Abstracts

ONLINE INSTEAD OF OFFLINE LEISURE TIME? THE TRANSFORMATION OF YOUNG PEOPLE'S LEISURE-TIME SPACES AND MEDIA USE IN HUNGARY

Ádám Nagy and Anna Fazekas

An age group can be considered to be a generation if it is characterised by some common immanent quality, generation knowledge and community feature, and three conditions are necessary for this: common experience; an actual orientation to each other of its members; and a shared interpretation of their situation, attitudes and forms of action (Mannheim 1978). Prensky has interpreted belonging to such an age group in relation to the information society (2011). We consider the development of Prensky's digital natives-digital immigrants model and incorporate it into the Strauss–Howe model (1991), according to which generation change in Mannheim's sense takes place in society roughly every 15 to 20 years. Through a theory of socialisation (Nagy 2013), leisure time and media is seen to play the same role in post-modern society as school socialisation did in modern society and the family did in the pre-modern era. Thus, from the data on youth leisure time we can try to draw a picture of today's young (Y and Z) generations through their activities and media usage in this regard, confirming the differences between generations. We make use of Hungarian data here, because it derives from large-scale youth research conducted every four years and has been running for one and a half decades (Ifjúság 2000; Ifjúság 2004; Ifjúság 2008; Magyar Ifjúság 2012). This provides an overview of an 8 000-people sample that is representative of age, gender and settlement type in relation to the life situations and way of life of Hungarian youth.

Keywords: generations, leisure-time activities, online and offline leisure time

LEADING ENTREPRENEURIAL YOUTH – LEADERSHIP AND ENTREPRENEURIAL SKILLS FOR SHAPING THE MARKETS AND THE JOBS LANDSCAPE IN A MOBILE AND COLLABORATIVE ECONOMY IN GREECE

Betty Tsakarestou, Lida Tsene, Dimitra Iordanoglou, Konstantinos Ioannidis and Maria Briana

We are living in an era where young people face everyday challenges deriving both from the global financial crisis and from digital technologies. On the one hand, the business environment is becoming more and more unstable, while on the other hand, digital and mobile culture offers a series of opportunities. In both cases, young people need to be equipped with an array of skills in order to adapt to the constantly changing landscape.

Our chapter discusses the findings of two studies, one self-funded and the other with EU support. Both were conducted in Greece, and focused on young leaders and their new characteristics and skills as described within the context of the emergence of mobile (Stald 2008) and entrepreneurial culture, as well as the collaborative trends of the sharing economy (Botsman 2010). The questions we address explore awareness and attitudes regarding the use of mobile technologies in each of the following clearly segmented areas – consumption; gaming; work; start-ups and entrepreneurship; democracy and social/political activism – while investigating the association of Emotional Intelligence (EI) (Petrides and Furnham 2001) with emerging collaborative practices and culture. In addition, we attempt to map the new set of skills young leaders should develop within the digital economy landscape in terms of future employability as well as during economic crisis.

A mixed research methodology was employed with a sequential exploratory design (Creswell 2003). The initial phase of the study included quantitative data collection (a sample of 470 participants) and analysis. An online survey technique was preferred as the most appropriate to reach online users and examine attitudes and behaviours in the above-mentioned sectors of the digital environment.

In the qualitative stage, in-depth and semi-structured interviews were used, necessary to acquire elaborated and detailed responses (Gillham 2000). In addition, scaling questions with 41 leadership skills – identified by the literature review as the most important – were included in the discussion guide (Cox et al. 2010; Whetten and Cameron 2007; Perth Leadership Institute 2008). These were organised in three categories: self-management, business management and people management skills. The sample for the interviews consisted of 48 experts, namely start-up founders, human resources managers and leadership academics/researchers. A judgmental non-probability sampling technique was applied to recruit the participants. The population elements have been purposely selected based on the judgment of the research team. For this study, broad population inferences were not required; however, we needed to focus on experts in specific fields. The discussion guide for the interviews was divided into three main areas (Iordanoglou and Ioannidis 2014):

- ▶ important leadership skills for future leaders;
- ▶ important leadership skills in times of economic crisis;
- ▶ leadership skills observed in young professionals and entrepreneurs in the workplace.

Results from the quantitative research provided an outline of the emerging mobile generation in Greece. In addition, EI was found to be a significant predictor of collaborative consumption. Results from the qualitative research showed that among the most important leadership skills for young leaders were passion, trustworthiness, flexibility, inspiring others, self-confidence, strategic thinking, collaboration and teamwork. In times of economic turmoil, most of the important skills remain the same, with adaptability and innovation entering the top-10 list. Furthermore, a gap between required and observed leadership skills in the workplace was revealed, mainly in people management skills. The results are compared with those derived from similar research conducted in four other European countries (Cyprus, Latvia, Lithuania, Bulgaria) and the implications for educating the next generation of young leaders and entrepreneurs are discussed.

Keywords: mobile culture, leadership skills, digital economy, entrepreneurship

DIGITAL AND MOBILE TOOLS AND TIPS FOR YOUTH EPARTICIPATION

Evaldas Rupkus and Kerstin Franzl

Young Europeans do not seem to be the biggest fans of voting, either during EU-level elections, or during national ones:

> 72% of 16/18-24 year-olds do not vote but more than 50% of 65+ year olds do … the level of youth absenteeism remains surprisingly high, and the gap between youth and other age groups changes marginally. Youth prove to be worryingly absent from national elections (Deželan 2015).

However, voting – a rather traditional form of political participation – is not the only expression of civic engagement. Practice and research show that "we are witnessing a diversification of the range, forms and targets of political expression" (Deželan 2015: 29). The latter addresses especially the technological change in political participation through digital and mobile media.

The widespread use of smartphones indicates a need to consider the implementation of not just digital but also mobile tools in participation processes. However, using just online or mobile tools is not sufficient to ensure the motivation of participants and the facilitation of eParticipation processes. The research and innovation project EU[th] – Tools and Tips for Mobile and Digital Youth Participation in and across Europe looked into providing an answer to these challenges. The project developed a digital and mobile eParticipation toolbox, as well as tips and support for anybody interested in becoming an initiator of eParticipation processes.

Usually, there are three kinds of actors involved in public participation – whether it is youth or adult participation, online or face-to-face participation. First, there are participants who discuss or introduce their opinions, then the decision makers who wrap up the discussion and, third, those who facilitate communication between the participants and decision makers. Participation – whether it is targeted at a certain group such as young people or at using specific technology like digital tools – can only work when all three actors are involved. However, there are many reasons why this often does not happen: participants (especially youth) may be very sensitive about mismanagement, false promises and unattractive engagement activities or tools; decision makers may not be used to open decision processes involving citizens, especially young citizens; and initiators often lack the knowledge and resources to plan and execute a complex eParticipation project.

Accordingly, in EU[th] we develop tools and tips for eParticipation to:

- ▶ offer participants appealing digital and mobile participatory engagement tools;
- ▶ support initiators in planning and implementing their individual eParticipation project.

These are available in the toolbox OPIN – a digital online platform where individual eParticipation projects can be hosted. This set of tools to involve participants was developed following comprehensive research. Additionally, a project management tool was developed to help initiators to set up individual participatory processes,

along with guidelines and practical tips – approved in many workshops with end-users – to empower initiators.

The chapter provides detailed information on:

- ▶ the project management tool: what are the most-used participatory project designs? Which methods are suitable for which scenarios?
- ▶ tips/guidelines: what are the main steps in planning and executing eParticipation projects? What are the pitfalls and how can they be overcome?
- ▶ software merging and workflows: technical features and innovative tools.

Keywords: youth, eParticipation, participation, innovation, Europe

"OPEN PARTICIPATION": A KEY TO GOOD GOVERNANCE IN THE 21ST CENTURY

Daniel Poli and Jochen Butt-Pośnik

If we take the expression "holistic participation agenda" seriously, there can't be a divide between offline and online participation anymore. With the digitalisation of our lifeworld, there is no distinction between the offline and online communication (and life) of a young person today. Interaction with the local environment takes place both via mobile devices and online platforms: through participation in social life, or going to school, work, training or non-formal activities. Integrating these perspectives into one coherent picture is the purpose of this chapter, which draws on experiences and knowledge gained in two multilateral co-operation projects that enabled ministries responsible for youth, participation experts, representatives of youth participation organisations and others to learn from each other. In the project Youthpart, European guidelines were developed for the successful eParticipation of young people. An outstanding recommendation was to align youth participation formats with young people's realities in a digital world. The multilateral co-operation project Participation of Young People in the Democratic Europe had a stronger focus on the various new forms and arenas where participation takes place nowadays, many outside of the ballot box. Recommendations deal with new challenges in learning to be a democratic citizen and how all educational stakeholders have a role to play here. Both European projects describe youth participation as key to good governance in the 21st century.

What would such a "holistic participation agenda" look like? To begin with, it is a challenge for decision makers in governments and administrations: taking participation seriously means sharing power, knowledge and resources. This is less idealistic than it might sound: various binding international documents, such as the UN Convention on the Rights of the Child, the EU Treaty of Lisbon, and others such as the Digital Agenda in the Europe 2020 strategy, the EU Youth Strategy, etc. have put strong emphasis on open participation. To amplify the implementation of youth participation we need:

- ▶ open governments and governing: making participation the rule and not the exception;
- ▶ allow direct influence and impact of participation;

- ▶ reallocate resources to strengthen participation and have something real to decide on;
- ▶ open methods: making decision making and participation transparent and accessible for all and taking into account a mixture of online and offline methods;
- ▶ open to young people's realities: finding formats, tools and a language that suits young people's realities and directly involves young people.

What is the role of youth work on this behalf? It plays a crucial role if taken seriously and used as a means for reaching out and working with young people. Youth work can play the role of connector and translator in the field of youth participation in both ways: with and for young people, and in close connection to decision makers at local, regional, national and European levels. Youth workers have to take a decisive and self-confident stand as political players and advocates for young people – that is, as catalysts. They link the various realities of young people with the world of politics and administration that affects young people's lives, and vice versa. Youth workers therefore need to include political and civic education, and competences to empower young people and knowledge about online and offline methods of participation in their professional portfolio. And they need to strengthen their standing as partners for political stakeholders: we have way more to deliver than just providing fun and leisure time for bored kids!

Keywords: youth participation, digital participation, youth policy, youth work, civic/political education

MOROCCO – DIGITAL AND SOCIAL MEDIA PROMOTE YOUTH CITIZEN ENGAGEMENT IN DEMOCRACY

Karima Rhanem

After the Arab Spring, a number of youth-led organisations in Morocco and the Middle East and North Africa region used social media as a means of mobilisation, exchange and promotion of civic participation and democratic values. Several of these youth-led organisations conducted advocacy campaigns to initiate public debate around pressing socio-economic and political issues, campaign for or against certain issues, and propose change in legislation and public policies. It is certain that the use of social media has become an important tool used by youth to promote change in their communities and a means to ensure transparent and democratic participation in decision making. The chapter highlights concrete examples of initiatives that constitute best practices.

Keywords: social media, Morocco, Arab Spring, participation

ONLINE COMMUNICATION TOOLS LEADING TO LEARNING, IDENTITY AND CITIZENSHIP FOR DIGITAL NATIVES

Adina Marina Călăfăteanu

Information and communication technologies (ICTs) play an increasingly significant role in young people's lives. Terms such as "digital natives", "Net Generation", "Google

generation" or "millennials" have been used to highlight the significance of the new technologies in shaping the preference of young people for online communication tools. This chapter examines the role of the three cross-cutting themes: identity, citizenship and learning in shaping the preference of digital natives in using non-traditional communication tools.

Keywords: communication, digital natives, ICT, no hate speech

TOWARDS DIGITAL LITERACY FOR THE ACTIVE PARTICIPATION AND ENGAGEMENT OF YOUNG PEOPLE IN A DIGITAL WORLD

Nuala Connolly and Claire McGuinness

Variously identified as the "Google Generation" (Rowlands et al. 2008), "Net Geners" (Tapscott 1998) and "digital natives" (Prenksy 2001), young people today have grown up in a world dominated by the internet, with new opportunities for participation and engagement. The prevailing research discourse has tended to report that young people inherently possess digital skills. Despite this, some evidence points towards a disparity between young people's perception of their digital skills and their ability to navigate this complex landscape in a safe and meaningful way (Christophides et al. 2009). Because the internet is largely regulated by a generic approach to "users", namely adults, policy often fails to consider the rights of children and young people (Livingstone et al. 2016). It has also been argued that focusing on the discourse of digital natives obscures the need for support in developing young people's digital skills (ECDL 2014; Livingstone 2011). This may result in essential skills being omitted from the education agenda.

The original digital divide of physical access to the internet has evolved into a skills divide (Van Deursen and Van Dijk 2011). Responding to the skills divide will increase the opportunities for young people to participate in a meaningful way in the digital world. Young people require additional skills to meet their informational needs, and to better understand the norms of the online environment. The provision of education in the context of technology is often associated with functional-level skills – using software packages; browsing and searching for skills; and the ability to discern the quality of information found online. Meaningful digital literacy education should encompass a broader suite of skills reflecting young people's social and cultural engagement in a networked society, their self-expression, identity formation and participation in the online world.

This chapter will explore the digital literacy of young people in the European context, investigating where and how digital skills can support the inclusion, engagement and participation of young people in the digital world. The research will draw on examples of mechanisms for digital literacy education, from both formal and informal education. The case of Ireland will be provided for illustrative purposes. The chapter will reframe issues of youth participation in a digital world in the context of digital literacy, contributing to theory development and the body of knowledge and providing policy-related insights and recommendations for best practice.

Keywords: youth participation, digital media, digital literacy, digital citizenship

REFLECTIONS ON THE START OF THE NO HATE SPEECH MOVEMENT

Antonia Wulff, Menno Ettema, Manu Mainil, Ivett Karvalits, Anne Walsh and Aleksandra Knežević

The No Hate Speech Movement was launched in 2013 as a flagship project of the Council of Europe, following a proposal made by the Advisory Council on Youth. The campaign – for human rights and against hate speech online – has only become more relevant since its launch and this series of contributions looks at the campaign, its scope, strengths and weaknesses from different perspectives, aiming to do justice to the complexities of a European youth campaign.

Antonia Wulff describes the context in which the campaign was initially designed and what the Advisory Council of that time wanted to achieve with the project. Campaign co-ordinator Menno Ettema looks at the campaign from an institutional perspective and describes the shape that it has taken at the European level. National campaign co-ordinators – Manu Mainil from Belgium, Ivett Karvalits from Hungary, Anne Walsh from Ireland and Aleksandra Knežević from Serbia – look at the relevance of the campaign in their national contexts and reflect on the achievements to date as well as the struggles that they have faced in their respective campaigns.

Keywords: No Hate Speech Movement, Council of Europe, hate speech online, Belgium, Hungary, Serbia, Ireland