



*my* generation.eu

Innovation across Europe

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**Final Project  
Report**  
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# Acknowledgements

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“Jugend forscht” (“Youth investigates”) represents a very successful and well-established support programme for young scientists, that has demonstrated to be effecting scientific progress and benefits for society. There is only one weak spot in the long and illustrious tradition of such programmes (young people generate research questions and empirical strategies)—so far they were merely focused on innovation in the domain of natural sciences. The project “Generation Innovation across Europe” is closing the ranks in regard to social sciences: Young people are investigating, what aspects of life and experience are relevant for themselves and their own generation. Put differently, in employing a social science perspective, the project eventually coins (as seen from a scientific and educational position) the long sought after second side of what we could call the European medal of progress.

As widely known, the success of “Jugend forscht” relies to a large extent on strategies of scientific mentoring. Mentoring is a key aspect of the generational project we are looking at: for almost one year senior researchers from different disciplines have provided their younger colleagues in Lviv, Olomouc, Magdeburg and Vienna with a unique space for sharing thoughts and experiments. Together the participants were able to make new discoveries that none of them separately would have been able to produce.

Representatives from the field of youth research (e.g. in communication sciences) will probably agree that it is nothing new to be interested in the opinions of young people; commonly, knowing what youngsters have on their minds is considered important seismography of political relevance: short questions, brief interviews, clear-cut questions—all highly efficient procedures. What else could we wish for?



The participatory concept of “Generation innovation across Europe” explicitly transcends mere opinion research of young people. The problem with opinions is that they can exist rather independently of a person’s everyday life situation. As political election polls regularly demonstrate, opinions are volatile and theoretical, thus rarely capable of predicting people’s behavior.

By contrast, the project actively fosters the practical skills of inducing individual exchange, intergenerational and intercultural comparison. In the sense that young participants are personally affected by the subject of their investigation, their results stand a better chance of effecting a deeper understanding of what is relevant to the young generation(s) in Europe. The most important lesson to be learnt from “Generation Innovation across Europe”, however, is that it empowered young people to start developing their own projects out of it and take the future into their own hands. In the sense of “Jugend forscht” this quality is not only of academic importance, but decisive for Europe as a whole.

### **Eva Dreher**

*Eva Dreher is a renowned professor of developmental psychology and pedagogy who has been holding positions at LMU Munich, University of Vienna and Sigmund Freud Private University*

Project-Kick-Off / Lviv:

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Hana Tulinska  
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## Preface

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Gerhard Benetka  
*Dean of the Faculty of Psychology,  
Sigmund Freud Private University Vienna*

What makes a generation? What differentiates it from a mere group of peers of the same age? In my opinion there are three aspects that are relevant: Firstly—as particularly stressed by Mannheim—a shared experience of life, a joint space of experience (Erfahrungsraum); secondly, also the possibility to jointly reflect upon the shared life experiences; specific media are necessary to facilitate the formation of a collective language, that enables individual experiences to crystalize in the shape of collective experiences. Thirdly, there is the need for external attributions: a generation begins to understand itself as being particular or special if others perceive it as such.

These attributions—e.g. the attributes that are said to differentiate members of the generation X from millennials (while we cannot decide yet if those terms really qualify for “generations” in the aforementioned sense)—are promoted by empirical youth research. The questions which it addresses towards young people reflect the interest of youth researchers—hence, in a certain sense they already imply the answers: the answers from the perspective of older people on what could be problematic, interesting, somewhat important for younger ones. Thus, I believe that a considerable part of insights of developmental psychology on young age are nothing else than the result of a prolonged monologue of scientifically educated adults on youth. Consistently, the focus of research is decided by what is relevant to adults. This common practice is neither bad nor basically wrong: however, it requires amendments. We can amend or perhaps correct it if we enable young people to investigate themselves; if we allow young people to a notable degree to ask themselves what is important to them, e.g. how they are dealing with the future, how they are perceiving future within their own frame of experiences. Ideological critique must not stop in front of one’s own thinking: Let us see, what will be the outcome of confronting the knowledge of our “generation” with the experience and knowledge of the following “generations”.

# 1 Project Overview

Stefan Hampl

Vice-Rector for Teaching,

Sigmund Freud Private University Vienna

## THE IDEA IN BRIEF: YOUTH IS INVESTIGATING YOUTH!

Young researchers from different places in Europe jointly investigate their own generation! In a uniquely participatory approach, students from diverse universities (Lviv, Magdeburg, Olomouc, Vienna, ...) will create a solid basis of data for European and local decision makers. The project itself creates social cohesion in Europe as young people are enabled to experience life through the eyes of others and build personal bridges with colleagues from other places in Europe.

## WHAT IS THE CHALLENGE WE ARE ADDRESSING?

Europe's future relies on the next generation of citizens. Will those who are young today be able to tackle the challenges of European Integration and develop a European identity? Stakeholders put many hopes into this, but what do we actually know about young Europeans today? We would like to answer this question systematically and empirically, in order to create detailed information for decision makers on various levels (European, national, regional, municipal, ...).

## WHAT ARE WE AIMING FOR?

At the end of our project we will be able to compare and differentiate the life situations of young people in at least four places in Europe (Lviv, Magdeburg, Olomouc, Vienna, ...). This will enable us to see which issues of young people are commonly shared across Europe and which issues are regional or local. Speaking the "local languages" of young people is a crucial prerequisite if you want European policy making to be "heard" across Europe.

## HOW DO WE PLAN TO GET THERE?

Our research approach is innovative and participative. This means we are supporting the one's concerned to conduct the research themselves, thus enabling young researchers to voice what is important to them. The general approach is to have young researchers from different disciplines and cities (Lviv, Magdeburg, Olomouc, Vienna, ...) physically meet in these cities and investigate their generation there. They receive instructions on empirical methods (how to conduct interviews or group discussions, take documentary pictures) and on the public presentation of their findings. From city to city (i.e. from workshop to workshop) participants broaden their (and our) understanding of the diversity and communalities of young people living in Europe.

## WHO ARE WE DOING IT FOR?

The main beneficiaries of the project will be political decision makers all across the continent. They will receive sound empirical information on the life situations and issues (motivations, problems etc.) of young people in Europe. Society will benefit from the innovative potential set free by young people that are 1) better educated, 2) culturally sensitive, and 3) capable of jointly working together within international & interdisciplinary projects. The scientific community will profit from the research results.

## WHO IS PART OF OUR PROJECT TEAM?

The interdisciplinary team of experts and students consists of psychologists, sociologists, educational researchers, historians, designers, media communicators, etc. from the participating cities and universities across Europe. Stefan Hampl, the project coordinator is a senior social researcher that has conducted various national and EU projects in the past.

## HOW WILL OUR PROJECT IDEA STRENGTHEN CONNECTION AND COHESION IN EUROPE?

1) The question of cohesion in Europe is our very research focus. In an unconventionally participative approach we investigate, what young people from diverse backgrounds have in common. 2) The project creates real life situations that enable young people to build personal relationships with others from different cities across Europe. 3) We give young people a stage to voice what is important to them. 4) Thus, the project is sustainable by creating local multipliers for the European idea.

## WHAT MAKES OUR IDEA DIFFERENT FROM OTHERS?

A major strength of the project is the interdisciplinary and international approach to it. Scholars and students, psychologists and designers etc. from different cities/countries team up to investigate young people in Europe. Together they create a valuable data base for the development of European actions. Thus, they become a European resource themselves! The project is supported by a unique network of stakeholders (universities, policy makers, funding organisations and even private supporters).

## WHAT IS THE PRACTICAL RELEVANCE OF OUR IDEA TO THE EVERYDAY LIVES OF PEOPLE IN EUROPE?

Our project changes the face of Europe! In a unique way, we are providing young people the opportunity of experiencing life in other contexts and places and at the same time generate data for European decision making processes! Hence the everyday lives of people in Europe will be effected in 2 ways: a) bottom-up: through the young participants of the project that will serve as multipliers, b) top-down: through policies and measures that better fit the relevant issues of people living in Europe.



## 2 Universities across Europe



Sigmund Freud  
PrivateUniversity  
Vienna Paris Berlin  
Milan Linz Ljubljana

Sigmund Freud  
Private University Vienna (SFU)

[www.sfu.ac.at](http://www.sfu.ac.at), funded in 2005

SFU is the biggest private university in Austria with an European network of branches. It currently hosts over 3.000 students and over 100 teaching staff. It offers study programmes in psychology, psychotherapy science, medicine and law with a special emphasis on cultural understanding and diversity in the use of research methodologies.

Team:  
Stefan Hampl, psychology (vice dean)  
Martin Foessleitner, information design  
Lisa-Marie Koch, psychology  
Irina Zamfirescu, psychology



Ukrainian Catholic University Lviv  
(UCU)

[www.ucu.edu.ua](http://www.ucu.edu.ua), funded in 1929, re-established in 1994

UCU is one of the most successful and renowned private universities of Ukraine. Besides theology and philosophy it has a pronounced profile in psychology and media communication.

Team:  
Halyna Katolyk, psychology faculty (dean)  
Maksym Kolyada, psychology  
Iryna Semkiv, psychology

Workshop Team:  
Katya Ilchuk, psychology  
Jaryna Kendsjor, German philology  
Oksana Khimka, Social pedagogy  
Anna-Mariya Kotlyarova, philosophy  
Yaroslava Savosh, media communication  
Valentina Semenikhina, media communication  
Alexandra Simmul, media communication  
Anton Udovenko, media communication



Palacký University  
Olomouc (PU)

[www.upol.cz](http://www.upol.cz), funded in 1573

Palacký University is the second oldest university of the Czech Republic and currently hosts about 24.000 students and over 1800 teaching staff. Within the humanities it has a special emphasis on philosophy, sociology and cultural anthropology.

Team:  
Pavel Zahrádka, sociology and philosophy (ass. prof.)  
Hana Tulinská, adult education, sociology  
Jana Kadlecová, social and cultural anthropology  
Monika Abbrámová, social and cultural anthropology



Otto-von-Guericke University  
Magdeburg (OvGU)

[www.ovgu.de](http://www.ovgu.de), funded in 1993

The University of Magdeburg is one of the youngest universities in Germany. It currently hosts about 15.000 students and over 2000 teaching staff. It is particularly renowned for its academic profile in the fields of European history and social sciences.

Team:  
Silke Satjukow, European history (chair)  
Sopie Hubbe, European history



Monika Abrahámová / Olomouc



### 3 General Report

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Introduction to the project consortium: a cultural, historical and geographical kaleidoscope

The guiding idea for establishing the project consortium consisting of universities in Lviv, Olomouc, Magdeburg and Vienna was to create a sensible gradient of places ranging from the East to the West. At the same time, we wanted to juxtapose dominant stereotypes in society. In Germany, for instance, Magdeburg is commonly considered Eastern European, while from a European perspective it is geographically deeply rooted in the West. The same applies vice-versa for Lviv—the Westernmost city in the context of Ukraine, but situated in the East if compared to the other project locations. Olomouc is usually perceived as belonging to the European periphery, while in fact it is at the very heart of our consortium—only 2 ½ hours drive away from Vienna in the South.

A closer look at the European geography can be quite revealing and challenging in regard to the mental maps and culturally mediated misconceptions we keep in our heads. However, it does not tell us much about the lives and future expectations of the people who live in these places. If you are interested in the latter, you need to leave your desk and travel! The first important step in understanding what is personally relevant to the people, is that researchers move into their everyday life territories and physically meet with them. This notion particularly applies to a participative research project that requires the collaboration of the other people. They are not merely the objects of your investigation, but should become valuable experts of your research team. Understanding them means experiencing them inside and also outside of the classroom. The physical time spent together is not only a specific prerequisite for building trusting and committed relationships among the members of our participative project team, but also a general requirement for creating high-quality results out of the interaction between researchers and the people of your investigation.

cont.

General Report



**Lviv Workshop (Feb. 9-12 2016) at Ukrainian Catholic University**  
Lviv, Lvov, Leopoldis, Lemberg—these are only a few of the names for one of the most dynamic cities in Ukraine. Since Ukraine's independence from the USSR in 1991, Lviv has been the starting point of already two civic revolutions: the Orange Revolution in 2004 and the Maidan Revolution in 2014. In both cases the people of Ukraine would not have been victorious if they had not been backed by the enthusiasm and courage of the young generation of Lviv. Hence, there probably could not be a better place to start a European youth research project. The critical challenge of the first project workshop in Lviv was to consolidate our consortium. The participants were majorly young academics recruited from four different countries (Austria, Germany, Czech Republic, Ukraine). They all had not worked together with one another before. Furthermore, they came from many different disciplines: psychology, sociology, philosophy, media communication studies, adult education etc. The only thing in common was that all were dedicated to the joint experiment of investigating the young generation in Europe: their everyday lives and future perspectives. More specific research questions we were expected to develop out of the interactive process that was lying in front of us. To build a community, you have to provide spaces for practical interaction, personal exchange and free trial. You also need to equip the group with a minimum of communicative skills and orientation.

**YOUTH IN LVIV: “We are the best generation that ever lived in Ukraine ... and the next one will be even better!”**

In retrospect, the success of the Lviv Workshop has been decisive for the remaining research project as a whole. One of the most surprising first results of our investigation in Lviv was the positive outlook young people had on their future, while in Vienna for instance they were more critical and depressed about it. We did not expect so much optimism in a “war-torn country”, as which Ukraine is commonly considered in the news and in public opinion.

Enriched with the personal experience of their joint research, the participants went home with new questions, skills and knowledge that they could apply on the investigation of their local communities. Until the following workshop in Olomouc the participants' task was to continue their research and discuss their individual findings, when the project group would reunite.



**Olomouc Workshop (April 25-27 2016) at Palacky University**  
Olomouc is a quite remarkable place for conducting participatory youth research. The city has only around 100.000 residents, but its university (Palacky University) is the biggest of the project consortium, with eight faculties (including natural sciences and humanities). It currently hosts appr. 24000 students, but unlike in Lviv, Magdeburg or Vienna most these students do not permanently live in the city. The student come from all around the country and are regularly returning to their homes on weekends. Already on Wednesday the gradually decreasing number of students becomes noticeable in the public places of Olomouc. Hence, one of the most interesting topics of our workshop was to understand, how it is to be young in Olomouc. Apart from that we shared our first preliminary results from Lviv, Magdeburg and Vienna, based on the empirical research that was conducted by the project participants in these places (interviews, group discussions etc.).

**YOUTH IN OLOMOUC: “We feel responsible towards our parents and our society”**

At the end of the Olomouc workshop we were confronted with a lot of heterogeneous information on young people living in Europe (i.e. Lviv, Olomouc, Magdeburg and Vienna) that was hard to synthesize. Young people in Olomouc did not share the same amount of optimism towards the future as in Lviv. At the same time, they were more considerate towards their parents and society than in Vienna. However, by contrast to Magdeburg the self definition of young people in Olomouc seemed to be more focused on Czech nationality than Europeanness. Evidently, while it was yet too soon to jump to conclusions, we had started to see the phenomenon of youth in Europe in a more differentiated way. Our empirical findings suggested that the big contemporary concepts for describing young people—like “Generation Y” or “millennials”—did not fit the way they described themselves in different geographical places. We thus were curious to dive further into the project and increase the scope of our investigations. Each project member started acting as a multiplicator to include further people and intensify our research.

cont.

General Report



### Magdeburg Workshop (July 8-9 2016) at Otto-von-Guericke University

From a topical political perspective, Magdeburg appeared to be a very important place of investigation for understanding the life situations and perspectives of young people in 2016. 26% of 18-24 year olds had just elected the national party Alternative for Germany in regional elections. This was contrasted by the fact that our Magdeburg workshop was hosted by pro-European students of the study programme for European studies at the faculty of humanities. They had found a high degree of Europeanness in the sample of young people interviewed on the streets of the city. Apart from our interest in the local situation of young people in Magdeburg, we continued our comparison of the ongoing investigations in Lviv, Olomouc and Vienna.

#### YOUTH IN MAGDEBURG: “We are Europeans!”

The results of the Magdeburg workshop were important for the further project development. The discussion and reflection of the empirical findings from Lviv, Olomouc, Magdeburg and Vienna enabled us to more clearly evaluate the differences and similarities between young people. Young people in the cities of investigation were different in terms of their personal outlooks on the future (e.g. more optimistic outlook in Lviv and more pessimistic outlook in Vienna), but comparable in terms of their values and beliefs (e.g. being pro-European and standing for a democratic and open society in all the cities), their (high) educational background and their (female) gender. This became even more evident when we were looking at the statistics of the regional elections in Saxony-Anhalt. The voters of the nationalistic AfD were majorly male and coming from a low or medium educational background. At the workshop in Magdeburg we also discussed methodological challenges of participatory research. As our initial core team of project members expanded, more and more young people got involved in the research process, that had not conducted qualitative social research before. Therefore, we had to come up with thoughts and ideas for improving their methodological training. As a first step (already after the Lviv workshop), we had provided the project participants with methodological literature. Gradually we found out, however, that it was hard to understand without professional guidance. For the upcoming months, we therefore started to develop a more efficient pedagogical concept to tackle the practical research requirements of our investigation. We called it project “Shlomo”—a quick guide to qualitative research (see project “Shlomo”).



### Vienna Workshop (Dec. 7-8 2016) at Sigmund Freud University

Vienna was the birth place of our project and it was also the city where we concluded it. During the project year, we had involved hundreds of aspiring young researchers in four different countries, had been working with them and learning from them. Now it was time to bring it all together and exchange our personal reflections within our international project team. In terms of an external evaluation and contextualization of our results we invited Rainer Gries (Franz-Vranitzky-Chair for European Studies at the University of Vienna and professor for psychological anthropology at Sigmund Freud Private University) and Gerhard Benetka (dean of the faculty of psychology SFU). At the workshop, we had the opportunity to discuss our findings with them and develop future perspectives for the project’s continuation in 2017.

#### YOUTH IN VIENNA: “We want to arrive!”

At the Vienna workshop we agreed on the following directions for further research: The generation of young researchers that participated in our project and all the hundreds of other students that got involved in our study have qualified as true Europeans, no matter if they came from Lviv, Magdeburg, Olomouc or Vienna. Surprisingly, in regard to their future outlook, the people of Lviv were the most optimistic ones; even though (or maybe because) they are the least privileged? —e.g. two project participants (Sasha and Valentina from Lviv) could not participate in the Vienna workshop, as they did not receive their visa in time. When looking at patterns of similarity between the young researchers across Europe we could notice the absence of three key topics, that commonly play an important role in public discourse: religion, peace and health. The reasons behind this phenomenon will be subject to further investigation. Another focus will be further participative research with uneducated or educationally underprivileged people. Our project demonstrated that young researchers do not automatically relate to these social spheres (and we assume this could be reciprocal).



Maksym Kolyada / Lviv



## 4 Socio-political Goals

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What socio-political goals have been realised?

Conventional youth research (e.g. Shell study) by tradition is an undemocratic soliloquy of privileged elders. The young people who are subject to this kind of research are neither involved during planning, nor implementation, nor data analysis. Instead they are considered as “research subjects” whose sole task is to deliver information to the researchers. The latter will categorize and classify the information according to their “objective” standards and then publish the “results”. We have yet to address, however, an even greater complication of classical youth research: No matter if the results are right or wrong (“validity”), the conclusions have a substantial effect on public opinion and political decision processes—they can even lead to legal policies that will regulate the lives of young people. This brief analysis exposes the inherent cynicism of large-scale “representative” youth research: it is a highly biased process that consolidates the position of the privileged at the expense of the young.

### **Empowerment**

With the project “Generation Innovation across Europe” we have realized the socio-political goal of creating an alternative model of youth research: we conceive youth research as participatory, dialogical and democratic. For almost one year the young project participants have had the opportunity to investigate the questions that were truly relevant to them. Senior researchers were present, but only in the role of mentors, consultants, discussants. One direct methodological advantage of this procedure is, that the research results evidently have an unmatched validity: after all they are created by the those who are affected by the investigation. Of even greater importance is, however, that the young

## Goals

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researchers could personally grow on the experience and practice they received from the participation in the project. There hardly is a better assurance for the sustainability of the project: the systematically empowered young researchers will become self-confident initiators of further research.

### **European and cosmopolitan perspective**

Contemporary youth concepts like “generation y” or “millennials” are typically neglecting regional influences on the lives of young people. But is it really the same to grow up in Lviv, Olomouc, Magdeburg or Vienna; or what about living in a big city as compared to the country side? The project enabled us to look more closely on the specific life situations of young people in different places. It can be regarded as a treasure of incredible value, to personally experienced how young people are living and how they are approaching problems in other parts of Europe. Europe is not a concept; it is physical practice! Our young project participants have understood this notion and are now in the position of passing it on to other people.

### **Potential analysis of future generation**

Apart from the content that was produced during the project, we also had the opportunity to evaluate how young people from different cities and countries collaborate. In this regard the project participants have demonstrated an astounding will to cooperate and respect one another. No matter in what city we carried out our workshops it always felt like home. This is important news for political decision makers. Your education programmes are working! This young generation of educated Europeans values the achievements of the EU and shares a cosmopolitan perspective on their lives, irrespective of where they come from.

### **What and how many people could be reached by the project?**

#### Students:

Within the network of participating universities, we were able to physically reach around 550 students of various disciplines through interviews, group discussions, lectures, seminars and workshops in Lviv, Magdeburg, Olomouc, Vienna, Linz and Milano. Another 180 students could be reached through 3-day-workshops (“design jams”) that corresponded to the setting of the Lviv workshop: Vaduz (Liechtenstein), Cesis (Latvia), Taipei (Taiwan), St. Poelten (Austria), Munich (Germany), Lugano (Switzerland).

#### Political decision makers and business representatives:

In the sense that this project is dedicated to basic research it is quite remarkable that it also caught the attention of local municipalities and businesses. Some of our young researchers have even received job offers and got employed. On one hand this underlines the practical usefulness of our research, on the other hand it demonstrates that empowering the participating researchers is the right strategy to make them attractive for the labor market.

#### Institutions:

The project gained a lot of attention at the participating universities and affiliated institutions. This applies not only to the high ranks of administration (rectors and deans), but also to other university teachers, students and colleagues. In result the partner universities are now planning to deepen their cooperation. Sigmund Freud Private University Vienna (SFU) has played an active role in that, through joint degrees (e.g. Ukrainian Catholic University and SFU), exchange of teachers (e.g. Palacky University and SFU), further research cooperation (Otto-von-Guericke University and SFU). The mutual participation of all partner universities in the Erasmus programme by the European Commission will further intensify the international collaboration in the future.

## Goals

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### What effects did the project have on society?

The most important effect of the project is that it introduces a new paradigm of youth research: Dialogical, democratic and empowering. Steffi Kaltenborn (academic staff, study advisor/student counsellor at Otto-von-Guericke University Magdeburg) commented the project in the following way:

„I like the project, because it makes young people think about their view on Europe. This is particularly the case for the project participants, but also for those who are prompted by the interview. This makes Europe more tangible than the political debates which are often dominated by the older generation.”

### Is there a sustainable effect of the project?

A major strength of the project is its sustainability. While participants from different European cities have jointly created a valuable information base of the young generation in Europe, they have simultaneously become a valuable European resource themselves! The goal of the project has been the project itself: When participants are given a stage to investigate what young Europeans with different backgrounds have in common, they are also provided with the opportunity of working together and personally experiencing the significance of “having something in common with one another”. Hence the young project participants have developed a shared European understanding out of their joint practice. But, on a broader scale, the systems approach of participatory research in our European project also affects the everyday lives of other people in Europe:

- a) top down—as it improves the information base for policies and measures that better fit the real life circumstances in different places,
- b) bottom up—through the European understanding that develops out of the very people that have participated in the project. The deep personal involvement resulting from their joint research practice and the experience of self-efficacy enabled by the participatory approach turns the young participants into active multipliers for the European idea.

### What was the message behind it?

Youth is investigating youth! This is not soaring rhetoric, but we mean it! The project “Generation Innovation across Europe” has given young researchers an actual chance for voicing what they want to say and demonstrate what they can do! The numerous project applications, publications and conference contributions that were realized within less than a year by our international, interdisciplinary and intergenerational consortium testifies the abundant and trendsetting potential of the approach. Finally, this also underlines the importance of new innovative forms of research funding. Despite our joint and perseverant efforts to apply for conventional funding, this project could only be realized by crowdfunding.

## 5 Applications

for research funding

The goal of the project was to form a strategic European partnership amongst the innovative young researchers (and their universities) in Lviv (Ukraine), Magdeburg (Germany), Olomouc (Czech Republic) and Vienna (Austria), that enables them to jointly qualify for the application of further European funds. In this regard, the further qualification of the project participants has played a key role. They have participated in international research conferences, have conducted academic theses, developed topics for further qualification in Master- and PhD programs, etc. Moreover, during the project year 2016, several project applications were filed to diverse funding organizations. In terms of the sustainability of the project further applications for research funds are planned in 2017. In April 2016, the project was nominated for the “Ars Docendi Award for Excellent Teaching” by the Austria Federal Ministry of Science, Research and Economy.

Applications:

1) Feb. 29, 2016: “Top Citizen Science” by FWF & OeAD  
Application to the “Top Citizen Science” Programme of FWF (Austrian Science Fund) and OeAD (Austrian Agency for International Cooperation in Education and Research) together with Anna Schor-Tschudnowskaja (FWF Project: An Unconfronted Past: Russia and the Soviet Era). Proposed funding: 50.000 Euro, not granted. A revised application will be filed until January 16, 2017.

2) March 8, 2016: “Advocate Europe” by MitOst and Liquid Democracy  
Project Application “Generation Europe” for additional funding to extend the project to other cities in Europe, funded by Stiftung Mercator, [www.advocate-europe](http://www.advocate-europe). 668 project submissions, 11 projects funded. Proposed funding: 50.000 Euro, not granted.

3) March 8, 2016: “Advocate Europe” by MitOst and Liquid Democracy  
Project Application “Teaching Back home in Ukraine”.  
Proposed funding: 50.000 Euro, not granted

4) March 18, 2016: “Tandem Cultural Managers Exchange Ukraine—European Union/Moldova/Russia/Belarus” by MitOst.  
Project Application “Strengthening disability rights and public awareness for an inclusive society in Ukraine”. Proposed funding: 5.000 Euro, not granted.

5) May 30, 2016: “Scientific & Technological Cooperation” (S&T Cooperation) by OeAD  
Application to OeAD for funding travel and accommodation expenses for “Qualitative Research on Internet Piracy in the Context of Changing Audience Practices in the Czech Republic and Austria”. Proposed funding: 7.000 Euro, decision pending.

6) Nov 11, 2016: „SPIELRAUM – Shaping Urban Transformation“ by Robert Bosch Foundation  
Application to Robert Bosch Foundation in Cooperation together with Stuttgart Media University, Institute for Universal Design (Munich) and University of Applied Sciences and Arts, Hildesheim.  
Proposed funding: 16.000 Euro, granted.

7) Nov 30, 2016: „Aktion Austria—Czech Republic“ by OeAD  
Application to OeAD for funding travel and accommodation expenses for “Qualitative Research on Internet Piracy in the Context of Changing Audience Practices in the Czech Republic and Austria”. Proposed funding: 12.000 Euro, not granted.

8) Feb, 2017: Erasmus+ by European Commission  
Application for funding a strategic partnership between the institutions participating in the Respekt.net project “Generation Innovation across Europe”: Otto-von-Guericke University Magdeburg, Palacky University Olomouc, Sigmund Freud Private University Vienna, Ukrainian Catholic University Lviv. Proposed funding: 300.000 Euro

9) June, 2017: „Impulse Programme“ by OeAD  
Application to the OeAD for continued funding of our Respekt.net project “Generation Innovation across Europe” in 2018-2019.  
Proposed funding: 200.000 Euro



Lisa Koch / Vienna



## 6 Project Timeline

### Februaray

**Feb, 22** Presentation of the results of the Lviv project workshop at team meeting (Faculty of Psychology, Sigmund Freud Private University), [www.sfu.ac.at](http://www.sfu.ac.at)

**Feb, 25** Cooperation meeting with Stefan Blachfellner (Managing director of Bertalanffy Center for the Study of Systems Science, BCSSS): discussion of project contribution to upcoming EMSCR conference on systems theory in Vienna, [www.bcsss.org](http://www.bcsss.org)

**Feb, 25** Cooperation meeting with Maria Schreiber (executive chairwoman of ikus—Institute for cultural psychology and qualitative social research, Vienna), [www.ikus.cc](http://www.ikus.cc)

### March

**March, 1** Presentation of the results of the Lviv project workshop to the rectorate of Sigmund Freud Private University, [www.sfu.ac.at](http://www.sfu.ac.at)

**March, 8** Project application “Generation Europe” for additional funding (50.000 Euro) to extend the project to other cities in Europe. Call “Advocate Europe” by MitOst and Liquid Democracy, funded by Stiftung Mercator, [www.advocate-europe.eu](http://www.advocate-europe.eu)

**March, 8** Project application “Teaching Back home in Ukraine” (49.520 Euro) for additional funding to fight the brain drain of young people in Ukraine. Call “Advocate Europe” by MitOst and Liquid Democracy, funded by Stiftung Mercator, [www.advocate-europe.eu](http://www.advocate-europe.eu)

**March, 15** Coordination meeting of teachers and students at Sigmund Freud Private University Vienna and Linz working on the project

**March, 17** Group Discussions with young people in Lviv

**March, 18** Project application “Strengthening disability rights and public awareness for an inclusive society in Ukraine” for the funding (5.000 Euro) of a spin-off pilot project on disability in Ukraine. Call “Tandem Cultural Managers Exchange Ukraine—European Union/Moldova/Russia/Belarus” by Mitost, [www.tandemexchange.eu](http://www.tandemexchange.eu)

**March, 23** Group Discussion with young people in Olomouc (students of humanities and social sciences between 22-25 years)

**March, 24** Group Discussions with young people in Lviv  
**March, 26** Interviews with young people in Olomouc (randomly encountered young people, students of natural sciences)

**March, 28** Interviews with young people in Olomouc (students of humanities and arts)



**March, 30-April, 1** Project presentation by Stefan Hampl at emcsr-Meeting “Avant Garde” (European Meeting on Cybernetics and Systems Research) at SFU Vienna, [www.emcsr.net](http://www.emcsr.net) March, 31-April 1 Project presentation by Lisa Koch at the SMS-Conference (Third International Student Media Symposium) “Conflicts through Media: Challenges and Changes”

## April

**April, 6** Nomination of the project by the rectorate of SFU and the Austrian Students’ Association at SFU for the “Ars Docendi Award 2016” by the Austria Federal Ministry of Science, Research and Economy, [www.bmwf.gv.at](http://www.bmwf.gv.at)

**April, 14** Project presentation at the workshop “Critical Participatory Action Research” together with Maria Elena Torre and Michelle Fine (both Graduate Center of the City University of New York, CUNY, [www.gc.cuny.edu](http://www.gc.cuny.edu) and co-founders of The Public Science Project, [www.publicscienceproject.org](http://www.publicscienceproject.org))

**April, 15** Coordination meeting of teachers and students at Sigmund Freud Private University Vienna and Linz working on the project April, 15-16 Youth Leadership Camp in Gorodok, Ukraine (Ukrainian Academy of Leadership)

**April, 22** Public Awareness Event of the project at the “Long Night of Research” (Lange Nacht der Forschung) by the Austria Federal Ministry of Science, Research and Economy, [www.bmwf.gv.at](http://www.bmwf.gv.at)), 12.000 visitors at the event venue at Vienna Heldenplatz, 180.000 visitors across Austria.

## June

**June, 4** - Ars Docendi Award 2016 for Excellent Teaching: Nomination of the project for the „Atlas of Proper Teaching“ (Atlas guter Lehre) by the Austrian Ministry June, 4 Project presentation by Maksym Kolyada at the International Scientific and Practical Conference “Personality. Relationship. Development. The Interdisciplinary Aspect” dedicated to Children’s Day, Lviv

**June, 13** Coordination Meeting with Silke Satjukow (Otto von Guericke University Magdeburg) and Rainer Gries (Franz Vranitzky Chair for European Studies) for organising joint research activities and the project workshops in Magdeburg and Vienna

**June, 14** Research Workshop with Jaan Valsiner (Nils Bohr Professor for Cultural Psychology at Aalborg University, Denmark) at SFU Vienna, [www.en.aau.dk](http://www.en.aau.dk)

June, 20 Research Presentation by bachelor students of SFU Linz, Course of Media Psychology

**June, 23** Meeting with Information Designer Martin Foesselitner and Graphic Designer Davide Belotti (ISIA Urbino, [www.isiaurbino.net](http://www.isiaurbino.net)) for visualizing the preliminary project results

**June, 24** Assignment of a bachelor thesis on the young generation in the United Kingdom after the BREXIT vote

**June, 28** Editorial meeting on interim report (Stefan Hampl and Martin Foesselitner)

## Projects (Stefan Hampl)

a) Master Course on Qualitative Research Methods  
Faculty of Psychology, Sigmund Freud Private University Vienna

The aim of the master course was to get students acquainted with qualitative research methods, enable them to conduct their own research projects in practice and take a position as future psychologists in society. For a complete academic year, 36 students have been working in 13 empirical sub-projects on issues relevant to their generation. The topics and the research design were chosen by the students themselves. They have conducted qualitative interviews and group discussions with their peers or analysed the content of popular media (e.g. TV series).

Topics of students’ seminar papers (2016)

### Relationships

- Contemporary gender roles (Jerabek, Cvjetkovic, Pell)
- Female relationship patterns (Schock, Part)
- Founding a family and assuming the role of parents (Kartmann, Bussmann, Mohadjeri)
- Finding a partner by internet (Brünner, Grabmayer, Pokieser)
- Planning pregnancy and preparing for motherhood (Gantschacher, Himmelbauer, Schüttengruber)

### Jobs

- Reasons for social entrepreneurship (Bauer, Freitag, Stacke)
- How to prepare for the working world? (Hagen, Straker)
- Life-work balance (Dasch, Mair)

### Life

- Smartphone use (Gross von Trockau, Huber)
- How do we relate to the food we eat? (von Christen, Mensdorff-Pouilly, Marchart)
- Political engagement and interest (Kloss, Landertinger, Meckfessel, Praniess)
- Living in a multi-optional society (Tuncyürek, Bösch)
- Deciding what and where to study: A comparison of Viennese and Bratislava students (Meric, Reiner, Schlüter)

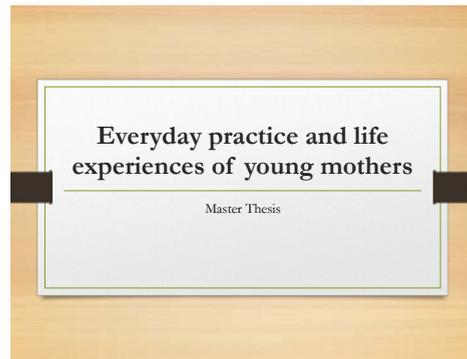
b) Bachelor and Master Theses (Stefan Hampl)

Three students of Sigmund Freud Private University Vienna have completed their bachelor and master theses within the frame of the project, by conducting empirical research on their peers.

*Koch, Lisa-Marie (2016): Millennials: Criticism of definition and empirical reconstruction of the future expectations of young adults in Vienna. Bachelor Thesis (SFU-Vienna)*  
*Korallus, Tillmann (2016): Future expectations of bank employees. Between private and professional realization. Bachelor Thesis (SFU-Vienna)*  
*Stacke, Benedikt (2016): “I won’t wind up this way”—a case study of millennial recruitment consultants torn between job and vocation. Master Thesis (SFU-Vienna)*

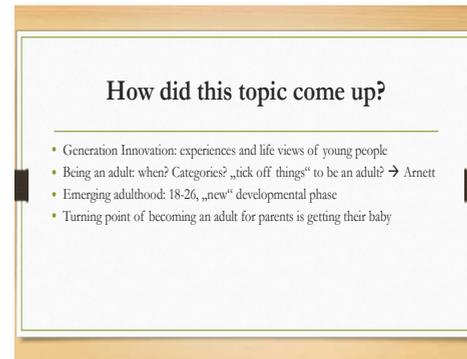
### Alice in Wonderland

Lisa Koch



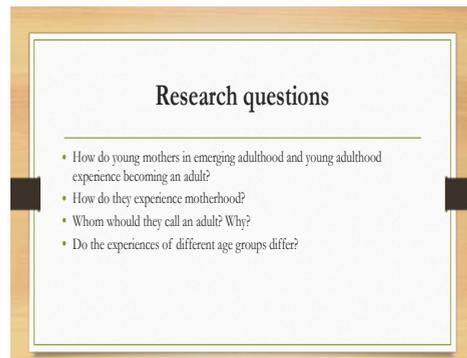
**Everyday practice and life experiences of young mothers**

Master Thesis



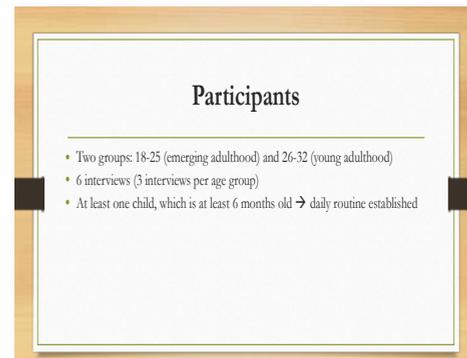
**How did this topic come up?**

- Generation Innovation: experiences and life views of young people
- Being an adult: when? Categories? „tick off things“ to be an adult? → Arnett
- Emerging adulthood: 18-26, „new“ developmental phase
- Turning point of becoming an adult for parents is getting their baby



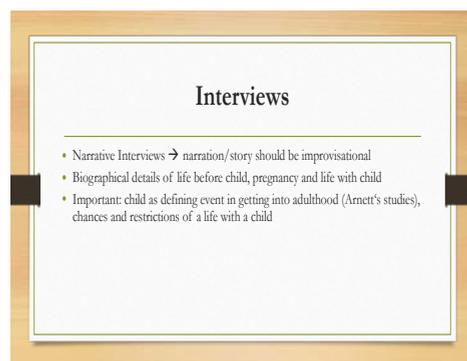
**Research questions**

- How do young mothers in emerging adulthood and young adulthood experience becoming an adult?
- How do they experience motherhood?
- Whom would they call an adult? Why?
- Do the experiences of different age groups differ?



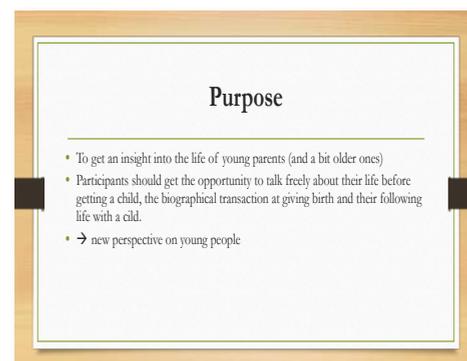
**Participants**

- Two groups: 18-25 (emerging adulthood) and 26-32 (young adulthood)
- 6 interviews (3 interviews per age group)
- At least one child, which is at least 6 months old → daily routine established



**Interviews**

- Narrative Interviews → narration/story should be improvisational
- Biographical details of life before child, pregnancy and life with child
- Important: child as defining event in getting into adulthood (Arnett's studies), chances and restrictions of a life with a child



**Purpose**

- To get an insight into the life of young parents (and a bit older ones)
- Participants should get the opportunity to talk freely about their life before getting a child, the biographical transaction at giving birth and their following life with a child.
- → new perspective on young people

### Personal Reflection

Lisa Koch

The project “Generation Innovation across Europe” lived up to its name. It promised to get people of different nations and professions together so that united they could have a complex insight into their own generation. It did, although it was more of a beginning than a finished project, because when you answer one question, ten more pop up.

As the point of interest was very open and each city could choose its own focus, it got very diverse. We tried to gasp what is important to young people in each city and also in general. Just going out onto the streets and talking to the youth was eye-opening. There are so many different ways to be young nowadays. In Vienna the focus was on the future – how do young people see their future? The answers were all about jobs, security and planning. That is a big contrast to Lviv, where people want to be flexible and do not like planning too much.

Shlomo was not intended to happen in the first place, but we soon realised that if you want to get young people into research, they need some structure and some help to even start. Nobody is perfect in the beginning, but you can help beginners to take the first steps and take the fear of failing away. For the creation process it was very hard to think outside of descriptions of textbooks and create something that sticks in your mind when you are out in the field doing research. It is something that we still need to work on, but this project has given the impulse to start it.

For me personally the project has brought a lot of intense moments, new friends and the chance to get into doing research in real life – out of a class environment. I could expand my knowledge and try out new things. I will surely continue to do research on my generation, because I could not imagine a more interesting and exciting study field!

# Student Projects

## Love on first swipe

Cindy Chen, Elise Reußner, Marcia Koppatsch

About usage and habits of dating platforms like tinder, badoo and lovoo.



## Superheroes

Candan Balci, Elisa Kaminski, Christina Pongratz, Richard Köttstorfer

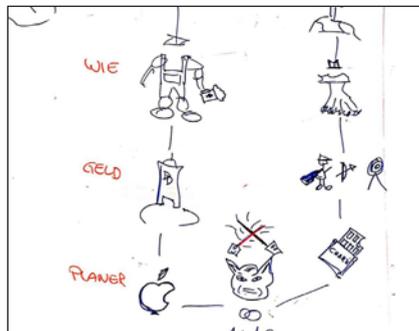
How to identify Superheroes in daily life next to you, and make them talk.



## Pimp my wedding

Julia Wiesinger, Manuel Pinter, Jana Stögmüller, Denise Zich

Is marriage threatened by extinction? Will the fairytale wedding become a myth or will it survive?



## Colours of Love

Denise Girard & Isabella Kern, SFU Linz

Partners answer independently a couple of relation-based questions



## Job of one's dream

Niklas Braun, Ben Giese Morid Ayobi

What are our the favourite jobs, and why or why not we are doing them.

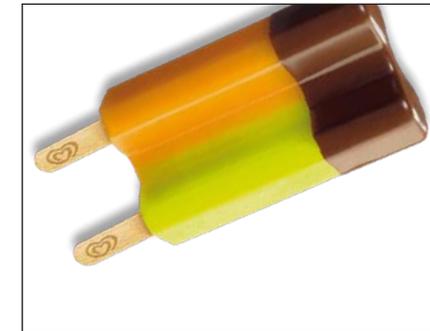


## Happiness

Paul geba, Julia Bach, Julia Luncer

What makes us happy?

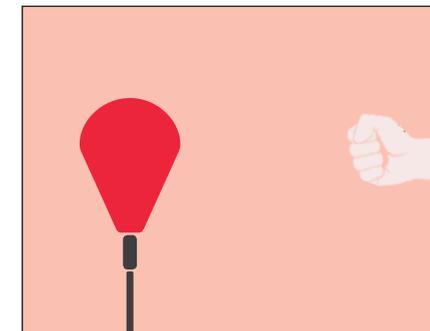
Finally:  
Eating with friends



## Violence is a solution

Tim Jahn, Astrid Schifferl, Emelie M Rack Friederike Bellmann Sophie Urban

How to talk about violence and exercise practically with a punching ball.



## Cheating in long-distance relationships

Sarah Jandl, Tin Kos, David Ratajczak, Luis Riz, Christoph Moosburger

Why can we stay faithful, and why not when the partner is far away.





## Ukrainian Catholic University

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**Feb, 9-12** Kick-Off Workshop in Lviv (Ukrainian Catholic University, UCU), [www.ucu.edu.ua](http://www.ucu.edu.ua)

**Feb, 11** Project Presentation in the Town Hall of Lviv—participants: local stakeholders, political decision makers (e.g. Czech Consul Fülerová) and journalists. Reportage on local TV

**Feb, 16** Follow-up methodology Meeting with Lviv Students on interview techniques at UCU

**Feb, 17** Cooperation meeting with Halyna Katolyk (Dean of the Faculty of Psychology, UCU)

**Feb, 17** Research meeting with Yurko Prochasko (renowned Ukrainian writer and translator; laureate of the German Academy for Language and Literature) and Luda Prochasko (German-Ukrainian translator of children's books)

Cooperation meeting with Ihor Savchak (Co-Coordinator at Exchange Platform Ukraine, chairman at Centre for Cultural Management, Lviv) on funding of further project activities in Ukraine and Europe

**Feb, 18** TV interview on the project: morning show of the local TV station (TRK Lviv), [www.lviv.tv](http://www.lviv.tv)

**Feb, 18** Cooperation Meeting with Taras Dobko (Senior Vice Rector of UCU) on exchange of students and teachers (Erasmus+) and funding of further project activities

**Feb, 19** Follow-up methodology meeting with Lviv Students on interview techniques at UCU

**Feb, 19** Interview on the project: Radio Skovoroda, one of the most popular online radio stations for young people in Ukraine, [www.radioskovoroda.com](http://www.radioskovoroda.com)

**Feb, 19** Cooperation meeting with Oleksandr Kobzarev (Head of the Lviv City Institute): discussion of strategic questions regarding Ukrainian brain drain of young people to Europe and attraction of foreign investors, [www.city-institute.org](http://www.city-institute.org)



## Topics of Lviv Workshop

### Job

- How to choose your professional career? (Maksym Kolyada)

### Life

- How to waste your time/not to waste your time? (Iryna Semkiv, Sophie Hubbe, Anna-Mariya Kotlyarova, Anton Udovenko)
- How to be an opportunity for others? (Hana Tulinská, Maksym Kolyada, Oksana Khimka, Jaryna Kendsjor)
- How to lead a fulfilling life? (Lisa-Marie Koch, Katya Ilchuk, Yaroslava Savosh, Valentina Semenkina, Alexandra Simmul)

### Topics that were missing

and have become topics after joint reflection (intervention)

- Socially accepted behaviour towards disabled people
- Absence of war, family, environment, ...



City Hall / Lviv



# Workshop

DesignJam  
Lviv

## How to waste your time/not to waste your time?

Iryna Semkiv, Sophie Hubbe,  
Anna-Mariya Kotlyarova, Anton Udovenko

### YOUTH IN TIME

**The Street Walkers**

15 814 steps, four hours conversation and about 20 interviews was the result of just one of our researching days. We went to the University, ask people from a Salsa Club, went to a school and talked to pupils and the deputy director – in short: we spoke with the young generation in Lviv.

We were interested in how do young people of Lviv or even the whole Ukraine spend their time. What were the most important things in their life, what do they spend the most time on and how do they waste their time? For these questions we were looking for answers during our field research. In general, we were talking to 37 persons to find out, how they'll spend their time. On the following pages we present you our way of research, you'll can be become active on your own and find out, how do you spend your time and get to know to some of our interview partners.



 <p>Name: Yaroslava Olye Age: 20 / 24 Hometown: Lviv / Poltava Study: Dentistry at Danylo Halytsky Lviv National Medical University and at Ukrainian State Medical and Dental Academy Hobbies: Party and meeting people Wish for the future: "We would like to have more free time to meet other people." About us: "We want to help people, therefore we study dentistry. Our job is very important, because dentistry never stops in life."</p>	 <p>Name: Iryna Olye Age: both 19 Hometown: Lviv Study: Economical studies at Lviv Polytechnic National University Hobbies: Sport Wish for the future: "We would like to start our own business later together. Therefore, we always try to improve our English skills." About us: "We are best friends and have same attitudes. For example an healthy way of life is really important for us. And we even want to travel or even spend a semester abroad in Australia or Canada."</p>
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Youth waste time for



Most young people fool themselves, they hide the fact that they do not want to do something. They say they have not enough time, but let's look at the real situation: they go to college for one lecture, then watch the show at home, drink beer and go to bed.



I spent whole free time in social networks. I even did not have time to read Forex tutorials during the year. Now I understand that it is better to use social networks for communication with close friends who is far away or searching for professional contacts so I have started to manage my information flows. I began to read more and watch Forex webinars. I would like to have more free time playing on harmonica and for reading. Books are important to me because this is virtual reality, which is useful for the brain.



## How to be an opportunity for others?

(Hana Tulinová, Maksym Kolyada,  
Oksana Khimka, Jaryna Kendsjor)

# #bemyopportunity

home about contact

### How opportunities are born

It was Tuesday in February, my third day in Lviv. I felt in love with this city very quickly :). I came for a student project from Czech republic. One of the aims was get the insight to life of people, especially youngsters.

I was going through the city and saw one guy sitting on bench. We started to talk about our day, about life and life in Lviv. Yura told me that one of the biggest problem for young people here is lack of opportunities. But Later on he said: "For example now YOU are my opportunity". This phrase stayed in my mind. I am an "opportunity"? What does it mean? Why? Just because I am from abroad? Can I really help someone? And how to solve the problem of lack of opportunities?

I told this story to the rest of my team and we thought about it a lot. A lot! Then somebody ask the others: "What opportunity you can offer to people?". Everybody could answer and we realized that



### Relay of opportunity

Round 1: Vasil  
Vasil graduated on faculty of history, but started to work in a bank. Unfortunately, he didn't enjoy this job. One day his friend suggested him to start own business. He went to holiday to Latvia and he played football for the first time. He came home with idea to start football club.

Round 2: Oksana  
Oksana graduated on Lviv state university of physical culture. She was without a job. She met Vasil. She was inspired by idea of football development in Lviv. They decided to start sport section in school in 2009. Oksana made presentation in many school and met Marian.

Round 3: Marian  
Marian was twelve years old, he studied in school, wasted his time and do "nothing". After meeting with Oksana he begun play football.

In 2016 Marian study at Lviv state university of physical culture, he is captain of ukrainian national football team. Oksana is main coach for children of Lemberg football club and she trains more than 100 kids. She won competition "Best Coach 2015" in Lviv. Vasil has successful business in Ukraine and Moldova and he is a president of Lemberg football club.

### I (we) can offer opportunity to ...

 <p>... creativity and desire to think together about our "bubbles".</p>	 <p>... learn how to design.</p>	 <p>... take part for free in different projects.</p>
 <p>... express emotions and feelings.</p>	 <p>... meet new people.</p>	 <p>... trust.</p>
 <p>... to show love.</p>	 <p>... to find God.</p>	 <p>... to fall in love with music.</p>

## How to lead a fulfilling life?

(Lisa-Marie Koch, Katya Ilchuk, Yaroslava Savosh,  
Valentina Semenkina, Alexandra Simmul)

# HIGH FIVE



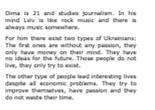
Has two passions in her life: people and music. Likes listening to people and to music in their places give her an inspiration, best way to discover our world is travelling, communicating with people and meeting new people.



She is 21 and studies journalism. In her mind Lviv is like rock music and there is always music everywhere.

For her there exist two types of Ukrainians: The first ones are without any passion. They only have money on their mind. They have no ideas for the future. These people do not live, they only try to exist.

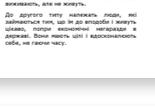
The other type of people had interesting lives despite all economic problems. They try to improve themselves, have passion and they do not waste their time.



She is 21, she works as a beautician in a restaurant, she is a fashionista student and a blogger. Besides her hobby, she travels, she also wants to learn more.

She likes to travel, to see new people and to learn new things. She is very interested in people and she always try to improve herself. She is very interested in people and she always try to improve herself.

She likes to travel, to see new people and to learn new things. She is very interested in people and she always try to improve herself. She is very interested in people and she always try to improve herself.



University is not the most important part of life, but preparing yourself to what you want and like to do is. You have to find yourself and try new things.



Найважливіше у житті — це саморозвиток, а саморозвиток — це те, що ти робити і чого хочеш. Підприємство кафе, саморозвиток у вузівці.



3 місяці поглиблене дослідження і розуміння теми, дослідницька група в Україні, Київ, співпраця з Асоціацією Європеїстів, проведення дослідження молодих людей в Україні, Європа, саморозвиток, це дуже важливий етап життя людини. Це дуже важливий етап життя людини.



LINE THE PRESENT  
LEAVE THE PAST

## Activities

**Life without plans or how is it to live like Alice in Wonderland**

Dr. Iryna Semkiv

**Why Alice in Wonderland?**

- **Qualitative methodology. Never know about results before you get them: neither hypotheses nor predictions**  
*"If you don't know where you are going any road can take you there"*  
Lewis Carroll, Alice in Wonderland
- **Walking in the footsteps**  
*"Follow the white rabbit"*  
Lewis Carroll, Alice in Wonderland
- **Perspectivity/relevance of the researcher ≠ perspectivity/relevance of the researched**  
*"I'm not strange, weird, off, nor crazy, my reality is just different from yours"*  
Lewis Carroll, Alice in Wonderland

**Group 1. Those who changed direction**

**PT 01 – 230: Generation at the turn: values of "seniors" + opportunities of "youth"**

- ST 05 – 166: Generation at the turn
- ST 20 – 110 : Technological progress
- ST 117 – 230: life plans
- ST 144 – 200: Emigration

*"How puzzling all these changes are! I'm never sure what I'm going to be, from one minute to another."*  
Lewis Carroll, Alice in Wonderland

**ST 05 – 166: Generation at the turn**

SST 06-31:	We are generation which is at the turn. I'd rather feel myself belonging to elders
SST 32-44:	My parents, Me and my children are three different generations. Our characteristic is social activity, next generation will have something better.
SST 45-66:	leadership skills is main characteristic of new generation. New generation not only want to change but also do changes.
SST 67-91:	My values are like elders have but my social activity is like young generation has.
SST 111-136:	Parents have Soviet mindset and stable way of thinking, everything should go according to the plan for them
SST 136-141:	We are a little bit in the old generation and a little bit in young one. We saw how was before and now we can do things better

**How we investigated? Step 1. Interviews.**

- research questions:
  - What is important for you?
  - How do you waste your time?
  - How do you use your time?
- Research team:
  - Iryna Semkiv,
  - Sophi Hubbe,
  - Anton Udovenko

**Whom we investigated? Step 1. Interviews.**

- Young people in the streets, mostly students (50 interviews)

**Comparison**

	G1	G2
Technology	+	+
Emigration	+	+
Frameworks of generation	+	+
Changes	-	+
Plans	+	-

**What we investigated?**

**ST 35 – 147: Emigration in Ukraine**

SST 35-37:	Foreigners respect themselves, they carry the whole own nation;
SST 104-110:	Not all is lost in Ukraine; older people telling that in Ukraine there is nothing to do, that is why, you have to go abroad but it is not like that
SST 124-147:	Maydan – people who want to change something in their country; I want to live in Ukraine. I feel myself Ukrainian. That is, to go abroad to gain experience is good, but I want to do something good here.

**Whom we investigated? Step 3. Narrative interviews**

- Young people mostly students (30 interviews)

**Summing up**

- Life without plan is like learning by trial and error
- After some great errors in experience youth begin to talk about plan they feel some gap in this area
- Planning could help to safe time but it could provide to frustration and feeling like lost a lot of time
- Avoiding frustration also could lead to "life without plan"

*But, my darling, this is not WONDERLAND and you're not ALICE*

### Generation Innovation Forecasting "How to design a participative fashion collection" Nataliya Hampf

### Generation Innovation Forecasting (GIF)

How to create a fashion collection for young people by participation?

**Forecasting/Coolhunter:** is the process of making predictions of the future based on past and present data and most commonly by analysis of trends

**TREND BOOK**  
 IN FRENCH, IT'S CALLED 'LE TENDANCE' WHICH IS A BITTER PAST & ROCK 'N' ROLL BUT AN INTEREST FOR THE DESIGNER CREATIVITY

**NUJAN**

**Enrico**

Enrico è italiano tra i designer di...  
 L'idea di Enrico è di creare una collezione di moda...  
 che sia ispirata alla cultura...  
 e che sia adatta per la vita...  
 di tutti i giorni.

**Daniele**

Daniele è un designer di...  
 che si ispira alla cultura...  
 e che cerca di creare una...  
 collezione di moda che...  
 sia adatta per la vita...  
 di tutti i giorni.

### Team

- Coolhunter / trend scouts
- Sociologists (methodologists)
- Psychotherapists
- Fashion designer
- Professional seamstress
- Stylist
- Photographer
- 4 young participants

### Sampling

Coolhunting / trend scouting selection of 2 girls and 2 boys that are foreigners in Austria.

- Krystyna (UA)
- Nataliya (UA)
- Enrico (IT)
- Daniele (IT)

2. Clothes are complementary to peoples' personalities

Participant	Personality	Style
Enrico	Enthusiastic, energetic	Streetwear, casual
Daniele	Calm, thoughtful	Minimalist, clean
Krystyna	Active, sporty	Sporty, functional
Nataliya	Creative, artistic	Artistic, expressive

### 6) sketching

### 2) Photo analysis / Example

The participants sent in photographs with their favorite clothes. Analysis carried out by psychoanalysts, stylists, methodologists (documentary method)

**Nataliya**

Nataliya, while your style is minimal, classic, clean, it is also very expressive. You are a person who likes to stand out, but in a subtle way. You are a person who likes to be different, but in a way that is not too obvious. You are a person who likes to be unique, but in a way that is not too extreme. You are a person who likes to be creative, but in a way that is not too complicated. You are a person who likes to be artistic, but in a way that is not too abstract. You are a person who likes to be expressive, but in a way that is not too loud. You are a person who likes to be different, but in a way that is not too obvious. You are a person who likes to be unique, but in a way that is not too extreme. You are a person who likes to be creative, but in a way that is not too complicated. You are a person who likes to be artistic, but in a way that is not too abstract. You are a person who likes to be expressive, but in a way that is not too loud.

### Characteristic of collection

- Haute couture** (is the creation of exclusive custom-fitted clothing)
- The collection is designed **for young people**
- Style: **Festive-sporty**
- Source of creativity: **Minimalism**
- Shapes – **Box**, oversized, transparency, fitted
- Color Cards – **white** (because its color of my brand and it fits the theme of "simplicity")



Sophie Hubbe / Magdeburg



## Otto-von-Guericke University

**March-June**, Student projects on key topics in Magdeburg  
Guiding topics for the interviews:

- Identity: Do you consider yourself a German, European or citizen of the world?
- European Union (EU) & Europe: metaphors and future development
- Freedom of Speech: The case of Boehmermann & Erdogan
- Responsibility, security, democracy in Germany and Europe
- 2016 federal elections in Sachsen-Anhalt and the success of AFD party

**21. April** first group-meeting with students of the study programmes: "European Culture History" and "European Studies"

**May, 2** presentation of the project, report of the researches of the other groups from Lviv and Olomouc, first thematic containment for the researches of the students from Magdeburg (altogether: 18 students, divided in 6 small groups)

**until May, 31** interviews, transcriptions, presentations of intermediary results

**until June, 24** meeting at 16th of June: presentation of results, planning workshop-meeting in Magdeburg, planning of final reports

**July, 4** delivery of final analysis-reports of the students, compilation of results for the final presentation

**July, 7** Methodology Meeting with Ralf Bohnsack (FU Berlin) on the challenges of participatory research

**July, 8-10** Project Workshop in Magdeburg with Silke Satjukow (chair for modern history, OVGU)

### Magdeburg Groups:

#1 Simon Zielke, Emine Ademi,  
Marie Reinhold

#2: Jennifer S. Apel, Johanna Barton,  
Tra-My Le

#3: Joana Mau, Cindy Meyer

#4: Gesine Schröder, Olivia Alphons,  
Lisa Marie Porsch

#5: Corinna Kratzke, Laura Reinisch,  
Diandra Hillebrand

#6: Antonia Fuchs, Margarita Schreiner



## Activities

### Generation Innovation across Europe

EUROPEANNESS IN MAGDEBURG




### Data

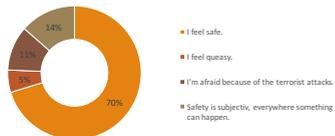
- 68 persons (students, pupils, trainees, working persons)
- Age 13– 32 years (average: 23 years)
- 4 subject areas:
  - Europe and the European Union
  - Responsibility
  - Identity
  - Regional elections in Saxony-Anhalt - AfD

### Describe the EU in one word/picture!

- Most people described the EU in a critical way.
- At the same time nearly all people saw the EU as a big community with a lot of advantages.

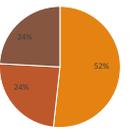


### Do you feel safe in Europe?



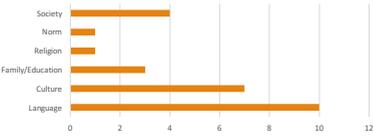
- I feel safe.
- I feel uneasy.
- I'm afraid because of the terrorist attacks.
- Safety is subjective, everywhere something can happen.

### Do you think you can change something with your vote?



- 77%: the single vote can't change anything, but in the collective → therefore it's really important to take part in an election
- 22%: you can't change something with your vote, but I take part in elections anyway
- 33%: you can have significant influence by referendums, citizens' initiative or the public discourse/dialog

### How do you identify yourself?



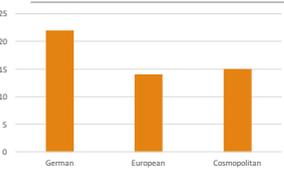
Young people become more international by social contacts all over the world!

### Did you vote in the last regional elections?

Everyone of the interviewees, who was able, went to the election and vote, except two persons, who said, they couldn't temporarily managed it.

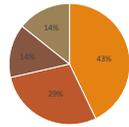
A lot of the people said, they wanted to prohibit a growth of right parties, especially of the "Alternative für Deutschland" (AfD).

### Do you feel as a German, European or as a Cosmopolitan?



- 2 people felt as a German as well as an European
- 1 person felt as all three types
- Reasons for feeling like an European citizen: travelling (freedom of traveling), relatives in other countries

### What future do you see for the EU?

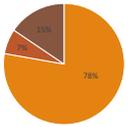


- precarious situation
- unclear future
- collapse is possible
- stable continuity

### How do you judge the manifesto of the AfD and especially the sentence: "The Islam does not belong to Germany"?

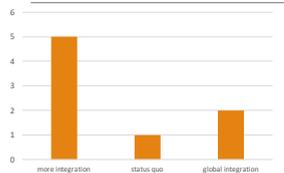
100 % ... do not support the declaration of the AfD concerning the Islam. They judge the statement very critical and afflicted with a lot of prejudices. Religion has nothing to do with a nation and the constitutional law guarantee freedom of religion. The people are scared by the success of the AfD.

### Do you have the feeling that a shift to the right takes place in Europe?



- Yes
- Uncertain
- No

### EU-policy versus national policy?

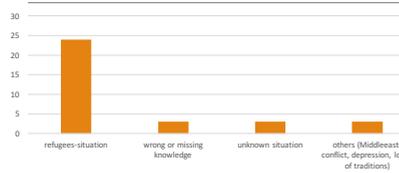


- Against more national decision-making in the policy
- Strengthening of EU-policy for a better actionability
- Collective appearance as an organisation for all member states
- Request for more global thinking

### Do you want more integration or more nationalisation?

92 % integration      8 % nationalisation

### What reasons do you see for the shift to the right in Europe?






Jana Kadlecová / Olomouc



## Palacký University

**April, 25-27** Project Workshop in Olomouc (Palacký University), [www.upol.cz](http://www.upol.cz)

**Mai, 11** Meeting with Information Designer Martin Foesselitner and Graphic Designer Davide Belotti (ISIA Urbino, [www.isiaurbino.net](http://www.isiaurbino.net)) for visualizing the preliminary project results

**Mai, 13** Project presentation for the students at Sigmund Freud Private University Milano, Italy

**Mai, 13** Cooperation meeting with the director of SFU Milano for adding Milano as a fifth project location to the project

**Mai, 16** Application for the Innovation Award for funding applied research for small and medium enterprises (10.000 Euro) by the Austrian Research Promotion Agency (FFG)

**Mai, 20** Coordination meeting of teachers and students at Sigmund Freud Private University Vienna and Linz working on the project

**Mai, 30** Application "Qualitative Research on Internet Piracy in the Context of Changing Audience Practices in the Czech Republic and Austria" by Stefan Hampf (SFU Vienna) Pavel Zahrádka (Palacký University Olomouc) for the programme "Scientific and Technological Cooperation between Austria and the Czech republic", issued by the OeAD ([www.oead.at](http://www.oead.at)) and the Austrian Ministry ([www.bmwf.gv.at](http://www.bmwf.gv.at))

**May-June** Self-employment and entrepreneurship training programmes by Maksym Kolyada (UCU Lviv) for Students in Ukraine (in cooperation with the Lviv City Council)

Topic:	Youth in Olomouc
Projectleader:	Mgr. Pavel Zahrádka, Ph.D.
Participants:	students, 22–25 years old, studying either humanities or natural sciences
When:	4-6/2016
Where:	Olomouc, Czech Republic
Method:	qualitative research – interviews, focus group

**Outcome:**  
Based on first round of interviews and focus group we decided to concentrate on different expectations from future between students of humanities and natural sciences, which came out as most significant factor in this regard. We are forming two separated focus groups and comparing most important facts mentioned searching for similarities and differences between conversely oriented students.

### Experience

Jana Kadlecová, Monika Abrhánová



### 1. workshop 25.-27.4.2016 / Olomouc, Czech Republic

Method: qualitative research – interviews, focus group  
 Participants: focus group (5 participants 22-25 years old, students of humanities); interviews (4 participants, different backgrounds)  
 Outcome: Given by the nonspecified topic of generation we decided let our peers give us ideas of the topics which are significant for them as members of young generation. We have organized focus group with students of humanities and let them speak about issues they are currently dealing with. We also approached young people we randomly met in the streets of Olomouc with questions about what is important for them. Based on their responses we identified several relevant topics concerning their everyday reality and presented them on workshop in Olomouc.

### 2. Workshop 8.-9.7.2016 / Magdeburg, Deutschland

Method: qualitative research - focus group  
 Participants: 2 focus groups (one with 5 students of humanities, one with 3 students of natural sciences)  
 Outcome: Based on first round of interviews and focus group we decided to concentrate on different expectations from future between students of humanities and natural sciences, which came out as most significant factor in this regard. We have formed two separate focus groups and compared most important facts mentioned searching for similarities and differences between conversely oriented students. New results were then presented on third workshop in Magdeburg.

### 3. Workshop 7.-8.12.2016 / Vienna, Austria

Method: interpretational analysis and reflection of previous steps  
 Outcome: For final meeting in Vienna we have prepared deeper analysis of previously collected data and summarized the outcomes of conducted research. We also took into account our professional backgrounds and introduced our research interests that are connected to the topic of young generation (effects of socialistic history of Czech Republic on identity of youngsters and influences of technologies and new media on young generation). Finally we have proposed our ideas on possible future research on young generation.

## Internet Piracy

Reflection on the reasons of internet piracy and ethical norms structuring the consumption of young audience in the Czech Republic is a necessary step for every legislative policy regulating the access to copyrighted material and for the development of new business models.

Quantitative data show that Czech film and TV audiences are moving from TV broadcasting to discontinuous and selective practices connected with uses of new digital media. Though TV broadcasting maintains its dominance as a source of content, primarily younger audience members increasingly employ 'post-TV' practices connected with uses of films and TV series from online sources. Our qualitative data suggest that this situation is accompanied by limited awareness of the copyright protection of online content and that even the better-informed respondents employ rather fragmentary and biased knowledge of the legal status of their practices. Nevertheless, when analyzing the reception of downloaded content in relation to the broader context of respondents' everyday lives and the whole ensemble of their media-related practices, we do not consider it appropriate to reduce the issue either to insufficient legal awareness of Czech audiences or to the problem of piracy. Despite their limited legal awareness, the respondents should not be seen as acting in an ethical vacuum. They acknowledge the authors' rights to the content, although their conception of these rights and their recognition of authors' legitimate claim for rewards do not fully correspond with copyright law, with respondents judging themselves as entitled to download the content for free under some circumstances. Furthermore, they obviously employ implicit and shared criteria for making the distinction between 'legitimate' and 'illegitimate' copies of content, and they employ ethical rules enabling them to frame the profit-oriented downloading and sharing of content as unfair to the authors of the content. Finally, the broader contextual perspective applied to online piracy in the Czech Republic underlines the discrepancy between audiences' expectations regarding scope, quality and prices of content services and the actual offerings of authorized content distributors. Our conclusion is that the distributors have simply not yet been able to react satisfactorily to the transformation of audiences' 'post-TV' needs and consumption habits.

## Reflection on the project

Despite the fact that our research team was quite small, we decided to find the answer to ambitious question: „What are most important issues young generation in Olomouc is dealing with right now.” We think that we managed to achieve this goal, although it is crucial to bear in mind the fact, that our results are valid only for the university students, not for young generation in Olomouc in general. Starting with the presumption that it is possible we would not find anything significant at all, in the end we identified several topics which were relevant for most of the interviewed people. Talking about those topics was limited by few circumstances, mainly by our choice of methodology. Thanks to the fact that primarily we conducted focus groups people were not willing to discuss personal matters so much and preferred less sensitive topics. For future development it would be probably better to work with more personal interviews, which would require more researchers involved to gain more valid results. It would be also better to talk to more various types of people, with various educational, social or political background etc. This possibility also depends on formation of much wider research team.

Thanks to the fact that we did not discuss such sensitive topics, we probably did not have any highly significant impact on our participants. However, we observed a high interest in few discussed matters during interviews and found that participants have become more concerned about certain issues, which were mentioned (for example political or educational). We unintentionally caused reflections on some life goals by few participants, but we would rather not make any high assumptions about that.

Considering wider horizon of this project, we think our perspective can be seen as an opposite of project Generation What, which uses quantitative methods, while we focus on getting deeper characteristics of our generation using qualitative methods and emic research approach. Our result may not be representative; on the other hand, they offer much deeper insight. However, we received few critical reviews from regarding unspecified purpose of the project and unclear research question when discussing it with colleagues. We also experienced in few discussions uncertainty about the possibility of finding any fixed characteristic of generation in general. Despite of all this criticism we observed that issues like this are very attractive for participants and we got the impression that they give a lot of thought into this topic.

On the level of our own personal participation, the most important benefit of this project is the experience we gained while working in the interdisciplinary and multi-national team of young researchers from several different universities. We learned a lot not just about the young people from different countries, but also about possible ways how to approach this topic from different standpoints and within various disciplines. The reflection we gained during joint workshops were very inspirational and useful for our final analysis of collected data. This research on young generation have also given us a lot of inspirational ideas for our own personal research projects that are also in broader sense related to the topic of young generation.

## 7 Reactions

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## Publications

Young researchers' theses

**Koch, Lisa-Marie** (2016): Generation Y–Begriffskritik und empirische Rekonstruktion der Zukunftsvorstellungen junger Erwachsener in Wien [Millennials—Critique of the concept and empirical reconstruction of the future perspectives of young adults in Vienna], Vienna: Sigmund Freud Private University (bachelor thesis)

Abstract:

The generation Y as a catchphrase in the media is widely talked about to describe youth today. If you take a closer look it becomes clear that the concept of the generation Y is not very empirically founded and far away from a universal explanatory model. The typology of the generation Y seems somewhat fitting for young adults with high education who are financially better situated and living in west and middle Europe. To proof the validity of theoretical literature and to extend it, an empirical pilot study was made. Two group discussions with potential members of the generation Y were made and evaluated using the documentary method. The most relevant topics for both groups were: the future job, security and variety. The so developed plans for the future of the young adults are above all orientated on variety and securing, but often not realistic. The topics money and finances were only talked about using the example of others, although a financial security by the parents is exists. Private life and love life were not discussed. The focus is set on one's own professional future.

**Korallus, Tillmann** (2016): Zukunftserwartungen von Bankangestellten. Zwischen privater und beruflicher Verwirklichung [Future expectations of bank employees. Between private and professional realization], Vienna: Sigmund Freud Private University (bachelor thesis)

Abstract:

Researching young people's expectations for their future allows us to draw conclusions regarding developments in our society. Furthermore, it provides us with information on the wishes and priorities of this group of people. The question of young bankers' expectations for their future is explored by means of a focus group and two interviews with individuals. The documentary method is applied to analyze the material. Young bankers distinguish between two basic areas in their lives: private life and work, the priority being put on private life. Personal expectations for the future are stated as good health and starting a family. The job is supposed to bring about professional actualization as well as enhancement of skills and expertise; the job may, however, require availability after working hours. Commitment at work is rewarded either financially or through appreciation, obtaining further responsibility etc. In addition, social contacts at the office are important. Should the job no longer measure up to expectations, resigning can be a way to deal with unmet expectations. It is expected that the banking industry will undergo changes due to regulatory measures and digitalization. This will result in a reduction of jobs. A Sabbatical is viewed as an opportunity to either enhance professional skills or to attend to health issues.

**Stacke, Benedikt** (2016). „Ich werd' nicht so enden“ –eine Fallstudie zu Personalberatern der Generation Y im Spannungsfeld von Beruf und Berufung. [I will not wind up this way—a case study of millennial personnel consultants in the conflictual field of job and vocation], Vienna: Sigmund Freud Private University (master thesis)

Generation Y is [i.e. Millennials are] supposed to change the world of work with its demands for further professional development, autonomy, and flexibility. Unlike the quantitative research logic explaining Generation Y using the APC model, the highly relevant and specific milieu of Austrian recruiters is hereby examined as well as reconstructed by focusing on the difference of professional expectations and experience. In contrast to the state of knowledge about the Generation Y, a vocational disorientation and lack of understanding of the situation of one's own generation displays itself. This orientation indicates a common generation context which has not yet been realized by the young generation itself.

# Publications

**HAMPL, Stefan.** (2016). Generation Europe—Youth investigating youth: Systems thinking in empirical application. In S. Blachfellner & T. M. Werner (Hrsg.), European meetings on cybernetics and systems research Vienna (S. 19–20). Vienna: Bertalanffy Center for the Study of Systems Science.

Europe’s future relies on the next generation of citizens. Will those who are young today be able to tackle the challenges of European Integration and develop a European identity? Stakeholders put many hopes into this, but what do we actually know about young Europeans today? We will answer this question systematically and empirically, in order to create detailed information for decision makers on various levels (European, national, regional, municipal, ...). In respect to system theory our research approach is innovative and participative. This means we are supporting the ones concerned by the research to conduct the research themselves: Youth is investigating youth. Young researchers are enabled to decide upon the course of their research and voice what is important to them. The project team consists of people from different disciplines (psychologists, sociologists, educational researchers, historians, designers, media communicators, etc.) and cities (Lviv, Magdeburg, Olomouc, Vienna, ...). The participants physically meet in these cities in order to jointly investigate their generation there. They receive instructions on empirical methods (how to conduct interviews or group discussions, take documentary pictures) and learn about design and communication techniques for the public presentation of their findings. From city to city (i.e. from workshop to workshop) participants broaden their (and our) understanding of the diversity and communalities of young people living in Europe.

**SEMKIV, Ira** (2017). Gender differences of volunteer activity of student youth. In Journal “Issues of political psychology”, Ukraine (pending)

**Zahrádka, Pavel** (2016). Etika kopírování kulturních obsahů: Kvalitativní studie internetového pirátství v České republice [The Ethics of Copying of Cultural Content: A Qualitative Study of Internet Piracy in the Czech Republic], Illuminace 28 (3), 5-27. (in print) The study summarizes the results of the qualitative research of consumer practices of young Internet users regarding cultural (mainly audio-visual) content in the Czech Republic. The practice was explored in the context of changing consumption habits and needs of Czech audiences as a consequence of advancing digitalization of media. The study emphasizes the understanding of reasons behind the tendency of respondents to consume content from illegal sources and their reflection on the lawfulness and legitimacy of dissemination and consumption of illegally distributed content. The result of the study is a reconstruction of the ethics of copying that the “Internet pirates” implicitly adhere to.

## Shlomo

SFU P LAB

# Shlomo

In order to support consecutive research efforts we have developed the quick-reference guide “Shlomo”. Its greatest potential is to make (qualitative) research methodology more accessible to anybody and therefore support the proliferation of even more young social researchers. In regard to transferring the insights of our basic research to concrete applications, we could identify three innovative strands: 1) counselling of political decision makers in regard to the implementation of youth policies on a local, national and European level, 2) counselling of businesses (e.g. what is relevant for young personnel, clients, etc.) and 3) creating new products and services for young people by identifying future trends and developments (e.g. identification of consumer practices, generation innovation forecasting.)

**1 Interest marks the beginning**

Before commencing research, you need to set a starting point for it (identify a subject / a problem / a concern / an interest / etc.)



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**2 Everything is a document**

As a researcher, you can work with everything that is a physical document (e.g. newspaper, picture) or can be transformed into one (e.g. interviews, observations).



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**3 You are alien to this world**

You may take many things for granted in this world, because you have been living in it and have gathered experience in it. However, to become a good researcher, you need to question your common-sense knowledge and learn to see the world as if you were alien to it.



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**4 Any research starts from a certain position**

Every researcher comes from a specific background, a specific context, that shapes his/her perspective.



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**5 What is relevant for the people of your investigation?**

To understand your research subjects, you need to adopt their perspectives; i.e. to “try to walk in their shoes”. Give them time and space so that they can open up and elaborate their perceptions and thoughts.



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**6 Research works like Sudoku**

Play and speculate! Qualitative research is not a linear process. You need some luck and courage to find the right track. It's ok to make mistakes. Sometimes, a step backwards can propel you forward in unexpected ways. Most of all, you need time. The solved “Sudoku” represents the “meaning of the document”.



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**7 Documentary meaning**

It can be understood as the basic formula of the phenomenon you are investigating. The documentary meaning is something like the “genetic code”, or the “Rosetta Stone”.



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**8 Visualize your findings**

Last but not least, the challenge of every qualitative research project lies in the concise wording and visualizing of your findings.



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**9 Psychological intervention**

By finding new and fascinating facts about the world, you also gain responsibility. Make use of your empirical results to induce positive changes for the benefit of others! This is the ultimate goal of research.



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**Shlomo**

SFU P LAB

## Contributions

to Conferences, Workshops  
and Lectures

**HAMPL, Stefan.** (2016). Generation Europe—Youth investigating youth: Systems thinking in empirical application. International EMCSR-Conference (European meetings on cybernetics and systems research) in Vienna by the Bertalanffy Center for the Study of Systems Science.

**HAMPL, Stefan** (2016, Nov.) Interpretation workshop for qualitative interviews with students from Ukrainian Catholic University, Lviv

**HAMPL, Stefan** (2016, Nov.). Participative research “Generation Innovation across Europe”. Methodology conference of the Centre for qualitative and evaluation research: “The Documentary Method and Power”, Nurnberg

**Koch, Lisa-Marie & Hampl, Stefan** (2016, Apr.). Participative research “Generation Innovation across Europe”. Research workshop by Michele Fine and Maria Elena Torre (both City University of New York, USA), Vienna Currently we are conducting a participatory research project together called „Generation Europe“. Young students (appr. 20-26 years old) are investigating their generation in four European cities: Lviv (Ukraine), Olomouc (Czech Republic), Magdeburg (Germany) and Vienna (Austria). The aim of the project is to compare and differentiate the life situations of young people in these different places. This will enable us to see which issues of young people are commonly shared across Europe and which issues are regional or local. Speaking the “local languages” of young people is also a crucial prerequisite in order to enable European policy making to be “heard” across Europe.

**Koch, Lisa-Marie; Savosh, Yaroslava, Semenikhina, Valentina** (2016, Apr.). The missing war in Ukraine. Empirical results of a study by students of psychology at Sigmund Freud Private University Vienna and students of media studies at Ukrainian Catholic University Lviv. In February 2016 we were part of an international and interdisciplinary research team investigating the young generation of Lviv. The aim of an ongoing project initiated by Sigmund Freud University Vienna is to understand the life situations and orientations of young people across Europe (Lviv, Olomouc, Magdeburg, Vienna) and compare them with one another. The project is following a participatory approach. This means young researchers are given a platform to voice what is important to them. Hence the participants of the Lviv workshop received instructions on empirical methods (how to conduct interviews or group discussions, take documentary pictures) and on how to

present their findings to the public. From city to city (i.e. from workshop to workshop) participants will broaden their (and our) understanding of the diversity and communalities of young people living in Europe. One striking result of the research carried out in Lviv was, that the war in the East (which is currently the most important associations foreigners have with Ukraine) did hardly play a role in the stories told by young Lvivians. It almost seemed as if the war did not exist for the people we interviewed, even though it is on the Ukrainian news every day.

**Koch, Lisa-Marie** (2017, Feb.). Everyday life experiences and daily practise of young mothers. 20th Methodological Workshop of the ZMS (Center for the investigation of the social world and the development of methodology). Otto-von-Guericke University Magdeburg (planned in 2017)

**Semkiv, Ira & Kolyada, Maksym** (2016, June). Generation Innovation Across Europe. Conference “International Scientific and Practical Personality. Relationship. Development. The Interdisciplinary Aspect”. Lviv

**Semkiv, Ira** (2016, Nov.). Religion activity of student youth. Conference “Psychological Predictors of personality development in Ukrainian society. “Religion activity of student youth” 11-12 of November 2016.

**Zahrádka, Pavel** (2016, March). Why Do “Good” People Disregard the Copyright? Young People and Internet Piracy in the Czech Republic. Palacký University Olomouc, Faculty of Arts [lecture for 30 students from University of Nebraska]

**Zahrádka, Pavel** (2016, Nov.). Jednotný digitální trh: konec geoblokace? [Digital Single Market: End of Geo-blocking?]. Palacký University Olomouc, Faculty of Law [lecture for 30 students, Department of Politics and European Studies; 27.11.2016]

### Workshop & conference participations

Mar. 31-Apr. 1 2016: Third International Student Media Symposium’2016 “Conflicts through Media: Challenges and Changes”, at Ukrainian Catholic University Lviv

Mar. 30-Apr. 1 2016: International EMCSR-Conference (European meetings on cybernetics and systems research) “Avant Garde” by the Bertalanffy Center for the Study of Systems Science, Vienna.

April 14 2016: Workshop on “Critical participatory action research” by Michele Fine and Maria Elena Torre (both City University of New York, USA), SFU Vienna

June 3-5 2016: International Scientific and Practical Conference Personality. Relationship. Development. The Interdisciplinary Aspect. Lviv

Nov. 2 2016: Interpretation workshop for qualitative interviews with students from Ukrainian Catholic University, Lviv

Nov. 3-5 2016: Children of Transition, Children of War. The ‘Generation of Transformation’ from a European Perspective. International Conference at the University of Vienna

Nov. 11-12 2016: Psychological Predictors of personality development in Ukrainian society, Lviv

Nov. 24-25 2016: The Documentary Method and Power. Methodology Conference of the Centre for qualitative and evaluation research, Nurnberg



Mariana Romaniak / Radio Skovoroda

## Media

### Press reports (newspapers, tv, radio)

#### Newspaper

Feb 7 2016: Storinka.at (Ukrainian)  
 Generation Innovation Europe  
<http://storinka.at/novyny/generation-innovation-europe-spivpratsya-majbutnogo-pokolinnya-naukovtsiv-yevropy/>

Feb 8 2016: Gazeta.ua (Ukrainian)  
[http://gazeta.ua/articles/life/\\_ukrayinskih-naukovciv-zaprosili-do-avstriyi-dlya-innovacijnih-doslidzen/676921](http://gazeta.ua/articles/life/_ukrayinskih-naukovciv-zaprosili-do-avstriyi-dlya-innovacijnih-doslidzen/676921)

Feb 8 2016: Lastnews.com.ua (Russian)  
<http://lastnews.com.ua/novosti-ukraini/333193-ukrayinskih-uchenyh-priglasili-v-avstriyu-dlya-innovacionnyh-issledovaniy.html>

May 2016: Žurnál Online (Czech)  
 V Olomouci se setkal mezinárodní tým zkoumající mladou generaci  
<http://m.zurnal.upol.cz/zprava/clanek/v-olomouci-se-setkal-mezinarodni-tym-zkoumajici-mladou-generaci/>

#### Radio

Feb, 19 2016: Radio Skovoroda (Ukrainian)  
 Interview and Facebook chat about the project.  
 Radio Skovoroda is one of the most popular online radio stations for young people in Ukraine, [www.radioskovoroda.com](http://www.radioskovoroda.com)

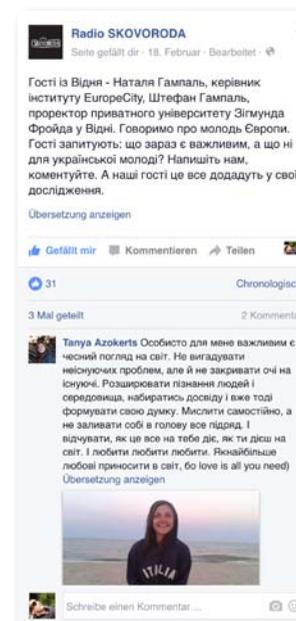
#### Television

Feb 11 2016: TRK Lviv (Ukrainian)  
 Reportage and Interview on the Project Kick-Off in the Lviv City Hall, [www.lviv.tv](http://www.lviv.tv)

Feb 18 2016: TRK Lviv (Ukrainian)  
 TV interview about the project. Morning show of the local TV station (TRK Lviv), [www.lviv.tv](http://www.lviv.tv)

#### Postings/comments on facebook/twitter etc.

Feb 19 2016: Radio Skovoroda  
<https://www.facebook.com/radioskovoroda/photos/a.169283520073660.1073741828.146034899065189/229166247418720/?type=3>



# Testimonials

People Outside

## **Rainer Gries**

*Franz-Vranitzky-Chair for European Studies at the University of Vienna, Professor for psychological anthropology at Sigmund Freud Private University Vienna*

“Generation Innovation across Europe” is a truly European project that is transgressing borders in many ways and therefore is pointing into the right direction: professors and students are working together in an international and interdisciplinary environment; the financing of the research is participative and cooperative (crowd funding). The stimulation of encounters between young people from Germany, Austria, Ukraine and Czechia can be regarded as a vital impulse for the formation of a European identity.

## **Yurko Prohasko**

*Researcher, Ivan Franko Institute, Academy of Sciences, and Institute for Psychoanalysis, Lviv (Ukraine), 2014-2015 Visiting fellow of the Institute for Human Sciences (IWM), Vienna*

“In times of massive insecurities and uncertainties, when the very basis of our everyday lives and the ‘global of consensus’ of our societies seem to change more and more rapidly, it is crucial to precisely understand the future perceptions, visions, desires, but also the fears of a European generation that will soon be setting the tone for all of us. By contrast to what populists pretend to be ‘the will of the people’, it is important to reflect critically on what this ‘will’ really is. In giving young people in different places of Europe a voice, this project provides an indispensable contribution to answering this question.”

## **Tarek El-Sehity**

*Associate Researcher at the Institute of Cognitive Sciences and Technologies (ISTC), Consiglio Nazionale delle Ricerche (CNR), Rome (Italy)*

“A participatory research project funded via crowd funding must be considered a promising start: crowdfunding is the fundamental key to assure the continued existence of independent research at the service of the people; and participatory research guarantees the authenticity of the social research output in content and form. The combination of both forms an important answer to the growing pressure of commercial interests in scientific research!”

## **Ernst Schmiederer**

*journalist and columnist for “Die Zeit”, www.zeit.de*

„Since the end of world war II we could see a steady improvement of the life situations of young people from generation to generation. This trend has been turned upside down in recent times. Thus, we are in desperate need for research projects like ‘Generation Innovation across Europe’ that help us shed light onto this phenomenon and sketch new ways for the renewal of Europe.”

## **Jaan Valsiner**

*Chair of the Niels-Bohr-Center for Cultural Psychology, University of Aalborg (Denmark)*

This project is a pioneering effort in the study of future society in the European Union. Its key idea—getting young people to study issues of youth in various European countries not only to find out about their differences, but, more importantly, discovering their youthful and futures-oriented commonalities—is the main value of this project. The youth researching youth has a further important contribution for the future—direct sharing of experiences of mutual visits, discussions, establishing relations, and much more—all contribute to the European Union of borderless sharing of values of democracy and innovation.





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