SUBJECTIVITY AND SOCIAL RECOGNITION: THEORETICAL AND EMPIRICAL PERSPEKTIVES ON THE VALUE OF NON-FORMAL EDUCATION FROM THE PERSPECTIVE OF YOUNG PEOPLE

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Abstract
Due to its principles of voluntariness and openness, and because of its diverse offer of experiential and subject related educational opportunities, open youth work is increasingly seen as having a special potential in supporting the acquisition of key competences and life skills. But which educational opportunities are meant here and what form of education are we talking about here at all?
These are the questions addressed by the qualitative-reconstructive study "Educational Experiences in Non-formal Settings", which is being conducted at the Centre for Childhood and Youth Research (CCY) at the University of Luxembourg. The study examines the subjective educational experiences of young people in open youth work on the basis of ethnographic observations in youth centers, in problem-centered interviews and group discussions with young people as well as a supplementary quantitative survey.
The study is based on an understanding of education that follows the tradition of subject-scientific theory (v. Humboldt, Koller) as well as the recognition theory (Honneth) and discusses education with concepts of self-determination and maturity in dealing with social norms and routines. The starting point of this consideration is that education can be determined as the transformation of the relationship to the self and the world. It is also linked to the theoretical work of Albert Scherr (1996), who defines the development of self-awareness, self-esteem, self-determination and thus ultimately subjectivity as the central educational goals of youth work. Empirically, it is thus not primarily a matter of investigating processes of knowledge acquisition, but rather of describing "innovative moments in the development of individual ways of thinking and acting (Koller, 2018, p.112).
The results of the data analysis show a differentiated description of youth-related educational occasions and marks small-scale experiences of the appropriation of personal, social and everyday life references. They also highlight moments of expanding young people's ways of thinking, possibilities of action and dispositions in the context of open youth work. The high importance of social recognition as a basic prerequisite for educational processes (among the young people involved) becomes visible.

Keywords: (non-formal education, youth work, reconstructive social research, youth research, educational theory).

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