding and talking about gender, sexuality, race, and class in relation to youth work and marginalisation. A central finding is how welfare professionals in different modes are relating to ideas of 'appropriateness' (Kofoed 2008). The paper discusses the wider perspectives of how performances of appropriateness relate to lived experiences of marginalisation among youth.

SESSION: PROFESSIONALS AND MARGINALIZED YOUTH

Sinisalo-Juha, E.

YOUNG PEOPLE'S VARYING EXPERIENCES OF INCLUSION AND LONELINESS ACCORDING TO DIFFERENT HOBBIES - A QUANTITATIVE STUDY OF 15 000 YOUNG PEOPLE IN FINLAND

Finnish youth studies have raised concerns about young people's experiences of lack of inclusion and loneliness. Youth loneliness has increased and the resulting challenges can hinder young people's growth towards inclusion in society. E.g. in one study, young people themselves expressed that loneliness was the cause of their exclusion.

My presentation is based on an online survey of nearly 15,000 young people in Finland, collected in spring 2021. The data allow me to examine young people's experiences of inclusion in both communities and society, as well as their experiences of loneliness. Interestingly, young people's experiences vary according to their different hobbies and participation in organisations. Exercise and sports organisations seem to have the strongest impact on young people's

experiences of inclusion. Vice versa those involved in visual arts, reading or writing have a weaker experience of inclusion in communities, but a stronger experience of inclusion in society. At the same time they had a stronger experience of loneliness.

Interestingly, young people who play games, for example esports differ from other groups in that they do not feel included in their communities or wider society. They were also not interested in social life and did not feel themselves lonely.

This study gives us some insights into what explains young people's experiences of inclusion or loneliness. We hope to find answers to the concerns raised in Finnish youth research about the segregation of young people.

SESSION: YOUTH ACTIVITIES

Skilbred, A.

**PERFORMANCE-ENHANCING SUBSTANCES AND ATHLETES' NETWORK:
WHO ARE THEY, AND WHAT ROLE DO THEY PLAY FOR THE ATHLETES?**

Several studies have investigated coaches' and other sports staff's role concerning attitudes and understanding of performance-enhancing substances, including doping, in elite athletes' lives. Most of these studies use a quantitative approach. Few studies have done this from a qualitative perspective, and none focussing exclusively on youth athletes. Youth athletes are particularly interesting as they are developing an athletic identity and are vulnerable to pressure and persuasion from influential individuals and institutions. This paper has two main aims. Firstly, to identify individuals and institutions that impact young athletes' experiences, opinions and knowledge concerning performance-enhancing substances. Secondly, understand how the athletes interpret and construct meaning based on this impact. The present study draws on interviews with youth athletes from specialised sports schools in Norway. Our findings show

that several people and institutions are significant, including coaches, the school, other athletes, and Antidoping

Norway. The athletes spend most of their time with fellow athletes and describe strong ties between them. However, the relationship between athletes from one sport towards athletes from other sports takes a different form. It bears the mark of a need to distinguish themselves, which has consequences for their beliefs regarding the others' attitudes to and use of performance-enhancing substances. Also, our analysis finds the school to have a strong influence on athletes' knowledge and opinions. Furthermore, athletes constantly balance other people's influence with their own independence, as they view independence and responsibility for their own performance as essential for their chances of success as elite athletes.

SESSION: SPORTS AND LEISURE

Skålholt, A. & Hovdhaugen, E.

SIDESTEPPING THE VOCATIONAL TRACK? WHY DO VET-STUDENTS CHOOSE TO AIM FOR AN ACADEMIC INSTEAD OF A VOCATIONAL QUALIFICATION?

Norwegian upper secondary has two strands; academic three-year programmes, and vocational programmes consisting of two years of schooling followed by two years apprenticeship. However, students in vocational programmes can, after the first two years, 'switch' to the academic track by taking an academic "make-up year". The questions this paper is raising is if students who do switch between tracks are different from other vocational track students, and if this switch is a "choice" or something students are "forced" to do, due to scarcity of apprenticeships.

At a system level, the paper raises the question of the function of vocational track. The dual systems in Germany, Denmark and Norway have shown to decrease youth unemployment (Wolter & Ryan, 2011). At the same time, early tracking, which is associated with the

dual system, increases education inequality (Van de Werfhorst, 2018). Apprenticeships are distributed in a market, which is subject to fluctuations of supply and demand (Schneider & Tieben 2011), and insufficient supply may pave the way for involuntary switches.

We use registry data, and regression to compare those starting the academic make-up year to those taking a vocational qualification. Preliminary analyses indicate that student composition in the make-up year is complex and differs from regular vocational students in terms of gender and grades. Analyses of application data indicate that taking the academic make-up year is a conscious choice for most students. Very few, around 5% of those ending up in the make-up year, applied for an apprenticeship.

SESSION: VOCATIONAL EDUCATION AND TRAINING (VET)

Sletten, M. A. & Bakken, A.

GENDER AND SELF-REPORTED MENTAL HEALTH PROBLEMS AMONG YOUTH - THE ROLE OF NEGATIVELY AND POSITIVELY ANGLED QUESTIONS

The story of depressed teenage girls is one of the great public health stories of the 21st century. Both Norwegian and international studies from recent decades show that an increasing number of young people report symptoms of anxiety and depression, and this increase applies in particular to young girls (Collishaw, 2015; von Soest & Wichstrøm, 2014; Sletten & Bakken, 2016). Are boys better off than girls, and increasingly so in the last decades? Or, do gendered narratives about mental health problem influence on survey results? If so, it would be reasonable to expect the gender differences in self-reported well-being to vary depending on how it is mapped.

In this paper we ask if questions that capture positive feelings, result in a reduced gender difference compared to questions about negative feelings? To investigate this, we use representative data from Ungdata surveys conducted in 2020 and 2021, in which almost 150,000 pupils in lower secondary and upper secondary schools from large parts of Norway participated. The survey include questions about mental health problems (such as sadness, the feeling that everything is a struggle, tension, worries and sleep problems), as well as questions that capture dimensions of wellbeing (such as joy, commitment, energy, future optimism, coping and life satisfaction).

SESSION: MENTAL HEALTH #2

Smette, I. & Hegna, K.

UNDERSTANDING GIRLS' CHOICES OF VOCATIONAL EDUCATION IN NORWAY. A LONGITUDINAL, PROCESSUAL PERSPECTIVE

Whereas boys' choices of vocational programmes in secondary education is relatively well theorized and understood as linked to identification with masculine professions, the processes guiding girls' choices of vocational programmes is so far scantily described in the research literature. The aim of this paper is to contribute with a longitudinal perspective on the formation of girls' choices of vocational programmes during lower secondary education in Norway. The paper will draw on unique longitudinal data from the Inequality in Youth (Ungdom i endring) study. The study comprises 80 young people, recruited from two urban and two rural communities in Norway. The young people were interviewed about social relationships, their everyday life and plans for future education at 2 time points during lower secondary education. The analysis in this article will draw on interviews with girls who at

some point during lower secondary school considered to opt for a vocational programme in upper secondary education. Our longitudinal perspective enables us to study educational decisions not only as an outcome associated with quantitatively measured factors such as grades and socio-economic background, but as a social process. In our analysis we will identify how events and experiences linked to family and peer relationships, well-being and media influences – to mention examples based on preliminary analyses – come to matter in the decision process. The paper will argue that it is important to develop a processual understanding of girls' trajectories towards vocational education to provide competent and relevant career counselling for this group.

SESSION: VOCATIONAL EDUCATION AND TRAINING (VET)

Stefansen, K., Solstad, G. M. & Togle, R.

PARTY RAPE: INTERACTION, DESIRE AND SOCIO-SEXUAL STATUS ASCRPTION IN VICTIM NARRATIVES

The topic of this paper is party-related sexual assaults among youths: how they happen and are made sense of by victims. Our aim is to add nuance to the dominant understanding of such incidents that draws from the 'sociopath script' of sexual assault. We analyse women's narratives about assaults that happened in social drinking situations when they were young. These narratives zoomed out from the incident and encompassed the social context of the assault and the victims' 'sexual project' in the situation. Our analysis points, firstly, to the importance of two dimensions in victims' efforts to make sense of what they had experienced: (1) their degree of agency/participation in the sexual interaction and (2) their interest in the assailant(s) or the social situation. Analysed through this lens, the narratives point to four main types of party-related sexual assaults:

manipulative assault (over-pouring, drink-spiking), opportunistic exploitation (too drunk to resist), sexually violent effervescence (chaotic interactions spiralling out of control) and scripted compliance (trapped in the situation, mechanic participation). Secondly, our analysis indicates that the victims' interpretations of the situations were impacted by their perception of the assailant's sociosexual status vis-à-vis their own, whether he was someone attractive, a possible sexual partner or not. Situations involving assailants with lower socio-sexual status were more easily recognized as assaults, while situations involving assailants with higher socio-sexual status were narrated with more ambiguity. We discuss the various ways in which party-related sexual assaults among youth are tied in with status differences.

SESSION: VIOLENCE AND SEXUAL VICTIMS

Stenersen, C. R.

STUDENTS' PREPARATION FOR ASSESSMENT: A MULTIPLE CASE STUDY IN LOWER SECONDARY SCHOOL

During the last decades, learning outcomes and results has become the focal point in educational policy, curriculum-making, and assessment. How this development may influence students remain understudied. Hence, this paper investigates three authentic cases of classroom assessment, to answer the research question How do the students prepare for an assessment situation within the given frames set by the teacher? This study draws on discursive institutionalism as an approach to understanding in context the interplay of policy relevant ideas, discourse, institutions, and agency of the actors within the institution. The paper reports on data collected in a larger qualitative research project including three lower secondary schools in Norway over a period of one and a half years. The data comprise

video data, audio data and classroom working materials. Preliminary findings indicate that the teachers frame student collaboration in preparing for an assessment as a key factor in achieving better results and encourage the students to collaborate. Some students seem to prefer to work individually, however, in response to teachers expressed expectation and encouragement, the students physically place themselves in groups. Yet, the analysis indicate that the students mainly use digital tools to collaborate both in the classroom and after school hours, like shared documents, video meetings and snapchat. This paper aims to contribute with knowledge about the potential influence the changes in education policy and education practice related to assessment has on the students.

SESSION: EDUCATION

Stigemo, A.

“I’M REALLY TRYING TO PUSH THAT BOUNDARY”- LEARNING FROM STUDENTS’ NEGOTIATION OF EDUCATIONAL NORMS AFTER PERIODS WITH SEVERE STRESS

An increasing number of students in Danish higher education struggle with psychosocial problems as a part of their everyday life. Experiencing psychosocial problems takes part as a complex identity formation unfolding within hegemonic discourses about what it means to be or become a proper student (Burke 2017) and thereby recognised part of society. It is a situated process of negotiating the legitimate conditions for feeling a sense of belonging (Antonsich 2010). This paper explores, how two students within different educational contexts develop

strategies to fulfil and live up to an experienced norm of employability and self-realization prohibiting any form of standstill. Hence, how they become active in pushing their boundaries and living a speed-up life in order to feel recognised - until severe stress and burnout force them to put their study life on hold. In the last part, the paper focuses on the learning processes taking place in hindsight following their different active engagement with discourses surrounding the field of higher education.

SESSION: MENTAL HEALTH #2

Sundqvist, A., Hemberg, J.

ADOLESCENTS' AND YOUNG ADULTS' EXPERIENCES OF LONELINESS AND THEIR THOUGHTS ABOUT ITS ALLEVIATION

Society has undergone rapid changes over the last decade affecting adolescents and their mental health as well as experiences of loneliness. The aim of this study is to examine loneliness from adolescents' and young adults' perspectives. Data was collected through semi-structured interviews with eleven (n = 11) Finnish adolescents and young adults aged 17–28 and analyzed using qualitative content analysis. Two main themes and six subthemes were found. The main themes were: risk factors for loneliness and different ways of alleviating

loneliness. Risk factors for involuntary loneliness were: social transitions, isolation, not having anyone to contact, group differences, social expectations, viewing other companionships, ill-being, negative emotions, former destructive experiences or a negative self-image. Preventive measures, effective coping strategies together with tertiary measures are depicted and discussed. Risk factors should be identified in order to be able to effectively and adequately address involuntary loneliness amongst adolescents and young adults.

SESSION: MENTAL HEALTH #1

Suontausta, J.

MEANINGFULNESS IN THE MARGINS – PERCEPTIONS OF MEANING IN LIFE AMONG YOUNG ADULTS NOT IN EMPLOYMENT OR EDUCATION

In the presentation I will discuss the theoretical and methodological underpinnings of my PhD study which aims to study the perceptions of meaning in life among young adults who are not in employment or education. The purpose of the study is to collaborate with young adults, aged 18-29 years, and to engage them in a co-research process to explore their thoughts on how the institutions of the Finnish society have influenced their perceptions of the meaning in life.

The methodological starting points of the study have been inspired by the ideas of co-research as presented in the Pedagogy of the oppressed by Paulo Freire. Freire's concept of praxis is the key concept, meaning in the

context of this research joint action to reflect young adults' realities and to promote their agenda in the society. The aim is to help the young adults make their stories visible, and to strengthen and support their capabilities to societal participation in their own terms.

The background of the study lies in my experience as a school social worker. Two of my former clients have already expressed their interest in participating in the study as co-researchers. The data collection of the study will consist of participatory peer interviews, short narratives written after the interviews and group meetings with the participants willing to attend.

SESSION: CO-RESEARCH AND METHODOLOGY IN YOUTH RESEARCH

Suoranta, A. S.

EVERYDAY PEACE AND YOUTH

This presentation explores everyday peace of young people in Finland and Sweden. Both countries are seen as largely peaceful and hence provide under researched contexts for exploring negotiation and action that constitute everyday peace for the youth. As peace and conflict are too often seen as opposites and peace as the ultimate end-state, the everyday perspective provides a valuable contribution to acknowledging their interwovenness. In addition, the youth perspective allows for particular attention to be paid to power relations and seeing beyond “youth” as one group.

The youth have recently been a topic of discussion in Finland, where concerns are rising over being “on the path of Sweden” in segregating suburbs and formation of gangs. These discussions are had by adults and have little to do with the everyday lives of most youth. The contrasting of youth perspectives in the two countries therefore creates an opportunity to explore how their everyday peace and coexistence amidst tensions (within “peaceful” societies) appears. The presentation is a part of an ongoing PhD project in which ethnographic data is collected from socially mixed urban areas Finland and Sweden.

SESSION: YOUTH PARTICIPATION AND POLITICAL ENGAGEMENT

Tolonen, T., Lahtinen, J. & Pöysä, V.

VOCATIONAL STUDENTS' SOCIAL RELATIONSHIPS, RESOURCES AND CAPABILITIES

Finnish upper secondary vocational education has faced major financial and organizational changes in recent years. The new legislation went into effect in 2018 and since then vocational education was connected more strongly in the context of neoliberal ideologies of individual competitiveness, students' self-management and entrepreneurial mindset. Simultaneously, the national funding of vocational education has decreased by 23 percent per student between 2013-2017.

Vocational education is in the focal point of many political wishes and expectations. In addition to produce labour force, it is an important mean for integrating young people into the labour market and wider society. We see that there might be a conflict between education's reform and political wishes as reform emphasized individualistic orientation that might not increase student's sense of belonging to their communities either.

In our presentation, our main focus is on the vocational students' different social networks, vocational education's reform lurking in the background. We are interested in what kind of social ties and networks vocational students' have inside the educational institutions and further, in relations to their families and friends. We also explore how these relationships have developed in time during the vocational education, and how these relationships are able to support their chosen educational paths.

In this presentation, we rely on qualitative data of longitudinal interviews with 17 young people (6 women and 11 men). They come from different parts of Finland: six from Southern Finland, Helsinki region, three from Northern Oulu region and seven from a village from Eastern Finland. All participants have taken part in longitudinal Youth in Time research project.

SESSION: VOCATIONAL EDUCATION AND TRAINING (VET)

Tormulainen, A.

YOUTH WORK ON WHEELS – ONE OPTION FOR THE FUTURE

Mobile Youth Work Research Project (2021-22) is carried out in co-operation between Humak University of Applied Science and Finnish Youth Research Society. The presentation introduces findings of the ethnography-based research and compact the present mobile youth work done in Finland.

Geographically wide communities, long distances, lack of free time activities. At the same time the demographic change where the amount of youth decrease in rural is reality at present but especially the future in Finland. Young people in periphery areas lack the equal youth work services. Different kind of “peripheries” can be found also in suburbs in the cities. Some young people doesn’t want to participate in existing communal activities because of several private reasons. However all

youth are worth of public services in the name of equality.

Mobile youth work can be one option for the future youth work. Going around by cars in young people’s free time places create new approaches to the work. It doesn’t have to replace everything done before eg. inside existing youth houses, instead it can be seen as a way to co-operate between different sectors. In the field among youngsters the knowledge about current phenomenon and local situations are gained for the use of larger picture and preventive work. At the same time the information about existing services increase among youth. Might also happen that the appreciation of the whole work field can rise locally when the youth workers are seen in public.

SESSION: YOUTH WORK AND ALTERNATIVE ARENAS

Tuuva-Hongisto, S., Berg, P. & Korjonen-Kuusipuro, K.

TRACING THE DIGITAL LANDSCAPES OF YOUNG PEOPLE

Digital practices are highly contextual, a mix of both local, global and online dynamics. Different socio-cultural landscapes and structures of different regions produce and maintain diverse and localized life-practices (offline) as well as forms of digital cultures (online) among youth. Online and offline are continuously emergent in many complicated and nuanced ways. Our aim is to elaborate the practices of youth digital cultures and how these practices are shaped and reshaped in locality-based life-spheres as well in digital environments. How we can trace the digicultural practices and landscapes of young people's everyday life at multiple local and digital ethnographic sites?

With ethnographic interview data and media ethnographic study we aim to

identify the dynamics of digital everyday and enable the self-reflection of the meanings of the engagements of digital media. Our data consists of online questionnaire and thematic interviews of 15-year-old young people living in three fundamentally different Finnish localities are studied: remote and emptying agricultural municipality in a regional "periphery", a small working-classed and industrial town that continuously seems to lose its young population, and a growing, "youthful" city that has an image of a tempting region especially for young adults. Our paper is based on a research project DEQUAL - Capturing Digital Social Inequality: Young digi-natives' asymmetrical agencies within socio-technical imperatives and imaginaries (Academy of Finland, years 2020-2024).

SESSION: DIGITAL YOUTH

Vasileva, N. & Honkatukia, P.

YOUTH CULTURES AND CAREER PATHWAYS - A LIFE-COURSE PERSPECTIVE ON STICKER ARTISTS' CULTURAL AND PROFESSIONAL ENGAGEMENTS IN ST PETERSBURG

The paper is based on longitudinal empirical data, which reveals a constantly emerging and contradictory relationship between employment and engagement of young people with sticker art – an activity based on creating and placing stickers on various urban surfaces. In this study, we are tracing the individual labor biographies and choices in the context of the post-soviet neoliberalism in crisis. The paper follows the life course approach that suggests that individual lives are embedded into social structures primarily in the form of partaking in social positions and roles. Analyzing the personal experience of sticker artists, we reconstruct the role of the state

policy, formal education, family background, gender, migration, and involvement in the leisure activity of sticker art in shaping the positions of young adults in the labor market and their career paths. Additionally, we explore the meaning of employment, discussed by young people in terms of freedom and necessity, self-expression and adaption, serving others and benefiting yourself. We analyze these negotiations on the meanings working life in one's life course as maneuvering between internal personal desires (agency) and external social demands (social structure) in transforming society.

SESSION: EMPLOYMENT AND WORK

Vehkalahti, K.

MULTILOCALEITY IN EMERGING RURAL ADULTHOOD IN FINLAND

Mobility is a necessity for many rural young people to pursue education and work opportunities at some point in their lives. Questions related to mobility have also gained the main attention in the previous studies on rural youth. Rural youth has been discussed for example in terms of mobility imperative (Corbett 2007; Farrugia 2016), rural exodus of young women (Johansson 2016), and nostalgic place-attachment (Marcu 2014). Increasingly, focus has shifted to the complex relationship between place and belonging (e.g. Habib & Ward 2019; Harris, Cuervo & Wyn 2021). This presentation builds on the growing literature of spatialized youth studies that have sought for more nuanced perspectives to the experiences of young people in various non-urban locations (e.g. Corbett 2013; Sørensen & Pless 2017; Rönnlund 2019; Cook &

Cuervo 2020). The presentation draws on a qualitative longitudinal study with rural young people in Finland. The same group of young people from Central Finland has been followed since 2015, from the age of 15. During the span of seven years, they have faced many life-changing decisions: they have engaged in secondary studies, moved to independent living, formed relationships and entered the labor market. Some have moved to cities, some have stayed or returned to their home regions. Fluctuation between rural and urban living, as well as reflection on possible futures characterizes their life courses. The longitudinal approach opens possibilities to address the myriad of elements involved in this multilocality, here understood both as a spatial and mental process.

SESSION: YOUTHS IN RURAL REGIONS

Wigenstad, S. & Ytreland, K.

CRIME PREVENTION AMONGST REPETITIVE YOUTH OFFENDERS

As part of the Municipality of Oslo's plan to prevent and reduce repetitive crime amongst youth aged 15-18 years, seven districts applied for and received funds to help this group through individual and relational social work. The aim of this study is to identify what the employees in the districts identify as barriers and successes in their work with marginalized at-risk youth, as well as what the youth themselves express they are in need of.

Data were collected through qualitative interviews with 14 employees from all seven districts and six of the youth receiving district services. Further, the study implement relevant documents from the municipality and the participating districts. We recruited peer supporters for collaboration during the interviews with the youth. The peer supporters had themselves experiences similar to those of the

target group, and it was an interesting and particularly helpful methodological grip.

Using collected data we found that the relationship, flexibility and continuity between the social worker and the youth were imperative to progress. One of the reasons for this being that many of these youths have few protective factors and several risk factors in their lives, which makes them vulnerable and in need of genuine relationships with the professionals.

Our findings indicate that the social workers at the closest proximity to the youth often find themselves in several legal, interpersonal and practical predicaments, without having the necessary frames, methodological guidelines nor guidance that they require to not get "compassion fatigued" or burnt out.

SESSION: SOCIAL WORK AND VULNERABLE YOUTH

Wiig, C. & Aagre, W.

RESONANCE: EXPLORING HOW TRAINEE-STUDENTS PERCEIVE CONNECTIONS AND CONTRADICTIONS BETWEEN SCHOOL AND YOUTH CULTURE USING INTERPRETIVE DOCUMENTARY ANALYSIS

This paper aims to explore how teacher students describe connections and contradictions between teaching frames of the school and expression forms of the youth culture during their first practice period in lower secondary schools. We want to create an explorative approach in our attempt to connect and make lines of meaning between what students see, examine, and communicate through written essays. We want to use Hartmut Rosa's (2019) concept resonance during our analytic process of the students' texts. Creating a sociology of our relation to the world, Rosa's concept resonance is presented as the opposite of alienation (p. 178). Resonance is thought to "rest on the idea of an intrinsic connection or correspondence, a mutual reaction in the sense of a genuine response" (p. 58, emphasis in original). Thus, using resonance as an analytical lens, we intend to explore students touch while interpreting and explaining authentic school situations in the context of youth cultural aspects. Methodologically, we will conduct document analysis of students' mandatory written assignments (n=30) during their first

semester of the new 5-year Master in Teacher education for upper secondary school (Lektorutdanningen for 8-13). In the assignment, students discuss a learning situation they have observed, basically initiated and framed in by the teacher, and how youth cultural perspectives may counter or alter what is happening next. The teacher students are asked to describe this in light of possibly conflicting norms or rules between school and youth culture. Analytically, we will a) categorize the texts and create a map of the approaches and themes, and b) analyse in detail some of the texts to investigate how they identify, distinguish, and interpret the complex dynamics between school culture and youth culture. The paper will contribute to the field of youth research with an explorative approach to examine authentic empirical data as resources to describe teacher students' ways of grasping an early understanding of challenges between norms and rules among school and youth cultures in a practice they are about to be socialized into for their future professional lives.

SESSION: TRANSITIONS

Wrede-Jäntti, M.

SOCIAL INCLUSION AMONG YOUTH IN FINLAND - A QUALITATIVE STUDY

The Nordic Council of Ministers launched a pan-Nordic project "NABO" (2018–2021) about social inclusion of young persons. It focuses on five aspects of social inclusion; experiences of belonging, opportunities to influence, opportunities to participate, access to society's resources and services and support from family and social networks. In this session the main results from the qualitative study in Finland are presented. We learn, among other things, that even though most of the interviewed young persons are pleased in many ways, there are still many differences between subgroups of young persons. For instance, challenges connected to social inclusion look different for young people from the countryside vs. from towns, as well as for young people belonging to minorities, such as Swedish speaking

Finns or so-called rainbow youth. Striking is also the gender differences.

Some of the results are during the session linked to findings on Finnish youth in quantitative studies. I focus especially on two issues; one showing the high proportion of girls reporting that they do not consider themselves being heterosexual, the other presenting very high levels on mental health distress among young people, especially among the girls.

The results from the above presented qualitative and quantitative studies will serve as a base for the suggestions in the second part of this section, which discusses themes of, and possible ways forward for, collaborative (Nordic?) youth research in the near future.

SESSION: SOCIAL INCLUSION OF YOUTH ACCORDING TO YOUNG PEOPLE - A NORDIC PERSPECTIVE (NABO)

Wulf-Andersen, T.

BECOMING (UN)PROPER STUDENTS

This paper focus on students' experiences of psychosocial problems and narratives of their processes as students in higher education. Students often meet the attitude in educational contexts that, if they experience psychosocial problems, they are not suited for university at all (Wulf-Andersen et al, 2022). Experiencing psychosocial problems seems understood as antithetical to prevalent, culturally normative ideas of normal or proper students of higher education.

The paper focus on students' descriptions of critical moments (Thomson et al., 2002) in their educational and personal biography, where they have felt defined as (un)worthy or (un)proper students of higher education (Burke & Crozier, 2014; Burke et al., 2016; Burke, 2017). The analysis points to dilemmas related to (academic) identity formation and current practices of widening or

narrowing participation in higher education.

The paper's empirical basis is a longitudinal qualitative research project, the Student Life Project (2018–22), following students in Danish higher education with a range of psychosocial problems (Wulf-Andersen et al., 2022). Theoretically, the project is informed by critical education research and concepts of belonging and recognition (Wulf-Andersen et al., 2022; Gravett & Ajjawi, 2021; Burke et al., 2016; Burke & Crozier, 2014). 47 students were followed by the research team over a period of six to eighteen months, in several rounds of in-depth interviewing and visits to a place of special importance to each student, exploring students' specific experience of psychosocial problems and educational contexts (current and previous), their broader everyday life, social networks and self-understandings.

SESSION: EDUCATION

Øydna, M. L. & Bjørndal, C. T.

ATHLETE DEVELOPMENT IN NORWEGIAN ELITE HANDBALL – UNTANGLING THE DYNAMICS OF SOCIAL PERFORMANCE AND SELF-IDENTITY

This qualitative study examines how the ideals, beliefs, and norms associated with athlete development in Norwegian female handball affect the social interactions and self-perception of athletes, and explores how players stage-manage their interactions with others, as they attempt to balance the risks of overuse and injury with the need to be seen as promising, committed

players. The findings highlight how players are strongly influenced by the pressures of the development-focused environment of Norwegian handball. The tension between the dynamics of individualised load management, and the expectations of their preferred identities as players, strongly influence the efforts of players to stage-manage their identities.

SESSION: YOUTH ACTIVITIES

Panel Discussion: The Future of Nordic Youth in Rural Regions

The panel discusses the future of rural youth in four Nordic countries: Finland, Sweden, Norway and Denmark. The Nordic countries rank among the most rural OECD countries (OECD 2021). During the last decades, however, regional differences have grown. Ageing and depopulation of rural areas are an acute challenge for all Nordic societies. Spatial disparities in education, out-migration of young people and youth employment are a pressing issue for a region with traditionally high standards of social justice and equity (Karlsdóttir eds. 2019; Öhrn & Beach eds. 2019; Eriksen & Andersen 2021). At the same time, climate change has jeopardised the fragile Nordic nature. Although the demographic challenge is palpable, there is a substantial knowledge gap (e.g. Rye 2019) in the existing research:

we know very little about the everyday life of young people who live in different rural regions: How do they view the future of their regions? What constitutes their sense of belonging – or not belonging in their communities? How do the experiences of rural young people compare across the Nordic region?

The panel is a kick-off event for a cross-national qualitative longitudinal study of rural young people in four Nordic countries “*The Future of Nordic Youth in Rural Regions*”. By drawing on follow-ups involving ten geographically and socioeconomically divergent rural regions and 196 rural young people, the project aims to generate a wider understanding of the lived experiences, future orientations and transitions to adulthood among young people growing up in divergent rural areas.

Chair: Academy Research Fellow Kaisa Vehkalahti, *University of Jyväskylä*, Finland

Discussant: Professor Gry Paulgaard, UiT, The Arctic University of Norway

Panelists:

Professor Maria Rönnlund, *University of Umeå*, Sweden

Senior Researcher Jeanette Østergaard, *VIVE Danish Center for Social Science Research*, Denmark

Research Professor Ingunn Marie Eriksen, NOVA Norwegian Social Research Institute, *Oslo Metropolitan University*, Norway

Doctoral Candidate, Helena Ristaniemi, Faculty of Humanities, *University of Oulu*, Finland