A high-angle, blurred photograph of a crowd of people walking on a light-colored pavement. The motion blur gives a sense of a busy, crowded environment. The people are dressed in casual to business-casual attire.

# **Social and psychological effects of unemployment within the development of young people – How do corporate, social and familial conditions influence a successful transition from Youth into adulthood?**

**ESA RN30 / « Youth and Generation » Midterm Conference  
15 -18 January 2017 in Ericeira, Portugal**

**Dr. Anette Schumacher  
Sandra Biewers Grimm, M.A**

**INSIDE** |

INTEGRATIVE RESEARCH UNIT  
ON SOCIAL AND INDIVIDUAL  
DEVELOPMENT

Institute for Research on Generations and Family:  
Youth Research



UNIVERSITÉ DU  
LUXEMBOURG

# Some Information about Luxembourg

<b>Government</b>	<b>Unitary parliamentary constitutional monarchy</b>
Official languages	Luxembourgish, German, French
Area	2.586,4 km <sup>2</sup>
Population	576.249
Proportion of foreigners	45,9% (2015)



# Research focus of the Luxembourgish Youth Report 2015

- Youth is a **transition phase** between childhood and adulthood which leads to societal **integration** and the construction of the **individual biography** (Mørch, 2003)
- **Developmental tasks:** Independency, autonomy, identity, change of status/roles (Havighurst, 1972; Hurrelmann, 2012)
- Entry into adulthood marked by **five objective transition markers:**
  - (1) completing school,
  - (2) leaving home,
  - (3) beginning one's professional career
  - (4) getting married,
  - (5) becoming a parent

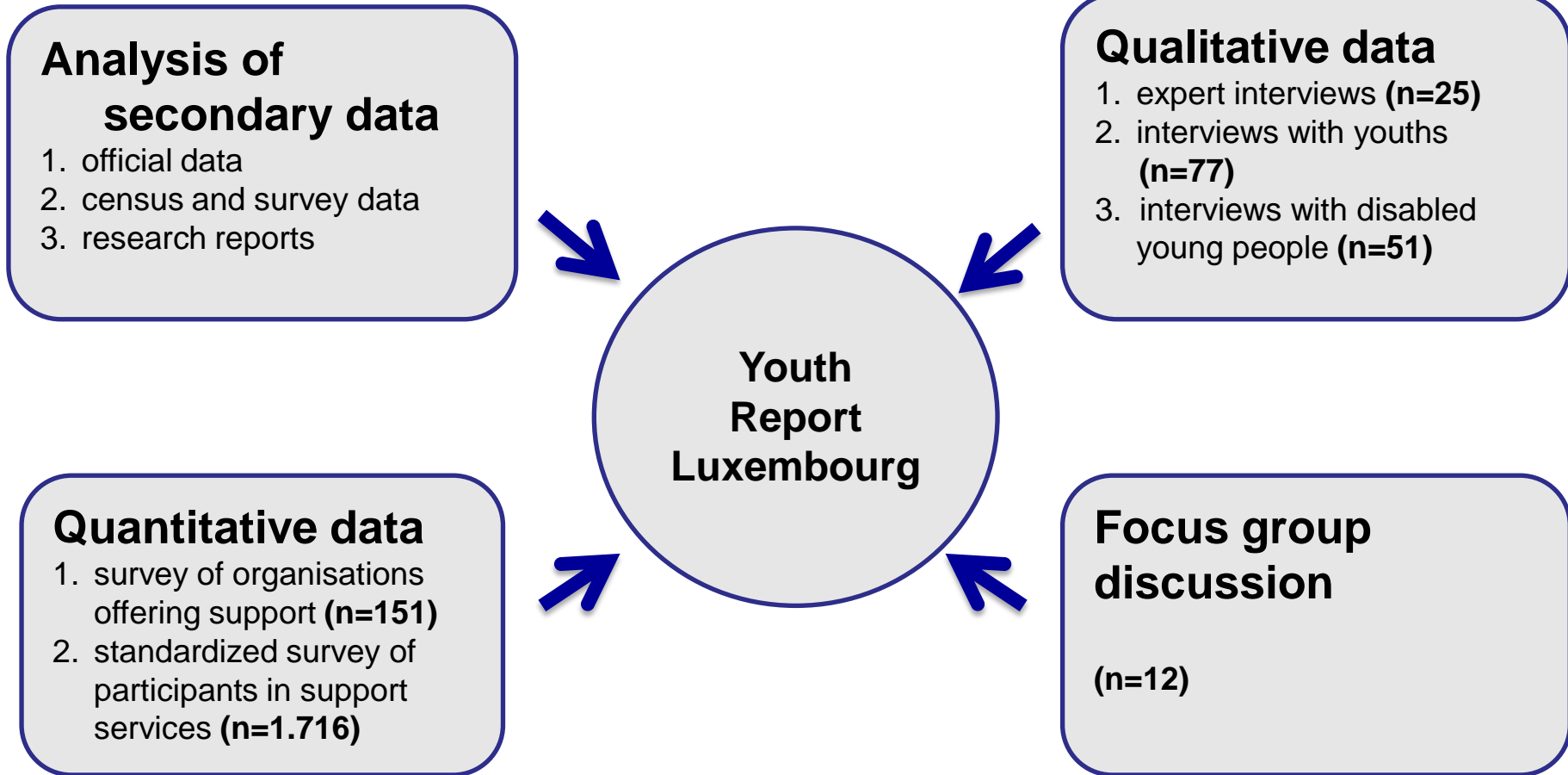


# Research questions

**A) How do social and family conditions influence the transition from youth to adulthood ?**

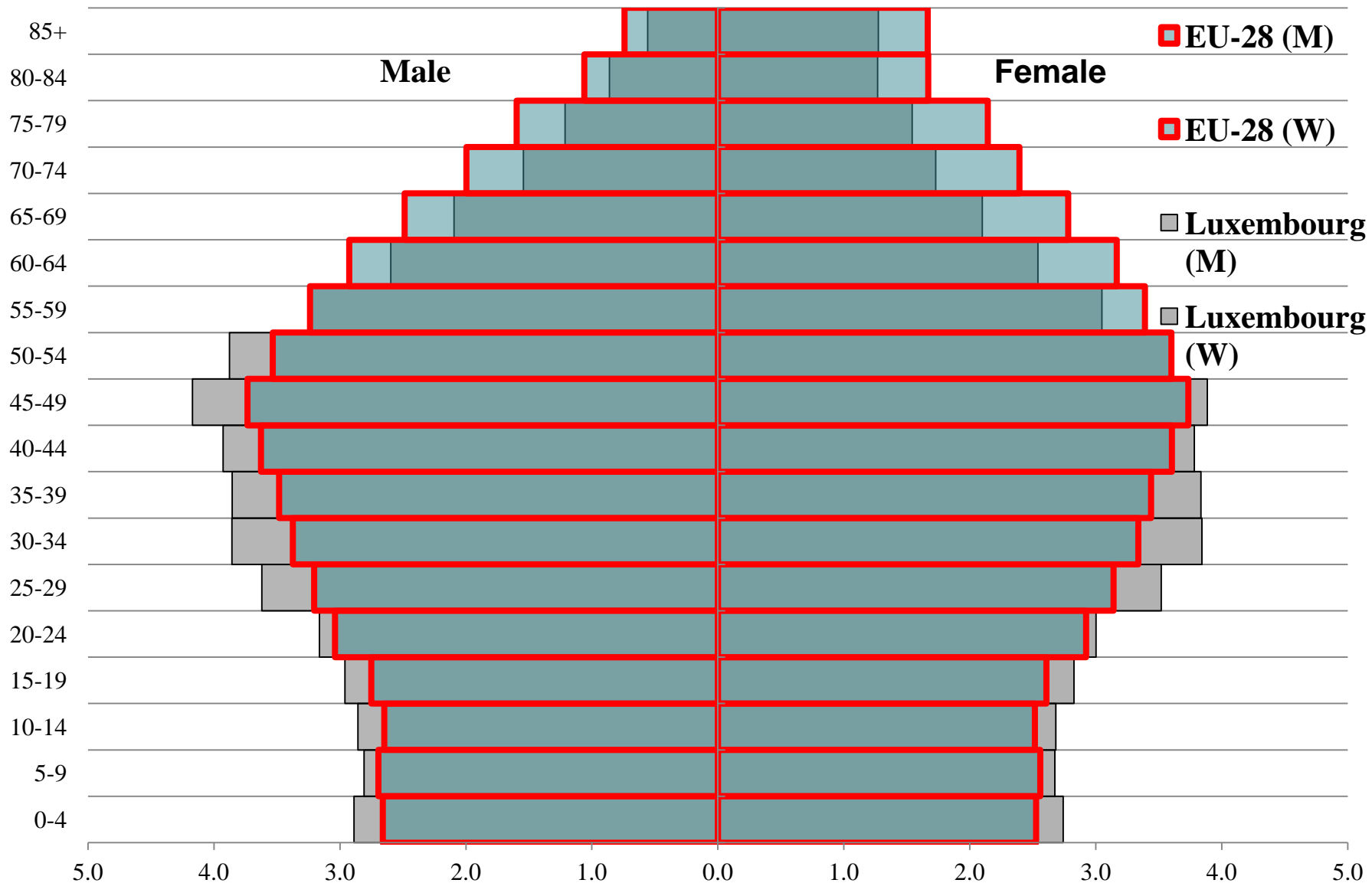
**B) What are social or psychological effects of unemployment within the development of young people ?**

# Underlying data and scientific methods



# Context information

**The specific  
situation of  
young people  
in  
Luxembourg**



Source: Statec (2015b): Eurostat (2014b); in percent of population

INSIDE

INTEGRATIVE RESEARCH UNIT  
ON SOCIAL AND INDIVIDUAL  
DEVELOPMENT

Institute for Research on Generations and Family:  
Youth Research



# The specific situation in Luxembourg – nationality structure

	Total population	15 to 34-year-olds
<b>Luxembourg nationality</b>	<b>57.0%</b>	<b>52.6%</b>
from birth	48.7%	43.5%
by naturalisation	8.3%	9.1%
<b>Foreign nationality</b>	<b>43.0%</b>	<b>47.4%</b>
EU nationality	37.4%	40.0%
Portuguese	16.1%	<b>18.7%</b>
French	6.1%	7.4%
Italian	3.5%	2.7%
Belgian	3.3%	2.7%
German	2.4%	1.7%
Other EU nationality	6.0%	7.3%
Non-EU nationality	5.6%	7.3%

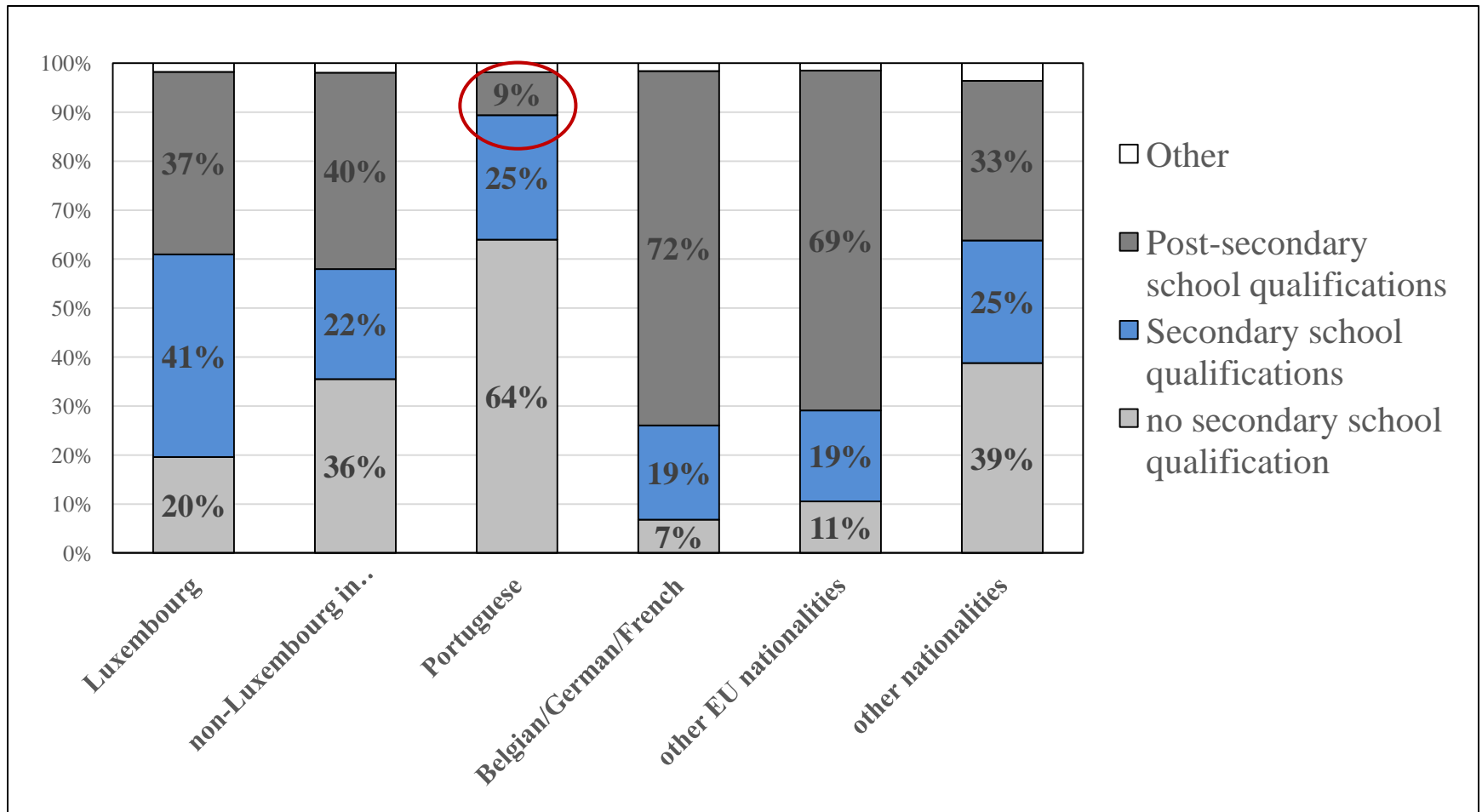
Nationality structure of 15 to 34 year-olds and of total population in 2011

Source: Census 2011; n=512,353



# The specific situation in Luxembourg – Educational qualification and nationality

Highest educational qualification of 25 to 34-year-olds by nationality



Source: Census 2011; n=63,719

INSIDE

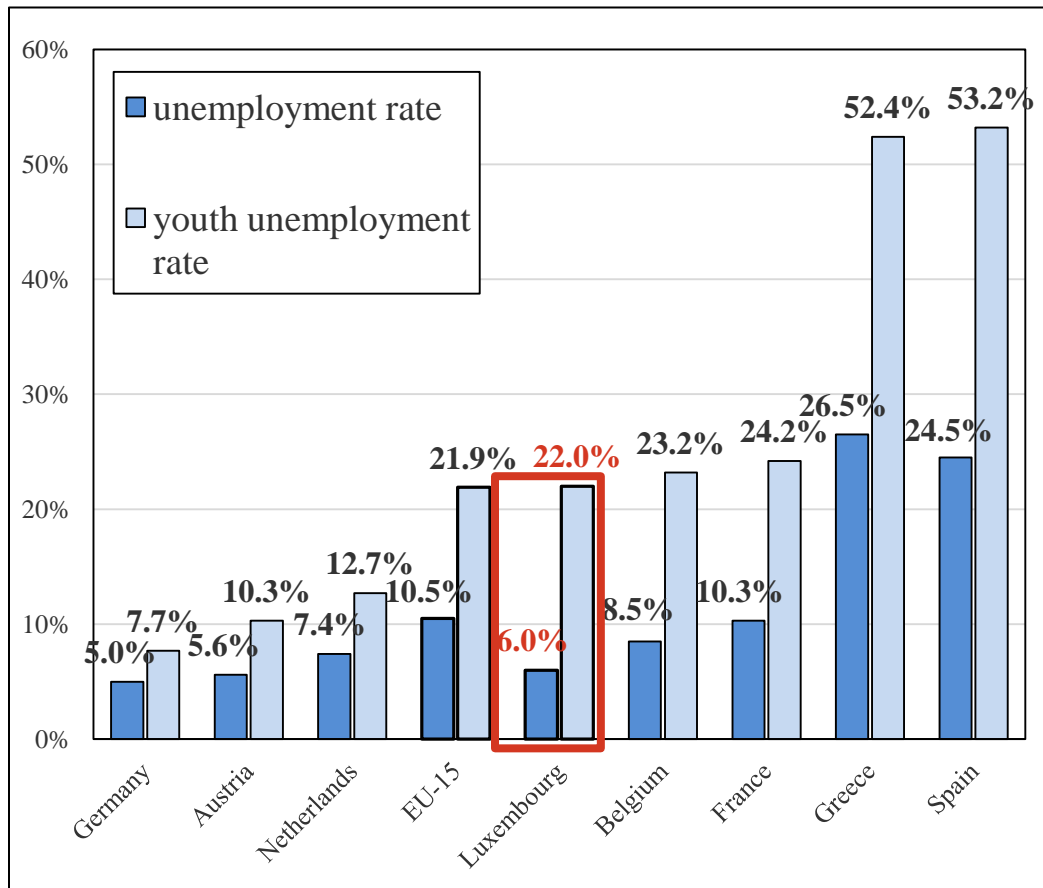
INTEGRATIVE RESEARCH UNIT  
ON SOCIAL AND INDIVIDUAL  
DEVELOPMENT

Institute for Research on Generations and Family:  
Youth Research

UNIVERSITÉ DU  
LUXEMBOURG

# The specific situation in Luxembourg – unemployment rate

Ratio between youth unemployment and general unemployment in 2014 in certain European countries



- Youth unemployment rate (EU: 21,9%: Lux: 22,0%)
- Youth unemployment rate in Luxembourg is **three times higher** than the unemployment rate for the population as a whole
- Young people without a Luxembourgish nationality are more often unemployed than young people with Luxembourgish nationality (for equal qualification)

# The specific situation in Luxembourg

- ❑ Transition phase is **extended**, entry into working life is delayed (about 3 years)
- ❑ **Dynamic** labour market, high qualification requirements, very high **job matching**
- ❑ Low level of unemployment, rather **high youth unemployment** rate
- ❑ Competitive situation due to large number of **cross border commuters**
- ❑ High **immigration** rate, high population growth (since 1991: +40%)
- ❑ Segmentation of the employment market according to nationalities
- ❑ **Female activity** rate rising but still on average level (2014: 65,5%)

# RESULTS



**A) Influencing factors on the transition from youth to adulthood**

# Influencing factors on transition into work

Family resources

School career

Migration/  
Integration

Decision-  
making

Values/  
Motivation

Self-fulfillment/  
Attribution

Positive support

Good qualification

Good integration

Self-determined

Materialist satisfaction

High self fulfillment

Lacking support

Low quali.;  
neg. experiences

Difficulties

Initiative of others

Loss of values

Low self-fulfillment

promoting and impeding influences

Successful Transition

Problematic Transition

Direct Transition

Alternative Transition

Transition  
requiring support

Failed Transition

# The influencing factors and assorted characteristics leads to a typology of transition processes

## A) Direct transition

- successful and speedy accomplishment of the transition

## B) Alternative transition

- individual, creative accomplishment of the transition, extended over a longer period for finding the own path

## C) Transition requiring support

- transition has not been finished yet, requires help due to major difficulties

## D) Failed transition

- transition cannot be expected to happen in the foreseeable future, precarious and highly problematic overall situation

# Influence of social background and family resources on transition processes:

## Social background and family resources

Direct transition	Alternative transition	Transition requiring support	Failed transition
<p>“My parents are quite wealthy and therefore I didn’t need to work as many German students have to, and I could focus on my studies.” <i>(Sam, 25 years)</i></p>	<p>“My parents never told me what to do, but they somehow supported me by saying ‘do what you want to do’.” <i>(Égide, 28 years)</i></p>	<p>“No, I have nobody here. They all went back to France. We are two lost souls living all alone here in Luxembourg.” <i>(Madeleine, 29 years)</i></p>	<p>“I’m angry because somehow they (my parents) are responsible for the difficulties in my life.” <i>(Mathieu, 25 years)</i></p>

# Influence of school career and educational success on transition processes

## School career and educational success

Direct transition	Alternative transition	Transition requiring support	Failed transition
<p>“Well in school I’ve really been a very good pupil.”  <i>(Lara, 22 years)</i></p>	<p>“Overall speaking, I didn’t have any problems at school. But later on I had problems to find out what to study.”  <i>(Marco, 29 years)</i></p>	<p>“I don’t have good memories concerning my time in school. The first two years were horrible. My teacher hit me when I didn’t know the right answer. That really killed my motivation.”  <i>(Patricia, 29 years)</i></p>	<p>“I didn’t finish school. I went to school until I turned 14, then I quit because of many problems at home, I had to help my mum who was sick.”  <i>(Nadine, 29 years)</i></p>

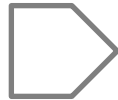


# Influence of migration experiences and integration on transition

## Migration experiences and integration

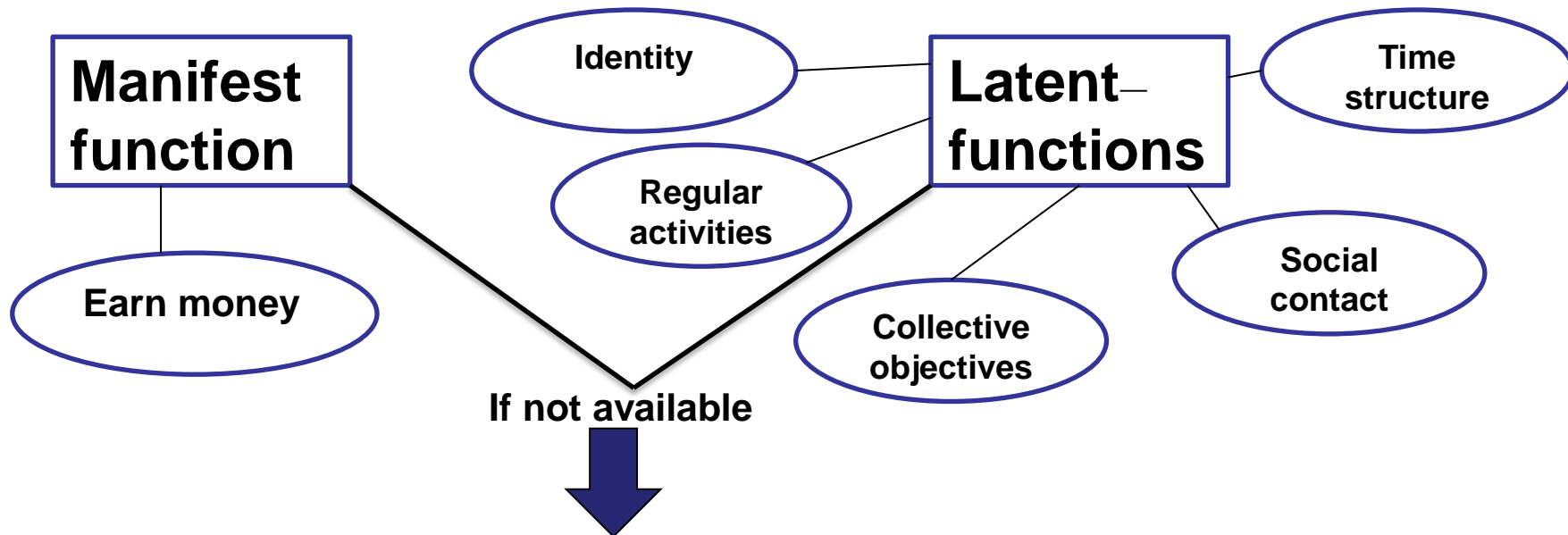
Direct transition	Alternative transition	Transition requiring support	Failed transition
<p>“I speak five languages fluently, including luxembourgish. For me it was an advantage on the job market to prove that I also attended the portugeese school and that I am proficient in that language as well.” <i>(Tiago, 25 years)</i></p>	<p>[migration background not even mentioned]</p>	<p>“When it comes to job interviews, I sometimes have the impression that if they can choose between “Paul” and “Paolo”, they would choose “Paul”.” <i>(Paolo, 27 years)</i></p>	<p>“I am sure that my migration background has locked doors for me.” <i>(Jeanne, 33 years)</i></p>

**RESULTS**



**B) Social and  
psychological  
effects of  
unemployment on  
the development  
of young people ?**

# Functions of work



- Loss of self confidence
- Loss of self-efficacy
- Reduced ability to act
- Less participation on social activities
- Financial dependency on parents or others
- Resignation/pessimism about professional career
- Lost of daily structure
- Health problems
- Lack of autonomy

Model is based  
on the theory  
of Jahoda  
(1981, S. 188)

# Effects of unemployment

## A) Decreasing self-confidence

*“What I can do well? Nothing. Really... nothing. (...) Until now I have no idea of what I am good at.” (Jeff, 27 years)*

*“It felt like a defeat. If I had to blame someone, I would put the blame on myself.” (Paolo, 27 years)*

## B) Reduced ability to act (e.g. locking-in-effect (Hardly any applications) )

*“I tried but I don’t find an employer...I will never get a chance.” (Nadine, 29 years)*

# Effects of unemployment

## C) Resignation, giving up career aspirations, pessimism about the future

*“I am rather negative. I always think negatively.”* (Chiara, 18 years)

*“I have no choice, I keep going on, of course in the hope of finding something. But when?”* (Madeleine, 29 years)

*“The main thing is to make some money. (...) Just to have a work and to have a bit of money. (...) I would do anything, I would never refuse a job.”* (Mathieu, 25 years)

### Quantitative Study:

Thinking on my vocational future, I ‘m feeling helpless!

**65,9 %** agreement

I would accept any kind of work, the main thing is to have work! **65,1%** agreement

# Effects of unemployment

## D) Loss of self-efficacy

*“You loose your self-confidence and some day you think, I cannot accomplish anything, I cannot handle anything”*  
(Simone, 23 Jahre)

*“What I can? Nothing, really nothing!”* (Jeff, 27 years)

### **Quantitative Study:**

Self-efficacy value M: 3,82 ( N=1162 job seekers)  
is significant lower than the reference group (GESA)

# Effects of unemployment

## E) Lack of autonomy

*“ I want to live in an own apartment. I want to be self-sufficient (...) manage my life alone (...)I really want to leave home I am fed up with the whole shebang.”*  
(Alessandro, 19 years)

*I want to stand by myself. I want to live alone (...) want to have my own life.”* (Nicole, 25 years)

# Effects of unemployment

## F) Health problems

“Depression (...) the time without work, I was only at home, I have not spoken with anybody” (Jeff, 27 years)

“If you work you are worthwhile (...) I have no work for one year, I suffer from depression, you get really sick.”  
(Nadine, 29 years)



# Effects of unemployment

## G) Less participation on social activities

*“ I cannot participate in social life, I would like to register for an association but I have no money (...) nothing is sure.”*  
(Paolo, 27 years)

*“If I want to go out with friends, I can't do so (...) I I have to save money (...) I don't have the money.”* ( Alessandro, 19 years).

# Effects of unemployment

## H) Lack of daily structure

*“ For me it’s important to have a regular everyday life. I want to work in order to have a reason to get up in the morning.” (Simone, 23 years)*

*« I want to have a work, only to have a structure in my daily life. » (René, 20 years)*

*« I have no work, I have no rhythm in my life, it would be so good to have a work, to have a function. » (Linda, 22 years)*

# Effects of unemployment

## I) Financial dependency on parents or other supporting systems

*“To by own things, to have own money not to have begging for money but to earn own money.” (Jeremy, 19 years)*

*“It is not your own money you have to ask the parents for money, that ‘s rather bad.” (Paolo, 27 years)*

# Further results

If you are interested in more detailed information or additional results... you can find

## The Luxembourgish Youth Report

- English short version
- German full version

<http://www.jugend-in-luxemburg.lu/jugendbericht-2015/>

**Thank you for your kind attention!**

# Bibliography

- Arnett, J. J. (2001). Conceptions of the Transition to Adulthood: Perspectives From Adolescence Through Midlife. *Journal of Adult Development*, 8(2), 133–143.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469–480.
- du Bois-Reymond, M. (2009). Models of navigation and life management. In A. Furlong (Ed.), *Handbook of youth and young adulthood. New perspectives and agendas* (pp. 31–38). London, New York: Routledge.
- Galland, O. (2003). Adolescence, Post-adolescence, Youth: Revised Interpretations. *Revue française de sociologie*, 5(44), 163–188.
- Hurrelmann, K., & Quenzel, G. (2015). Lost in transition: status insecurity and inconsistency as hallmarks of modern adolescence. *International Journal of Adolescence and Youth*, 20(3), 261–270.
- Kohli, M. (2000): Arbeit im Lebenslauf: Alte und neue Paradoxien [Work in the life course: Old and new paradoxes]. In: J. Kocka & C. Offe (Hrsg.), *Geschichte und Zukunft der Arbeit*. Frankfurt: Campus, S. 362-382.
- Mørch, S. (2003). Youth and education. *Young*, 11(1), 49–73.
- Rahn, P. (2005): Übergang zur Erwerbstätigkeit: Bewältigungsstrategien in benachteiligten Lebenslagen [Transition to employment: Coping strategies in disadvantaged situations]. Wiesbaden: VS Verl. für Sozialwissenschaften.
- Schumacher, A.; Haas, C.; Weis, D. & Heinen, A. (2015): Übergänge vom Bildungssystem in die Arbeitswelt [Transitions from the educational system to the working world]. In H. Willems (Hrsg.), *Übergänge vom Jugend- ins Erwachsenenalter: Verläufe, Perspektiven, Herausforderungen*. Luxemburg, 61-162.
- Shanahan, M. J., Porfeli, E. J., Mortimer, J. T., & Erickson Lance D. (2005). Subjective age identity and the transition to adulthood. In R. A. Settersten, F. F. Furstenberg, & R. G. Rumbaut (Eds.), *The John D. and Catherine T. MacArthur Foundation Series on Mental Health and Development. Research Network on Transitions to Adulthood and Public Policy. On the frontier of adulthood. Theory, research, and public policy* (pp. 225–255). Chicago: The University of Chicago Press; University Presses Marketing
- Wallace, C. (1997). *How Old is Young and How Young is Old?: The Restructuring of Age and the Life-course in Europe*. Wien.
- Walther, A. (2006). Regimes of youth transitions: Choice, flexibility and security in young people's experiences across different European contexts. *Young*, 14(2), 119–139
- Walther, A. & Plug, W. (2006): Transitions from school to work in Europe: Destandardization and policy trends. *New Directions for Child & Adolescent Development* (113), 77-90.
- Willems, H. (Hrsg.) (2015): Übergänge vom Jugend- ins Erwachsenenalter: Verläufe, Perspektiven, Herausforderungen [Transitions from adolescence to adulthood: Profiles, perspectives, challenges]. Luxemburg.
- Zahn-Waxler, C. (1996). Environment, Biology, and Culture: Implications for Adolescent Development. *Developmental Psychology*, 32(4), 571–573.