

ABSTRACTS

Cécile VAN DE VELDE

UNE GÉNÉRATION « INDIGNÉE » ? LES JEUNES FACE A LA CRISE EN EUROPE.

The accession of young Europeans to the labor market and more generally, the conditions of their integration as adult members of society, have been submitted to severe strains by the current crisis. However, the article, based on international comparative inquiries (France, Great Britain, Spain, Denmark) shows that the social fate of young people is far from being identical across European countries, since their life courses are being structured by contrasted models embedded in national or regional institutions, policies, and cultural traditions.

Eric MARLIÈRE

LES JEUNES A L'ÉPREUVE DES INSTITUTIONS LOCALES D'ENCADREMENT

Young people living in the « cités », i.e. in the downgraded neighborhoods of the suburbs of big cities, have developed a deep feeling of injustice, which expresses itself through periodical outbursts of collective wrath, as well as by a strong defiance towards politicians and institutions and their local representatives (policemen, social workers, etc.), by the diffusion of various forms of radicalism, by discouragement and the absence of projects. The author refers this feeling of injustice to factors such as a daily experience of discrimination, stigmatization of muslim religion, violence in the relationship with the police force, the burden of the migratory history of their parents or grandparents, and a lack of intergenerational transmission.

François DUBET

**LES ÉPREUVES DE L'INSERTION DES JEUNES. LES LIMITES DE L'IDÉE
« ADÉQUATIONNISTE »**

The massification of the French educational system since the early 1960's was supported by the conviction, profoundly anchored in the egalitarian, meritocratic and corporatist traditions of the Republic, that each diploma warrants a corresponding professional status. If this "adequationist" conviction has been relevant to a certain degree during the period of economic growth and expansion of employment, it has now become, in a period of crisis, a source of exclusion (of those who do not possess a diploma), of fierce competition, and of widening inequalities.

Stéphane BEAUD

FRONTIÈRES SCOLAIRES ET FRACTURES DE LA JEUNESSE FRANÇAISE

In the 1980's, the French Ministry of Education decided that 80% of each generation of young people should reach the level of the *baccalauréat* ; it thus instituted a rather long period of studies as a norm; the gap between those who abide by the norm and those who don't tends to widen, and the school system plays a key role in the process of reproduction of social classes. This can be somewhat mitigated by the practice of sports for example, allowing the constitution of a capital of social relationships which can later be transferred to the professional world. The author shows that the access to studies of university level by young people from working class backgrounds is simultaneously upgrading, and a source of social role expectations which they can hardly meet. The massification of higher education has also entailed contradictions and confrontations between socially differentiated fractions of university students.

Aziz JELLAB

**QUAND LE LYCÉE PROFESSIONNEL CONTRIBUE A L'ÉMERGENCE DES PROJETS CHEZ LES
JEUNES. ANALYSE SOCIOLOGIQUE D'UNE MUTATION**

The *lycée professionnel* (professionalized branch of French secondary education) has generally been labelled as a subordinate sidetrack for pupils condemned to industrial jobs with low qualification, and thus a tool for the reproduction of social domination. The author rejects this viewpoint, and tries to demonstrate, with the help of a

large corpus of interviews, how the *lycée professionnel*, thanks to its specific pedagogical practices and organization, succeeds in giving a new motivation to pupils with a poor school record, and contributes to the emergence of professional projects and a more positive representation of their future..

Thierry DEZALAY, Albert GUEISSAZ

QUELQUES ENSEIGNEMENTS D'UNE RECHERCHE RÉALISÉE AVEC LA MISSION LOCALE DE L'AGGLOMÉRATION HAVRAISE

A summary of the main conclusions of a field study conducted with the staff of the *Mission locale* in Le Havre, and with a sample of young people who are being accompanied by this institution, which has been designed to help youngsters aged 16 to 25 years in their search for a job or a training formula, and more generally, to help them build a project for their future and become more autonomous. Discrepancies between the action of the institution and the situations and representations of its publics are evidenced. The results are complemented with a brief account of the discussions which took place with the staff of the *Mission locale* after the publication of the research report and the cycle of conferences.