

**EC H2020**  
**Policies Supporting Young People in their**  
**Life Course**

***A Comparative Perspective of Lifelong***  
***Learning and Inclusion in Education and***  
***Work in Europe***



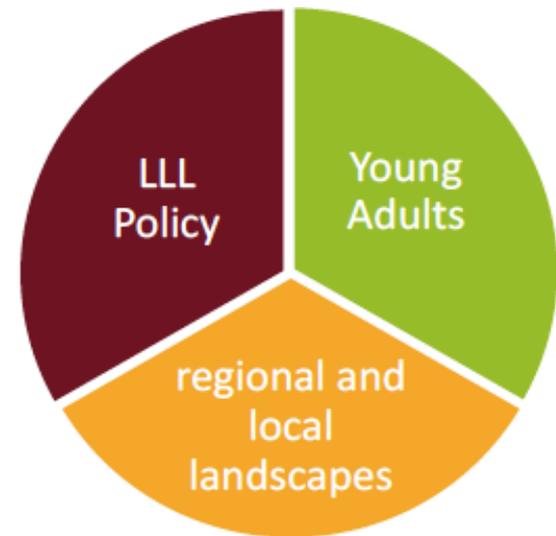
School of Education  
University of Glasgow  
17<sup>th</sup> February 2021

# YOUNG\_ADULLLT Research approach

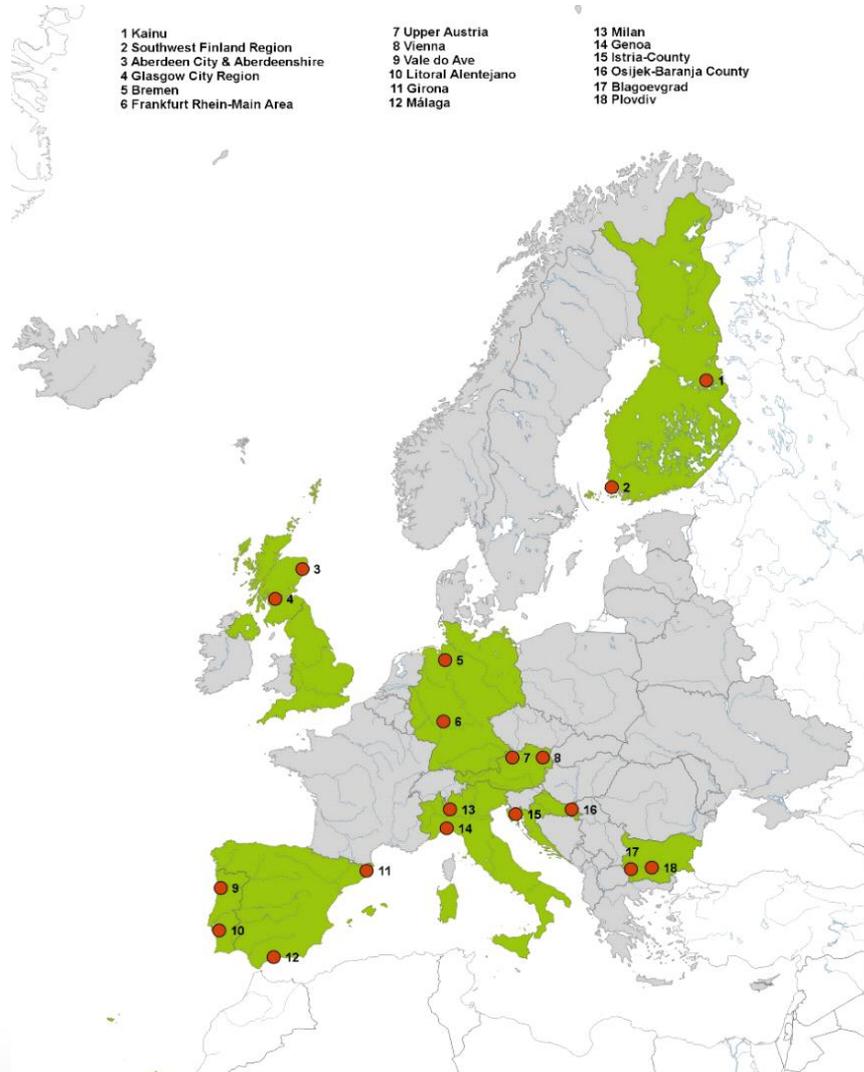
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1. Different orientations, objectives, compatibility and fit of LLL policies
2. Regional and local landscapes of policymaking and enactment on LLL
3. (Un)intended consequences of LLL policies on young adults as target groups



# 9 European countries, 18 Regions, 14 Universities





# Our 7 main findings!

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1. The main objective of LLL policies has been to equip young people with skills for the world of work
2. LLL policies targeting young people tend to individualise social problems instead of addressing their structural causes
3. The overlaps and contradictions between LLL policies are explained by their spread in different government departments/agencies and the lack of spaces and mechanisms of coordination at regional level
4. The degree of employers' engagement in vocational education and apprenticeship training is insufficient



# Our 7 main findings!

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5. The voice/opinion of young people is not heard in the monitoring and evaluation of LLL policies
6. The use of data serves the purpose of monitoring and controlling the management of resources, but there is no data available on the effectiveness of LLL policies
7. LLL policies are mainly developed to reintegrate young people into 'standard' and 'normal' life courses instead of considering diverse educational and life trajectories

# Peer reviewed articles

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- **Valiente, O., Capsada-Munsech, Q. and de Otero, J. P. G. (2020)** Educationalisation of youth unemployment through lifelong learning policies in Europe. *European Educational Research Journal*, 19(6), pp. 525-543. (doi: 10.1177/1474904120908751)
- **Capsada-Munsech, Q. and Valiente, O. (2020)** Sub-national variation of skill formation regimes: a comparative analysis of skill mismatch across 18 European regions. *European Education*, 52(2), pp. 166-179. (doi: 10.1080/10564934.2020.1723421)
- **Valiente, O., Lowden, K. and Capsada-Munsech, Q. (2020)** Lifelong learning policies for vulnerable young adults in post-recession Scotland. *British Journal of Sociology of Education*, 41(2), pp. 218-233. (doi: 10.1080/01425692.2019.1685937)

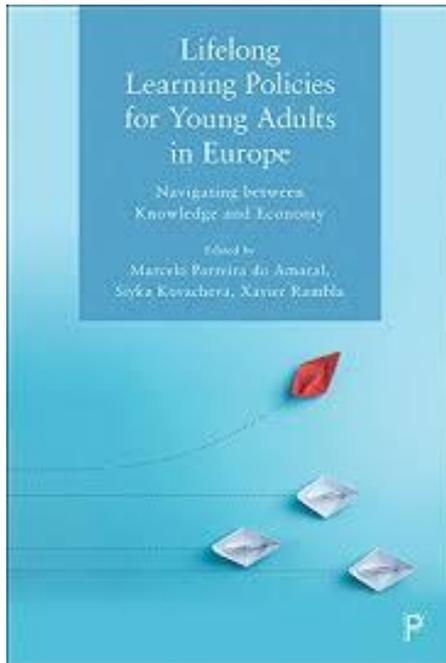
**Other publications from project members**

<http://www.young-adultlt.eu/publications/books-and-articles/>

# Book and Book Chapters

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Parreira do Amaral, M., Kovacheva, S. and Rambla, X. (eds.) **Lifelong Learning Policies for Young Adults in Europe: Navigating between Knowledge and Economy. Policy Press.** ISBN 9781447350361

- **Capsada-Munsech, Q. and Valiente, O.** (2019) *The effectiveness of lifelong learning policies on youth employment: do regional labour markets matter?*
- Parreira do Amaral, M., **Lowden, K.**, Pandolfini, V. and Schöneck, N. (2019) *Coordinated policy-making in lifelong learning: functional regions as dynamic units*
- Scandurra, R., **Hermannsson, K.** and Cefalo, R. (2019) *Assessing young adults' living conditions across Europe using harmonised quantitative indicators: opportunities and risks for policy makers*

New book coming soon (2021): Lifelong Learning Policies across Europe. Palgrave Studies in Adult Education and Lifelong Learning. Palgrave Macmillan.