

Newsletter

3

**EDU
LAB**

European Youth in Transition to
Education and **Labour**



Newsletter III



**Funded by
the European Union**

A Horizon Europe collaborative project (2025-2027)
Grant Agreement # 101177428
Project Duration: 2025-2027

edu-lab-project.eu



In this issue

This third issue marks the point where EDU-LAB's foundational work begins to produce **results**: a pathways framework, a systematic policy review, the OSES-Delphi expert survey through two waves, and case-study fieldwork across seven countries.

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The EDU-LAB newsletter reports twice a year on the progress and findings of the EDU-LAB research project, which investigates how young people in Europe manage the transition from education and training to employment. EDU-LAB is funded by the European Union's programme "Horizon Europe" under Grant Agreement # 101177428.

FROM THE COORDINATOR

Past the implementation equator

Dr. Alexander Chvorostov, Project Coordinator



The first year was the year of foundations. This issue is where we begin to share what those foundations have produced.

433

experts on the OSES-Delphi panel

1,314

young people in the case studies

12

case-study locations in 7 countries

Dear readers,

Now, in Summer 2026, EDU-LAB has just passed its implementation equator, and this third issue of the project's Newsletter marks a shift in tone. The first year was, in many ways, the year of foundations: building the conceptual scaffolding, mapping the available evidence, and bringing the consortium into a shared analytical frame. This issue is where we begin to share what those foundations have produced.

In the pages that follow you will find EDU-LAB's work along several research streams. First, empirical modelling of pathways of youth transitions (WP1). Then, a systematic review of which policies and practice measures work and what unintentionally fails (WP2). A third stream (WP3B) has yielded its first results and findings as outcomes of the first two waves of the OSES-Delphi expert survey. A distinct fieldwork effort was the implementation of 12 Case Studies in seven European countries (WP4), with its extensive programme of focus groups, workshops and other components; this empirical effort is now reaching its culmination, and the first unique research outcomes will be presented publicly already in October 2026.

Last, but not least, EDU-LAB is increasingly present in academic and policy venues, from the Kosovo Academy of Sciences and Arts in Prishtina to AlmaLaurea's annual conference in Matera.

Looking ahead, in the concluding project phase we shall finalise the OSES-Delphi effort with a series of qualitative expert interviews. The first comprehensive results will be delivered from the quantitative strand. Multiple further outcomes (reports, policy briefs, the data Dashboard, etc.) are scheduled for wider open presentations at various international conferences, as well as in a series of five public EDU-LAB webinars during 2026–2027 and a concluding project conference in late 2027 in Vienna.

Warm regards,

Dr. Alexander Chvorostov

Project Coordinator, and the whole EDU-LAB Project Consortium

COMING NEXT

An open webinar in early October 2026 presents the first observations from the WP4 fieldwork. It opens a series of five public EDU-LAB workshops running through 2027.



RESEARCH STRAND ONE · PATHWAYS OF YOUTH IN TRANSITION

Why Youth Pathways from Education to Work Are More Complex Than They Seem

Text: Theodor Leiber & Stanislav Savov

Preliminary insights from the EDU-LAB pathways framework

The transition from education to employment is often perceived as a simple step: finishing your studies and going into the labour market. Recent research findings increasingly show that young people's transitions are rarely linear. They are characterised by diverse educational and career paths, various decision-making phases, and a multitude of influencing factors.

During its first year, the Horizon Europe project EDU-LAB developed a conceptual framework designed to provide a better understanding of how young people navigate education and training systems and ultimately enter the labour market. Deliverable D1.1 provides a systematic mapping of the different educational pathways, forms of transition and influencing factors that shape and structure these processes. The framework makes it clear that young people's transitions should not be understood as isolated events, but rather as dynamic and multidimensional processes influenced by individual circumstances, institutional structures and overarching socio-economic conditions.

Transitions are not single points in time but sequences of multiple steps and decisions that can extend over longer periods.

A wide range of educational and career pathways

One of the key findings of the EDU-LAB Pathways Framework is that young people do not follow a uniform or standardised path from education to employment. Transitions often involve several stages: shifts between different forms of education and training, progression within educational systems, and entry into the labour market. The framework identifies a total of 32 different types of transition between general education, vocational education and training (VET), and various forms of entry into the labour market. The perspective here is that transitions are not single points in time but sequences of multiple steps and decisions that can extend over longer periods.

Numerous factors shape young people's pathways

More than 80 intersectional determinants have been identified and assigned to different spheres of influence: individual

characteristics and experiences; family background and parental influence; institutional structures within education systems; labour-market conditions; and policy environments. These factors do not usually operate in isolation but interact with one another, further increasing the complexity of transitions.

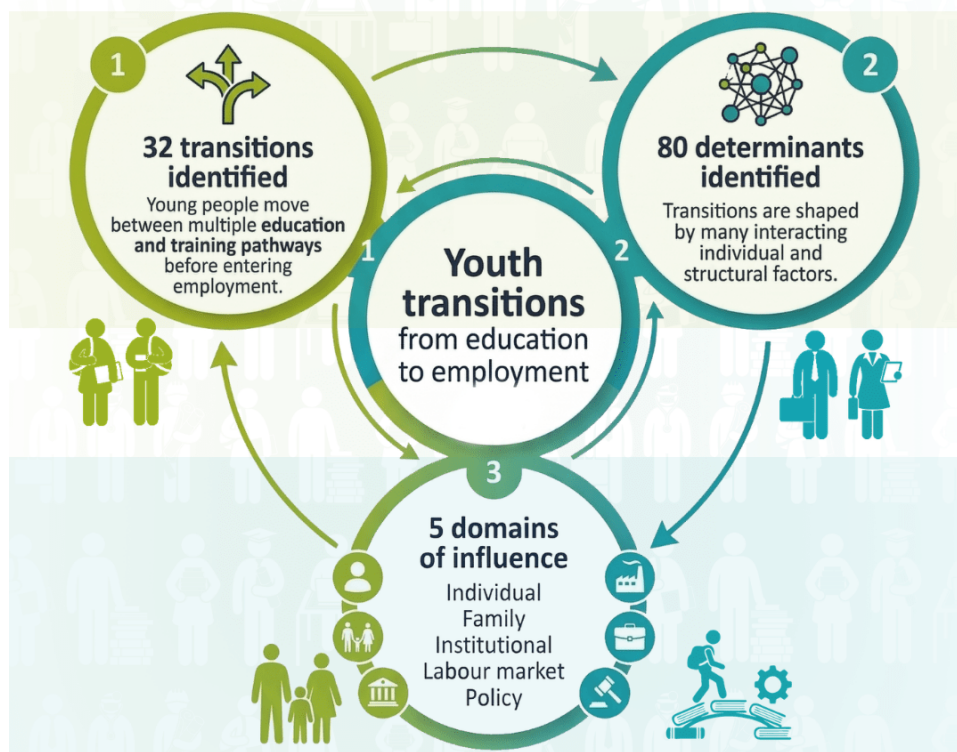
Decisions shaped by both individual and structural influences

The framework takes into account how students' interests, self-assessment of abilities and expectations for the future interact with parental expectations, financial circumstances and institutional provision. Systemic factors such as entry requirements, programme structures and employment opportunities also shape the options actually available. Young people's transitions cannot be explained solely by individual decisions without taking into account the structural contexts within which these decisions are made.



Why Youth Transitions Are More Complex Than They Seem

Preliminary insights from the EDU-LAB pathways framework



* Source: EDU-LAB Project, Deliverable D1.1 – Conceptual Framework

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Source: EDU-LAB Project, Deliverable D1.1, Conceptual Framework. © Infographic by Stanislav Savov (Economica)

Transitions shaped by their respective contexts

In addition to individual and institutional factors, the framework emphasises the importance of overarching contextual conditions: economic developments, demographic changes and external influences that can affect education and labour market systems. It also takes into account the role of policy measures and public investment aimed at improving access to education, promoting equal opportunities and increasing participation in education and training.

A foundation for further EDU-LAB research

By systematically mapping educational pathways, forms of transition and determining factors, the Pathways Framework

creates an important foundation for further research within the project. In the next project phases, EDU-LAB will build on these findings and deepen them through data analysis, expert consultations and qualitative research, to better understand how these educational and career pathways are structured and function in different European contexts.

READ ON

Read the full article at edu-lab-project.eu/2015 · Deliverable D1.1 (Pathways) is available at edu-lab-project.eu/deliverables



RESEARCH STRAND TWO · REVIEW OF POLICIES AND PRACTICE MEASURES

Policies That Work, and What Gets in Their Way

Text: James Williams & Stanislav Savov

Year one's WP2 systematic review pulled together the European evidence on what makes youth transition policies effective, and, just as importantly, on the unintended effects that even well-designed policies can produce.

We pair the two findings here because, as the WP2 team put it, recognising what works and what unintentionally fails are two sides of the same evidence base.

What policy reviews suggest about effective youth transition systems

The goal of many policies and programmes across Europe is supporting youth in their transitions from education and training into the labour market: improving participation, strengthening pathways into work, and reducing the share of young people classified as NEET (not in education, employment or training). During year one of the project, EDU-LAB conducted a systematic literature review of policies, programmes and investments supporting youth transitions. Deliverable D2.1 examines the effectiveness and efficiency of such measures and identifies unintended effects and evidence gaps. The review suggests that effectiveness depends on integrated support systems, targeted measures, strong vocational pathways, coordinated investment and improved monitoring frameworks, rather than on any single intervention.

Integrated support systems appear more effective

Comprehensive structures that link education, training and employment support tend to outperform fragmented ones. Coordination between education systems, labour-market institutions and support services is an important condition for effective transitions.

Targeted support remains important for vulnerable groups

Socio-economic inequalities, regional disparities, gender employment gaps and barriers related to mental health make uneven outreach a persistent risk. Broad policy coverage by itself may not suffice without targeted approaches that address different starting positions and needs.

Vocational pathways and work-based learning play an important role

Strong VET pathways, including apprenticeships and employer engagement, are associated with smoother transitions, with effectiveness depending on quality, relevance and system coordination rather than on any single model.

Efficiency depends on coordinated investment and evaluation

Early investment, coordinated funding and robust evaluation frameworks help cost-benefit alignment, especially when funding structures align with long-term objectives.

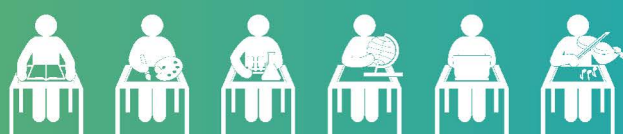
Monitoring long-term outcomes remains a key challenge

Monitoring frameworks tend to focus on outputs rather than long-term outcomes, even though youth transitions unfold over much longer periods. Progression, stability and transition quality need to be better captured.

Policy effectiveness depends on institutional context

Different transition patterns across Nordic, continental, liberal (market-oriented), Southern and Eastern European systems reflect variations in governance, vocational systems and labour-market conditions. The effectiveness of policy cannot be separated from the institutional environments in which it operates.

Recognising what works and what unintentionally fails are two sides of the same evidence base.



RESEARCH STRAND TWO, CONTINUED

When youth policies produce unintended effects

Policies designed to support young people in their transition from education and training into employment are generally created with positive goals in mind. One of the early insights from EDU-LAB is that policies do not always lead to the outcomes initially intended: even well-designed measures can produce unintended effects that need to be better understood. D2.1 identifies six categories of unintended effects, which highlight challenges that may arise alongside intended policy outcomes.

- 1. Reinforcing stratification** between advantaged and disadvantaged youth. Young people already well connected to support systems are easier to reach than peers who are not, so programmes may look successful in activity terms while still struggling to engage those facing the greatest barriers.
- 2. Focus on unemployed NEETs** rather than harder-to-reach inactive youth.
- 3. Short-term activation** that may lead to precarious pathways. Funding structures and incentives can prioritise rapid entry into employment without sufficient attention to long-term stability or progression, while monitoring systems often emphasise outputs rather than longer-term outcomes.
- 4. Over-emphasis on individual employability** rather than structural conditions. When the main focus is on the individual level, broader labour-market and institutional barriers may remain insufficiently addressed.
- 5. Mobility effects** that may delay or misalign transitions.
- 6. Complex governance and fragmented support systems.** Overlapping programmes and weak coordination between initiatives can reduce policy coherence and make support difficult to navigate. Gaps between European-wide policy frameworks and national or local implementation contexts also affect how policies operate in practice.

Unintended Effects of Youth Transition Policies

Preliminary insights from the EDU-LAB systematic literature review

A systematic review of policies supporting youth transitions from education to employment identified six types of unintended effects discussed in the literature.



What Makes Youth Transition Policies More Effective?

 Preliminary insights from the EDU-LAB systematic literature review

A systematic review of policies supporting youth transitions from education to employment identified **five effectiveness factors** highlighted in the literature.¹



¹ Source: EDU-LAB Project, Deliverable D2.1 – Systematic Literature Review on Policy Effectiveness and Efficiency

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Source: EDU-LAB Project, Deliverable D2.1, Systematic Literature Review on Policy Effectiveness and Efficiency. © Infographic by Stanislav Savov (Economica)

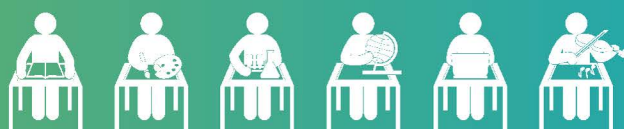
Limited youth voice is a related, recurring concern. The literature points to weak feedback loops as one reason intended effects may not be fully achieved. EDU-LAB's qualitative work with young people in WP4 is part of how the project addresses this.

The findings do not suggest that youth-transition policies are ineffective overall. Many areas were identified where integrated support systems, targeted programmes and strong vo-

cational pathways are associated with more positive transition outcomes. Recognising unintended effects is part of how policy improves.

READ ON

Read the full articles at edu-lab-project.eu/1946 (effective systems) and edu-lab-project.eu/1928 (unintended effects).



Text: Daniel Helmenstein & Stanislav Savov

Two survey waves are complete. A panel of 433 experts across nine countries shows which trends in education and work they consider most likely, and reveals a striking gap between what they expect and what they want.

47

exploratory expert interviews

433

Wave 1 expert panel

207

Wave 2 responses

30

trend statements

EDU-LAB Delphi stands for the Online Survey of Experts and Stakeholders (OSES) and complements findings from the project's other sub-studies by systematically collecting and analysing the opinions and voices of experts and stakeholders on the project's main research themes. The effort involves all project partners, who contribute through the co-design of survey tools, their localisation for participating countries, and the recruitment of qualified respondents.

A sequential, mixed-methods Delphi design

The study began with 47 exploratory expert interviews that mapped the issue space. Together with partner input these produced a pool of 106 candidate statements, which a transparent, partner-rated reduction process condensed into 30 trend statements across four themes: Education and Training; Labour Market and Employment; Transitions and Systemic Interfaces; Inclusion and Disadvantage. Experts then rated every statement on five dimensions: desirability, importance for policymakers, conflict potential, and likelihood of realisation within five and within fifteen years.

Two waves, 433 experts

Wave 1 ran from 4 March to 10 April 2026 and produced a cleaned dataset of 433 experts, with 376 holding a master's, doctorate or equivalent. The panel spans all six stakeholder clusters and is anchored in the nine EDU-LAB countries (407 responses), with the largest national contingents in Finland, Austria, Kosovo and Italy. Wave 2 (4 May to 10 June 2026) returned the Wave 1 results to participants for structured reassessment and closed with 207 completed responses.

As Delphi theory predicts, opinion converged: across the 24 comparable statement-by-dimension measures the spread of views narrowed in nine cases and widened in none.

NOW PUBLIC

Deliverable D3.5, "Design, Implementation and Outcomes of the First Two Rounds of OSES-Delphi and Design of Research Tools for the Concluding Rounds", and the previously confidential D3.4, are available on the project website.



What 47 Experts Identified Across 9 Countries

Early themes from EDU-LAB's Exploratory Expert Interviews



These themes are preliminary observations from the EEI phase. They inform the OSES-Delphi survey statements and are not final research findings.

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From the Exploratory Expert Interview phase: education systems under simultaneous pressure; disconnection between education and labour markets; fragmented governance; psychological and cultural dimensions; inequality as a structural barrier. The OSES-Delphi panel then rated the 30 trend statements built from these themes. © Infographic by Stanislav Savov (Economica)

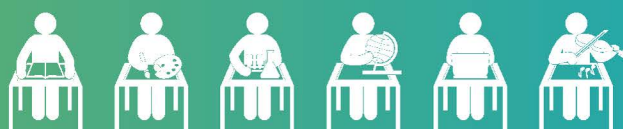
106

candidate statements drawn from the interviews and partner input

30

survived the partner-rated reduction, across four themes

The five themes above are what the interviews surfaced before any numbers were collected. Everything the panel later rated was built from them, and every statement was scored on five dimensions, from how desirable a trend is to how likely it is within fifteen years.



Desirability vs. expected likelihood — the normative gap

Expected likelihood in 15 years (mean, 1-5)

undesirable but likely

desirable but less likely

Legend:

- Theme A: Education and Training (Blue)
- Theme B: Labour Market and Employment (Green)
- Theme C: Transitions and Systemic Interfaces (Orange)
- Theme D: Inclusion and Disadvantage (Red)

Scenario	Theme	Desirability (mean, 1-5)	Expected likelihood in 15 years (mean, 1-5)
S01	Theme A	4.1	4.2
S02	Theme A	1.5	2.95
S03	Theme A	1.9	3.0
S04	Theme A	4.6	3.75
S05	Theme A	3.9	3.4
S06	Theme A	3.8	3.75
S07	Theme A	2.3	3.1
S08	Theme A	2.6	3.45
S09	Theme B	3.6	4.35
S10	Theme B	2.7	3.65
S11	Theme B	2.4	3.65
S12	Theme B	1.8	3.6
S13	Theme B	1.8	3.45
S14	Theme B	2.1	3.55
S15	Theme B	3.1	4.15
S16	Theme C	1.6	3.3
S17	Theme C	2.2	3.9
S18	Theme C	1.9	3.9
S19	Theme C	2.2	3.55
S20	Theme C	3.9	3.7
S21	Theme C	4.2	3.75
S22	Theme C	2.2	3.6
S23	Theme C	4.2	3.4
S24	Theme D	1.5	4.15
S25	Theme D	1.6	3.85
S26	Theme D	1.6	4.1
S27	Theme D	4.5	3.55
S28	Theme D	1.7	3.95
S29	Theme D	3.9	3.5
S30	Theme D	1.4	3.7

Deliverable D3.5, "Design, Implementation and Outcomes of the First Two Rounds of OSES-Delphi and Design of Research Tools for the Concluding Rounds", and the previously confidential D3.4, are available on the project website.



RESEARCH STRAND FOUR · CASE STUDIES IN 12 LOCATIONS ACROSS 7 COUNTRIES

Hearing the Voices of Young People: Initial Findings from the Case-Study Fieldwork

Text: Filomena Parada & Stanislav Savov

The part of EDU-LAB that deals most directly with young people's own experience is now well into fieldwork, and the first country reports are in.

1,314

young people involved

83

focus groups conducted

552

focus-group participants

19

cooperation agreements

This part of EDU-LAB's extensive empirical programme deals most directly with young people's experiences during education, training and the transition to the labour market. Led by Universidade Lusófona and in collaboration with the University of Graz, Tampere University, AlmaLaurea, Kolegji AAB, Maria Grzegorzewska University and Birmingham City University, this work package brings together qualitative multi-case study research across the various project sites.

Following an intensive preparatory phase, WP4 is now well into the fieldwork phase. Common tools and protocols for data collection have been provided, ethical and data protection requirements have been implemented, and recruitment and data collection are underway in the case study countries.

Fieldwork at scale

At the time of the most recent WP4 progress report, the fieldwork had already reached a considerable scale. A total of 223 institutions had been contacted, 75 had agreed to collaborate, and 19 cooperation agreements had been signed. A total of 1,314 young people were involved in the study through 113 group onboarding sessions and more than 200 individual onboarding sessions. In addition, 727 informed consent forms and 617 short demographic questionnaires were collected.

Focus groups at the centre of the method

Focus groups form a central component of the methodology of WP4. To date, 83 focus groups involving a total of 552 participants have been conducted, in person, online and in hybrid formats. The groups comprise young people from general and vocational education, higher education, those in employment and those seeking work, as well as young people who are neither in education, employment, nor training.

Interlinked challenges, and concrete proposals

The country reports received to date show that young people's pathways and transitions are not characterised by individual, isolated barriers, but by interlinked challenges. Financial insecurity, concerns about the future, mental health pressures, limited opportunities to gain initial work experience, inadequate links between education and the demands of life, including the labour market, and gaps in institutional support recur across the various contexts.

At the same time, young people are not merely identifying existing challenges. They are also developing concrete proposals for change, including better financial support during training, stronger career guidance, meaningful learning and paid work placements, more support in the areas of mental health and learning difficulties, fairer recruitment procedures, and closer cooperation between educational institutions and employers.





1,314

83



552



223



617



75

institutions accepted
to collaborate



727

consent forms
collected



Across the case-study locations, young people are sharing their experiences and views on **what helps, what gets in the way, and what needs to change.**



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A Horizon Europe collaborative project (2025–2027)
Grant Agreement #101177428

Across the case-study locations, young people are sharing their experiences and views on what helps, what gets in the way, and what needs to change. © Infographic by Stanislav Savov (Economica)

In the next phase of the Case Studies Programme, the focus will increasingly shift to analysis and reflection. Initial evaluations are already underway in parallel with ongoing data collection. The in-depth analysis will be based on a shared codebook and a supplementary analysis protocol. This will be followed by the systematisation of the individual case studies and countries, and comparative analyses.

Further results will be published via the EDU-LAB project website, the newsletter and social media channels. Fall 2026 and the first half of 2027 will be dedicated to the analysis of

the collected data, a detailed description of the methodology and deployed tools, as well as preparing the data for open access in suitable GDPR- and IPR-compliant forms and formats.

In early October 2026, the initial observations from the field-work programme will be openly presented to all interested researchers and stakeholders in an open webinar. This will be the opening event of a series of open EDU-LAB online workshops during 2026–2027. The registration link will be published on the project website.



CONSORTIUM SPOTLIGHT

Meet the Partners

Each issue of the EDU-LAB newsletter spotlights two consortium partners. This time, in alphabetical order: Birmingham City University and the Evaluation Agency Baden-Württemberg.

Birmingham City University

UNITED KINGDOM



Birmingham City University (BCU) is a large metropolitan institution committed to providing higher-education opportunities to students from its local region, often the first in their families to go to university. BCU has been a key proponent of the "students-as-partners" approach in higher education, countering the dominant assumption of students as consumers. Within EDU-LAB, the BCU team leads WP2 on the efficiency assessment of policies and investments in general education and vocational education and training, implements two case studies in the UK (Birmingham and Worcestershire), and contributes to all other work packages

PROFILE: [EDU-LAB-PROJECT.EU/PROJECT-CONSORTIUM/BCU](https://edu-lab-project.eu/project-consortium/bcu)

Evaluation Agency Baden-Württemberg

GERMANY



EVALAG's core competences are in the evaluation of higher education and research, consulting on organisational development, cooperation projects (including Erasmus+), and higher-education research. The agency's work is based on internationally accepted standards and conforms to the principles of the European Higher Education Area (EHEA). Within EDU-LAB, EVALAG leads WP1 and contributes to all other work packages.

PROFILE: [EDU-LAB-PROJECT.EU/PROJECT-CONSORTIUM/EVALAG](https://edu-lab-project.eu/project-consortium/evalag)

THE CONSORTIUM

Ten partners in nine countries, coordinated by the Economica Institute of Economic Research in Vienna. The full list is on the back cover.

IN THIS ISSUE'S SPOTLIGHT

BCU leads WP2 on the efficiency of youth-transition policies and implements two UK case studies in Birmingham and Worcestershire.

EVALAG leads WP1, the pathways framework opening this issue, and co-leads every other work package.

10

partner institutions

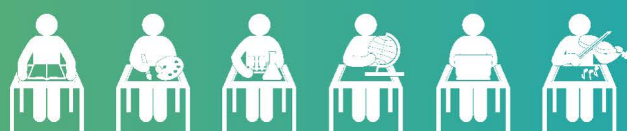
9

countries

3

years, 2025 to 2027

Previous issues spotlighted the Economica Institute and the National and Kapodistrian University of Athens (Newsletter I), and AlmaLaurea and Tampere University (Newsletter II).



ACROSS THE CONSORTIUM

Events & Dissemination

Beyond the work-package outputs, EDU-LAB partners have been carrying the project's findings into national and European venues. Below is a selection of past appearances and upcoming events across the consortium: it is far from an exhaustive list, simply a snapshot of the kinds of participation partners have been engaged in.

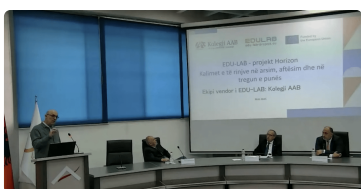


AlmaLaurea's annual conference at the University of Basilicata. Image: AlmaLaurea

From universities to policymakers: EDU-LAB at AlmaLaurea's 2026 conference

11 JUNE 2026 · MATERA, ITALY

EDU-LAB was presented at AlmaLaurea's annual conference "Effectiveness of University Degree" at the University of Basilicata. More than 200 participants joined in person and online, including representatives from national, regional and local authorities and from the research and business communities. The event reached the 84 Italian universities of the AlmaLaurea Consortium and featured two round tables: one on the relationship between academic qualifications and labour demand, the other on the international mobility of graduates.



The ASHAK thematic scientific roundtable in Prishtina. Image: AAB College

EDU-LAB at the Kosovo Academy of Sciences and Arts

21 MAY 2026 · PRISHTINA, KOSOVO

Prof. Xhavit Rexhaj (AAB College) presented EDU-LAB at the ASHAK thematic scientific roundtable "Public Policies and Economic Development of Kosovo", opened by ASHAK President Academician Justina Shiroka-Pula and chaired by Academician Isa Mustafa. The presentation covered the Horizon-funded project together with the results of the study "Determinants of Higher Education and Graduate Employability: Evidence for Structural and Practical (Mis)Match" by Arbëreshë Qerimi, Xhavit Rexhaj, Fidan Qerimi and Vullim Buja.



Image: University of Graz

EDU-LAB at the University of Graz Symposium on Social Pedagogy

18 JUNE 2026 · GRAZ, AUSTRIA

On 18 June, Natalia Wächter and the Austrian team presented first insights at the *Symposium on Social Pedagogy: Transitions as Life Phases*, University of Graz. Together with students who supported the research project, the team shared findings during the poster session and ran a workshop on transitions into higher education and working life. A highlight of the day was a keynote by UK colleague James Williams, "Researching vulnerable groups: a view from the ground."

Lusófona's Early Career Researchers at the 16th CeiED Researchers' Meeting

10 JULY 2026 · LISBON, PORTUGAL

On 10 July, Lusófona's EDU-LAB early career researchers presented at the 16th CeiED Researchers' Meeting (16.º Encontro de Investigadores/as do CeiED), reflecting on what it means to be researchers at the early stages of the career working with young people. Their talk explored how that shared position shapes the way they facilitate encounters and their engagement with the participating youth, as well as the challenges of conducting participatory research within tight project timelines and the relevance of epistemic justice and taking an approach that centres young people's voice and perspective.



Image: CeiED / Lusófona University

COMING UP

EDU-LAB Symposium at ECER 2026

18 AUGUST 2026 · TAMPERE, FINLAND

EDU-LAB will hold a dedicated project symposium at the ECER 2026 conference in Tampere on 18 August, with individual papers presented by Alexander Chvorostov, Theodor Leiber and the Kosovo team from AAB College. The AAB team has prepared a dedicated project leaflet, which will be printed in 100 copies and disseminated to attendees on site.

EDU-LAB at CHER 2026

31 AUGUST – 2 SEPTEMBER 2026 · CATANIA, ITALY

Alexander Chvorostov and Theodor Leiber will present papers at the CHER 2026 conference in Catania (31 August to 2 September) and will take part in a workshop co-organised by the EDU-LAB and NEXT-UP teams.



JUST PUBLISHED

Publications & Calls from EDU-LAB Partners

Two publication updates from EDU-LAB partners this issue: a newly published monograph on higher-education innovation governance, and an open Springer Nature collection call for article submissions.



Fractal by Jürgen Pirecki-Giefing. Source: Campbell & Carayannis (2026), *Self-Different Fractals and Innovation*, p. 6. © David F. J. Campbell (2026)

Self-Different Fractals and Innovation: Manifesto of Higher Education Governance

CRC PRESS / TAYLOR & FRANCIS

This newly published monograph by David F. J. Campbell and Elias G. Carayannis advances epistemic governance as a transformative paradigm for higher education, arguing that innovation emerges by converging pluralism, difference and chaos into productive chaos that generates new knowledge. Through self-different fractal innovation systems, it integrates academic values, entrepreneurship and societal engagement into resilient governance. Essential reading for innovation and higher-education professionals, the book demonstrates how governing complexity, interdisciplinary collaboration and knowledge democracy can strengthen institutional adaptability, creativity, sustainable transformation and long-term societal impact.

Campbell, D. F. J. & Carayannis, E. G. (2026). *Self-Different Fractals and Innovation. Academic Firm and The Entrepreneurial University in Epistemic Governance*. Boca Raton, FL: CRC Press, Taylor & Francis Group. doi.org/10.1201/9781315209234



Shaping the Future of Innovation: Call for Article Submissions

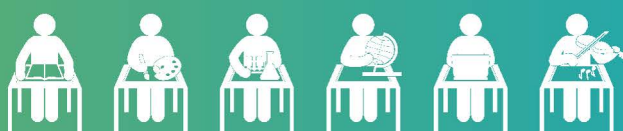
OPEN CALL • DISCOVER GLOBAL SOCIETY (SPRINGER NATURE)

Associate Professor David F. J. Campbell (University of Vienna) and Dr. Umesh K. Menon (Senior International Expert at UNIDO, United Nations Industrial Development Organization) serve as Lead Editors of the Collection "Innovation Evolution in Global Knowledge Democracy and Knowledge Economy" on behalf of Discover Global Society, an international, peer-reviewed, open-access journal indexed in Scopus and published by Springer Nature.

While technology continues to be a fundamental driver of innovation, transformative innovation increasingly arises from the interaction of technological, social, economic and democratic forces and the changing nexus between education and work. This Collection challenges conventional thinking by exploring how knowledge democracy, AI, governance, sustainability and interdisciplinary innovation are redefining the future of learning, education and labour.

DEADLINE FOR SUBMISSIONS: 1 MAY 2027

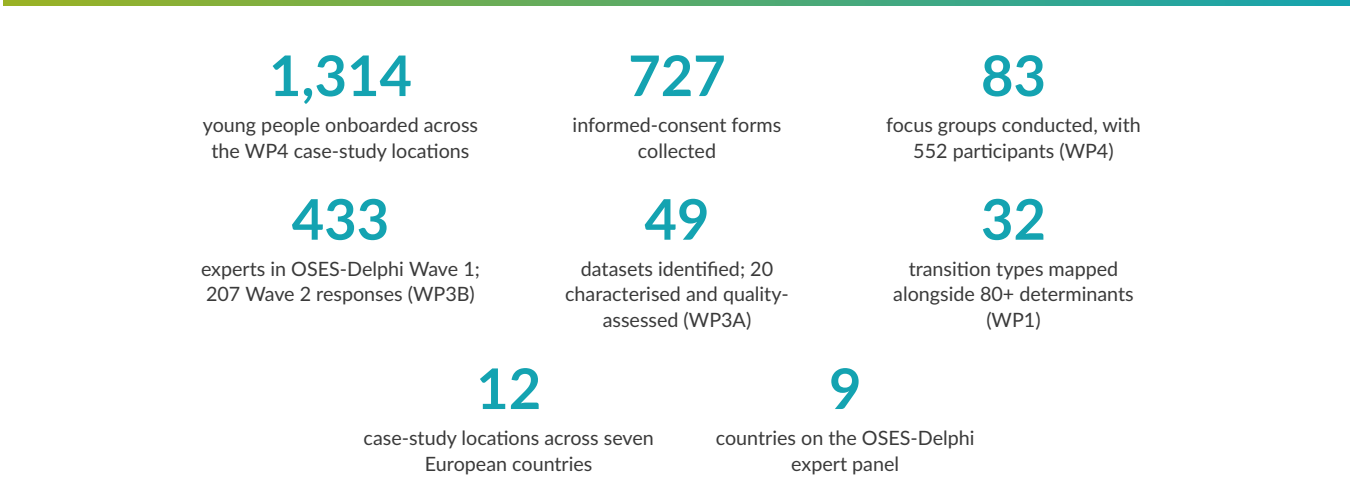
For further information and detailed submission guidelines, see the Collection Call at link.springer.com/collections/ddjafggadc



PROGRESS AT A GLANCE

EDU-LAB in Numbers

By the close of the first reporting period, EDU-LAB had moved from building common frameworks to generating evidence at scale. These figures capture the strongest signs of that shift.



Together, these strands connect three levels of evidence: European data, expert judgement and young people’s lived experience. The next phase will bring them together through comparative analysis and WP5’s synthesis, policy briefs and practical tools.

FIGURES CURRENT TO JUNE 2026

STILL TO COME

Five public webinars through 2026–2027, the data Dashboard, and a concluding project conference in Vienna in late 2027.

Stay connected with EDU-LAB

Follow the project to stay updated on the latest research, results and events as we explore youth transitions across Europe. The website carries every public deliverable, the full article behind each piece in this newsletter, and registration for the open webinar series running through 2026 and 2027.

5	2027
open webinars, from October 2026	concluding conference, Vienna





EDULAB

European Youth in Transition to
Education and **Labour**

The Consortium

Economica Institute of Economic Research
AUSTRIA

National and Kapodistrian University of Athens
GREECE

CeiED at the Lusófona University, Lisbon and Porto
PORTUGAL

Evaluation Agency Baden-Württemberg, Mannheim
GERMANY

AlmaLaurea Interuniversity Consortium, Bologna
ITALY

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Maria Grzegorzewska University, Warsaw
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About the Project

EDU-LAB investigates how young people in Europe manage the transition from education and training to employment. It combines three levels of evidence: European data, the judgement of experts and stakeholders, and young people's own accounts of what helps and what gets in the way. Eleven

partner institutions in nine countries carry the work, which runs from 2025 to 2027 and concludes with a public conference in Vienna. The newsletter reports on its progress and findings twice a year.



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