

understanding

TOEGDEN

**Social
exclusion**

as a learning process

Acknowledgements

This report is a summary of a unique project of action-research by excluded young people within the partner municipalities of Malmö (Sweden), Newcastle upon Tyne / Gateshead (UK) and Rotterdam (Netherlands).

It was written and edited by Michael Crilly, with contributions from Gerard Oude Engberink, Lorraine Johnston, Linda Jönsson, Mark Lemon, Leon Maurice, Ali Madanipour and George Taylor, however all omissions and errors are the fault of the editor.

Contributors also wish to thank Ray Dodd, Peter Enggård, Malcolm Graham, Britt-Lis Jarl, Brent Kilmurray, Rob MacDonald, Jessica Persson, Keith Taylor, Tegelhuset, Charlotte Unosson, Geoff Walker, Trevor Wren and Tony Wyatt, as well as all of the youth researchers working in each of the partner municipalities.

This work was undertaken as part of the 'Understanding Social Exclusion as a Learning Process' project, part-funded by the European Commission budget line B3-4105 Preparatory Actions to Combat and Prevent Social Exclusion (Ref: VS/2000/0791).

The views expressed in this report do not necessarily reflect those of the partner organisations; Newcastle City Council, Enterprise, Environment and Culture Directorate; Gateshead Council, Chief Executive's Directorate; Rosengård SDF (Rosengård City District), Malmö; City of Rotterdam, Department of Social Affairs and Employment.

(Newcastle City Council, Newcastle upon Tyne 2003).

Contents	page		page
Introduction	4	Professional Reflection	79
Research Strategy	7	Identification of emerging cross-cutting issues of specific relevance to trans-national work	
Chronology of action-research		Identification of the limitations over data-defined poverty and exclusion	
Development of Research Strategy		Limitations of the 'system'	
Self Research	15	Development of a comparative framework for qualitative data	
Recruitment and selection of reserachers		Iterative policy development	
Advertisimg through Informal approaches		Paradoxes and contradictions	
Selection Interview		Integrative methods and systemic thinking	
Induction		Trans-national Dissemination	92
Training in Research Methods		References	99
Problems of adjustment to work and group working		Appendices	107
Lifestyles, attitudes and interpersonal relations		A Programme of Trans-national Activities.	
Group Domination, Aggressive behaviour and Temper tantrums		B Independent Evaluation	
Group working		C Data handling Strategy	
Group Trust		D Record of internal review exercises	
Reflection on Group Conflict			
'Job-hunting' and Exit Strategy			
Personal accounts of Social Exclusion			
Results of Self-research			
Peer Research	59		

Introduction

How we understand society and the range of information and knowledge used as the basis for this understanding is the departure point for any social policy response.

A trans-national partnership of cities (Newcastle/Gateshead; Rotterdam, Malmö) have been funded by the European Commission to undertake this 'preparatory action to combat social exclusion' and to address some of the underlying questions of how we can better understand social change, youth exclusion and thus, ultimately seek to have better policy responses to combating exclusion.

The aim of the 'Understanding Social Exclusion as a Learning Process' project was to test new and collaborative means of improving our collective understanding of social systems within a series of European case studies examining urban youth. The basis for this work was the acceptance of a number of important principles and the willingness to challenge some existing approaches to engagement with and understanding of excluded youth.

The most important of these underlying ideas is that we should be able to learn from the experiences, attitudes and values of individuals whom governmental organisations have defined as 'excluded'.

The term 'social exclusion' is invariably described by policy makers rather than excluded young people. These descriptions have a strong bias towards quantitative information in order to define and combat the forces and processes behind youth exclusion. Yet the definition of 'excluded' and the selection of indicators used to describe and explain the processes of exclusion traditionally remain within the editorial control of those who are detached from excluded groups. They are detached by profession and training, by their living environment, their age, experiential

history, social networks and most significantly by social attitudes and personal motivations.

There is often a political, moral or ideological bias within decision-making individuals and organisations that can cause exclusion processes to be understood from such a limited perspective. This bias can be in the process of consultation, editorial control of the definitions and understanding of social exclusion and ultimately the political definition of problems and 'joined-up solutions' proposed by central and local government agencies (*Children and Young People's Unit 2001*).

This creates a partial and thematic understanding of the processes of exclusion (which are dominated by negative connotations) and the corresponding responses to be simplistic and generic. Many of the well-motivated policy responses are ineffective in dealing with the processes of exclusion, particularly with youth, because they are part of this culture of 'institutionalised exclusion'.

Yet, the starting point for addressing youth exclusion is to develop a holistic understanding of the process and experiences, both positive and negative, that (i) does not pass ethical judgement on these experiences; (ii) is open-ended in its approach to the scope of exclusion; and (iii) maintains the diversity and detail of individual experiences. In short, we should seek to better understand the processes of exclusion rather than seek simplified 'solutions' to politically defined problems.

This report describes the experiences of youth researchers who were recruited on the basis of their own personal background of exclusion, with individual experiences that include homelessness, drug addiction, poor education, teenage pregnancy, asylum seeking, unstable family backgrounds and involvement with the

criminal justice system. They are 'experts' who are able to provide a unique and complementary experience to academic social anthropological and policy perspectives. Their combined research experiences demonstrate the value and authenticity of personal youth networks. It also shows how trust and rapport with other youth can help gather detailed personal histories of social exclusion.

Report structure

The report is structured around the three complementary and parallel approaches to action-research seeking to record and understand the experiences of excluded youth. These are (i) self-research; (ii) peer-research; and (iii) professional / anthropological reflection on this research. These are the common headings for the broad area of research undertaken within each of the case study cities. We can learn from the similarities and differences between these areas of work.

As context for each of these areas of comparative work, it is important to understand the background / theoretical basis and the managerial and procedural steps necessary to allow each of these areas of action-research to proceed in the most open way possible.

Background

The project was based on an understanding of social exclusion as a dynamic *process* where many of the factors associated with exclusion are not primarily physical or economic issues but rather inherited attitudes from within the social (family and neighbourhood) situation.

These attitudes can be in the form of (i) negative attitudes to authority and strategic organisations, including potential employers; (ii)

poor self-esteem and accordingly low expectations for education, employment and living standards; and (iii) negative area image and identity, often in a manner that is disparaging both internally and externally to the community. The combined effect is an attitudinal culture of exclusion (or culture of poverty) that repeats itself between different generations in an example of 'self-learning' where individuals are restricted from meeting their full potential. The significance of these more attitudinal and qualitative dimensions of social exclusion are not fully appreciated within decision-making structures.

Objectives - Learning our way out locally

This research aimed to explore ways of breaking this self-reinforcing and negative cycle by the development of action-research or self-research within members of excluded (youth) groups within three separate city case studies. This recognises the need to involve (educate and learn from the experiences of) young Europeans under threat of social exclusion in the continuous work in defining and understanding the processes and specific details of exclusion.

The principal policy focus is accepting that social exclusion is a *process* and has to be addressed by a procedural response centred upon heuristic knowledge and learning. If attitudes and understanding of exclusion processes are in part 'learnt' within the social situation, then there is potential to develop a policy framework that uses self research and mutual learning processes to create positive self-learning. This would be part of a 'toolkit' of mechanisms and processes for neighbourhood management (SEU 2000a) where positive attributes of 'self-confidence, community pride and the acquisition of new skills' (Church *et al* 2000) are achieved by meaningful participation.

NEW!

AMERICA'S
ORIGINAL

**DUBBLE
BUBBLE**

ASSORTED FRUIT FLAVORS
GUM BALLS

MADE IN THE U.S.A. WITH NATURAL FLAVORS AND ARTIFICIAL SWEETENERS. NO GUM ARABIC. NO STARCH. NO DYE. NO PRESERVATIVES. NO GLUTEN. NO NUTS. NO DAIRY. NO EGGS. NO SOY. NO WHEAT. NO CORN. NO PEANUTS. NO TREE NUTS. NO SEEDS. NO FRUIT JUICE. NO SUGAR. NO CALCIUM. NO IRON. NO VITAMIN C. NO VITAMIN E. NO VITAMIN K. NO VITAMIN B1. NO VITAMIN B2. NO VITAMIN B6. NO VITAMIN B12. NO FOLIC ACID. NO NIACIN. NO PANTOTHIC ACID. NO RIBOFLAVIN. NO THIAMINE. NO VITAMIN A. NO VITAMIN D. NO VITAMIN K1. NO VITAMIN K2. NO VITAMIN K3. NO VITAMIN K4. NO VITAMIN K5. NO VITAMIN K6. NO VITAMIN K7. NO VITAMIN K8. NO VITAMIN K9. NO VITAMIN K10. NO VITAMIN K11. NO VITAMIN K12. NO VITAMIN K13. NO VITAMIN K14. NO VITAMIN K15. NO VITAMIN K16. NO VITAMIN K17. NO VITAMIN K18. NO VITAMIN K19. NO VITAMIN K20. NO VITAMIN K21. NO VITAMIN K22. NO VITAMIN K23. NO VITAMIN K24. NO VITAMIN K25. NO VITAMIN K26. NO VITAMIN K27. NO VITAMIN K28. NO VITAMIN K29. NO VITAMIN K30. NO VITAMIN K31. NO VITAMIN K32. NO VITAMIN K33. NO VITAMIN K34. NO VITAMIN K35. NO VITAMIN K36. NO VITAMIN K37. NO VITAMIN K38. NO VITAMIN K39. NO VITAMIN K40. NO VITAMIN K41. NO VITAMIN K42. NO VITAMIN K43. NO VITAMIN K44. NO VITAMIN K45. NO VITAMIN K46. NO VITAMIN K47. NO VITAMIN K48. NO VITAMIN K49. NO VITAMIN K50. NO VITAMIN K51. NO VITAMIN K52. NO VITAMIN K53. NO VITAMIN K54. NO VITAMIN K55. NO VITAMIN K56. NO VITAMIN K57. NO VITAMIN K58. NO VITAMIN K59. NO VITAMIN K60. NO VITAMIN K61. NO VITAMIN K62. NO VITAMIN K63. NO VITAMIN K64. NO VITAMIN K65. NO VITAMIN K66. NO VITAMIN K67. NO VITAMIN K68. NO VITAMIN K69. NO VITAMIN K70. NO VITAMIN K71. NO VITAMIN K72. NO VITAMIN K73. NO VITAMIN K74. NO VITAMIN K75. NO VITAMIN K76. NO VITAMIN K77. NO VITAMIN K78. NO VITAMIN K79. NO VITAMIN K80. NO VITAMIN K81. NO VITAMIN K82. NO VITAMIN K83. NO VITAMIN K84. NO VITAMIN K85. NO VITAMIN K86. NO VITAMIN K87. NO VITAMIN K88. NO VITAMIN K89. NO VITAMIN K90. NO VITAMIN K91. NO VITAMIN K92. NO VITAMIN K93. NO VITAMIN K94. NO VITAMIN K95. NO VITAMIN K96. NO VITAMIN K97. NO VITAMIN K98. NO VITAMIN K99. NO VITAMIN K100.

1 x 10p

CE

Research strategy

Research Strategy

Chronology of action-research

The idea behind this project can be understood by looking at a short chronology of trends in urban sociology and anthropology. Contemporary urban / European anthropology is increasingly not considered a discreet area of research or academic discipline but a discipline overlapping areas of concern in physical planning, sociology, urban management and learning. Historically there are specific links to 'formal' and comparative studies in the developing world and indigenous communities.; although this is increasingly less so (Krober 1948) and as a result the nature of urban anthropology has become less distinct as a discipline. The emphasis within urban anthropology is the approach to sampling in depth, stressing 'quality' over 'quantity'. "Sociologists, who from the outset interested themselves more in modern urban communities, relied heavily on statistical analysis. ... The longer we study human beings in their infinite variety, the more apparent it becomes that they cannot in reality be encompassed within the specific rigidities of the kinds of data that can be manipulated mathematically ... along the line, there must be an interpretation arising from the *individuals observation*, with all its weakness of emotion and bias." (La Farge, Oliver in Lewis 1959 pviii).

There are a number of important studies on the effects of western urbanisation in a time-delayed response to the processes of industrialisation. Classical studies such as Street Corner Society (Whyte 1943 and the similar work by Liebow 1967) Urban Villagers (Gans 1962) and The Levittowners (Gans, 1968). Yet, many of the so-called classic studies are both culturally limited by being 'Eurocentric' (Philips 1987) and ego-centric in that they convey the views, values and analysis of the politically dominant. This includes

chauvinistic perspectives. It's within this bias tradition that Lewis's (1966 and 1969) 'culture of poverty' emerged and developed, in part, into our current understanding of social exclusion. This view is explicit in understanding poverty as a cultural and value system.

Within these studies, there are also many confusing and competing research methods; not always transferable between case studies; providing what Lewis has described as "... an eclectic [approach to] methodology" (1985 p361) that has resulted in social anthropology 'overlapping' with many different social science disciplines and becoming 'indistinct' within urban planning, regeneration and sociology. This growing tendency towards a multi-disciplinary urbanism; of which urban anthropology is an essential component; is well grounded in complex systems theory and a potential strength of applied action-research. Simone and Waldren (1998) recognise the 'absurdity' of splitting applied development professions from so-called pure research – an anathema to contemporary anthropology (Wright 1995).

Thus, methods seeking to improve our understanding of urban culture and society are increasingly mixed and varied, in terms of who and how research is undertaken and as a result less biased - helping us to question and challenge the basis of youth exclusion and social policy responses.

These broader methods include many first-hand factual biographical 'lifeline' or aural autobiographical accounts (potentially similar to areas of 'self-research') written reflectively, or '*post factum*' (Merton 1957). There is historical recognition of literature as a medium for providing sociological perspectives on human relations and value systems (Coser 1963, Segal 1971). Project relevant examples include the textual account of

Understanding Social Exclusion as a Learning Process

Callaghan (1978) growing up in and around the west end of Newcastle, enriched by the work of amateur photographer Jimmy Forsyth (2002 and Burn 2001) in his visual record of social and physical change in the city. These perspectives seek to be authentic from their perspective of 'active participant observation' of individuals within and of the community they are recording. Similar are other urban social records, biographical (Heren 1996) and community records (Johns 2002); personal photographic accounts (for example Konttinen 1988 images of Byker in Newcastle and Vaandrager's

1975 images of Rotterdam), young peoples' stories of personal aspirations and ambitions (Hunwick 2000) and wider community photographic projects in recording visual and text-based changes to Gateshead; "... taking photographs to record the changes that are taking place throughout the area; in factories and industrial estates, in pubs and clubs, on the streets and in community centres. We aim to show all aspects of life to enable future generations an opportunity to look back and see the area at this time of change" (Leighton *et al*, undated p3).



Photographic commission for Newcastle's East and West End Regeneration Plans – an example of passive observation techniques that generated images of social life at a neighbourhood level

Understanding Social Exclusion as a Learning Process

Byrne (2001) draws from a similar range of methodologies and sources for understanding urban communities, based upon recognisable 'canonical' social anthropological texts but expanding the scope of secondary sources that are relevant to understanding urban communities, particularly within Newcastle and Gateshead, to cover "... some very interesting literary and filmic representations of community, locality and change ... on Tyneside ... conveying the nature of post-industrial lives in a very clear way." (p85)

In the growing number of public sources of 'social knowledge' there is a recognisable trend towards mixed and multiple methods of collecting information on urban society that are more qualitative, informal and by default 'messy' in their original state (Crilly and Wren 2001). There is more consideration given to applied research and the corresponding closer levels of working between policy makers, research professionals (based in many different organisations) and urban communities.

The current challenge for urban anthropologists; from whatever personal motivation or organisational perspective they are approaching their area of research; is to present and disseminate the practical understanding for the work in appropriate media in a manner that changes the way urban services are provided and managed - in effect to make their research; in whatever form it is collected; both issue and policy relevant, to apply their knowledge and understanding. If successful, applied social research provides a useful mechanism for multiple perspectives to be placed onto the political agenda.

As this project has been developing within this academic and social policy context, there is a requirement for us to have a strategy in applied research that deals with many of the implicit contradictions of the discipline of urban

anthropologist and of urban systems themselves. This has led us towards the development of a strategy grounded in an 'exploratory' approach that links methods of contact networks, collection and application.

Development of research strategy

"There is no blueprint, no Scotland Yard course or City University module to prepare you for this kind of work. It might sound trite, but there is a sense that 'we make it up as we go along'" (MacIntyre 1999 p8)

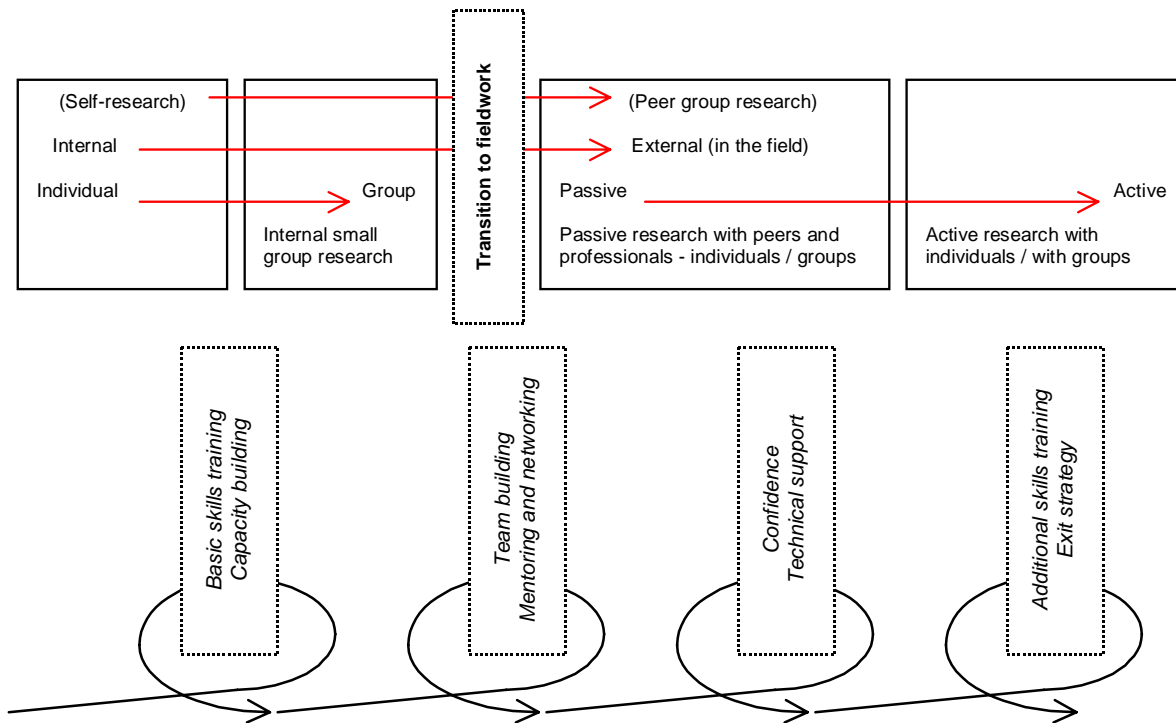
There are significant parallels between experimental social research and investigative journalism, even Donal MacIntyre's extreme undercover reporting of subcultures. It is impossible to set out a long-term work programme full of activities and time-scales. Responses to open-ended social research are unpredictable and in part, out of the control of the researcher. Much of the work is iterative, developed from instinct, intuition and on the underlying ethos of social inquiry. All we can do is develop a research strategy; as opposed to a plan; that helps to prepare the research team with the tools and techniques for a number of eventualities, and ensure this strategy is flexible and responsive to change direction and/or emphasis whenever required. In effect, we have to make it up as we go along. Yet we are aware of the criticisms (Shelley 2001) of the "... blatantly bogus moral pomposity" (p 198) of MacIntyre's investigative journalism into the sub-culture of football violence and fashion models, and this criticism suggests that in spite of being equipped with the best range of research methods, the most important factor must be that the information collected has to be 'real' and believable. It has to be trusted and within any approach to

understanding urban communities there has to be authenticity and trust of the research work being collected, analysed and presented.

In this context, there are many similar paradoxes within the approach to research that we needed to be aware of initially and to remain sensitive to as the work progressed. Yet the general decision was taken to follow a strategy based upon good research principles rather than to design and follow a fixed programme of work. This was made early in the project at the first trans-national partner meeting in Rotterdam. The underlying project principles are:

- The research material has to be relevant and of interest to the excluded youth researchers. In effect, they should gain editorial control over
- There will be opportunities for iteration and feedback throughout the project. There were formal and informal opportunities for each of the

their own work programme and follow lines of investigation that address specific issues of interest to 'excluded' youth (see Wong 2001). There are a few examples of in-depth research into the lives of 'excluded youth' from the sympathetic sociological perspective of the academic / professional (Johnson *et al*/2000) and from a peer perspective (France 2000, Joseph Rowntree Foundation 2000) both based on a non-thematic 'open' approach without any pre-determined policy agenda. These sources were used to inform the early stages of the research strategy.



Development of research strategy into a process of incremental steps (top) with stages of iteration and feedback (bottom) linked to personal training for the youth researchers

Understanding Social Exclusion as a Learning Process

trans-national research teams, both collectively and as individuals, to stop and reflect on the quality and relevance of the material they were collecting and recording.

The bias throughout was for information that is authentic over prolific. In this context, each of the individual youth researchers were asked to ensure their own interviews were as accurate and honest as possible. They were asked to follow their own personal and peer group interests, where possible being complimentary to existing information sources and hopefully providing fresh

insights and understandings. These principles or standards in the collection and checking of the data were followed a part of a flexible and developing research strategy.

One well recognised response to the need to ensure research validity is to cross-check the research from different perspectives - to triangulate. There are four basic areas for triangulation: **data** - e.g. census data alongside interviews; **investigator** - using different investigators to cover the same topic; **theory** - testing different theoretical propositions for the same issue; **method** - multiple

Cross-cutting issues	Youth issues – workpackages					Training resources
	Education	Pregnancy	Unemployment	Crime	Community	
Policy lessons Information and understanding Bias against qualitative research Community planning process Institutionalised exclusion Training Learning culture Civic management Individual 'hubs' and 'gatekeepers' Freeing additional resources and budgets	Youth Exclusion from formal education Attainment levels (assessment culture) Attitude to authority Personality clashes with staff Bullying and violence Truancy Professionals Domestic support Mental Health	Youth Support network (friends and family) Health Relationships Future expectations Professionals Support networks Staff/pupil ratio Morality and alternative value systems	Youth Attitude to support organisations Training experiences Boredom Personal finance Professionals Training Welfare and support	Youth Gang culture Vandalism Drugs Car offences Victims Professionals Restorative justice Probation service Policing	Youth Area views Representation of youth views Friends and family networks Sense of community Professionals Citizenship Community planning Local authority Area management Culture of dependency and paternalism City of Culture	Research methods Interviews Focus groups Photography Video Information technology GIS GPS Additional training resources to be developed in-house and external tendering where appropriate

Initial work programme for youth researchers. This was later adapted to the personal and peer group interests of the youth researchers

methods e.g. documentation, observation and interviews. The approach taken used all of these methods of ensuring validity and thus policy relevance of the qualitative research material.

The trans-national partners each adopted the same flexible and open approach to the strategy based upon the incremental development of the research. These steps began with internal and passive working. There was a move towards fieldwork and more emotionally engaging and active research as and when the individual youth researchers were confident to proceed. The ability and willingness to become more involved in extensive fieldwork was based on the personal decision of the youth researcher. The aim was for the management team to provide the technical and personal support at appropriate stages in the research project to allow this to occur.

This was the initial intention of the project partners but all partners had a clear commitment to learn and adapt as the work developed.



Self research

Self Research

The working draft of the initial project proposal was entitled 'heuristic' - meaning to 'learn by doing'. This title has remained an important reminder to the trans-national partners that each stage of the work would be a learning experience. This began with the steps taken to contact young people from excluded backgrounds who were motivated and interested in learning through work, in an approach that was very different to formal educational and training schemes (similar to recommendations by Evans 1997).

Throughout this section, typical examples of the research material is included to provide a brief introduction to the colourful range of research material collected through the work of this project.

Recruitment and selection of researchers

The scope of recruitment and selection activities depended upon policies and procedures of a number of highly reputable municipalities and there were a number of well placed concerns regarding the 'openness' of and risk arising from recruitment processes specifically targeting excluded groups. The requirements of the job and precisely what the experiences, qualifications, skills, knowledge and abilities would be; required an effective job description and personal specification to attract sufficient numbers of the right kind of candidate. Specifically the type of individual who had the ability to express honestly, the experiences

of social exclusion. Drafts were circulated internally to personnel and union representatives for their comments, feedback and approval. The principles of locating possible applicants from 'excluded groups' and attracting them to the project were based on the failure of direct contact to these groups. Thus the project adopted an informal, flexible and opportunistic approach to recruitment and selection and considered a number of existing networks and local government community based programmes to advertise the posts. In this sense, 'advertise' is a loose term as the approaches and job descriptions were more of a concern for internal purposes than actually attracting young people to participate in the project. A major consideration in each of the partner cities was of time required to 'headhunt' youths between the ages of 16 to 24 years of age (this age group had participated in previous research within Newcastle and Rotterdam and had direct experience of deprivation) through these informal approaches. Their only qualification would be to be excluded from society and to tell their story as they live it one day at a time. Trust building through clarity and openness was of utmost importance at the initial stages in the process.

Advertising through Informal Approaches

Although there were job descriptions and specifications, it was clear that straight-forward advertising would not be successful in recruiting



Understanding Social Exclusion as a Learning Process

the 'hard-to-reach' individuals that the project was to focus upon. The young people the project was most interested in were those least likely to respond to standardised job advertisements and recruitment procedures. The nature of the work and the type of individuals sought, with specific personal experiences of exclusion, meant in practice that recruitment was forced to actively seek out existing projects and organisations that potentially provided a connection with excluded youth networks. The following networks provided the opportunities for initial contact with potential candidates.

Looking for a job?

Are you ... **unemployed**
a young or single parent
homeless
Do you have a ... **criminal record**
history of drug abuse
bad education

If the answer is 'yes' to any of the above then you have the expertise and the experience to work for the City Council in a new youth research project.

Job advertisement used to interest excluded youth in the project

'**Workfinder**' is a free service to support job-seekers into employment in Newcastle. They give practical help and advice in the application and interview process and by providing information on employment support grants. This method of advertising worked well and got much interest from youth across the city from a variety of communities. A special information session was set up in one of the training rooms in the West End of the city and there was an open invitation for youths interested in the project to attend and find out more. Twelve youths attended the session with four individuals showing a particular interest in the project. These youths were invited to stay behind for an informal chat and interviews were arranged for the week after.

Gateshead Connections Project involves and supports the local community encouraging participation of youth who would not normally take advantage of further education by providing informal learning opportunities. It aims to involve under-represented groups and offers a variety of opportunities for all ages. The Senior Development Worker from the project put forward two youths. This Connections Project, based in the Teams Community Association, provided support, a child minder and IT facilities that the youth researchers could use as an additional useful base throughout the course of the project.

'**Help Us Be Successful**' **HUBS** project is a locally run community development project in



iBook

"In January I heard from a friend who I do work for on a web based magazine that there may be a project coming up that I might be suited to and that they were looking for people like me. 'Excluded but trying' ... it wasn't a definite that it would be happening but... and would I be interested in speaking to some people he knew to see if I'm what they want I said 'yes' and for a month things went on. I was still doing work for the magazine. I had totally forgot about what he said a month earlier and had put it down to falling through or just not happening. After all how often does a job come along that fit better than a pair of shoes? Not very often for me anyway. So I get a phone call ... was I nervous and worried; (i) I'd never done a legit job in my life other than for the prison, (ii) why want me? I have a record so big it uses a pack of A4 paper to print, (iii) I had no formal qualifications other than a Certificate for passing an idiot test I'd done in an English course so I could work with computers when I was 24yrs, (iv) I had so many problems." ... "So you could see my predicament. How would I blag this one. I was told the people seeing me were pretty laid back and coolish (they understood what was going on). Well what a shock ... two blocks sitting there with ponytails and one had a three-day stubble both had jeans and T-shirts and my first judgement was ... I do know I'm expecting someone with a three piece on with nice shiny shoes and holding a briefcase. All my planning was out the window. For what planning I had done. I had not been in a situation like this before never mind a formal interview." ... "I went over ... it took an age as it felt all eyes were on me, I thought I was walking funny and I see my friend who set the interview up. I kept eye contact but still weighing up the situation. As this isn't your normal interview I think? So I meet them everyone is introduced which I forget instantly. I'm asked if I want a coffee or anything. What a relief, I was skint I'd jumped the metro to get to the interview. All the pleasantries out the way and down to business. I needn't have worried they were great, odd but great. ... So the interview was off and away. It was informal, and when things were explained. I definitely thought these two needed certified. It was a good idea but who was mad enough to think up something like this? (Well that was Michael as it turned out) How could it work? Who would they employ? It was all a spin for me until I got home and weighed the whole thing up. I felt the interview went well and from what the people were saying about the project I felt I would be employed. Their basic criterion was no formal qualifications if possible, a history of exclusion, drugs abuse, prison, housing, and the list went on and I fitted most of the criteria." ... "So it felt as though I was being asked to get paid to speak to friends and networks about all the things I had done to get me excluded in the first place. It took a while to get my head around it all and ask myself did I really want to get into excluded issues again after telling myself I wanted away from that lifestyle. I needn't of worried, it was totally different than I first thought. I wasn't expected to jump through hoops and pretend to be an astronaut. It was a case of looking at my own situation and recording the changes before during and at the end of the project. I also felt a little sad the fact I was getting away from my lifestyle because although it was a Shite life I had some laughs with people I had good scores (money) I got high on drugs to forget problems and I did things that upset a lot of people, so I'm not saying it was a good life to have but there was some fun during that time of my life. I would not like to go back to that lifestyle, as I was a mess. I feel I have learned enough now to carry the momentum forward."

Social Club Man - enjoys a pint if someone else is paying, always gets aggressive after drinking too much, loves the lasses but their always 'coming onto him' with an EGO this BIG who needs medallion man! **Non self-aware junkie** – Lives in a doorway with a small dog on a string. Speaks his mind and a bit of a motor mouth even if it is verbal bollocks. Can't hear anyone else cos he can't shut the F*** UP! **Jesmondite** – Lived in the city for 30 years and has never met or knows what a *charva* is. Self-importance is a place called bliss, always on a mission. Worried that the new neighbour is a successful drug dealer who drives a Porsche, as this could negatively effect local property prices. They won't give their kids sweets they get fruit instead. But not embarised by public breast-feeding or their children urinating in the street. **Easty-Westy** – Comparatively happy living along the riverside but resent the posh suburbs of Gosforth and the superior attitudes of the people living there. **Elswick Skiplicker** – Someone wearing 'gola' and all the wrong designer sportswear. Mostly badly dressed because they'll nick off anyone, even family and friends. **Tango Woman** – Unfeasible bronzed looking female who goes to great length to wear her clothing short in an effort to visually boast about the last two weeks in Ibiza. Under the impression that Alan Shearer (or similar highly paid young male) finds this attractive or that orange looks good under artificial disco lighting. Has recently achieved third degree sunburn from staying in the vertical tanning machine too long and is having difficulties removing the fake tan stains from their Dolce & Gabanna mini skirt. **Stupid Crim** – Wide-eyed boy with a sheepish look always looking for the sympathy vote. Appears hard on the outside aggressive on the inside, bleary eyed and childlike. Large pocketed overcoat but no socks and only the best trainers in toon. **Hoisty-goods salesman** – Similar to above but slightly older 'Del-boy' type character. Major fashion trend-setter by control of local supplies of designer wear. Mobile phone essential. Can double his money with little or no effort, shrewd is his middle name. **T.W.O.C.er** – Can drive faster than the speed of light, dodges the bussies, leaves '007 in the shade always shaken never stirred'. Can not hold his drink but can stick a canny punch, usually into a Policier and occasionally gets to go on a sleepover 24 hours, usually a cell in the local nick! **Firfield Slacker** – Likes a lie in bed after all the hard years in formal education. Big fan of daytime television and second-hand playstation games. Gives teachers hell and blames them for poor education. **Sensitive pram-pusher** – Loves her kids and would do anything for them. Favourite saying "I'll F*** her if she messes with me!" **Anglosaxon spokesperson** – Any individual prone to the excessive use of expletives. **Unemployed Footballer** – True blood Geordie with deep-seated hatred for rival Mackams. Can't be arsed to get out of bed for anything less than 45 minutes each way. **Mister mainstream** – Stands out from the crowd by getting through school and landing a good job. Looked down on by his peers who think he is being used by his employer. **Sad student type** – Pleads poverty but goes out drinking the tax payers money every night. Wears horrible shoes without knowing it. Smells funny (clean!!) and always happy to grass up their cannabis supplier.

“Lost and stolen property - I am an employee of the City Council and I got issued a nokia 3310 phone which was for work proposes only. After the third day that I had the phone I lost it somewhere and I don't really know were I lost it. At first I thought that I had put it somewhere in the house and my son had picked it up and hide it ... but then I searched the house and the phone was nowhere to be seen. Then I thought that it might have been in one of my friends house as I was sitting in there the night before I lost it. So I went to my friends house and looked all over the place but the phone was still no where to be seen. After I had told work about the phone, a couple of days later I was driving passed Benwell with my friend and I went to look in a second hand shop which sells phones and I asked them if they had any nokia 3310's in. They gave me two phones which were the same as the phone work gave me. I looked on the other side of the phone and I realised that there had been a sticker removed from the back. And on the phone that work gave me there was a Newcastle City Council sticker on it. So I thought to myself “one of my friends have pinched my phone ... the bastards ... and they have sold it to this second hand shop”. But then I remembered that the lad who used to work for the social exclusion project had sold a phone so I thought that it might have been him who had sold the phone to the shop. I sent my girlfriend to the same shop about ten minutes later and they were saying that they never had any nokia phones in and they had never had any in for three weeks. Well I know for a fact that the shit heads are lying because I had just been in the shop so I think that they have definitely got something to hide because they are not allowed to buy anything from people unless they have got receipts. I really do not think that my friends would pinch things from me because I have known them for a long time and they are not thieves. So I think that it was xx who sold the phone. I have seen xx I few times since he left the job and it looks like the kid is falling apart. I seen him coming out of his house with another kid and xx had a video with him and the other kid had a lot of video tapes. They both looked like they where on the smack as there eyes were pinned to bits and they looked like they had not been washed for about a week. I think that this is a shame because I liked the kid who I am writing about. I think that they were going to sell the things that they had so they could get more gear [smack]. I have seen him a couple of times since this happened and he is just strolling about with his head up his arse looking really bad.”

I'm now working on a social exclusion
project researching all manner of things
including ~~lots~~ a lot of things I've
went through myself. I wasn't
prepared for all this carry on though.
PAPERWORK PAPERWORK AND MORE
BLODDY PAPERWORK DOES IT EVER
END I ASK. From TAX TO NI
I'VE BEEN filling that many in I've
done more grammar in the last
3 weeks than anytime in my
Full comprehensive education
wishful thinking some might say
and I've always had the attitude
don't knock what you don't know.
Well now I know I'm knocking it
I've been pretty stressed through. It
all it's been tiring and boring
I've been told to ride the storm
it's like being a shell suit on
a washing ~~at~~ line. hopefully it ^{will} ~~may~~
get better. but somehow I don't
it. I think it only gets easier
as you learn to cope and

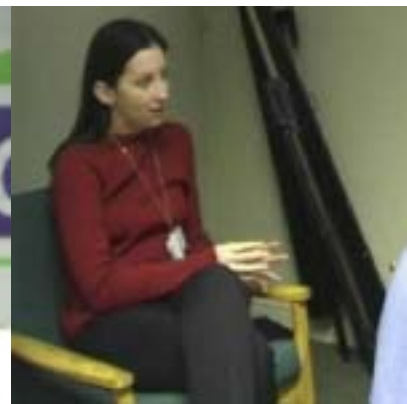
Understanding Social Exclusion as a Learning Process

Tyneside which aims to develop a dynamic, community based web site. It has a particular interest and expertise in assisting people with disabilities in acquiring multimedia production skills. The project officer from HUBS recruited one youth researcher who had been working on a voluntary basis within the project. In addition, the project officer provided on-going support for the work of the youth researchers.

Other approaches were also made by word-of-mouth within the Employment Service and to local faith groups.

The similar process in Malmö began by making a clear job description and by making a clear profile of experiences, qualifications and abilities of the young women the project wanted to come in contact with. The project made contact and sent the job description and the profile to different channels for recruitment like social welfare and unemployment agencies. The reason for choosing these channels were due to the fact that the project wanted to recruit young unemployed women between 16 to 24 years of age from “excluded groups”. The personnel in Tegelhuset, centre for young culture where the project would be located, also talked about the project with the young persons visiting the youth centre and the project recruited one of the women through this channel. The recruitment and selection process can be described as informal and flexible.

The **Tegelhuset Centre** for young people is a government organisation on a local level. The local District of Rosengård in Malmö supports it. The target group is young people 16-24 years old. More than 2,000 young people in Rosengård can visit the Youth Centre and young people from all parts of Malmö are welcome. The centre is a place to come together and a melting pot of young culture with music, sports, arts, computers, theatre, dance a café etc. It is also a centre for information of all kind relating to young people. The skills and experiences of the staff make them able to support and guide young people in issues that concern them. Democracy, youth gender equality and young people's influence on all activities at the Youth Centre is essential. Since Tegelhuset is located in one of the most heavily racially segregated districts of Malmö with a high percentage of immigrants we emphasise the integration of young people and immigrants. Tegelhuset also hosts the local Eurodesk-point in Malmö where work is undertaken with International youth exchanges, all parts of the EU Youth programmes and other ways of financing projects for young people. The everyday activities in the centre focus on information provision, young women's forum, sports, discussion groups, international contacts, creativeness, study rooms, the youth council, music events, the café and many more things. Linked to Tegelhuset are a number of more specific projects working with information on sexual matters, international youth exchanges and



Understanding Social Exclusion as a Learning Process

young media. One youth researcher was selected through this channel of recruitment.

Social services is a community service for citizens without any economical possibility to support themselves. The social service aim to support the citizen economically, during their periods of unemployment and to assist in career planning, regarding education or job seeking to end unemployment and to make them self-supporting. Three of the five youth researchers in Malmö were selected from this channel of recruitment.

Unemployment services is a community service for unemployed citizens. It is a free service to support job seekers into employment. They give practical help and support and they provide information about vacant jobs through internet and their weekly paper "Platsnytt". One youth researcher was selected from this channel of recruitment.

Other recruitment approaches were made to formal networks (for example the probation service) and community and voluntary sector organisations (for example community arts projects). In Malmö, all of the youth were recruited through existing informal networks and it became clear that there was the potential for many more individuals to become involved in this type of project work through these means. This was an early positive sign of the relevance of the project work.

In Rotterdam, the aim was to work with a group of young women from excluded backgrounds who all had experience of being teenage mothers. The municipality was not directly employing the young women but working with them indirectly, by placing an experienced professional within their social situation. This was initially achieved by close co-operation with a municipality-funded private organisation called the '**Bureau for Alternative Work**' (**SBAW**) which has an interest in social projects and activities at a local level.

Selection Interview

In Newcastle and Gateshead, informal interviews were conducted and acceptable offers made to those candidates whom appeared, for the evidence obtained, to be the most suitable for the posts. This prerequisite would aid selected youth researchers with appropriate experience to gain depth, knowledge and share understanding into the richness of their own experiences and those of their peers. Reliability of the interviews was based on the extent to which conclusions about the candidates were shared by different interviewers. The validity of the interviews measured how suitable each candidate was for the job. This was carried out through matching the candidate's information to the job description and person specification. Candidates who met the essentials on the '**shopping list**' and who had the desirable qualities



Understanding Social Exclusion as a Learning Process

were left to choose to enter the project. The key test was that each of the individuals had the initiative to attend the initial information sessions and the following 'informal' interview. As it emerged, there was no clear correlation between the ability to interview well and do the job. However, this approach would allow candidates to make up their own choices about becoming involved in the project.

The project aimed to recruit a mix of youths from diverse groups with an equal mix of gender with representation from black and ethnic groups and who had an interest in the project. We ensured that the interview process was legitimate but not too formal.

There was a decision made to recruit a larger number of researchers than the initial budget allowed. This was a decision made on past experience within the authority, where young people lose interest, find better opportunities or have personal difficulties, resulting in a fairly high 'drop-out' rate from employment and projects. In total, nine job offers were made, with eight individuals starting employment. This offer was based upon an initial six month contract, to be renewed for a further six months for up to 25 hours per week. As the project developed, two youths left the team before the end of the initial six month contract and a further two left during the extended contract (based on up to 37 hours per week). From the eight starting employment, four completed the

full twelve months contract, a comparable 'drop-out' rate with other municipal initiatives targeted at similar age groups.

In Malmö, the project management got names of suitable candidates from the selected channels and the selected women all got a letter with a brief presentation of the project and a date and a time for an interview. Informal interviews with the selected women were conducted in Tegelhuset. The interviews began with a more in-depth presentation of the project and the various tasks that would be carried out by the youth researchers. The interviewed also told the interviewers about themselves and their experiences. The interview ended with a presentation of Tegelhuset and the activities in the youth centre and the personnel. After this step the interviewed made up their mind if they wanted to get involved and the project manager Linda Jönsson (the project officer in Malmö) decided if the interviewed were right person for the job. The project aimed to get a mix of women from diverse groups with representation from different ethnic groups. The process of interviewing can similarly be described as legitimate even though informal.

After the interviews and the selection process in Malmö, the young women all made their own choices about being involved in the project. The project initially planned to recruit five



Understanding Social Exclusion as a Learning Process

young women in the project and did not overcompensate the numbers to aid retention. This fact turned out to be a small problem after three months into the project when one of the youth researchers finished due to personal problems and left unfinished work behind. One of the issues, school and unemployment was then left to the other youth researchers to deal with. The selected girls were between the ages of 19 and 21 and were selected for their experience of unemployment, bullying, school exclusion, pregnancy, benefit and care systems and asylum seekers.

Five young women were appointed in July by Rosengard City Council as youth researchers within the "Social Exclusion As a Learning Process" project. Contracts were issued for a period of seven months until the February 2002. The contract stated that the youth researchers would work as full time employees with 40 working hours per week, from 8.00 am to 16.30 pm Monday to Friday with half an hour lunch break; a comparatively rigid time-keeping next to the Newcastle / Gateshead team. The youth researchers also took full advantage of entitlements available to full time employees, including a fixed salary, sickness pay and 11 days of vacation until the end of 2001.

The project manager tried to be flexible in the way that she gave the youth researchers time and space to sort themselves out the first weeks. Especially the youth researchers who had child care

responsibilities and needed time to organise the day care.

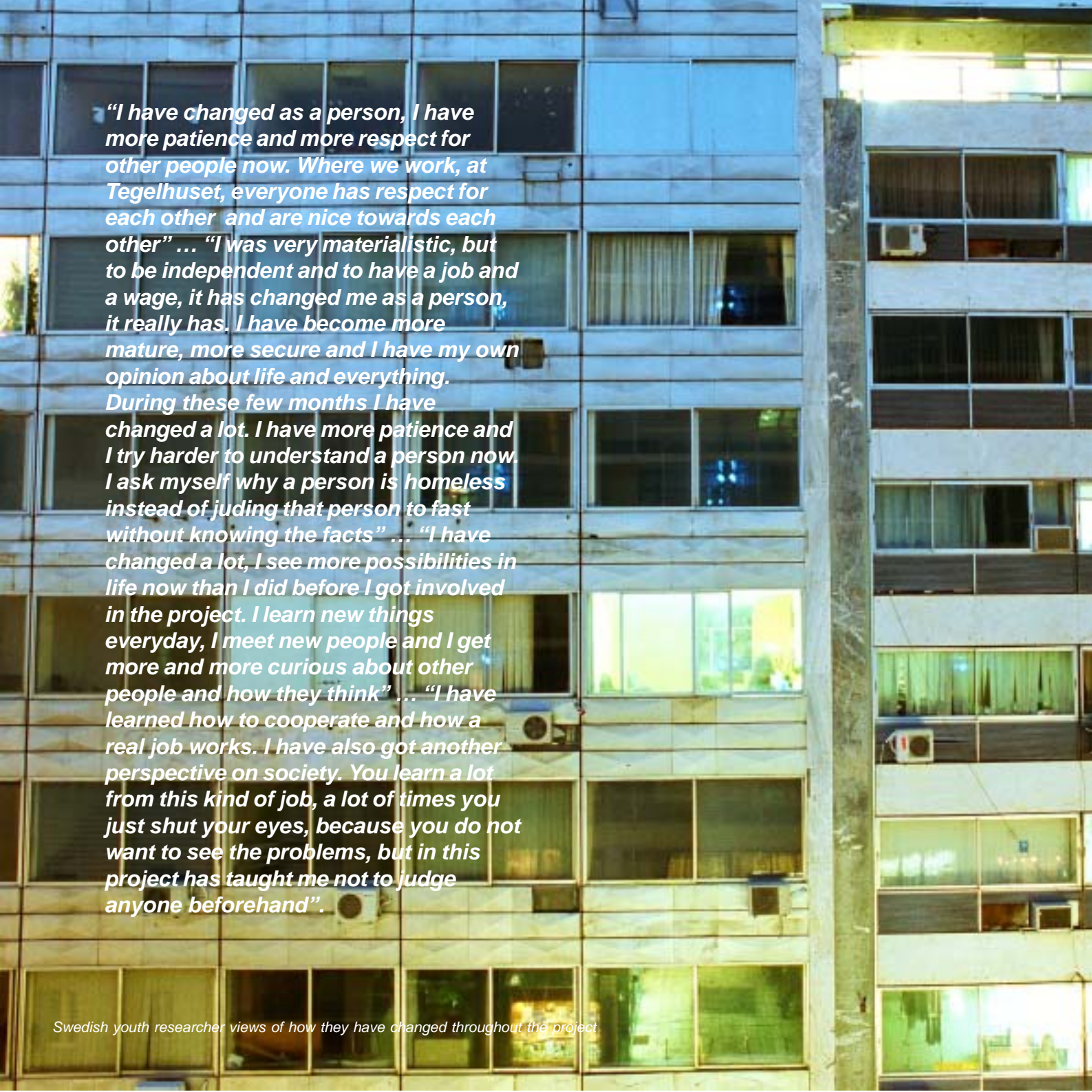
Induction

One of the first steps following recruitment was induction into the project. This was held in the first week to enable the new employees to feel comfortable and therefore motivated and productive as quickly as possible. The basic induction into work included key introductions and issues relating to human resources, health & safety, time recording, security, disciplinary procedures, etc.

The youth researchers introduced each other to the group and collectively carried out some team building exercises to get to know each. Other teamwork was vital to the success of the project and initial team-building skills involved a range of motivation, communication and getting things done through the team by encouraging ownership of problems. The induction was adapted to the employee's needs to aid and develop their research abilities and test out methods on each other.

The key common aims in each of the case study cities were to (i) to identify interests of each participant to devote up to one day per week (or a total of 3 weeks work over 6 months) to this work programme and work closely with the theme manager to realise its aims; (ii) to gain team views





“I have changed as a person, I have more patience and more respect for other people now. Where we work, at Tegelhuset, everyone has respect for each other and are nice towards each other” ... “I was very materialistic, but to be independent and to have a job and a wage, it has changed me as a person, it really has. I have become more mature, more secure and I have my own opinion about life and everything. During these few months I have changed a lot. I have more patience and I try harder to understand a person now. I ask myself why a person is homeless instead of judging that person to fast without knowing the facts” ... “I have changed a lot, I see more possibilities in life now than I did before I got involved in the project. I learn new things everyday, I meet new people and I get more and more curious about other people and how they think” ... “I have learned how to cooperate and how a real job works. I have also got another perspective on society. You learn a lot from this kind of job, a lot of times you just shut your eyes, because you do not want to see the problems, but in this project has taught me not to judge anyone beforehand”.

What
(major personal or family events / experiences)

Where
(geographical location, organisation - school / home)

When came out total pension that was it no more shopping so he got himself off it

3 weeks (pension) like it Rameck 3 clay in Row shopping for pensioner hub went plumber court

fell out with family fighting with mum over boyfriend or having

pass exams

16
13

Blagdon high school

like no problem didn't want to go to school people from same area don't stare

13/12

(Cider friends Home on streets) at Scotwood Area

Tom friends

18 June has been clean (went to Jaber Amicus) with mum

15 years

leave him if he does it gives better life

17 Pit Street not nice shut hole can't take problems (Banks) panicky

16 Helicoy careers

10 years 13


Wallbottle high school went school mess colour in class Bully out school she got support for his back

5 years


Blowwood school like school

People club
Cafe

Special
onions



“The police seem to stop you everywhere you go, even if your not doing anything wrong they still stop you, Why? Some people say it’s to detect certain types of crime, which can make communities safer. ... I always seem to get stopped and sometimes searched for simply walking along the street. I think young people have no respect for the police because they are always stopping us and asking us questions, I am really sick of them stopping me and I think they have no other things to do. I have had many experiences with the police, mainly in groups and sometimes on my own. While I was working on this project I have been stopped outside of work and the police officer said to me what are you doing and where have you been. I said that I have just finished work and I was going home. He said where do you work and I said Newcastle City Council, the police officer laughed and he didn’t believe me. I showed him my ID and he said I could go. I asked him why he stopped me and he said he had reports of people braking into cars. ... Just because I am young, just because I am walking along the street in a group and just because I am in an area where there is a lot of crime that does not give the police the right to stop us all the time. ... I have also been stopped more then five times when the hoppings were here on the moor. We first got stopped in a large group and they said we had to split up because they said you might cause trouble because there is a lot of crimes and a lot of muggings going on. ... Once when I was there my friend got stopped and we were searched and person checked, they took the piss out of my friend’s name, so my friend was giving them it back. They said if you don’t shout up you will be nicked, a little while after that got took to Etal Lane police station. ... When my friend got nicked the police officers in the back of the car, were knocking him about. He made a complaint about them and the officers are now being taken to court. ... I have spoken to many people while I have been working and it sounds to me that the police can get away with anything. ... They think they are better then us but are they fuck they are fucking scum. ...As you can see I don’t like the police much but who does.”



“I felt that I was 16 and I could do what I wanted to do so I left home. When I left home I started breaking into shops and super markets. I thought that I found my purpose in life. I really loved breaking into shops. It was a real rush. You do not get that feeling from taking drugs. It was getting past the alarms and getting away with cars and vans full of things that give you a buzz. Then I got caught once ... and ended up at Court and got jail for the first time. It was a shock at first until I got in the jail and soon realised that there was nothing to worry about. It was a good jail “

” ... I had my drugs coming in all the time on my visits ... off my friends. I made lots of friends in the jail and just got deeper into crime.” ... “I got no help in keeping out of trouble in the jail. The jail was no help what so ever. If you call locking someone behind a door 23 hours a day rehabilitation ... well I think the prison service is a really big let down well it never learnt me a lesson I thought it was a laugh a big joke ... it was easy. I think that’s why I kept going back over the years. I went to jail about 6 times all together. I have done 5 full years in jail up until the age of 23.”

Understanding Social Exclusion as a Learning Process

on the aims and work programme outlined here and to develop this to include views of youth researchers and networks; (iii) for the team to develop a multi-faceted, informed understanding and democratic agenda around social exclusion and citizenship issues to further develop, to communicate and debate, and to attempt to influence the agendas of others; (iv) to develop understanding and application of both research and participation methods based upon mutual learning in novel self-research methodologies and approaches, leading to investigations through networks; develop informed and partially tested recommendations to reduce key youth exclusions as defined by youth. These 'aims' were implicit, as some of the attempts made to 'professionalise' the approach simply served to create a barrier between management and the youth researchers. This was an important lesson in avoiding policy jargon and academic language.

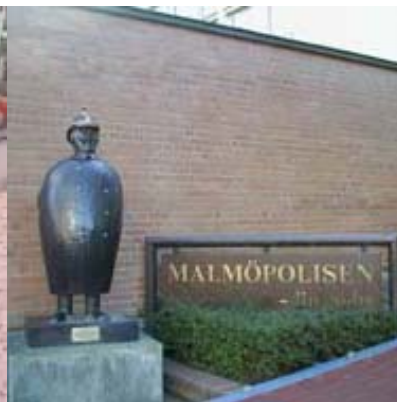
The induction process also included a skills audit; an assessment of the individual youth research's requirements for work related training.

The experiences of the induction processes within the team recruited in Newcastle and Gateshead help to provide some guidance for the project team in Malmö. The earlier start date (three months in advance of the Swedish research team) and the early problems and issues that emerged within the team of youth researchers; in

part due to the initial under-resourcing, time-constraints and the level of unpredictable events relating to the transitional steps of many of the youths of entering their first employment; suggested to the Swedish team the importance of early team-building, trust and clarity of the individual researcher's roles and responsibilities.

The first weeks of the project in Malmö were filled with discussions about how to behave at a working place and how to behave in the group. The discussions were issued around being non-judgemental, showing respect towards each other and accepting different views on things. The project manager and the youth researchers did a lot of organising, regarding the work with the different issues the team wanted to address in the project. Specifically, who would work with which issue and how. The group needed a lot of motivating and direction even though they were very dedicated to their work and the idea behind the design of the project.

The job as project manager meant a lot of time-consuming administration (in both Malmö and Newcastle / Gateshead), regarding individuals and tasks related to the research. Despite the benefits of the English experiences being shared between the project managers at the trans-national partner meeting held in Gateshead, the first weeks were still filled with dealing with practical problems regarding the youth researchers private problems and practical issues. These related to the fact that



Understanding Social Exclusion as a Learning Process

some of the youth researchers overslept a lot, were persistently late or in some rare occasions did not turn up at work at all. Recording time of their hours were, as a result, a significant administrative burden but still manageable. The youth researchers, always with some rare exceptions, phoned work to inform the project manager of their reasons for absence or sickness. One of the youth researchers was always in time and never called in sick. She even got to work when she actually was sick because of the economically loss that would be the result of her sickness.

Problems regarding lateness, absenteeism and attitudes regarding these issues caused a lot of frustration and did upset the other youth researchers. Often they were caused by personal problems behind the lateness and the absenteeism. The project managers helped to solve many of these personal issues. The youth researchers were from the beginning of the project assured that they always could talk confidentially to the project managers in both cities about any problems they had. Those that were constantly late were given warnings and had on different occasions private meetings with the project management. In Malmö, the project manager also tried to work out a system for the hours people missed by coming late to work. The system that finally was settled was based on the fact that if you were half an hour late to work you also had to work half an hour longer that day to compensate your hours. This was in contrast to the

team in Newcastle / Gateshead who were working a flexi-time system and where the project manager was willing to accept evening and weekend working (particularly whenever the fieldwork stage was underway) to compensate time. In Newcastle / Gateshead, the initial 25 hour contract was a notional two thirds time (a lot less than in Sweden), in contrast to a full 37 hour week, and following the renewal of the contracts half-way through the project, many of the team members found it challenging to undertake a full week's work; often due to childcare responsibilities or simple personal preference. Most persisted in their attempts to keep to the full working week. However, one of the younger team members asked to be put back to 25 hours a week, even though it had a corresponding impact on his wages.

Communicating with the youth researchers did not cause any problems due to the fact that all the youth researchers had a private phone and all except one had a private mobile phone. The phones were used for informing the project manager of their absence and for calling to say they had over slept. In some cases of absence and lateness they refused to answer the phone or their mobile when they knew it was a phone call from work, due to the fact that they knew they were in wrong.

There were also problems in maintaining contact within the Newcastle / Gateshead team. Those team members without phones were issued



Understanding Social Exclusion as a Learning Process

with mobile phones for work use only; to maintain contact, to assist in the practical arrangements for undertaking fieldwork and interviews, and for personal safety whenever undertaking fieldwork. This had its own problems relating to the abuse of office equipment and this is recorded elsewhere in this report.

Training in Research Methods

As part of the project induction process, training in research methods was intended to provide a series of qualitative techniques that concentrated on informality, being opportunistic about contacting and speaking to data subjects, particularly in a detached context. The intention was to equip the city based teams with basic research skills, familiarity with techniques and a level of personal confidence to use similar approaches within the research team and their peers. The scope of methods ranged from established issues-based networks to detached area-based networks. There was an emphasis on spatial and visual 'mapping' techniques (Crilly and Mannis 2000, Crilly and Wren 2000, Gould and White 1974) and the sociological and ethnographical understanding of 'sub-cultures' (Hammersley and Atkinson 1983).

The youth researchers in turn developed and adapted standardised qualitative research techniques, using personal experience and

expertise to overcome 'brick walls' within individual interviews and testing consistency of individual interviewee's answers by re-asking certain questions where there may be doubts over the honesty of the original answer and depersonalising the conversation away from the data subject (For example where the interviewee is unwilling to reveal any criminal activities the approach is to ask generic questions "what sort of criminal activities are most problematic in the west end of the city?") or where there is exaggeration, boasting or even the complete fabrication of information - what has been described as 'crap detecting' (Postman and Weingartner 1971).

The fieldwork was supported by interview preparation which included a constant review of appropriate recent literature and policy developments. Feedback from the youth researchers and the testing of the research techniques within the team(s) provided evidence of the benefit of this early training and capacity building.

"I found using these methods was quite useful, mapping and lifelines are quite good because it gets young people to relax and enjoy mapping out their areas. The lifelines were good because you found out what good and bad things have happened in their lives. It also showed what their hopes are for the future."



Understanding Social Exclusion as a Learning Process

There were opportunities to work with a number of active researchers within each case study city and to build active research links with local and international universities. This included drawing upon best practice from earlier European Commission funded projects (based upon a scoping of those funded under the same budget line addressing preparatory actions to combat social exclusion) that were utilising innovative research methods and actively engaging with young people.

Some of this published material and seminar work proved to be the most useful and inspiring for the individual teams of youth workers. It served as an example of what they were expected to undertake (for example a one-to-one transcript Brown 2000, or a retrospective and partially remembered conversation transferred into a written personal account, O'Hagan 2000). Many of the youth researchers found that seeing the research 'output', in the form of a written interview transcript or a mental map, was the best means of gaining confidence and direction in their own work. Of specific relevance to the work in Rotterdam was the parallel professional observer dealing with the issues of building trust and overcoming professional and linguistic barriers relating to the study of sub-cultures (Taylor 1985). As it was the case that 'data subjects' were not expected to write-up material but simply to engage with the professional researcher in conversation and life histories.

There were a number of inspiring journalistic accounts that prompted, inspired, provoked and set specific exemplars for the teams of youth researchers. The two that stand out in memory, even at the end of the project, were both what could be classified as *action-research* or journalistic accounts of extreme active-participant-observation with the corresponding levels of personal commitment from the writer and the emotional engagement gained from a fresh and authentic account. One of these (Page 1973) involved a direct attempt by a civil servant to more fully understand the reality of homelessness and rough sleeping by 'dropping out' and sleeping rough themselves. The other was (Danziger 1997) an interactive account of a photo-journalist travelling around some of the UK's most depressed, stigmatised and excluded neighbourhoods. These were engaging accounts that were fairly close to the experiences of some of the team when they attempted to undertake something similar, especially in the use of photography.

"A twelve-year-old girl approached, waving a piece of wooden batten in front of my nose. 'If you try to take my picture, I'll whack ya and ya fucking cameras!'" (Danziger 1997 p68)

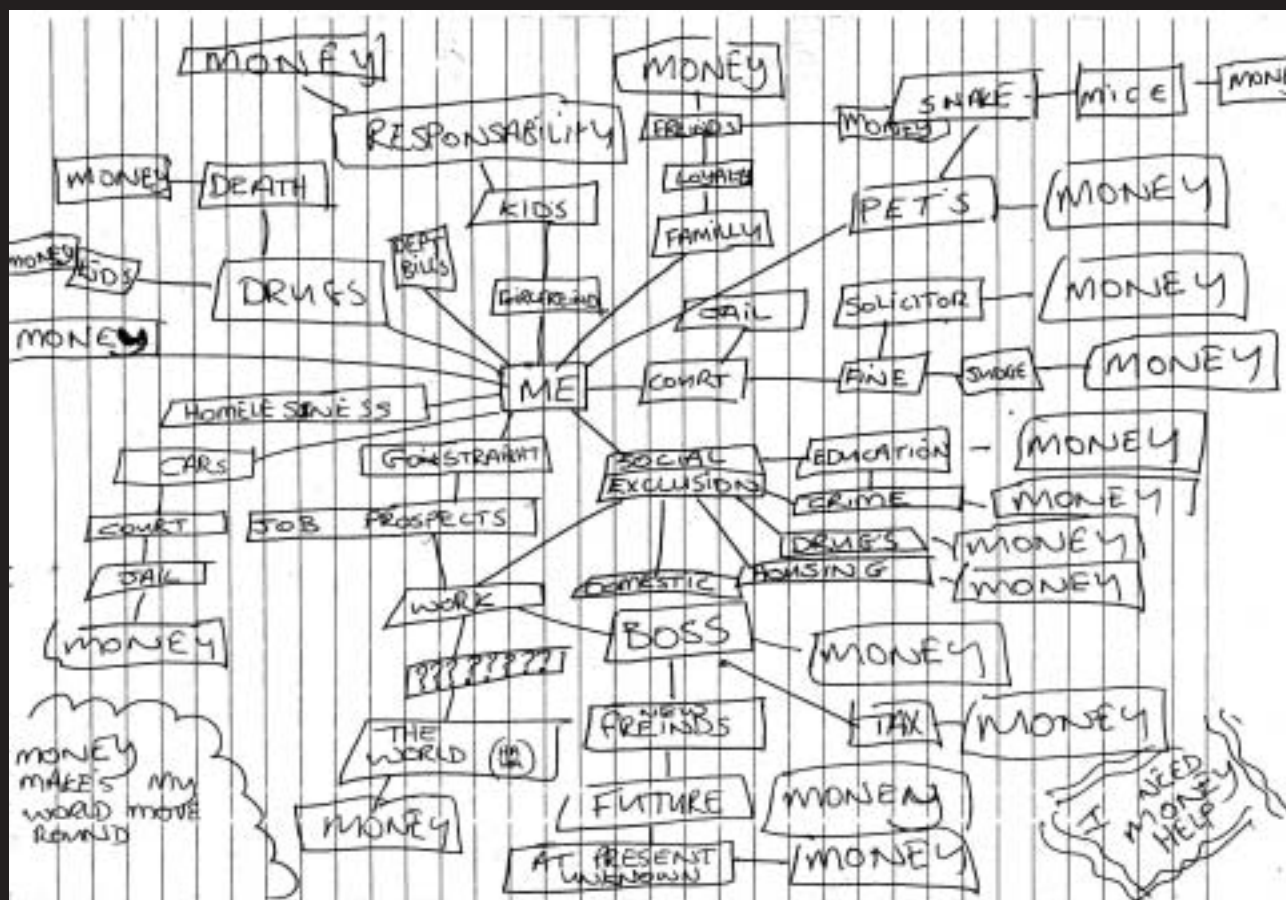
Yet, while there was a certain level of appreciation for the motivation behind both of these exercises, those youth researchers who had





“The difference between the ‘trading city’ (Amsterdam) and the ‘working city’ (Rotterdam) can still be seen today. It even shows up - as connoisseurs know - in the style in which the rival soccer teams of Ajax and Feyenoord play”. (Burgers and Musterd 2001 p145)

"I am pure sick my head is in a shed and my stress level is like being relegated to the Vauxhall conference. I owe about two thousand pounds in debt for old fuel bills ... I owe rent on a weekly basis. I have food, clothes, gas, electricity and my kids have a drug addict mother who has a heroin habit. What do I do? That's what I say I spend well beyond my means every week as it seems the only way to get by. And before the project I had major problems with heroin cannabis and opiates (diazepam temazepam & even codeine phosphate) mainly because I could not cope with life. Paying bills living in a community were crime was normal and even committing crime to fit in. it may all seem far fetched but I can assure you it's the truth. And I wish it wasn't the case or even got that stage in the first place. I really cant cope with all this and my head is so far up my arse I'm afraid I have to laugh rather than cry. ... If someone has the answer or wants to offer any suggestions then please do, I need some advice before I go under in a heap and I know other people are worse of than me. Like third world countries. I know I possibly can't compare my life with someone else's. But what do you compare it with or how do you even begin to address it.



Youth researcher's personal record of money management worries in the form of a 'mental map'

"One hell of a mission - Well I have been asked to write about getting arrested on Sunday night so here it goes. On Sunday I phoned my mate up at about 11: 30 am to see what he was doing. He said that he was going down to the town centre to have a drink with his cousin. So as soon as I heard the words DRINK I said to my girlfriend that I was going out. I told my mate that I would meet him in the 'Goose and Garden' at 12-o clock that afternoon. So I left Scotswood about ten minutes after I had phoned my pal because I did not want to be late for this Sunday mission that was about to happen. I got down the town centre and I was about ten minutes late but my two friends waited there for me. We started off drinking pints of Carling, as they are pretty cheap in the 'Goose and Garden'. After a couple of pints in there we decided to go down the road to the Old Orleans pub. I was getting bloated off the lager so I thought I would start drinking spirits or cocktails. I ordered myself a tequila slammer, as I have never had one of these drinks before hand. I done all the things with the salt and lemons and then I knocked back the tequila. I thought to myself "these things are fucking lovely" ... so I decided to get another two of them. After we had finished our drinks in the Old Orleans pub we decided to go down to the Empress for a couple of drinks down there. We had a few different kinds of drinks in that pub and by the time I left, me and my mates were well out of our heads. We decided to go back to our local area. On the way back to Scotswood we got a quarter bottle of vodka from the off license and necked that on the bus. By the time we got back to Scotswood every thing was a total blur. My friends from my local pub told me that I was throwing snooker cues about the bar and my other pal was throwing bottles of brown ale about the place. I got arrested that night for drunk and disorderly. I would tell you what happened but I really can not remember a thing. This is what the police officer said happened who arrested me."

"On Sunday, July 2001 I was on duty in full uniform with PC 2093 Kellinger. At approximately 7:40 that day, as a result of a message on my personal radio we attended the Scotswood Social Club, Denton Road Newcastle. As we arrived I noticed a male who is know as XX standing in the car park of the club. Other officers were talking to XX requesting he leave the area, but he squared up to the officers shouting "howey then lets go over there and sort this out". XX pointed to the car park nearby as he challenged officers. PC Kellinger approached XX and requested he leave the area, he replied " I'm not going anywhere" and repeated his challenge to officers in the car parks he shouted "howey then" I then approached XX with PC Kellinger. His eyes were glazed, his speech slurred and he smelt strongly of intoxicating liquor. Again XX shouted he wasn't going anywhere. I then warned XX to leave or he would be arrested to which he replied "fuck you, arrest us if you want". I then took hold of XX and informed him that he was under arrest. XX began struggling as he was placed on the floor and handcuffed as he repeatedly shouted "fuck off you bastards". XX was then placed in the rear of the car police vehicle by myself and PC Kellinger. At this point I saw XX kicking out striking PC Kellinger in his leg. He was then forcibly placed in the vehicle and taken to Newcastle West police station and he was detained."

"Well this is their crappy story. I would tell you my side of the story if I could remember it but I bet that it was nothing like they say it was."

Technique was just the beginning ('skimming the surface' of individual views and experiences; requires many additional questions to clarify meaning)

Follow-up interview would take a different emphasis and use different techniques

Location is important (to avoid interruptions and repetition)

Timing (this was extremely variable between the individuals)

Disagreement between interviewer and interviewee (requirement for feedback and testing with interviewee)

Clarity in the role of the interview and how it will be used within the project (more than just testing and learning interview Techniques also important for first stages of self-research; this should be clear before the activity and not retrospective)

Limits of detail (how do we know how far we can go in personal details; interviewer's 'pitch' and introduction)

Recording methods needed more flexibility (extended notes in combination with 'graphic' lifeline)

Variable means of writing up the interview

Mannerisms can be significant (methods should be designed to make the interviewee more relaxed and Confident with the details; similar to finding a relaxing location for the interview)

Define the limits of the interview (possible 'protocol' for research) and the focus of the interview (for example; Objectivity, open-ended techniques, non-leading questions)

Filtering of interview (determining and extracting important and insignificant details; possible conflict with open-ended approach)

Visual recording technique is useful aid-memoir for the interviewer (starting guide for follow-up questions and clarifications)

'The exercise was useful in developing our questioning skills' ... 'I'm making a cautious effort to ask why' ... 'the practice interviews help make me more aware and look at lot of things that I am interested in' ... 'I got a lot of detail' ... 'some people (including youth researchers) won't stick to their appointments, or they make appointment and don't turn up' ... 'I didn't ask the right questions and then had to go back and ask the interviewee again it took me twice as long to finish it' ... 'The same people are hogging equipment, and some of us can't get to use it you know the cameras and the digital equipment' or people are leaving it lying around and it goes missing' ... 'Youth researchers are taking the piss and there is dishonesty within the group' ... 'We need more deadlines when issuing tasks' ... 'aye, 'Deadlines stop people from lazing aroon' ... 'One researcher became aggressive when they had brought someone in to be interviewed and failed to see it as an opportunity to observe and listen to get some confidence while interviewing.'

Understanding Social Exclusion as a Learning Process

been homeless and were still in vulnerable circumstances remained a little sceptical of the value of this experience. Especially whenever the writer always had the comforting knowledge in the back of their mind that if things got too much they could always re-join society. This was a level of security and long-term stability not afforded to those researchers who felt that their own lack of stability permeated into and pressured all aspects of their work and personal lives. In effect, this was the first expression within the project of how they had an holistic understanding of social exclusion.

It should be noted, that while the teams were not given a comprehensive training into research methods, the range of ideas, methods and examples were on-going throughout the project and used as the starting point for the youth researchers to follow their own lines of inquiry. They constantly adapted techniques and methods in 'the field' to ensure that the methods worked. They also used ICT and audio-visual equipment where suitable, to expand the extent of research

The key task was to ensure that each of the youth researcher teams were 'learning'. If they were undertaking a lot of research activities but simply undergoing repetitive interviews or restating other primary sources then they were encouraged to change their approaches, to get more personal details and causes, to use a range of techniques

and to get to a point where they were acquiring and sharing new information.

Problems of adjustment to work and group working

A flexible work programme was introduced for each of the city case study based teams of youth researchers with teambuilding activities to 'get to know' one another and feel comfortable. There was a little apprehension with each of the groups and many were not really sure what to expect. Equally the project managers were unsure how the first few weeks would shape up, how the youths would settle into a working environment, how quickly they would develop networks and undertake the field research (even if this transition was likely or desirable) and how challenging this would be. A broad approach was adopted as a way of encouraging the youths to develop and take control over their Individual Work Programmes. For a lot of the young people involved, this would be their first experience of holding a job and some found the transition very difficult.

"I'm finding it hard coming from being on benefits. I got everything paid for including me house, I could earn £250 on benefits and could cheat the system. I knew how te de it, so why should I work? You know what I'm saying but I really what to do this



Understanding Social Exclusion as a Learning Process

job. I really want to go straight, but I don't know, it's hard you know what I'm saying. Coming from my world into your world with all the suits. I need to get away from where I live at the moment cause I'm worried that I won't be able to do it ... I just need to get away from the people I used to hang around with'. The Benefits people say your better off with a job but they don't help you, they don't make it easy they just take the benefit off you and give you no support, it's hard, you know what I mean".

Domestic problems, partner breakdown, bereavement and a range of personal issues saw managers becoming closely involved with the youth researchers. One of the youth researchers got beaten up badly and ended up in casualty with a head injury and at one point three out of eight within the Newcastle/Gateshead team became homeless. *"I've got bigger problems, coming into work but at the same time I've got no place to live, I might have to go and look for somewhere to live' I've tried private accommodation trying to get a room, but once they (the homeowner) see me, they don't want to know".*

The task of 'form filling for housing was described as a 'head buster' and 'you get hundreds and hundreds of rules. Most services have forms and forms to fill in and you will do anything just to get a bed and food, not just that but it's the same with the social security to get some money'. 'I have

in the past taking really bad housing just to get a roof over my head you know what I mean'.

Another example of the type of transitions experienced in moving into employment is when one or two youth researchers had been experiencing problems with housing. Housing staff were unable to help because of outstanding arrears on rent and utilities in the past and the researchers felt that they were being unsympathetic in the circumstances. For 21 weeks he had 'crashed at friends and ex-girlfriend houses'. *"I'm in the still hanging around in the same circles and it's hard, I want to get away from them because I don't want to get back on the drugs ... My ex is still on them and she can't give them up. I've tried to help her but can't".* This particular researcher had tried numerous private and rented accommodation, on one occasion after having agreed to meet with the owner of the property 'she just looked at me and said 'that room has been taken'. After discussion with the project management who were told 'You middle class people don't understand what it's like for me'. Management became concerned at this point and took the situation into account as it was interfering with and having a direct effect on the youth researchers work *'I haven't done any work for 2 or 3 weeks cos I've had bigger things on my mind to sort out and I'm scared that I will get sucked back in and go back to what it was like before'. The youth researcher's mentor had set up a room in*



Understanding Social Exclusion as a Learning Process

a hostel but when we got there to check it out the lady behind the desk said it's expensive £87.00 per week, do you work? And without giving the researcher any time to answer asked 'have you got a drink problem?' 'You are working aren't you?' 'The rent is £87.00 per week', to which the reply was 'no, I don't have a problem' she did however give a contact at the YMCA and mentioned that she would telephone ahead to say that we would be looking for somewhere. The youth researcher appeared happy with their accommodation, one room and a communal sitting room, kitchen and bathroom. He asked 'What are you going to do about getting my stuff and equipment to the flat?'. This example is extreme, but it does illustrate the point that accommodation; and other personal issues; will always take precedent over work matters.

In each of the city case studies there appeared to be some 'inherent understanding' among the youth researchers about who will accept or take ownership of their problems. It almost inevitably becomes a management problem and in their opinion their problems become our problem as the management was told in no uncertain terms. *'It's taken a while before you did anything about it, it should have been sorted before now'*. *'In x's case you were running around after him for ages to get his problems sorted'* and there is jealousy between individuals for attention *'Will you pay my rent for me?'*. Certainly in the initial stages

of the project, the youth researchers failed to see where they themselves have abused the job at times and what the implications of the job were for them as individuals.

Most of the youth researchers in Newcastle/Gateshead had been stopped and searched by the Police while working or had spent time in a cell for the weekend. One researcher was detained at the local Police station for suspicion of cannabis possession. Another turned up for work after just getting out of a cell that very morning. Another had lent out most of his pay to friends and sought a hardship allowance.

"On a night-time I don't like staying in the house 'There is money to be made out there' all my hoiste bikes have gone. 'He's a right little Dell Boy he is' ... What do you tell your parents if they ask where you are going? 'I tell them that I am Hanging about the streets' 'I want to be out on a night-time cause my pals are out all the time having a frisk (laugh or excitement thing) taking people's things and getting away with it'.

By the end of week two of the project, the majority of the youth researchers expressed that they were struggling without money. Steps were taken to raise a 'hardship allowance'. A mass exodus occurred within seconds of this cash being received. Some of the youth researchers expressed early in the project that they had no money and this



Understanding Social Exclusion as a Learning Process

was making things difficult for them to get to work, eat pay rent etc. A hardship allowance was paid for any researcher who needed it. Strangely enough they checked each other's payment slip as if they didn't accept or trust that they were getting the same amount. When asked why they did this one researcher replied *'just making sure we're not getting ripped off'*. Once each researcher was in receipt of the cash they left the premises promptly with few attending the afternoon training session.

In comparison, in week one of the project, the Swedish project manager and the youth researchers finished off the work with decorating and furnishing the room we was going to work in. Youth researchers did some teambuilding exercises to get know each other better and to get a more relaxed atmosphere in the group. A schedule was set up for each day of the week and each day started with a short morning meeting to talk about what would happen that day and there was also time for answering questions and discuss issues related to work.

Everyone in the project was eager to start working, but did not know what to expect the first couple of days and weeks thereafter. The project manager tried to get the youth researchers into work as soon as possible, to develop skills for interviewing and to develop networks. The second day of work they had a lecture in interview technique by Murti Maini a professor in psychology

at University of Lund. And they started to interview each other and the personnel at Tegelhuset the same week. Individual working programmes were settled and youth researchers picked one issue to concentrate on during the project.

Some problems did arise, due to the fact that four of the youth researchers did not have any earlier work experience and the one that did was often late to work. The youth researcher that was a single parent had to take three weeks off work to arrange day care for her daughter and did not join the group more than a couple of times each week. This fact caused problems for her when she returned to work, the group had by that time settled and her appearance was according to the youth researchers *'disrupting the group'*.

Lifestyles, attitudes and interpersonal relations

Some youth researchers had a good attitude to training and were able to broaden their skills and became noticeably more efficient and resourceful than others in the various groups. This caused certain frustrations within the group mostly from those that appeared to have a lack of stimulation, negativity attitude or low level of interest or low motivation leading to boredom. Recognition from management was important to youths and was sought by group members




“People who are socially excluded has failed with their lives, you have failed totally if you are socially excluded. Drug addicts, homeless people, alcoholics are socially excluded. If you have bad grades in school and can not read and write properly, you are in a way socially disabled. Bulling is another reason for social exclusion. You have to help a person if you notice that the person needs help. Society should do more to help persons who have problems in their life.”

“A socially excluded person is a person who is not inside society, but outside of society. It is drug addicts, people who are homeless, people who are mentally ill, abused women and so on. They are not accepted by ordinary people, they are not able to adjust to the norms and values of the ordinary society. It is a big issue. But the socially excluded people are not different from other people, they just need some more help and support to get on with their lives. It is society’s fault that we have homeless people on the streets, they might not be able to work. It is society’s responsibility to give these persons a job. If you give more space to people this will not happen. You have your own responsibility to, but sometimes something gets wrong, a difficult childhood or a divorce for example can get you into trouble.”

“It is not a nice word, it is not something good. To be socially excluded means not to be able to handle the daily life properly. You get socially excluded if you just stick to your friends and family from your own country or neighbourhood, you just see your own reality. For example a girl I know, she can not handle her daily life. She can not be strong, she needs a lot of help from outside. To be a young single mum as she is, it is not easy. But you have to take the consequences of your actions as well. But I think she will become more mature and grown up. A socially excluded person stick to himself, is quiet, feel no trust, this can be a result of a difficult childhood and I think it is easier to solve the problems with alcohol and drugs in these situations. You can also feel socially excluded, if you can not do the things your friends can do, like going to discos because of the religion or culture you belong to.”

“It is so many things, it is a big issue. It could be any problems really, criminals, drug addicts etc. You can tell if a person is socially excluded, for example if a person is a drug addict. They have not been included in society the right way. And this starts early in life. For example here in Rosengard, all the foreigners live at the same place, they do not have any Swedish friends and how can you get into the Swedish society if you can not speak Swedish? A lot of young people do not know how to behave in society and they play hard and cool instead because they are ashamed. It is a huge problem for them, not to be able to write and read. But you can not give up. There are so many possibilities here in Sweden if you want to get an education etc. But many people are lazy, they rather cheat the system than get a job. It is easy to get lost, to get to know the wrong people and drugs are everywhere. It is much worse now than it was a couple of years ago.”

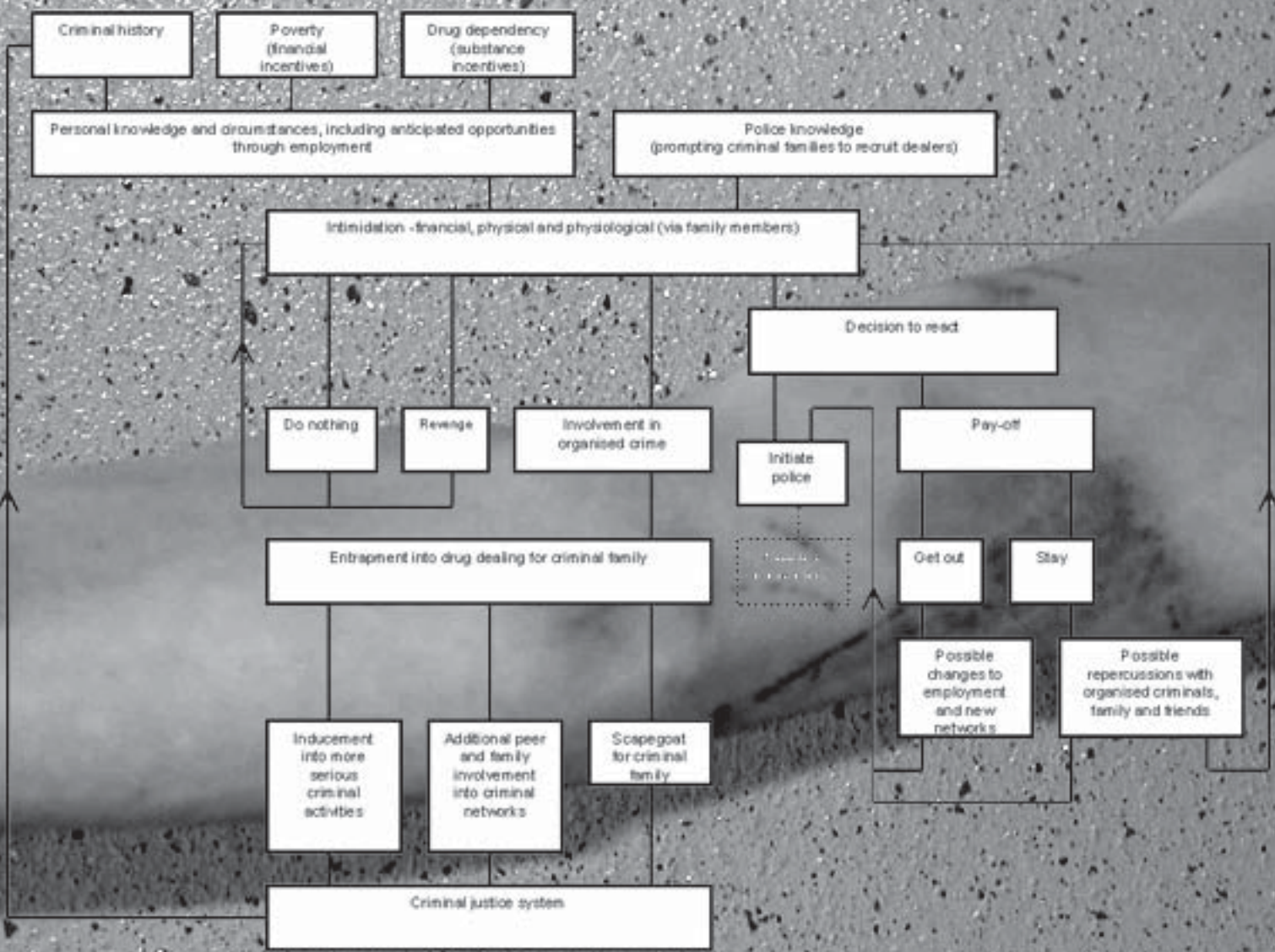
A black dog sculpture, possibly a doghouse or a decorative piece, is the central focus. It has a white sign hanging from its mouth. The sign contains text in Dutch. The background shows a residential area with a fence, trees, and buildings.

www.
doginthebackyard
wolweb.nl

"My name is XX and I have been asked to write about my hang-over that I had last week. It was bank holiday weekend and I had been out all weekend and I was meant to be at work on the Monday. I did not get out of bed until 11.30am and I should have started work at 10am. So I phoned up and said that I would not be at work that day. So when I came in the next day I got told that I had to write about it. ... Well I'll tell you how I felt that morning. I felt like I had been hit by a bus ten times. My eyes were like piss holes in the snow and my hangover did not go away until I got up the next morning. Some may say that I deserved it for not going into work but no one should feel the way I did that morning. I feel sorry for people that wake up every morning with a hangover."



"But the question has to be am I going to do it again? and the answer is 'yes' I will do it again because I think that a hangover is part of life. I think that you should be paid sick if you have a hangover because if you didn't then then people would just phone up and say that they had a bad belly or a bad head. At least they are telling the truth to your employer. I have talked to the team and some of them are saying that they you should not get paid sick because it is self inflicted but at the end of the day every body is entitled to there own opinion."



Youth researcher's description of his involvement in 'cycles' of criminal activity

Understanding Social Exclusion as a Learning Process

otherwise they got jealous of each other, almost in a sibling manner.

Attitudes about inferiority and superiority to others employees in the organisation, class and class-consciousness influenced attitudes towards work. There were initial negative attitudes to other work colleagues within the mixed office environment due to the treatment they received from other employees. This perceived attitude towards them (possibly an example of self-victimisation) resulted in some of the youth researchers having very mixed attitudes to others, learning and training gave varying degrees of commitment.

"The people in the office are obnoxious e.g. ask to use the telephone 'has your boss not sorted your phone out' when asked for Identification badges they refused (security). Y and colleague were 'pulled outside the building by the Police' ... 'What are you doing and where do you work' Y replied 'where do you think I work like?' and showed them (the police) my City Council jacket and Badge' They Police laughed and walked away. When we first started working at the Civic Centre the Security at the Porters desk would asked 'Could I help you?' Could you ring x and tell her we are here' ... 'I work here' Who do you work for?' Here the Civic Centre for x'. Oh right ok'. Y said 'The Police are scum'".

"How is it that the Police don't check you when you are in the West End in the staff car but you do when you are out of it?" ... "When you ask for help you get ignored. When I was submitting a job application on the Internet and when you (manager) were not at your desk to help me submit information I asked the section next door for help. The woman next door was really horrible to us when she told us to switch the Mobile phones off' She came right into my face and said ' Who's making that noise?' and I said 'we are just checking the mobile phones'. The woman then said 'can you turn them off cause we are trying to work over there.' ... "When you are in the Lift people they stand at the other end of the lift and face away from you (back to you). They don't smile or speak, the women cling together and click together, but the men don't, the older men try and talk to you. The younger men don't say anything they just stand anywhere."

Group Domination, Aggressive behaviour and Temper Tantrums

All of the groups went through uneasy periods in the early weeks of the project with varying degrees of conflict between group members. Some members felt that their self-esteem had been threatened. X had previously told her supervisor 'I can get a job anywhere, I can just walk in to any job I like'. One of the researcher's guardian telephoned to say that he didn't think X would come



Understanding Social Exclusion as a Learning Process

back from his waffling' ... - The other members would make facial expressions of gestures when xx talked, to show their disapproval, tutting, sighing, raising their eyes to the ceiling or just simply switching off or withdrawing from the discussion.

This behaviour was focused upon the mixed (male and female with a broad age range 18-28 years) team based in Newcastle. The all female research groups in Malmo and Rotterdam had developed some internal group problems but not to the same extent as the mixed-group. The Dutch team were structured on a much more informal basis, for both research training and induction. This had the effect of being considered part employment and part training or programme. This seemed to remove many of the opportunities for team interaction and conflict within the work environment, at least within the initial members of the group. The Swedish team adopted a strong emphasis on team-building early in the life of the project to prevent this type of group conflict. In all cases, it was difficult to change team members after they had 'settled'. Changing research staff made building trust more of a challenge within a small research team.

As the team based in Newcastle and Gateshead was recruited several weeks before those in Rotterdam and Malmo, there was an early opportunity to learn from the positives and negative experiences of the recruitment and induction stages of the work. These Newcastle experiences

suggested a much more hands-on approach with more extensive supervision of the youth researchers within the early stages of the project (as many of those employed were young, with little work experience and had no comparative experience of what a working office environment would be like).

Later conversations with the manager and xx within the Newcastle and Gateshead team revealed why there were tensions and conflicts arising from early attempts at group working. *"I'm a somebody out there but a nobody in here (at work), I'm just a nobody..... you get no respect in here with them' (group members)."* On reflection it appeared to be a way of showing how powerful this person was in their own environment with peers, he who shouts the loudest gets heard and dominates the passive members in their peer group.

Group Trust

The early experiences in Newcastle and Gateshead continued to provide interesting periods for reflection and learning for all of the project partners. This was particularly true of the growing internal rivalry and matters relating to interpersonal and professional trust.

One team member in Newcastle was asked by the manager to distribute the weekly pay slips to each other and this became a *'big deal'* to one of the team members. *'I do not trust them to give me*



Understanding Social Exclusion as a Learning Process

my pay slip' Later it emerged that this team member was teasing the others group members through saying *'I get more money than you do' and 'I'm the favourite'*. Sarcasm and aggressiveness emerged from two group members. These group members had known each other previous to working together. One of the group members commented *'they are winding each other up constantly and they're both as bad as each other and they are always slagging each other up'*. The group was undergoing the storming process. Any trust that had been built up over the first few weeks was slowly evaporating. Management encouraged open communication and any grievances to be discussed openly and appropriately within the group allowing passive group members the opportunity to have their say and to put forward any personal opinions without feeling intimidated by the louder more brash members. *'There is a trust thing within the group' ... 'There is not trust within the group so how can we work together if people don't trust each other or go behind your back'*.

Team members requested that the team manager sat in on team meetings in the early stages so as to avoid *'anyone going off on a tangent'*. In addition, a code of practice was drafted by group members in the form of a 'Team Agreement' to overcome any future occurrences.

There were strikingly similar problems experienced with the all-female team in Malmo.

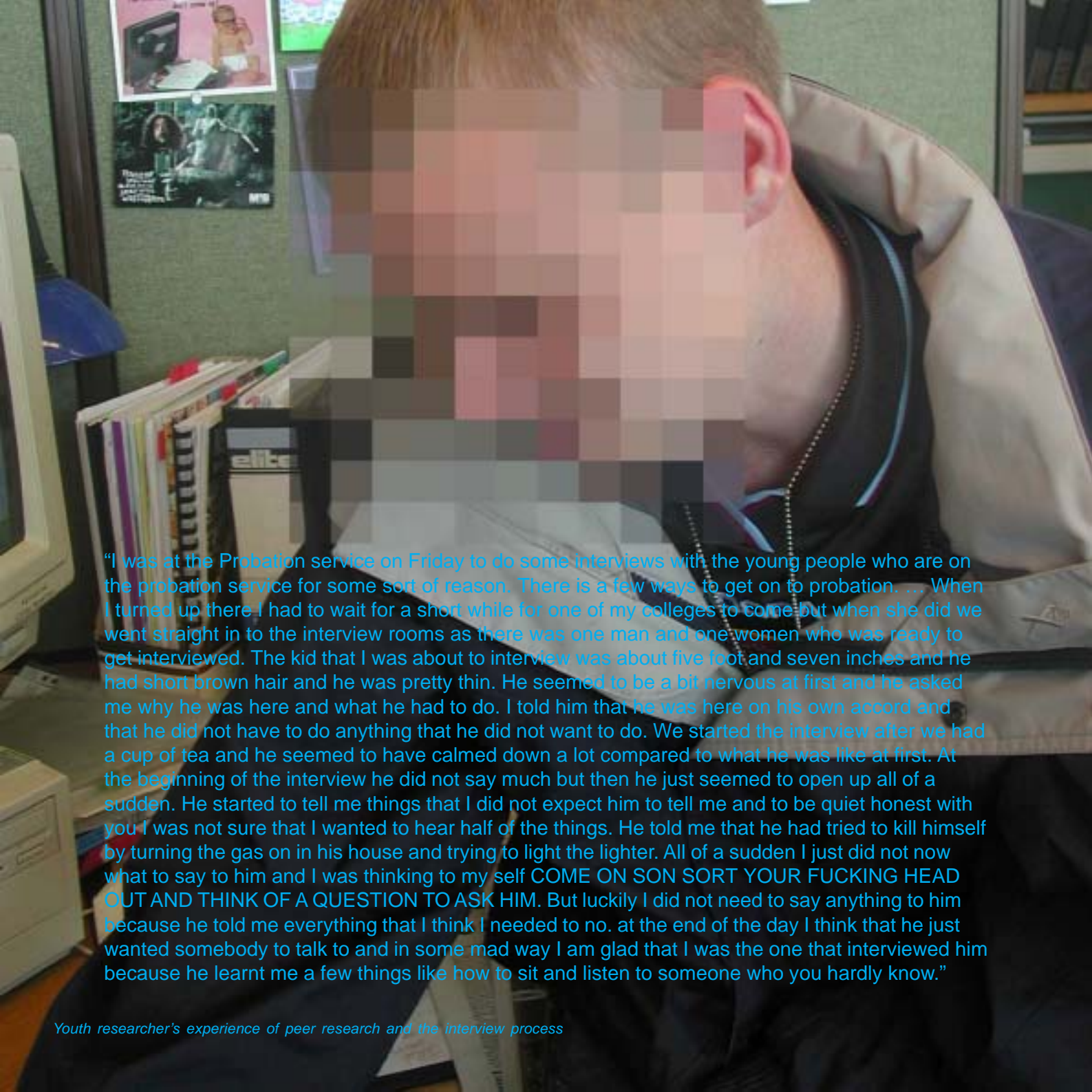
The strategies used to form a group, to give motivation and to avoid frustration, due to group problems like absenteeism and lateness, were team building exercises and flexibility in the working arrangements. The youth researcher who had a child was offered to work six hours a day instead of eight, due to the fact that she was a single mum with almost non-existent help from her family. She needed more time outside of work to handle her daily life with her daughter. In most of the cases absenteeism was an indication of physical and emotional distress due to personal problems.

Reflection on group conflict

When people, who has not chosen each other form a group and work closely together, conflicts between the group members almost always arise. There were occasional clashes and disagreements in the group sometimes with unwelcome verbal conduct.

In one case, two group members got in a real conflict with each other and a mediator from outside the project had to help us solve the problem. The solution was that we all had to sit down and talk about and discuss behaviour at work, how to behave towards each other and how much of my private life I can bring with me to work and how much private problems I can discuss with my work mates? The discussion we had was followed by





“I was at the Probation service on Friday to do some interviews with the young people who are on the probation service for some sort of reason. There is a few ways to get on to probation. ... When I turned up there I had to wait for a short while for one of my colleges to come but when she did we went straight in to the interview rooms as there was one man and one women who was ready to get interviewed. The kid that I was about to interview was about five foot and seven inches and he had short brown hair and he was pretty thin. He seemed to be a bit nervous at first and he asked me why he was here and what he had to do. I told him that he was here on his own accord and that he did not have to do anything that he did not want to do. We started the interview after we had a cup of tea and he seemed to have calmed down a lot compared to what he was like at first. At the beginning of the interview he did not say much but then he just seemed to open up all of a sudden. He started to tell me things that I did not expect him to tell me and to be quiet honest with you I was not sure that I wanted to hear half of the things. He told me that he had tried to kill himself by turning the gas on in his house and trying to light the lighter. All of a sudden I just did not now what to say to him and I was thinking to my self COME ON SON SORT YOUR FUCKING HEAD OUT AND THINK OF A QUESTION TO ASK HIM. But luckily I did not need to say anything to him because he told me everything that I think I needed to no. at the end of the day I think that he just wanted somebody to talk to and in some mad way I am glad that I was the one that interviewed him because he learnt me a few things like how to sit and listen to someone who you hardly know.”



ANGEL OF THE NORTH

GATESHEAD

The 'Angel of the North' was commissioned by Gateshead Council and created by internationally renowned sculptor Antony Gormley. It is Britain's largest sculpture and believed to be the world's largest angel sculpture.

It is one of the most-viewed pieces of art in the world - seen by more than one person every second, 90,000 every day or 33 million every year.

Work on the sculpture started in July 1997 and it was assembled on site seven months later in February 1998.

The Angel was fabricated from 300 tonnes of weathering steel by Hordlepool Steel Fabrications Ltd on Teesside. It rises 20 metres (65ft) and has a wing span of 54 metres (175ft) - almost as big as a jumbo jet.

People are always curious with an angel? The only thing I can think of is that someone has never seen one and it is really as simple as that.

The steel for the sculpture is made in a factory in the north of England. The steel is then transported to the site for the sculpture. The steel is then cut into the shape of the sculpture. The steel is then welded together to form the sculpture. The steel is then painted with a special paint to protect it from rust.



The body of the Angel is sent to the fabrication site for the use of Gateshead Council.



The steel of the Angel is sent to the fabrication site.



Complex terminology was used to create the design of the Angel.

Emma Lee



The Angel's body is lifted into the upright position.



Workers fabricate the lower leg and feet.



Workers prepare the concrete plinth.



The Angel has an external skeleton cut from 50mm thick steel with firm thick steel bent and welded to the body shape.

Ove Arup and Partners acted as experts on the design and the foundations were prepared by Thomas Armstrong (Construction).

The site was cleared, old mines were filled with grouting and drilled, each 3/4 metre across. One hundred and fifty tonnes were poured around steel rods to form massive piles to root into solid rock 20 metres below.

A concrete slab one and a half metres thick and covering an area of 8 metres was then laid on top. A plinth 5.3 metres high was cast into it and it is three metres long - onto which the Angel is fixed.

© 1998 Gateshead Council. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of Gateshead Council. Printed and published by Gateshead Council, 100 Westgate Road, Gateshead, Tyne and Wear, NE8 2JF. Tel: 0191 275 2000. Fax: 0191 275 2001. Email: info@gateshead.gov.uk



The Angel of the North, Commissioned by Gateshead Council, The European Community Development Fund, Northumbria City and Partners, The Gateshead Group and

“Who is Eddie Pullout? Eddie is selling the *Big Issue* and has been since being released from prison. I have known him for about ten years altogether but lost touch with him due to either prison or just out of touch. He used to steal radio cassettes from cars. The reason for that was anything more serious is a bigger sentence but theft from a car isn't as serious as burglary or even robbery. So he was always coming to jail for theft of a radio-cassette's. That was where the name pullout came from.”

“He now stands on the street selling *Big Issue*'s. So that he can feed a drug habit. (Heroin) I met him again in March when I started researching exclusion on homelessness. There are another five to ten people who sell *Big Issues* that I personally know. Not all take drugs. Some do it just to get by in life. All of them wish to be interviewed at some point during my research. On matters relating to exclusion and socially as well just inquisitive about our course as a lot of my friend's from socially excluded areas see this as a perfect opportunity to get there say across.”

Understanding Social Exclusion as a Learning Process

personal chats with the mediator and the two members who had been in conflict with each other. The group was gathered again after the personal chats and the group discussed the situation and settled for peace. The discussion and feedback sessions were important for the following months of work. The youth researcher teams now all knew which borders they could or could not cross without being too personal and unprofessional at work.

The group also felt frustration about the youth researcher who had a child care responsibilities because of the effects of her and her child's constant sickness, problems with day care and the absenteeism this caused. In the beginning of the project the other youth researchers were very understanding towards her problems regarding her difficulties as a single mum. But as the weeks went by and she still had problems that hindered her from coming to work, this understanding attitude changed to frustration and anger and in the end insignificance.

"Is she coming to work today or not? I am really tired of this, I want to know if she is going to work here or not" ... "I do not care if she comes or not, I concentrate on my work. What she does is up to her" ... "I feel sorry for her I really do, but she has to make up her mind about working in the project or not"

The problems and conflicts that did arise in the group were discussed and resolved as soon as possible to avoid further distress. Time was set up for discussions about how the conflict had arisen and how to solve it as constructively as possible.

The project manager talked to the youth researchers after sickness or absence to make them feel welcome back and to make sure they felt better and did not have further problems that needed to be solved before going back to work. In Malmo, the youth researcher, who had a child, talked a lot about her personal problems with the manager and tried to get advice how to solve different problems. The conversations were private and confidential and sometimes time consuming but necessary. The negative result was that the other researchers became jealous and expressed a feeling of abandonment - or even sibling rivalry.

"Why do you have all those private meetings?" ... "She always wants to talk to you in private, why? ... "She is almost never here and when she comes she just does to have private meetings with you. It is not fair we need you too"



Understanding Social Exclusion as a Learning Process

'Job-hunting' Exit Strategy Review

Early in the life of the project there was an opportunity to link training issues with preparation for other, longer-term employment prospects. The group undertook a short exercise looking at personal future development and possible career scenarios. The team each selected a preferred job advertisement; taken from a selection in a recent national newspaper; that in some way reflected their own career ambitions and to explain in their own words and motivations, the reasons for their choice. They also had to anticipate some of the steps they would need to undertake; regarding training and personal development; to meet the essential job requirements.

The variety of jobs selected and reasons given included: Youth Offending Team Officer (work with the benefits of direct experience of youth crime); Drug Prevention Advisory Service (the challenge to go beyond the limitations of their own area and understandings); Youth Worker (preference for hands-on experience rather than academic study but would require substantial experience in order to provide training to others, manage staff and attain a formal youth work qualification); Youth Worker (would like to become professionally qualified and the job would have the ability to demonstrate links with current work-programme); Housing Resettlement Officer

(similar to some activities currently being undertaken but lacking in formal qualifications).

The ensuing discussion centred on the motivation for following certain career paths. Career development was seen as distinct from a simple job, where individuals were making *positive* personal choices, characterised by a longer term perspective and personal satisfaction rather than financial return that was the prime motivation. Stability of circumstance; opportunities for gaining experience; co-operation and helping others; flexible working conditions; challenge and initiative was also raised by the team as reasons for selecting certain jobs.

Personal accounts of social exclusion

The teams of youth researchers were all asked to write an ongoing account of their transition to work as part of the stage of 'self-research', including what their lives were like before they took the post, how they adapted to a working environment and how their life has changed including any aspirations that they might have. This initial self-research also provided an opportunity for gaining experience in one-to-one interview techniques within the group (potentially also acting as a trust and team building exercise). As a result, the youth researchers were encouraged to undertake some role-play within the groups as part



Understanding Social Exclusion as a Learning Process

of their training, to initiate and participate in interviews with individual group members to develop listening and questioning skills. They tried out some research methods (for example, personal lifelines) to collect information in a comprehensive way from each other. Interviews were then processed digitally.

Researchers did voice a concern that group members may judge them once they had found out about 'our hidden past'. This concern was soon dispelled once the team started to gel together and the researchers started to respect each other views. In the feedback sessions the youth researchers mentioned that they found the exercise very useful in developing their questioning skills.

Similarly, as part of the self-research the Swedish youth researchers did mind-maps of their lives, which described the different paths their lives had taken regarding education and working experience and through what channels they get involved in the project.

They were also engaged in a two-day workshop in which they all painted a real-size picture of themselves and were asked to paint the picture as they felt that day. Afterwards they all had to describe their picture and explain why they had picked a particular colour and so on. The other also had to verbalise how they felt about the different pictures and the underlying meaning in them.

They engaged and participated in one-to-one interviews with individual group members to develop

listening and questioning skills. They also tried out different research methods like survey sheets and so on and they also began to record the work using computers and dictaphone.

Result of Self-research

The self-research resulted in an openness in the group about their personal lives and they all shared more or less all different aspects of their personal lives. This in turn resulted in very interesting and important but time consuming discussions about different aspects of and problems in life. Respect towards other people's opinions was an important lesson the discussions resulted in.

Through the project, the management team(s) attempted to ensure each youth researcher had an individual mentor who understood the rationale behind the project and the transitional difficulties being experienced by the young person. While it was recognised that there is not necessarily a measureable economic or educational outcome from any stand alone mentoring process (Colley 2001, Skinner and Flemming 1999) it was at the instigation of the youth researchers themselves that some slightly detached person was needed to assist professional and/or personal concerns. details of record in the appendices.








Peer research

“Observations on Shoplifters - I was in town handing out letters for a consultation event .;.. when I was approached by two lads who I know from past exploits. They offered to sell me perfume and clothes at a knock-down price. As I have been in and around that game for a long time, I knew it to be stolen gear [property] as the people selling it were not doing it at a wholesale price. So anyway Not one to let an offer go begging, I bought the stuff and told them what I did for a living – ie: working and paying taxes. They were very apprehensive and unsure about my motives. At first they thought I was working for the police. They then thought I worked for Social Security ... but once I assured them I was only employed to gather information and not to incriminate them, that is when they were relaxed and talkative” ... “They told me that every day they were shoplifting to feed a drug habit. They were both on Heroin and I used to smoke the stuff with them. They thought I was going to preach to them about the effects ofg street drugs and were shocked to see that I could not care what they done ... it was only why they did it that I wanted to know. Not for me, as I already knew, it was more for what I work at than as for who I am. They thought it was pretty strange to be asking them questions that I already knew the answer to. But when I explained that I knew and what my employer knew was totally different ...” ... “So anyway, they said to me ... if I really wanted to know how they lived then I was to follow them and see how they survived. I was apprehensive because my job is to research and not to encourage. I agreed to follow them but only at a distance. They went into most shops and stole anything from clothes to sweets. They had bags and bags of things. I asked how would they sell the things they had. They said ‘watch this’. They stood on the corner of XX Street in Newcastle [City Centre], one keeping edge [looking out for police or security staff] and the other standing and shouting that he had stuff at knock-down prices. They sold the things they had within five minutes of getting it. They were pleased it went so well and both remarked how quickly it had went. ‘Normally if it does not go first time, we take the rest of it to all the local pubs. They buy everything’. I asked if they had been caught for shoplifting and they both told me that shoplifting was the easiest game ... as they would both be given short sentences, whereas, before both had a string of offences, from criminal damage to robbery. They said the jail was easy ... as they only got, at most, six months each.” ... “I have known both of them for some time now and one of them has been brought up in a rough area of Newcastle. He has been to jail more times than he can remember ... mostly for burglary and robbery. He said that at times he has not eaten for days at a time when he is out of prison, as he has not had a place to call his own. He has either ‘soft-surfed’ or been on the streets. He says he is gutted that his life has been the way it has. He wishes he could get a job but knows it would be nearly impossible due to his criminal record and his drug addiction. I asked if he would like to come off heroin and barbiturates. He said, ‘what is the point of coming off drugs? I would only have to face reality and that means no house, no job, no family, nothing. It would be too easy to kill myself ... I’m being honest XX, my head is so fucked up when I think about reality, I just wish I was strong enough to resist the temptation of crime and drugsbut it is all I know and all I’ve ever known’. “

The background of the page is a photograph of a wall covered in colorful graffiti. The graffiti includes various tags and abstract designs in red, blue, black, and white. In the upper part of the image, there are several windows with dark frames. The overall scene suggests an urban environment.

“The most important thing to think about when trying to get young people to participate is to ask them what they think and how they came to think this. The young people I have talk to were will to give their view if some one was willing to listen to them. Listening to young people and showing an interest in what they are saying is one of the most important factors to consider when trying to get young people to participate. The Social Inclusion Team held a Youth Stakeholder Event to find out young people’s views on the redevelopment of plans for their area. The event was organised and run by the Social Inclusion Team. The event went well and I personally felt that some young people who had attended didn’t like the questions very much but were willing to tell Youth Researchers on a one to one and in small groups what they really thought about the plans for the area. There are many reasons why young people will not join in and participate. Some youths attending the event needed guidance and support to put forward their views. Many expressed openly that they had problems with spelling and reading and did not want to embarrass themselves in front of peers. Some had problems expressing themselves fully or participating in front of what they perceived to be local gangs from their areas. Youth Researchers built up some trust with groups before the event as a way to ensure and motivate young people to attend and ensuring that transport was provided on the day.”

“There is a need to support young people in the process of participation. Young people are unaware how important their views and opinions are to decision-making processes. The majority of youth attending the event were happy to give their views with some preparatory work. The Youth Researchers found that even though the City Council say they want to get young peoples views on board they do not appear to have a formal structure in place to ensure that this process of two-way communication takes place.”

Message comes better from young people

MELISSA SKINNER, 10, has been a *Children's Express* reporter for almost two years. She is a pupil at *Antagu Primary School, Newcastle.*

I DIDN'T find the drugs debate the most interesting way of finding out about drugs - too much talking. Drugs information should be presented in an interesting way to young people of my age. You don't really learn about drugs at school. It's just after-school clubs where you get information about them. There should be more done in schools to inform young people about drugs. It must be done in an interesting way.

I think it would be better for young people to learn about drugs from other young people talking to them - just normal little talks like if you were friends. You would be listening to each other and at the same time you would be learning about drugs.

You might take notice more from another young person than you would from an adult.

I believe that teaching should be mixed with activities, like watching videos and doing quizzes so that you're learning and at the same time having fun, so it isn't as boring.

Adults often feel children know more about drugs than they do. One teacher really wanted to teach her children about drugs, but she didn't know anything. That is another area where education should happen.

How are adults supposed to tell children about drugs if they never told themselves?

The way to tackle the availability of drugs among young people is to legalise some of them.

If they were legal people wouldn't spend as much money to get them. Drug dealers won't be able to make money and might go out of business.

Illegal drugs are not the only problem for young people. Everybody knows somebody who takes drugs. Alcohol's a drug and so is a cigarette. Cigarettes are just as dangerous. With alcohol you might get something you regret or even get sent to jail for doing stupid things.

PHILIP LOCKYER, 17, has been a *Children's Express* editor for four years and is



Mixed views: Philip Lockyer, 17, right, with Melissa Skinner, 10, left, Natasha Crowl 11, and Carly Storey, 12.

now employed as a youth issues researcher for Newcastle City Council.

"DRUGS give young people a buzz and alcohol makes it better.

I don't believe cannabis is too dangerous but many young people get bored by its effects and they might well think of moving on to something heavier like Ecstasy or "speed" (amphetamines).

I'm aware that young people mix drugs to get a "better buzz", but they take little notice of stories in the media which show the damage such behaviour can cause.

For example there was the recent story about local youngsters ending

up in comas but people I've met don't take any notice.

I cannot remember receiving any drugs education while I was at school, and think young people need to be educated by other young people who have taken drugs.

Young people shouldn't mix drugs together because they don't know what kind of risk they're taking.

The only way you are going to get that across is by using young people who have experienced drugs to visit schools and give advice to younger people. Like the ex-user in the drugs debate, they have the experience.

One solution to youth misuse of drugs is legalisation. Drugs could be legalised and they could be taxed to drive the price up. That would stop some people taking them."

CARLY STOREY, 12, has been a *Children's Express* reporter for eight months. She is a pupil at Kenton College.

"I THOUGHT the debate was interesting, but not an ideal way for younger ones to learn. I wouldn't recommend it to primary schools. We were there for two hours but most primary school children wouldn't sit that long".

I can't recall having received any drugs education at school, but I do remember a school trip where our class saw a drama production that talked about drugs.

There was this screen and people were talking behind it who had been involved with drugs. There was this

woman behind the screen saying how she took drugs and that her dad had copied her.

She was crying and saying how she regretted it now because her kids have taken no notice of what she'd done.

My main knowledge about drugs comes from my parents, although I needed advice I might approach my school. I don't feel I'd have a trouble resisting illegal drugs, but I'm not so certain about alcohol, especially if I was with a group of friends.

I just don't know because I haven't experienced it yet."

NATASHA CROWL, 11, has been a *Children's Express* reporter for nearly two years. She is a pupil at Kenton College.

"I FOUND the debate a better way to present information to people my age but for the testimony from Graeme Seeley was interesting.

People like him have more idea what is happening. I have had drugs education at school but have not been impressed. We learn about drugs but the teacher just keeps saying things over and over again.

All the time when we do it the teacher keeps saying: "Just remember don't take drugs. Well down, don't take drugs." The same words every time.

I'm in favour of former users coming into school to speak to pupils. People will only sit and listen if someone comes in and they aren't a drug addict.

They've experienced it all so they can tell all the pupils about it and then they might listen.

I would approach the school to get advice, but would probably first ask an adult who knows about drugs or go to a youth club or project.

I don't think it's best for parents to tell children because they probably won't take much notice. Young people, I think, would rather talk to their friends. When it's your parents, sometimes you disagree with them.

Adults should be more honest with young people about drugs experiences they had when they were younger.

That way young people would benefit from their parents' experience. I don't think I will have any problem resisting illegal drugs or alcohol."



“ Fuck all else to do” ... “Looking for jobs” ... “ No reason why I came” ... “Got told it was going to good” ... “you told me it was going to be good” ... “nothing else to do ... prizes” ... “Something to do” ... “prizes ... good opportunity to put my views across” ... “ I thought it would be good“ ... “First time I’ve been asked what I think”

There was a lot of the young people that didn’t turn up to this event but the young people that did didn’t like to do any of the work we asked them to do it seam as they just came for the prizes that were on offer. It seams that the only way to get young people to participate is to offer incentives to them and that it has to be something that they want.

“At the age of 14 xx was getting into trouble with the Police all the time he was knocking about with some kids and they used to burgle house and pinch cars nearly very day. He said “I used to go out every morning and pinch a car to sell and if I didn’t pinch a car in the morning, I would burgle a house on the night time.” I asked him how often he got caught and he said, “not very many times I didn’t get caught for half the things that I done. I was doing stuff every day but I only got caught once in a while.” When he was doing crime he was also taking tablets. I asked him what sort of tablets he was taking and he said “Anyone’s that I could get my hands on, mainly wobbly eggs and Vallium ... half of the time I could not remember what I had done the day before That’s probably the reason I was grafting everyday so that I had money to buy tablets. At the age of 15 he got remanded to a Young Offenders Institute for Robbery. He robbed a lad for his mountain bike and £17 pounds. He went to ... Remand Centre. He said “I didn’t expect to get remanded but when I did I shit myself ... but it wasn’t as bad as everyone had said it would be. I knew a lot of people in there but I didn’t like being banged up all the time. He got 4 years for Street robbery.”









Social enquiry and the community

It is easy to stereotype people according to their environment but this can lead to misunderstanding. A simple example is voting behaviour – not all manual workers vote labour neither do all business people vote conservative. If we anticipated election results on this assumption we could get the result very wrong. The figure shows us how people respond (behave according to) to their view of the world. This behaviour then changes the world in which they live and thereby their perception of it. In other words we affect, and are affected by, our

perception
person 1



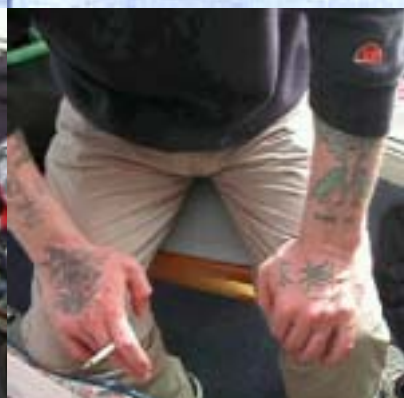
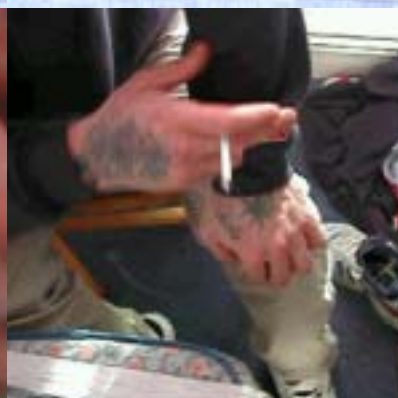
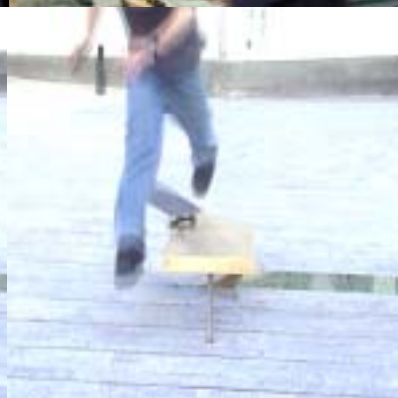
previous

next

social
enquiry 6 of 13

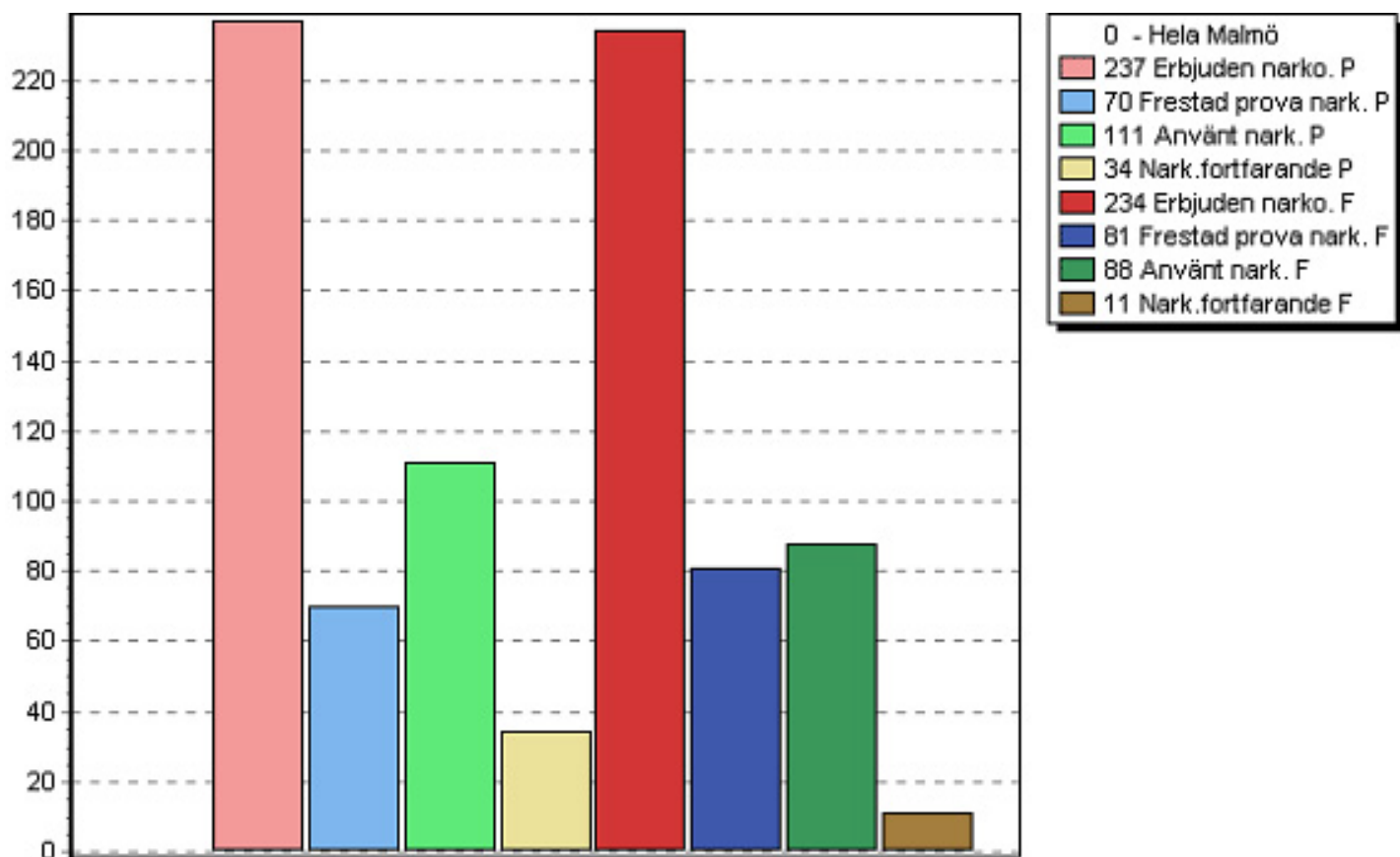
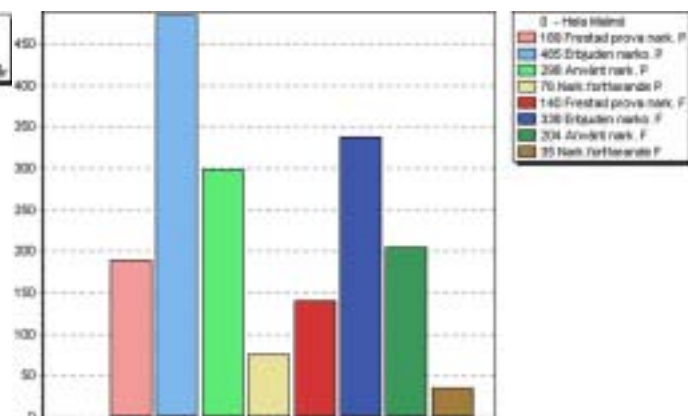
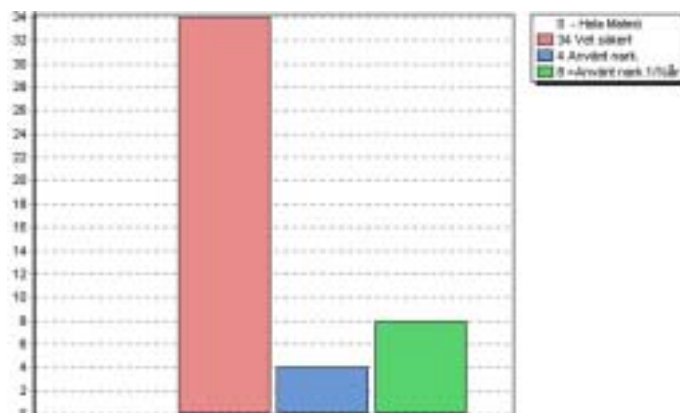
forward to

backtrack to



"I felt that I was 16 and I could do what I wanted to do so I left home. When I left home I started breaking into shops and super markets. I thought that I found my purpose in life. I really loved breaking into shops. It was a real rush. You do not get that feeling from taking drugs. It was getting past the alarms and getting away with cars and vans full of things that give you a buzz. Then I got caught once ... and ended up at Court and got jail for the first time. It was a shock at first until I got in the jail and soon realised that there was nothing to worry about. It was a good jail ... I had my drugs coming in all the time on my visits ... off my friends. I made lots of friends in the jail and just got deeper into crime." ... "I got no help in keeping out of trouble in the jail. The jail was no help what so ever. If you call locking someone behind a door 23 hours a day rehabilitation ... well I think the prison service is a really big let down well it never learnt me a lesson I thought it was a laugh a big joke ... it was easy. I think that's why I kept going back over the years. I went to jail about 6 times all together. I have done 5 full years in jail up until the age of 23."





Born 1982
Princess Mary

PR2 expectation for the future are to have job and to keep out of trouble.

PR2 wasn't living in Keton long when a drug dealer mover into the flat next door to her he offered her some Heroin which she took and started taking Heroin for 7 months she was also taking Ecstasy and smoking Tac (cannabis) as well as smoking Heroin. PR2 decided to get her self of Heroin and that she would have to move away from Keton if she was to get of her drug habit. She said "heroin is all over in Keton cant get away from it" PR2 moved away from Keton to Bwick court in the city center which she is happy about. She said her Heroin habit was the worse part of her life and she never will go back to life again.

13 years old move to different Care home Linhurst in Gatehead. PR2 said that this Home was ok. PR2 had to go to new school again she said she didn't mind because she had never had time to develop a good friendship with any one because she had move around so much. At this time in PR2 life this was when she first got involved with the police she got arrested for hitting a police officer she was taken to police station and got a NFA (no further action) she said she was scared to go to the police station at first but then she thought she had nothing to worry about because the police didn't frighten her at all.

10 years old PR2 went into Care home which she said she was glad because she wanted a better life to get away from the members of her family that were abusing her. First Care home PR2 went into Hole Green in Gatehead.

7 years old PR2 Dad went on to abuse PR2 this went on for about 3 years. PR2 Dad was also a well known con man and was still coning people he was court by the police for fraud and was waiting sentence but managed to get off with it because he had children. Because of PR2 Dad and what he did for a living PR2 and her family had to move around a lot. By this time PR2 had been to seven different schools.

When PR2 came out of prison she was homeless and needed to find some where to live she was sent to Pit street which is a homeless unit in the city centre. PR2 said it was "Shit" "it dump in there make feel depressed". PR2 got a flat in Keton which she was happy to get out of Pit street. PR2 received 2,000 pounds to help her get things for her flat from social services.

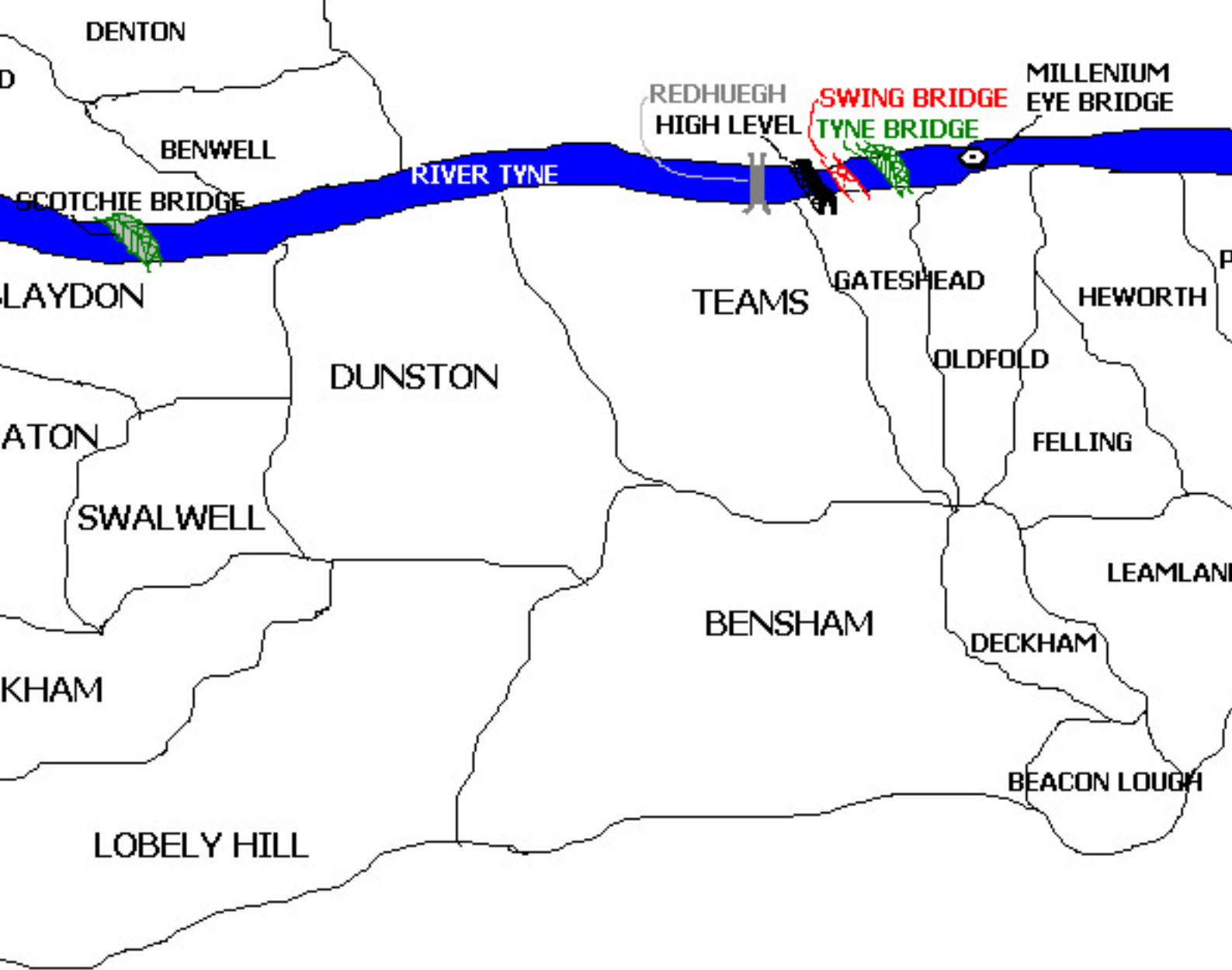
At 16 years of age PR2 was court for a Street robbery Pinching someone's coat of them she was arrested for this and was ramed for 7 weeks in Lownton prison. I asked her how this made her feel she said her friend who was at the robbery with her had grassed which made her angry. She said she was scared at first going in prison but when she got there it didn't bother her but she didn't like prison. When she came out she started to smoke Tac (Cannabis) with people she new from care. This was the first time she had tried drugs.

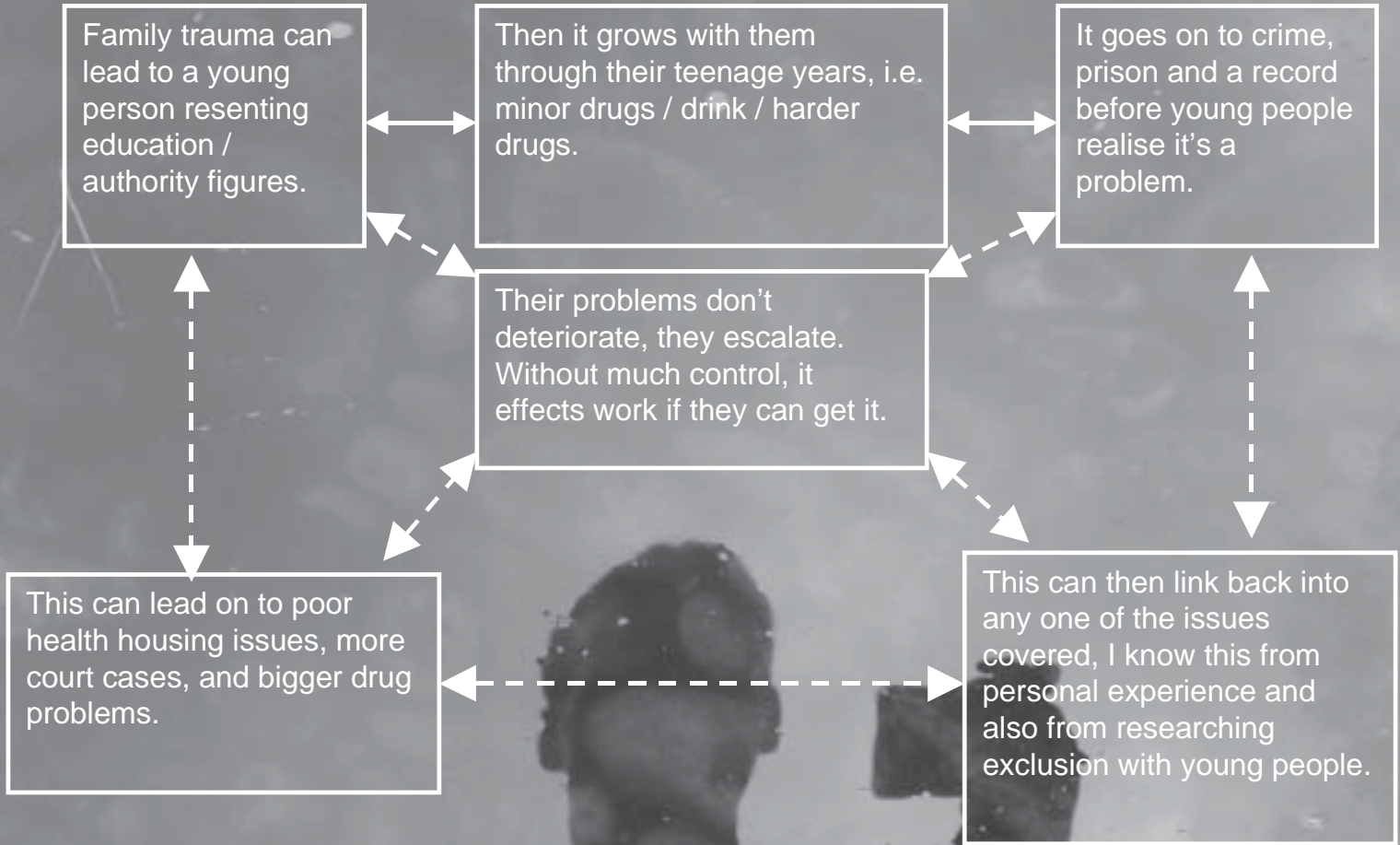
13 years old PR2 went on to Shoplift from shop in the city center. At this time PR2 said some time she would smash the care home up when she got angry. PR2 said she was also drinking alcohol at this time.


Made lots of new friends in the care home first time PR2 tried alcohol Cider and Lager which was pay for with her pocket money that she got from the home.

10 years old PR2 went to live with Granmother which she said was worse because she was just as evil as her Dad. She would hit her and one time that PR2 could remember the most was when her gran got a tea towel and rap it around her neck until she passed out.

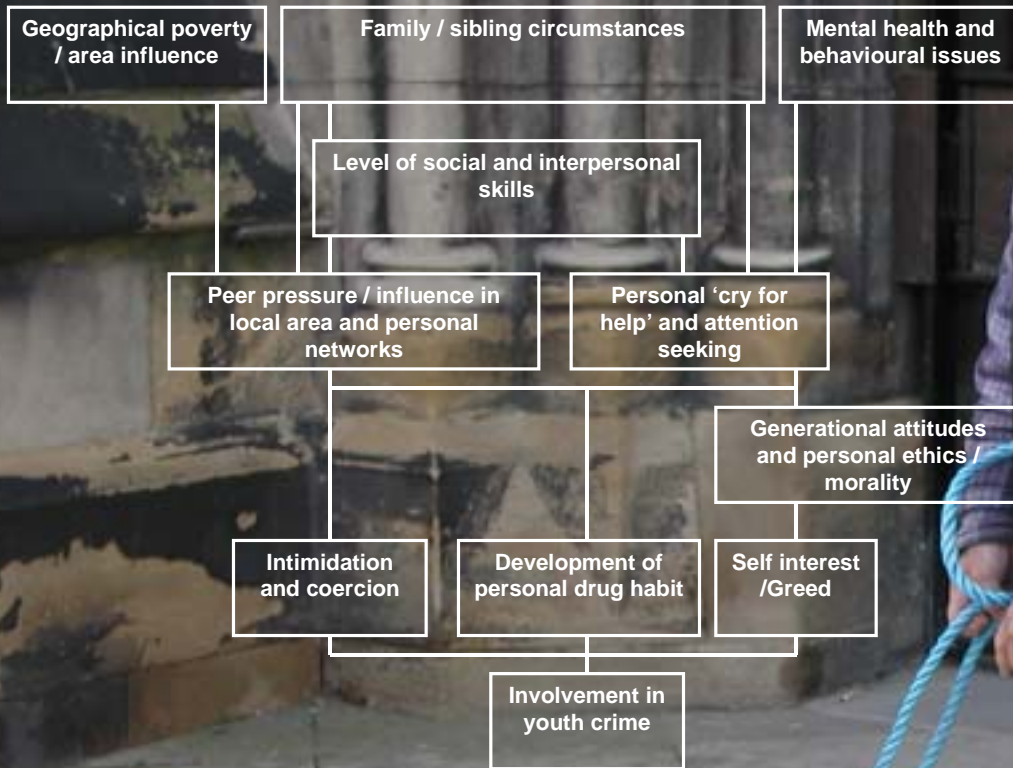
2 years old Mam and Dad separated from each other because Father was having sexual affair with another lady. PR2 mother had a nervous breakdown due to the breakdown in relationship. PR2 lost their house that herself and her family were living in. PR2 had to go and live with her Dad which she didn't want to do because of all the upset he caused.







“Now that things are levelled out to a way I can manage. I can get on with sorting day to day things out. I now have my own council flat. Something I never had in my life, I feel more secure now even though I have only had it for a week. I have not got to worry about people going in my room and snooping about like the y.w.c.a. I was at. The landlord used to come around and check everyhting. And I never knew much about it. I never had much to hide but I need my privacy like the next person. I now have that with my own flat. I have a two bedroomed flat in a tower block it is big enough for me and no-one is going to be sneaking about when I’m not in. it feels good as I can now organise my life around my flat and job. Where as before I was living day to day. I’m not totally back to the way I was in the first six month of the project. As I’m still getting used to having so much responsibility. I.e. paying bills, time keeping, cooking, paying fines all the normal things people do. I know people will think what is the problem with him it is all straight forward well I can agree with that only it’s the first time in my life I have done owt like this. Its hard but a challenge I feel secure in my accommodation but insicure in my responsabilitys. People say they have seen the changes in me I’m not so sure I still feel the same as before only more knowlegable. I hope I make it in this new world. It is harder in ways than I could ever of imagined. But in ways so was the world I had come from people would either look and say or they would aproach me and say how do you do it.”



Youth researcher's analysis of underlying causes of exclusion experiences



“Many people are afraid of dying, I am afraid of having to rely on social welfare it is my biggest fear in life. I do not want others money, you have to work to get what you want, it is as simply as that”.



Professional reflection

Professional Reflection

The *anthropological* strand of the project was designed to provide a professional perspective on excluded youth. This was achieved by placing experienced social researchers into those social situations in the partner cities where they can engage with vulnerable groups at risk of exclusion and by systematically recording the experiences of professional working alongside youth researchers within the city case studies. This was the emphasis of the work within the group of youth researchers in Rotterdam but it closely paralleled by the teams in Malmo and Newcastle Gateshead. Thus, this anthropological review is based largely on the reflection of the professional staff working directly with the youth researchers. This collected qualitative experience has been structured in a manner suitable for reflection and feedback between the project partners to encourage co-operation at trans-national level and identify any 'shared' professional experiences.

Identification of emerging cross-cutting issues of specific relevance to trans-national work

"It's always important to present at least one side of the story" (Sedaris 1999 p107)

The teams of youth researchers were aware from the beginning of the project of the self-research aspects of the work and the requirement of management to record the views and attitudes; including attitudinal change; of the individual youth researchers over the life to the project. This provoked a number of responses ranging from light-hearted sarcasm "You're just treating us like some kind of social experiment ... we're just hamsters (mistakenly used in place of guinea-pigs) to you!" to deeper held concerns over how this information was to be utilised "You're just using us ... taking advantage of my position and

contacts because you can't get access to them any other way". This was confusing as, although it is true, it was always clear and was the basis for the original project design, staff recruitment and development of work-programmes. It indicated a growing realisation by some of the excluded youth over their own 'value' as research subjects and gatekeepers to wider excluded youth, networks. In some cases this increasing level of self-awareness was accompanied by a certain level of personal resentment, possibly due to their own personal experience of municipalities and authority. This was in the form of lack of trust and conspiracy theory and lack of trust of the organisation with it's "... hidden agenda and masterplan".

This misunderstanding provided the light-hearted theory of 'social hamsters'; a phrase used to describe the role of the youth researchers as they were being observed and recorded by those professional staff working closely alongside.



The 'social hamster' theory

Many of the youth research views and attitudes that were recorded can be seen as a reflection of professional and management theories rather than genuine personal responses. It includes incidents of 'copying over the shoulder' for ideas and seemed to indicate a feeling by some of the youth researchers that the project has similarities with being in a formal educational setting. This worry that some of the material is closely influenced by close working with professional social researchers has to inform any approach to interpreting the research material. It also indicated the desire of the youth researchers to meet the expectations of the 'system', in this case by working to it's perceived rules.

One way of understanding this effect is through the initial apprehensions of youth researchers and their perception of their own work role. They are not responding as management would like, taking editorial control of their own work agenda and initiating contacts, but as they think management expects them to work. It is in practice, an additional example of the differing perspectives on work and professional research.

Some of the work related training provoked a number of startling responses that indicated an 'attitude of expectation' and personal jealousy within the team of youth research team to be given something similar, irrespective of the relevance or appropriateness for the individual concerned. For example, the issue of a study trip to work in collaboration with one of the academic partners had the response "Do we get something for doing it?", whenever it was presented as a core activity of the work-programme. This internal rivalry suggested a better anticipation by management of the difficulties of team-working, where the youth researchers come from diverse and often contrasting backgrounds. The internal difficulties were significantly less in the

Malmö team, possibly due to the more homogenous makeup of the Swedish youth researchers.

This rivalry was one example of how the teams actions and attitudes do not reflect many of the formally recorded views from the team. Where the youth researchers recognised that "one size doesn't fit all!" they seemingly often contradicted themselves by expecting equal treatment, support resources and time. "aye, wouldn't talk to that little smack head" was one for the youth researchers' views of his ex-colleagues who was heavily into the local drug scene. The youth researcher refused to associate with or have anything to do with his ex-colleague, as he was adamant that he did not take or did not wish to be associated with drugs. Later in the project it came to light that this particular researcher was also dealing and taking cocaine.

Contradictions and inconsistencies like this can be understood as flexible or 'movable morality' principles to work, individuals based upon personal emotions rather than rationality. It also highlighted a lack of strategic and long-term thinking, for example, in career development.

There was also an initial lack of empathy between some youth researchers and a lack of comparative self-awareness due to individuals internalising their own personal and domestic issues. Some of the youth researchers described this as the "Poor me syndrome".

Identification of the limitations over data-defined poverty and exclusion

"All of us take pride and pleasure in the fact that we are unique, but I'm afraid that when all is said and done the police are right: it all comes down to fingerprints" (Sedaris 1999 p33)

Understanding Social Exclusion as a Learning Process

There are common difficulties in the communication of personal details and complexity of circumstance; even at a superficial level; to policy makers more interested in generic behaviour and generalised findings. This tension between generic policy approaches and detailed experiences is one of the on-going challenges in the development of a more sophisticated policy response.

This is, in part, due to the prevalent normative model for developing underlying evidence base and the separation of this evidence from participatory and consultation processes. This normative approach can be seen in the tendency to place complex 'reality' and individuals' lives into a reductionist theory or academic framework or ideological model. This can be a useful first step but can eventually be abused or misunderstood – ultimately a 'closed' process that controls the scope of exclusion and the 'target groups'. This normative model; at national and European levels; with its strong emphasis on empirical and comparable (over time and between cities) indicators should not be predictive but used as a basis for social inquiry into the holistic and dynamic nature of exclusion. "... further research should seek to bring together three elements: an identification of needs and aspirations; an understanding of the **causal processes** that create exclusion and a framework to make a difference on the ground" (Newman and Geddes 2001 p28 [my emphasis]).

The challenges for comparative research is partly in understanding these theoretical model(s) of social exclusion, the variance within these models, and how they are applied within a European urban context (Ragin 1987). there are clear challenges in effectively linking community engagement processes to social policy development and

decision-making processes. To achieve this, and go beyond the 'rhetoric', the concepts of citizenship have to be expanded beyond the attachment to the nation state to a more multi-layered concept (Garcia 1996). This is becoming more evident in the growth of urban citizenship within the European Community - where the nature of urban citizenship is multi-cultural, transitional and diverse (Baubock 1994), possibly becoming more international and global than the nation state. Any approach to understanding community engagement has to address issues of citizenship and attachment - in so doing balancing a variety of 'top-down' and 'bottom-up' models (Matthies *et al* 2000).

"... multi-level citizenship rights and obligations do not exist in separate spheres ... " (Roth 2000 p27)

The development of the idea of citizenship through social learning and explicit linking of personal rights / expectations form the 'system' with certain responsibilities have been a recurring themes throughout the project. This understands 'political exclusion' (Taylor 2000) (being outside of decision-making structures and disengaged from the political process) as being just one element of multiple deprivation and part of wider social processes (Oppenheim 1998).

There were developing ideas, expectations and experiences of 'citizenship' and its relevance as a concept in each of the case study cities. This understanding was indicative of their personal relationship with the 'system' and how it has changed throughout the time spent working as part of this 'system'. This understanding also reflected growing personal confidence (Walters 2000) principally through gaining employment (Gordon *et al* 2000), executing this work at a professional level and as a result, gaining experience, skills (within informal or semi-formal

setting) and self-awareness. Yet, this employment was much more than income to the individual youth researchers. It was about self-worth, security and stability, personal responsibility, structure and routine and a growing network of contacts (people / organisations).

The youth researchers' understanding of 'citizenship' were based upon personal perceptions, attitudes and feelings and became linked to ideas of individual empowerment (Perkins and Zimmerman 1995) and a growing level of engagement with society (Florin and Wadersman 1990). The observance of an increasing level of empowerment is possibly due to the youth researchers' increasing analytical skills and critical awareness - where they are able to place themselves within a much wider social context and situations than they were at the beginning of the project. This 'contextualisation' included a better awareness of 'peer' pressure, culturally specific rules, norms and expectations in a manner in which they could be challenged and adapted. This suggests the important benefits of travel, exchange and how empowerment and citizenship has much in common with the attributes of comparative learning (Walters *et al* 2001).

Limitations of the 'system'

All of the project partners have spoken about the need to 'bend the rules' and to work outside of the formal system, whether that is in relation to employment, recruitment or data collection and handling. There was a constant tension between formal officer regulations, managerial and personal responsibilities and the practical requirements to make the project work. There were instances where many of the youth researchers had their own inherent personal survival techniques, these often came into conflict

with the 'system' and the associated rules and regulations that were seen to frustrate them in their work and personal lives. The need to build trust and rapport with the youth researchers and ultimately with a wide range of data-subjects from excluded background was often fettered by red-tape, pushing all of the project managers to become more flexible in their approach to gaining 'honest' research material. The formal management and consultation structures available, only went so far in allowing for the depth and detail of personal information to be collected and there had to be a balance between simple quantity of information (that could be a substantial body of data but superficial and missing the underlying causes and motivations) and information that was actually educational and additional to the already copious amounts of primary research material from more traditional academic sources and methods.

It is a truism to note that the most influential information collected was as a direct result of significant personal commitment to the research ethos by both project management and the youth researchers and the interpersonal trust developing from these relationships. This personal knowledge was the closest to data that could be described as 'sub-cultural' information (on both sides where youth researchers were as aware of the differences in cultural rules and social norms between themselves and those they historically understood as working for the 'system'). This knowledge was holistic, unstructured and consumed intuitively – practically that means that it was discussed informally over a drink, or as group social events. The Swedish team gave a significant amount of their project time to this type of team building and development of interpersonal 'social' trust – generally having a group social event weekly. In most cases, this was important

Understanding Social Exclusion as a Learning Process

but also informal and opportunistic rather than programmed into the activities of the 'system'.

Yet, this deeply personal information has to remain unwritten and private to maintain the trust built within each of the individual research teams. The practical application has to be intuitive and implicit – suggesting that mentors and managers need to find a means of sharing important material from life-histories and attitudes.

The challenge of undertaking this type of communication; as evidenced in the extent of the dissemination work undertaken as part of this project; begins to highlight additional issues that relate to the idea of 'institutionalised exclusion'. This shows itself in a professional 'fear' of the excluded. This is where there has been common experiences of policy officers and politicians being literally afraid of close personal engagement with youth people from excluded backgrounds. We have witnessed a lot of difficulties in dealing with emotional engagement, facing the practical implications of policy decisions; where in reality, things are not abstract and generic. ... *"they (policy officers and politicians) are in direct confrontation with the excluded and afraid because they don't have the answers"* (quotation from Dutch researcher).

This narrow professionalism; where there is an unwillingness to show weakness or admit policy limitations; can be a barrier to meaningful engagement – where the day-to-day considerations and priorities of policy work are combined with class or income distinctions to reinforce a distinct sub-culture that is detached from the culture and experiences of excluded youth. Often the youth researchers described their work with policy staff and politicians as being 'part of a different world' and is indicative of how the youth researchers responded individually to their encounters with decision-makers and the system.

This level of understanding is present in a content analysis of the written material (based on typical quotations and repetition of textual elements) arising from contact with and presentations to politicians and policy makers. Although this experience was by no means negative, the youth researchers still understood themselves as being outside of the system and certainly at a different level of professionalism to policy officers.

In response to the challenge of communication of this research material and the often low expectations of this type of work – qualitatively-based material in general and the level of methodological professionalism from a team of youth researchers – a powerful case has to be made for challenging a closed professional sub-culture to be able to understand their social systems from a very different perspective. Schutz describes the idea and attributes of multiple realities as 'sub-universes' or subcultures where ... "the origin of all reality is subjective, whatever excites and stimulates our interest is real. ...[and] there are several, probably an infinite number of various orders of realities, each with its own special and separate style of existence." He also suggests a "... specific *shock* ... [can] compels us to break through the limits of this 'finite' province of meaning and to shift the accent of reality to another one." (1967 p227 and 229 author's emphasis).

The idea of shock tactics in presenting sociological data can be criticised for being unrepresentative of overall understandings and part of an inherent bias of individual researchers to establish their own 'realities' onto a public or local political agenda. However, it is argued that the shock of some data; albeit even shock through the specific medium of the data; can be a useful starting point for further exploration of the connections within our understanding of urban

society. It is purely arbitrary that most individuals approach their understanding of urban society from a policy perspective or 'entry point'. The method or area of approaching sociological data and the understanding derived from it does not change the nature of the data as it was initially collected. Nor does it alter the underlying nature of society itself. Thus, whatever it is, the entry point for exploring complex data should have the role of initiating interest in wider connections and eventually aiding the communication of the totality of social experiences and attitudes. So if the 'entry point' for exploring society is the videoed shock of a heroin user injecting or a teenage child relating their corrupting experiences of the care system, this should be seen as positive engagement provided the experiences are well connected and contextualised, where the knowledge of the urban youth culture is given a coherence and structure.

It has been interesting to note a general shift in the different youth researchers from an initial awareness of the system to a desire to influence it. Where initially many of the individuals understood the system from a position of their own survival techniques – as something to 'milk' for benefits – they are increasingly able to network within the complex organisations within which they work and use their own adaptive learning skills to 'shop' for benefits and influence, even to the point of frustration at being excluded from policy analysis and feeling that they or their research work wasn't being taken seriously by those within the system.

The tactics of influencing the system include the ideas of shock, emotional engagement as well as a strong intellectual 'grounding' to any evidence base for informed decision-making. Many of the youth researchers have developed an awareness of how to use individual networks to 'get the foot in the door' to present to important groups of

politicians and decision-makers. They have also grown in personal confidence to challenge current ways of working and put forward and defend their own analysis of policy. We have found from dissemination activities, that it is often the impressive power of the young people speaking with confidence about their own work that provides the shock tactics rather than the content of any specific interview or video. While there is much more work required in improving our understanding of our youth sub-cultures with the associated policy response, passing the control of the policy to 'excluded youth' provides an important pointer for future activities.

Development of a comparative framework for qualitative data

"... there is a tendency to reduce what is and should be an epistemological questioning to a political questioning inspired by prejudices or political impulses". (Bourdieu 2001 p36)

Bourdieu suggests that there is a false 'starting point' for much of our social research and that it is creating the 'institutionalised exclusion' processes described earlier within this report - where currently much of the policy approaches are underpinned from the perspective of a 'closed' political grounding rather than an 'open' framework, based on experimental and investigative approaches to social inquiry and learning. Often this false social or political theoretical basis for understanding society simply reinforces the wide and repeated use of 'closed' methods and the institutionalised bias to defining 'social exclusion' and basing decisions and policies on empirical evidence and research (Levitas 2000). This simply reinforces the strong links between social exclusion and economic

Understanding Social Exclusion as a Learning Process

indicators (cause and effect) that are limiting in our understanding of exclusion processes and partly responsible for the growing reaction against the institutional obsession with 'measurement' rather than 'understanding' (Boyle 2000).

Yet when we begin to understand the importance of multiple perspectives, the social complexity and unpredictability of urban systems, we have to acknowledge (or even abandon) the fallacy of any common universal / rational basis for research, scholarship and social learning. We have to question our fundamental assumptions (Bourdieu 2000) even if this leads us towards a different 'grounding' for our social policy.

It is suggested that cultural analysis can provide this comparative and theoretical framework. Yet, if cultural theory is to be a useful tool for comparative understanding of social exclusion, it has to fulfil this role of stronger emotional engagement in decision-making and attempt to connect governmental institutions / policy makers with the mixed and complex reality of citizens' lives (Bordieu *et al* 1999). Any social

policy response has to have this wider context and be explicit about the values and principles within the approach to analysis, if it is to avoid ambiguity and contradiction (Drake 2001).

Iterative policy development

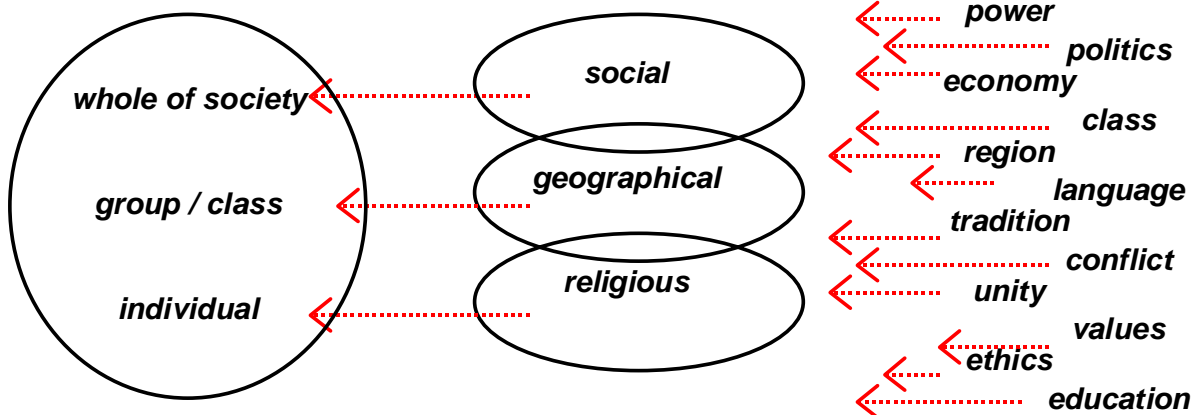
Beyond any approach to understand urban communities and the processes of social exclusion, are the practicalities of application. In the context of social exclusion, especially within youth cultures, there are far-reaching policy implications. Due to the diversity of issues investigated and the variations in social meaning between urban communities and the trans-national experiences, the policy recommendations arising from this work are less about substantive issues and more related to the processes of policy development.

The common aim is the development of 'iterative policy' - that is policy that develops over time in direct response to practical lessons gained

levels of cultural meaning

principal cultural influences

variable influences



A framework for the influences upon cultural understanding (based on Eliot 1972) that illustrates the multiple influences and layers of sub-culture.

from the implementation of social policy. This is common to an 'holistic' or joined-up approach that is firstly based upon understanding urban systems; as a preliminary step towards setting national and local political agendas and problem definition; and secondly on the co-ordination of policy response. The first point relates to an integrated and dynamic understanding of 'exclusion' that is grounded in multiple local realities; where personal histories, perceptions and individual details are maintained; and the later point relates to an iterative response to this 'learnt understanding'.

The characteristics, attributes and ambitions of iterative policy are learning from collective experience at all levels / layers of decision-making and behaviour. The benefits are;

- ◆ Co-ordinate and rationalise service provision
- ◆ Develop clarity on policy objectives
- ◆ Sharing mixed 'evidence base' and an open approach to understanding and setting political priorities
- ◆ Acceptance of the need to incorporate 'messy data' and grassroots representation into the policy / decision-making process
- ◆ Linking feedback mechanisms – research / consultation / participation to assist in the continual revision / review of policy objectives based upon 'open' methods to set political agenda ('what are the relevant issues at a local level,?' 'level of congruence (does it challenge or match, reinforce dominant paradigm) with political agenda?')

Policy-making must learn about the variety of life experience prior to the development of policies based upon simplified generic interpretations. In practice, this may involve the rethinking of the very framework for policy and strategy development, as

the dominant mechanism for delivering policy outcomes / objectives.

Decision makers are in part influenced by short-term political cycles and retention of office. They are often lacking in detailed knowledge about youth subcultures and the characteristics of 'excluded youth'. The political temptation is to adopt simplified generic models and prescriptive / thematic solutions. Yet it is vital to fully engage with elected politicians as part of iterative policy development. They have a 'gate-keeping' role in allowing for access to national policy makers, budgets and mainstreaming work as core function of local government as opposed to innovative one-off project work. It is possible for this 'political' area of policy development to assist in the changing professional role associated with social policy and the underlying core competencies - moving from advocacy to facilitating dialogue and social learning within urban communities.

Complementary to the active engagement of 'political advisors' would be the use of 'field advisors' as individuals coming from a background of exclusion and poverty. These advisors would act as intermediaries to excluded networks with responsibility for contacting, interpreting and maintaining trust / rapport between hard to reach groups and policy levels. This complements the growing recognition of community advocacy, peer-mentoring, capacity building, and even citizenship training within formal education systems.

Paradoxes and contradictions

Tackling social exclusion is dependent upon organisational culture and individual attitudes rather than formal structures and/or processes. The attitude of various levels of actors to have the time, interest and flexibility to adapt and learn. There are multiple cases of politicians and policy-makers

Understanding Social Exclusion as a Learning Process

jealously guarding their contacts, networks, budgets, and protective of their professional integrity in contrast to and at the cost of corporate mission statements. Stated municipal policy is not reflected in action, staff time commitments or budget. This has resulted in a degree of mistrust between actors.

The longer individual field advisors are working within the 'system' the more detached they become from their personal networks and the associated experiences. This detachment is caused in part by personal development, skills, self-perception and how they are perceived by their peers. This could be managed by passing more responsibility to the field advisors for future recruitment, mentoring and training of data subjects / advisors where the action-research becomes a core function of the municipality with associated budget support.

Integrative methods and systemic thinking

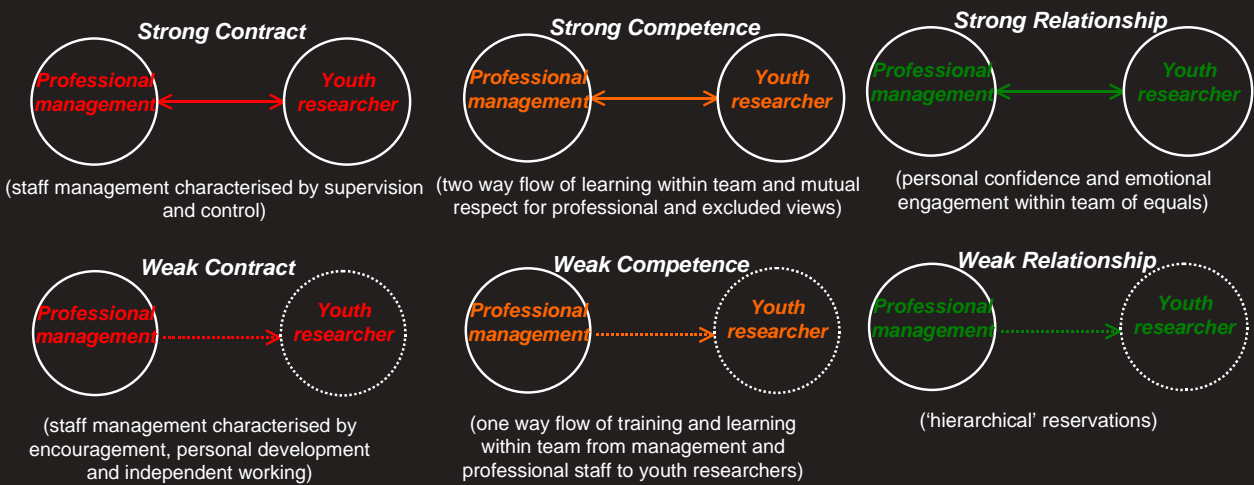
"Given the generally intuitive level of the task, no detailed directions are provided; it is believed that the matching numbers, letters and diagrams will be guidance enough to carry the intelligent reader through to completion of the chore ... those who suffer difficulty should abandon the enterprise immediately" (Ware 2001 p206).

The development of professional competencies and skills will be necessary to work iteratively. At the forefront of new skills are those relating to integrated and systemic working. These can be understood as a set of generic skills that facilitate informed dialogue between actors and agencies (set within context of knowledge management and learning). Thinking systemically provides a model for describing reality and locating personal / professional experiences that can have

the effect of pushing the boundaries of job descriptions ('thinking outside the box' and through the identification of relationships and linkages). Specific skills necessary, include the ability to conceptually 'map' roles and experiences in a wider environment or context. For example, mapping the overlaps between individual policy strategies; or the life history of drug abuse may show the collective 'causes' / influences and factors relating to a range of policy areas such as area-based regeneration initiatives, housing allocation, social benefits (such as financial support for health care).

In addition to systemic skills and capacity building, for inclusive and iterative policy making, there has to be an acceptance of mixed, multiple and changing perspectives. This requires associated analytical skills in interpreting and applying the intuitive understanding gained from multiple perspectives. Other professional competencies are the practical communication skills between different levels of actors; use of non-expert / technical language, writing, speaking, listening etc.

The nature of the project has meant that some field workers 'lived' the experience of exclusion while involved with the project. In this context, there has been a tendency to exaggerate personal histories for effect and reputation; there has been recognition that significant personal information and experiences remain 'hidden' or unrecordable / unreportable due to confidentiality or personal difficulties). There has to be recognition that certain 'difficult' material will remain hidden from social research in part, in full details. The personal circumstances of certain field workers; where they were still active in illegal activities (drug dealing, prostitution, rape, armed robbery, violent assault, theft) .



excluded	→ included	Excluding professionalism	Inclusive professionalism
Reflective	Innovative	Hierarchical (creates barriers)	Unhierarchical (removes barriers)
Resentment / suspicion (conspiracy and distrust)	Trust	Expert based	Multi-disciplinary
Inconsistency (‘flexible’ morality)	Consistency (‘grounded’ personal values)	Objective	Emotionally involved (non-objective but pragmatic)
Generic approaches	Maintaining detail	Corporate (working for organisation)	Non-corporate (working for partnership)
Egocentric (Self-centred)	Empathetic	Passive involvement (‘teaching’)	Active involvement (‘learning’)
		<i>Output focussed</i>	<i>Process focussed</i>



Partners Networks Prototype Findings

[Home](#)
[Downloads](#)
[Notice Board](#)
[Members](#)
[More about the Project](#)
[Contact Us](#)

More about the project

YAL.COM

Vision
 To direct a 'Youth Inclusion Team' that promotes and shares best practice in local councils on a European level who are actively involved in tackling youth exclusion through development activities.

social e...
 . The...
 city c...
 o and...
 between

develo...
 within

- Philip Lockyer the "cheeky one"
- Kirsty Kitching the "mother figure"
- Lee Burns the "handsome one"
- Lyndsey Holland "teen"



City Views
[Quick Link](#)

above. This recognises the need to involve, educate and learn from the experiences of young Europeans under the threat of social exclusion.

I feel I've let a lot of people down over the years due to my past. Its only now as an adult that I've started to build those bridges I broke years ago.

I'm on a visit with my youngest brother, as he is in prison for car jacking (he basically took someone's car off him) and got three year all together.



There is six in my family, 2 girls and 4 boys. Some work others don't. I'm unemployed, but i do a small amount of voluntary work for homeless people at Pit street, as I've been there myself, seen the film wore the T-shirt and read the book sort of thing. They want and need people like me to relate to the other ex-offenders or homeless, so the people involved don't feel patronised and spoken down to from some civil servant or bureaucratic

pen pusher.

It is similar to what you are doing, for the people by the people, which is a good thing because people like us are stereotyped into believing we are no-good, which is wrong and patronising.

I'm not 100% sure what I'm exactly supposed to do for you, I can only wait and see what your first paper or booklet entails, but I'm eager and willing to try anything.



Read my articles:

Trans-national Dissemination

The project anticipated the results of the work; specifically those cross-cutting issues of trans-national relevance; to be disseminated using a combination of reports, papers, programmed seminars / events and web-site information.

Barcelona

All of the project partners are actively involved in the **Eurocities Network** and **Newcastle City** is the current chair of the **Social Welfare Committee**. (Malmo City taking responsibility for chairing the committee in 2003). This provided an important opportunity for some of the youth researchers to travel to Barcelona and present their own research work alongside of the project findings to a well attended **Social Welfare Committee**.

Their own recordings of experiences of the presentation highlight the innovative and alternative nature of bringing together European politicians, policy officers and excluded young people. It proved to be an interesting and refreshing learning experience for all of the groups involved.

Brussels

Participation and Inclusion in Europe Conference, Fédération des Entreprises de Belgique, Brussels (27/02/02 – 01/02/02). The team was invited by BAG EJSA (**Bundesarbeitsgemeinschaft Evangelische Jugendsozialarbeit** a national voluntary sector network working with excluded youth throughout Germany and based in Stuttgart) to participate in an international conference and series of workshops examining 'Participation and Inclusion in Europe'. The focus of the presentation was to define the basic conditions for the success of youth participation and youth researchers provided a presentation and ran a workshop entitled 'Understanding social exclusion as a learning process: Methods of youth research in Sweden, Netherlands and UK. This conference was attended by elected members, youth organisations and groups of young people from a series of case study projects based in UK, Germany and Italy.



Middlesborough, Teeside

The Newcastle and Gateshead team took advantage of the opportunity to build upon the regional network and academic contacts to present their work in its totality to **Teeside University** students as part of their Youth Studies degree.

Researchers at Teeside have been undertaking similar action-research into youth and sub cultures within the North East of England. Earlier in the project, Rob MacDonald an academic with experience and expertise in youth studies and qualitative research techniques undertook an interactive seminar for the team of youth researchers. This returning lecture provided a good opportunity to share experiences, effective methods for contacting and recording the views of young people. It also provided the team of youth researchers an opportunity to find out about the options open and the flexibility given to mature student entry into foundation courses and degree programmes at Teeside. Through this contact, a number of the team are considering applying for formal courses at the University.

Dublin

A section of the team was invited to present their perspective on the action-research project to two separate audiences in greater Dublin in the same day. The **Dublin Employment Pact** is a partnership of businesses and agencies addressing exclusion from the labour market and have similar issues relating to youth culture, attitudes and expectations (www.dublinpact.ie). Their representatives attended a presentation and interactive discussion with the project manager and two of the youth researchers - with a listening attitude to how they could develop their own initiatives and processes relating to youth, informing their research and evidence base and how they could begin to have a policy response to tackling exclusion.

An additional presentation was given to community and regeneration staff within **Dublin City Council** - to initiate a discussion over effective engagement with young people and also to build collaborative links between Dublin and Newcastle.



Understanding Social Exclusion as a Learning Process

Murton, County Durham

Europe and Social Inclusion Seminar - 9 May 2002

This was a regional seminar organised by the North East Assembly to mark 'Europe Day' and provide an overview of current initiatives and issues relating to social inclusion that have both a regional and trans-national dimension. It brought together over 100 delegates from voluntary, local authority, business, government and community sectors throughout the north east of England.

Interactive presentation by team members from Newcastle/Gateshead to a mixed national / regional audience of politicians (including MEPs and MPs), policy professionals and local activists. This was followed by a panel session, where two youth researchers sat alongside MEPs, and representatives from the UK's Department of Work and Pensions (the author of the UK's Social Inclusion NAP).

As this seminar was after the end of the youth researchers' employment contracts their involvement was based on their personal interest and commitment to the approach initiated by the project. The cost of travel and attendance was met by *Newcastle City*. The *North East Assembly*

provided a speaking fee for the youth researchers who participated.

The emphasis within each of the presentations was tailored by the youth researchers to the appropriate interests of the audiences. However, the emphasis was to challenge and develop social research capacity and attitudes to excluded groups within municipal organisations. With specific recommendations for professional / policy staff and for elected members / politicians within these municipalities.

The series of presentations and seminars has been opportunistic, to take advantage of existing networks, offers of support and collaboration, and to develop the basis for on-going co-operation between the Member States to combat social exclusion. This has been most significant with similar projects funded through the European Commission's budget line.





“Barcelona ... It was an experience of a lifetime for me. It was a once in a lifetime opportunity for me to be able to not only travel but to speak confidently in front of different people from other European countries.” ... “What it was all about was policy makers thrashing ideas about to find a good solution to exclusion and inclusion issues. For me and my other team-mate it was an experience I will never forget. I had never spoke to an audience as big in my life never mind in a old building like the one we were in. ... it was long and hard work doing the conference and the presentation but it needed done. I went to the conference feeling fine as me and the other youth researcher were told it would be pretty formal but still relaxing. How wrong we were, it was inside a building that was a few hundred years old. They had us in an old room that was covered from floor to ceiling with old paintings ... the set up was pretty daunting, knowing we had to be translated and listen to people who were translating themselves. Most of the morning passed without any problems and for me I never really understood what it was all about. It seemed more about policy and numbers more than anything else ... unless I got it wrong I was too strung up to understand any of it.” ...

“My head was spinning trying to think of how I would open up my speech and explain in a few words how the project was for me and also how I found working with socially excluded people. What I tried to do was days and weeks before the conference I wrote things down that I would like to talk about but when it was our turn to speak all that went out the window. I looked around the room thinking ‘shit I’m gonna make a fool of myself’. Well I can’t tell you much about what we spoke about because I was so wired up about the thing that afterwards I had forgotten what it was I had spoken about. For about ten minutes I was speaking all about the project (so I was told) and how it had helped me, and what I had learned.

Everyone spoke to me afterwards saying how nice it was and how refreshing it was to hear from young people. Well it was also nice for me to see what happens on the other side of the coin. I mean I always talk about things I do but never really listen to what other people do and it’s conferences and meetings that bring young and old people together that make’s the difference. So listening to other people put things in to perspective for me. And after speaking friendly to people over a drink that is when I seen the other side of things how policy people have problems as well. And all else that comes with normal living and this is words from people who earn 20k a year, have mortgages and have holidays at least once a year. But all joking aside I would have done the conference over again for nowt.”

The project "... was a great opportunity to have working in the civic centre with the important people around you. When I started and was part of a team. I so what really was the true colours of the civic behind closed doors. I got the feeling that people were keep looking at us and what not say nothing around us. For example; when we used to get in the lift and people would be quiet in case they say some to offend you. But the project goes on and things are looking up, I've been involved in consultations and youth events, I've talked to professionals and youths. The project ends in April 2002 and things don't seem to be going on any more. No job, no money. Of course I've learnt a lot from the project, but I don't think it has been long enough for my research. Another year maybe." ... "When I went out and conducted interviews, the first thing I done was contact my networks. One of the networks I have used is Children's Express based in Cowgate. I have been doing some voluntary work with them since 1997. Children's Express is a press agency for young people age 8 – 18 years old. They publish stories in local and national newspapers about young people for everyone." ... "I also worked with other young people from my network list and spoke to people aged 16 – 25 and all had problems with one of the issues. More than 60% of them had problems after problems. While I have been talking to the young people, they have all expressed there feelings about youth crime. Some do it for a living, some do it for fun and a laugh, other do it for the money, from little petty crime like shoplifting to armed robbery. One person I spoke to done youth crime for fun and they did not care if they got caught because they want to go back in prison, because they said it is just a holiday camp (HMP Castleton) and its better then being on the streets." ... "I'm still looking at my networks and visiting them all the time to build a friendship with them. My networks have been involved in Consultation Events and youth events. I found them to be very supportive and participated in the tasks we give them. When the youth participated in the consultation event they found it to be very difficult because the speaker was wearing a suit and the young people were not taking any notice and just messing around. I mean I would not like it someone who they didn't know talking to me using big words wearing a suit, it would put me off. That was a big mistake. I mean when you talk to young people you just go in clothes you can relax in and just chill out. I think the consultation staff got a shock, the young people came from a place where they go to learn about lifeskills and fixing cars. More then 90% of them have been expelled from secondary schools and have been in trouble with the police in the past. (13 – 20) year olds."



References

References

- Abram, Simone and Waldren, Jacqueline (Eds.) (1998) *Anthropological Perspectives on Local Development* (Routledge, London).
- Alderson, F (1968) *View North - A long look at Northern England* (David & Charles, Neton Abbot).
- Annett, John (1972) *Feedback and Human Behaviour* (Penguin, Harmondsworth).
- Arber, S (1993) 'The research process', in Gilbert, N. *Researching Social Life* (Sage, London).
- Baker, Matt (2002) 'Promises'. *Big Issue* October 14 pp 10-11.
- Baubock, R (1994) *Transnational Citizenship: Membership and rights in international migration* (Edward Elgar, Cheltenham).
- Belbin, R. Meredith (1993) *Team Roles at Work* (Butterworth-Heinemann, Oxford).
- Bishr, Y (1998) 'Overcoming the semantic and other barriers to GIS interoperability', *International Journal of Geographical Information Science* 12(4) pp 299-314.
- Blaikie, N (1995) *Approaches to social enquiry* (Polity, Cambridge).
- Bouman, P.J and Bouman, W.H (1952) *De groei van de grote werkstad - een studie over de bevolking van Rotterdam* (Assen).
- Bourdieu, Pierre (2001) *Practical Reason* (Polity Press, Bristol).
- Bourdieu, Pierre (2000) *Pascalian Meditations* (Polity Press, Bristol).
- Bourdieu, Pierre *et al.* (1999) *The Weight of the World: Social Suffering in Contemporary Society* (Polity, Cambridge).
- Boyle, David (2000) *The Tyranny of Numbers: Why counting can't make us happy* (Flamingo, London).
- Brown, Gordon (2000) "In conversation with Alya Din" pp 77-85 in Carpenter, Aurea., Nicolson, Rebecca and Robinson, David (Eds.) *What if? Fifteen visions of change for Britain's inner cities* (Short Book Company, London).
- Burgers, Jack and Musterd, Sako (2001) "Global and local determinants of social exclusion; Amsterdam versus Rotterdam" pp 125-148 in Andersen, Hans Thor and Van Kempen, Ronald (Eds.) *Governing European Cities: Social fragmentation, social exclusion and urban governance* (Ashgate, Aldershot).
- Burn, Gordon (2001) "Little brother is watching you". *The Guardian Weekend* June 30 pp 44-54.
- Byrne, David (2001) *Understanding the Urban* (Palgrave, London).
- Campbell, Beatrix (1994) *Goliath: Britain's Dangerous Places* (Methuen, London).
- Callaghan, Thomas (1978) *A Long Way to The Pawnshop* (Frank Graham, Newcastle upon Tyne).
- Cassell, J (1988) 'The relationship of observer to observed when studying up', in Burgess, R.G. *Studies in qualitative methodology* (JAI Press, London).
- Children and Young People's Unit (2001) *Building a strategy for children and young people: consultation document* (Children and Young People's Unit, London).
- Crilly, Michael and Mannis, Adam (2000) 'Sustainable Urban Management Systems' pp202-214 in Williams, Katie., Burton, Elizabeth and Jenks, Mike (Eds.) *Achieving Sustainable Urban Form* (E & FN Spon, London).
- Crilly, Michael and Wren, Trevor (2000) 'Dimensions of Social Exclusion and Urban Change' pp13-25 in conference proceedings *How to integrate environmental aspects into spatial planning* May 4-5 Stockholm, Sweden.
- Colley, Helen (2001) 'An ABC of mentors' talk about disaffected youth: Alternative lifestyles, benefit dependency or complete dunces?'. *Youth and Policy* 72 pp 1-15.
- Coser, LA (1963) *Sociology Through Literature* (Prentice-Hall, London).

- Coupland, Douglas (1997) *Polaroids from the Dead* (Flamingo, London).
- Danziger, Nick (1997) *Danziger's Britain: A journey to the edge* (Flamingo, London).
- De Botton, Alain (1997) *How Proust can change your life* (Picador, London).
- Dean, Hartley and Melrose, Margaret (1999) *Poverty, Riches and Social Citizenship* (Macmillan Press, Basingstoke).
- Dean, H and Taylor-Gooby, P (1992) *Dependency Culture: The explosion of a myth* (Harvester Wheatsheaf, Hemel Hempstead).
- Department of the Environment, Transport and the Regions (2000) *A Review of the Evidence Base for Regeneration Policy and Practice* (DETR, Rotherham).
- Department of the Environment (1987) *Handling Geographic Information, report of the Committee of Enquiry chaired by Lord Chorley* (Department of the Environment, London).
- Devogele T, Parent C, Spaccapietra S (1998) 'On spatial database integration'. *International Journal of Geographical Information Science* 12(4) pp 335-352.
- Drake, Robert F (2001) *The Principles of Social Policy* (Palgrave, Basingstoke).
- Eden, C., Ackermann, F and Cropper, S (1992) 'The analysis of cause maps'. *The Journal of Management Studies* 29(3) pp 309-324.
- Eliot, T.S (1972) *Notes towards the Definition of Culture* (Faber and Faber, London).
- Egenhofer, MJ and Kuhn, W (1999) 'Interacting with GIS' pp 401-411 in P. Longley, M. Goodchild, D. Rhind and D. Maguire (Eds.) *Geographical Information Systems, Principles and Applications* (J. Wiley & Sons, Chichester).
- European Commission (2001) *European Union: Joint Report on Social Inclusion* (http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/joint_rep_en.htm).
- European Commission (2000) *Data Protection in the European Union* (Office for Official Publications of the European Communities, Luxembourg).
- Evans, Karen et al (1997) *Working to Learn: A work based route to learning for young people* (Institute for Personnel and Development, London).
- Fielding, N (1993) 'Qualitative Interviewing' in Gilbert, N. *Researching Social Life* (Sage, London).
- Florin, P and Wandersman, A (1990) "An introduction to citizen participation, voluntary organisation and community development: insights for empowerment through research". *American Journal of Community Psychology* 18(1).
- Foddy, W. (1995) *Constructing questions for interviews and questionnaires* (CUP, Cambridge).
- Forsyth, Jimmy (undated) *Scotswood Road* (Bloodaxe, Newcastle upon Tyne).
- Fowler, Peter., Robinson, Mike and Boniface, Priscilla (2001) 'Pride and prejudice: Two cultures and the North East's transition' pp 120-135 in Ward, Neil and Tomaney, John (Eds.) *A Region in Transition: North East England at the millennium* (Ashgate, Aldershot).
- France, Alan (2000) *Youth Researching Youth: The Triumph and Success Peer Research Project* (Youth Work Press, Leicester).
- Gans, H (1968) *The Levittowners* (Allen Lane, London).
- Garcia, S (1996) 'Cities and Citizenship'. *International Journal of Urban and Regional Research* 20(1) pp 7-21.
- Garratt, Daren (1997) "Youth Cultures and Sub-Cultures" pp 143-150 in Roche, Jeremy and Tucker, Stanley (Eds.) *Youth in Society: Contemporary Theory, Policy and Practice* (Sage, London).
- Garton, M. and Taylor, G (2001) 'Data integration issues for a Farm Decision Support System' in D.B. Kidner and G. Higgs (eds.), *GIS Research in the UK: Proceedings of GIS Research UK 2001 9th Annual Conference*, Glamorgan, pp 519-524.

Understanding Social Exclusion as a Learning Process

- Garton, M. and Taylor, G. (2002) 'A farm decision support GIS: interoperability problems and solutions'. *Proceedings of 5th AGILE Conference on Geographic Information Science*, Palma (Mallorca, Spain), pp 465-472.
- Gilbert, N. (Ed.) (1993) *Researching social life* (London, Sage).
- Gordon, D., Adelman, L., Ashworth, K., Bradshaw, J., Levitas, R., Middleton, S., Pantazis, D., Payne, S., Townsend P and Williams, J (2000) *Poverty and social exclusion in Britain* (Joseph Rowntree Foundation, York).
- Gould, Peter and White, Rodney (1974) *Mental Maps* (Penguin, Harmondsworth).
- Gross, J. and Rayner, S. (1985) *Measuring culture: A paradigm for the analysis of social organisation* (Columbia, New York).
- Guptill, S.C (1999) 'Metadata and data catalogues' pp 677-692 in P. Longley, M. Goodchild, D. Rhind and D. Maguire (Eds.) *Geographical Information Systems, Principles and Applications* (J Wiley & Sons, Chichester).
- Hall, T and Williamson, H (1999) *Citizenship and Community* (Youth Work Press, Leciester).
- Hammersley, Martyn and Atkinson, Paul (1983) *Ethnography: Principles in Practice* (Tavistock, London).
- Harding, Jeremy (2000) *The Uninvited: Refugees at the rich man's gate* (Profile Books, London).
- Heren, Louis (1996) *Growing Up Poor in London* (Phoenix, London).
- Hollands, Robert (2001) "The restructuring of young Geordies' employment, household and consumption identities" pp136-156 in Tomaney, John and Ward, Neil (Eds.) *A Region in Transition: North East England at the Millennium* (Ashgate, Aldershot).
- Houldcroft, Lovella (2002) 'Pushing out pushers, hemping the homeless'. *Newcastle Journal* November 8 p 20.
- Hunwick, Gerry (Ed.) (2000) *Bridging the Gap: Recent stories from Children's Express Newcastle* (Save the Children, Newcastle).
- Johns, Ruth (2002) *St Ann's Nottingham: Inner City Voices* (Plowright Press, Warwick).
- Johnston, Lee; MacDonald, Robert; Mason, Paul; Ridley, Louise and Webster, Colin (2000) *Snakes and Ladders: Young People, Transitions and Social Exclusion* (Policy Press, Bristol).
- Jones, Anwen; Quilgars, Deborah; Wallace, Alison (2001) *Life skills training for homeless people: a review of the evidence* (Homelessness Task Force research series) (Scottish Homes, Edinburgh).
- Joseph Rowntree Foundation (2000) *Involving Young People in Research Projects* (JRF, York).
- Knippendorf, K (1980) *Content Analysis: An Introduction to its Methodology* (Sage, Beverly Hills).
- Konttinen, Sirkka-Liisa (1987) *Byker* (Bloodaxe, Newcastle upon Tyne).
- Kroeber, AL (1948) *Anthropology* (Harcourt Brace, New York).
- Leighton, Sam *et al.* (undated) *Documenting the Changes* (Gateshead Libraries and Arts, Gateshead).
- Lemon, M and Longhurst, P (1996) *Towards a Conceptual Framework for Environmental Education*. Proceedings of 3rd International Conference on Environmental Impact Assessment, 3, pp 613-621.
- Lewis, IM (1985) *Social Anthropology in Perspective* (Cambridge University Press, Cambridge).
- Lewis, Oscar (1969) 'The Culture of Poverty' pp 187-192 in Moynihan, Daniel P (Ed.) *On Understanding Poverty* (Basic Books, New York).
- Lewis, Oscar (1966) *La Vida: A Puerto Rican Family in the Culture of Poverty* (Random House, New York).

- Lewis, Oscar (1959) *Five Families* (Mentor, New York).
- Levitas, Ruth (2000) "What is social exclusion?" pp 357-383 in Gordon, David and Townsend, Peter (Eds.) *Breadline Europe: The measurement of poverty* (The Policy Press, Bristol).
- Liebow, Elliot (1967) *Tally's Corner: A study of Negro streetcorner men* (Little Brown, Boston).
- Lorents, AC. Morgan, JN (1998) *Database Systems, Concepts, Management, and Applications* (The Dryden Press, Harcourt Brace & Company, Orlando).
- MacIntyre, Donal (1999) *One Man, Four Lives - Undercover* (BBC, London).
- Madanipour, Ali and Bevan, Mark (1999) *Social Exclusion in European Urban Neighbourhoods* (CREUE, University of Newcastle upon Tyne).
- Mair, G and Mortimer, E (1996) *Curfew orders with electronic monitoring: an evaluation of the first twelve months of the trials in Greater Manchester, Norfolk and Berkshire, 1995-1196. Home Office Research Study No. 163.* (Home Office, London).
- Markoczy, L and Goldberg, J (1995) 'A method for eliciting and comparing causal maps'. *Journal of Management* 21(2) pp 305-309.
- Mars, G. (1994) *Cheats at work; an anthropology of workplace crime* (Gower, Aldershot).
- Mather, Victoria and Macartney-Shape, Sue (2000) *The Party-Blonde - Social Stereotypes from the Telegraph magazine* (John Murray, London).
- Matthews K.B., Sibbald, A.R and Craw, S (1999) Implementation of a spatial decision support system for rural land use planning: integrating geographic information system and environmental models with search and optimisation algorithms. *Computers and Electronics in Agriculture* 23 pp 9-26.
- Matthies, Aila-Leena., Jarvela, Marja and Ward, David (Eds.) (2000) *From Social Exclusion to Participation: Exploration across three European cities* (Jyvaskyla University Press, Jyvaskyla).
- Merton, Robert K (1957) *Social Theory and Social Structure* (Free Press, Amsterdam).
- Meyer, Han (1999) *City and Port: Transformation of Port Cities - London, Barcelona, New York, Rotterdam* (International Books, Utrecht).
- Mortimer, E. and May, C. (1997) *Electronic monitoring in practice; the second year of the trials of curfew orders. Home Office Research Study No. 177.* (Home Office, London).
- Musterd, S and Ostendorf, W (Eds.) (1998) *Urban Segregation and the Welfare State: Inequality and Exclusion in Western Cities* (Routledge, London).
- Musterd, S and Muus, P (1995) "Immigration: mismatches in labour, housing and space; the effects of immigration of several nationalities with regard to the Netherlands". *Applied Geography* 15 pp 279-296.
- Newcastle Crime Reduction Partnership (2002) Working together to reduce crime and disorder, Consultation (Newcastle City Council, Newcastle upon Tyne).
- NGDF (2000) *NGDF Discovery Metadata Guidelines – Version 1.2* National Geospatial Data Framework (NGDF) Management Board.
- OGC (Open GIS Consortium) (1996) 'Vision and Mission statements' (<http://ogis.org/guide/guide1.html>).
- O'Hagan, Andrew (2000) "The British Male at Sixteen" pp 59-68 in Carpenter, Aurea., Nicolson, Rebecca and Robinson, David (Eds.) *What if? Fifteen visions of change for Britain's inner cities* (Short Book Company, London).
- Oppenheim, C (Ed.) (1998) *An Inclusive Society: Strategies for Tackling Poverty* (IPPR, London).
- Page, Robin (1973) *Down Among the Dossers* (Davis-Poynter, London).
- Parker, D., Buchanan, H., Hoult, C., Taylor, G. and Coombes, M (1996) *Guidelines for geographic*

Understanding Social Exclusion as a Learning Process

- information content and quality (Association for Geographic Information, London).
- Payre, Joan (2001) *Patterns of Participation in Full-time Education after 16* (Policy Studies Institute, Norwich).
- Perkins, D.D and Zimmerman, M (1995) "Empowerment theory, research and application". *American Journal of Community Psychology* 23(5).
- Perkins, H.C. (1988) 'Bulldozers in the Southern Part of Heaven: Defending Place Against Rapid Growth'. *Environment and Planning A* 20 pp285-308.
- Philips, Caryl (1987) *The European Tribe* (Faber and Faber, London).
- Postman, Neil and Weingartner, D (1971) *Teaching as a Subversive Activity* (Penguin, Middlesex).
- Prendergast, S (2001) 'Vanessa's First Year'. *GI News* 2(2) pp 28-34.
- Ragin, C (1987) *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (University of California Press, Berkeley).
- Robson, C (2002) *Real world research* (Blackwell, Oxford).
- Roth, Roland (2000) "Chances of new local policies in European Cities - time of civil society? pp 19-39 in Matthies *et al* (Eds.) *From Social Exclusion to Participation: Exploration across three European cities* (Jyvaskyla University Press, Jyvaskyla).
- Salgé, F (1999) 'National and international data standards' pp 693-706 in P. Longley, M. Goodchild, D. Rhind and D. Maguire (Eds.) *Geographical Information Systems, Principles and Applications* (J Wiley & Sons, Chichester).
- Sandberg, Jens Henrick (2001) 'Homeless - In what way?' pp 13-19 in *Europeisk Bomassa Och Utställning Vision* (Bo01, Framtidsstudeng Malmö).
- Sassen, S (1991) *The Global City: New York, London, Tokyo* (University Press, Princeton).
- Schön, Donald A and Rein, Martin (1994) *Frame Reflection: Toward the resolution of intractable policy controversies* (BasicBooks, New York).
- Schutz, A (1967) 'Multiple Realities' pp 227-231 in Douglas, Mary (Ed.) *Rules and Meanings: The Anthropology of Everyday Knowledge* (Penguin, Middlesex).
- Sedaris, David (1999) *Santaland Diaries* (Victor Gollancz, London).
- Segal, A (1971) 'Portnoy's Complaint and the sociology of literature' *The British Journal of Sociology* 22(3) pp 262-268.
- Senge, Peter M. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organisation* (Doubleday, New York).
- Silverman, D (1993) *Interpreting Qualitative Data* (Sage, London).
- Skinner, A and Fleming, J (1999) *Mentoring socially excluded young people: Lessons from practice* (National Mentoring Network, Manchester).
- Social Exclusion Unit (2001) *National Strategy for Neighbourhood Renewal* (Home Office, London).
- Sondheim, M., Gardels, K. and Buehler, K (1999) 'GIS interoperability' pp 347-358 in P. Longley, M. Goodchild, D. Rhind and D. Maguire (Eds.) *Geographical Information Systems, Principles and Applications* (J. Wiley & Sons, Chichester).
- Taylor, Laurie (1985) *In the Underworld* (Unwin, Hemel Hempstead).
- Taylor, Matthew (2000) *Changing political culture* (LGA, London).
- Thompson, M and Wildavsky, A (1986) 'A cultural theory of information bias'. *Journal of Management Studies*, 23, (3) pp. 272-86.
- Vaandrager, C.B (1975) *De Hef* (Amsterdam).
- Vckovski, A (1998) 'Guest Editorial: Interoperability in GIS'. *International Journal of Geographical Information Science* 12(4) pp 297-298.
- Voisard, A and Schweppe, H (1998), 'Abstraction and decomposition in interoperable GIS'.

International Journal of Geographical Information Science 12(4) pp 315-333.

Walters, N (2000) 'Empowerment and social inclusion'. *Lifelong Learning in Europe* 5(4) pp 201-207.

Walters, N, Lygo-Baker, Siomn and Strkljevic, Sanja (2001) *Empowerment Indicators: Combating social exclusion in Europe* (Policy Press, Bristol).

Ware, FC. (2001) *Jimmy Corrigan - The Smartest Kid on Earth* (Jonathan Cape, London).

Wentholt, R (1968) *De binnenstadsbeleving en Rotterdam* (Rotterdam).

Wexler, Mark N. (2001) 'The who, what and why of knowledge mapping'. *Journal of Knowledge Management* 5(3) pp 249-263.

Whyte, William Foote (1943) *Street Corner Society: The Social Structure of an Italian Slum* (University of Chicago Press, Chicago).

Wilkinson, Clive (1995) *The Drop Out Society: Young People on the margin* (Youth Work Press, Leicester).

Williamson, H and Middlemiss, R (1999) 'The emperor has no clothes: Cycles of delusion in community interventions with 'disaffected' young men'. *Youth and Policy* 63 pp 13-25.

Wong, Angela (2001) 'The Kids are all right'. *New Start* 3 August p14.

Woodhouse, Lauren (2001) *A review of local authority statutory and non-statutory service and policy planning requirements* (Local and Regional Government Research Unit, London).

Worboys, M (1995) *GIS: A computing perspective* (Taylor & Francis, London).

Wright, S (1995) 'Anthropology: still the uncomfortable discipline?' pp?? In Ahmed, AH and Shore, CN (Eds.) *The Future of Anthropology: Its relevance to the Contemporary World* (Athlone, London).

Yiftachel, O (1989) "Towards a new typology of urban planning theories". *Environment and Planning B: Planning and Design* 16 pp23-39.



FINE PASTRY
SANDWICH BAR
Hot & Cold Food

GOLDEN DELICIOUS
CHINESE TAKEAWAY
SZECHUAN & CANTONESE CUISINE
TEL 273 4307

HAIR
TEL

Appendices

Programme of Trans-national activities

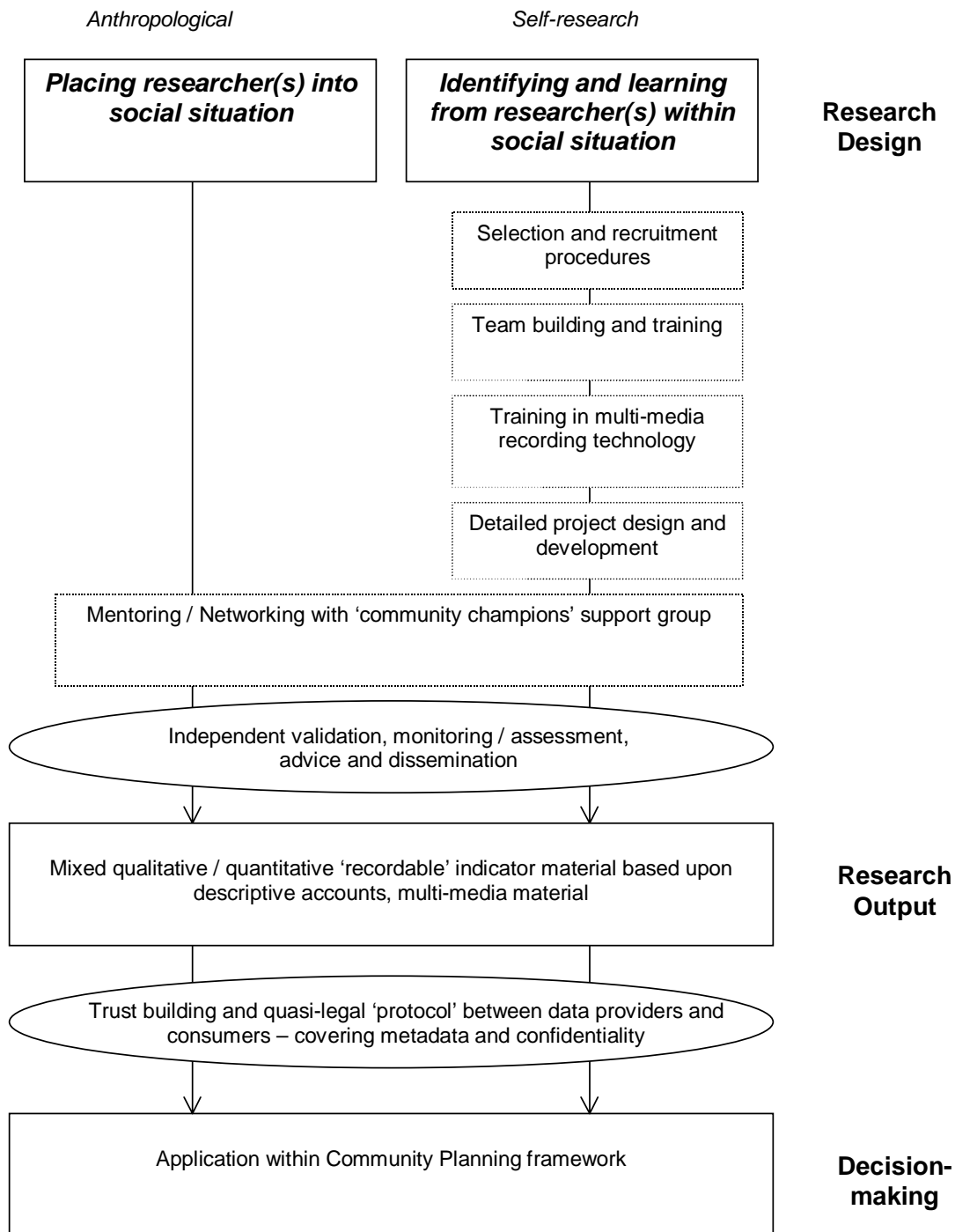
Sequence of trans-national activities and project tasks within each of the case study cities (MalNewcastle and Rotterdam) and academic sub-consultants (Cranfield, Glamorgan, Newcastle).

Preparatory activities	
Specific project task as outlined within proposal (procedural and analytical tasks)	Location(s) of activity / meeting
<p>First transnational meeting and review seminar for international partners assessing the proposed work programmes and training requirements. Specification of shared training packages and time-tabling of mentoring and external assessment of the proposed workprogrammes.</p> <p>Overview of partner activities on processes, methods, lessons (local / policy) and applications, key links (elements within project submission and current Commission contract. Partners' responsibilities on contracts (digital drafts available for negotiation and development), meetings (agreement of fixed stages and timetable of events) and deliverables (including anticipated next steps). Principles of approach (agreement of project protocol and values). Outline Project Planning; recruitment, methodology, training (formal/informal), dissemination. Academic support network (local & international support; training; mentoring; methodology, review and assessment).</p>	<p>22/23 February 2001 Bureau Small Enterpreneurs, Boompjes 40, Nedlloyd Building, Willemsbrug, Rotterdam</p>
<p>Recruitment of staff and trainee researchers base upon established networks of excluded youth groups. Internally finalise work / training programme for trainee researchers.</p>	<p>Malmö, Newcastle Gateshead, Rotterdam.</p>
<p>Training of researchers. On-going mentoring of the trainees and daily work schedules, to be updated and adapted as required, in response to different methodologies.</p>	<p>Malmö, Newcastle Gateshead, Rotterdam.</p>

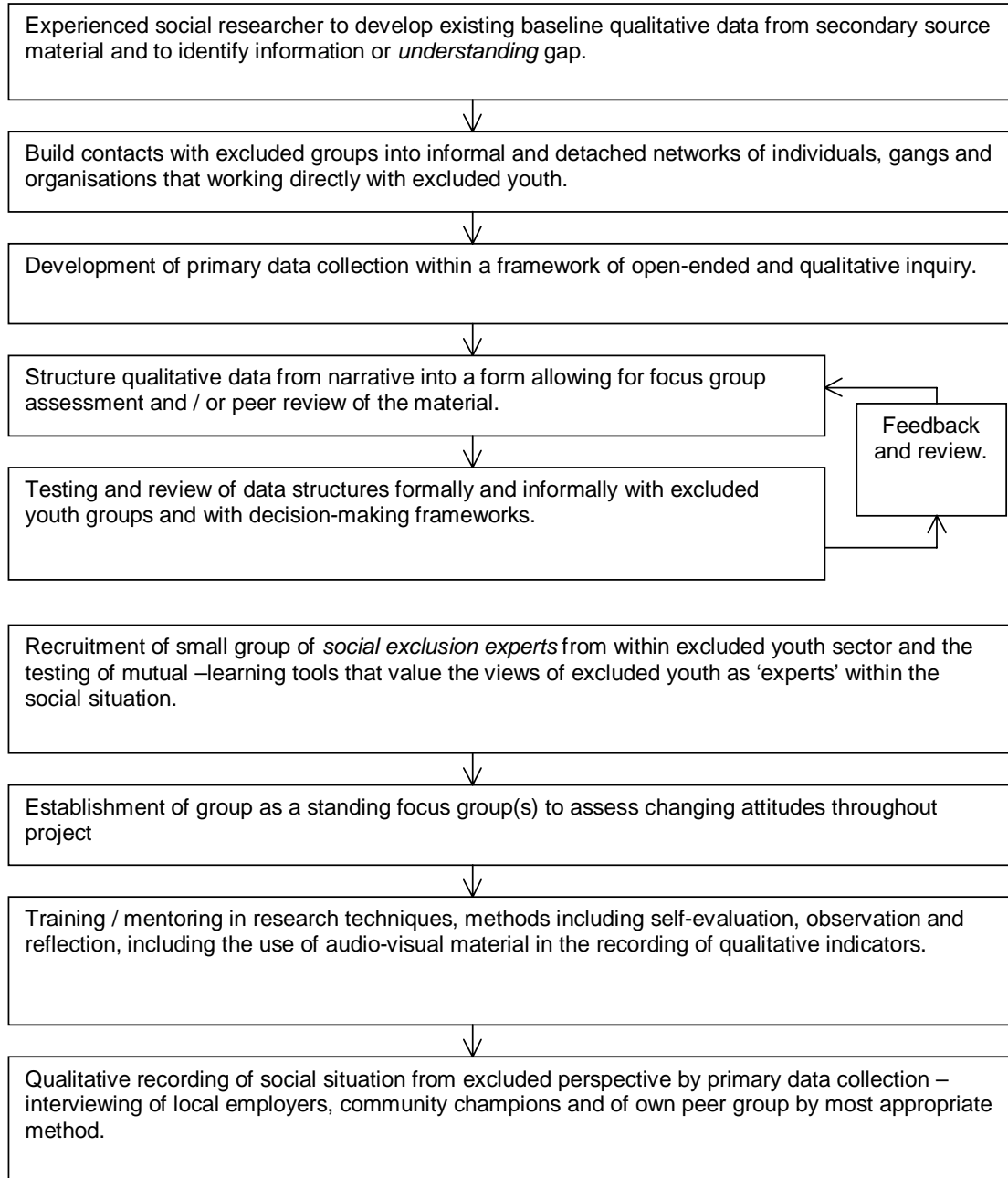
Self-research and Pere-research activities	
Undertaking primary survey work and qualitative responses to the study areas. Preparatory work in structuring material and linking to decision-making bodies.	Malmö, Newcastle Gateshead, Rotterdam.
Second transnational meeting. Second review seminar for international partners assessing the quality of research material and a review of the methodologies used by the various research groups. Extensive external assessment of methodologies, training and structuring of study material.	July 2001 Civic Centre, Gateshead
Presentation of initial findings to strategic decision-making groups, including municipalities. Working with local management group(s) and links to <i>Eurocities</i> Social Welfare Committee.	Malmö, Newcastle Gateshead, Rotterdam.
Peer review (within excluded youth sectors) of the structure and presentation of research findings and material.	Malmö, Newcastle Gateshead, Rotterdam.

Review and reporting activities	
Third transnational partner meeting. Development of approach to dissemination, reporting and internal (comparative) data handling strategy.	12/16 December 2001 Rosengård, Malmö
Final transnational partner meeting and review seminar for international partners and presentation of study findings. Additional opportunity for Swedish Youth researchers to visit Newcastle and engage with 'Doublethink' Youth Conference. External evaluation of youth researchers and professionals from each of the partner municipalities.	February 2002 Playhouse and Civic Centre, Newcastle .

Understanding Social Exclusion as a Learning Process



Understanding Social Exclusion as a Learning Process



Independent Evaluation

Independent Evaluation of “Understanding Social Exclusion as a learning process” project - Professor Ali Madanipour, Centre for Research on European Urban Environments, University of Newcastle upon Tyne

As the academic advisor to the project, I have been involved at all stages of the project with the three partners, Newcastle/Gateshead, Malmö and Rotterdam, although due to physical proximity and their lead role, I have been more closely in touch with the Newcastle/Gateshead team. This involvement, however, has been from a distance, attending all the project workshops and offering methodological advice to project managers and researchers. I was able to see and comment on the work in progress, as well as meeting the youth researchers separately to know their views on their personal development and their evaluation of the project.

Methodology

The methodology employed in the project was innovative. It aimed to use self-reflection as a method, so as to enable the researchers to stand back and look at their own conditions, not with the eyes of outsiders but as semi-detached insiders. It was therefore essential that they would be directly involved in the development of the research methods and not be subject to instruction from outside.

The youth researchers were considered to have first hand knowledge in their areas of experience, e.g., youth crime, drugs, homelessness, low educational attainment, domestic violence, teenage pregnancy, asylum seekers etc. If they could reflect on these experiences and open up new insights into the

causes and consequences of these problems, both they and the authorities could benefit from the project greatly. They could see their own problems with fresh eyes, and the authorities could see their world through their eyes, from within. The youth researchers could therefore become a key between different worlds.

Recruitment of researchers

The recruitment of the youth researchers took place through a carefully planned process, which aimed to address a diversity of age, gender, background, geography, contacts and networks. The project teams set the job specifications and sought appropriate candidates through interviews. This was done through the known networks and was based on the applicants' enthusiasm, capabilities and background. Within its limits, the project was able to cover a rather wide range of different backgrounds.

In Rotterdam and Malmö, researchers were from migrant backgrounds, whereas in Newcastle/Gateshead they were from the native groups. This has reflected a general profile of socially excluded groups in these cities. In Rotterdam and Malmö, researchers were all female. This was a conscious decision in these cities. In Newcastle/Gateshead they were both male and female.

The project teams had taken into account the potential problem of dropping out by recruiting a larger number at the beginning. Although some youth researchers in all three cities chose not to continue to the end of the programme, a good proportion successfully finished the programme. The rate of completion was highest in Malmö, followed by Newcastle/Gateshead and Rotterdam.

Overall the recruitment has been as effective as it was possible in identification and selection of

socially excluded young people who could benefit from and be beneficial to the project.

Training

Specific offices were made available for use by the teams. An induction programme focused on self research, research methodology, and technical training and exercises. Youth researchers were able to define the theme of their research. They were trained with the skills of interviewing, collection and presentation of information with the help of information technology. These included work with traditional methods of data collection, as well as visual methods of information collection and management. They were also encouraged to reflect on their own life story and develop an awareness of their personal development, with the aim of enabling them to take charge of their work and deal with others who have experienced similar problems.

A short period of training could not be a substitute for the lost years of schooling. The training that was provided, however, was wide ranging and involved complicated arrangements. Some researchers were able to use these to develop their skills and continue with more formal training and education schemes afterwards.

Views on training varied; some wanted more, others found it too long and isolated from the research work, but altogether a good chance to learn new skills and find out what methods could work in practice.

Involvement of other organizations

The project was able to establish useful links with university researchers who study youth culture and social exclusion, with employment and training

programmes, and with the regeneration and cultural institutions in the region.

Management and mentoring

The youth researchers were allocated personal mentors. Their closest involvement was, however, with the project manager, which created strong relations of trust. This was a strong motive for most of them, as their precarious life circumstances needed friendly emotional support to keep them committed to the programme. They evaluated the management of the project to be supportive and overall successful in their work.

From an independent perspective, it was clear that the task of project managers was hard, but they were able to meet the challenge successfully. A major challenge was to be constantly involved with a group of young researchers who needed help and attention to deal with highly volatile life patterns, where basic problems can amount to major crises for a variety of reasons. Equally, the youth researchers, especially in Newcastle/Gateshead, where they were based in the Council offices, had to face the challenge of coping with possible negative feelings from some Council employees. According to one researcher, 'People there don't like us, don't feel that we should be there or be paid like them.' They also had the difficult task of relating to complete strangers in their own team. Overall, for those who remained in the project, this was fairly successfully handled. Another challenge was overcoming the possible mistrust by the interviewees. As one researcher put it, 'I start by saying: I'm from the City Council, but don't let that put you off.'

Personal development

Self research was a success, as according to one researcher, 'It's made us think a lot clearer.'

The employment by the local authority and undertaking research into the lives of others, however, was a challenging experience, as it set them apart from their networks. One researcher said 'I don't drink with them any more. They think I've changed; I'm not on the dole.' This was easier for some than the others, who were afraid of being left alone, of being cut from their troublesome network but not yet being connected to a supportive new one. A sense of loneliness resulted from this personal transition, especially as for some their life had always been structured by care institutions and prisons.

But self-reliance was appreciated by most. One researcher was interested, 'because I'm in charge of what I do. (The project coordinator) relies on you and I like it. When I look back at the last four months and the amount of work I did, I wouldn't have done it if I were not interested in it. I'm proud of myself.'

Therefore, perhaps the most important achievement of the project was the type of skill that is not often available in the formal training programmes, i.e., the experience of building confidence as a result of working in teams in a large, prestigious organization, dressing up and be seen as a professional by others and, more importantly, by themselves. This made a big difference for a young white male researcher, who felt respect and confidence were very important issues. Appearing to be a professional was a boost for his confidence after the usual experience of being stopped by the police almost everyday for simply being a teenager on the street. For a female researcher from a migrant family, this was the first

time to be at work, and she found it was important that she could learn how to work with other people and how to find information about things. Another researcher in the same position put it, 'You get confident when you are so young, you are a foreigner and meet so many people and present yourself... When you work you get surprised about yourself, your abilities.'

Research projects

Undertaking a research project by young people who have not been able to develop conventional skills in their often disrupted schooling could not be easy. In one of the early meetings, when they were asked how they felt about the project, they showed discomfort because 'big words' were being used.

The youth researchers were able to interview a rather large number of professionals and people in socially excluded areas and conditions. Some were able to draw general conclusions out of their observations and try to put forward arguments, e.g., vouchers for asylum seekers were seen to lead to racial harassment; teenage mothers were not sufficiently supported by their families; young people joined gangs in search of love and support they did not receive elsewhere, as well as searching for action in their lives which is not available or provided for them by others; young offenders have attention deficit, which they now receive from the police; some people prefer to be in prison as they can't cope with the real world. Another researcher observed the similarity among those in trouble, 'lots of people with the same background, doing the same sort of stuff; bad background, having no fathers, not doing well at school, getting into the wrong crowds... Individual differences don't matter.'

The reports of the projects were not conventional written reports. Some were video reports and others a collection of pieces. Emphasis on analysis and report writing had to be reduced due to the shortage of time. The project coordinators did not have extra time to focus on writing, either during the project, when their time had to be entirely devoted to helping the youth researchers, or afterwards, when they had to move on to other projects and jobs.

Comparative differences and outcomes

Although they all shared the conditions of being at risk of social exclusion, the country and gender differences became obvious in comparison, to the extent that circumstances of youth researchers in one city could even shock those in another city.

There were also individual differences among the groups in each city. In general, there has been a strong link between the initial capacity of the team members and their ability to make positive contributions to the project as well as being able to use it for their development. Those who had more developed educational backgrounds, less emotionally disturbing family histories, and less volatile current circumstances, appeared to be better placed to make an effective use of this employment and training opportunity. Especially those with a strong will to succeed showed great promise. One such researcher from Newcastle said, '... I drifted for a while. Thankfully I am now doing something about it.' Another from Malmö was equally focused and willing to surpass obstacles: 'I'm very determined. People tell me you're a Muslim girl. I say it doesn't matter.' One member of the team thought about the project as being 'given the chance to do something different ... from doing

horrible jobs like cleaning...doing something I'm not embarrassed about... opportunity to work properly, getting new skills as well.'

The initial recruitment had been based on finding young people who were already connected to some form of network (such as employment and skills training etc), which showed an initial element of commitment on the part of the applicants. Four youth researcher in Newcastle/Gateshead and four in Malmö successfully completed the programme.

Overall evaluation

Overall, the project has been successful in meeting its stated aims, helping the personal development of a number of socially excluded young people, as well as providing powerful insights into their worlds and problems for professionals and politicians in the local authorities, which could change their views and attitudes towards the young people. The results have been successfully disseminated to universities and local authorities through presentations by the coordinators as well as the youth researchers. The success of the project can be judged by the popularity of the presentations made by the youth researchers in Barcelona, at a meeting of the local authority networks, which led to being invited to other cities for similar presentations. Another indicator for the achievements of the project has been the success of most of the youth researchers to use this period as a stepping stone in the establishment and development of their careers, to find new employment or continue their education. Overall, the youth researchers who completed the project found it a positive and successful experience.

Data handling strategy

Data handling and integration issues: representing socially excluded individuals and societies using GIS

Sensible data handling strategies are essential for this type of project. A model is proposed for the datasets to be held in a Geographical Information System (GIS). Other issues identified during the data collection are addressed, and investigation of the researchers' requirements for interrogation and potential analysis of the underlying spatial data sets are discussed. Although much of this data are initially extremely messy and captured in an unstructured format, the approach presented will provide a reliable and practical solution to its organisation and subsequent use. That is, the use spatial location, the utilisation of metadata adhering to international guidelines together with observance of interoperability standards. These standards are relevant when researchers wish to access more than one dataset using distributed computing resources (Sondheim 1999). This is a requirement here, where data was collected and processed at centres distributed across Europe, i.e. Sweden, Netherlands and UK. Especially when written material may be translated between the three languages of the study; Dutch, Swedish and English.

Metadata

It is clear that efficient and reliable data access lies at the heart of any serious use of GIS for visualisation, analysis and decision support. However, the content, location and methods of accessing appropriate datasets are not evident. To locate and access a relevant dataset a user needs (Longley *et al* 2001); facilities for search and discovery; information to be able to “assess the

fitness” of a dataset; instructions for handling the dataset effectively; information on the contents of the dataset.

This *data about data* is known as metadata, and it provides the key to handling the projects diverse and unstructured information and data, figure 1, from Garton (*et al* 2002).

In 1985, the UK government established a Committee, led by Lord Chorley, with the following remit ... “To advise the Secretary of State for the Environment within two years on the future handling of geographic information in the United Kingdom, taking account of modern developments in information technology and of market need” (*Department of the Environment 1987*).

The report explored, amongst other issues, the availability of data and the benefits of spatial location in linking data sets together. To achieve this linkage the report recognised two essential factors: locational references and data documentation and exchange standards. The need for the documentation of data for future use was thus clearly emphasised if data sets were to be accessible by an audience wider than the organisation producing the data.

Metadata provides summary information about a dataset describing, for example; *what* the dataset contains; *who* owns the dataset and *who* is allowed to access or update the data; *where* the geographic objects covered by the dataset are located in space; *how* the data was collected and stored and *how* it can be accessed; *when* the data was collected.

This summary of information implies three levels of metadata: discovery metadata, exploration metadata and exploitation metadata (NGDF 2000).

Discovery Metadata

Discovery metadata provides a researcher with sufficient information to discern the content,

format and scope of a dataset. The information broadly covers the “what, who, where, how and when” categories, allowing the researcher to decide if the dataset is potentially useful. A facility to search and discover existing datasets is a requirement.

Users access a range of maps, reports and booklets held in a library. These are catalogued in a library system and references can be located through text-based searches (keywords, title, author etc.). Metadata simply provides the user with enough information to locate the reference in the library. There is no information describing the contents of the book and there is no spatial component indicating the geographical extent. Though in paper format, these datasets are still important for many study and research purposes. The GIS should be capable of directing users to these sources.

Although a similar system describing data sets in digital format is possible, it is more appropriate that a search for data is established through a map interface, allowing users to select an area of interest and search for related datasets. A “local” implementation of this search mechanism would be to develop a link from a project researcher’s “discovery” map viewed in the GIS to a database containing metadata descriptions. Many digital libraries (geolibraries), including Microsoft’s Terraserver, already exist and can be searched over the Internet (Longley *et al* 2001).

Exploration Metadata

Once a dataset has been discovered, we must assess its suitability to satisfy our requirements. This “fitness for purpose” is a function of data quality. The Association for Geographic Information (AGI) has produced a set of guidelines for describing geographic

information content and quality (Parker *et al* 1996) and identify five aspects of data quality; completeness; thematic accuracy; temporal accuracy; positional accuracy; logical consistency.

Exploration metadata should contain sufficiently detailed descriptions of the five aspects of data quality to enable the researcher to assess the suitability of a dataset.

Exploitation Metadata

The third level of metadata relates to the process of obtaining and using a dataset. This may contain information relating to the source of the data and restrictions on use (Parker *et al* 1996). Technical details such as the format of the data will guide a researcher in selecting datasets that are compatible with the current system.

Metadata Standards

In order to share data effectively, it is essential that data providers and data users choose common metadata elements to describe a dataset. Studies are currently being undertaken to establish international standards relating to the composition of metadata (Salgé 1999). Examples of international standards are; Draft ISO Standard 15046-15 Geographic Information – metadata; CEN / TC 287 Draft European Standard prEN 28877009; United States Federal Geographic Data Committee (FGDC) standard, the Content Standards for Digital Geospatial Metadata (CSDGM); Dublin Core – Online Computer Library Centre.

The basis for most standards is the CSDGM. As a content standard it does not prescribe how items in a metadata archive should be formatted or structured (Guptill 1999). The main features include (Longley *et al* 2001);

Understanding Social Exclusion as a Learning Process

identification information; data quality information; spatial data organisation information; spatial reference information; entity and attribute information; distribution information; metadata reference information; citation information; time period information; contact information.

The compilation of metadata may prove costly and there is a move towards “light metadata” that provides a concise description of a dataset that is easier and cheaper to create. The Dublin Core Metadata Element Set (Dublin Core) is one such standard and comprises fifteen attributes describing metadata: Title, Author / creator, Subject or keywords, Description, Publisher, Other contributors, Date, Resource type, Format, Resource Identifier, Data lineage / quality, Source, Relation, Coverage, Rights management (Longley *et al* 2001).

As the first stage in the development of its metadata services, The National Geospatial Data Framework (NGDF) has developed a structure that incorporates the Dublin Core, together with tools for the collection of discovery metadata (NGDF 2000). This is the recommended approach for the data collected in this project.

Current Metadata Developments

Since *The Chorley Report* (Department of the Environment 1987) the importance of metadata has been recognised internationally. The World Wide Web has opened up the possibility of the sharing of data sets between users in many countries and in many disciplines. The European Territorial Management Information Infrastructure (ETeMII) is working on convergence for discovery metadata, based on a range of standards including Dublin Core, ISO TC 211, CEN TC 287, OGC and Madame (ETeMII 2000). This work seeks to develop user-friendly interfaces that

replace data dictionaries to explain the contents of a database. One proposed solution is to build metadata catalogues of acceptable field values, using a thesaurus to find the preferred term. The thesaurus can be used either in building the catalogue or at the search stage, (Garton *et al* 2002).

It is possible to make the content of an information system available on the web, embedding Dublin Core metadata within the meta elements of HTML (Hypertext Markup Language) documents for example (Dublin Core Metadata Initiative (DCMI) 2001). Other tools that have been accepted as standards are XML (eXtensible Markup Language) and RDF (Resource Description Framework). However, not all search engines (e.g. Yahoo and AltaVista) will index meta elements and the user may have to locate and configure an alternative search engine (DCMI 1001).

Implications for the design of the database

Both professional and the youth researchers may well want to search for datasets, other than those already collected during the project, that may prove useful to their investigations. Though some of the datasets will be maintained locally it is highly probable that useful data will exist in external collaborating partners. To locate such datasets it will be necessary to access metadata catalogues via the web. Though it is feasible to build a metadata catalogue for local datasets adhering to the Dublin Core standard, it would be more consistent to record the information with a data locator service similar to askGiraffe Data Locator, the NGDF's data locator web site is www.askgiraffe.org.uk. Thus, ensuring that both local and external datasets could be discovered through the same

service. To meet this requirement we must offer a facility to access the web directly from the GIS.

It is important to note that the creation and maintenance of metadata raises serious organisational issues (Openshaw 1995). Who will ensure that the metadata records are kept up to date? Who will sanction the sharing of datasets with external users? Are there legal constraints and copyright issues to address? Although the sharing of data is technically desirable, Data Protection Act and other management issues must be considered before metadata descriptions are placed with a data locator service.

Interoperability

Within any one of the collaborating organisation, most researchers will access datasets and software applications that meet that collaborating organisation's business needs. Such integrated systems are based on a limited set of data models and are implemented through common technology (Sondheim 1999). As computing environments have developed, users have become more sophisticated in their use of IT, increasing the demand for open systems, where it is possible to move easily between systems supplied by different vendors. This is particularly important for users of spatial information where data has been collected, digitised, and stored in many different formats (Vckovski 1998).

Across a network with a distributed database system, researchers require interoperable or open GIS whereby data can be shared and manipulated by each collaborator's application. This should not be done by transferring them between systems either by using a translator or a neutral format, leading to inefficient datasets containing redundant data (Bishr 1998).

Sondheim (1999) states that the two significant challenges that must be met to ensure basic interoperability are (i) the autonomous systems must be able to exchange data and to handle queries and other processing requests; and (ii) they must be able to make use of a common understanding of the data and requests."

Interoperability defines standards for network communications to meet the first requirement and standards for application programming interfaces and the transport of objects across networks to meet the second. The Open GIS Consortium (OGC) is developing an interface definition, the OpenGIS Specification, to assist software developers in creating applications that will allow users to access and process data from a number of sources (Voisard 1998). The OpenGIS Specification is composed of the Open Geodata Model (OGIS 1996b), a collection of data types and methods organised into a class library, and the OGIS Services Architecture that facilitates the analysis and evaluation of individual geographic objects by users (Sondheim 1999).

In this work, researchers will require access to datasets from a number of sources. Some of the digital datasets are stored on the local network, some on standalone systems and some on systems in other countries. The use of data locator services may also locate relevant datasets available from external data providers. Specialised environmental management systems and spreadsheets used for financial modelling are potential applications to be linked through the GIS. Interoperability is thus an important consideration in this development.

Understanding Social Exclusion as a Learning Process

Interoperability Strategies

A simple approach to data interoperability is the provision of a catalogue of datasets, each of which is described by its associated metadata. The Alexandria Digital Library (alexandria.ucsb.edu) is one example of such a geolibrary, providing access to maps and images through a web-based search facility (Longley 2001). More sophisticated approaches have been identified by Devogele (*et al* 1998) and include database integration, standardisation and software system developments.

Database Integration

Researchers will inevitably own datasets that describe the same geographical space. Within a local authority, for example, planning departments, engineering, public health will collect data for their own specific purposes. The methods of collection will vary from department to department with different meanings attached to the data. The planning department may treat a road as a linear feature but the Highways Authority may consider the road to be made up of individual polygons. The decision to integrate such disparate datasets introduces problems of semantics (what do the data mean?), correlation between data structures and the choice of data conversion techniques (Devogele 1998). Two possible methods, direct translation and mapping to internal data models may be used for database integration.

Direct translation

Integration of data sets by direct translation requires a correlation table that, given data types and values as input, will specify how they are to be

converted into the required output format (Sondheim 1999). This method leads to ad-hoc solutions that are most successful when applied to a single dataset, ensuring that the loss of information during the conversion process is minimal.

Mapping to internal model

An alternative method to database integration maps input data types and values to types and values maintained in a single internal data model that describes the transfer characteristics. Once the data are in the transfer format, they may be redefined through a series of transformation steps. The advantage of this method is it becomes possible to consider different input and output models, employing a kind of processing known as semantic translation.

Standardisation

The second approach to interoperability involves the development of standards for data exchange. Although the use of a common format such as RTF or DXF may allow the transfer of data between systems, the conversion may result in information loss as a description of data types and the handling of metadata are not defined within the translation. Standards for loss-less information exchange for spatial databases include the Spatial Data Transfer Standard (SDTS) from the US government and the Spatial Archive and Interchange Format (SAIF) from Canada (Salgé 1999). In the UK, the Ordnance Survey are currently replacing the National (or Neutral) Transfer Format (NTF) with the Digital National Framework (DNF) where topographic identifiers (TOIDs) act as digital hooks with the potential to link datasets together (Prendergast 2001).

Internationally a technical committee of the Comité Européen de Normalisation (CEN) is currently studying geographical information (CEN/TC 287 1996) to develop a transfer method based on a logical data model and physical encoding. Another committee (ISO/TC 211) is extending the approach by CEN to include operators and services for logical model to logical model transformations (ISO/TC 211 Secretariat 1996).

Standards are clearly fundamental to the sharing of data across international boundaries. However, they do not address the interoperability problems of converting existing data into the selected standard format or integrating data from different sources (Garton *et al* 2001).

Software System Developments

The final alternative to support interoperability is the development of systems where data are accessed through software interfaces or gateways. An application programming interface (API) allows a user's application to provide or accept data from another application without a detailed knowledge of the internal structure of the data. Microsoft offers Open Database Connectivity (ODBC) as one such interface. This connectivity allows data in the user's database to be updated and saved through commands in the second application (Lorents 1998). A difficulty with the provision of APIs from software manufacturers is that they have not been created to any standard specification, making the integration of data problematic (Sondheim 1999).

The OpenGis Consortium (OGC) is currently working on the development of an industry-wide common interface, the OpenGIS Specification, to integrate geospatial data and geoprocessing (OGC 1996). Interfaces that

comply with this specification allow access both to new and legacy systems.

An example of the use of a common interface lies within the Land Allocation Decision Support System (LADSS) currently under development at the Macaulay Land Use Research Institute (Matthews 1999). Here the GIS and the knowledge-based system (KBS) at the centre of LADSS are maintained as two separate systems overlain by a common user interface with visualisation, customisation and explanation functionality. This approach, proposed by Fedra (1996), recognises that certain functions within each system do not have to be integrated, thus simplifying the programming requirements.

Interoperability Issues for this project

For many researchers, the prime function of this dataset will be to provide historical and current information relating to socially excluded individuals or groups. Most of the important datasets will be local, collected through self-research, peer-research and professional members of excluded (youth) groups within the three separate city case studies. It is anticipated that other useful datasets will be identified through other sources, such as 2001 census data, and locator services via the Internet, and that these will raise yet more integration requirements.

Summary of data handling strategy

Data handling issues are major component of a system designed to support researchers in investigation or analysis of the processes involved in social exclusion. The importance of metadata and metadata standards has been discussed and the relevance of metadata to this particular project has been described. Metadata will make

Understanding Social Exclusion as a Learning Process

researchers aware of data sets available both locally and externally, together with an assessment of their quality and accuracy. The access to metadata records is an area that we must address.

The proposed data model must allow easy access to data and permit the transfer of data and commands between applications through the design of interfaces acting as bridges (Djokic 1993). A careful consideration of the approaches to the interoperability of systems has shown that a number of methods may be considered: database integration, standardisation and the development of software interfaces. The methods employed in the development of the work must be constrained by the datasets themselves, the computing infrastructure and the resources available for customising the interface between systems.

Data management procedures must be developed to ensure the data integrity of common data sets shared by researchers. Researchers must be confident that they are working with the most up to date data available. With sound management of the selected computer platform, data owners will know their datasets will be protected from accidental changes.

The final requirement for the dataset is that it must be intuitive to use. Many researchers in this project will have limited IT skills and will not be able to work with an unfriendly system. The opportunity to make informed decisions or to explore the impact of certain policies will be lost if data are hidden in a complex labyrinth or the system is too cumbersome to use.

Record of internal review exercises

Record of internal review and project assessment by Youth Researchers prior to transition from self-research to peer-research (fieldwork).

To energise the team, we began with a teambuilding exercise entitled 'The Human Spider Web'. The group got into a small circle in the centre of the floor. Each member were instructed to extend their left hands across the circle and grasp the right hands of the other members who were standing opposite them. Then they were told to extend their right hands across the circle and grasp the left hand of other individuals. The task was to unravel the spider web of interlocking arms without letting go of anyone's hands. This exercise demonstrated the value of team effort and provided a light-hearted opportunity for team members to identify 12 significant ways, in which manager's time is wasted. Simultaneously, we recorded 11 significant ways that team member's time is wasted.

Group Norms

This 'Best and Worst' exercise was to clarify group norms and to identify the best and worst characteristics of teamwork, behaviour in meetings and share reasons for placing them on the list. The team can then identify and agree on actions they can take to be more effective based on the 'best' list and one thing they can stop doing from the 'worst' list.

There was a requirement for clarity from the project management about their role and function in a way that explains where they fit into the work of the Council, avoiding confusion, contradictions and ultimately boredom, personal initiative and motivation of the individual youth researchers. The perceived high level of flexibility by management was being abused by some team members in growing levels of apathy and disinterest, evident in a growing number of petty excuses. There may be mixed issues within the team where some individuals are 'taking the mick/piss' other admit to being frightened of failure. They '...want to do well so as not to go back to past experience 'scraping for what we can get for ourselves'. The review helped in providing this clarification, building trust within the group by dealing with grievances and problems (such as perceived favouritism, threatening behaviour, rumours, internal 'professional jealousy'). There was also a growing acceptance for personalised project support for individuals (training) and technical competence.

Understanding Social Exclusion as a Learning Process

Best	Worst	Actions
Team members get together	Team members don't turn up	Make members fill in appointments on calendar and stick to them.
Trust	Long time to build it up	Regular team meetings to discuss it.
Support from mentors	Not understanding the role	Meeting to clarify
Increased hours and contracts renewed	Struggle with money	Renew contracts
Share Information	People push own opinions on others	Listen to and respect others
Communication	Not heard/Listened to job doesn't get don't	Teambuilding
Share information and experiences of life and learn from them	Not getting the overall picture	Teambuilding e.g Chinese whisper
Culture difference	Culture difference	Understanding, discussion and learning.
Deadlines	Stress/Under pressure	More structured work plan
Share equipment	Equipment abuse	Stricter procedures
Action		
<p>Development of working principles for the entire team to build into their work-programmes (eg: collaboration and feedback to entire team, sharing of research networks and one-to-one training where appropriate).</p> <p>Improve team communication to overcome confusion and conflict by setting regular (monthly) team meeting for more formal review and feedback sessions.</p> <p>Continuation of team-buildings exercises- ensure learning and research experiences can be fun.</p>		

Time wasters on management time	Time wasters on team members time	Some things we value	Some suggestions
<ul style="list-style-type: none"> • Unauthorised absence • Incomplete timesheets • Team members missing deadlines • Incomplete workload from team members • Professional mentors • Team personal problems • Clarity of work programmes (priority) • Balance and flexibility (team or individual) • Equipment abuse • Team members failing to turn up for training • Team members taking constructive criticism personally 	<ul style="list-style-type: none"> • Communication • Trust • Not taking team members feelings into consideration • Equipment and resources • Stereotyping • Blame • Culture of the organisation (other NCC staff) • Teams time is undervalued • Correct balance in being flexible • Interview subjects can be/are unreliable • Building Research Network – can be limited 	<ul style="list-style-type: none"> • Teamwork • Commitment • Reliability • Punctuality • Communication • Honesty • Initiative • Money • Structure • Flexibility • Trust • Respect for others • Variety • Equipment 	<ul style="list-style-type: none"> • Develop learning • Commitment • Respect others and their property • Take responsibility for equipment • Honest

Understanding Social Exclusion as a Learning Process

Equipment, Accommodation and IT Support (availability, use/abuse)	
Positive	negative
<p>“Good to use things I’ve never used before” “At first it was ok getting equipment and then it became harder ... which is understandable” “It’s good being outside the Civic Centre” “There was a good range of equipment until it was stolen”</p> <p>Learning new ideas. Development of research networks. Early availability of a variety of equipment (cars, cameras, video, tapes, computers, editing etc) Appreciated a quiet place to work – set apart from the open-plan environment of the Civic Centre. Training for use of equipment and software packages.</p>	<p>“Only basic stuff” “Jesmond Road is a dump ... there are problems with the phones and the photocopier” “People are taking the piss with the equipment”</p> <p>Not appropriate training and support (not enough, quality) Abuse and misuse of team equipment (items, lost, broken and not shared within the entire research team) Unhappy with the current accommodation (facilities and resources provided there were limited and not always freely available. Issues arising from the attitudes of NCC colleagues external to the research team) Unreliable training providers (professional staff with poor timekeeping and communication skills) Lack of office contact number suitable for circulation with research contacts.</p>
Action	
<p>Review the availability of equipment, replace broken/stolen items and acquire additional tapes (audio and video). Assess options for more suitable accommodation for the team, with support of senior manager. Consideration of PC’s for home working to allow more flexibility for those with caring responsibilities and under time pressures (eg: difficulty of 37 hour week).</p>	
Research and Job related training (development of exit strategy)	
Positive	negative
<p>“I’m feeling confident to go out and do the interviews” “I enjoy talking to academics and seeing their views ... and looking ahead”</p> <p>Learning new skills; specifically in the use of Information Technology Personal confidence in undertaking one-to-one and group interviews Learning from new experiences and a broader research network (individual and group contacts), including working with supporting professionals and academics from a variety of professional backgrounds. Travel associated with research activities.</p>	<p>“There are not enough explanations of the job spec and not enough guided training” “There could be more training on research areas” “I’m finding it a bit hard to get people to interview but the one’s I’m getting I’m enjoying doing”</p> <p>Questioned the relevance and quality of some research training (eg: web-site design). Research methodologies could be tailored to individuals’ needs. Not enough guidance given as to the appropriate training (formal and informal) required. Specific support required in the development of research networks and making contact with appropriate ‘data-subjects’.</p>
Action	
<p>Continue the development of research methods training on a small group or individual level as appropriate to specific work-programmes. This may be part of the developing role of the mentors.</p>	

Understanding Social Exclusion as a Learning Process

Research review (feedback and reflection on your own work programme and variety of activities)	
Positive	negative
<p>“Enjoying going into different groups – learnt a lot” “I think some of my work has been good” “Excellent mix of work and different directions on work” “Openness about personal activities” “Understanding why people don’t want to work”</p> <p>Enjoying learning from different groups. Enjoying fieldwork and flexibility to follow your own research interests. Good response from some team members to imposed deadlines and time scales (individual and group work).</p>	<p>“Sometimes being unclear in what I’m supposed to be doing” “Need more interviews” “Pulling work apart and filling in the gaps” “Worried too much about lack of discipline” “Stubbornness”</p> <p>Requirement for constructive feedback on the range and quality of the research material being collected. Individual frustration with repetition of views and lack of variety in the choice of ‘data-subjects’.</p>
Action	
<p>Undertake review of on-going funding options for continuity of project. Respond to opportunities for retaining existing youth research staff. Demonstrate good value for money in the collection of research material (interview transcripts, multi-media material etc) through the use of comparative policy performance measures (eg: comparing with work undertaken by university sector). Prepare independent report into academic quality of the research methods (collection and analysis) to assist in direction and focus of individual work-programmes.</p>	

Mentors and Management (clarity, flexibility, work guidance, personal support)	
Positive	negative
<p>“managers have to be thick-skinned at times” “There is understanding from management but I’ve had no support from my mentors”</p> <p>Professional; experience and knowledge given to the project. Flexibility in approaches. Personal understanding given by managers. Good communication, honesty. Excellent support at times.</p>	<p>“Our internet training is shite!” “I’ve never seen me mentors” “Sometimes I don’t know what’s right or wrong”</p> <p>Difficulties of accessing and suitability of certain professional / personal mentors. Support in the development of research networks. Not enough feedback and support relating to the undertaking of individual work-programmes. Unsure of the specific role of professional mentors to the project.. Abuse of flexi-time system and management’s flexibility. Requirement for balanced and constructive feedback on individual work-programmes.</p>
Action	
<p>Clarify roles and responsibilities of mentors, including the mentors role in the development of specific work-programmes and encouragement / incentive to deliver this level of work. Clear line management to avoid confusing between instructions from professional and support staff. Management to take into account individual emotional and personal requirements.</p>	

Understanding Social Exclusion as a Learning Process

Team Working (review of trust, reliability, commitment and co-operation)	
Positive	negative
<p>“The team might have a chance now (following the disciplinary action taken in respect of James Cook), hopefully we can rebuild the trust”</p> <p>“I myself think that this is a very good team which I trust and would rely on”</p> <p>“Trust is good now ... an all round good group”</p> <p>“There is reliability amongst today’s group”</p> <p>“There are some very reliable members that produce good levels and quality of work”</p> <p>Developing understanding and positive learning, building trust. Good levels of personal commitment from team and management.. Good fun at times.</p>	<p>“Too much taking the piss and not enough communication”</p> <p>“When people are pissing about, I just wanted to put the computer through their head!”</p> <p>“Not much trust when people don’t turn up”</p> <p>“There are too many stereotypes about personality so that it affects people’s work performance”</p> <p>“Increasing working hours will become a pain in the neck for management ... people are complaining and winning constantly””</p> <p>Would like more requirements for group and team working. Lack of co-operation and competitiveness. Reliability of individual team members (eg: ‘hogging’ equipment, spreading rumours, favouritism. Lack of commitment at certain times. Complaining and ‘winging’ rather than being constructive and positive (Blame culture – ‘It’s not my fault’). Lazy and apathetic at times. (‘Can you wipe my arse please’ syndrome) compounded by selfishness and dependency (Gimme, gimme, gimme, gimme more culture).</p>
Action	
<p>Development of working principles for the entire team to build into their work-programmes (eg: collaboration and feedback to entire team, sharing of research networks and one-to-one training where appropriate).</p> <p>Improve team communication to overcome confusion and conflict by setting regular (monthly) team meeting for more formal review and feedback sessions.</p> <p>Continuation of team-buildings exercises- ensure learning and research experiences can be fun.</p>	

Personal Reflection (recording your own changing attitudes and perceptions to the work environment, personal development and social enquiry)	
Positive	negative
<p>“Getting new experiences and doing something worthwhile” “Knowing what I want to do in the future” “Seeing good change sin my personal life ... and ... time to reflect on life changes and cultural change” “You’re (the witch) is getting stricter” “It’s a good learning curve and a flexible approach to fitting in with your own lifestyles”</p> <p>Enjoyment of open-ended work and flexibility that this provides. Appreciate doing something ‘worthwhile’ that also personally beneficial. Better understanding of practice and the academic ideas underpinning the activities. More focus for future personal development and career decisions, including improved personal expectations and associated self-esteem. Changes to personality, certain individuals feeling they were more understanding of others circumstances (tolerant and balanced) and more reliable.</p>	<p>“Sometimes there are bad group feelings” “I need a bit more motivation to get out there and kill someone for an interview” “... not enough work through time wasting – I haven’t done enough” “There is distrust and back-stabbing crisis before it’s dealt with” “I’m less shocked now” “You’ve got to borrow some equipment before you get attention”</p> <p>Problems with childcare (including issues of emotional separation from children). Require better motivation (eg: with job performance measures such as target number for interviews) and support. Stereotyping within the organisation and issues relating to professional difficulties / jealousy with staff on similar professional scales. Sometimes there are too high expectations placed upon individuals (e.g.: tight deadlines for the submission of completed work). Long-winded training – reflecting the eagerness to more from self-research to fieldwork in the city. Team time-wasting. Lack of positive feedback and thanks to management., resulting in feeling undervalued and unappreciated. Changing personal circumstances.</p>
Action	
<p>Overcome specific issues of ‘soft’ and inconsistent management (‘pointy shoe technique’). Development of research into ‘working and employment culture’ to gain a better response to longer term expectations and training requirements (this could be achieved in part by team working to standard employment contracts, times, responsibilities and conditions). Arrange series of research cross-cutting issue seminars for senior directorate officers and key political members (senior management team). Develop a strategy for dissemination and communication of research findings in consultation with management team.</p>	

Guidance for Professional Mentors

The 'Social Exclusion as a Learning Process' project recognises the importance of supporting Youth Researchers through developing their individual work programmes. This is particularly important through periods of learning new methods to undertake interviews, observation techniques including training and development.

In reality not all Youth Researchers are ready for the advent of empowerment while some have already grasped available opportunities, others need more encouragement and support. This is a key role for mentors who are more experienced and can meet with Youth Researchers on a one-to-one basis, for the duration of the project.

Key roles and Responsibilities of Mentoring	
Mentors are to ensure that assigned Youth Researchers will get the most out of their work programmes. Mentors will deploy a range of tactics dependent upon the confidence and ability of Youth Researchers.	
Charles Handy identified four 'E's of mentoring as follows:	
<i>Enthusing the assigned Youth Researcher</i>	Through taking the lead, passing on the benefit of experience, and directing the Youth Researcher.
<i>Empowering the assigned Youth Researcher</i>	Through coaching and supervising the Youth Researcher in action; providing constructive feedback on performance.
<i>Encouraging the assigned Youth Researcher</i>	Through offering support and counselling; acting as a sounding board for ideas and plans.
<i>Exciting the assigned Youth Researcher</i>	Through facilitating the Youth Researcher's progress and carefully monitoring and reviewing activities.

Key roles and Responsibilities of Mentoring	
Mentors are to ensure that assigned Youth Researchers will get the most out of their work programmes. Mentors will deploy a range of tactics dependent upon the confidence and ability of Youth Researchers.	
Charles Handy identified four 'E's of mentoring as follows:	
<i>Enthusing the assigned Youth Researcher</i>	Through taking the lead, passing on the benefit of experience, and directing the Youth Researcher.
<i>Empowering the assigned Youth Researcher</i>	Through coaching and supervising the Youth Researcher in action; providing constructive feedback on performance.
<i>Encouraging the assigned Youth Researcher</i>	Through offering support and counselling; acting as a sounding board for ideas and plans.
<i>Exciting the assigned Youth Researcher</i>	Through facilitating the Youth Researcher's progress and carefully monitoring and reviewing activities.

Youth Researcher Weekly Progress Review

YOUTH RESEARCHER PERFORMANCE	
Comment on the Youth Researchers overall performance since the last weekly review.	
<i>Have they achieved/underachieved/overachieved the level of work required</i>	<i>Having checked the completed work. Does the level of work reflect the Youth Researchers Individual Work Programme?</i>
Action Taken	
QUALITY OF INFORMATION	
To check the quality of the data that the Youth Researcher has recorded.	
<i>List any methods used since the last review to collect data, have those methods been appropriately used?</i>	<i>Discuss ways in which the content could be improved?</i>
Action Taken	
SUPPORT AND GUIDANCE	
Any areas where the Youth Researcher needs to improve/further clarification	
<i>List areas for further development and any areas that will add value to the work.</i>	<i>Suggest any areas where you as mentor can help to support and give guidance with the work e.g. developing networks?</i>
Action Taken	
My next weekly review will take place on	
Date:..... Time:.....Place:.....	