Chapter 9

European Youth in the Perspective of E–Youth Work

Ádám Nagy
Janos Kodolanyi University, Hungary

Levente Székely
https://orcid.org/0000-0002-0089-7773
Corvinus University of Budapest, Hungary

Richárd Flach
Department of Personality and Health Psychology, University of Pécs, Hungary

ABSTRACT

This study intends to analyze e-youth work from a global perspective focusing on European data. This chapter attempts to prove, that besides family and school there is a third main socialization environment: the leisure time socialization area. This study offers some insights into the leisure time activity of young people and shows that it is full of media usage, presents the recent data about the European young people’s media consumption, the use of the Internet and smart tools, etc. Furthermore, another key topic is youth work which can be and is carried out in various digital spaces. Characteristic features of this space will be introduced with special focus on the general rules which define it. In the end, practical examples are introduced whose success should be followed as models, and general fundamental rules are formulated which are worth maintaining if we wish to pursue youth work in the virtual space.

DOI: 10.4018/978-1-7998-2956-0.ch009

Copyright © 2020, IGI Global. Copying or distributing in print or electronic forms without written permission of IGI Global is prohibited.
The European Youth Information and Counselling Agency (ERYICA) has passed the basic principles of youth services (the European Youth Information Charter) in 1993 and has modified it in 2004. 21 principles related to youth services are taken into consideration summarizing the practical experiences. Their more detailed analyses show that service requirements in “real” life are not fully completed by youth services, “traditional” offices.

At the end of the paper we will introduce practical examples to see whose success are worth to follow as models, and formulate general fundamental rules, which are effective maintaining if we wish to pursue youth work in the virtual space.

**INTRODUCTION: MEDIA SPACE AS AN ELEMENT OF THE LEISURE TIME AGENCY OF SOCIALIZATION**

Giddens (2006) calls agencies of socialization those groups and social contexts in which social processes are in progress. In his opinion, in certain phases of the individual’s life, several scenes of socialization can play an important role; these scenes are structured groups or environments. Socialization models are different according to the number of scenes. Parsons (1956) differentiate primary socialization (forms the essential structure of the system of the personality) and secondary socialization (institutional role learning of social structure).

Theories dealing with spaces of socialization agree that the family (relatives) and the school (kindergarten) in the case of youth can be called primary and secondary agencies of socialization as significant socialization spaces which have a direct effect on almost everybody in the society, the individual spends enough time in this space, whose has its rule system (Nagy, 2013).

Awarding of free time as a tertiary agency of socialization was not unambiguous at all. Dealing with the concept of free time in a particular detailed way – similarly to the formation of many scientific disciplines and fields – has started in the days of the modern (industrial) society. At that time, division of work and free time distinguished between economically useful (productive) and useless (unproductive) activities, in the course of the later reproduction of the resources materializes. This idea is no longer in the mainstream view because of its schematic approach, as many times it is not predictable which activities do amount to productive results and (which does not) (think of the success of startup companies started in a hobby-like way). Furthermore, for many people categories like work–hobby, productive–not productive do not differ so strictly if these categories differentiate at all. Moreover, activities pursued in leisure time¹ improve skills in many cases, which also helps the “productivity”, so this pair of concepts looks entirely artificial².
Social Innovation, Environmental Innovation, and Their Effect on Competitive Advantage and Firm Performance
Javier Amores Salvadó, José Emilio Navas López and Gregorio Martín de Castro (2012). Technological, Managerial and Organizational Core Competencies: Dynamic Innovation and Sustainable Development (pp. 89-104). www.igi-global.com/chapter/social-innovation-environmental-innovation-their/59825?camid=4v1a