

PROMISE: Promoting Youth Involvement and Social Engagement: Opportunities and challenges for conflicted young people across Europe.

WP6: From Conflict to Innovation: Ethnographic Case Studies

<http://www.promise.manchester.ac.uk/en/home-page/>

Individual case-study reports

From ten countries: Croatia, Estonia, Finland, Germany, Italy, Portugal, Slovakia, Spain, Russia, and the UK

Introduction

Executive summary:

This document provides the introduction and background to the reports on the first stage of analysis of qualitative data produced; the findings from the holistic analyses of 22 individual case studies completed by Consortium partners in 10 countries. Each case study was assigned to a cluster grouping that will be analysed using meta-ethnographic synthesis for the second stage of analysis.

Each report focuses on a selected group of young people identified as facing conflict with authorities, older generations or social norms, in their particular cultural context. Each case study explores the conflict (and associated stigma) through an analysis of its modes, sites and agents, and explores how young people respond to that conflict (and stigma). The reports reveal a wide range of responses including demonstrations of youth agency through resistance, rejection, adaptation and even apathy. Moving beyond the normatively approved and formally organised youth activities, this collection of case studies includes examples of political, social, civic and community involvement, engagement and activism, creative activities and other forms of innovation.

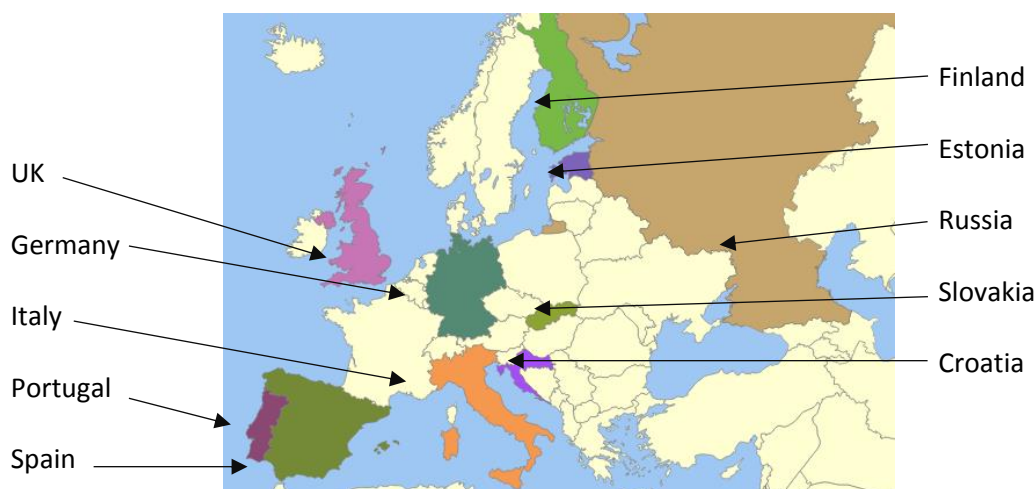
In this introduction to the individual case study reports we outline the common research questions, selection of cases, ethics, methods, research instruments, data anonymization, storage and management protocols, and data analysis guidelines. processes of change and provide an opportunity for them to seize opportunities and realise potential.

Table of Contents

1. Background to PROMISE.....	3
2. Research questions.....	5
3. Selection of cases.....	5
4. Ethics and security.....	7
5. Research methods.....	7
6. Data anonymization, storage and management.....	12
7. Data Analysis.....	14
<i>References</i>	16
<i>Appendices</i>	17

1. Background to PROMISE

PROMISE is a ‘Research & Innovation Action’ collaborative research project funded under H2020, involving 12 partners in 10 countries, and runs from 01 May 2016 to 30 April 2019.



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The objective of PROMISE is to explore the role of young people (aged 14 to 29 years) in shaping society; past, present and future. The project addresses young people’s engagement with social, environmental, cultural, and political issues as well as the challenges they face that affect their participation in society. The PROMISE project aims to investigate how young people’s, often negative, responses to these challenges creates conflict, and how, instead, their responses can provide opportunities for positive social engagement. The research is conducted through a number of different Work Packages (WPs).

WP6 adopts a case study approach. This approach is widely used, and accepted, within qualitative social research where no claim to ‘representativeness’ is made and, on the contrary, capturing the significance of the ‘particular’ is emphasised.

Central to the qualitative case study is the recognition of the fundamental importance to understanding the *context* of social research. As Burawoy (1998: 13) puts it, qualitative research is based on the epistemological premise that ‘context is not noise disguising reality but reality itself’. The principle of reflexivity embedded in qualitative social science, moreover, assumes that social research is the product of the interaction of externally produced theory and internal narratives (indigenous narratives, respondents’ interpretations of the social world etc.) that are profoundly *located* in time and space. Although PROMISE is a large transnational project, it starts from the premise that these locations are not limitations on but central to the knowledge produced through social research.

This approach is reflected in a two-stage analytic process. First, the data generated in each of the 22 individual ethnographic case studies included in WP6 are analysed in local languages by Consortium member teams on an individual case study basis. Second, additional knowledge and new insight is generated through cross-case analysis employing an adaptation of meta-ethnographic synthesis approach (Noblit and Hare, 1988; Britten *et al.* 2002; Pilkington 2018). This analysis will be conducted on ‘clusters’ of cases emanating from different countries.

This deliverable report (D6.1) thus reports on the first stage of analysis of data for WP6, namely the findings from the holistic analyses of individual cases. It thus consists of analytic reports on a total of 22 individual case studies completed by Consortium partners in 10 countries. However, it is important to note the two-stage analytic design as the requirements of the second stage have informed and shaped the practices and protocols adopted across both stages of analysis. In particular, in order to maintain consistency in analysis between the two stages, and to avoid the duplication of work, a common coding practice has been employed at the first (individual case) level of analysis. On the basis of this coding, a set of coding documents has been produced from each case which are used in the second (cluster) level of analysis (and will be reported on in D6.2 (Month 32)). This anticipated second stage of analysis is also evident in the inclusion of a section of each individual case study report devoted to the elicitation of potential themes for future analysis at cluster level and the collation of individual case study reports in this deliverable according to the four thematic clusters to which individual cases are assigned rather than country or partner responsible.

In this introduction to the individual case study reports, the common research questions, selection of cases, ethics, methods, research instruments, data anonymization, storage and management protocols and data analysis guidelines are outlined.

2. Research questions

The overarching research questions addressed in WP6 are:

1. What are the sites, agents/agencies and forms of conflict encountered by young people?
2. What are the consequences of and constraints on young people resulting from stigmatisation as problematic or conflict-prone?
3. What forms do young people's responses (individual and collective, online and offline) to conflict take? (NB these can be organised or individual activities and may relate to youth styles/fashion/street art; political or social participation; criminal behaviours or desistance activities etc.).

What meaning do young people attach to them? Do young people feel these responses can effect change? What is the innovative potential of these responses?

4. How do we as researchers evaluate how effective these responses are in mobilising and implementing young people's drive for social change? In what cases do these responses constitute social innovation? How are they perceived as innovation by young people/ older generations/authorities?
5. What role do intergenerational relations play in both causing and overcoming conflict and producing social innovation and change?
6. How might the experience of groups in finding creative responses and driving social change out of conflict be transferred to peers?

These questions are rooted in a set of agreed definitions of core concepts devised after the Kick-off meeting and were used as the basis for developing common research instruments, namely the 'Skeleton interview scenario' (see Appendix 1) and the 'Skeleton coding tree' (see Appendix 4).

3. Selection of cases

Indicative case studies had been proposed in the PROMISE Description of Action and a provisional clustering devised at the point of finalisation of the research proposal. On commencement of WP6, consortium partners revisited their initial suggestions and provided details of their final proposed cases for study using a common 'case study template' to ensure all cases met the required criteria for inclusion. All partners proposed two case studies with the exception of P11 (HSE) whose funding from HSE required the completion of additional cases. For this reason a total of 22 cases (rather than the anticipated 20 case studies) have been completed for WP6.

An initial clustering of cases was agreed by the Consortium after discussion of the completed case study templates. This clustering was revisited however a number of times as cases continued to evolve or be exchanged as partners explored questions of access and logistics or in the light of new interesting cases that emerged during the mapping of activism for the WP3 national report. The finally agreed selection of cases and their clustering is detailed in Table 1 although it remains possible that a small number of cases will be included in more than one cluster where their findings clearly cross-cut cluster designations.

Table 1 Clustering of individual case studies

	Education/justice/society (Cluster Synthesis Lead: UCP)	Culture/politics (Cluster Synthesis Lead: CJD)	Economy/leisure spaces (Cluster Synthesis Lead: IPI)	Gender/sexuality (Cluster Syn. Lead: HSE)
P1: UNIMAN (UK)	'Risky Youth' and Criminalised Identities	Youth mobilisations of 'suspect communities'		
P2: IPRS (Italy)		No-TAV : Stigma as a drive for social change	Artistic/Creative Start-Ups in the Suburbs of Naples	
P3: CJD (Germany)		The autonomists: Perceptions of societal change among radical left youth		Young Muslim Women: 'Neo-Muslims'? Social engagement of devout young female Muslims
P4: UAB (Spain)	No Neets		Self-building, alternative accommodation and public space uses	
P5: UCP (Portugal)	Young people with paths of psychosocial risk and deviant behaviour			Young gender activists
P6: UMB (Slovakia)		Not in our town - NIOT	Returning young migrants	
P7: FYRN (Finland)			Intergenerational Contests and Spatial Occupations in the City	Young motherhood in multicultural Finland
P9: UTARTU (Estonia)	Young ex-offenders and recidivism	Struggling against hegemony: rural youth in Seto country		
P11: HSE (Russia)		New pro-citizen activities of young Petersburgers for 'public morals and order' People living with HIV and HIV activists (St. Petersburg & Kazan)		Grassroots initiatives, conflicts and solidarities of LGBTQ scene of St. Petersburg Grassroots initiatives, conflicts and solidarities of the feminist scene of St. Petersburg
P12: IPI (Croatia)			Supporters' Varteks FC	Zagreb Pride- LGBTIQ NGO
Total no.	4	7	5	6

4. Ethics and security

All partners completed ethical clearance procedures ahead of commencing fieldwork either through their own institutional ethical review committees (and verified for compliance with PROMISE guidelines) or, where institutions did not have their own ethical review procedures, through a formally constituted procedure for ethical review via the PROMISE Ethics Sub-Committee (ESC). A full description of the ethics and security framework and procedures can be found in the PROMISE Data Handbook.

All partners received ethical clearance by month 12 (Deliverable 24 (9.4) H - Requirement No. 3, submitted 18 April 2017).

All participants to the studies were recruited on the principle and practice of informed consent and relations with respondents were conducted in strict adherence to the ethical guidelines set out in the PROMISE Description of Action and Data Handbook.

The PROMISE ESC continued to be operational throughout fieldwork and analysis stages advising on issues from anonymization of data through protection of respondents to the ethics of what should be included in the final report. Any significant issues arising in individual cases are reported on in the individual case reports.

5. Research methods

The empirical research upon which the reports in this deliverable are based is broadly ethnographic in design and took place over a period of 9 months (January-September 2017). While, as noted above, the research design allowed a significant amount of flexibility in each case study, it was agreed by consortium members that a number of common research instruments would be adopted to ensure consistency across case studies and enhance the 'value-added' of cross-case analysis. Below, the shared approach, methods and research instruments are outlined. Specific adaptations and implementation in each case are described in individual case study reports.

5.1 An ethnographic approach

The case studies conducted were all 'ethnographic' in that they employed a research method based on a sustained involvement in the lives of others. This minimal definition of an ethnographic approach was envisaged from the outset in order to allow for the necessary flexibility in methodology to make it appropriate for the range of groups being researched and for innovative methods to be implemented whilst remaining true to an underlying principle of the project to make a meaningful intervention in young people's lives and to open channels through which young people feel sufficiently secure and valued to participate actively in the research.

This understanding of ethnography means that all case studies were fieldwork-based. However, fieldwork undertaken ranged from classic participant observation in which the researcher was routinely engaged in activities, communication and daily lives of respondents (see, for example the No -TAV case study conducted by Partner 2, IPRS), to more sporadic attendance at meetings or events and sustained in-between through physical or social media-based communication and engagement (see, for example, the Varteks and White Stones case study conducted by Partner 12, IPI).

Each case study employed an appropriate combination of fieldwork techniques including: semi or unstructured person to person audio recorded or online interviews with key informants; the

creation of a detailed field diary to record observations, reflections and questions for further inquiry, and information to support the interview material; and written records of informal conversations with individuals or groups.

In some cases these core methods were supplemented by the organising of particular interactive workshops or events. Examples include an interactive walking tour arranged by P1 UNIMAN in their ‘Suspect Communities’ case study; a photo competition devised by P9 UTARTU in their ‘Young ex-offenders and recidivism’ case study to encourage participation by young people; a visit to the University for some participants of UNIMAN’s ‘Risky youth’ and criminalised identities; photo-elicitation and peer research methods, each used in a number of case studies and discussed below. These additional methods and techniques are reported on in the individual case study reports.

In other cases (e.g. the ‘Autonomists’ case), data were augmented by analysis of documentary materials such as manifestos, leaflets, websites, flyers and posters. Whilst in others data were gathered from newspapers, social media sites and other public domains, see for example: the Seto case study based in Estonia discussed by Pp, UTARTU’ or the artistic start-ups case study of P2: IPRS)

5.2 Peer research method

At the start of the project the research teams discussed the possibility of using the peer research method as a participatory approach to conducting fieldwork. A training workshop in the value, advantages and pitfalls of peer research was provided by the Coordinating team and each team assessed the appropriateness and logistical possibility of using this method with their respondent group. Peer research was subsequently used in 6 case studies (listed in Table 2) and is discussed in their individual case study reports.

Table 2: Case studies involving peer research

Partner	Case
P1: UNIMAN	Suspect Communities
P2: IPRS (Italy)	No-TAV
P4: UAB (Spain)	1. No-NEET 2. Self-building, alternative accommodation and public space uses
P9: UTARTU (Estonia)	1. Young ex-offenders and recidivism 2. Rural youth in Seto heritage region
TOTAL	6

There is a wide and growing literature on the benefits of including the respondent group, in this case, young people, among the research team as Peer Researchers (Schuhbotz, 2012). A main benefit is it gives young people an opportunity to have a direct voice in the project and steer the direction of research as part of an empowering process (Ryan et al. 2011). Working with the research team as peer researchers in the co-production of knowledge allows a space for young people to share experiences between the team and with their peers and to gain a set of research skills through a thorough training and certification process. Within PROMISE, a peer-research training programme and support package, validated by the University of Manchester Research Ethics Committee was devised and shared with partners using this method. The training and certification process at the end of peer research training is one way to give something back to the

young people and, as much as possible, to enable a sense of empowerment. This can be particularly important in research within divided or marginalised communities and where young people's experiences are typically ignored (Bennett and Roberts, 2004).

The Training Programme for Peer Researchers

Much of the training takes the form of open discussion that will guide and influence the research from design to dissemination. The following outline of training was suggested:

Module 1: Introduction to the research

- The peer research method
- Research questions
- Designing the research
- Safety in the field
- Support needs: asking for help.

Module 2: Interviewing

- What makes a good interviewer
- Key interviewing techniques: using open-ended questions, active listening and probing for more information
- How to manage the interview process from start to finish including, how to begin, putting the interviewee at ease, conducting the interview and how to close down the interview
- Ensuring safety of researchers and participants
- Discussing your own experiences
- The importance of noting and reacting to non-verbal communication
- Setting up the interview – practical issues, including digital audio recording.

Module 3: Ethics

- Gaining consent and checking the interviewee's capacity to participate on the day
- Confidentiality and anonymity- what these mean in practice: Peer researchers are subject to the same agreements of confidentiality as academic researchers and will be required to sign a confidentiality agreement.
- How to deal with sensitive or difficult topics and situations: Due to shared experience and increased rapport, interviews may be more emotive than in traditional research.
- What to do if, for example, the interviewee seems unwell or appears to be at risk.
- General health and safety procedures.
- Working as a lone researcher, and working in pairs.
- The support system: making use of what's on offer.

Module 4: Analysis and dissemination

- Conducting qualitative analysis
- The emergence of themes
- Dissemination strategy

It is essential to put a system of support in place to include regular debriefing sessions after interviews and to discuss any difficulties throughout the research process. The research teams were asked to schedule these sessions in conjunction with a youth organisation partner from the NPPN.

5.3 Photo-elicitation method

Many of the partners employed the photo-elicitation method as a data-gathering technique in their case studies. A ‘Masterclass’ workshop at the start of the project, led by Simon Ruding from TiPP, introduced the method to researchers as a way of including further participatory and dialogic techniques into their case studies. Photo-elicitation was subsequently used in nine case studies (listed in Table 3).

Table 3: Case studies involving photo elicitation

Partner	Case study
P1: UNIMAN	Suspect Communities
P2: IPRS (Italy)	No-TAV
P3: CJD (Germany)	Autonomists
P4: UAB (Spain)	1. No-NEET 2. Self-building, alternative accommodation and public space uses
P5: UCP (Portugal)	Youth with risk and deviance pathways
P7: FYRN (Finland)	Intergenerational contests in the media city
P9: UTARTU (Estonia)	1. Young ex-offenders and recidivism 2. Rural youth in Seto heritage region
TOTAL	9

The photo-elicitation method uses photographs as a vehicle to represent a situation or an idea that may otherwise be difficult to voice, express or discuss (Carlsson, 2001). Using photos to structure conversations in focus groups is a way to access participants’ tacit knowledge and can give voice to ideas that they might not think are important enough to share. By sparking conversations the photo-elicitation technique allows participants to move beyond the limitations of the spoken or written word and can therefore be particularly useful in fieldwork with young people and around sensitive topics.

The method, set out in the ‘Masterclass’ workshop was adapted by researchers to suit the specific contextual and logistical contexts of their case studies, but the skeleton method is set out below.

Young people taking part in the study, and wishing to engage in photo-elicitation, were introduced to the principles of photography in an introductory workshop. After exploring composition, lighting and context young people were asked to capture images (somethings on their phones, sometimes on disposable cameras) which depict their relationship with power and / or demonstrate conflict with older generations: adults, educators, authority. Each partner chose a subject that was appropriate for their respondents and the context of the study. After the first session young people were given another ‘subject’ and asked to return to the second session with a set of photographs. Follow up sessions involved group discussions of what the photos represent for the young people.

UNIMAN used the photo method with young people in the ‘Risky Youth and Criminalised identities’ case study. In the first session with young people, after introducing participants to photography and the camera, UNIMAN explored ‘*who are you?*’ by asking young people to represent their view of themselves. In the second session, young people returned with images of ‘*things that make you feel safe/secure and things that make you happy*’ as well as a set of images about ‘*things that control you, things you’d like to change*’. By using photographs and exploring content (subject of the photo) and process (how the photos are presented), we have been able to ask young people to explore complex social relationships and identify points of conflict and transgression (Rasmussen, 2004; Smith & Barker, 2004). Allowing young people to take control of the image making process empowers them to make decisions about what to include or exclude

from the photographic records, thus letting them control the images that are presented of their everyday experience (Smith & Barker, 2004). This approach locates the participants at the heart of the process.

The photographs produced by young people were linked to their transcribed discussions on NVivo11 as part of the analysis, and are included in the reports. The photographs will be exhibited as part of the National Showcase events later in the project.

5.4 Common skeleton interview scenario

After Consortium agreement that it would be advisable to work with a common interview scenario across cases, an initial version was circulated for discussion by the Coordinating term and a final version of the skeleton interview was adopted and circulated in November 2016.

The skeleton interview scenario contained four blocs of questions addressing the key research questions of WP6. These blocs were: getting to know the respondent; eliciting sites and effects of conflict / stigmatisation; understanding responses to conflict; and transferring experience.

In each of these blocs there were: a series of opening questions pertinent to the theme of the bloc; suggested prompts; and follow up questions. While each of these blocs of questions had to be addressed in each case study, partners were encouraged to adapt and add to the 'prompts' and 'follow up questions' elements of the skeleton interview schedule in order to reflect their country or case context. As part of the implementation of cases partners translated, amended and extended the skeleton interview scenario. The core interview schedule (before translation and amendment is attached here as Appendix 1.

For each interviewee (or other key respondent), researchers also completed a socio-demographic data sheet (for entry into the Nvivo database 'classifications' function) and a 'respondent memo' (recording brief details pertinent to the context or process of the interview conducted. Templates for these are appended here as Appendix 2 (UK adapted variant) and Appendix 3 respectively.

6. Data anonymization, storage and management

The nature of ethnographic data makes its sharing with other researchers more complex than other kinds of qualitative data. For this reason, detailed guidelines on anonymization, transcription and preparation of various forms of data (textual, visual, audio etc.) for upload to NVivo were provided in the PROMISE Data Handbook. In order not to repeat that detailed information, in this section, the principles underpinning those guidelines – adhered to by all participants in the Consortium – are outlined briefly here followed by a diagrammatic overview of the data management process (See Figure 1)

6.1 Guiding principles

The data management guidelines devised for PROMISE ethnographic case studies sought to balance three objectives:

- To create – as far as possible – an ‘authentic’ (full, honest, holistic) database that minimises ‘censorship’ of data, even where data are of a sensitive or personal nature and can only be fully understood with the experiential knowledge of the original field researcher;
- To ensure no data are disclosed that could allow the identification of individuals or groups;
- To maximise the potential for collaboration on cross-case analyses of ethnographic case studies.

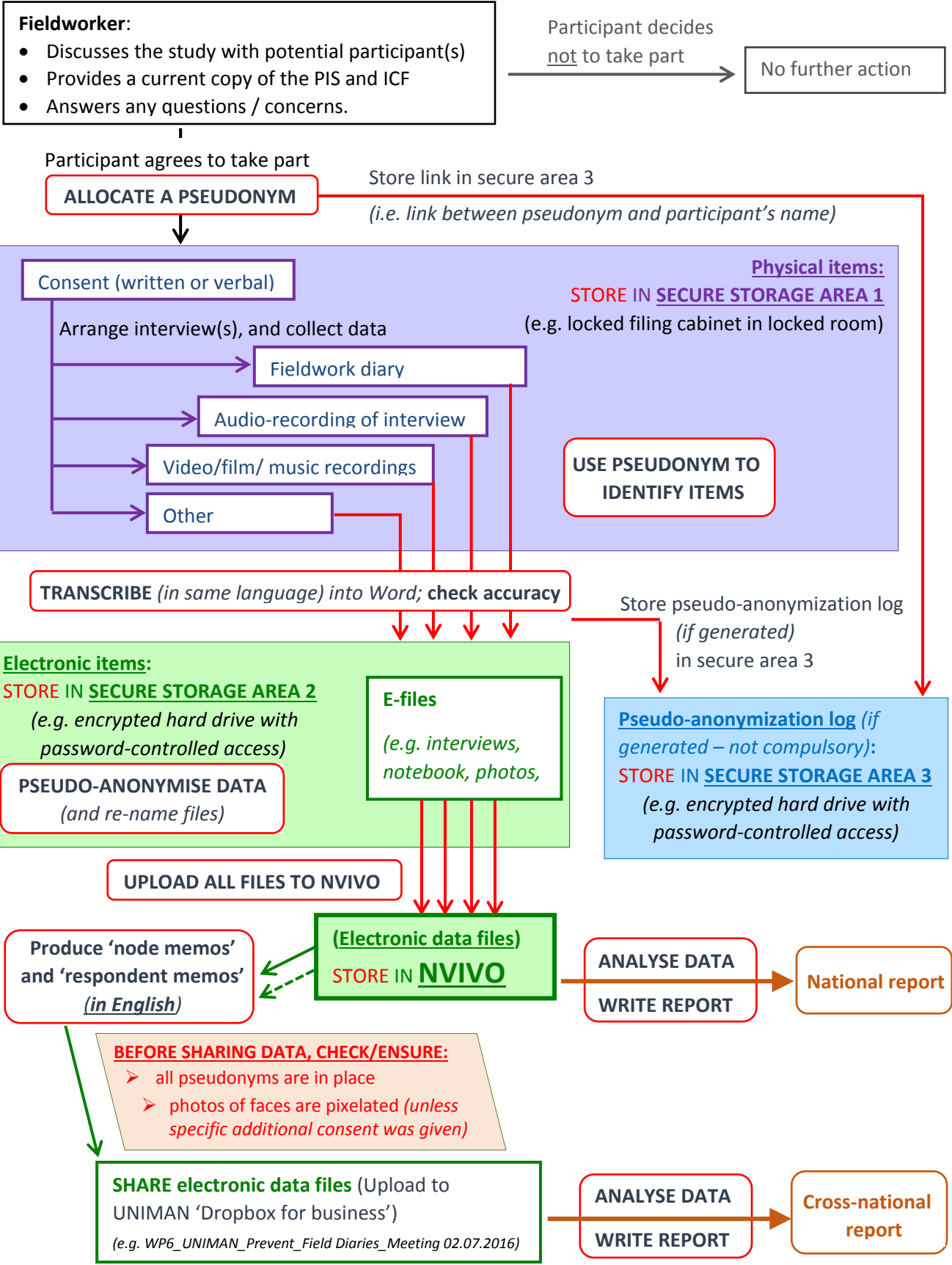
For this reason, the guidelines require all data - interview transcripts, field diaries, messaging, documents - to be uploaded in their fullest possible form. However, in preparing the data for uploading they also require that:

- Pseudo-anonymisation of data (replacing original names of people, places and organisations with pseudonyms) takes place immediately after collection of data through the assignment of a pseudonym to any record of data collected from a participant and the storing of the record of relationship between personal data and pseudonym assigned separately and in secure and encrypted form.
- Anonymisation means the removal of anything that could identify interviewees without rendering the data so free of context that their significance is compromised. This takes place at the point of transcription of interviews and follows protocols set out in the PROMISE Data Handbook. Field diaries, documents, social media messages and visual images must also be anonymized as soon as possible after their collection.
- Any sections of data that are sensitive must be flagged clearly to indicate that these sections of the material should not be used by other researchers without consultation with, and approval of, the original field researcher.

Particular issues or problems encountered by teams – for example where naming of a town, city or organization from which respondents were recruited – might lead to their identification, were discussed with the Ethics Sub-Committee and advice given must prioritise the interests of the respondents.

6.2 Overview of Data management process

Figure 1: Flowchart (overview)



7. Data Analysis

As noted in the Introduction, WP6 is designed on the basis of a two-stage analysis process. In this document, only the first stage - single case analysis - is described. This process is depicted figuratively in Steps 1-3 of Figure 2 (below).

Data analysis in WP6 is premised on a 'multi-grounded theory' (Goldkuhl and Cronholm, 2010) approach. This works on the principle not that new theory is induced from data analysis but that theory is essential to interpretation and knowledge production and can result in the revision or refining of theory. How this works in practice is outlined in the PROMISE Data Handbook but essentially employs standard inductive coding followed by a process of 'theoretical matching' and validation against both data and existing theoretical frameworks at the interpretative level.

Coding was conducted by all teams using NVivo 11 computer assisted qualitative data analysis software (CAQDAS). Textual materials such as (original language) transcripts of recorded and online interviews, field diaries, social media communication and notes of informal conversations as well as relevant sound and image files were uploaded as 'sources' into their relevant NVivo 11 project.

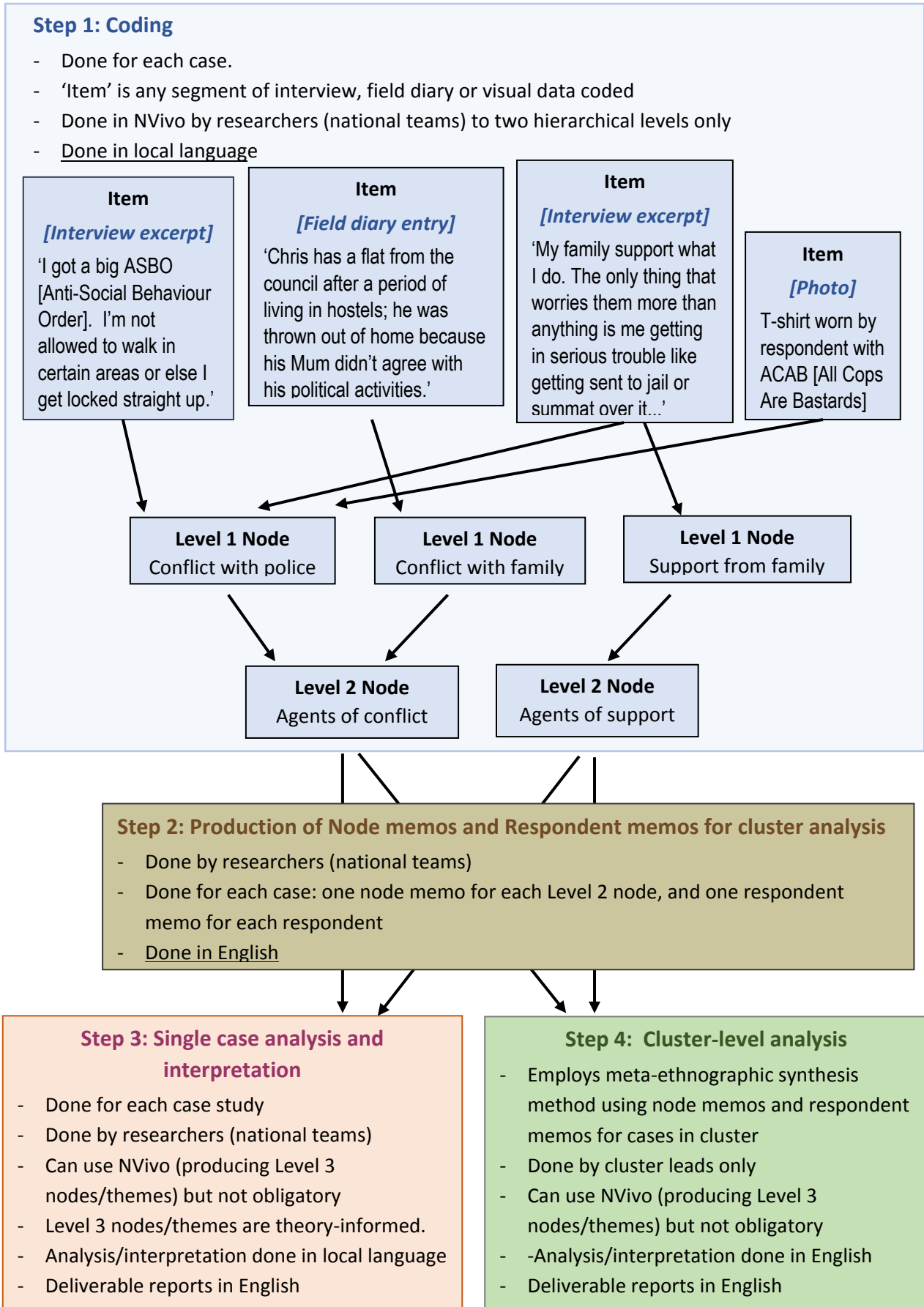
As depicted in Figure 2, the first step of coding consists of the coding of qualitative data sources (e.g. semi-structured interviews, field diaries, focus groups, images) in native language by partners as separate, individual projects. Ethnographic case data were coded, in the first instance, to a maximum of two hierarchical levels. After discussion with the Consortium members participating in WP6, it was agreed to employ a 'Skeleton coding tree' for Level 2 nodes (see Figure 2). This meant that a list of Level 2 (parent) codes (in English) were agreed by partners prior to the commencement of coding. These were imported into each Nvivo data base and used, where appropriate, as 'parent nodes' under which inductively generated Level 1 nodes (in native language) were grouped. Where Level 1 nodes did not fit within pre-determined Level 2 nodes – for example because this activity or experience was specific to the case - new Level 2 nodes could be created for that case.

The skeleton coding tree was circulated for discussion among partners and amended following a pilot coding of excerpts of a shared interview. In practice, the coding tree worked well with new Level 2 nodes being introduced rarely. The skeleton coding tree is attached as Appendix 4.

Extensive guidelines on coding, designed to standardize coding practice (length of text coded, multiple-coding, types of codes generated etc) as far as possible across cases, were provided in the PROMISE Data Handbook.

Following coding to two hierarchical levels and the production of documents required for cross-case analysis, researchers continued to analyse their data sets, drawing on theoretical frameworks to generate third level nodes or 'themes'. These themes, together with the socio-demographic data from respondents imported into Nvivo, were used to refine the overall findings of the case and prepare the individual case study reports (Step 3 in Figure 2).

Figure 2: Data Analysis Flow Diagram



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Appendices

Appendix 1: Skeleton Interview Scenario

Background: Overall research questions to be addressed in WP6

1. *What are the sites, agents/agencies and forms of conflict encountered by young people?*
2. *What are the consequences of and constraints on young people resulting from stigmatisation as problematic or conflict-prone?*
3. *What forms do young people’s responses (individual and collective, online and offline) to conflict take? (NB these can be organised or individual activities and may relate to youth styles/fashion/street art; political or social participation; criminal behaviours or desistance activities etc.).*
What meaning do young people attach to them? Do young people feel these responses can effect change? What is the innovative potential of these responses?
4. *How do we as researchers evaluate how effective these responses are in mobilising and implementing young people’s drive for social change? In what cases do these responses constitute social innovation? How are they perceived as innovation by young people/ older generations/authorities?*
5. *What role do intergenerational relations play in both causing and overcoming conflict and producing social innovation and change?*
6. *How might the experience of groups in finding creative responses and driving social change out of conflict be transferred to peers?*

Potential thematic blocs/opener and follow up questions

N.B. while the themes will be relevant across all cases, the specific questions may vary from case to case. You will need to adapt these questions and prompts to fit in with each case study.

Common questions	Prompts	Suggested additional questions
<p><u>Bloc 1: Getting to know the respondent.</u></p> <p>In this Bloc you are trying to get at background information about the respondent – why they are involved in the group/activity and what happened before that prompted their involvement.</p> <p>Their experiences of being in the group come out in Bloc 3 (after discussing stigma in Bloc 2) – in Bloc 3 you may want to return to some of the points raised here.</p>		
<p>Tell me a bit about yourself (YOU MAY WANT TO USE A WARM UP EXERCISE/ LOOK AT PICTURES ETC.)</p>	<p>Prompt from town, family, school, work, leisure</p>	<ul style="list-style-type: none"> ○ What is it like where you live? ○ Do you live with family? ○ Are you at school / college / do you work? ○ What do you like to do when you’re not at school / working?

<p>Start with point of contact [the organisation or activity they are engaged in that led us to them]:</p> <p>Please tell me about yourself and what you do here (the activity you are involved in).</p>	<p>Prompt for what the organisation does/ the group activity is/ the individual activity is.</p>	<p>How did you first hear about/ get introduced to X (e.g. organisation)?</p> <p>How long have you been active (present) on the scene/in the group?</p> <p>What is your position/achieved status/role in the group?</p> <p>Is this supported/mentored by adults?</p>
<p>How did you hear about the organisation/ activity?</p> <p>Why did you become involved?</p> <p>How long have you been involved for?</p>	<p>Prompt for past behaviours and stigmas – reasons for joining the group/engaging in the activity.</p>	<p>Was joining the group a requirement? (e.g. in the case of criminal justice intervention)</p>
<p><u>Bloc 2 Eliciting sites and effects of conflict/stigmatisation [RQ1, RQ2, RQ5]</u></p> <p>In this Bloc you are trying to unpick any experiences of stigma and conflict and locate the sources of the stigma/conflict. A good approach is to be led by the respondent – allow them to identify stigmas rather than assuming specific stigma or asking directly about them. Please explore all stigmas/conflicts that are raised by the respondent. Remember to include intergenerational conflict.</p>		
<p>Is it a good time to be a young person [in country x or city/town y]? [here we are picking up on general representations of youth and sites of conflict for all youth]</p>	<p>Prompt for general representations of youth, positive experiences as a young person and areas of difficulty from which they can discuss conflict and stigma.</p>	<ul style="list-style-type: none"> ○ What makes it good for you? ○ Why would you say it isn't good at the moment? ○ Are these things that affect most you people, do you think? ○ Can you give some examples of why it's good to be young in country X now? ○ What are the problems young people face right now? ○ What's the best thing about being young now? ○ What's the worst thing about being young now?

<p>Do you think you have a particularly hard time right now? When/where do you feel that?</p>	<p>Prompt for feelings of inequality, discrimination etc. Any particular area of inequality/discrimination. Intergenerational inequality/conflict?</p>	<ul style="list-style-type: none"> ○ Is this a problem across all young people? ○ Do you feel there are some groups of young people who get it easier than you? ○ Do you feel there are some groups of young people who have a harder time? (Within your town and within broader region/country) So, in other words, 'who is more stigmatised than you?' ○ Is it about opportunities or something else? ○ How do you feel about your opportunities compared with previous generations?
<p>Who gives you a hard time?</p>	<p>Prompt for particular agents, agencies and intergenerational conflicts</p>	<ul style="list-style-type: none"> ○ Can you give me some examples of people who give you a hard time? ○ Why do you think they give you a hard time? ○ What about authority figures e.g. police, teachers, parents etc.
<p>Does this conflict/tension/representation get in the way of doing things? For you personally? For others like you more generally?</p>	<p>Prompt for particular ways the respondent feels conflict/ tension</p>	<ul style="list-style-type: none"> ○ What does it prevent you doing? ○ How else does it change things for you/ for other young people you know? Can you give examples?
<p>Do you feel like your concerns are listened to?</p>	<p>Prompt for why/ why not, in what ways.</p>	<ul style="list-style-type: none"> ○ Who do you want to listen to you? ○ Do older people/authorities listen to you?
<p>Who/what helps you overcome these barriers?</p>	<p>Prompt for agents/agencies including intergenerational issues. Also media role</p>	<ul style="list-style-type: none"> ○ How do they help? ○ How important is that help to you? To others?

Bloc 3 Understanding responses to conflict [RQ 3, RQ4]

This Bloc tries to get inside the respondent's understanding of the activity they are engaging with e.g. street art, youth club activities, political activism etc. Your aim here is to get the respondent to describe what they do, with who and what advantages it has for them. Also explore how others perceive the activity/organisation (peers, older generations, authority)
NOTE any intergenerational responses/ conflict

<p>Tell me about [activity x].</p>	<p>Prompt for who, when, where, what and how they feel about it. Ask for examples.</p>	<ul style="list-style-type: none"> ○ Who is involved [individual/collective activity]? ○ How/where do you meet/act [online/offline]? ○ What sorts of things do you do when you get together? ○ What does a typical meeting/session/day look like? ○ Tell me about your last meeting/activity/ the last time you met. ○ How much time do you spend in your week/month/year doing this? ○ Do you improve at the activity the more time you spend doing it? ○ Do the tasks, roles, responsibilities change the more you are involved? ○ Are there any similar ‘formal’ activities? ○ Or is there any support from formal groups or adults e.g. youth centres, libraries, school etc.? ○ Do you have any future expectations linked to your involvement in these actions; for example, in 3, 5, 10 years... are you considering any possible occupational/educational trajectory that relate to the activity?
<p>What do you enjoy about [activity x]?</p> <p>Why is it important to you?</p>	<p>Prompt for what others involved get out of it too to elicit range of meanings attached</p>	<ul style="list-style-type: none"> ○ Can you give examples of something you’ve enjoyed? ○ How did others respond?
<p>Do you think [activity x] makes a difference?</p> <p>How is it perceived as innovative by young people?</p>	<p>Prompt for respondent’s understanding of the ‘worth’ of the activity</p>	<ul style="list-style-type: none"> ○ How? Why/why not? ○ Who does it make a difference for [individuals involved vs wider society]? ○ Does it make more of a difference than the formal ways of addressing youth issues? E.g. education, employment, leisure, art, political participation, volunteering? ○ How could it make more of a difference? ○ Are there barriers that prevent it from making a difference for more young people?

<p>How is [activity x] perceived by others?</p> <ul style="list-style-type: none"> - Peers - Family - Older generations (society) - Authorities 	<p>Prompt for understanding of others' perceptions: include peers, older generations, family, authority.</p> <p>Ask for stories of peoples' reactions to the activity.</p>	<ul style="list-style-type: none"> ○ Do you think others understand what it is you do here? ○ Do others understand the benefits of this activity?
<p>What changes do you see around you as a result of [activity x/organisation y]?</p>	<p>Prompt for stories of change within various settings such as within the family, peer group, neighbourhood, community.</p>	<ul style="list-style-type: none"> ○ Who benefits from those changes? ○ Do you think these changes are seen as positive by wider society? ○ Can you think of examples of changes? ○ Why do you think society sees the activity as positive/not? ○ Do older generations see it as positive? ○ What about views of authorities?
<p><u>Bloc 4 Transferring experience [RQ 6, RQ5]</u></p> <p>This Bloc is about what the activity provides/could provide for other young people and how it can be shared (NB not all the activities will be seen by authorities as 'positive' but this Bloc tries to get at what the respondent feels the activity has to offer others)</p>		
<p>Who knows about what you do [in activity x or organisation y]?</p>	<p>Prompt for what the respondent is hoping to achieve through sharing experiences.</p>	<ul style="list-style-type: none"> ○ Would you like more people to know about it? ○ Why should more people know about it? ○ What is the role of the media (micro media, mainstream media, social networks etc. in dissemination and impact (regarding local community and broader society)? ○ Can older generations help to share your experiences?
<p>Are there other young people who might benefit from [activity x]?</p>	<p>Prompt for how and why the activity could help others</p>	<ul style="list-style-type: none"> ○ How could you involve them/contact them? ○ What would advise them in setting up their own [activity x/organisation y]?

Appendix 2: Socio-demographic data sheet (Example is UK adapted)

Attribute	Circle or write in (if 'other' is selected)
Age: (in years, at
Gender:	<ul style="list-style-type: none"> • Male • Female • Transgender • Non-binary
Education:	<ul style="list-style-type: none"> • Currently in general academic secondary education • Currently in vocational secondary education • Did not complete secondary education and left • Completed general academic secondary education • Completed vocational academic secondary education • Currently at university • Completed university • Currently in post-secondary vocational training • Completed post-secondary vocational training • Studying for postgraduate education • Completed postgraduate education • Other
Employment:	<ul style="list-style-type: none"> • In full-time employment • In part-time employment • In full-time education • Working and in part-time education • Unemployed • Economically inactive (caring, looking after family members/household)
Residential Status:	<ul style="list-style-type: none"> • Live at home with parent(s) • Live at home with other relatives e.g. grandparents • Live independently alone • Live independently with own partner/children • Live independently with friends • Live in care or foster care • In detention/prison (at time of research)
Family Status:	<ul style="list-style-type: none"> • Single • Married or living with partner • Divorced/separated from spouse or partner
Ethnicity*:	<ul style="list-style-type: none"> • White • Mixed • Asian or Asian British • Black or Black British • Other
Country of birth	<ul style="list-style-type: none"> • Country of research • Other

Religion	<ul style="list-style-type: none"> • Christian – Roman Catholic • Christian – Protestant • Christian – other • Buddhist • Hindu • Jewish • Muslim • Sikh • Other religion • No religion
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*Please note when selecting the ‘ethnicity’ category:

- **White** includes: White English, Welsh, Scottish, Northern Irish, British, Irish, Gypsy or Irish Traveller or any other White background
- **Mixed** includes: White and Black Caribbean, White and Black African, White and Asian, any other Mixed / Multiple ethnic background
- **Asian or Asian British** includes: Indian, Pakistani, Bangladeshi, Chinese, any other Asian background
- **Black or Black British** includes: African, Caribbean, any other Black/African/Caribbean background

Appendix 3: Respondent Memo template

Exported attributes from the classification sheet applied to the relevant data source

File name	Age	Gender	Education	Employment	Residential Status	Family Status	Ethnicity	Country of birth	Religion

Reflections on interview context and process (where these are potentially relevant to the interpretation of data)

Anything else deemed relevant, but not recorded elsewhere

For example:

- key moments in the respondent's 'story' (although should not be used to simply summarize the interview);
- sections of the interview that the respondent requested not to be recorded;
- gesticulations or visual signals made by the respondent (e.g. suggesting ironic attitude to certain things said, or indicating unspoken meanings that will not be discernible in the written transcription);
- tone of engagement with the researcher (e.g. ironic, sarcastic, enthusiastic, which might not be evident from the transcribed data).

Appendix 4: Skeleton Coding Tree

The codes listed below provide a skeleton for the coding tree that we will use to code the interviews (using NVivo) from each case study. It consists of shared family nodes (Level 2 nodes) that will be used as the starting point for the coding tree you use in each case. These are not exhaustive. We expect that alongside these common Level 2 Nodes (which we anticipate will be generated naturally in all cases), additional Level 2 family nodes will emerge while you are coding. These more case-specific Level 2 nodes can simply be added to your case. For the sake of consistency it would be helpful to name these Level 2 nodes in English.

Within each of these family nodes we anticipate a number of Level 1 nodes. Level 1 nodes are generated directly from the interview text through a standard process of open coding and retain, as far as possible, respondents own expressions (see Section 3.2 of the PROMISE data handbook). For this reason, Level 1 nodes will be in the original language of the interview.

Normally when coding these Level 1 nodes are generated first and then grouped through a process of axial coding. In PROMISE we will work more or less in this standard way. We are simply asking you, when generating your Level 1 nodes to group them under a number of shared Level 2 nodes if they logically fit there. This will help us significantly when we conduct the cross-case (cluster) analysis. Where the Level 1 nodes do not fit the (finally agreed) list of shared Level 2 nodes, they should be generated anyway and grouped into case-specific Level 2 nodes. We would anticipate around one third to one half of the Level 2 nodes in each case will be case specific and the rest will be drawn from the shared codes.

Table 1 below is revised to take into account suggestions made at the WP6 meeting in Zagreb.

See Section 3 of the PROMISE Data Handbook for a full description of the coding strategy and practice we will use in the project.

Table 1: Skeleton coding tree (version 1)

Level 2 node name	Level 2 node description	Examples of Level 1 nodes that might fit in this Level 2 node
Education	Biographic (personal) experience and trajectory through education	Problems at school, inspirational teachers, educational achievement, university life
Family/home life	Biographic (personal) experience of family life or life in care	absence of family, experience of living in care, relationship with parents, relationship with siblings, relationship with grandparents,
Peer and friendship groups	Biographic (personal) experience of friendship and peer relations	a bit of a loner, my friends are really mixed
Employment/training	Biographic (personal) experience of employment or training	looking for a job, dead end jobs, gaining experience
Turning points	Key turning points (positive or negative) in the respondents life	first conviction, leaving home, meeting x, getting my head down, getting angry about y

Stigmatisation	Personal experience of feeling stigmatised, stigmatisation of others	people look at me funny, people like me don't get the benefit of doubt
Intergenerational relations	Positive or negative relations and interactions between young generation and older generations (can be abstract or personally experienced but relate to generations as a whole rather than own family experience)	older people think were always on our phones, the older generation had it so easy
Representations of youth	Generalised media or other institutional (discursive) representations of young people	youth are apathetic, hoodie-wearing thugs
Experiences of being young	Personal experiences of being young (understood as a shared experience, because young rather than just a personal experience)	not taken seriously, nobody listens to us, people are interested in our views
Contexts of conflict	Agents of conflict e.g. with whom, or with which institutions, do respondents come into conflict; Sites of conflict e.g. experiences (or generalised understandings) of tension or conflict focusing on where (institutionally or physically) these occur. These can be past or present sites of conflict.	I get stopped by the police every time I go in that park, teachers always give me a hard time, people stare at me in the street, the teachers never liked me, the police will always stop someone in a hoodie, they throw you out of that shop if you are with more than one other young person
Contexts of support	Agents of support e.g. who has helped respondents (or who helps young people) realise their potential or contribute to society; Types of support e.g. What types of support have facilitated respondents contributing to society, fulfilling their ambitions etc. This can also be generalised understandings of what help young people get	Teacher x was the first to believe in me, my brother really helped me understand I needed to work hard, There's nothing out there to help, the youth club gave me an opportunity to do x,

<p>Activities engaged in (general)</p> <p>[Additional, specific activity nodes may be added for some cases – see description]</p>	<p>The activities do young people engage in. These can be directly socially participatory (volunteering, protesting, community action) or be personal interests e.g. sport, music, creative activities. <i>N.b. if one activity is really important in the respondents life then it could be a separate Level 2 node to allow more detailed Level 1 nodes to be created. In this case this Level 2 node could cover all other activities that are less important.</i></p>	<p>youth group, boxing, charity events, making banners, don't do much</p>
<p>Activities (experience of)</p>	<p>What the activities add to the young person's life, what they get out of them, how they experience them</p>	<p>I get a real buzz from it, enjoy being with others like me, proud of what we achieve, feel a bit of an outsider</p>
<p>Activities (benefit of)</p>	<p>What benefit respondents gain from activities they are engaged in; What benefit to society (or others) the respondents feel their activities have</p>	<p>Skills learned, self-confidence, better understanding of others</p>
<p>Identity 1 [e.g. ethnicity]</p>	<p><i>Identity related issues e.g. class, ethnicity, gender, sexuality, religion will vary in their salience according to case. Please use Identity 1,2,3 etc. boxes to record those identities salient to your case</i></p>	<p>exotic background</p>
<p>Identity 2 [e.g. sexuality]</p>	<p>As above</p>	<p>being Muslim and gay is tough</p>
<p>Identity 3 [e.g. class]</p>	<p>As above</p>	<p>brought up to know the value of money</p>
<p>Agency [n.b. social innovation may become one aspect of agency, but for first coding, keep separate]</p>	<p>Respondents' understanding of any personal action or social involvement that has had an impact on their own life, the lives of others, the environment around them etc.</p>	
<p>Social innovation</p>	<p>References to activities or events that are seen as being innovative or bringing about social change</p>	<p>making a difference,</p>

Barriers to social involvement	This can include both personal barriers (lack of time, lack of experience or confidence etc.) and institutional blocks (exclusion of youth, stigmatisation etc.)	you can tell they are not listening, some people just don't have the time or money
Transferring experience	How the respondent passes on their experience or feels their activities have an influence on others	I got some respect from that, I always tell people about x, They asked me to get involved with y
Future	Imaginations of the future, hopes and fears for the future; way in which people identify with the past, present and future; generalised references to past, present and future (temporal identity)	excited, not much out there for me, pressure to get a job, a house..., I like it when people look at me with my future rather than my past in mind
Methodological Reflections	Attitude of respondent to the research, positionality of the researcher	What's in it for me? What's the point of the research? What will you do with the research?