

Zeitliche Dimension: [Kurzfristig \(< 1 Jahr\)](#)

Strukturelle Dimension: [Mikro \(Individuum\)](#)

Inhaltliche Dimension: [Sozial](#)

connecting with different people

diversitätsorientiertes Lernen

Beschreibung der Aktivität

Kontext / Setting der Aktivität: [Maßnahmen zu informellem Lernen](#)

Aktivität (Projekt, Organisation u.ä.): community based youth work programmes with sport and media as the medium of engagement

Thematik der Aktivität: Youth venues were selected on the basis that they were conducting specific projects designed to help young people into education, employment or training. The young people interviewed were taking part in an informal education programme within a charity-run youth centre that had existed for five years or longer within the community. The urban programme concentrated around media skills, music and arts, whilst the rural centre concentrated activities around sport.

Region(en) der Aktivität: Großbritannien

Dauer der Aktivität: both programmes typically lasted 12 weeks

Altersgruppe: 16 and over

Anmerkungen / zusätzliche Informationen: By drawing upon the Scottish Index of Multiple Deprivation 2012 (Scottish Government 2012; Note: This is a secondary source. For more information, please check the bibliography of Miller et al 2015.), two communities within the West of Scotland with the highest indicators of social deprivation were selected: one urban community within Glasgow and a rural community in the West Coast. Youth venues were selected on the basis that they were conducting specific projects designed to help young people into education, employment or training.

Stakeholder: teilnehmende Kinder und Jugendliche

Hauptzielgruppe der Aktivität: [sozial benachteiligte Jugendliche](#)

Evaluierung der Aktivität

Erhebungsinstrument (kategorisiert): [Qualitative Interviewbefragungen \(persönlich\)](#)

Beschreibung des Erhebungsinstruments: The young people were interviewed twice, once at the start of the project and once towards the end.

Indikator: The themes that were covered were based around the indicators of social capital as identified by Ruston (2002), AERS (2004) and Leonard and Onyx (2004; Note: These are secondary sources. For more information, please check the bibliography of Miller et al 2015).

Items: (1) Perceptions about community structures and characteristics: the extent to which the young people feel satisfied with where they live, supported by local facilities, safe and integrated into their communities. (2) Civic participation, control and self-efficacy: the local issues that the young people would like to address and the extent to which they feel empowered to do something about them. (3) Social interaction, networks and support: the proximity of and perceived support that the young people gain from family and friends. (4) Trust, reciprocity and social cohesion: perceived fairness of life and of shared social values; the extent of the young people's social trust and confidence in local people and institutions. (5) The extent to which the project generated social capital.

Größe der Untersuchungsgruppe: urban sample: six young people, rural sample: six young people

Publikationsland/ -länder: Großbritannien

Art der Quelle: Journal-Artikel

Quelle: [Johanne Miller, Lisa McAuliffe, Nighet Riaz & Ross Deuchar \(2015\) Exploring youths' perceptions of the hidden practice of youth work in increasing social capital with young people considered NEET in Scotland, Journal of Youth Studies, 18:4, 468-484, DOI: 10.1080/13676261.2014.992311](#)

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