



UPLIFT – Urban PoLicy Innovation to address
inequality with and for Future generaTions

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University curriculum report

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1 Introduction

The report aims to outline the course syllabus based on the results of the UPLIFT project that could be applied in teaching in order to develop university curriculums. The outlined course syllabus can be used to set up an independent course to university students, but the different study modules and collection of resources presented in this report can also be used as a supplementary material when preparing university seminars or lectures – to develop the existing university courses. There is a range of academic disciplines, such as geography, sociology, social work, youth work and others that could possibly benefit from the presented materials.

The proposed course builds on five modules. Each of the modules can also be used separately in academic teaching as part of other courses. The five modules are:

- (1) Concepts and drivers of youth inequality;
- (2) Patterns and trends in social and spatial inequalities;
- (3) Policies and interventions to address youth inequality;
- (4) Conducting research among young people;
- (5) Co-creation and reflexive policy making.

The proposed whole course or modules applied individually can be targeted to students (both under- or postgraduate), but also to working professionals who acquire additional education. All the materials used are based on UPLIFT project outputs.

The UPLIFT project (uplift-youth.eu) aimed to understand the patterns and trends of inequality across Europe, focusing on young people (aged 15-29) in urban areas. Through a range of methods, the project aimed to understand how individuals experience and adapt to inequality, and together with communities in four locations aimed to co-design policies to involve young people in the creation, implementation and monitoring of policies aiming to reduce inequalities. In UPLIFT existing data sets were used to understand the different factors contributing to socioeconomic inequality, particularly in the domains of housing, education and employment in 16 different urban areas across Europe. At eight of these urban areas further research was conducted, investigating individual experiences of inequality by applying interviews and workshops with both young people and stakeholders. In four cities, Amsterdam, Barakaldo, Tallinn and Sfântu Gheorghe, policy co-creation was conducted. Young people in each of these four areas played a central role in designing potential policy solutions.

This teaching course exploits the rich empirical material from the statistical analysis and qualitative study, builds on the theoretical outputs generated, and on the reflexive policy making experiences gathered during the project. First, the general features of the proposed course syllabus are provided. Thereafter, the more detailed content of the five modules is presented together with related UPLIFT references and resources.

2 Course syllabus

2.1 Name and description

Name of the course

“Youth vulnerability and co-creation with young people”

Short summary of the course

The aim of the course is to enhance new interdisciplinary knowledge and methods, as well as skills and competencies among course participants in the areas of youth vulnerability, youth inequality, and reflective policy making with young people. The course centres around young people through understanding the causes of youth inequality, as well as around how to create and apply cross-sectoral policy approaches and interventions aligned with the needs and expectations of young people. The course is both theoretical as well as practical oriented providing concepts, methods and approaches based on rich empirical evidence gained during the UPLIFT project. Practical exercises and discussions can be conducted during the course to develop students’ analytical skills and abilities to individually conduct research on the subject and carry out reflective policy making. Different pedagogical approaches and methods are used combining individual tasks with the group work, and discussion seminars with lectures.

Target groups

- Students (both under- or postgraduate) in the fields of social work, youth work, social policy, sociology, community work, geography, urban planning, economics or other subjects;
- Working professionals in the field (e.g., youth workers, case managers, social workers, urban and regional planners, but also policy makers in related fields).

2.2 General learning outcomes

After successfully completing the course student/ learner

- knows about the mechanisms and patterns of inequality. They understand the vulnerability situations of young people (and possible causes of it) and see the connections with different domains (education, employment, housing and healthcare) in producing inequalities and youth vulnerabilities;
- knows the principal inequality concepts and theoretical approaches, and they know how to apply theoretical knowledge into practice;
- has an understanding on country level, regional and urban differences in youth inequalities;
- has an overview of existing policies and interventions (incl. country-level variations based on types of welfare states);

- knows which methods to apply and how to collect data on young people, being aware of ethical considerations;
- has skills and competencies to plan and implement a co-creation process (incl. setting-up stakeholders' network, engaging youth in co-creation, and other stages of the process).

2.3 Teaching methods

Teaching methods in the course can include:

- Lectures (physical or video-lectures);
- Smaller group exercises and group discussions;
- Carrying out individual or group projects;
- Individual reading and reading seminars, discussions;
- Discussion on potential ethical questions and conflicts;
- Brainstorming ideas;
- Individual/ group work on policy co-creation;
- Practical exercises on how to apply different professional methods.

The group dynamics during the seminars can be facilitated in various ways. Suggested active learning methods can be for example:

- Getting to know: discussing and sharing the goals of the seminars/ course;
- Methods to facilitate learning: role-plays, discussions, "press conference", brainstorming, group work, creating personas on the basis of worksheets + short presentations by groups, buzz groups;
- For home assignments: division into topic groups, distribution of roles, agreements for poster presentations.

2.4 Evaluation methods

Assignments (individual or group) to be given to students can include for example:

- A brief analysis and mapping of the vulnerability situation and its possible causes of one target group of young people in a chosen city or region, including creating a poster presentation based on the results (group work);
- Preparing a short analysis of possible policy approaches and interventions related to vulnerable young people (based on the selected target group);
- A short analysis in the form of a worksheet of the main factors that must be taken into account in policy design for the chosen target group;
- Analysis (e.g. filling a worksheet) on the stages of co-creation process with young people (preparing the process, creating a stakeholders' network necessary, engaging young people, etc). Analyse the potential risks and challenges in the process.

By the end of the course students are expected to have an overview of the course material and topics discussed during lectures and seminars. Evaluation can be based on participation in the lectures/ seminars; reflections based on reading materials, presentations made during the seminars; worksheets filled and other outputs generated during the course. An exam can be conducted in the end of the course if necessary.

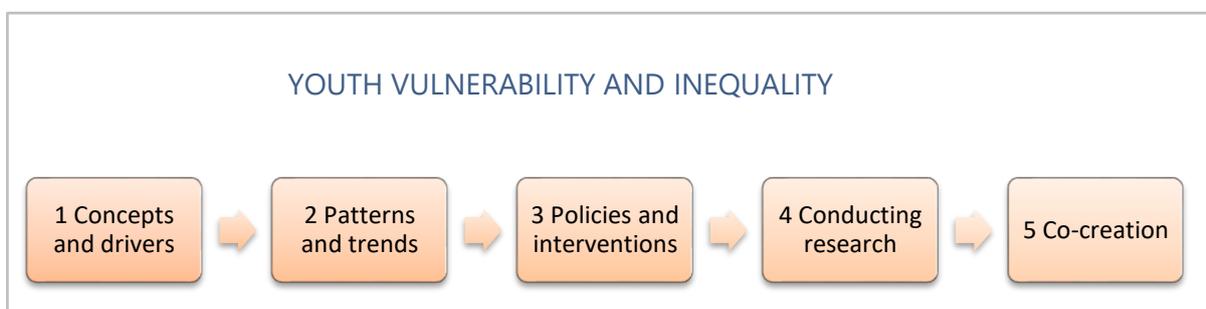
Criteria for evaluation could be based on originality of presented materials, ability to use reading materials for particular empirical context, ability to apply various methods, ability of critical thinking and producing constructive creative ideas and up-to-date technical competences. In case of group work all team members are expected to have more or less equal contribution to the assignments, as well as in the preparation of presentations that are presented during the seminars. The contributions of all team members can be assessed differently.

3 Topics for the course modules

The proposed course consists of five modules (Figure 1):

- Concepts and drivers of youth inequality;
- Patterns and trends in social and spatial inequalities;
- Policies and interventions to address youth inequality;
- Conducting research among young people;
- Co-creation and reflexive policy making.

Figure 1. Modules of the proposed course “Youth vulnerability and co-creation with young people”.



Below each of the module is described in more detail.

3.1 Concepts and drivers of youth inequality

Module 1 gives an introduction to the key social science concepts, theories, and debates related to youth inequalities. As such it gives knowledge and understanding of the youth inequalities and its drivers to help to facilitate the overall conceptual understanding as well as design the potential empirical research projects in the field.

The module gives an overview of the main theories about the mechanisms producing and reproducing inequalities on macro-, meso- and micro-level, putting a special emphasis on understanding the position of young people in different national and urban contexts.

Module 1 provides an overview of the key social science concepts, theories, and debates related to social and spatial inequality.

The module provides a *scalar approach* to youth inequalities – three different scales of inequalities are incorporated: 1) global inequality; 2) inequality between regions/nation-states and functional urban areas; 3) inequality within regions/nations and functional urban areas. It applies the domains' approach to inequalities by keeping the focus on how the labour market, the housing market and the education system outcomes are interrelated (through so called the 'vicious cycle of segregation').

The topics covered will offer a solid scientific ground for any research that is carried out on the topics of the youth inequalities.

Outline of the module

The module is divided into three main parts:

1. Macro-level drivers and processes

The teaching begins with explaining the mechanisms and effects of globalization and economic restructuring on social (incl. youth) inequalities (e.g., through understanding the transformation from solid to liquid societies). It discusses topics such as

- Consequences of the changing structure of society (e.g., precarious work);
- Impacts of financial crises on the employment, housing and educational opportunities for young people;
- Welfare regime theories and changes in institutional structures;
- Understanding the links between social inequalities and spatial inequalities.

2. Meso-level drivers and processes

This section of the teaching focuses on the spatial dimension of social inequalities – how do inequalities play out on different spatial scales (from national to regional/urban and intra-urban), and focuses on urban policy and contextual factors on inequalities. It provides

- Urban typologies with regards to inequalities (relating urban economic development indicators to social inequalities);
- Regional development: convergence and divergence;
- Neoliberal governance and entrepreneurialism;
- Explanations related to urban regimes and changing governance structures; understanding the concept of ‘just’ cities;
- Understanding the vicious circles of segregation (the transmittance of inequality from one domain to the other).

3. Micro-level drivers and processes

This part of the teaching builds upon the individual (household) perspective on understanding inequalities. It examines

- The essence of the capability approach with its main concepts, and recognizes the role of individual strategies (freedom, choices) in the capability space.
- Fosters understanding of inequalities from the life course perspective; intergenerational reproduction of social inequalities;
- Inter- and intra-generational housing inequalities: the role of intergenerational transfers and parental background in housing.

The different ‘vulnerability’ concepts of young people are being explained. And finally also the political participation related aspects are being explained.

Learning outcomes

After taking this module, students/learners will be able to:

1. Orient between the basic theories, concepts and debates related to youth inequalities, choose the appropriate theoretical and conceptual research framework for carrying out research projects;
2. Understand the linkages between the mechanisms producing inequalities on macro, meso and micro level, and how do the nation-state and local contextual/ policy-differences can influence youth inequalities;
3. Understand how inequalities play out on different spatial scales – from EU/national to regional/urban to intra-urban, and what are the spatial dimensions of inequalities (e.g. ‘hot market’ and ‘cold market’ differences);
4. Understand how the inequalities are transferred from one domain to another and how they are transmitted from one generation to the next;

5. Understand the role of individual 'freedom' (the role of agency) in inequality outcomes.

Resources

UPLIFT reports/ deliverables that can be used for this module:

1. Inequality concepts and theories in the post-crisis Europe: summary of the literature review
[D1.2 – Literature Review – Inequality Concepts](#)

2. Overview of the drivers, dimensions and trends of urban inequalities in Europe
[D1.4 Framework Study on Inequalities](#)

3. Synthesis report: socioeconomic inequalities in different urban contexts
[D2.4 Synthesis Report: socioeconomic inequalities in different urban context](#)

3.2 Patterns and trends in inequalities

Module 2 provides an overview of the empirical evidence taking place across different domains (employment, housing, education, healthcare) and across different spatial units (EU, national, regional and urban level). As such this is the follow-up study module to the previous one as it illustrates how the inequalities are played out on different spatial scales, and how do the patterns vary between these spatial units, to exemplify the theoretical considerations.

Module 2 describes the state and evolution of social inequalities in Europe showing trends by also providing the list of main indicators to do it.

Module 2 consists of four parts. Firstly, it provides an overview about concepts and measures used in the social sciences to describe welfare outcomes in general (material living conditions, income, subjective well-being), their distribution (inequality, poverty) and outcomes in different domains (educational, labour market and housing situation). Secondly, based on the indicators defined above, module 2 shows the objective situation of the young in different domains of life and how it varies across time and in space (countries and regions). Where applicable, this is done in comparison with the whole working age population. Thirdly, the module also provides an overview about household income inequalities in general, and about how individual such as gender, age, education etc. contribute to the differences. Fourthly, the module discusses how the urban level environment, the economic performance of cities and public services affect subjective well-being (life satisfaction or financial satisfaction) among the young.

The aim is to describe the state and evolution of social inequalities in Europe showing trends during the economic crisis and the subsequent recovery years. Comparative European data bases (EU Study on income and Living Conditions – EU SILC - and Labour Force Survey) were used to calculate the indicators in years 2007/2008, 2012 and 2018. The topics covered offer an empirically tested view on the differences of youth inequalities across Europe and relates the empirical findings to the context-specific explanations and understanding. This material can be used to set a context for any research project, or to expand understanding on regional and urban differences in youth inequalities (in comparison to other population groups).

The fourth part focusses on subjective well-being among the young and how it is affected by the urban context in terms of economic development and local public services. This part discusses how subjective indicators are used to measure well-being and offers an alternative perspective to the first three parts using objective indicators of outcomes among the young in different domains. Moreover, this part discusses how the local context affect in subjective well-being among the young additionally to the individual determinants of subjective well-being. This part is based on data the Quality of Life in European Cities databases between 2006 and 2019. Using these data one can get a deeper insight into how individual and territorial level

variables which were described in the first three parts influence more subjective well-being indicators.

Outline of the module

The module demonstrates and explains differences in trends and patterns along the following lines:

1. Overview of concepts and measures used in the social sciences to describe welfare outcomes in general (material living conditions, income, subjective well-being), their distribution (inequality, poverty) and outcomes in different domains (educational, labour market and housing situation);
2. The empirical material describes inequality trends in periods of crisis and recovery in several domains for the total adult population including incomes, labour market, education, housing and health. Labour market indicators show clearly the impact of the crisis.
3. The analyses examines evolution of well-being in case of young people, defined as those between 15 and 29 years of age in comparison with the whole working aged society. Youth have clear disadvantages compared to the older age categories with regard to employment and housing (quality and affordability). In terms of housing it has been shown that urban young people exhibit higher occurrence of housing deprivation compared to those in active age in a clear majority of the EU member states. However, in some member states, especially in post-socialist ones the housing situation of the young is considerably better than that of the elderly.
4. Differences between regions are discussed and explained. There is substantial internal variation within the countries in many cases. The country averages conceal significant variation between regions.
5. Contributions to inequality of different individual attributes (gender, ethnicity, family background and socioeconomic status, disability, immigrant status, LGBT+ status). Results show that income differences in the whole population levels of work intensity and education contribute more to inequality compared to demographic attributes such as age, household structure or spatial variables. There are however important differences between countries is the role of different variables.
6. How do inequalities and vulnerabilities play out on individual level and what is the room for manoeuvre within the existing (perceived) opportunities and how this is applied by young people in different contexts.
7. How do urban level objective indicators such as local GDP, housing prices, unemployment, and subjective perception of the local environment, such as satisfaction with local facilities, satisfaction with housing opportunities, etc. influence the perception of life satisfaction i.e. financial satisfaction.

Learning outcomes

After taking this module, students/ learners will be able to:

1. Understand the fundamental concepts and statistical indicators used to measure the situation of the young in various domains (education, employment, housing, income);
2. Gain overview and understanding of the trends in inequality patterns between young people and the rest of the population;
3. Get an overview and understanding of the regional differences and the possible explanations (on how inequalities play out on different spatial scales – from EU/national to regional/urban to intra-urban, and what are the spatial dimensions of inequalities, e.g. 'hot market' and 'cold market' differences);
4. Acquire the ability to explain differences by other individual and household characteristics (intersectionality);
5. Acquire the ability to understand how the role of individual agency is being applied by young people in different contexts;
6. Understand how urban level economic characteristics, environment, and policies influence personal subjective well-being.

Resources

UPLIFT reports/ deliverables that can be used for this module:

1. Overview of the drivers, dimensions and trends of urban inequalities in Europe

[D1.3 Atlas of Inequalities](#)

2. Urban Reports [Urban Reports for 16 cities](#)

3. Statistical analysis of the linkages between economic development of cities, their public policy performance and inequality outcomes

[D2.4 Synthesis Report: socioeconomic inequalities in different urban context \(Ch 6.2\)](#)

The deliverable presents a thorough comparative analyses of differences in the evidence of youth inequality in 16 urban areas with specific focus on the effect of the financial crisis and the Covid pandemic.

Other UPLIFT related resources:

1. [Interactive Atlas](#)

Interactive Atlas provides an engaging, intuitive and contemporary way for academics, policy makers and others to explore and understand the insights created through the UPLIFT project.

2. ["The position of young adults on the Amsterdam housing market"](#)

Presentation at the 'Housing co-creation for tomorrow's cities', Grenoble, 08.12.2022 by Joris Hoekstra and Martina Gentili, TU Delft

3. [Causal relations between the economic potential of urban areas and their level of social inequalities](#)

Presentation at the UPLIFT webinar, Budapest, 22.11.2022 by Éva Gerőházi, MRI

4. [The effect of local labour market, housing context and social services on well-being among youth in European cities](#)

Presentation at the Perspectives on Youth seminar, Budapest 09.11.2022 by Márton Medgyesi, TÁRKI

5. Comparative European data bases: [EU Study on income and Living Conditions – EU SILC; EU Labour Force Survey – LFS; Quality of Life in European Cities](#)

3.3 Policies and interventions to address youth inequality

Module 3 aims to give an overview of different policies and interventions to address youth inequality with a strong focus on cross-disciplinary policies and incorporating user-driven perspectives to developing services.

Across Europe, young people are increasingly becoming the focus of targeted policies. A typical example is the active labour market policies found in many countries and also pursued by the European Union through the Youth Guarantee program, which aims to ensure

Module 3 aims to give an overview of different policies and interventions to address youth inequality with a strong focus on cross-disciplinary policies and user-centered approaches.

that young people are offered quality education, training or employment opportunities. Traditional welfare services however often struggle to cope with the interconnected issues related to vulnerabilities young people face.

The module investigates how welfare policies are played out at the national and local level influencing social inequalities and deprivation, and the situation of young people in particular. It focuses on how the policies have evolved during the post-2008 crisis, the subsequent years of recovery, and the Covid-19 pandemic. This helps to gain better understanding how the economic and other crises influence the vulnerabilities of the youth and what are the effective policy approaches and interventions.

Tackling complex social problems require new – more holistic, process oriented and personalized – responses. A promising example of such new solutions have been the development of new types of integrated services which aim to tackle complex social problems in holistic, process-oriented and personalized ways and which put the aspirations and agency of young people at the centre. This requires overcoming traditional departmental boundaries and forging new forms of cooperation across the public and private sector. It means finding new ways of working and introducing new concerns into the provision of welfare: a focus on establishing connections and relationships and the personal capacities and goals of young people.

Outline of the module

The module consists of three major parts:

1. Theoretical introduction

This section provides a theoretical framework to welfare policies and interventions to address youth inequality:

- Definition of main concepts: policy, polity, politics;

- Policy responses to social inequalities in general in a European context (e.g. economic policies, welfare policies);
- Theoretical background and different approaches of national and local welfare systems;
- Multi-level governance of welfare systems: national, regional and local level policy responses to inequalities among young people;
- Terminology for social and policy innovations.

2. Specific welfare interventions

This section provides an introduction to three, rather complex policy fields: education, employment and housing from the perspective of young people:

- Main policies in education across Europe, e.g. educational segregation, free choice of education, dual education, mentoring programs;
- Main policies in employment for young adults across Europe, e.g. passive and active labour market interventions, Youth Guarantee schemes in different European countries;
- Main policies in housing across Europe, e.g. public housing system, regulation of rents, housing allowances, loans and subsidies targeting specifically independent living of young people;
- Youth strategies, Youth policies and Youth work: transdisciplinary and sustainable services and policies, implementation of policies and interventions centered around young people.

3. Adequacy and capability, efficiency of policies targeting youth

This section provides an evaluation of policies and the perception of young people of the policy environment that surrounds them:

- Main challenges: e.g. reach out to vulnerable young people, create capabilities instead of persistent support, temporary support, inform transparently young people about policies, cooperation of institutional actors, integrated and individualized service provision;
- Successful interventions: good examples of innovative measures;
- Way forward with youth policies – recommendations.

Learning outcomes

After taking this module, students/ learners will be able to:

1. Understand how welfare policies are structured and financed by understanding intergovernmental fiscal relations based on the responsibilities shared among different levels of actors: local, regional and national level policies in education, employment and housing;

2. Understand the differences in approaches between different welfare states/systems and how the policies are played out on local level;
3. Understand how the welfare policies can influence the life opportunities of young people to cope with difficult situations during the times of crises;
4. Understand how do young people benefit from policies' critical approach to differentiate between care focused policies and enabling interventions;
5. Orient in the range of innovative and interdisciplinary approaches to support young people across different life domains (labour market, education, housing, health);
6. Know the main challenges of different policy intervention: what systematic improvements are needed to efficiently tackle youth inequalities;
7. Know about the actions taken during crisis to protect and support young people based on the example of the Great Financial Crisis in 2008 and the COVID-19 crisis.

Resources

UPLIFT reports/ deliverables that can be used for this module:

1. Urban Reports on local welfare systems from 16 urban areas of Europe

[Urban Reports for 16 cities](#)

2. [D2.4 Synthesis Report: socioeconomic inequalities in different urban context](#)

The deliverable presents a thorough comparative analyses of welfare policies in 16 urban areas with specific focus on the effect of the financial crisis and the Covid pandemic. It also identifies links between the economic potential of urban areas and their social inequality outcomes among the young population.

3. [D 2.3 Inventory of post-crisis policies against inequality](#) that analyses the interpretation of policy innovations in the field of youth policies and provides 16 inspiring examples of specific youth policy innovations from 16 urban areas of Europe.

Other UPLIFT related resources:

1. [Policy Brief 1: Holistic youth policy interventions](#). While summarising the findings of the UPLIFT project, this policy brief aims to provide policy makers with inspiring examples of holistic youth policy interventions and articulate key takeaways.
2. The [Interactive Atlas](#) provides an overview of local and national data on social inequalities while also shortened and visualised information on local welfare policies and policy innovations.

3.4 Conducting research among young people

Module 4 provides an overview of the main key methodological aspects to conduct research on inequalities in concrete settings. It explains and discusses the use of qualitative research methods to study the interaction between the young individuals and the local welfare system for identifying the sources of youth vulnerabilities and ways to overcome it in different life domains (such as housing, education, and employment). The module addresses the following questions:

- How to “translate a theoretical framework” (i.e. the Capability Approach) into a methodological approach?
- How to construct interview guides and recruit interviewees?
- How to make the results of in-depth interviewees in different cities comparable/transferable? To what extent is generalization possible?
- How to analyse and report the interview results? Role of classification schemes and softwares?

Module 4 provides an overview of the main key methodological aspects to study inequalities in concrete settings.

Outline of the module

The module provides contents in the following aspects:

1. Overview of the methods to study the interaction between the young individuals and the local welfare system for identifying the sources of youth vulnerabilities in different life domains.

The teaching begins with an explanation of the Capability Approach as the analytical framework for gaining a comprehensive understanding of the interaction of the welfare system and young individuals on the different life domains.

It deepens on the methods available for conducting an analysis on a concrete setting and by involving local welfare main players and young individuals. It will include an introduction to the desk research as a method for understanding the resource space; and the interviews as a method for gaining in-depth knowledge into the local welfare system and knowledge on personal strategies and experiences.

2. Methodology proposed for conducting a study for analysing the interaction between the young individuals and the local welfare system from both perspectives:

Research design including

- The analytical framework;
- Elaboration of the semi-structured interview guide to stakeholders and youngsters;
- Ethical aspects including the Ethical Consent Form;

- Analytical tools for data processing.

Data gathering including

- Sample selection;
- Undertaking interviews (covering three stages);
- Analysis and writing up.

3. Sampling and accessing young people and policy implementers

The teaching explains the different strategies for defining the sample and selecting the interviewees, distinguishing between target groups: policy implementers and experts, and young people. It includes some lesson learned on how to identify and select the target groups (methods for accessing young people), recruitment and engagement strategies, communication and dissemination strategies, the role of the gatekeepers and how to ensure inclusiveness within the target groups. Sample size sample saturation concepts will be also introduced. The section focuses on the role of gatekeepers and mediators for creating trust and among the sample: civil society organizations, community groups, NGOs, neighbourhood initiatives, youth or social workers.

4. Participatory research methods: individual interview, group interview, dyadic interview

This section explores how to conduct interviews, group interviews and dyadic interviews. With regard to interviews, it includes aspects such as how to draft an interview semi-structured guide, lessons for conducting interviews with youth (including duration, atmosphere and general practicalities), how to systematize the data (including the tools and research techniques for collecting data), how to secure ethical issues during the interviews, and how to do the restitution of project results.

5. Data analysis and reporting of research findings

This section shows how to build an analytical tool to allow the qualitative data to be processed and insights to be retrieved. Data processing techniques discussed show how to identify measurable empirical data across the whole set of qualitative data (where sources did not include close-ended questions /answers) and how to find common themes and concepts and enable findings.

6. Drafting of policy proposals and implementation of actions

This part builds on: description of the sample, the identification of patterns, and conclusion drafting.

7. Research ethics including

- Addressing power and authority (equal treatment);
- The interrelationship of race, gender, social class, level of education and ability;
- Consent: information sheets, oral explanations and informed consent forms;

- Anonymization or pseudonymization: recordings, transcripts, research findings;
- Motivating research participants: external motivators (the ethics of remuneration or rewards, the use of non-monetary incentives).

Learning outcomes

After taking this module, students/ learners will be able to:

1. Navigate between the different basic theories, concepts and debates related to how to measure youth inequalities to be able to follow a meaningful methodology for conducting research.
2. Apply the theoretical knowledge on the mechanisms producing inequalities on macro, meso and micro level on concrete life settings.
3. Know how to set up the analytical framework including sample selection and data gathering as well as considering ethical aspects.
4. Know how to identify gaps for policy improvement based on qualitative research and the Capability Approach in particular.

Resources

UPLIFT reports/ deliverables that can be used for this module:

1. WP3 case study reports which summarize the main findings of the local analysis in 8 case study locations and include the description of the analytical framework and the methods used for analysing the interview results (can be found under [Reports](#) when searching by the name of the city).

Other UPLIFT related resources:

1. Policy briefs on case study findings. The individual case summaries present the findings of the eight in-depth reports in an accessible manner (can be found under [Reports](#) when searching by the name of the city).

2. [The position of young adults on the Amsterdam housing market](#)

Presentation at the 'Housing co-creation for tomorrow's cities', Grenoble, 08.12.2022 by Joris Hoekstra and Martina Gentili, TU Delft about the strategies of young adults in the Amsterdam housing market based on in-depth life course analysis.

3.5 Co-creation and reflexive policy making

Module 5 provides a comprehensive overview on how to approach policy co-creation.

It includes a *theory* section that engages with the main scholarly debates about co-creation, co-production and participatory practices, as well as outlining Reflexive Policy-Making – the theoretical and methodological approach used in the UPLIFT project.

The *practice* section addresses the different phases of a co-creation process: from the engagement of institutional stakeholders and young people, to capacity building and interaction among participants, to the formulation of a so-called reflexive policy agenda.

Module 5 explains how to approach policy co-creation both from a theoretical and from a practical perspective.

Finally, the *reflection* section of the module provides input on the added value as well as the risks and limitations of policy co-creation. The overall objective of the module is to provide the basic knowledge and tools for students to be able to effectively engage in a co-creation effort.

Outline of the module

The Module is divided in three main sections:

1. Theory

- Introduction: co-creation and co-production of public services and policies across disciplines;
- Reflexive Policy Making: theoretical principles and methodological approach. Reflexive Policy Making (RPM) was developed within the framework of the UPLIFT project as a social innovation approach to bridge the gap between “system world” of institutional stakeholders and the “life world” of priority groups.

2. Practice

- Problem diagnosis: when to use co-creation;
- Preparation phase: how to involve institutional stakeholders;
- Preparation phase: setting up a Youth Board;
- The co-creation process: capacity building and interaction, tools and processes.

3. Reflection

- Empowerment and policy implementation: the added value of co-creation;
- Ethics, risks and limits of co-creation and participatory practices.

Moreover, practical seminars can be focused on specific aspects:

- Examples and case studies from different contexts and policy domains for comparative analysis;
- How far can co-creation go? Inclusiveness, commitment and letting young people steer the process.

Learning outcomes

After taking this Module, students/ learners will be able to:

1. Position Reflexive Policy Making in the theoretical debate on participatory research and practice;
2. Identify the need and opportunity for a participatory approach to policymaking and service design;
3. Identify the phases of a co-creation process;
4. Elaborate strategies to involve relevant institutional stakeholders;
5. Elaborate strategies to involve young people from marginalized groups;
6. Use effective methods for moderation, communication, and interaction between participants;
7. Use effective methods for capacity building and enhancing creativity;
8. Identify and manage the risks connected to co-creation.

Resources

UPLIFT reports/ deliverables that can be used for this module:

1. Updated Action plans for the co-creation process

[D4.2 Updated action plans](#)

3. Individual Reflexive Policy Agendas in Amsterdam, Barakaldo, Sfântu Gheorghe and Tallinn that describe the co-creation processes that were implemented in the four locations, in detail. (Can be found under [Reports](#) when searching by the name of the city.)

2. Guidebook on co-creation and reflexive policy making

[D4.8 – Guidebook on co-creation and reflexive policy making](#)

3. [Training Material](#) on assisting potential trainers to help initiating local RPM processes.

Other UPLIFT related resources:

1. [Policy Brief 2: Participatory policy making](#) on how to involve the target group of policies into the co-creation process
2. [Policy Brief 3: How to build a reflexive policy making process with young people](#)

Policy briefs summarize the main recommendations for local, regional, national and EU level decision makers.

3. UPLIFT [Online Course Material](#), which summarises the research and practical findings with video recorded tutorials.

4 Overall list of UPLIFT resource materials

The full list of UPLIFT resources is provided below. The resources can be downloaded at the project webpage <https://uplift-youth.eu/>.

UPLIFT reports/ deliverables:

1. [D1.2 – Literature Review – Inequality Concepts](#) Inequality concepts and theories in the post-crisis Europe: summary of the literature review.
2. [D1.3 Atlas of Inequalities](#) The easily searchable atlas displays the results of data analysis in an accessible manner.
3. [D1.4 Framework Study on Inequalities](#) Overview of the drivers, dimensions and trends of urban inequalities in Europe.
4. D2.2 Urban Reports (can be found under [Reports](#) when searching for the name of the city).
5. [D 2.3 Inventory of post-crisis policies against inequality](#) which analyses the interpretation of policy innovations in the field of youth policies and provides 16 inspiring examples of specific youth policy innovations from 16 urban areas of Europe.
6. [D2.4 Synthesis Report: socioeconomic inequalities in different urban context](#)

The report presents a thorough comparative analyses of welfare policies in 16 urban areas with specific focus on the effect of the financial crisis and the Covid pandemic. It also identifies links between the economic potential of urban areas and their social inequality outcomes among the young population.

7. WP3 case study reports which summarize the main findings of the local analysis in 8 case study locations (can be found under [Reports](#) when searching by the name of the city).
8. [WP3 transferability report](#), that compares the eight European urban locations with regard to the possibilities and constraints young people phase and the policy responses that can be further fine-tuned by Reflexive Policy Making.

9. Updated Action plans for the co-creation process

[D4.2 Updated action plans](#)

10. Guidebook on co-creation and reflexive policy making

[D4.8 – Guidebook on co-creation and reflexive policy making](#)

11. Individual Reflexive Policy Agendas in Amsterdam, Barakaldo, Sfântu Gheorghe and Tallinn that describe the co-creation processes that were implemented in the four locations, in detail. (Can be found under [Reports](#) when searching by the name of the city.)

12. [Training Material](#) on assisting potential trainers to help initiating local RPM processes.

Other UPLIFT related resources:

1. [Interactive Atlas](#) – the Interactive Atlas provides an engaging, intuitive and contemporary way for academics, policy makers and others to explore and understand the insights created through the UPLIFT project.

2. [Policy Brief 1: Holistic youth policy interventions](#). While summarising the findings of the UPLIFT project, this policy brief aims to provide policy makers with inspiring examples of holistic youth policy interventions and articulate key takeaways.

3. [Policy Brief 2: Participatory policy making](#).

4. [Policy Brief 3: How to build a reflexive policy making process with young people](#)

Policy briefs summarize the main recommendations for local, regional, national and EU level decision makers.

5. Policy briefs on case study findings. The individual case summaries present the findings of the eight in-depth reports in an accessible manner (can be found under [Reports](#) when searching by the name of the city).

6. UPLIFT [Online Course Material](#) , which summarises the research and practical findings with video recorded tutorials.

7. Comparative European data bases: [EU Study on income and Living Conditions – EU SILC](#); [EU Labour Force Survey – LFS](#); [Quality of Life in European Cities](#)

Presentations

8. [“The position of young adults on the Amsterdam housing market”](#)

Presentation at the ‘Housing co-creation for tomorrow’s cities’, Grenoble, 08.12.2022 by Joris Hoekstra and Martina Gentili, TU Delft.

9. [Causal relations between the economic potential of urban areas and their level of social inequalities](#).

Presentation at the UPLIFT webinar, Budapest, 22.11.2022 by Éva Geróházi, MRI.

10. [The effect of local labour market, housing context and social services on well-being among youth in European cities](#)

Presentation at the Perspectives on Youth seminar, Budapest, 09.11.2022 by Márton Medgyesi, TÁRKI.