



PRE-REVIEW REPORTS

CoNet meeting in Malmö

25-26 June 2009

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Dear visitors

In order for you to get the most of your visit to Malmö, we have prepared a peer review. That means that you'll be able to make an in-dept visit to one project, talk to the participants, ask questions and have a look around. To facilitate your understanding of the project, a report has been written about each project. Two projects have been selected and, thus, you'll find two pre-review reports in this booklet. At the end of the conference, we want you to make assessments of the projects. For that reason we have prepared a number of questions which we want you to answer. These assessments will be of the greatest value for the projects and the further development of them. In sum, the proceedings will accord with the following steps:

- If you prefer to visit one of the projects, let us know before Monday 22nd of June (send an email to me, address below). The rest of you will be divided randomly.
- Prepare yourself for the visit and the peer review by reading the reports.
- At the meeting in Malmö, on Thursday afternoon, you and your group will get the opportunity to visit the project during three hours.
- On Friday, you and your group will get two hours to make your assessments and prepare a presentation.
- At the end of the conference, the groups will present their assessments.

We want the assessments to be based on the results of a previous URBACT project, called *Young people – from exclusion to inclusion*. Led by Malmö, the project included the cities of Gijón, Copenhagen, Aarhus, Göteborg, Gera, Helsinki, Velenje, Ukmerge, Lomza, Strovolos and Tallinn. Above all, the project resulted in five success criteria, described in the main report *Operational Guidelines* and further explained in the research report. In sum, successful initiatives to change the situation for young people from exclusion to inclusion have to comply with the following criteria:

1. Empower young people to act by themselves, to think independently, to make choices, to be responsible and to stand up for their rights.
2. Strengthen social relations, improving confidence and trust as well as communication.
3. Change the social structures of society (e.g. schools) tackling the structural causes of exclusion in order to prevent young people losing faith and opting out; also in order to capitalise on the potentials of young people.
4. Promote the cooperation of different actors by adopting integrated approaches.
5. Renewing the view on knowledge, recognising informal knowledge, putting the emphasis on an active and creative relationship to knowledge, enabling young people to learn to solve problems, criticise and take stands.

These five criteria were developed jointly and agreed by the partners. Now we want to make use of them. Thus, we want you to assess the extent to which the two projects selected comply with the criteria. The reports from *Young people – from exclusion to inclusion* are available at the URBACT home page, also in 12 different languages.

All the two projects are financed by the structural funds (ERDF). They are included in a large umbrella project called SÖM (South East Malmö) Fosie and which runs for three years, 2008-10. By way of an integrated approach, SÖM Fosie aims at “mainly promote an increase of gainful employment and a decrease in the dependency on social allowance; create attractive and safe neighbourhoods, an increase of growth and democracy and partaking.”

SÖM Fosie as well as the two projects reviewed belongs to the Fosie City District, one of ten City Districts in Malmö, indeed the biggest one having 40 509 (1 Jan 2008) inhabitants. Malmö itself is the third largest city in Sweden, with a population of 286 535

(1 Jan 2009). Once, Malmö was known in Sweden as a model of social democratic prosperity. The city became an incarnation of the industrial society, however organised in a social democratic way. The Swedish Social Democratic Party originated in Malmö in the 1880s. Some other core institutions of the Swedish labour movement originated in Malmö as well.

After the franchise reform in 1919, the party retained power over the local council for an uninterrupted period of 66 years. At the time of the electoral defeat in 1985, Malmö had changed profoundly and become the worst example of segregation in Sweden. It still is, but during the last 15 years the decline has turned into an expansion, promoted by the establishment of a new University in 1998 and the building of the Öresund Bridge, inaugurated in 2000. Also, Malmö has gained an international attention for the work on sustainable development. Recently, the American business journal *Fast Company* appointed Malmö as one of the 13 most creative cities in the world, the only one in Europe.

In 1994, the Social Democratic Party regained power and has since presided over the expansion. Currently and since the last election in 2006, Malmö is governed by a coalition of the Social Democratic Party, the Left Party and the Green Party, occupying 32 of the 61 seats in the Council.

Besides the bright picture of Malmö there is a gloomy one, associated with social exclusion. Malmö is a highly segregated city. The more

wealthy inhabitants live in the western, southern and eastern outskirts of Malmö. The problems of social exclusion are concentrated to a quite coherent area east and south of the city centre, covering almost 25% of the whole Malmö population. The size of this area makes Malmö the most segregated city in Sweden.

Most of the Fosie City District belongs to this large area, characterised by social exclusion. Many of the inhabitants in Fosie are born abroad, 43% (1 Jan 2008). In a sub-district like Hermodsäl with 3 226 inhabitants, 54% are born abroad. Only 41% of the inhabitants in Hermodsäl at the age of 20-64 have a gainful employment (2006). In Malmö as a whole, 28% are born outside Sweden. 174 different nationalities are represented in Malmö. 45% of the children at the age of 6-15 have a foreign background, which means that they are either born abroad themselves or both parents are born abroad.

Many inhabitants in the socially excluded areas, particularly the young people, feel deserted. That's why empowerment is needed. There is a lack of confidence and trust which urge on a need to strengthen social relations. The structures of organisations, institutions and society in general contain causes of social exclusion. Too often, when different actors try to solve the problems they don't cooperate and pull in the same direction. Finally, there is a lack of knowledge on the problems and the possibilities of solving them. The two projects which will be reviewed address all these problems. Do they succeed? To what extent? If not, how do they need to change?

Welcome to Malmö

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The Green House

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The Green house is a meeting place for young people in the city district of Fosie in Malmö. The Green house offers a variety of activities for youngsters in the ages of 16 and 25 and is managed by a group of four young people, employed by the city district. This report describes the Green house from a certain point of departure, namely the one about intercultural competence, a competence which is central for the staff and the visitors of the Green house.

Background

The need of a meeting place for young people older than 16 was identified several years ago. Hermodsdal in Fosie is an area which does not offer many activities for young people. This is especially evident for those over 16, since they are too old to take part in the activities arranged by 'fritidsgårdarna', the municipal leisure time youth clubs, in the area. Some years ago, this lack of activities for young people between 16 and 25 in Hermodsdal resulted in many young people being restless and without meaningful activities. This resulted in them hanging out in the streets during night time. With this came disturbances and criminality.

Hermodsdal, situated in the middle of Fosie, is an area characterized by social exclusion. Research has pinpointed the area as a segregation pole, characterized by low level of education, low income and low civic participation. Moreover, Hermodsdal is an area where a large portion of the inhabitants have shifted in the last 15 years. The share of inhabitants with another ethnical background than Swedish has increased drastically during the last decades. As mentioned in the introduction, 54 % of the population is born abroad. Current research has also shown that the average age has decreased in a short time. Between 1996 and 2006, the share of young people in the ages of 0-18 increased by 57 %, whereas the average increase in Fosie was 18 %.

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With such a rapid increase of the number of young people living in Hermodsdal during a relatively short time, and all too few activities for them, something was bound to happen. In early 2006, the area became the centre of attention for many eyes. During a long time, the nine-year compulsory school of Hermodsdal and its surrounding areas had been the object for vandalism and fires. Shattered windows, burglary and graffiti were ordinary occurrences in the school. Many described the atmosphere in the school as insecure. Teachers and pupils were threatened by pupils, at some occasions with weapons. In January 2006 the disturbances reached its peak as a large part of the compulsory school was burned down in a supposed arson. The response from the city district was firm and controversial: the school's upper classes 7 to 9 (age 13-15) were to be closed and the pupils were to be transferred to other schools. The decision caused general criticism among pupils, parents, teachers and the public. But despite protests, the upper classes were closed and for the first time in Swedish history, a school had been closed down as a reaction to turmoil and disturbances.

Naturally, shutting down a school doesn't mean that the inhabitants move from the area. Instead, the young people still live in Hermodsdal, but have a longer way to their new schools. Shutting down the upper grades of the school made the fact that young people lacked meeting places in the area even more evident.

The lack of youth clubs allowing young people over 16 can indeed be seen as a structural problem, where the societal structures exclude young people of the specific age from taking part in social activities and thereby also hinder the creation of social relations. The youth clubs are arenas for creating social relations with

other young people and - perhaps more important - adults. Many young people are in need of a meaningful relation with adults who listen, understand and care about what the young people say. A failure in creating good social relations with adults might lead to lack of faith in society, and that a lot of competence and energy are wasted.

To be sure, there is a lot of energy and commitment among young people living in Hermodsdal, Fosie and other areas characterized by social exclusion. This engagement and energy may take different expressions. In Rosengård, another part of Malmö, the energy has been expressed by rocks thrown at policemen and fire trucks. Much points to the fact that young people are tired of not being able to get a job, living on social welfare and thus being seen as a burden to society. They also mean that their competences are not made use of. This kind of expressions (committing arsons and throwing rocks at policemen) has however not been the case in Fosie. One possible explanation of this is that efforts have been made to take care of this energy and to point it in a fortunate direction.

Whatever the expression of the engagement among young people, the engagement itself must be seen as an asset. The young people do of course have a lot of competences and knowledge. Traditionally, young peoples' competences are to be valued and graded in school. The school's mission is to promote learning, according to the Swedish curriculum. But what are the preconditions for learning at school today? And what is the approach to knowledge among the school staff? Do all of the young peoples' competences count? Success in school is only measured in your grades – not in how many different languages you speak or how much you know about your friends' backgrounds, cultures and traditions. The school is unable to put value in other competences than the ones measured in the grades. One of these competences that traditionally not made use of is *intercultural competence*, a cornerstone in the Green house.

To sum up, several different problems had emerged in Hermodsdal. The lack of a meeting place for young people over 16, social disturbance in the area, the lack of meaningful relations to adults and an obsolete approach to

knowledge where young peoples' competences are not made use of made the city district of Fosie work to find a solution. The solution was sought in cooperation with the target group – young people between 16 and 25. During four workshops in 2007 and 2008, 20 young people living in the area were invited to take part in a discussion about how to solve the problems in Hermodsdal. The most common wish during the first workshop was a place for young people over 16 to meet. Hence, the forthcoming discussions in the workshops focused on the contents and shape of a new meeting place – called the Green house. The Green house, as of today, is a result of the ideas from these workshops. During this initial process of creating the Green house, the young people participating were listened to and taken seriously. Their voices were the only matters – except for financial and legal matters – that were taken into account when setting up the Green house.

Two of the young men involved in the initial workshops were eventually employed by the city district to build up the Green house. Later on, two women were also employed to join the team. Furthermore, a process leader was employed to support the four young people. This team set out to create the response to the problems in Hermodsdal. A response which now grows in the Green house.

What grows in the Green House?

Although not yet fully completed, the Green house is today providing a variety of activities for young people. Focus lies on creative activities such as music and arts. The young people from Hermodsdal, but also the rest of the city, can create beats and record own songs, listen to a concert or a lecture. Soon, they will be able to work with movies in the upcoming film studio. An important actor in the Green house is RGRA (The voice and face of the street), an association working to engage and activate young people, for example by creating music. RGRA has one person employed by the Green House to run the music studio and make the Green house to a vivid meeting place for young people from the city. An important asset with RGRA is that they are working with young people from the whole of Malmö. Hence, they are attracting young people from other areas, coming to work with

beats and hip-hop in the Green house. *'Music is like soccer, it has no boundaries'*, says one of the young Green house employees.

A number of computers with Internet access are also available for the young visitors. But the perhaps most important part of the Green house is the café, which serves as the heart and pulse of the Green house. Young people can have a cup of coffee and meet with friends and get inspiration for future ideas. The Green house is a place where *'one can feed your dreams and ideas'* according to one of the young people employed at the Green house. Thus, the idea is to bring several different actors into the Green house in order to create a foundation for strengthening the participants. One aim is to empower the young visitors in order to find a job or apply for the university or other studies. Hence, different educational representatives and the city district's job centre are present at the site in various ways.

The four young people working at the green house are also initiating different projects. They arrange field trips and organize educations. At one of my visits to the Green house, the staff was preparing a lecture by a graffiti artist. Furthermore, they cooperate with several actors in the area. The local workout gymnasium and the organization 'Lugna Gatan' (working with young people to prevent criminality and drug abuse) are regular partners. The local school is also involved to some extent, where the employees at the Green house arrange help with homework in the school premises after school hours. They also meet younger kids in school and tell them about what the Green house can offer them, when they are old enough to go there.

What the Green house will offer in the future is however wide open. Following the approach that initiated the Green house, the young people themselves are forming the activities in the Green house from now on. The staff of four has a large degree of freedom in planning and arranging the daily routines and activities at the Green house. They decide the opening hours and are responsible for the keys and alarm to the house. They run the coffee shop and account for the finances once a month. But they do have support from more experienced personnel. They have weekly meetings with their employer (The project leader of SÖM Fosie), and also meet their process leader once

a week. When it comes to matters they can't decide for themselves, they tell me that they can discuss them during these meetings. *'Most of our suggestions pass if we have good arguments. The message from our employer is: 'Do what is best for the area.' We have a lot of freedom!'* says one of the employees.

To be sure, the freedom and responsibility have strengthened the young people involved. But perhaps just as important is the empowerment process that the target group of young people can go through in the Green house. Since the opening, the area has quieted down. The Green house has a lot of visitors, most of them men in their twenties. The majority of the visitors seem to appreciate just having a place to hang out at. And that the place is popular is also evident in the fact that there have been no attempted break-ins or vandalism, despite the fact that there is a lot of valuable equipment in the house. The staff hopes that they can act as role models for the young people visiting the Green house and that the effort will turn Hermodsdal into something really good:

We want the young people in Hermodsdal to be on TV because of something good they have done, not something bad.

A house built upon intercultural competence

As mentioned, much of the focus in the Green house lies in the creative areas of art, music and film. These are competences that not traditionally are taken proper care of in school and other societal institutions. However, these are competences that are the foundation in the movement RGRA, which arranges many of the activities in the Green house. Besides these creative competences, there are more competences that are neglected in many social structures. One of these is what is popularly called *intercultural competence*.

More frequently used in school and public debate, the term intercultural competence might be in need of an explanation. Firstly, there is a need to distinguish the term intercultural from the term multicultural. Evidently, the prefix *inter* suggests that the competences not only have to deal with several cultures, but also the interaction between two or more cultures. Where a multicultural

competence deals with (e.g.) knowledge about different cultures, intercultural competence deals with the skills in interaction between different cultures. The researchers Bosse Bergstedt and Hans Lorentz make a distinction between the terms supported by the European Council. In this distinction, the term intercultural competence is defined as ‘actions or occurrences that describe movements among individuals (of different cultures)’.

Hence, intercultural competence can be defined as a competence that is a result of an action or an occurrence which involves at least two individuals with different cultural backgrounds. But what does this mean? What could be an example of such a competence? In a workshop in Malmö, arranged by the European network Social Polis and researcher Mikael Stigendal in November 2008, the term intercultural competence among young people in socially excluded areas was dissected and discussed. Among the participants of the workshop were some of the young people now employed in the Green house. Interestingly, the young people from the Green house had the most enriching contributions of what intercultural competence means and how it can be expressed. The performance by the young people at this workshop resulted in that they, 4 months later, were invited to a conference in Vienna to present the Green house and to hold a seminar on the topic of intercultural competence.

According to the report presenting the results from the workshop in November 2008, the following five bullets summarize how the participants looked upon the idea of intercultural competence:

- 1) Intercultural competence is based upon mutual respect
- 2) Intercultural competence implies an ability to adapt
- 3) Intercultural competence implies an ability to bridge oppositions between religion or culture
- 4) Intercultural competence implies an ability to move between different cultures
- 5) Intercultural competence implies knowledge about different worlds and the ability to cross the social and cultural borders between these worlds

The last bullet is perhaps the most interesting as it contains the terms knowledge and ability. According to this bullet, an intercultural competent individual has *know-what* about different cultures but also the *know-how*, the ability to freely move across borders and barriers between the different cultures. This added to my earlier discussion, I can now define intercultural competence as a competence that is a result of cultural interaction which includes both *knowledge* about *what* different cultures mean and imply and *knowledge* about *how* to move across cultural borders.

Many young people living in Hermodsdal and Fosie have this competence. Most of them do not reflect over this fact. Most of them are not even aware of it, since it is a natural thing to interact with people from different cultures and move over cultural borders. In school and - perhaps more apparent - on the way to school, these borders are crossed every day. However, this is a tacit competence that is not recognized or made use of by the social structures of society, for example the school.

The Green house, however, might be a place that paves the way for making use of the intercultural competence that young people in the area have. To be sure, intercultural competence was not used as a point of departure when defining the Green house or its activities. But the solution to the problems in Hermodsdal was – although not explicitly expressed – based on the idea of intercultural competence. In fact, it was not uttered during the initial four workshops leading to the establishment of the Green house (why would young people bring up something that is evident and natural for them?). But the discussions had - for me as an outsider - a clear mark of intercultural competence. The adults setting up the workshops had their ideas about how the Green house would look like and what activities it would offer. Many of these ideas were clearly formed by a stereotypical view, resulting in that these ideas quickly were turned down by the young people. For example, the adults in charge wanted to put the standard inventories in traditionally Swedish youth clubs, such as a pool table, in the Green house. The young people opposed, rather seeing other solutions that created room for social relations instead of things no-one would use. As a result of the young peoples’ wishes

the green house is equipped with music equipment instead of traditional inventories.

Hence, intercultural competence was not the point of departure for building the green house. Neither was the four young people recruited on the basis of their intercultural competence. However, it is a crucial part of the success of the Green house. The intercultural competence among the young people was more or less taken for granted. Without *know-how* of how to cross cultural borders between the youth culture and the culture of the city district's employees, the establishment would not have taken place. And without *know-what* about the different needs and wishes among the young people living in the area, the Green house would not have attracted any visitors. One of the young people employees tells me:

Without intercultural competence you wouldn't be able to run a place like this. You wouldn't be able to talk to the neighbors - who come from many different countries - about what place this is, you wouldn't be able to create credibility among the visitors, you wouldn't know not to sell candy containing gelatin. And you wouldn't be able to talk to researchers from the University, such as you. It's all about adaptation, for example shifting the way you speak.

Today, four months after it's opening, the Green house is flourishing. Some important elements however remain. Although the young people have a large degree of freedom in managing the activities, there might be risks that no one takes care of the results. The Green house is established by the city district in cooperation with the young people themselves. But the contact with adults representing the society is not enough. The school is not enough involved in the cooperation. Neither are other important societal structures such as the police, other leisure centers, the University or the city's job centers. And there are question marks regarding the sustainability in the Green house. It can't yet be considered a structural change – the young people are hired on 4-month contracts and no one knows what the future has in store. Also, the Green house is somewhat isolated from the rest of the city district's work places and the culture within these. This might result in - despite the efforts - that the young people working at the Green house are not being properly included in the

real societal structures. Finally, when it comes to intercultural competence, it has proven to be very useful - both when building the Green house but also in the daily activities. Still, the young peoples' intercultural competence will not show up in grades or other documents useful for e.g. getting a job. There still is a need for the societal structures to find a way of making use of this intercultural competence.

Enter: the Peer Review-team

During the CoNet conference in Malmö we are giving you as CoNet participants the opportunity to visit the Green house and to meet the young people employed. During your visit, we want your help in the assessment of the Green house. In order to value the ongoing work by the young people, but also to create prerequisites for improvement, the Peer Review team is asked to take a number of questions in consideration when visiting the Green house.

As stated in the introduction, we want the assessment to be based upon the five criteria of success, stemming from the URBACT I thematic network 'Young People – From Exclusion to Inclusion'. In what way is the Green house complying with these criteria? If not complying, what changes should be done?

The questions relating to the five criteria are as follows.

Regarding empowerment

- The Green house aims to empower both young people working at and visiting the Green house, but in different ways. Are these ways both successful methods of strengthening the individuals? In that case, in what ways?
- The Green house is mainly attracting – and thereby empowering – young men. What does this imply? Is it necessarily bad?

Regarding social relations, structural changes & integrated approach

The social relations between young people and society are of utmost importance in order to create a structural change and for the Green house to be seen as a sustainable integrated approach. When creating these relations

between young people at the Green house and society;

- What actors are important to involve, according to your own experiences from your city?
- Are those actors present in the cooperation today?
- Is the Green house too isolated from other institutions? If so, what does this imply?
- Based upon your experiences, what else is needed for a structural change? And how can we know when a structural change has occurred?

Regarding a renewed view on knowledge

The Green house is built upon a competence not being properly recognized in school, but crucial for the young people themselves.

- In what ways can intercultural competence be regarded as an asset?
- Are the competences growing in the Green house useful for other than the young people themselves?
- How could the young peoples' competences be recognized and valued?
- What other institutions could learn from this, and how?

Young in Research

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Deprived areas are regularly looked upon as “problematic” and its inhabitants as problems, rather than as valuable partakers of the society. This specifically applies to the younger generations, which the Fosie district can be said to have a large part of being one the largest Districts in Malmö. The youths of Fosie all possess valuable potentials and knowledge to some extent, but these are not always recognised as such. For instance, fixed structures and traditional views on knowledge, e.g. within the Swedish school system, normally does not value knowledge situated outside the ordinary curriculum. A supplementary problem is that not recognising potentials that the young people possess might further contribute to secure feelings of low self esteem, lack of trust and faith in the future, and at occasions even contempt against society.

Looking at the academic arena, research on youths in deprived urban areas is existent and manifold. However, as for the society at large, within research, that youths are objectified and perceived as “problematic” citizens tends to be a crucial problem. Frequently, academic research does not include them and allow them to participate. The point of departure is often problem-oriented instead of one scrutinizing the potentials that the youths actually possess. As a consequence, academic research, and the overall society, misses out on important knowledge and valuable experiences that might be significant for creating new knowledge.

With ‘Young and Research’ we attempt to change that. We will aim to accomplish a structural change with the project. During four summer weeks, between the 15th of June and the 10th of July we will involve nine young persons from the Fosie district in ‘Young in Research’. Malmö City’s and SÖM Fosie’s years of work with the summer job scheme for young people make out the basic condition for ‘Young in Research’. Super-ordinate to Young

in Research is the research conducted at Malmö University and in particular the MOD-research project.

A Potential-Oriented Approach

A potential-oriented approach rather than a problem-oriented one holds that youths must be seen as active subjects. They all have abilities to act, for instance to make a decision or to play a musical instrument. All young people have strengths and energies that should be regarded as potentials. However these energies/potentials could become problematic depending on what drives it and what it aims at. This though often depends on the context, not the individual as such. The reasons for an unfortunate directed energy must be explained and analysed, not taken for granted. The problem then is not the youths per se but society’s inability to highlight and make use of the potentials.

Another focal point for the summer job project is the view on research and knowledge related to youths. We would like to contribute to an implementation of a renewed view on knowledge, in which the youths’ potentials, their energies, are included. A renewed view on knowledge (and research) has most likely not been taken into consideration in youth employment measures. This said does not mean that other ventures have not lead to a renewal of knowledge, as it might well be the case for earlier endeavours. In this scheme with young people in research however it is one of the aims. Comprehensively, the school system has not been successful enough in doing this. Even though it was actually written in the curriculum already in 1994 it has not been reached to the successful extent that it could have been. Both in Sweden as well as for great parts of Europe a renewal of educational objectives has been accomplished. However, the predicament is to actually bring about the renewal and apply it practically. To do that the

importance of a reassessment and revaluation of knowledge, and particularly of the knowledge that these youths possess is essential. We believe that this specific knowledge, named 'intercultural competence', is an important key to a renewed view on knowledge as well as a new view on the students.

Preconditions

We have identified two main preconditions for making a solution possible to the above described problem; 1) Structural conditions, the already existing structure of the 'Ung i Sommar' employment programme provided by Malmö City and the organisation of the MOD-research project at Malmö University, and 2) Actor conditions, the youth of Fosie and their potentials.

Structural Conditions

Malmö City's 'Ung i Sommar' venture is a precondition for the structural change we suggest will be accomplished in this project. Every summer, the summer job scheme 'Ung i Sommar' offers work experiences to youths within the municipality during four summer weeks. The program started in 1994 and encompasses young people between 16 and 19 years of age. The work places have differed during the years, though most job positions are found in day-care centres for small children and within the health care sector. In order to take up as many youths as possible the young are paid 35 – 45 Swedish crowns per hour depending on their age by the City as an employment measure to get youths into work. The program aims at giving youths insight in and experience from working life; strengthen the participators self-esteem and their ability to cooperate with others, as well as occupy them with productive activities. For the participants in 'Ung i Sommar' it implies work 6-8 hours per day (depending on their age). The summer job position that the youths take is not allowed to replace an ordinary position at the work place and the youths are not allowed to be in charge over an activity.

Due to the lack of representation of youths from the City district of Fosie within the summer job scheme, the SÖM Fosie program initiated a campaign in 2007 to increase the number of youths from the area employed

within the summer job scheme. Working with the successful campaign and the person who succeeded to turn the trend around is Maria Gonzales at the SÖM office at AiC Fosie.

Another structural precondition is the MOD-research project. The project started in the spring of 2008 and is positioned at the Department of Urban Studies at Malmö University. Mikael Stigendal and three other researchers including Per Olof Hallin who is project leader, as well as four assistants (including myself) are engaged in the project. Firstly, the overall aim of the MOD project is to analyse the conceptions that young people and authorities have of each other and the underlying causes contributing to conflicts and tensions between authorities and young people in areas marked by exclusion. The conflicts and tensions that at times, for instance, are manifested through young people setting fires and throwing stones at firemen. Secondly, the project aims to finding efficient methods for dialogue in order to include young people in society.

What we will achieve with 'Young in Research' is a combination of these two. We will unite the two purposes; by while doing the surveys at the same instance using a dialogue method and then achieving both the first and the second purpose.

Actor Conditions

With 'Young in Research', we will take advantage of the young participants' potentials; the experiences, competences and knowledge that they possess. More specifically, we distinguish **three potentials** that we can make use of and gain from. These are the young people's:

- important experiences that not yet has been processed and developed into knowledge,
- knowledge and abilities positioned outside the ordinary curriculum, many times of a more practical kind. These are for example tacit knowledge and Intercultural Competence
- the close relationships that they hold to people in the area

Changing Structures

The problem then with the three potentials or in truth and more accurately, the problem for academic research, consecutively is that they are not enough taken advantage of within the research or University arena. That is why we intent to generate renovated structures with the program 'Young in Research'.

The project aims at getting results for the MOD- project and simultaneously to recognise and value the youths' potentials in such a way that they will gain valuable experiences and be empowered to access even more knowledge and improve their abilities. The five success criteria's, as outlined in the introductory chapter, has served as operational guidelines for the development of 'Young in Research'.

Approaching Research by Empowering Learning

The focus for 'Young in Research' is not merely on what the youths can learn in an academic point of view. Thus, crucial for the research concerned is the experiences, potentials and possibilities that the youths possess, and specifically the contribution that these potentials can have to the MOD-research project.

An example of one of the tasks that the youths will perform, which can serve as an example of our combined purposes, is that we will have them interviewing each other. This way they can help one another in finding out more about themselves, each other, their position in society. They will also be able to connect their experiences and abilities into a more cohesive picture. The focal point in this process, however, is their contribution to the research of youth in deprived areas. A topic of significant interest, amongst other things, is young people's confrontations with the police. The University and in that the research team behind the MOD-project need a greater picture for the understanding of youth culture and the young people's cohesion of meaning in order to fully understand the reasons behind confrontations. This is necessary to grasp the situations in which young people and authorities are confronted against each other. Hence, we aim at finding causes for the problems by using a potential method of dialogue in order to solve them.

With Young in Research, moreover, we will create a structure in which we will involve the youths. This structure is closely related to the MOD-project, and includes documentation such as schedules and certificates. There is, subsequently, a predictability in what the youths will do and accomplish in relation to the MOD- research project. This clarity will augment the consistency of 'Young in Research's' framework and boundaries. We find it necessary to involve them in clear structures in order for them to know what we would like them to do and accomplish. Naturally, there is a limitation to the participation of the youth. They will participate and contribute to the ongoing research, by being them, sharing with us their potentials and by helping us to bring together knowledge that otherwise would have been unreachable for us. The rest is certainly up to the research team to analyse and make use of. The trust and expectations we put on to the youths cannot be allowed to get too overwhelming and unbearable for them as it then could work disadvantageous in a troublesome direction. Their experiences and their knowledge is of importance to us, therefore it is important for us to gain their genuine confidence as well as the trust of not expecting too much of them.

As earlier discussed young people do have a lot of different competences. Many times, however, it is difficult to sort out newly attained skills and abilities. In all likelihood, many young people employed within the ordinary summer job scheme in Malmö City do not know how to use their acquired experience and knowledge after the four weeks are completed. Adding to that is the knowledge they reach in school, which also can be seen to contain gaps when it comes to using the knowledge and put it into use in a cohesive comprehension. By 'Young in Summer' we discern an arrangement that make the youth able to fill out the gaps in their comprehension of their surrounding and situation. In addition, if more students would feel empowered by the school, and if they could sense a closer and more trustworthy connection to the school staff by these relations, the school and possibly even the entire school structure would benefit from this.

In the scheme with young people in research the relationship to me as a project leader and as a representative for the socially included gives

an addition to the often prevailing lack of meaningful and trustworthy relationships. Clearly, one bond of strengthened social relations is not enough. Concurrently though 'Young in Research' could lead to more and other social relations, as the participants are made aware of what is possible. Moreover, society's institutions and actors concerned with the youths tend to be far away from each other and fail many times in coordination. This is also really a lack of structure or a failed one from which the young people suffer. The solution to this must be for different institutions to connect, collaborate and together pull in the same direction. As mentioned above 'Young in Research' aim to draw together a structure of the City with youths from the district, and a research project at the University, this constructs a novel collaboration.

Commonly, there is a problem with projects or ventures that offers partaking and/or co-determination for youths, as it many times does not appear to be genuine, honest and on the terms of the youths. Many times the campaigns do not lead to anything valid, existent or enduring, and they take place within already existing structures. 'Young in Research' will offer something else. The sincerity of the project must become clear to the youths and inspire them. Above all it must feel real for the young participants; their participation is genuine. The authenticity in the project esteems from the MOD research project that the young participants become a part of. This gives an edge and sincerity to the employment scheme in research. But as we have seen the project is more than that. 'Young in Research' is also about using and finding methods to include young people and actively try to turn exclusion to inclusion, which is also why it is of most importance to include the five success criteria from Urbact 1. We will employ youths since they possess elements significant for research that we ourselves do not possess. They have something we do not. Their valuable input together with us recognising their potentials and choosing to include them in a research project jointly contributes to changing existing structures.

Choosing Methods

We will involve the youths not only in investigations and examinations but also in

defining the problems and partly in deciding on which methods to use. As mentioned above, the 'Young in Research' project will start the 15th of June and end the 10th of July. We will start the project with discussions on problem definitions, problem symptoms and possible causes. They will then be able to reflect on and understand how they regard the issues. Subsequently we will discuss which methods will be best for them to use in order perform the task at hand.

Their partaking does not then end with doing investigations for the research team but instead they are part of the different phases within this research process. For example we will let them debate whether they find it better to focus on doing peer-interviews, focus groups-interviews, or locality descriptions of their everyday-places, or maybe it will work out better to do a media assessment/analysis? Possibly we will let them take photos of their area to let them in that way explain how they consider their spaces. What is included, what is left out, what is nice, and what public spaces in their area are unpleasant to visit? We do have an assortment of methods that we can exercise, however we find it crucial to let the young people in on the decisions.

We believe that the project will reach its highest potential if we consider the young people's ability to take motivated decisions from their point of view as we think that they possibly might know even better than us what could work for the best in their area with people they know.

Young in Research is our Key: Is it Achievable and Valid?

The questions for the CoNet participants then is in most parts focused on the structure change and the benefit of young people taking active part in research. However, I would like to put forth some other questions as well in order to attain a fuller view and reassessment of the project. Hence, the questions are drafted to welcome critique to improve the project in those parts that are the least obvious or well-founded. Having the three potentials mentioned above in mind, which were the young people's: important experiences that not yet has been processed and developed into knowledge, their tacit knowledge like for instance as Intercultural Competence, and their

close relationships that they hold to people in the area.

The participants of the CoNet conference will be invited to visit the young project participants during their second working week. They will then have completed a first method of examination, which we will aim to present for the visitors of the CoNet conference as well as involve you in. The youths will also have begun to attain an understanding of the research arena and thus also be able to answer questions about their work. The CoNet participants are invited to assess and criticize the project in order for us to be able to improve it for future developments. How valid is this change of structure?

The structural questions for the CoNet participants:

- Are we enough making use of the young people's assets or potentials within this structure of 'Young in Research', or could we change it in a way that better would do that?
- Are the youths really partaking? Is this a valid method of dialogue that could make the young peoples voices heard? Do they have leverage?
- Could it be applied as a method for involving youths in their own situation and giving them power to contribute to awareness and societal change? Is it achievable and relevant?
- Is this a significant method for academic research? Could it turn out to be counted for anything else than a campaign of job creation measures or getting young people into work?

On empowerment, social relations, integrated approach and a renewed view on knowledge:

- How can we strengthen and increase the social relations within this type of projects?
- Could this draw even more actors together? In which case which actors could that be?
- Could this project help to renew the view on knowledge within the school system, and to put forward the intercultural competence of these young people? Is there an element that we have not thought of in order for this change happen?
- How valid are the knowledge the youths will attain in this project, and can we validate them?