

“Youth on the Move?”

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Book of Abstracts (Parallel Presentations)



**Maynooth
University**
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GROUP 1A – TUESDAY 23rd JUNE 11.45-13.00

Elise Shelley (University of Toronto, Canada)

The North American Playground: The Impact of the Environmental Movement on Contemporary Urban Play-Spaces

This presentation will discuss new directions in North American playground design facilitated by interests in sustainability, the environment and natural play. While it is generally understood that landscapes for children should foster imagination, creativity, and engagement with the outdoor environment, the focus on safety regulations and standardization in North American playground design has resulted in a shift away from play-spaces that are innovative or site-specific. Generic play equipment and ubiquitous safe-fall zone materials currently characterize the majority of North American playgrounds. Environmental concerns and natural play concepts are challenging this trajectory. The status of playground design in North America is a result of a stringent inspection process that targets structural integrity, performance and maintenance, privileging out-of-the-box playground equipment, pre-designed to pass all prescriptive guidelines. However, the very elements that make our urban sites unique – existing topography, mature trees, and hydrologic features, mandate alternatives to the “out of the equipment catalogue” status quo. Play spaces in our urban environments are opportunities to connect children with nature. Playground design needs to incorporate plants, soil, stone and sky more abundantly than swing sets and slides. The designs that will be discussed illustrate the potential for North American playground projects to spark imagination with innovative materials and landscape forms, enhancing the connection to the local environment while simultaneously working within safety standards, budget restrictions, and specific site circumstances. Equipment cannot be allowed to define children’s definition of play. This presentation will feature projects that celebrate the new directions in North American play-space design, specifically playgrounds that integrate environmental processes and natural features as valuable active play components.

GROUP 1A – TUESDAY 23rd JUNE 11.45-13.00

Evelyne Baillergeau and Jan Willem Duyvendak (University of Amsterdam, Netherlands)

Transforming Aspirations

This paper focuses on the formation and the development of aspirations throughout adolescence and early adulthood. Framing a desirable future is largely seen as a critical drive to individual commitments, hence an important step for the fulfilment of some socially expected achievements, such as fitting in the (regular) labour market or taking part in political life. Over time, aspirations of young people change, blossom or shrink. Why is that? Who is involved in the process? As sociologists we consider the role of institutions and interactions in the formation and the development of aspirations of young people. Some educational sociologists contrast ‘idealistic aspirations’ (regardless of what young people expect regarding the future) and ‘realistic aspirations’ (considering what seems possible given circumstances), and observe a general move from the former to the latter across the secondary educational careers of adolescents, leading their aspirations to be (more) in line with their educational and occupational achievements. However, for some young people the path is not simple as they have a complex and conflictual relation with their aspirations, notably because of some disadvantageous circumstances. In this paper we discuss the conceptual tools needed for the analysis of conflicted aspirational pathways, notably the notion of capability to aspire.

GROUP 1A – TUESDAY 23rd JUNE 11.45-13.00

Marc Husband (University of Sunderland, England)

Youth identities and new ways of being in the new technological environment

The focus of this paper will be to examine how young people's relationship with new technologies is shaping new fluid identities, and new ways of being in the co-present as 'youth' continually navigate and layered mediated and unmediated multitasking behaviours and actions. The paper considers the findings from my own PhD field research and includes focus groups with young people in the North east of England and in depth interviews with youth work practitioners. The data suggests an increasing use and influence of technologies which are encouraging a new individualised experience for young people. In this environment there is an increasing preference toward mediated communication as young people become increasingly displaced and distracted from co-present face-to-face interactions. I examine the value of new technologies such as the smartphone and how these devices are powerfully engaging artefact's which are increasingly becoming considered an appendage or 'a part of the person' and thus signs of addiction to such devices are evident within the data. My intention is to stimulate a discussion regarding this 'new' environment and why perhaps this is an issue for 'youth' more than any other group.

GROUP 1B – TUESDAY 23rd JUNE 11.45-13.00

Hans Dietrich (Institute for Employment Research, Germany)

Educational upgrading and labour market performance of young low qualified

In Germany the young low qualified work force (no vocational degree and no upper secondary degree) shows unstable employment biographies and a higher unemployment risk compared to qualified workers. In our paper we explore which low qualified improve their educational decision by a delayed graduation in a vocational degrees starting from their mid-twenties onwards and what impact have these delayed vocational degrees on individuals' employment perspectives.

Central for the empirical study are the following theory based hypotheses:

H1: Low qualified workers with better school performance (grades, level of general degree) show a higher risk of educational and vocational upgrading (Human capital argument).

H2: The higher the parental class position, the higher individuals' probability for vocational upgrade (Boudon argument)

H3: Unstable employment biographies decrease individual's probability of vocational upgrading (self-stigmatization argument by Solga).

H4: Migrants who arrive in Germany during school age need a longer qualifying period till they are the decide for vocational training (cultural capital argument by Bourdieu)

H5: Educational upgrading increases individuals' employment probability (human capital argument).

GSOEP-long data are employed, which deliver 973 individuals who are low-qualified at the age of 25. GSOEP-long allows us to follow up this group until the age of 34.

As a first model we estimate the hazard of a delayed educational decision (cox-model). The findings suggest that vocational upgrading is driven by individuals school performance (human capital argument), individuals social origin (Boudon argument) and individuals labour market experience (self-stigmatization argument). Under control of the parental class position individuals timing of migration takes weak effects

As a second model, we employ panel regression models to estimate the impact of educational upgrading on the employment probability. The results indicate that the acquisition of a vocational degree increases the employment probability of the former low qualified significantly.

GROUP 1B – TUESDAY 23rd JUNE 11.45-13.00

Giuseppe Acconcia and Paolo Roberto Graziano (Bocconi University, Italy)

Youth unemployment and public policies in Italy: The cases of Milan (Lombardy) and Naples (Campania)

This paper analyzes youth policies that have been put in place to tackle inequalities and disadvantage at the meso and micro level in Italy. The evaluation of the effectiveness of existing policies and social programmes targeting deprived young populations in Lombardy (Milan) and Campania (Naples) is provided through a review of secondary data, regional and provincial statistics and a qualitative empirical research component comprised of nineteen semi-directive interviews.

The most vulnerable amongst young generation have been defined as the long-term unemployed young people (15-24 years old) with low educational levels. Moreover, the Capability Approach has been used to frame the notion of social innovation at the local level.

The definition of disadvantaged youth, provided at the national level, has been challenged or confirmed at the meso and micro level. The economic crisis especially affected the Southern Italian regions where the number of young unemployed (the majority female) and young Neither in Employment nor Education nor Training (NEETs) are high. On the other hand, the young unemployed immigrants in the Northern Italian regions are increasing.

Three specific policies appeared relevant for tackling youth unemployment at the local level: the Youth Guarantee, the apprenticeship' contracts and the employment support services. With some differences between the two case studies, the three policies seem to not be innovative enough and lacking financial resources.

Disadvantaged youth are not sufficiently involved in the policy making processes. They are not represented enough within unions, the public administration and in the third sector. Young people do not directly participate to the negotiation processes of the major policies tackling unemployment and social exclusion.

At the local level, the definition of social innovation is very broad. Albeit, the existing policies tackling young unemployment are generally perceived as not socially innovative, the Youth Guarantee has been considered as a first attempt to provide a targeted approach towards this concern. However, other, mostly bottom-up, good practices have been addressed within the framework of existing public policies.

The key findings derived from this research lead us to outline a general underdevelopment of the current youth public policies at the local level, especially in the Italian Southern regions. Finally, other forms of disadvantage (e.g. young unemployed with high levels of education, lack of funding for passive policies) and a lack of policy outcomes' evaluation have been considered.

GROUP 1B – TUESDAY 23rd JUNE 11.45-13.00

Janine Leschke and Mairéad Finn (Copenhagen Business School [CBS], Denmark)

Tracing convergence in flexibility and income security for youth during the economic crisis

This paper traces convergences between flexibility and security in youth labour market transition regimes (Walther and Pohl 2005; Walther 2006) during the economic crisis. Youth transition regimes are characterized by different school- and training- systems and, importantly, by different labour market and social security systems. The paper uses the frame of trade-offs, vicious, and virtuous relationships to analyze labour market flexibility and income security for youth (Leschke, Schmid, Griga 2007), and the analysis is situated against a backdrop of policy initiatives at EU level to foster youth employment.

Youth were one of the groups hardest hit by the economic crisis. Young people in most European countries are more likely to work on temporary contracts of limited duration than adults. In a majority of EU countries youth are also disadvantaged with regard to unemployment benefits. Eligibility criteria require a certain minimum period in employment before unemployment insurance benefits can be accessed; and means-testing applies to unemployment and social assistance benefit schemes.

This paper adopts a comparative European approach in order to shed light on the interaction between flexibility and income security, for youth. Special extracts of the aggregate European Labour Force Survey data are used to trace the development of involuntary temporary employment among youth and access by youth to unemployment benefits, complemented by an institutional analysis charting changes in unemployment benefit criteria.

To frame this analysis, we employ a more dynamic version of the flexicurity matrix (Wilthagen and Tros 2004). ‘Trade-offs’, ‘vicious’ and ‘virtuous’ relationships between labour market flexibility and security are discussed in light of different youth transition regimes. This allows us to assess if developments during the economic crisis can be seen as perpetuating the trend towards labour market segmentation, a trend which has affected young persons in particular, and whether this trend is visible across youth transition regimes.

Keywords: flexibility and security, youth, economic crisis, segmentation, unemployment benefits

GROUP 1C – TUESDAY 23rd JUNE 11.45-13.00

Dianne Looker (Acadia and Mount Saint Vincent Universities, Nova Scotia, Canada)

The gendered process of becoming adult: The changing transition to adulthood for male and female youth

This paper examines the process of moving into adulthood. It includes a consideration of what youth say are important markers of adulthood, and how these vary by gender. The data are from a unique longitudinal survey of youth (a structured interview at age 17, N=1209; a mailed survey at age 22, N=848; and a mailed survey at age 29, N=731). In addition to the coded responses, numerous open-ended questions give the youth's responses, in their own words, to questions such as when they were or were not treated as adult. Coded items explicitly address how important specific transitions are to becoming an adult, including actions (e.g. moving out of the parental home, having a full time job) and agency (e. g. taking responsibility for things, emotional maturity). The paper documents: (a) variations in definitions of important markers of adulthood by gender; (b) the circumstances under which youth do and do not feel they are treated as adult; and (c) the link between youth perceptions of the importance of certain markers and their own transitions. Preliminary analyses show that the transition to adulthood is a process rather than an event, and it is complex. The process is very gendered, with females and males undertaking certain transitions (moving out of the parental home, getting married, having children) at different ages. Ideas about which transitions are critical to becoming an adult are also gendered. This paper explores the ways in which the move to being an adult is similar in some ways and is different in others, for young women and men.

GROUP 1C – TUESDAY 23rd JUNE 11.45-13.00

Annelies Kamp (Dublin City University, Ireland)

Teenage parents at school: moving beyond the signified

In this presentation I share recent writing directed toward a rethinking of the movement of young people who are still at school into parenthood and the role of schools in responding to that movement. My specific focus is on teenage mothers: the ‘teenage mother’ signifier is, by default, a negative one. Working with the academic literature on teenage parenting, Deleuzian concepts and empirical research undertaken in Australia, I look to trouble this signifier by focusing on teenage parents, and schools, through a lens of ‘becoming’. Becoming a parent, becoming-parent, is a very powerful threshold to cross (at whatever age it occurs). When the parenting threshold is crossed in the context of schools profound, enduring tensions are brought into play which challenge the limits of signifiers such as ‘school,’ ‘teacher,’ ‘school girl,’ ‘adult’ and ‘child’ – signifiers that are created and sustained by the habitual operation of what Massumi (1992) refers to as *The World As We Know It*. The paper, recently published in an international collection *A Critical Youth Studies for the 21st Century*, considers the possibility of a productive movement in our thinking around the ‘problem’ of teenage parents.

GROUP 1C – TUESDAY 23rd JUNE 11.45-13.00

Cynthia Boomkens and Judith Metz (Amsterdam University, Netherlands)

Girls work: A theoretical explanation

Background and purpose

Girls work is a gender specific way of working with girls and young women between the ages of 10-23 years within professional Youth Work that exists for almost an era. However, a method sustained with research-evidence is lacking. In previous research, we examined the tacit knowledge of girls workers, which resulted in the identification of nine methodic principles. In this study, we aim to develop a theoretical explanation in which these methodic principles are further explored.

Method

The concepts of agency, resilience and empowerment were derived from the grand theories of social work, which uses a strength-based approach. These concepts are applied within social work and gender studies to improve the position of youngsters, women or both. We elaborated and combined these concepts and compared them with both the goal of girls work and the nine methodic principles.

Results

The concept of Agency can be understood as the purpose of girls work. It is defined as: “the capacity of individuals to shape one’s own life, in relation with their own values and in alignment with their own social context”. In order to obtain agency, a girls worker should have knowledge of the protective and risk factors (resilience) influencing once life. It is notable that some of the protective factors match the methodic principles. The concept of empowerment explains the applicability of methodic principles as well. Empowerment is defined as: “a process, a mechanism by which people, organizations and communities gain mastery over their affairs” (Rappaport, 1987).

Conclusion and implications

The three concepts of agency, resilience and empowerment constitute a theoretical explanation for girls work. This is the second step towards developing a method of girls work that is sustained with research-evidence. However, further research is necessary to support the methodic principles with empirically.

GROUP 2A – TUESDAY 23rd JUNE 16.00-17.30

Maria McKenna and Ray'Von Jones (University of Notre Dame, USA)

Unpacking Privilege: Biographical Mapping as a Window into Understanding Social Justice Orientations and Pathways in Young Adults.

This paper highlights the various ways in which university students become aware of, and interested in, a deeper understanding of economic, cultural, and intellectual privilege, specifically, issues of race, power, privilege, culture, and identity within an American context. Little research has been done on the different ways in which individuals, specifically youth and young adults, come to count these issues as worthy of examination. As the field of youth studies develops more theoretical contexts for how children come to make sense of and navigate their physical and social realities this paper provides insight into varied trajectories eliciting care and attention to perspective taking and socially just adult orientations. This ongoing qualitative, phenomenological study conducted at a major private university in the Midwestern United States relies on biographical mapping, interviews, and focus groups of varied groups and individuals identified as having self-selected into activities and/or coursework related to understanding privilege. Preliminary findings indicate that students interested in understanding privilege and social justice issues at the college level have specific prior experiences, circumstances, environments, and/or self-identified dispositions which undergird their interest. These past experiences allow them to be open to understanding more deeply varied types of privilege and compel the young adults in the study to actively seek activities, course work, and relationships that assist them in their development. By tracing and outlining in detail those childhood experiences, environments, and circumstances which cultivate an ethic of care in individuals early on we have yet another road map for empowering parents, educators, and community leaders who seek to develop empathy, awareness, and advocacy in young people, and in particular young people of privilege.

GROUP 2A – TUESDAY 23rd JUNE 16.00-17.30

Siobhán McAlister and **Nicola Carr** (Queen's University Belfast, Northern Ireland)

Moving on? Young people's experiences of justice and transitions from custody

This presentation is based on findings from a qualitative longitudinal study exploring young people's entry into and transition from the Juvenile Justice Centre in Northern Ireland. Using a life-history approach we explore the routes into custody and the challenges of transition from custody from the perspectives of young people. The study sample is derived from the population of young people detained in the Juvenile Justice Centre in 2013 and 2014. The sample was selected on a purposive basis taking into account the heterogeneity of the population including gender, routes of admission, offences and home area. This study is ongoing and the data presented focuses on the challenges of transitions from custody and young people's experiences of justice both within formal systems and within their communities.

GROUP 2A – TUESDAY 23rd JUNE 16.00-17.30

Tim Corney (Victoria University and Queens College, University of Melbourne, Australia)

The pressures facing young people and professional youth work in Australia- advancing the human rights of young people

While professional youth workers work with diverse cohorts of young people, they have also sought to determine their own identity, value base and frames of practice apart from both the mission of their employers. There have been various attempts by governments and the youth sector to define professional youth work. However, in many ways youth work is defined by the diverse and complex young people who find themselves at its centre. ‘Youth’ as a sociological category is just as heterogeneous; it is a dynamic, ever- evolving social construction.

Youth work as an occupation has long been premised on the claim that most young people are disenfranchised from mainstream society, and are treated unequally because of their age (Seebach, 2008). Some young people are further marginalised by the social, political and economic contexts in which they live (Joseph, at all, 2002). It is the powerlessness associated with this social and political marginalisation that links youth work to social justice, human rights and, more broadly, to the concept of participation embedded in the idea of active citizenship (Chouhan 2009; Wood 2010).

In this paper I suggest that the practice of youth work is based in human rights, and that youth workers are advocates for, and enablers of, young people’s access to human rights and citizenship. I demonstrate the link between the practice of youth work and human rights by using the development of the *Victorian Youth Sector Code of Ethical Practice* as a case study.

GROUP 2A – TUESDAY 23rd JUNE 16.00-17.30

Tanja Kovacic (UNESCO Child and Family Research Centre, NUI Galway, Ireland)

Narratives of Risk, Coping and Resilience in the Context of Social Change: Generational Experiences with Growing Up in Socialist and Post-socialist Slovenia

Slovenia has undergone radical changes in the last 20 years. The socio-political transformation has visibly changed the conditions in which new Slovenian generations have grown up. Ule (2012, p. 29) claims that in socialism recognised as a privileged societal group, youth has become the weakest link in transitional Slovenia. Recent developments in resilience research recognise the importance of a social context on the development of risk and coping strategies (Ungar, 2008, Bottrell, 2010). However, how different social contexts influence young people's perceptions of risk and coping, particularly referring to challenges linked with transitions to adulthood, remains unexplored.

This paper discusses the link between youth perceptions of risk, coping and resilience in diverse socio-political contexts in Slovenia (socialism in the 1980s, transition to post-socialism in 1990s and post-socialism in 2000s). Semi-structured interviews with 20 people were conducted to explore generational experiences with risk and coping when growing up. Youth constructed their stories around transitions to adulthood and discussed their experiences with provision of social support, youth civic engagement and state provided opportunities during transitions. Findings show that diverse socio-political contexts have a major impact on youth perceptions of transitions as risky. Despite several differences between generations, this research shows that all three groups of youth connect ideas of risk and coping with state provided opportunities, such as provision of welfare security, access to jobs and lodgings. This paper shows that wider socio-political systems have a major impact on people's perceptions of risk and coping which has strong implications for future debate on youth resilience.

GROUP 2B – TUESDAY 23rd JUNE 16.00-17.30

Gary Pollock and Mark Ellison (Manchester Metropolitan University, England)

Young People's Understandings of Contemporary Politics: Trust, Representation and Barriers to Participation

Over the last twenty years voter turnout in elections at both national and European levels has fallen. This, together with a decline in the perception of political efficacy, has been argued to have resulted in a democratic deficit (Norris, 2011). Drawing on original data from fourteen European countries as part of the MYPLACE (Memory, Youth, Political Legacy and Civic Engagement) project we explore young people's understanding of contemporary politics. Our research demonstrates that, although explanations often demand an understanding of local issues, there are nevertheless strong regional patterns in evidence across Europe. In general, young people are interested in politics and political issues and regularly engage in non-electoral forms of participation and civic engagement. Young people tend to support democracy as a system, stating that voting and being politically active are the most effective forms of influencing politics, but for many young people they feel that the experience of their current political system is not working well for them. Barriers to participation are the perceived lack of interest politicians have in young people, low levels of trust in political institutions and high levels of cynicism towards politics, politicians and the political system. Arguably, these factors contribute to non-electoral political participation and civic engagement which does not translate into similar levels of engagement with formal politics and the political system.

Keywords: politics, young people, democracy, participation, efficacy

GROUP 2B – TUESDAY 23rd JUNE 16.00-17.30

Marti Taru (Tallinn University, Estonia)

Youth activism and active citizenship in four European Union countries

In the European Union active citizenship denotes a relationship between state and individual whereby the state has the task of assuring equal rights, not well-being. While some decades ago it was believed that the state should take the responsibility of assuring its citizens' well-being (T.H. Marshall's social citizenship), nowadays it is believed that individuals' autonomy and activism should have a more prominent role in well-being. In terms of welfare regime, emphasis has shifted from social welfare state to social investment state.

The perspective of active citizenship raises questions about how large a share of young people is socially and politically active and how is involvement in different activities correlated. Is activism predominantly cumulative with relatively few being relatively active or, instead, are relatively many involved in a relatively few activities?

The presentation explores youth activism patterns in four post-socialist countries, now members of the EU: Estonia, Latvia, Slovakia, Croatia. The analysis is based on survey data collected in project MYPLACE. The data contain a rich set of activism indicators which were collected in two contrasting locations in each country. For establishing youth activism patterns, cluster analysis was used. Empirical findings are discussed in the framework of active citizenship. Analysis results show a small fraction of youth being active but majority being inactive – a pattern which is not easily compatible with the active citizenship model.

GROUP 2B – TUESDAY 23rd JUNE 16.00-17.30

Helena Helve (University of Tampere, Finland)

Youth and citizenship: Changing value groups and citizenship types of Finnish young people

Modern theories of citizenship have tried to find ideal types of citizenship (e.g. Frazer & Emler, 1997; Turner, 1993). Citizenship is a concept that relates to an individual's direct relationship with the state, and also to a wide range of voluntary bodies, independent associations, and other individual citizens. Participation by youth citizens in intercultural dialogue through structured co-operation with civil society is fundamental to creating an identity and belonging to the community. The importance of developing active citizenship means respect for cultural diversity and the common values. Youth identity development as citizenship formation is closely connected with the socialization process, or the process of becoming a part of the community by learning its norms, customs, and traditions. Utilizing theoretical discussions of social capital, identity, and action competence, this paper examines citizenship and its relationship with societal values, formal and non-formal education, and youth work. The analysis is based on four comparative follow-up studies on value changes amongst Finnish youth between 1989, 1992, 1996 and 2011. The citizenship values of young people seem partly to be formed in the process of dialogic interaction with peers (online or offline) and media. Behind different value structures, the citizenship types of egalitarian, cosmopolitan, ecological, cynical, authoritarian, ethno-national and neo-liberal were identified with their own belief systems and doctrines. These variances were also seen as affected by gender and education level. The study ultimately reveals an observable decline in post-materialist values among young Finns during the last economic recession, and that economic scarcity could be seen as nurturing hard, materialistic values despite difficulties of categorizing youth citizenship types outright.

GROUP 2B – TUESDAY 23rd JUNE 16.00-17.30

Sofia Laine (Finnish Youth Research Network)

Tunisian (School of) Politics on the Move. Transnational ethnography of change, transformations and mobility

Tunisian School of Politics (TSoP) is a joint programme in cooperation with Demo Finland, Netherlands Institute for Multiparty Democracy (NIMD), Bulgarian School of Politics and Centre des Études Méditerranées (CEMI) to train Tunisian young politicians already active in political parties. It was set up one year after the 2011 Tunisian revolution in order to give education on democracy issues and to provide necessary skills and tools to influence political decision-making in a more effective manner. After the revolution Tunisia has seen continuous party mergers and splits, not to forget to mention the two political leaders' assassinations. The TSoP tries to strengthen inclusive democracy and youth participation in politics in Tunisia and to increase their capacity and skills by establishing a cross-party training that encourages constructive engagement and communication between different political parties. This paper focuses on these young politicians from the perspectives of change and mobility – many of them interviewed in the train in Finland 2013 and 2014 during their study trip hosted by Demo Finland. Other fieldwork localisations include the National Assembly and party offices in Tunis as well as Demo Finland's office in Helsinki. In this article I look how these young people see the transformation of Tunisia after the revolution, and what kind of changes TSoP enables to the politically active youth. I'm also curious to reflect what new information their and ethnographer's mobility between Tunisia and Finland brings to the study, i.e. what are the potentials and challenges of "the movement" in the transnational ethnography. And what kind of knowledge the research provides to the field of Euro-Mediterranean youth co-operation.

GROUP 2C – TUESDAY 23rd JUNE 16.00-17.30

Arno Heimgartner and **Natalia Waechter** (University of Graz, Austria)

Developments in Open Youth Work in Austria

Our presentation provides an overview of the current developments in Austrian open youth work and thereby wants to link theoretical discussions with practical work. The scientific discussion of child and youth work addresses the social environments of children and young people, youth information and counselling, the protection of children and young people, prevention of multiple risks and children's rights, but concerns also sociocultural and creative possibilities, political and social participation, as well as questions regarding occupational careers. Furthermore, open youth work is, above all, characterized by the principle of independence which refers to the concepts of voluntariness, migration sensitivity, gender reflexivity, participation, and access to social space (Heimgartner 2009, 2011). Ideally, this makes youth work a democratic-constructive area of society. Also the classical theories of child and youth work have already emphasized social-integrative, emancipatory and experience-related aspects (Thole 2000). We will show how Austrian open youth work applies these theoretical concepts in different thematic fields (such as sexuality, culture, art, media, music, power, drugs, health, migration, occupation) by using a variety of methods like open space, counselling, events, projects, and outreach work. Furthermore, we will illustrate the dynamics of development by local Austrian projects of youth work.

GROUP 2C – TUESDAY 23rd JUNE 16.00-17.30

Aurelie Mary (University of Tampere, Finland)

Bridging the gap: incentives to establish cooperation between youth workers and youth researchers

On the one hand, youth researchers examine the societal structure and the impacts societal fluctuations bear on the youth. However, they do not investigate such effects on specific individuals at the practical level. On the other hand, youth workers deal with individuals through face-to-face interaction, and are aware of contemporary phenomena touching the youth. However, they do not necessarily have the expertise to interpret and link those issues to wider societal transformations.

Both youth researchers and youth workers work with the same target group – young people, and seek solutions to assist the youth. Nevertheless, a link is missing between the two institutions. They rarely communicate, exchange information or engage in cooperative work. Both are experts in their own sector, as well as a source of knowledge, and could easily collaborate in order to find solutions to support the youth more adequately.

This presentation is based on an on-going empirical project conducted in Finland. It investigates the various perspectives youth workers share on what being young today implies, but also touches upon the standpoint of youth workers towards academic youth research. The study also involves youth researchers and examines their viewpoints on youth, youth work and the dissemination of study results. Four workshops are conducted: two with youth workers from two different Finnish municipalities; one with youth researchers; and one bringing the participants from the three previous workshops together. The study involves about 25 participants.

The aim of the project is twofold: 1) to encourage more communication and future collaboration between youth workers and youth researchers; 2) to consider future possibilities for youth research.

Keywords: bridge-project; youth workers and youth researchers' cooperation

GROUP 2C – TUESDAY 23rd JUNE 16.00-17.30

Eeva Sinisalo-Juha (University of Tampere, Finland)

Any Role for Youth Work? Working for the Youth's Identity and Moral Development

The starting point of my study is in youth work, and its informal educational methods. This is based on my 30 year long experience as a youth worker as well my academic studies of youth work. I have been clarifying how the youth's identity and moral development will be nurtured e.g. according to Erikson's theory of identity, the theories of the neo-Eriksonians, Kohlberg's theory of the moral development and theories of the neo-Kohlbergians. The research material consists of articles that have been published in the international refereed publications, *Identity: An International Journal of Theory and Research*, and *Journal of Moral Education*, as well the classics of the field. The research method is content analysis and this part of my research is theoretical. During this postmodern time, the period of adolescence has been lengthening. It has influenced the idea of adolescence. The young people have special needs and we as educators have to be aware and able to understand and to support the identity and moral developing process. It is not a question of money, it is a question of competency. In my study, I have noticed that youth work can nurture the youth's identity and moral development. The characteristics of this informal education are presence, reflection, dialogue and trust, feedback given to the youth, as well as reflection on it. Group activities and nurturing of both social skills and ability to take care have also shown to be important, while working for identity and moral developing. My focus is in the concept of youth work: to find professional tools to be used in professional youth work. Key words: youth work, moral development, identity development, informal education

GROUP 2C – TUESDAY 23rd JUNE 16.00-17.30

Judith Metz, Kamiel Koops, and Jolanda Sonneveld (Amsterdam University, Netherlands)

Bridge to change? Youth Organizing as method of professional youth work

Background and purpose.

As a result of the economic crisis combined with shifting ideas about welfare state, professional youth work in the Netherlands is only funded when their target group, youth from deprived neighbourhoods, participate in the provision of youth work. In reaction to this, youth workers start with bottom up development of a new method: Youth Organizing. The aim of Youth Organizing is to enlarge the participation of young people in society. This through the invitation, activation, motivation and support of youth to develop ideas, take initiatives and organize action. The central question of this paper is: in what way and with what results does youth organizing contributes to the empowerment of young people?

Method

The paper is based on a mixed method design of literature review, document analyses, observations, in depth interviews with youth workers (21), questionnaires (38 with youth that participate and 81 with youth that do not) and registrations. 25 students in six professional Youth Work settings collected data from six different youth work organisations in Amsterdam, Zaandam and Haarlem, the Netherlands. The analysis is done both by student and researchers. The outcomes of the research were validated in six focus group with youth workers, lecturers, students and researchers.

Results

The preliminary results of this research are the identification of five methodic steps and five method principles as well as an indication of the impact of youth organizing on the personal and social development of youth that participated in the youth organizing projects.

Conclusion and implications

Youth Organizing as a method seems to strengthen the participation of youth, this inclusive youth living in deprived neighbourhoods. Also it becomes visible that actual youth participation is still a matter of gradation. Both features of youth and the acting of youth workers cause this.

GROUP 3A – WEDNESDAY 24th JUNE 12.00-13.30

Carsten Yndigejn (University of Southern Denmark)

Shaping Europe -Youth on the Move: A case study of student mobility

International student mobility has developed rapidly in the recent decades fostered by European Union mobility programmes and international university exchange agreements. This phenomenon runs parallel with an increase in general global mobility. Thereby, a European elite is emerging, and an expectation is that it will develop European identity and – following Mannheim's theory of generational change – form the mental basis for changing Europe through collaborative integration.

The aim of the paper is in a case study on the societal micro level to analyse how international students reflect on European identity and their role as youth on the move. The key issue to be addressed is whether the international students form new values and priorities that indicate that a new European generation is in the making.

The paper builds on data from qualitative interview studies that have been conducted among a group of international full degree students at a Danish university, and a group of foreign exchange students at a Swedish university.

The paper will put the analysis in perspective by discussing the value clash between Europeanised youth elite and restorative locals, drawing on Merton's distinction between locals and cosmopolitans and later contributions by among others Bauman, Favell and Fligstein, as well as the rich literature on emerging.

Keywords: international student mobility, European identity, qualitative interview studies, Europeanised youth elite, populism

GROUP 3A – WEDNESDAY 24th JUNE 12.00-13.30

Kristin Brogan (Institute of Technology Tralee, Ireland)

The Stay Abroad Experience: A Study of possible transformation of attitudes and identity while being abroad.

This study investigates the possible benefits of the Study Abroad programme in relation to language proficiency development and cultural learning. In total, 143 students participated in this research from seven third level Irish universities who all studied German as part of their degree.

A combination of factors (linguistic, inter-cultural, personal and socio-cultural) is exploited in the elicitation and analysis of data. The author has enquired systematically into the factors that may positively advance cultural learning. Data from students who went abroad is compared with a control group. However cultural learning not only means learning about the other culture but also about one's own. The findings on attitude and identity changes are included in this presentation. Is it a myth that students gain and are able to transform when spending time abroad as part of their study?

The study includes a literature summary of language acquisition and intercultural communication during the SA. The methodology of this research is both qualitative and quantitative and the specific assessments instruments are discussed. This research includes questionnaires, interviews in English, and German aural and oral tests in order to measure any difference before and after the residence abroad.

The findings clearly show that not all students improve their language proficiency nor are able to move beyond a stereotypical view of the host country. Self-confidence as a language speaker and "outsider" while abroad are important factors for successful learning. The study shows educators must assist learners to become more aware of how to make the implicit learning of the year abroad more explicit. Despite the fact that not all students improve, there is plenty of evidence about self-discoveries and increased awareness about their own culture and the majority of them evaluated the SA experience positively and would like to return to the host country in the future.

Keywords: attitudes, identity, intercultural learning, study abroad and internationalisation

GROUP 3A – WEDNESDAY 24th JUNE 12.00-13.30

Valentina Cuzzocrea (University of Cagliari, Italy)

Youth staying still: imagining a future in the medical profession as a middle class aspiration

In the context of the ‘iFuture’ research project, 341 18-year-old Sardinian students were asked to write an essay in which they imagined themselves at 90 and described what their futures (in the past) would look like. The future is here located within an ‘ethics of possibility’ (Appadurai 2013), and imagination conceived as the ability to tell a story which is not yet there, expressing the effort to foreshadow possible paths that are considered to be worthy for oneself and for others.

Generally, Sardinia is seen as a very difficult context in which to settle down, to the point that approximately 78% of the students imagine to leave. This paper focuses on one of the narrative strategy to imagine oneself making it through, which is imagining oneself in the medical profession. The interest in medicine, very pervasive especially among students with middle class background, opens up interesting views on what this path may represent for young people. They refer to it as a solid professional path, one which is kept safe from the uncertainty of the labour market due to a clear vocation; also, as a path embedded with values and care-centred, which again makes it ‘look good’; finally, as a path which one can fill in with adventures and romance as in many TV serials dedicated to doctors’ lives and hospitals, which makes it an appealing choice.

However, while these elements may make medicine an easier path to imagine than others, beyond apparently convincing arguments for the endorsement of this choice, I argue that a career in medicine is first of all a narrative which symbolizes the desire to adhere to middle class values and statuses, and above all to maintain the prerogatives that belonging to such a social stratum promises to ensure. Therefore, these students are not youth on the move, but rather youth aspiring to stay still. The focus on the self and the absence of collective projects endorse this view and make medicine a relevant perspective to discuss more general issue of youth social mobility.

GROUP 3B – WEDNESDAY 24th JUNE 12.00-13.30

Manfred Zentner (Institut für Jugendkulturforschung, Vienna, Austria), **Verica Pavic Zentner** (Center for Ethics, Law and Applied Philosophy, Belgrade, Serbia) and **Gazela Pudar Drasko** (University of Belgrade, Serbia)

Wind in the Sails: European youth mobility programs and policy - comparative study

The study is about EU and European youth mobility programs and policy including and not concluding with Erasmus+, with the focus on youth exchange, students and pupils mobility. The goal of the study is to give a structured, comprehensive overview of European international programs and policies, language zone programs and policies, and youth mobility supporting programs and policies within specific countries. The study includes comparative case studies between selected countries, taking the development of youth policy in the countries, and the differences in solutions offered to young people in regards of those policies and programs. The main objective is showing the examples of good practices using implemented programs' elements analysis, allowing a clear input of which elements of the practices are adequate for wider implementation, and which as a contrast are not, although applied and successful in a certain region, language zone, country, or a region specific for its financial development. An example of specifics that need to be clarified in order to approach the youth mobility topic include within the country mobility, and programs aimed at it, as is in Germany or France, or the language zone youth mobility, thus involving parts of Belgium, parts of Switzerland, some parts of Italy, and Austria in addition to Germany, or the specific cases of Eastern European countries, for their geopolitical commonalities. It is also important to be aware of the channels that are informally supporting youth mobility, and that being the last of the study objectives.

Keywords: youth mobility, youth policy, formal youth mobility program, informal youth mobility support

GROUP 3B – WEDNESDAY 24th JUNE 12.00-13.30

Trudi Cooper (Edith Cowan University, Joondalup, Australia) and **Jen Couch** (Australian Catholic University, Melbourne, Australia)

Youth migration in Australia - contrasting discourses and policy responses

Historically, youth migration has occurred in response to different impulses: adventure; new opportunities; war, threat of violence or starvation; perceived lack of opportunity in the migrant's native environment; or force. Young people and young adults have been the population cohort most willing and able to migrate. Mass migration of young people has effects on both the countries and communities they leave and the countries and communities they enter. This paper explores the similarities and differences in circumstances faced by young people; the different discourses about youth migration in Australia; and the different Australian policy responses. The presentation will compare the discourse and policy responses to

1. Young people on working holiday visas
2. Young people who migrate as part of a family unit
3. Young people who arrive as Humanitarian migration
4. Young unaccompanied 'maritime migrants'
5. Internal migration (from remote communities) –young people from Indigenous community who migrate from remote communities to regional and metropolitan areas

GROUP 3B – WEDNESDAY 24th JUNE 12.00-13.30

Ndukaeze Nwabueze (University of Lagos) and **Iyabode Omolara Daniel** (National Open University of Nigeria)

Implications of the ICT revolution for youth transition into responsible adulthood in Lagos

The location of the study is metropolitan Lagos. The subjects of the investigation are male and female university graduates within the youth age category. The purpose is to underscore the significance of ICT skills in the determination of socially responsible living among youth. National unemployment rate in Nigeria is 26%, 40% among university graduates. Unemployment/ delayed entry into gainful employment are direct correlates of delayed movement of youth into responsible adulthood. Lack of regular income leads to inability to meet social expectations such as marriage and starting a family, setting up own business, accumulating wealth, supporting less endowed relatives, friends and community members, and aspiration to diverse socially valued responsible roles. A survey of 1000 graduates (500 employed and 500 unemployed) reveals the centrality of ICT knowledge and skills to securing employment and to accelerating transition to adulthood. Those that possess adequate functional ICT skills and likable attitude to it tend to experience less difficulty in securing employment as well as less delay in transiting into responsible adult life. The study however found a general low level of functional ICT skills among graduates as well as wide-spread negative orientation toward ICT particularly among those educated in the liberal arts. Thus, in order to deal with the twin problems of youth unemployment and delayed transition to adulthood, the study concludes on the imperative of general curriculum review in Nigerian universities in order to imbue graduates irrespective of area of specialization, with positive ICT attitude and functional ICT knowledge and skills while in the university.

Keywords: ICT revolution, adaptation, transition to adulthood, youth unemployment, curriculum obsolescence

GROUP 3C – WEDNESDAY 24th JUNE 12.00-13.30

Airi-Alina Allaste (Tallinn University, Estonia)

Youth activism: from organisations to internet

Youth activism today is partly perceived to have transitioned into spheres of everyday activity that have previously not been considered ‘political’ in the conventional sense of the term. In this paper, I go in a way back to Carol Hanish’s statement from the 70s and claim that personal is political, by using the contemporary approaches such as everyday maker and subactivism. The Internet facilitates communication and enables easy access to information, so personal matters, interest and beliefs are more easily connected to making sense of society and politics. On the other hand, recent debate about social participation on the Internet asks if it should be seen as virtual activism or rather slactivism, perceived as behaviour that makes activists feel good rather than addresses political matters and the decreasing level of (offline) participation. However, the key challenge here is how the participation is defined.

An in-depth micro-level analysis is based mostly on interviews (60) with young people from Estonia, contextualized with data from other European countries. According to MYPLACE survey in Estonia the number of young people who spend time in internet is relatively higher than in neighboring countries – while conventional participation and intentional grassroots activism was lower than in other countries, especially Finland and Denmark, the online activism was roughly on the same level. The question here is, whether in a Post Soviet country like Estonia, where civic engagement is low and ‘activism’ has a negative connotation we could neglect definition which kind of effect Internet activity has on political participation with successful goals and consider signing petitions, sharing, commenting and ‘liking’ as something that can be seen as ‘gateway activism’, which will lead new generations of people towards participation.

GROUP 3C – WEDNESDAY 24th JUNE 12.00-13.30

Amy Aileen Donovan (University of California, USA)

Travelling with my Roaddawgz: Using Mobile Technologies to Collaborate with Youth on the Move

In America, they call themselves Hobo Kids, Travelling Kids, and Street Kids, and refer to their closest companions as “Roaddawgz”. Although many acknowledge that they are homeless, “Hungry, Tired, and Broke”, they seldom use terms like homeless youth, throwaway youth, or runaways. Operating at the nexus of social research, geography, the documentary arts, and public health, the Youth Trek project worked with homeless youth as full research collaborators for periods of between 6-months and 2-years, utilizing smart phones and mobile technologies to document their lives and travels. Young people in the Youth Trek study did “travelogueing” –creating personalized captioned maps, documenting their travel routes through geo-tracking and recording geo-narratives, testimony about their location-related experiences through in-person and telephone interviews. As they travelled, they took documentary photographs. Adding a reflective and analytic dimension to the depiction of travel experiences, youth co-crafted photo essays with the researcher, drawing on a longitudinal history and an iterative dialogic process over time. Youth participants offered a critical assessment of legislation criminalizing panhandling, hitchhiking, and sleeping in public places such as sidewalks and parks, even as they confronted police enforcement. As health problems arose, they reported on successes, partial-successes, and failures to secure needed healthcare. When they encountered, and sometimes participated in political activism in the form of the Occupy Movement, they described its impact on their efforts to secure basic resources. Although the US Congress has designated homeless youth as an underserved group, with approximately 1.3-2.8 million nationwide, their needs remain unmet. While it is acknowledged that homeless youth are a highly mobile population, difficult to reach and often lost to care, little is known about their routes of travel, destination locations, and first person perspectives. The Youth Trek Project piloted a research program, modelling mobile strategies to carry out participatory research with youth on move.

GROUP 3C – WEDNESDAY 24th JUNE 12.00-13.30

Aparna Tiwari and Vinod Chandra (JNPG College, Lucknow University, India)

Use and abuse of Internet and Mobile Phones: A study of digitally connected Indian youth

The growth of Information and Communication Technology (ICT) in India has touched its height and India becomes third largest users of Internet and mobile phones after China and the US. As per an estimate the Internet and mobile phone users in India are expected to grow to 354 million by June 2015. According to a report by the Internet and Mobile Association of India (IAMAI) and IMRB International, the number of Internet users in India is expected to grow 32 per cent to 302 million by the end of 2014. About 119 million users access the Internet on mobile devices in urban India, while rural mobile Internet user base stood at 40 million in October 2014. Among these mobile and internet users youth and adolescents are in sizeable numbers. Similar to the US Government's and British Government's policy, the Indian Government also promotes digitalization in schools, colleges and universities at various levels to connect younger people in the information society and to enjoy the benefits of technological developments. The Government of Uttar Pradesh has distributed free laptops to all class 12th pass outs in the year 2013. Both the State and Indian society are trying to engage digital technology for social exclusion of young people. This is defiantly a progressive sign for a developing society like India. However, these digital technologies are affection the social behaviour of young people in many ways. Positive side of digital connection is apprised by the society at large on many occasions but at the same time researchers have also pointed out the ill- effects of these technologies too. If the mobile phone and internet is seen as a powerful tool to connect and include young people to the wider global information come knowledge society than the nuances of these technologies is also a cause of concern.

The present paper examines the nature of use of mobile phones and internet among college going youth of age 14- 17 years in Lucknow city. The main research questions are: Whether the social networking habit is growing among college going youth? And what is the impact of digital technologies on social behaviour of college going youth? The paper also tries to examine the level of misuse of excessive digital connectivity with special reference to cyber crime related issues e.g. hacking, phishing, stalking, email spoofing, identity theft, etc.

GROUP 3C – WEDNESDAY 24th JUNE 12.00-13.30

Vinod Chandra (JNPG College, Lucknow University, India)

Digital Indian Youth: Caught between the 'virtual' and 'real' space

The current upsurge of information and digital technology and its expanding impact on life of youth and children has changed the fabric of social relationships. Youth and children today have integrated digital technology seamlessly into their lives. Youth are moving freely in cyberspace and interacting with other people especially with their peer group across the public (in education and in employment) and private (in family and in friend circles) spaces. Digital technology permeates every aspect of young people's life. Portable gaming, cell phones, and various latest applications in it, Laptops and Tablets have gradually become the life style of youth. For most of young people, navigating the internet, are using the internet for booking of cinema tickets, for ordering of fast food from the outlets of popular eating joints, for downloading videos and music on i-pod from youtube etc, or multitasking with a mobile phone have become integral part of their life. These technologies are so penetrating that they have started reshaping the design of relations of youth with their parents, friends, teachers and even with their partners.

The influence of digital technologies in young people's lives is generally noticed in five dimensions: education, family, leisure time, politics and employment. Youth are encircled between the real world and the virtual world. Children are born and brought up in a real world and they experience the relationship in the real world but as they grow and move to the late childhood and adolescent period they have been introduced in altogether different world through various digital technologies. The internet and the other modern modes of communication through information technology introduce the virtual set of relationship in imaginary world or sometimes non-existent world. By the time children move to their youth age they start making a strong relationship through various gadgets of information technology in the virtual world. The present paper is a sociological investigation on the basis of qualitative data gathered in a research project entitled "Digital Indian Youth: Rising Aspiration and Available Opportunities" undertaken by the Circle of Child and Youth Research Cooperation in India. It tries to examine how Indian youth shift from 'real' social space to 'virtual' space through information technology. What are the possible dimensions of influence of digital technologies on the lives of Indian youth? Finally, the paper will also try to develop an argument that the conventional forms of relationships of youth in Indian society has changed in the recent past due to the digitalisation of social world.

GROUP 3D – WEDNESDAY 24th JUNE 12.00-13.30

Carlo Genova (University of Turin, Italy)

Titolo: Space-seeing and place-making in new urban sports. Exploring the city by skateboard and parkour

Several innovative sport practices, developed since the 1960s (such as skateboard, surf, windsurf, and later snowboard, parkour, boulder, bmx) have been, and often still are, at the core of different youth cultures. One of the main distinguishing traits between traditional sports and these new practices has been the relationship with space: new sports are often practised in barely-furnished spaces, which, for the most part, have neither been created for these practices nor are they exclusively reserved to them. The aim of this paper is, therefore, an in-depth analysis of the relationship with space developed by these new sports' young practitioners, in particular focussing on new urban sports, based on two case studies: parkour and skateboard.

Incorporating research literature and original research data collected by the author, the paper will analyse representations and uses of space, focussing on the spots issue. Spots are the micro-places where these new sports practices take place, cognitively and bodily "built" by practitioners through exploration, resignification and utilisation processes of urban space. The results of the spots construction processes are real individual and participatory mapping processes (which are also aided by new technologies such as photo/video digital cameras, online cartography software and gps hardware) as well as the emergence of innovative processes of identification with the territory, of construction of new collective identities and of interaction with institutional actors who manage this territory. Thus at the core of the spots analysis will be the different relationships with urban space that these sports allow youth to develop. The hypothesis is that these practices support, and sometimes stimulate, youth to acquire different and better knowledge of their urban territory, new representations of it and new ways of using it and being (an active) part of it.

GROUP 3D – WEDNESDAY 24th JUNE 12.00-13.30

Margot Mecca (Universitat Autònoma de Barcelona, Catalonia, Spain)

Discovering nightlife: mixing qualitative and visual methodologies to explore and communicate young people's experience of nightlife

My research project aims at investigating the socio-spatial practices related to nightlife of young girls and boys in the transition from childhood to adolescence: starting to go out in the evening is a crucial turning point from which a new experience of urban space and an autonomous social life arise.

Nightlife means a lot for teenagers: it is an opportunity for emancipating from childhood and from family control, for developing new social networks and independent lifestyles. Fieldwork takes place in two neighborhoods of Barcelona (Spain), Poble Nou and Sarrià.

My research uses qualitative methodology (observation, focus groups, interviews, participatory walks etc.) but also tries to test the use of new interactive audiovisual formats in research. Interactive documentary, or web documentary, is a multimedia platform for non-linear storytelling, combining different materials (audio, video, photos, maps, texts etc.) in an interactive way. Until now web doc has been mainly used in journalism, activism and cinema, but I do think that it could be of interest for social researchers too, both as a participation and as a dissemination tool. In particular I believe it could be a stimulating tool for young people taking part in social research, as it represents an opportunity to exploit and develop their technological skills.

A part of my fieldwork consists in engaging a group of young participants in the creation of an interactive documentary about their experiences of nightlife; after a series of focus groups and participatory walks to explore the theme, they will develop an interactive documentary choosing what to represent and how to represent it, selecting and producing the contents for their project.

In my communication I will analyse the fieldwork experience and the web documentaries produced by the young participants, trying to understand the pros and cons of this tool and its potential use in social research with young people.

GROUP 3D – WEDNESDAY 24th JUNE 12.00-13.30

Lejla Mušić (Sarajevo University, Bosnia)

Youth and migration in contemporary cyber world

Youth sociology represents one of the most important disciplines that analyses the Youth problems in general, specially focusing to Youth migration. Authors in different fields, in discipline of Youth sociology, have already started to publish series and books on migration, and problems of identities, such as problems of Young Arab women, Chinese women, Latinas, etc. The most important global crisis in the world, according the global risks report, from 2013 are rising religious fanaticism (12.3%), and cybercrimes. Militarization of space, massive digital misinformation, diffusions of weapon of mass destruction, terrorism, rising religious fanaticism, nationalism, and religious conflicts in global world, are problems that represent main obstacle to adolescents, female and male in world. In present Bosnia and Herzegovina, facing with the problems of aftermath of war such as genocide of Bosniacs, transition, repatriarchalisation, retraditionalisation and violence over female as a result of war trauma, unemployment of Youth over 44%, young people usually decide to leave their home country, in pursuit of their own better life conditions. Cybernetics in contemporary world, involves greater advancements in gender equality, involves transgender education and more freedom, for different forms of youth femininities and masculinities. According the Global risks report, the cybercrimes are raising among the Youth population, involving the dangerous consequences of communications on the internet conducted by cyber maniacs, and pathological behavior and violence, in formation of online predator myth (Hassinof 2014). According to radical feminist approach to the concept of consent, the sexual violence and pathological violence involves all behaviors that do not involve consent. The gender studies of contemporary age had raised question on forbidding the violence, over the female and male adolescent.

Keywords: adolescents, on line predator myth, pathologization of violence, consent, radical feminism