

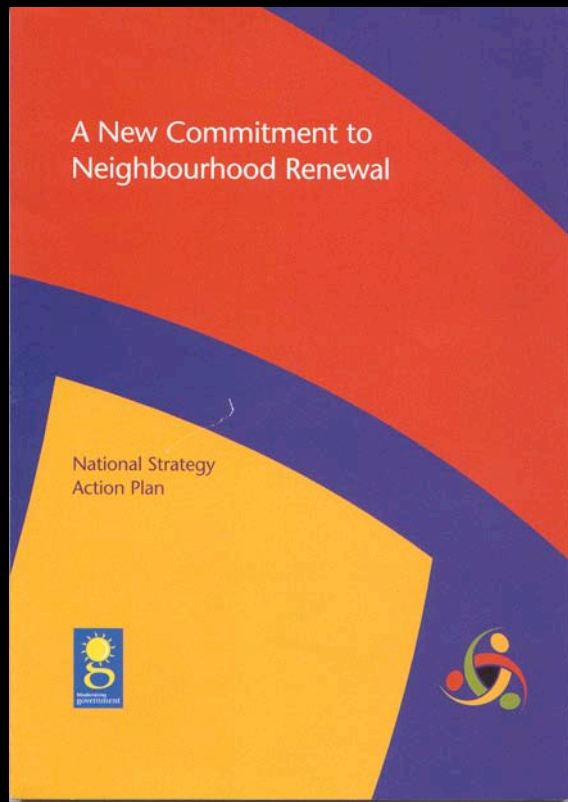
Understanding Social Exclusion as a Learning Process

Methods of Youth Research in Sweden,
Netherlands and UK.

Michael Crilly, Lyndsey Holland Philip Lockyer

Participation and Inclusion in Europe Conference
Brussels, February 2002

Introduction and background context



“... we inherited a country where hundreds of neighbourhoods were scarred by unemployment, education failure and crime ... Communities were breaking down ... People had started to lose hope. That’s why I asked the Social Exclusion Unit to work on developing a new and **integrated** approach to reversing this decline. **My vision is of a nation where no-one is seriously disadvantaged by where they live,** where power, wealth and opportunity are in the hands of the many not the **few.**”

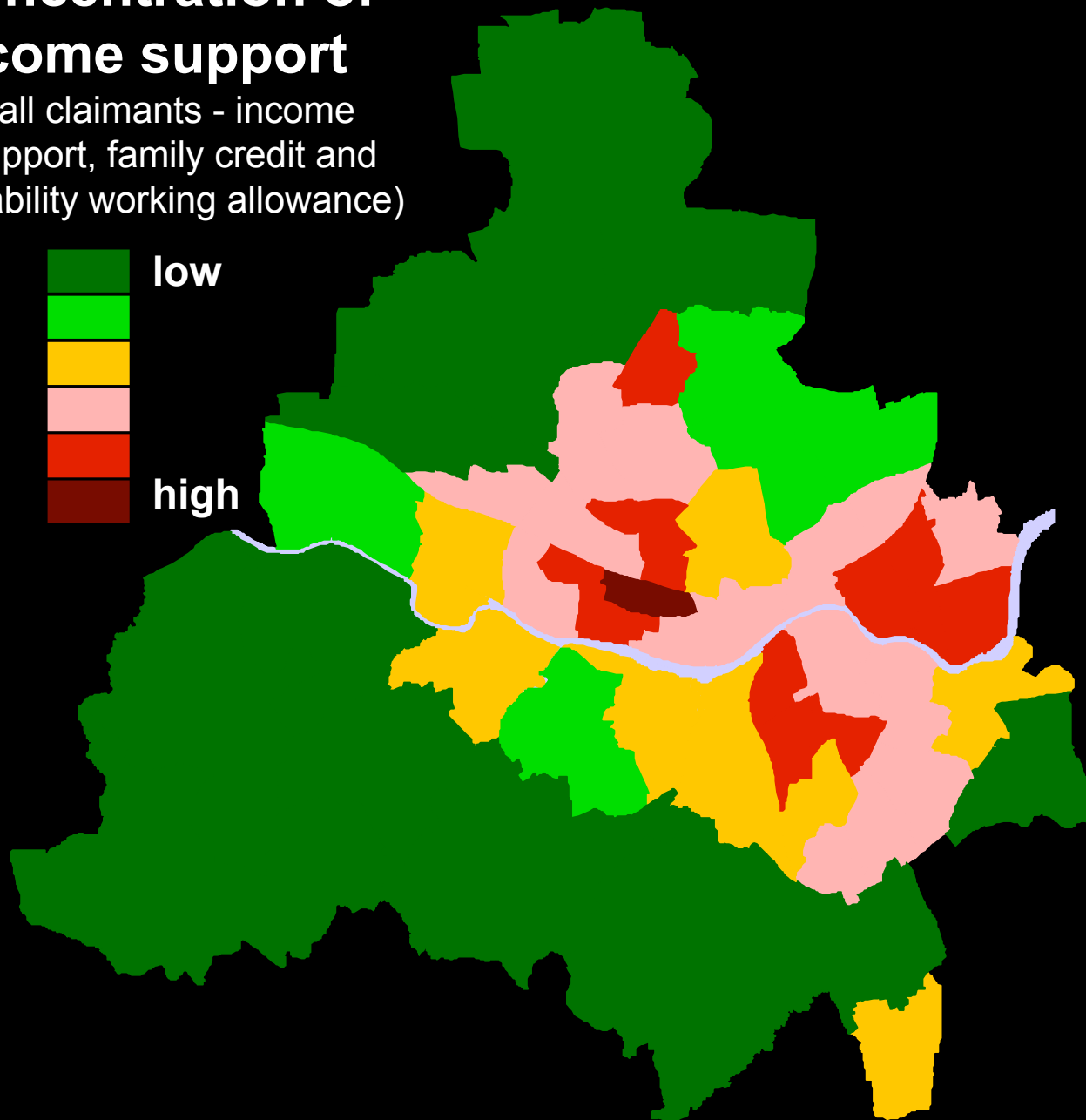
Tony Blair p5 in Social Exclusion Unit (January 2001) *A New Commitment to Neighbourhood Renewal* (Home Office, London).

John Prescott (January 2002) described socially excluded as the “... victims of **postcode poverty** ...” described and defined by empirical indicators

Quantitative 'mapping' of social exclusion

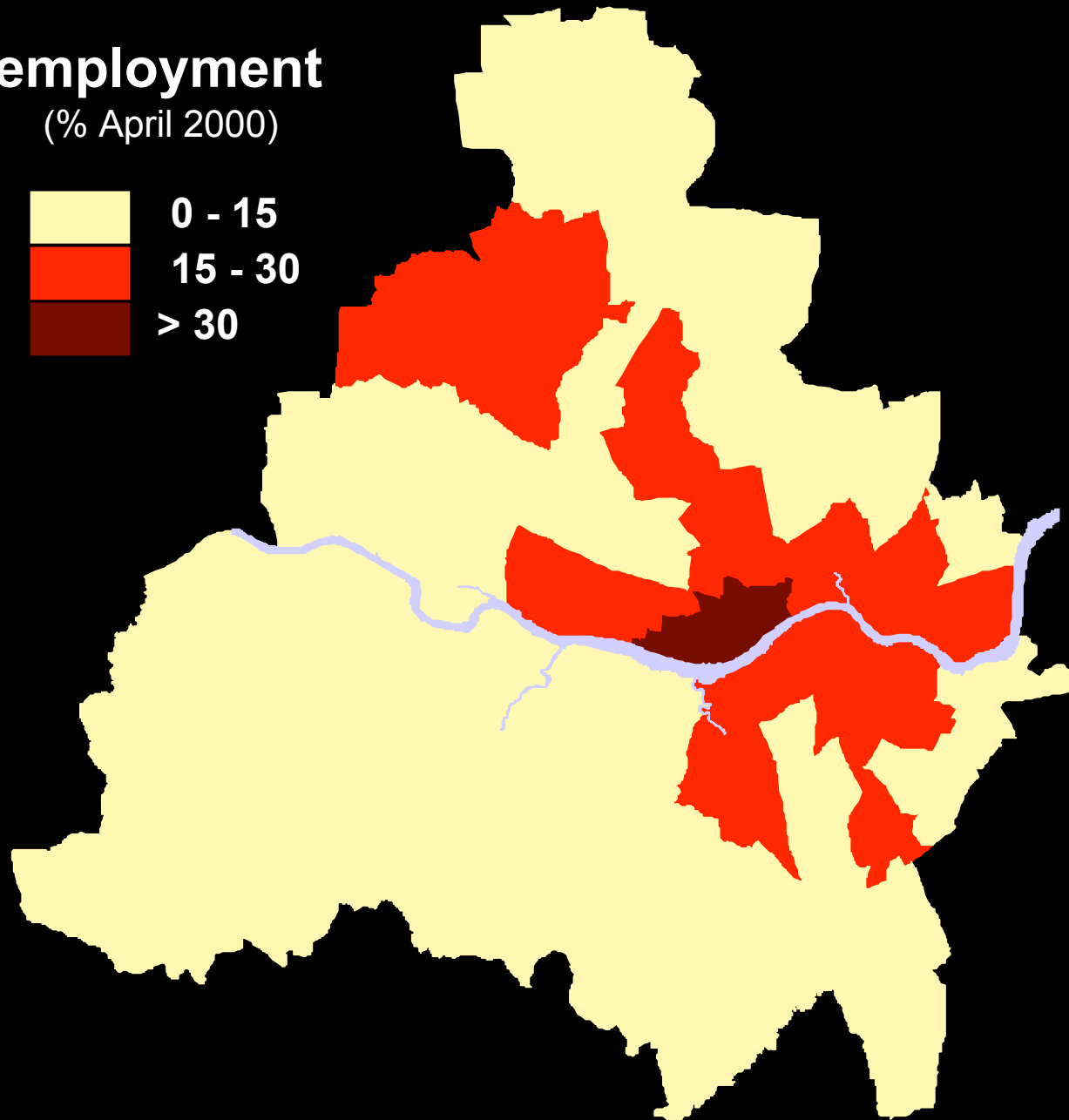
Concentration of income support

(all claimants - income support, family credit and disability working allowance)



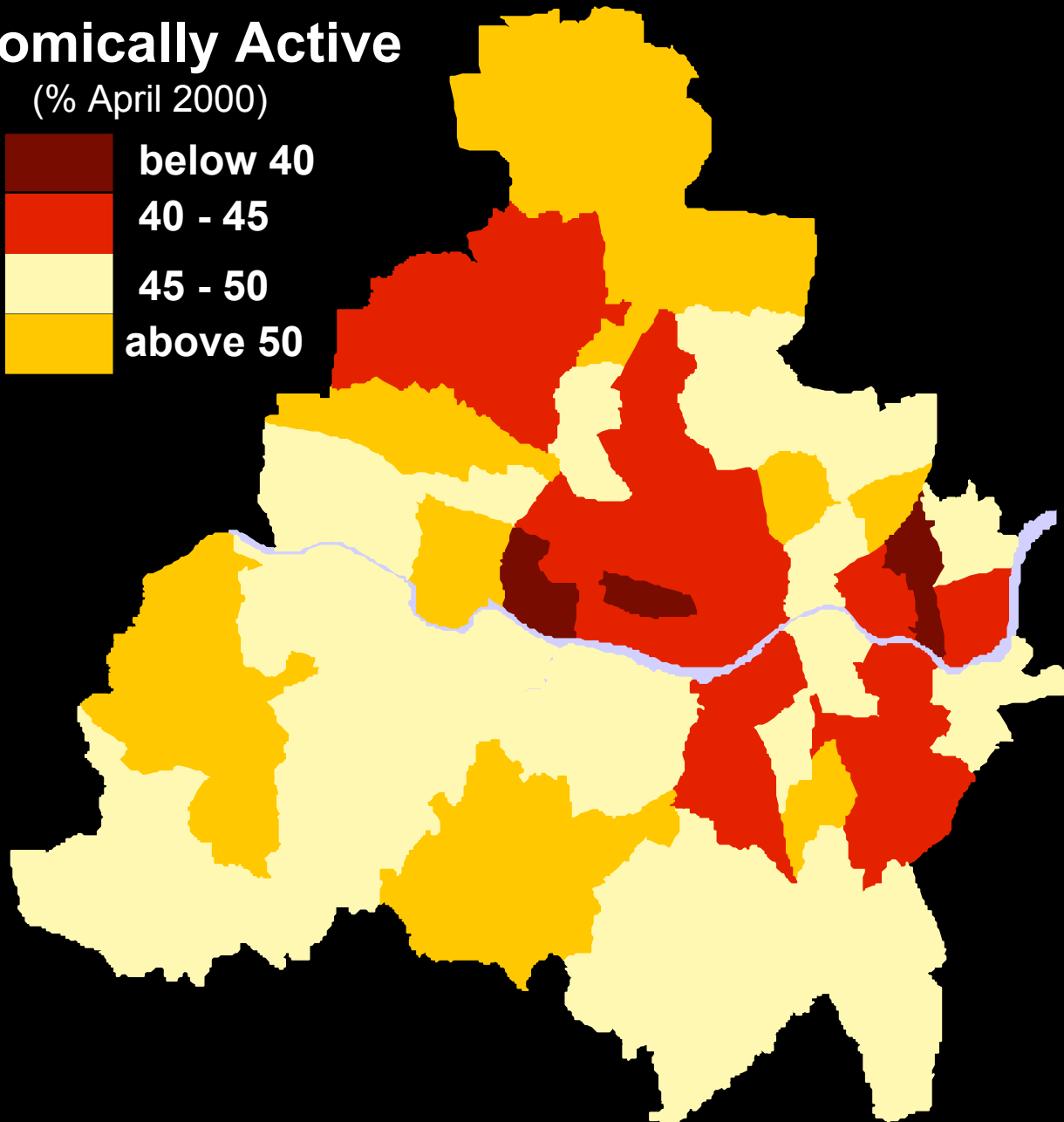
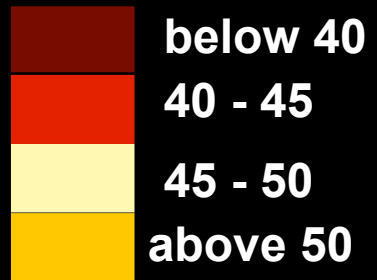
Unemployment

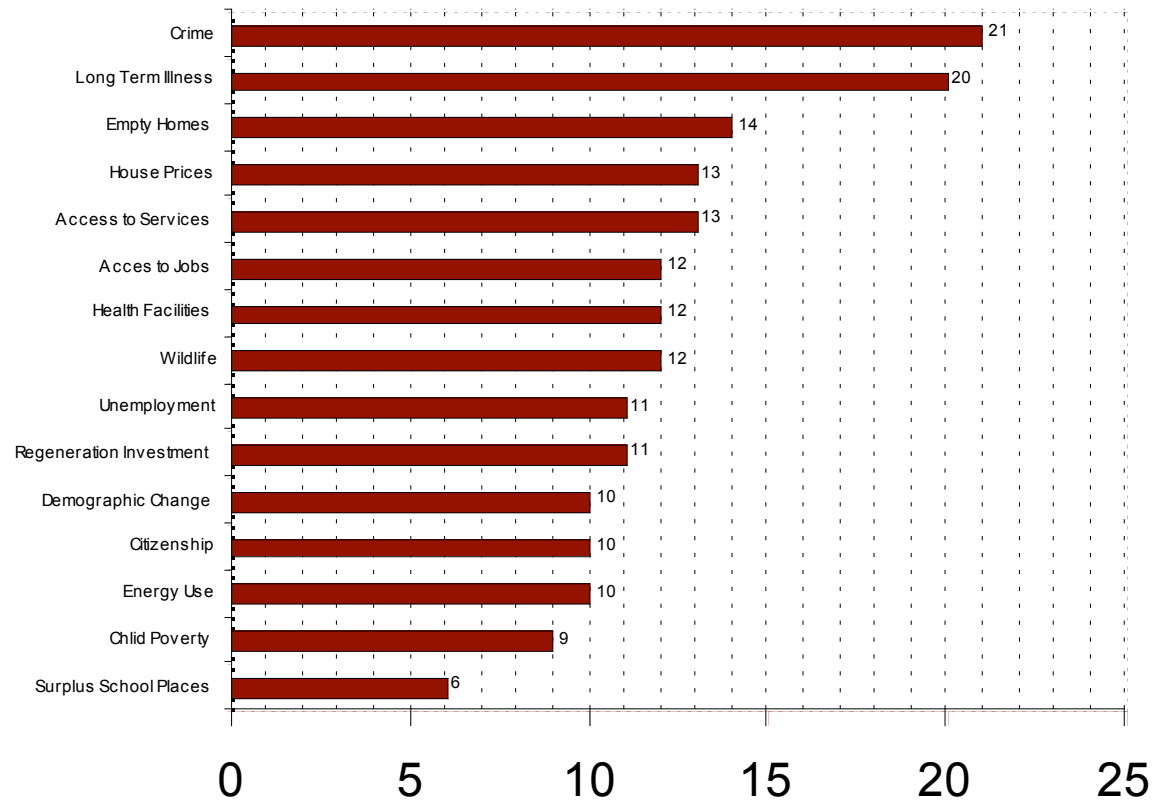
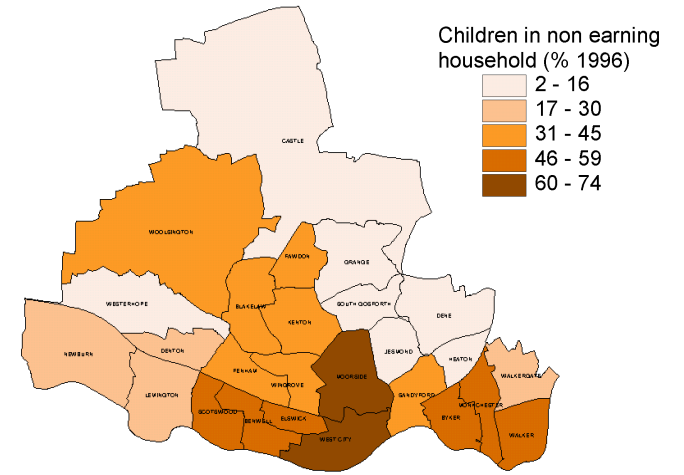
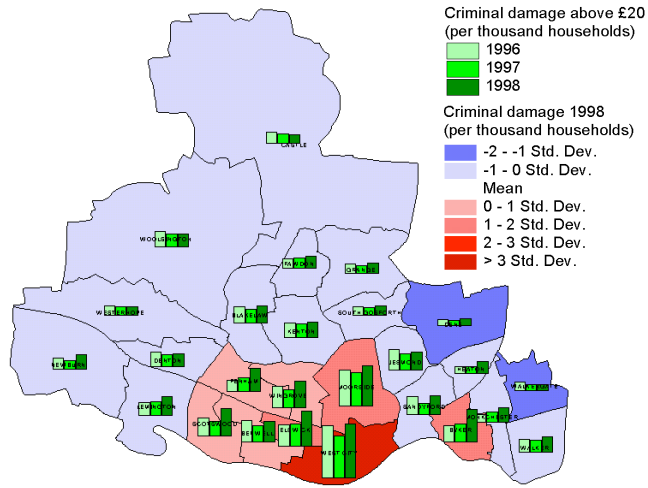
(% April 2000)



Economically Active

(% April 2000)





Qualitative 'mapping' of social exclusion



West Dock



Concrete

North Bank



Antebellum Slab



Westside Hill



City Mill

City Center



River

Gatehead





House burglaries

Better crime protection
4

Inspire active
Leamond Dere

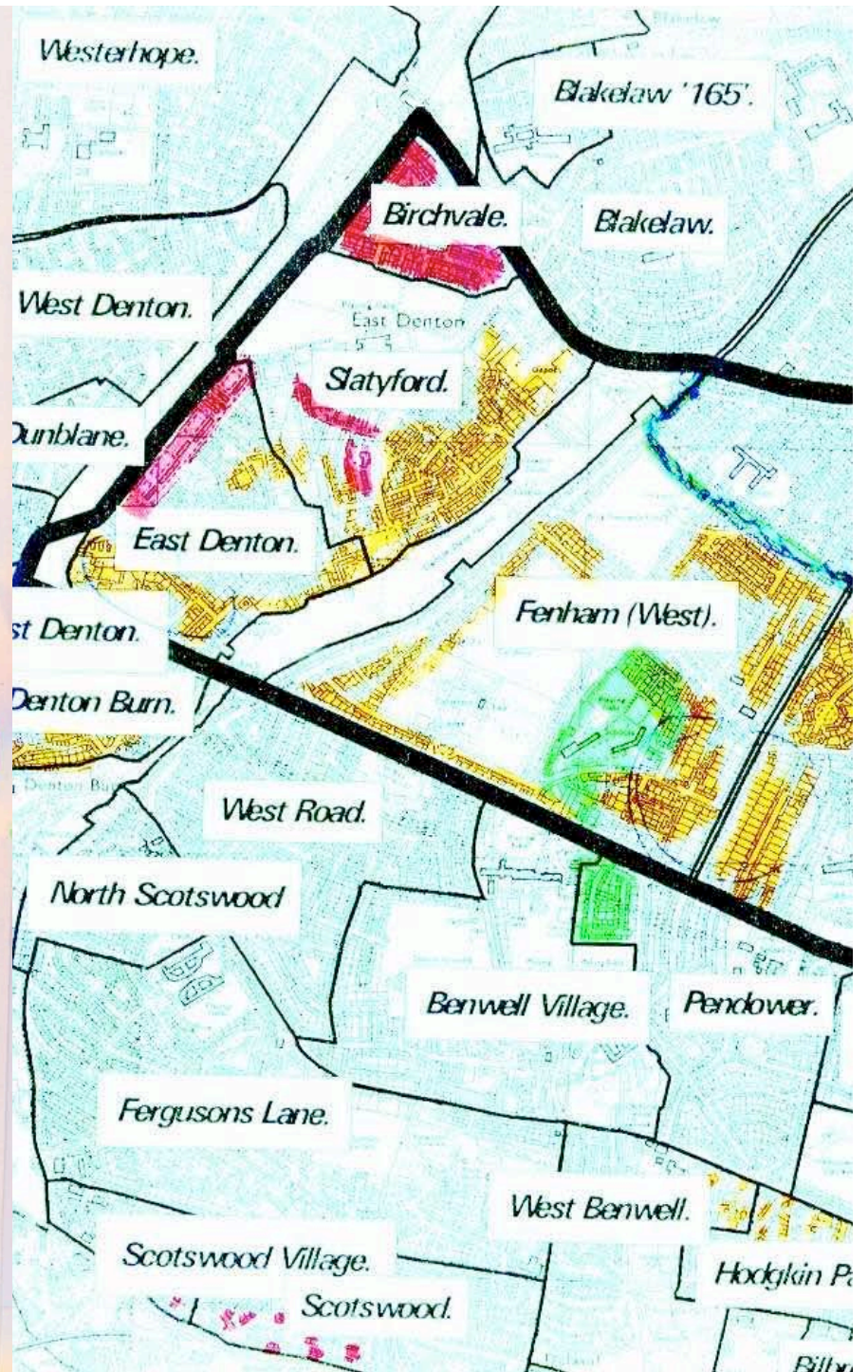
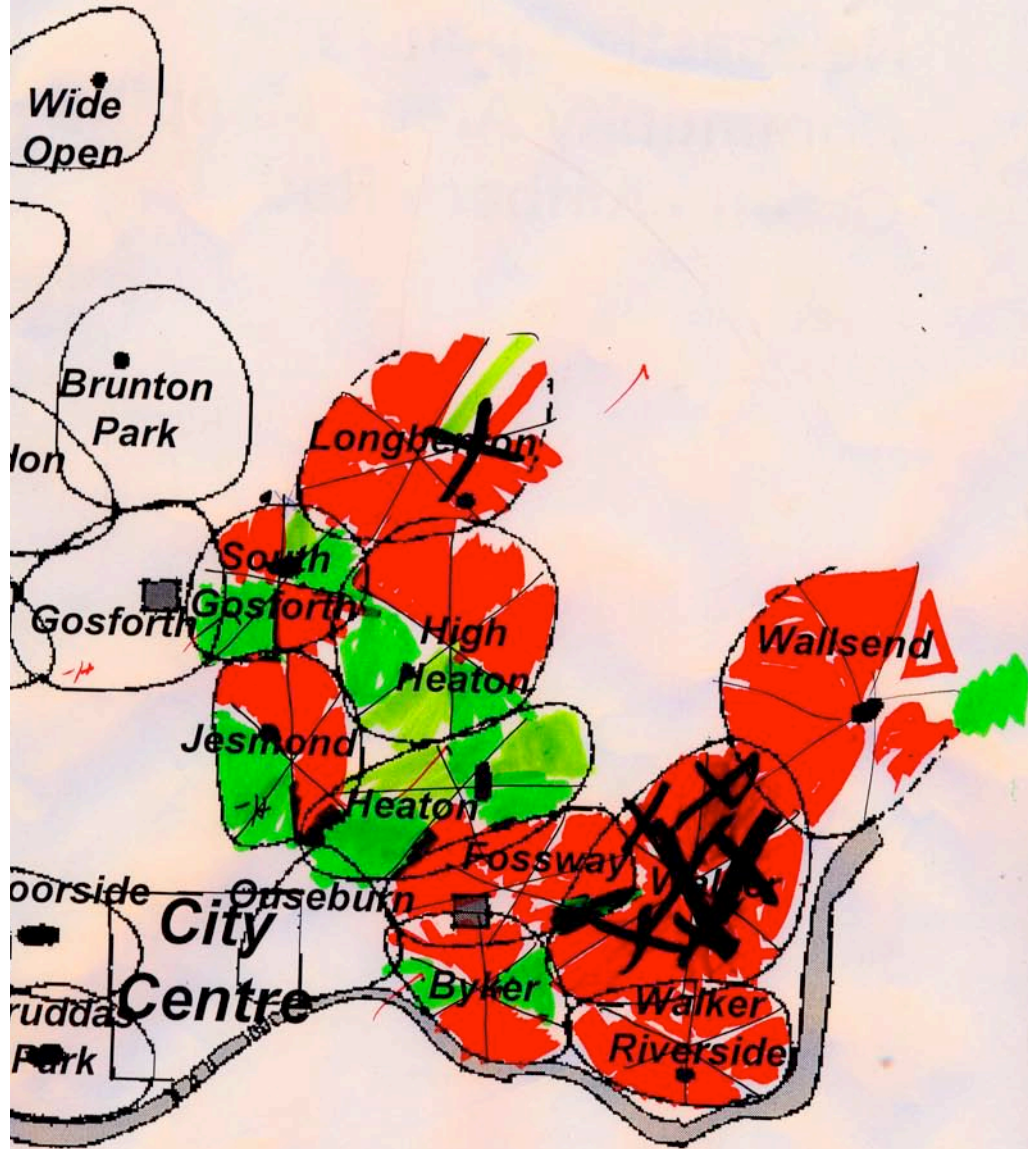
Bobber on
the street
4

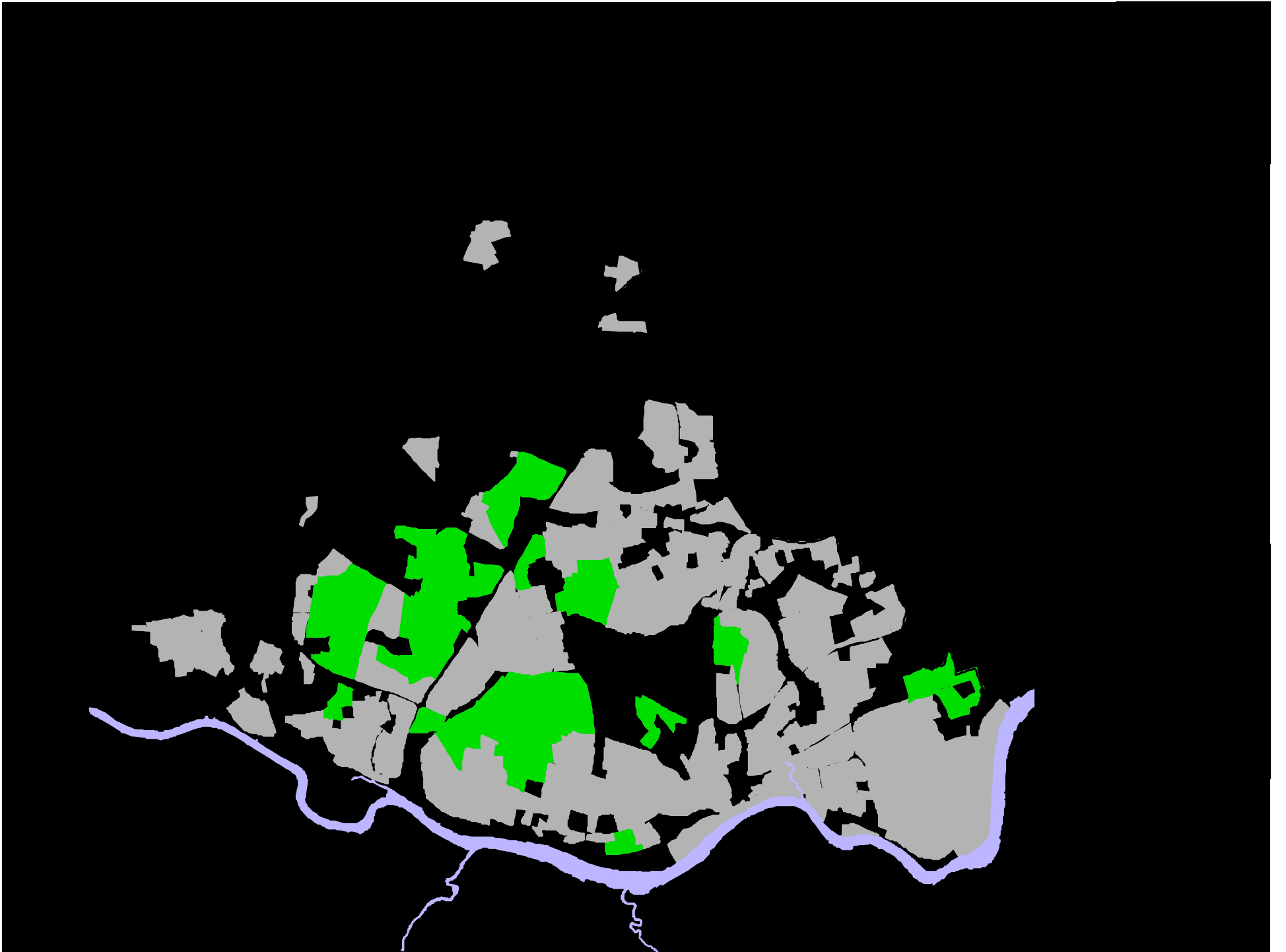
Crime
Better bus
service into
2. km

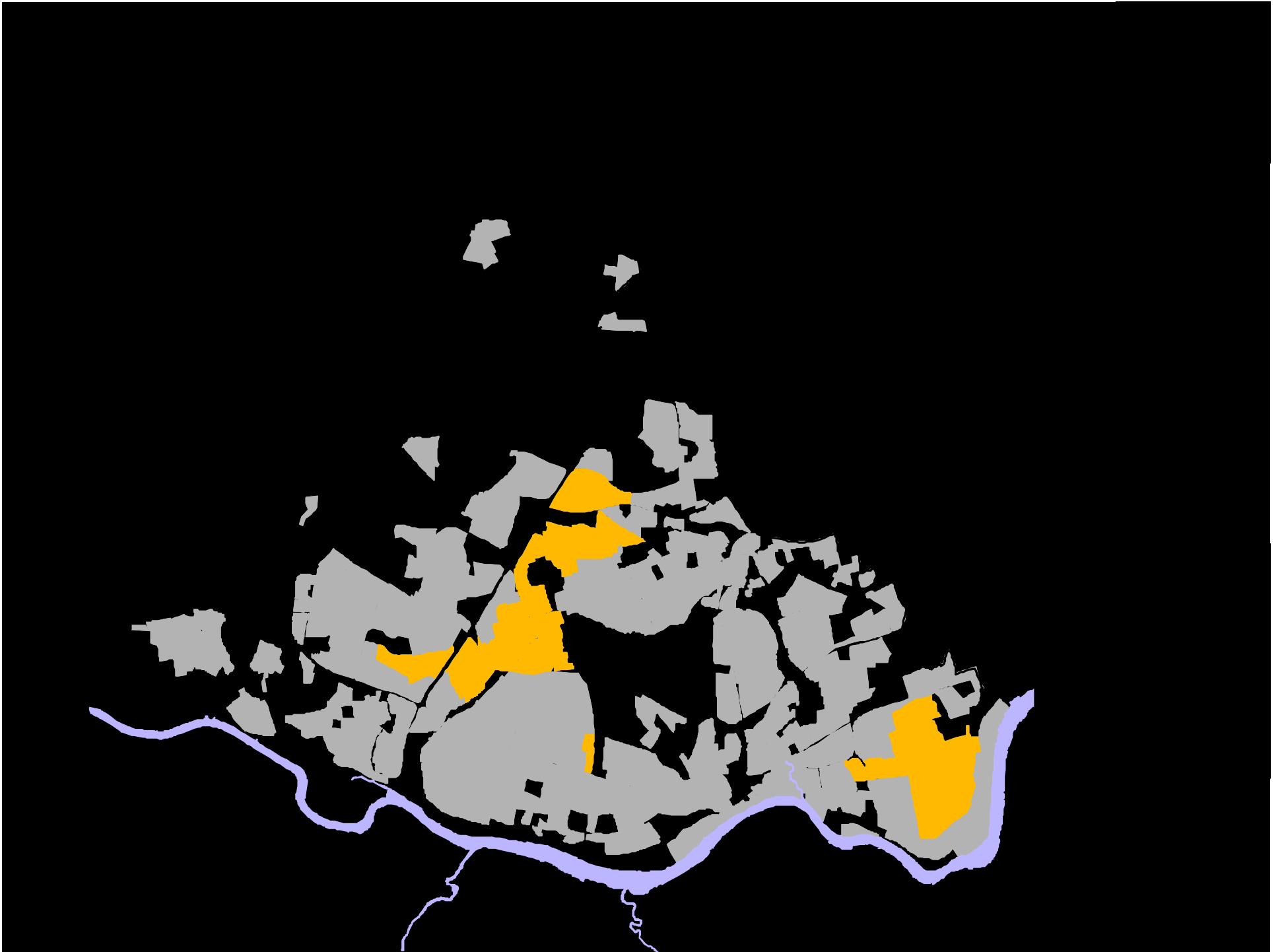
Forham (West)
Forham
Forham (East)
Arders Hill
The Triangle
Milton Park
Northbourne Street

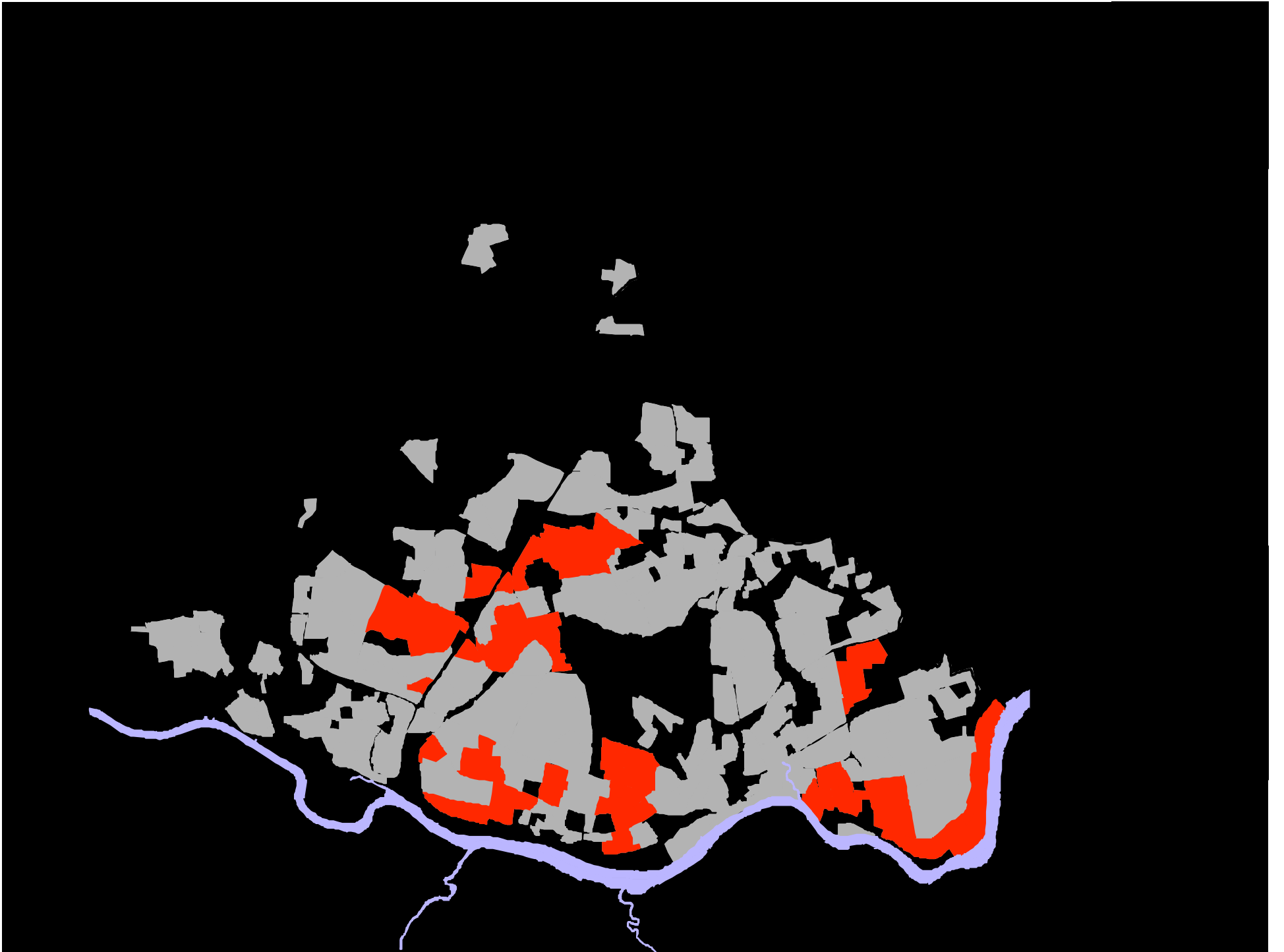
High Heaton
Leamond
Marsden / Jeordon Vale
Newcastle University
Northumbria University
St. Ann
East Quayside
St. Anthony's Estate

15-17
NEW CASTLE EAST









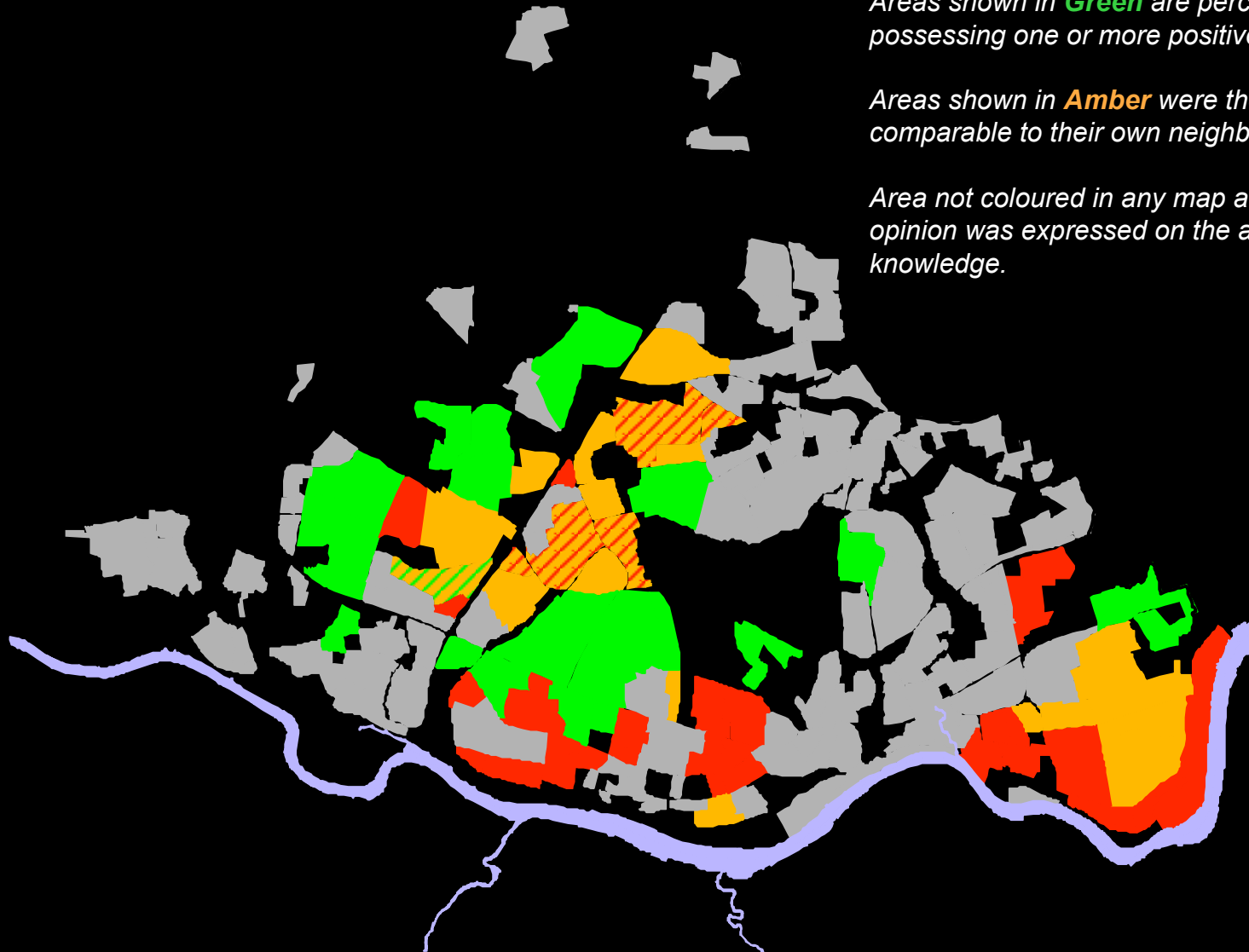
Each of the maps illustrates areas where at least one individual expressed an opinion on the area.

Areas shown in **Red** are perceived as possessing one or more negative attributes.

Areas shown in **Green** are perceived as possessing one or more positive attributes.

Areas shown in **Amber** were those perceived as comparable to their own neighbourhood.

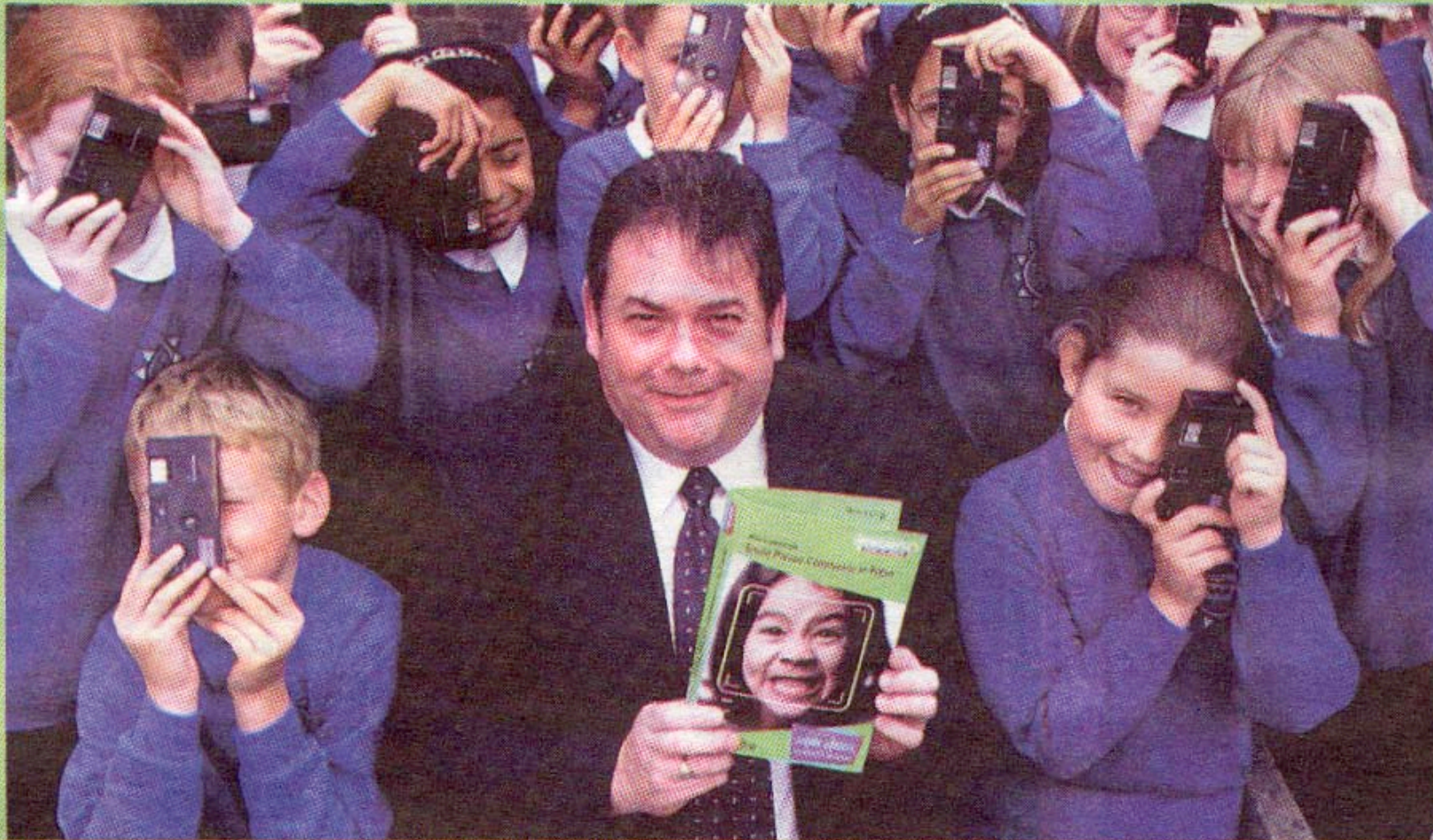
Area not coloured in any map are those where no opinion was expressed on the area, due to lack of knowledge.



<i>Negative Attributes and Aspects</i>	<i>Positive Attributes and Aspects</i>
Community Level	
<p>Pockets of bad areas. Kids don't go to school turn to crime. Groups and gangs cause trouble and abuse and intimidate other young people, people smash windows, kids from estates, the people that live there – bad, cheeky, aggressive, funny, thinking their hard, not nice, attitudes, fighting, give you bother, drinking on corners, drugs – heroin, smackheads, bad families, people who speak up are grasses/disliked. Boring, nothing to do. People don't talk to each other. Girls are slags, boys are charvers. No community spirit. Can't move out. Turn to crime for money. Can't be arsed to work. Negative effects on children, changes children for worse, get in with rougher people, don't care, bad examples kids take it in, disadvantage builds up through life.</p>	<p>Community looks after each other, and everyone gets along, people help in local community centre, help kids get skills and qualifications, fewer gangs. The people – nice, respectable, better brought up, better behaved youth, people who speak up are neighbourhood watch/liked. Things to do. People talk to each other, well-spoken. Community spirit, older people, fewer kids causing trouble, concerned about their environment, want to keep it nice. Positive effects on children. Don't mix with bad communities and areas, kids see good role models, advantage builds up through life. Good youth centres.</p>

<i>Negative Attributes and Aspects</i>	<i>Positive Attributes and Aspects</i>
Organisational Level	
<p>School: Kids don't go to school turn to crime, disliked some lessons or teacher, crap, got expelled, naughty behaviour, one bad teacher, skiving boring classes and that made grades worse, detentions, getting picked on, didn't like some lessons had to skive others to avoid, telling me what to do, they shout and grab you. Police: Groups and gangs cause trouble and intimidate, I got nicked for what someone else did, hassled, busies lock me up for nowt. Landlords/council: blame and evict me for what others have done. Work Experience - too hard jacked it in, too little money for what was expected, lack of management, induction, getting nothing from it, money not right for the work you do. Council – no places to go, nothing to do, poor youth clubs and facilities so no-one goes and they are on the streets.</p>	<p>Organisations who have people to turn to help about difficulties, friendly and helpful staff help out in all areas they can. School: good liked it, had a laugh, teachers helped with personal, good friends. Police work with community to reduce crime, help police in a line-up. Excluded unit: good, gave us work experience, did interesting things. Employment Service – good helpful OK good jobs got an interview. Work Experience - some good, bit of money. Gingerbread – good, support for mum and me, and place to go (now ended). Council – good youth centres, recreation and facilities for youth.</p>

Smile Please!

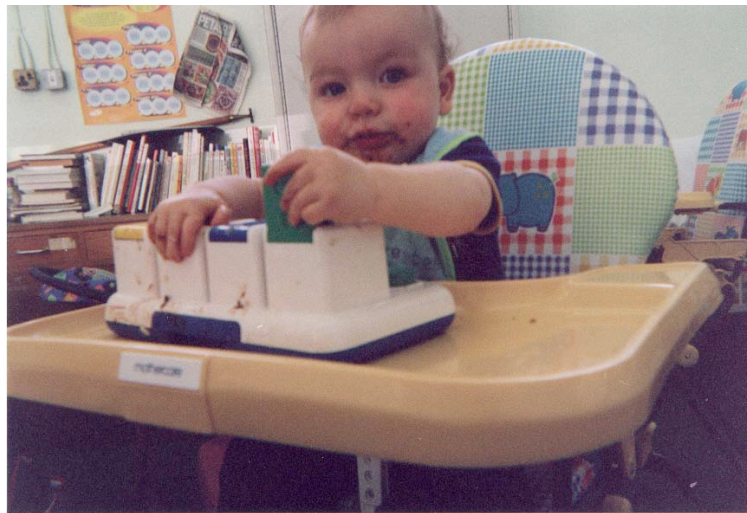
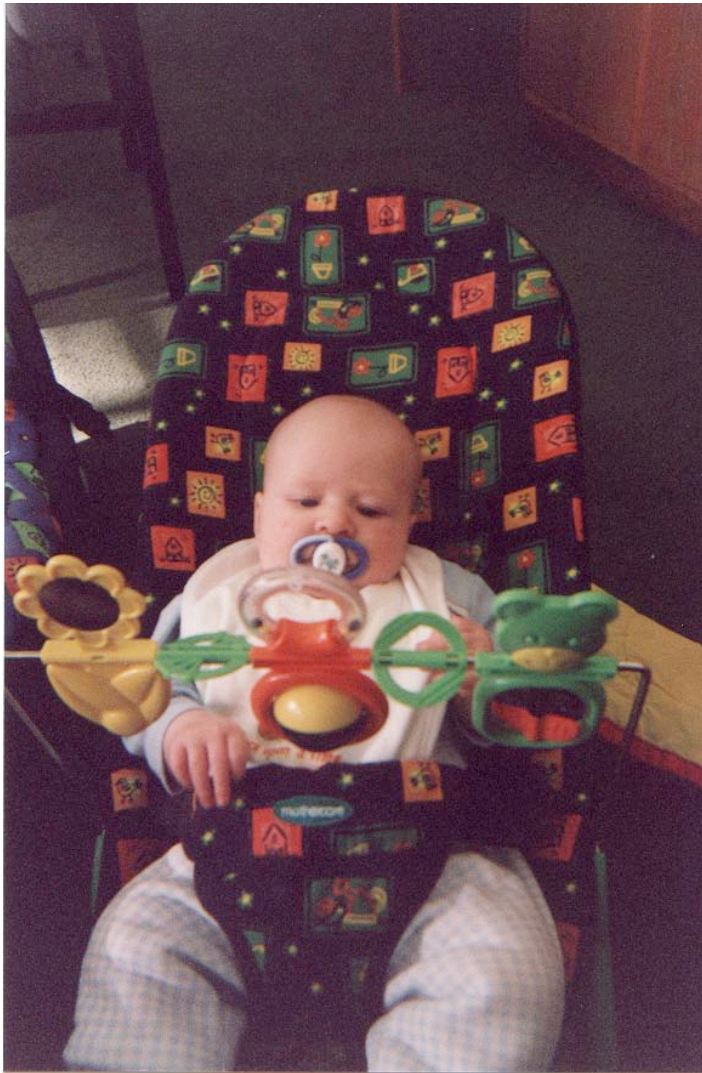


For more information on Going for Growth phone the information line on: 0191 211 6680 or visit the website on: www.newcastle.gov.uk/goingforgrowth

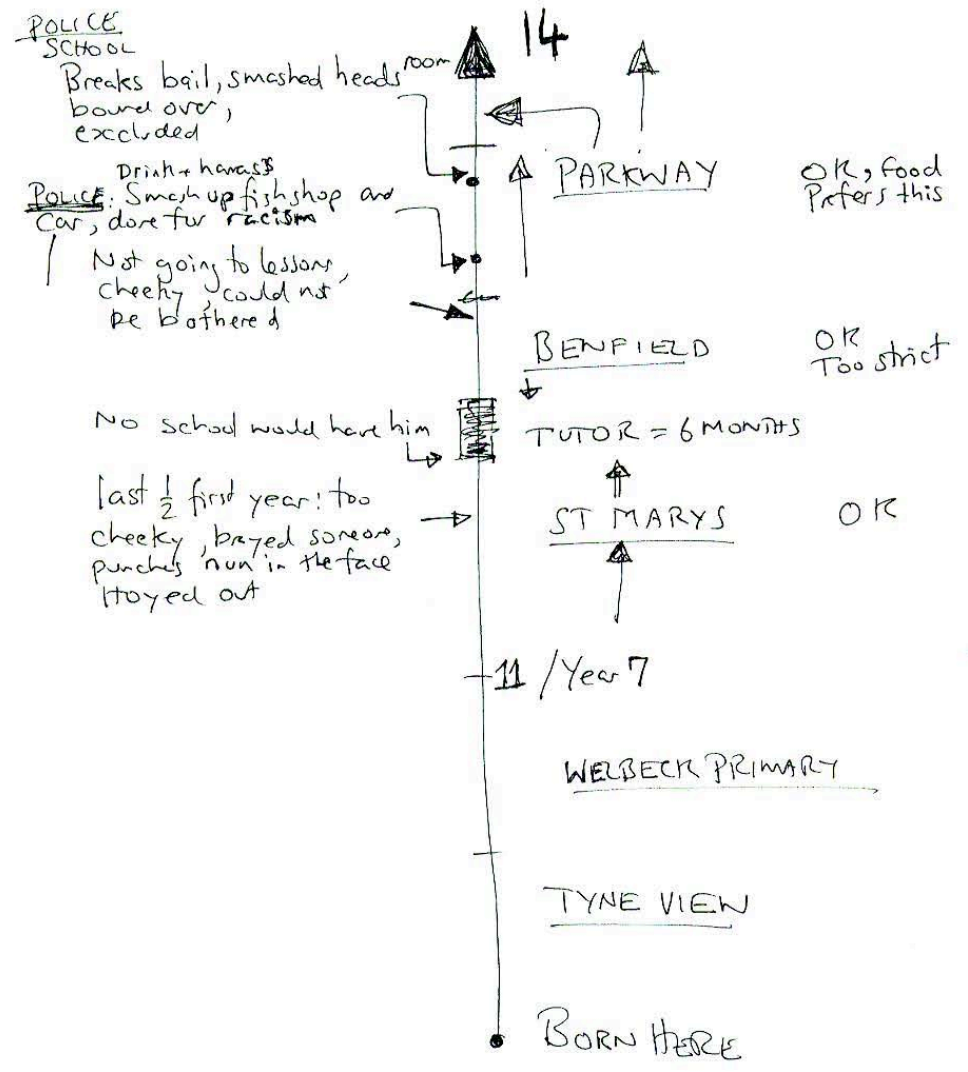
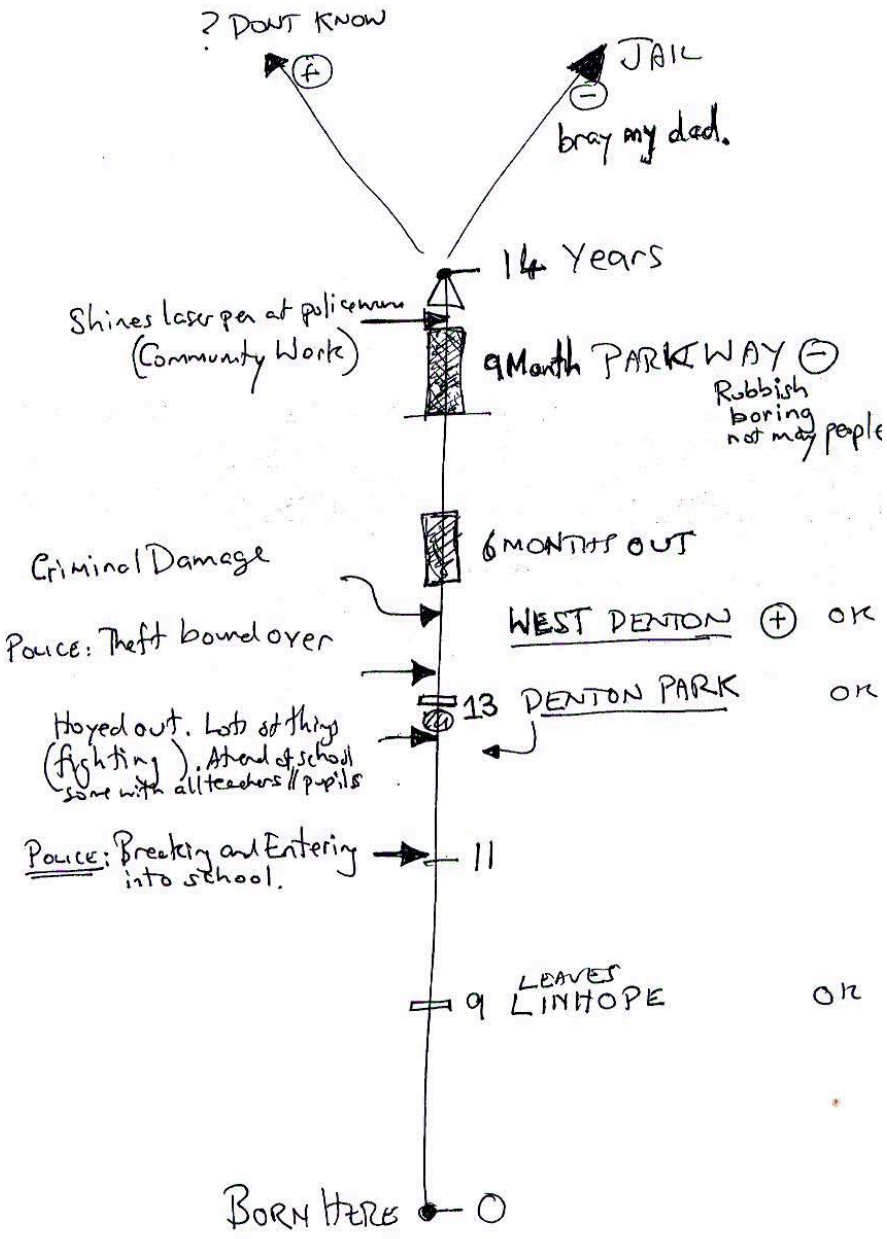
NEWCASTLE

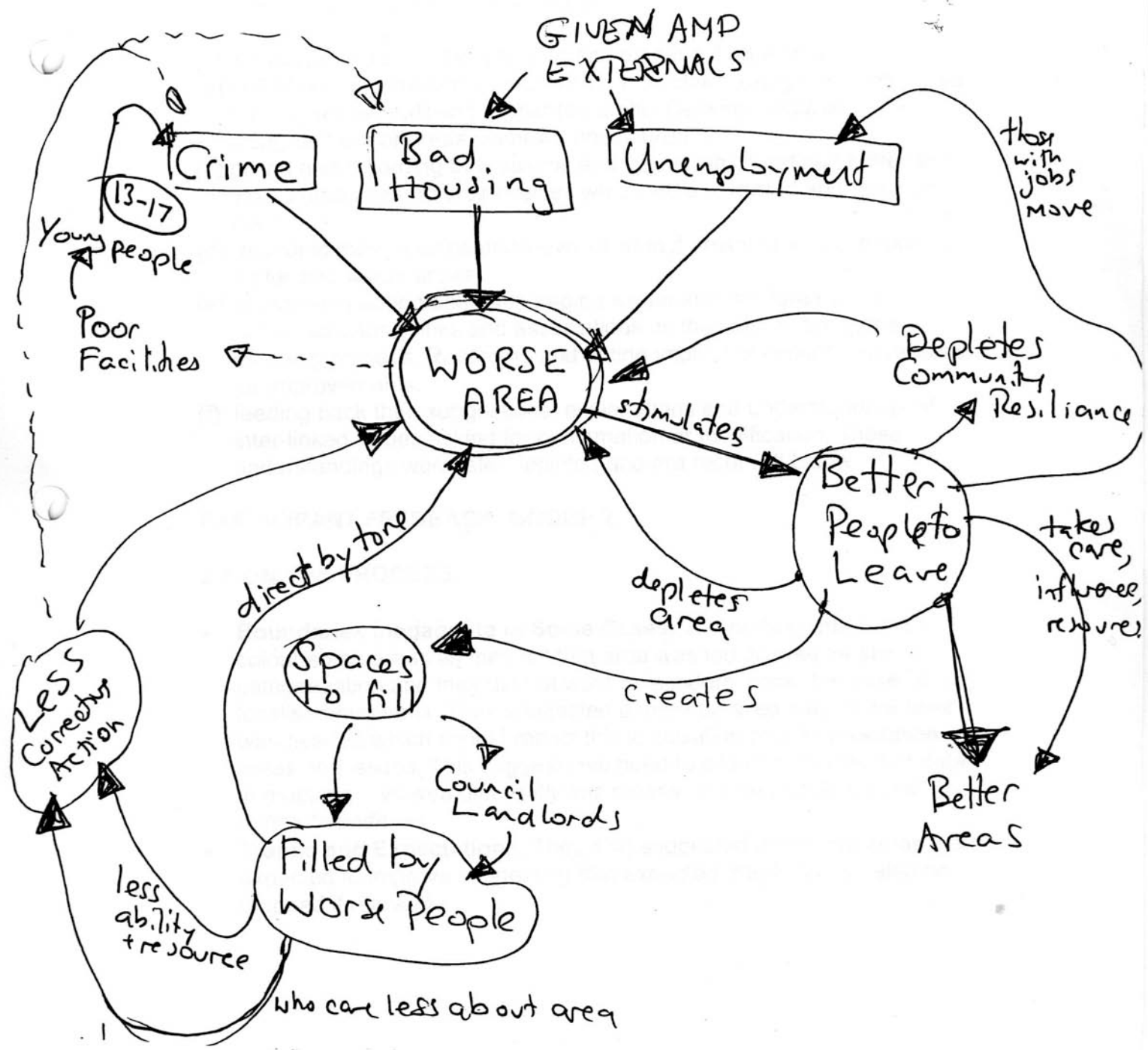
GOING FOR GROWTH











Social Exclusion as a 'Learning Process'

Project objectives

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.

Newcastle / Gateshead Youth Researchers



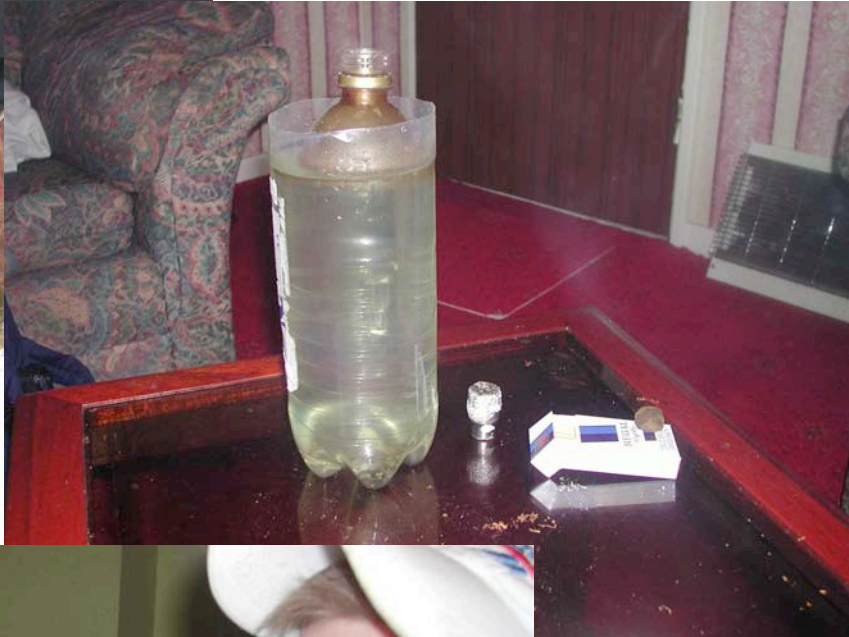
Malmö Youth Researchers



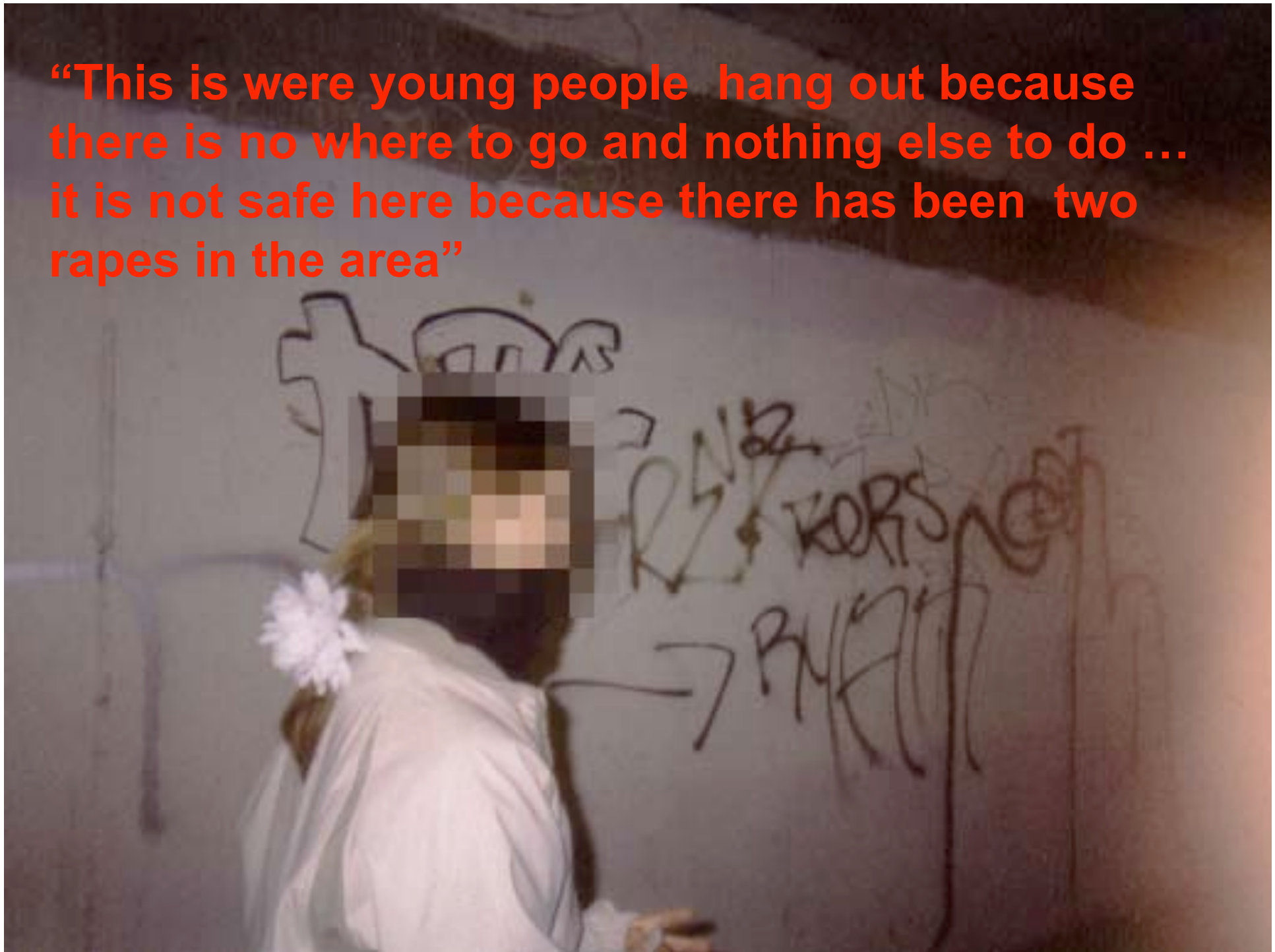
Youth Researchers

Lyndsey Holland & Philip Locyer





“This is where young people hang out because there is no where to go and nothing else to do ... it is not safe here because there has been two rapes in the area”



Best expectations
 graduate at college +
 have good health + does
 want her kids to do good
 and have a good education
 gain skillist qualifications
 at exclusion protection
 better house + more cash
 good health
 lose weight at "FATTY CLASS"
 "would love to be a councillor"
 to work with young people

Worst expectations
 "BAD HEALTH" loose JOB
 not graduate + not to loose
 weight. "my house getting
 burgled or wrecked when
 im out. Doing a JOB
 she hated or disliked

Future ?

What
 (major personal or family events /
 experiences)

Where
 (geographical location, organisation -
 school / home)

Started Y.E.P in April 2001
 Loves the challenge + Hates the stress
 Done REFUGEE work AT TEAMS
 Kirsty's gran dies - very close they were
 She has her second girl 26
 then took a part time counselling
 course at Newcastle college
 went on to work in community
 centre in the teams as a cleaner
 she is barred from most pubs as she hates
 them
 Kirsty feel pregnant age 20
 and enjoyed the experience +
 started in the family centre
 helping out. (met her boyfriend
 and still together)
 met new friends + stayed clear of
 crime scenes but enjoyed drinking
 + clubbing as it was new at
 the time so exciting for her
 Kirsty's dad bought a
 newspaper in 1984-94 but
 it kept on getting burgled and
 vandalised. "all the little teams
 used to shoplift"
 loved to go horse riding
 went to ballet school
 as a young girl
 Startey Glynwood primary
 and never liked it much
 but made a good friend who
 she still sees
 Kirsty could NOT REMEMBER
 much at all up till 3 yrs
 when she started playschool
 Kirsty was adopted at 5 months

NOW Stud at college, third
 year into course doing
 went had good upbringing
 25 years started newcastle college
 doing counselling
 21 She bought her house in The
TEAMS
 18 she lived in tenerife for
 6 months + loved it so much
 she did not want to come back
 Kirsty finishes her education
 then went straight on to
 college + started work in a shoe
 11 shop
 CLUBBING DRINKING
 10 years went on to go to Lymington
 first
 9 Romy + hated it at first
 she rebelled against all
 things as she could not
 settle in class she made
 some real good friends
 who she still knows to date
 she cant remember much only
 she loved home + her mother + dad
 5 years Kirsty went on to stay at
 Decham "DECHAMP" as it is so
 rough and rife with crime.
 Kirsty lived in AMBLE
 #Swinton until adoption

Born

Hopes for the future is to be a mechanic and the worst thing would be to not be a mechanic

Age 18 cautioned of the police for threatening his neighbour

Age 17 Nacro in Leeds

Age 16 left school and just after that moved to Leeds with his Mam and Dad

Age 12 started Brinkburn comp in South Sheilds

Age 11 started Springfield comp

Age 5 Simonside Primary

Age 3 St Mary's Nursery

From Birth living in Jarrow

Born 1982
South Sheilds General

Aged nearly 18 moved back to Newcastle and started at Nacro in Walker

Age 16 started a training courses at Chambers and commerce

Age 14 first tried TAC

Age 13 started smoking and joined the St John Ambulance. Moved to South Sheilds

Age 12 going to a youth club

Age 11 hated school as he was getting bullied so stopped going

Liked school and playing football helping dad fix cars

3 Scotch / Denton / Bonwell
Drugs / car crime / Big family
gangs / loads of fighting

REDHUEGH
HIGH LEVEL

SWING BRIDGE
TYNE BRIDGE

MILLENIUM
EYE BRIDGE

RIVER TYNE

SCOTCHIE BRIDGE

ew housing
weta land
a people

BLAYDON

my area -
Harvest / carpet
urgers / people think
ey own the place

galashiel / old fa
He was a RTT
Area
Shit
Drugs
Crime
Full of
gypsies

Crap Area
housing is
crap.

DUNSTON

WINLATON

Crap housing
High crime
drugs
car crime

SWALWELL

Drugs
Petty crime
Robberys on shops

WICKHAM

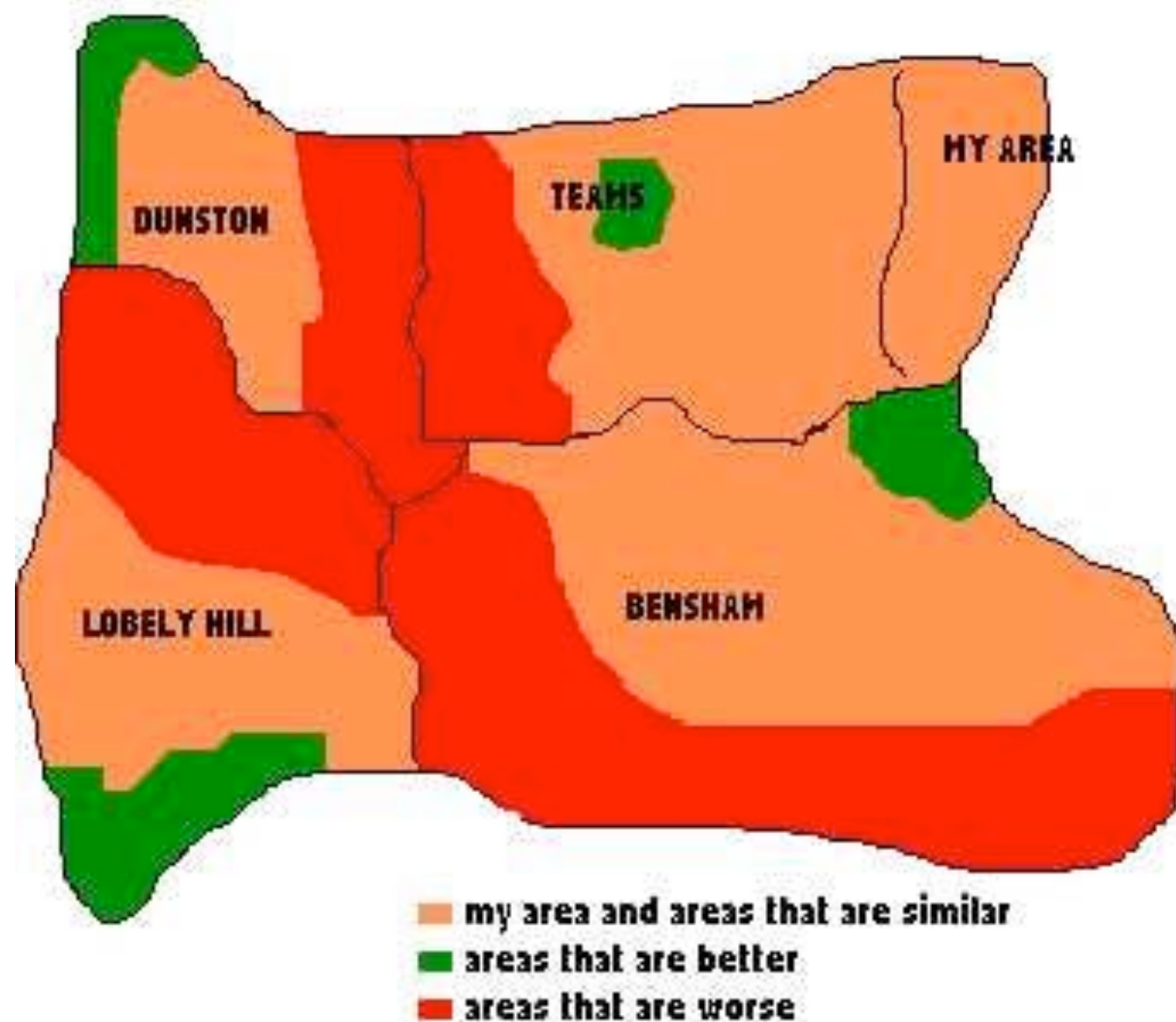
4 Murders
gangs

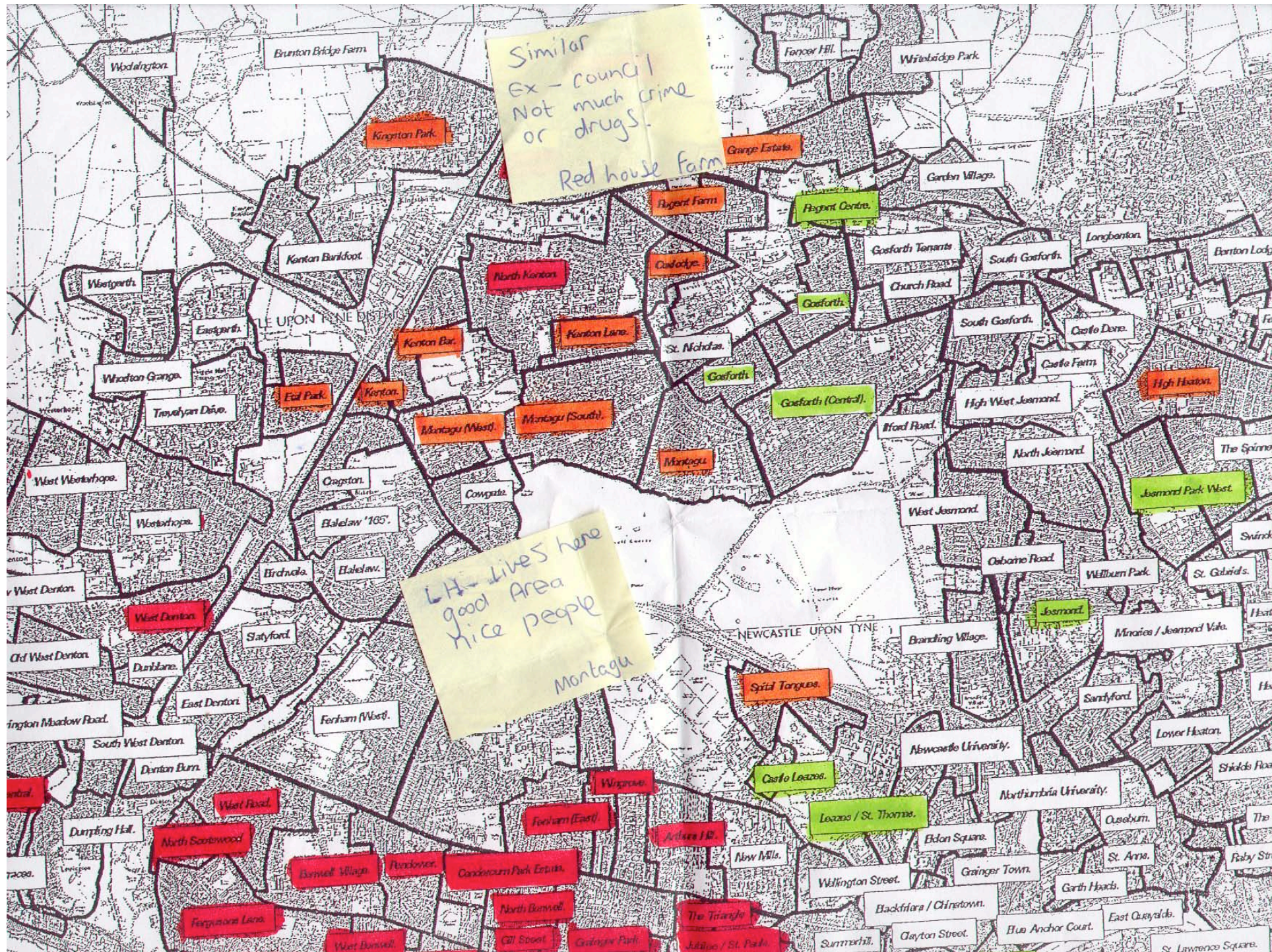
Nice housing
wealthy people
No crime

OBELY HILL

CON LOUGH

MAPPING ON MY AREA=GATESHEAD





Similar
Ex - council
Not much crime
or drugs.
Red house farm

L.H. lives here
good Area
Nice people
Montagu

Kington Park

Grange Estate

Ragwort Farm

Ragwort Centre

Westgarth

Kenton Bankfoot

North Kenton

Carlidge

Gasforth Tenants

South Gasforth

Longbenton

Whetton Grange

East Park

Kenton Bar

Kenton Lane

St. Nicholas

Church Road

South Gasforth

Crofto Dale

Troylyan Drive

Kenton

Montagu (West)

Montagu (South)

Gasforth

Gasforth

Crofto Farm

Crofto Dale

West Wetherhops

Cragston

Montagu

Montagu

Gasforth (Central)

Ilford Road

High West Jesmond

High Heaton

Wetherhops

Balclaw '185'

Cowgate

Montagu

Ilford Road

North Jesmond

Jesmond Park West

West Denton

Birchdale

Montagu

Spital Tongues

West Jesmond

Osborne Road

Wellium Park

West Denton

Stayford

Spital Tongues

Jesmond

Osborne Road

Wellium Park

Old West Denton

Dunblane

Ferham (West)

Wisprouse

Castle Leazes

Bandring Village

Jesmond

Minster / Jesmond Vale

Kingston Meadow Road

South West Denton

Ferham (West)

Wisprouse

Castle Leazes

Bandring Village

Minster / Jesmond Vale

Minster / Jesmond Vale

Central

Denton Burn

Ferham (West)

Ferham (East)

Leazes / St. Thomas

Newcastle University

Northumbria University

Lower Heaton

Leazes

Dumping Hill

North Southwood

Ferham (East)

Leazes / St. Thomas

Newcastle University

Northumbria University

Lower Heaton

Barnwell

North Southwood

North Southwood

North Barnwell

The Triangle

Eaton Square

Eaton Square

Osburn

Ferguson Lane

North Southwood

North Southwood

Carl Street

Jillings / St. Pauls

Granger Town

Granger Town

St. Anna

West Barnwell

North Southwood

North Southwood

Granger Park

Jillings / St. Pauls

Wellington Street

Wellington Street

East Quayads

Summershill

Wellington Street

Wellington Street

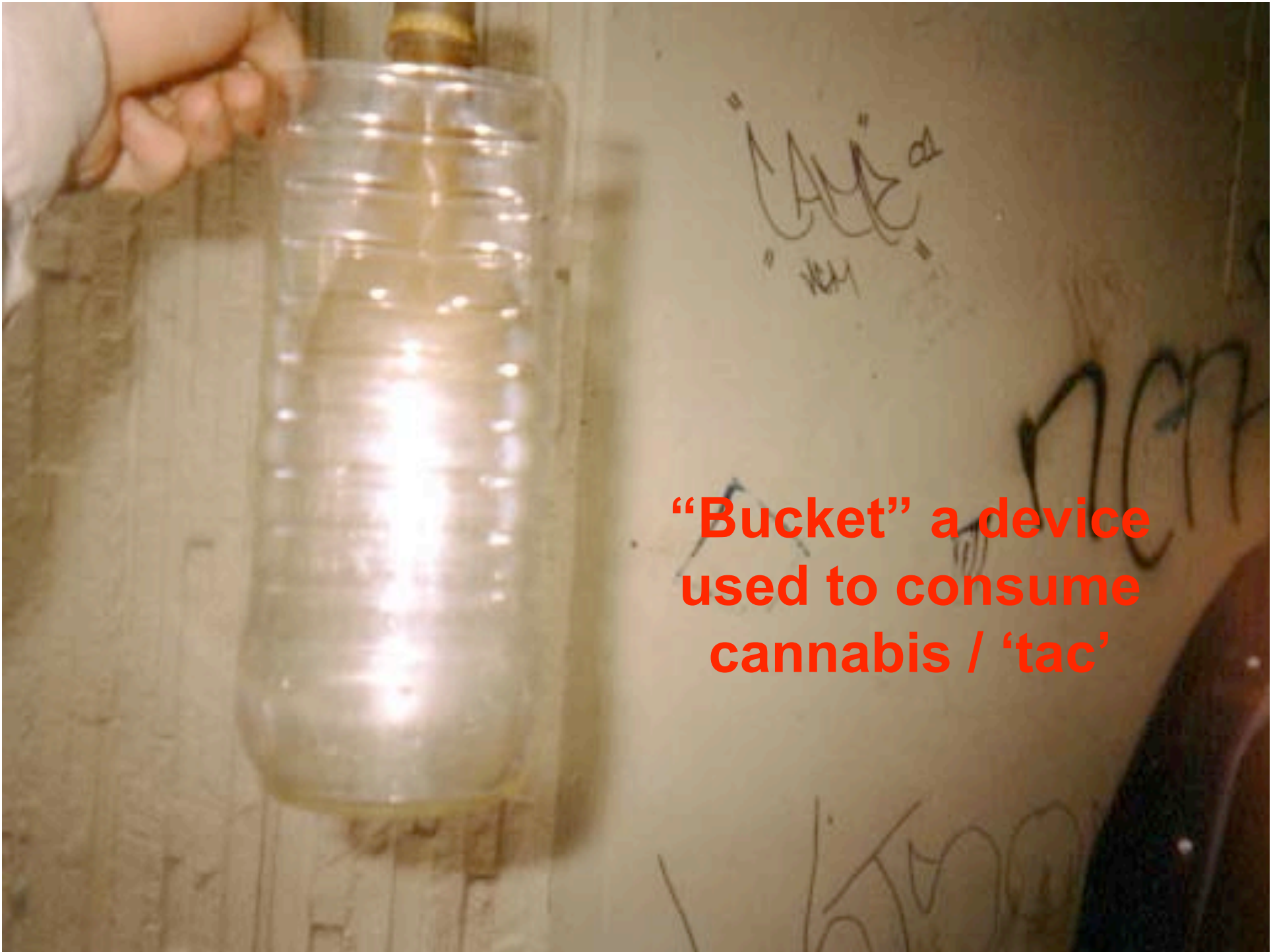
Summerhill

Summerhill

Clayton Street

Clayton Street

St. Lawrence Square



**“Bucket” a device
used to consume
cannabis / ‘tac’**

T.W.O.C.ing - taking
without owners consent
“chased by the police
but never caught”





Video clips

Analysis

Geographical poverty / area influence

Family / sibling circumstances

Mental health and behavioural issues

Level of social and interpersonal skills

Peer pressure / influence in local area and personal networks

Personal 'cry for help' and attention seeking

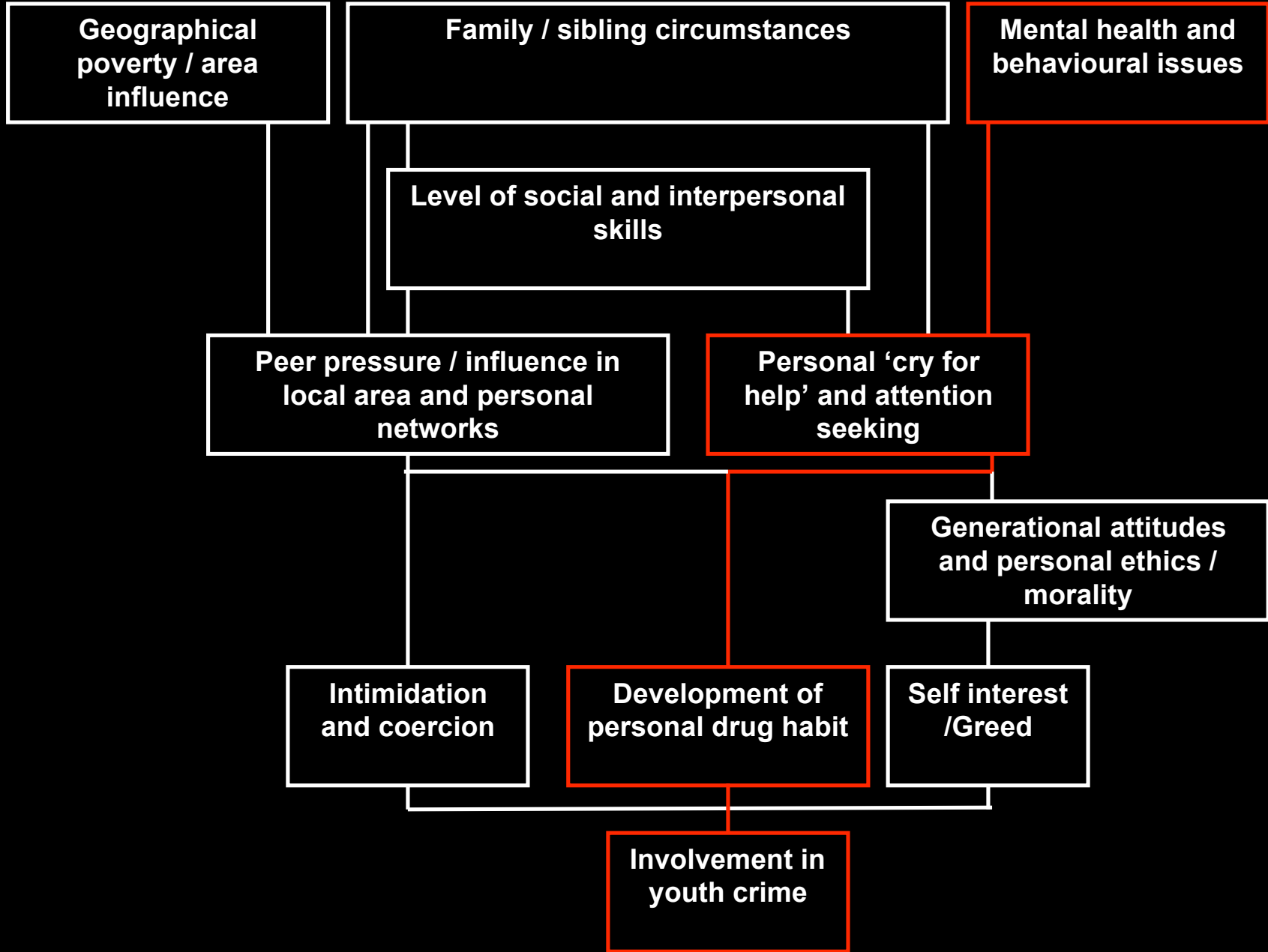
Generational attitudes and personal ethics / morality

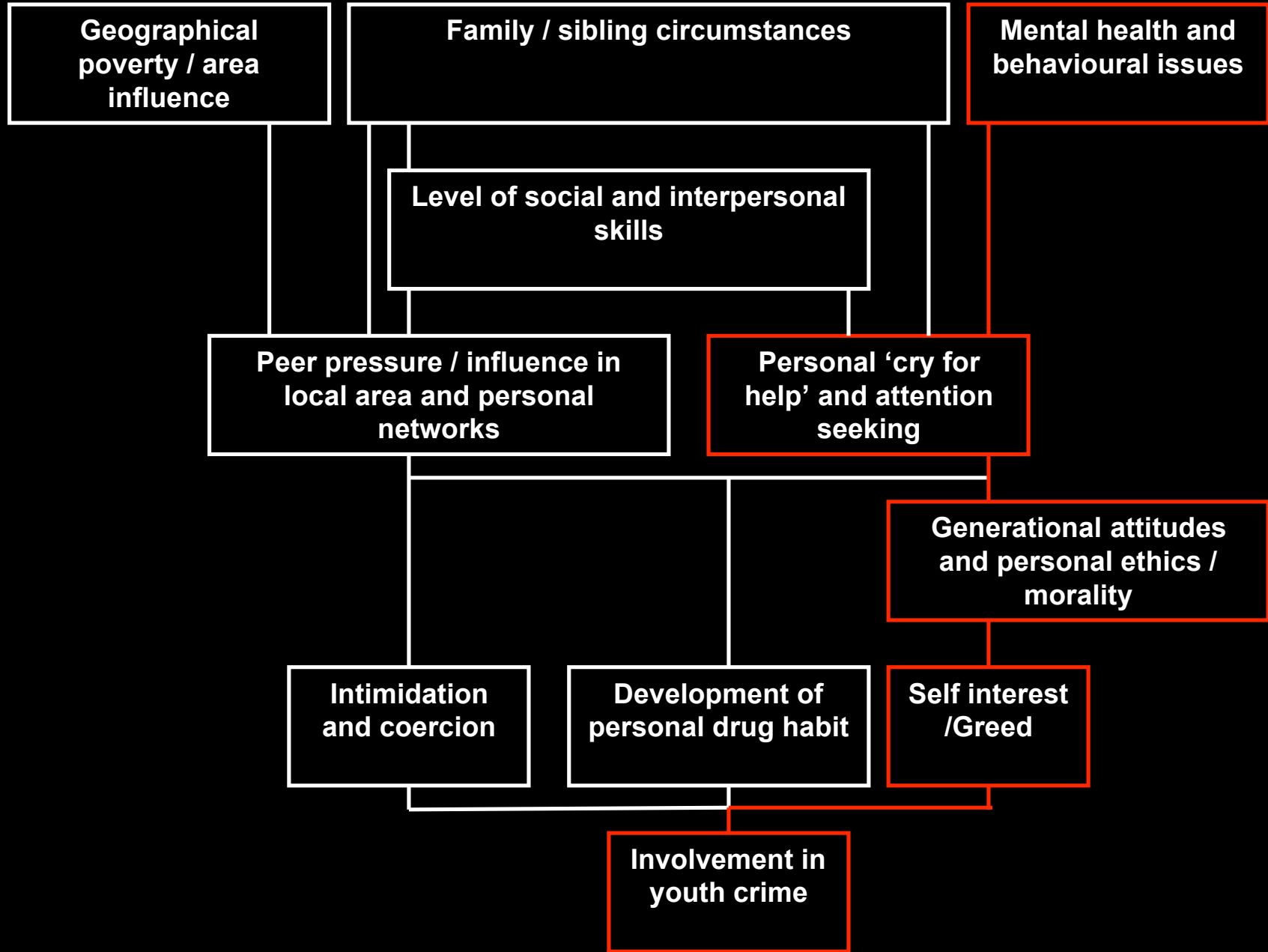
Intimidation and coercion

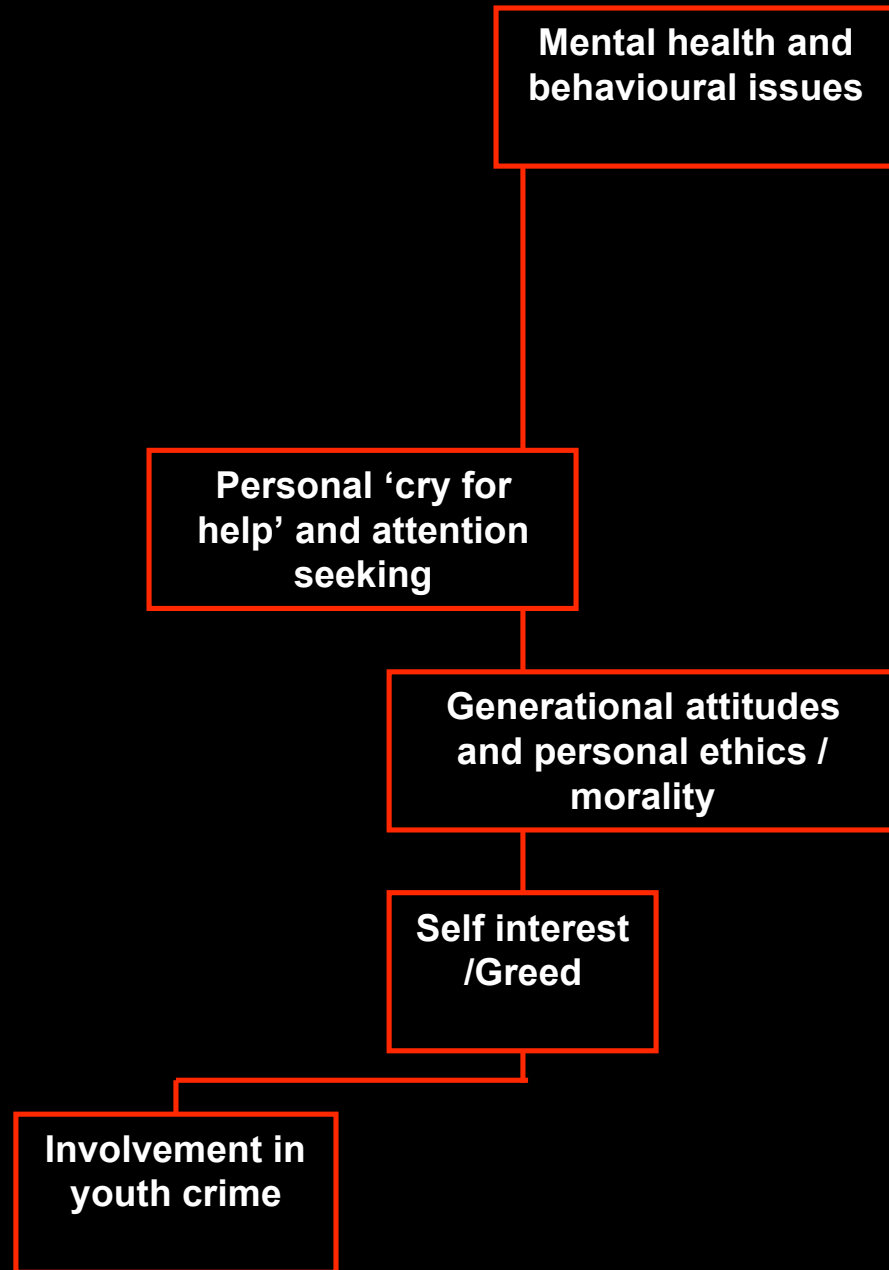
Development of personal drug habit

Self interest /Greed

Involvement in youth crime







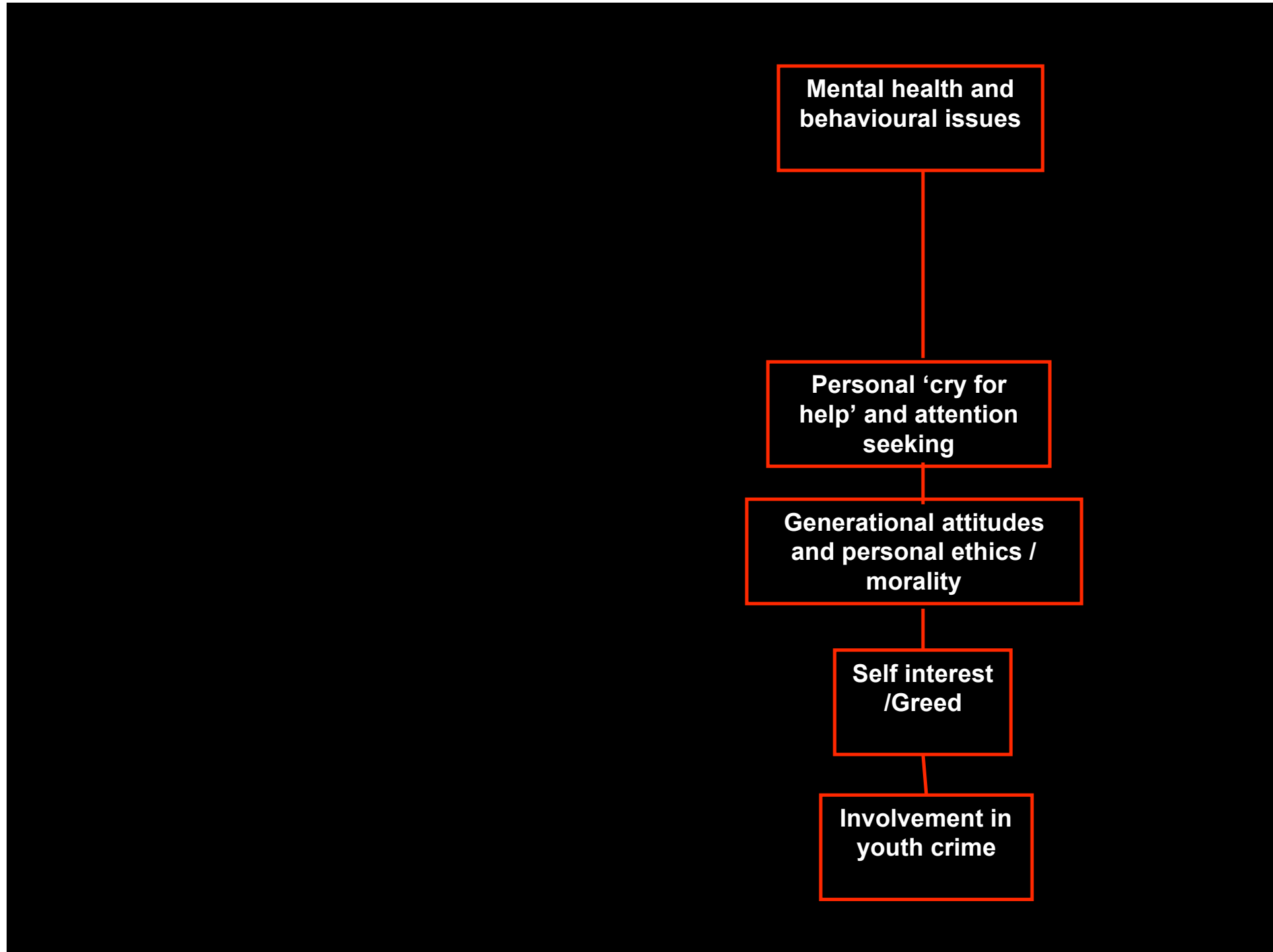
**Mental health and
behavioural issues**

**Personal 'cry for
help' and attention
seeking**

**Generational attitudes
and personal ethics /
morality**

**Self interest
/Greed**

**Involvement in
youth crime**



Basic conditions for the success of participation

- pass 'editorial' control to excluded youth
- use open and multiple methods
- incentives - value time and ideas
- overlapping feedback (research consultation participation)
- organisational 'learning' culture



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Policy Implications

Identification of cross-cutting issues

heuristic policy

(‘learning by doing’, emotional engagement, recognition of intuitive decision-making)

reflective policy - benefit of reflective analysis

(potential conflict between ‘objective’ / pure research and honest subjective applied-research)

systemic policy - ‘holistic’ and integrated evidence base

Policy / programme development

iterative-learning / policy - 'feedback' processes - linking
research, consultation, participation, learning and training
(reflective analysis, time/labour intensive, listening)

Excluding professionalism

Hierarchical
(creates barriers)

Expert based

Objective

Corporate
(working for organisation)

Passive involvement
(‘teaching’)

Output focussed

Inclusive professionalism

Unhierarchical
(removes barriers)

Multi-disciplinary

Emotionally involved
(non-objective but
pragmatic)

Non-corporate
(working for partnership)

Active involvement
(‘learning’)

Process focussed

excluded



included

Reflective

Resentment / suspicion
(conspiracy and distrust)

Inconsistency
(‘flexible’ morality)

Generic approaches

Egocentric
(Self-centred)

Innovative

Trust

Consistency
(‘grounded’ personal
values)

Maintaining detail

Emphatic