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FAMILIES & SOCIAL CAPITAL ESRC RESEARCH GROUP

## FINAL REPORT ON ACTIVITIES

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## 1. Introduction

The Families & Social Capital ESRC Research Group was funded by the Economic and Social Research Council (ESRC) to run from January 2002 to December 2006, with the budget subsequently extended until March 2007 at no extra cost to the ESRC. This final report presents the Group's activities and outcomes, which focused on the dynamics of family change and processes of social capital, up until December 2006 and notes outputs forthcoming during 2007.

Social capital concerns collective and socially negotiated ties, norms, interactions and relationships. The concept has been a topic of considerable debate in international academic and policy circles concerning its definition, measurement and analytic value. Enhancing social capital is presented as an effective and innovative way of dealing with social exclusion and declining political engagement, and other difficult social issues in contemporary society resulting from globalisation and individualisation, including fragmenting and increasingly diverse family forms, lifestyles and youth transitions. There has also been extensive interest in families and associated issues amongst government, voluntary and academic sectors. As several key commentators have noted, however, there has been a lack of scientific knowledge about the relationship between family diversity and the generation of social capital.

The Families & Social Capital ESRC Research Group has thus been in a key position in bringing the fields of families and social capital together in ways that have not previously been pursued, from an interdisciplinary and critical perspective. We have been able to explore the value of the concept of social capital for the understanding of family change, and to consider how family change affects social capital. Our programme of empirical work focused on charting and analysing people's family lives – in a broad rather than narrow sense, as both lived in and across households, within and across communities and localities, and in its individual and collective aspects. Our intensive and extensive research examined issues of identities and values, trust and reciprocity, and caring for and about, as key dynamics of both family life and social capital, with substantive foci on ethnicity, education and employment, and intimacy. The diagram overleaf represents the structure, rationale and focus of our programme of work, and is referred to at relevant points in this final report.

Summarising our achievements in relation to our aims:

- The Group has taken a critical and interdisciplinary approach to investigating the relationship between family change and social capital in different circumstances and localities. We have provided fresh evidence that – contrary to claims of the demise of social capital – social connections on local, national and transnational levels are often a strong presence in people's lives. Not all of these connections are recognised in mainstream social capital ideas.
- We explored social capital through integrated substantive strands of work focusing on the dynamics of family change: ethnicity, education and employment, and intimacy. Using mixed methods, we have revealed the way that family and community connections, and their associated social capital, embody and reproduce broader social divisions of gender, race/ethnicity and class.
- A key feature of our research has been the development of theoretical understanding, based on empirical knowledge of bonding and bridging forms of social capital. We have merged conceptual elements of social capital: identities and values, trust and reciprocity, and caring for and about, to problematise simple distinctions between bonding and bridging forms, and demonstrate the fluidity of these practices through time and space, as well as their strengths and drawbacks.
- We have contributed to policy and practice in supporting families through an iterative approach to knowledge transfer, pointing up contradictions in policies encouraging social mobility and choice, and others encouraging social cohesion. Our strategy prioritised engagement with research users through a series of successful Group events and practice-focused publications, as well as individual links such as policy/practice visiting fellowships. Alongside this we maintained a high standard of publication in academic outlets.

# FAMILIES & SOCIAL CAPITAL ESRC RESEARCH GROUP

## BROAD DEFINITIONS OF CONCEPTS

**Families:** Biological, ascribed and chosen kin relationships within and across households.

**Social capital:** The values people hold and resources that they can access, which result in and are the result of collective and socially negotiated ties and relationships.

## METHODOLOGICAL RATIONALE

Concepts should be supple and adaptive, not rigidly defined and calibrated. Unless researchers construct the objects of their research, they often deal with concepts that have been pre-constructed by powerful and entrenched interests. Theory and method have to be brought together, rather than research being driven by a particular method. There are competing definitions of both family and social capital arising from different theoretical perspectives. The suppositions underlying these involve pre-constructions of what to measure, explore and investigate, and invoke assessments about society and families.

## FAMILIES GROUP WORKING RATIONALE

The definitions of families and social capital (above) are adapted in various ways in each of the different strands and the projects running under them – with a focus on dynamics and processes.

### ETHNICITY

#### African-Caribbean diasporic identities

Family, friendship, community and diasporic networks. Relationship to ethnic identities. Bonding/bridging/linking in different contexts and value gained and utilised.

#### Italian families care/provision

Family and community networks and resources nationally and transnationally. Positive and negative connotations, especially as gendered.

#### South Asian families - rituals

Information and its outcomes among transnational/global family, community and other social networks. Religion.

### EDUCATION & EMPLOYMENT

#### School transition

Children's, parents' and community links: inter-ethnic and inter-faith.

#### Labour markets

Family links in work experience; Student's friendships; policy initiatives to make good 'deficient' social capital

#### Higher education

Students' friendships and resources. Bonding/bridging/linking based on mutual self-interest.

#### Time use and care

Help between households and within them. Culture of helpfulness and links to community. Power associated with allocation of resources and command over them.

### INTIMACY

#### Youth transitions

Community belonging and social networks and how family background affects this. Access to and deployment of social capital.

#### Parenting resources

Comparison of Coleman and Bourdieu. Links between social capital and other capitals (financial, cultural, emotional, environmental). Networks of gendered and classed receipt/provision of support. Different types of social capital.

#### Sibling practices

Siblings' mediation of social capital for each other, in various living arrangements and local contexts.

## Conceptual and substantive synthesis

## 2. Research Objectives:

### 2.1 Background

The Families & Social Capital ESRC Research Group was launched publicly on 21 January 2002, with contributions from Polly Toynbee and Frank Field MP. From the start, there was intense political and academic interest both in families and the state of social capital in communities, locally, nationally and internationally. The implications of increasing ethnic diversity, changing structures of education and employment, and the nature of intimate relationships, have been at the forefront of discussions about the posited fragmentation of family life and decline in community cohesion.

The Group's programme built on its existing body of research on families and social capital in the Faculty of Arts and Human Sciences at London South Bank University (LSBU), underpinned by LSBU's strategy to develop further prominence in family studies, specifically its international expertise in race/ethnicity (Goulbourne and Solomos), education/employment and gender (Bruegel and Callender), and family relationships, intimacy and sexuality (Edwards, Holland and Weeks). The University's high level of commitment to the Group was evidenced by its 50% contribution to our directors' and strand leaders' time, the bridging funding provided for excellent contract research staff, and the supply of equipment, accommodation, staff development training and other resources. Members came to the Group with strong links to national and international academic and professional institutions, including other ESRC investments, which we strengthened and extended as part of our programme.

### 2.2 Outline of scientific programme

The Group was directed by Rosalind Edwards, with Janet Holland as co-director. Our innovative programme of empirical work was divided into three strands headed by Harry Goulbourne and John Solomos (Ethnicity), Irene Bruegel and Claire Callender (Education and Employment) and Janet Holland and Jeffrey Weeks (Intimacy) – illustrated in the diagram on p.4. Twenty researchers have been involved in our work at various points (see Appendix B), with continuity provided by the senior research fellows in each strand: Tracey Reynolds (Ethnicity), Anne Gray (Education and Employment) and Val Gillies (Intimacy).

The Group's agreed objectives were to:

1. Investigate the relationship between family change and social capital in different circumstances and localities, taking a critical approach to the question of whether the dynamics of family and social change mean the death or generation of social capital.
2. Explore these issues through three integrated strands of substantive work focussing on issues at the cutting edge of the dynamics of family change: ethnicity, education and employment, and intimacy.
3. Develop theoretical understanding and empirical knowledge of the processes of the formation and sustenance of social capital for and within families by relating the strands of substantive work to three cross-cutting conceptual elements of social capital: identities and values; trust and reciprocity; and caring for and about.
4. Refine understanding by moving iteratively between empirical data, conceptualisation, and engagement with research users.
5. Adopt and develop appropriate quantitative and qualitative methodological tools to extensively and intensively investigate the generation of social capital within, and use of broad forms of social capital by, families and family members.
6. Contribute to policy and practice in supporting families through providing accessible and informative strategic knowledge about the relationship between families and social capital.

### 2.3 Progress towards objectives

In our first year, our Families & Social Capital ESRC Research Group worked on an initial theoretical overview and positioning (objectives 1, 3 and 4). The outcomes were published as a guest edited themed section of Social

Policy and Society (2:4, 2003), and as the first in our series of working papers. The firming up of our definition of social capital, as 'the values people hold and the resources that they can access, which both result in and are the result of collective and socially negotiated ties and relationships', and the rationale for this, subsequently guided the empirical projects conducted under each strand of work (see diagram on p.4).

The Group was committed to an integrated and coherent programme of work, rather than merely a set of loosely related pieces of research. We therefore built in a series of dialogue sessions to develop collaboration and foster integration (objective 2). Initially, these meetings consisted of invited leading external participants to exchange knowledge (including Roslyn Harper, ONS; Simon Szreter, Cambridge; Michael Woolcock, Harvard; Robert Putnam, Harvard) (see Annex D). The key means of encouraging intellectual coherence and support, however, was through the Group's internal dialogue sessions. Researchers were able to discuss work-in-progress on their projects with all members of the Group, identify common issues conceptually, substantively, and methodologically to capitalise on links, and exchange knowledge and expertise. Some of these internal dialogues seeded external events and publications – for example, the 'Reclaiming the social' seminar and themed section of Feminist Theory (6:2), and a forthcoming cross-strand co-authored article on youth and social capital in Journal of Youth Studies (2007). At the mid-point of our programme, we began a synthesizing exercise reviewing cross-strand messages from our research, and developing an emergent framework for taking our work forward (see section 2.9).

Underlying the cross-strand sessions, synthesis discussions took place within strands (the process of working within strands towards objectives 2 and 3 is detailed in section 5). These stimulated events and publications – for example, the 'Families, minority ethnic communities and social capital' seminar and the resulting special issue of Community, Work and Family (9:3).

Within strands, projects variously addressed the different elements of family and social capital intersections (objective 3) – for example, in the Intimacy strand, the 'Youth Transitions' project highlighted identities and values, the 'Resources in Parenting' project focused on trust and reciprocity, and the 'Sibling Practices' project addressed caring for and about. These elements coalesced across strands to enable us to critique notions of bonding and bridging forms of social capital in particular (see section 2.4).

Projects in the Group's research programme covered the life course, from children and young people, through parents, to older people; looked at issues of race/ethnicity, social class and gender; and encompassed local, national, and trans-national locations, as well as schools, universities, labour markets, leisure settings and so on (objectives 1 and 2). These settings were chosen to best suit each project's aims, while also providing the Group with broad geographical coverage. For example, the 'Italian Families' project focused on families of Italian origin in London and the South-East, and traced their transnational links back to Italy, to investigate the role of social capital in caring for, and about, within and across national contexts; the 'Youth Transitions' project explored youth identities and values in five contrasting UK locations in the South, East, North-West, and Northern Ireland; while the 'School Transitions' project looked at primary schools in five contrasting urban boroughs. Other projects had broad coverage through national datasets (see below).

Our work adopted and developed quantitative and qualitative methodological tools appropriate to the topic under investigation (objective 5), and brought together a critical mass of evidence to scrutinize theories of social capital and their relationship with family diversity. Mixed methods were used in individual projects – for example, the 'School Transitions' project used secondary analysis of the British Household Panel Survey as well as both primary surveys and interviews with children and parents; the 'Time and Care' project used secondary analysis of the UK Time Use Survey alongside primary individual interviews and focus groups; and the 'Resources in Parenting' project used a primary national representative survey of parenting norms followed by in-depth interviews with parents about everyday practices. Our methodology was enhanced by discussion with external colleagues, including meetings in collaboration with the ESRC Research Methods programme (see Annex D), as well as methods skill sharing within the Group itself.

We were committed to an iterative approach to empirical work, conceptualization and user engagement. We developed a communication and dissemination strategy, identifying different audiences with an interest in our

work and appropriate means of reaching them (objectives 4 and 6). Throughout, this strategy was subject to ongoing review. Links with policy-makers and practitioners were extended through membership of committees, attendance at voluntary and government sector events, invitation to our own events, and through offering visiting fellowships to specific policy/practice organisations. (Engagement with these users through meetings and events is discussed in sections 3 and 4.) Members of the Group received media training, and developed contacts with particular journalists. A media consultant – Angela Phillips – worked with us towards the end of 2005, and spent two sessions with the Group helping researchers to identify ‘stories’ in their research and recommending outlets. (Media dissemination is discussed further in section 3.)

As part of our contribution to the development of theoretical understanding and empirical knowledge of social capital processes for and within families (objectives 1 and 3), we maintained an excellent record of publication in a range of outlets, specifically in relation to ethnicity, education, and intimacy. We obtained a contract with Routledge for a book series entitled ‘Relationships and Resources’ as a showcase for authored and edited books arising from our research (see section 3.1.i). (Published and forthcoming outputs are listed in Annex A.)

### 2.3.i Interdisciplinary working

The Group was an interdisciplinary endeavour in itself, bringing together researchers from a range of backgrounds: social policy, sociology, history, economics, psychology/psychoanalysis, politics, social geography, and anthropology. Joint work within and across strands ensured cross-fertilisation of sub-concepts and approaches from these different disciplines. For example, anthropological ideas about insider-outside status and boundaries fed into our conceptions of bonding and bridging social capital within the Group as a whole, and the ‘Sibling Practices’ project brought together psychoanalytic and social constructionist approaches to analysing its data. Researchers within the Group also collaborated with external researchers from different backgrounds. Around a quarter of our publications are co-authored by people from different disciplinary backgrounds.

### 2.3.ii Cross-national work

The Group’s international impact was enhanced by expanding our overseas networks and promoting the exchange of knowledge and partnership (including through our international e-advisory group – see section 5). We developed and sustained international links, and cross-national collaboration with overseas research teams (aided by additional funding from the ESRC). Around a third of our presentations were overseas, and over a quarter of our book chapter publications were in volumes edited overseas. Our international conferences also promoted cross-national perspectives on the concept of social capital, and fathers and social capital (see section 3). Callender’s ESRC-SSRC visiting fellowship to Pennsylvania State University involved cross-national research, and also gave her the opportunity to bid (successfully) for a Fulbright New Century Scholarship.

Cross-national work was integral to projects under the Ethnicity strand, with their focus on transnational families. This involved links with researchers in, respectively, the Caribbean, Italy, India and the USA. Under the Intimacy strand, the ‘Youth Transitions’ project conducted comparative work with Finnish researchers, resulting in publication in the *European Journal of Women’s Studies* (12:1); and the ‘Resources in Parenting’ project provided comparative questions for a parenting module of a social capital survey being carried out in Serbia, with our researchers also visiting and collaborating with a network of Eastern European scholars on a special issue of *Sociologia* (XIVI:3).

Cross-national perspectives were brought to our work through visits from international scholars and visits to institutions overseas. Of the seven visiting fellows spending sustained periods with us, Cheong and Doucet were on ESRC-SSRC visiting fellowships while Furstenberg’s visiting professorship was funded by LSBU. Each of these resulted in joint intellectual work. For example, Cheong, Edwards, Goulbourne and Solomos have a co-authored journal article on immigration, social cohesion and social capital in *Critical Social Policy* (2007), while Furstenberg, Doucet and Edwards’ opportunities for discussion about fathers and social capital resulted in a successful bid to the American Academy of Political and Social Sciences for funding for a conference on the topic in 2008 and associated special issue of their *Annals*. The list of visiting fellowships to and from the Group is

contained in Annex D. In addition to those listed, we hosted a range of one-day visits from overseas academics to discuss issues of mutual interest, and visited overseas universities to exchange knowledge and deliver seminar papers (see Annex A).

## 2.4 Achievements and results

Our work reveals that the dominant notion of 'social capital' is inadequate. Our critique of social capital theory as applied to families and communities provides empirical evidence of the intricate dynamics of this relationship, which are overlooked in much existing work on social policy and associated policies. Our work shows shortcomings in the way social capital theories understand the values people hold, the social and other resources that they access and generate, and the actions they take. In particular, our work moves beyond analyses that centre narrow conceptions of 'amounts of', and distinctions between bonding and bridging social capital based on fixed socio-demographic characteristics and relying on static notions of location. It demonstrates the need for robust and considered empirical evidence to inform conceptual development as well as policy.

Key findings from the programme as a whole (with illustrative citations) include:

- Fresh evidence of the presence and strength of social connections between people, on local, national and transnational levels. Trust, reciprocity and obligations are part of most people's everyday family and community lives. Not all of these connections are recognized by mainstream social capital models, in particular between children, and across nation states for Britain's minority ethnic groups. (Edwards et al. 2006; Gillies & Lucey 2006; Reynolds & Zontini 2006; Weller 2006)
- These connections, however, embody gender, race/ethnicity and class differences. Family connections and their associated social capital are organized and maintained predominantly by and between women, whether occurring locally, transnationally or across generations. Networking and exchanges raise complex issues of identity and affiliation. While they tend to concentrate within ethnic groups, they can also operate across them. Material inequalities are reproduced in the types of social capital that people generate and access, rather than transcending them. (Edwards & Gillies 2004; Gillies 2005; Gray 2006; Reynolds & Zontini 2006; Zontini 2006)
- The constitution of bonding and bridging social capital can be fluid through time and space, and even indistinct, encompassing changing identities and affiliations around relationships with family and friends, and locations in community, neighbourhood, city, region, country. (Goulbourne 2006; McGrellis 2005; Reynolds 2005)
- Both bonding and bridging social capital have strengths and drawbacks, and some everyday bridging social capital practices undermine positive aspects of bonding:
  - Bonding social capital is about being embedded in dense and intensive networks of family and friends, and can extend across nations as well as within them. Its strengths are that it is solidarity-based and provides the obligation and commitment-based practical help and emotional support to people that enables reciprocal day-to-day resilience. But it also has drawbacks. It subjects relationships to pressures of intense expectations, and can be exclusive and/or limited to the everyday negotiation of needs. (Gillies 2006; Henderson et al. 2007; Holland 2006; Reynolds 2006)
  - Bridging social capital comprises heterogeneous links. These may have the strength of being aspirational but imply instrumental building of individualistic shorter-term relationships for social and material advantage. This involves worries about status maintenance, and importantly can disengage from ongoing solidarity, trust and obligations. In relation to identity and locality, it can often mean 'getting out' in order to 'get on' in life. (Gillies & Edwards 2006; Holland 2006; Thomson et al. 2004)
- Our research raises issues for the thrust of government policies, showing that those promoting social mobility, including through a choice agenda, can further embed social divisions and resource inequalities, and thus be at odds with initiatives to promote social cohesion and build social capital. (Bruegel 2007; Gillies 2005)

Specific findings from our strands of work include:

### Ethnicity

- Ethnic identities are perceived, utilised, reproduced, and often invented and preserved, as significant parts of life for communities, families and individuals. All the Ethnicity strand projects revealed that transnational



family networks flow across national boundaries as well as across and within generations, representing bonding and bridging social capital at one and the same time. Ethnic identities are enduring, with both the immigrant generation and their offspring often committed to places of origin, and to the management of family and kin relationships across to those who remained in the country of origin, despite acknowledged differences.

- Minority ethnic groups draw on whatever social capital there is within their families and communities. For example, the 'Diasporic Identities' project found that younger African-Caribbeans use aspects of their bonding social capital heritage to respond to social exclusion, racial inequality and marginality in British society; and the 'Italian Families' project found that such social capital aided resilience as units. This bonding social capital can, however, have negative as well as positive connotations. For example, the 'Italian Families' project found that cultural and gendered expectations could place constraints on individuals' social behaviour, and that broken expectations could lead to conflict and guilt; while the 'South Asian Families' project found contestations of power and mistrust between migrated and remaining family members.
- In some communities, families are more concerned to reproduce values and practices from 'back home' as well as invent new ones, than to be engaged with or participate in families from different communities. For example, despite the presence of inter-ethnic intimate relationships, many young African-Caribbean people are reluctant to participate in cross-ethnic public or civic activities because of a generalised mistrust of public institutions; and members of families of Italian origin use values of solidarity, reciprocity and cooperation as core markers of Italian origin, as against the perceived amoral indigenous British population. This leads them to express a preference for same-ethnic partnerships. These constraints on cross-ethnic bridging can restrict people's access to wider social resources and reinforce inter-generational social and economic disadvantages. In some cases, however, cross-ethnic bridges can be built around another identity or needs. For example, the 'South Asian Families' project identified this in the case of the older people, who bridged with others on the basis of common welfare needs.

### Education and Employment

- Market relations can undermine social capital building in many ways. In the 'School Transitions' project, the development of quasi-markets for secondary school places cut across children's capacity to develop cross-ethnic friendships; and the 'Time and Care' project found that the pressure that children can exert on consumption leads to parents' extended work hours and more limited family time. The 'Time and Care' project also showed that help extended to other households is as much an outcome of social capital as an input to its development.
- Conflicts can be embedded in different value stances in social capital building. For example, the 'Time and Care' project demonstrated a distinction between mutual exchange as a feature of non-kin help or help within a generational cohort, and kin-based help which operates within an ethic of care and longer time frame of mutuality. This project also showed that class and education cross cut work time in explaining how much time is spent on child care. Further, fathers' child care was qualitatively different from that of mothers in taking place in the context of family time and thus is no simple substitute for mothers' child care. The concept of time spent caring for children and others is open to many different interpretations.
- Informal process of social capital building are important, but also indicate tensions and overlaps between bonding and bridging social capital. Findings from the 'School Transitions' project suggests that providing time and space for children's associational activity inside and outside school is important for social solidarity, and that selectivity and segregation between local primary schools may reinforce social segregation in later years. The 'Higher Education' project similarly illustrates the significance of social relationships for reinforcing or challenging social exclusion. Most students tend to operate within friendship networks that provide familiarity, and bridging social links are context specific and limited in universities that are stratified by students' class or ethnic background. These projects also show the way that bonding and bridging can cut across one another when ethnicity, class and locality are considered, and that bridging social capital can transform into exclusive bonding social capital as group identity is reinforced.

## Intimacy

- All projects in the strand reveal the meaning and significance of various intimate relationships as social capital. For example, the 'Sibling Practices' project shows that sibling ties were viewed as a source of protection, support, obligation and emotional security even where siblings did not get on; while the 'Resources in Parenting' project found that family and friends were sources of help and advice. Services were seen as more relevant to particular and longstanding areas of welfare state concern (e.g. education, health) rather than everyday parenting practices. Nonetheless, relational power struggles were also evident in family and intimate relationships with, for example, siblings affecting each other's and their family's integration in local communities.
- All projects in the strand report on the intersections of class, gender, ethnicity, and in some cases religion, in their connection with forms of social capital and their relationship to other capitals. For example, the 'Youth Transitions' project demonstrates class differences in pathways through the education system, and how the type of bonding social capital that binds young people to families and communities can sometimes have a negative effect on their life chances and possibilities. The 'Resources in Parenting' project found that mothers were more involved than fathers in everyday social capital building for their families, but that class shaped this. Middle class exchanges were likely to be bridging social capital and tended to be instrumental and less reciprocal, while working class exchanges were more likely to involve bonding social capital that was reciprocal but fraught.
- The Intimacy strand projects addressed contemporary theorising around family and personal relationships, including the relationship between self and others. For example, the 'Sibling Practices' project showed the way that class and ethnicity shaped the relationship between being an individual and being a member of a sibling group; while the 'Youth Transitions' project revealed that young people's transition to adulthood is characterised by an individualised notion associated with choice and autonomy, and/or relational understanding of connectedness and reciprocity.

## 2.5 Changes and developments

The Families & Social Capital ESRC Research Group maintained its original aims and core programme of work. Some individual projects shifted slightly to take full advantage of the expertise of the researchers employed to work on them, but their purpose within the aims of the strand and objectives within the programme were retained. In addition, the cross-cutting conceptual elements (identities and values; trust and reciprocity; caring for and about) became merged in a critique of notions of bonding and bridging social capital (see section 2.4).

Our work was enriched by additional funding. In 2002, ESRC funding was obtained for a further two projects under the Ethnicity, and Education & Employment strands respectively: (1) 'Families, Social Capital and Ethnic Identities of Caribbeans, South Asians and South Europeans in North America', comprising interviews with key figures in the USA and a critical review of the relevant literature; and (2) 'Social Interaction Between University Students as Forms of Bonding and Bridging Social Capital', which focused on different students' acquisition of social capital in contrasting universities.

Separate funding was obtained for projects that we attached to our Group. Our strategy for co-funding was to build on the knowledge and expertise developed as part of our core programme of research. In some cases, we were able symbiotically to link additional projects into the Group's core programme. For example, the core 'Sibling Practices' project and the Joseph Rowntree Foundation funded project on sibling relationships in middle childhood were conducted side-by-side, and the two were bought together in a book. The value of the core 'Youth Transitions' project was extended through a separate ESRC-funded qualitative demonstrator grant, and the expertise developed was drawn on by the ESRC to carry out a feasibility study into longitudinal qualitative research (eventually resulting in the funding of the five-year 'Timescapes' consortium – see section 2.9, and Holland et al. 2006). In other cases, additional projects provided a complement and context for projects being carried out in the Group. For example, Callender's series of projects concerning student funding (DfES, GLA, Scottish Executive and Universities UK) provided in-depth knowledge of students' financial capital that supplied a background for the core project on students' social capital.

Finally, the ESRC granted us a 'no cost' extension of three months, so that our Group's budget lifecycle ended in March 2007 rather than December 2006. The extension was granted to enable us to utilise our budget to best effect and to capitalise on synergy and dissemination of the Group's work.

## 2.6 Unexpected outcomes

Unexpected outcomes from our work represent exciting potential for developing our understanding of the relationship between families, communities and social capital:

- As part of our synthesising exercises, our original focus on cross-cutting conceptual elements relevant to both families and social capital (identities and values, trust and reciprocity, and caring for and about) merged to provide a grounded critique of mainstream ideas about bonding and bridging forms of social capital, as noted above. We were led in new directions in relation to their constitution, including the issue of friendship which is minimised in conventional wisdom; as well as fluidity over time and across locations, including a demonstration of the strength of transnational bonding/bridging rather than its assumed deleteriousness.
- Two features of our work in relation to ethnicity were surprising, albeit that we expected that ethnic identity would be significant. (1) The longevity of ethnic identity in defining families and communities across national state boundaries, especially for groups that share racial identities with the majority (white) population. (2) Young migrant families are often helped by the communities from which their parents emigrated, rather than the expected conventional reverse transnational pattern.
- The importance of a social-historical understanding of family dynamics and social capital generation and maintenance in the past, rather than assumptions about the nature of change. This was not explicitly built into our programme, but we pursued it through an ESRC seminar series (with a forthcoming edited collection arising), and regard it as a future priority. We also have the opportunity to follow people's relationships over time through projects under the 'Timescapes' ESRC consortium. (See section 2.9).

## 2.7 Difficulties encountered

Staffing: Research leadership, researchers and administrative staff were, for the most part, consistent throughout the life of the Group, but changes in staffing were an inevitable feature (see Annex B). Those who left demonstrate how experience with our Group built capacity and provided added value in the wider academic labour market, and was important in researchers' subsequent career progression. They often retained links with the Group. For example, Solomos left LSBU just prior to our programme of work beginning but continued his involvement. Contract researchers who left the Group for permanent employment retained an interest in the work and involvement in publications; notably Thomson (who obtained a Chair at the Open University) and Lucey. We were generally able to recruit excellent replacements. In the 'Higher Education' project, however, a researcher's long term sick leave affected the research process, and the planned quantitative phase of data collection was unable to take place. Difficulties were also created when funding for contract researchers came to an end while the Group was continuing. In some cases, LSBU provided bridging funding to enable researchers to continue with the Group, but in other cases valuable staff were lost at the time when our focus was on disseminating work from their projects.

Liaison with the ESRC: Generally communication with the ESRC was good. Until mid-way in our programme, however, we had some difficulties, which we believe were due to their reorganisation. We had no troika meeting until 2004 and hence were unaware of the need to agree key performance indicators for the Group, received no feedback on our early annual reports, and had no Research Priorities Board liaison member until 2004. This affected a bid for additional communication strategy funding. Uncertainty about the strategic role envisaged for Research Groups hampered our ability to plan for the Group's future, despite efforts by our ESRC liaison officer. We appear not have been alone in experiencing these difficulties.

## 2.8 Impact on research field

Our impact on the research field of families and social capital is concerned with the importance of intersections of gender, race/ethnicity and social class across the lifecourse. In particular, we have significantly reconceptualised

the nature and process of bonding and bridging forms of social capital, and contributed to debates on diasporic relations. Our research has stimulated an expansion of work in the qualitative longitudinal field, leading to the ESRC's Timescapes initiative (see section 2.9).

Our publications and events have marked the Group out as key players in the families and social capital field, helping to shape the research agenda. We discuss these further in sections 3 and 4. In particular, we would point to invitations to contribute entries to encyclopaedia, drawing on our knowledge of the current state of the art in the fields addressed (e.g. Edwards 2002, 2004, 2007 x 2; Weeks 2005 x 5; Weeks et al. 2004; Zontini 2007). Feedback on our website and at events shows that our working paper series has formed an important resource for others.

The influence of our Group's work on colleagues' research can be demonstrated internationally. In addition to the evidence discussed under section 2.3.ii, further examples of our international impact include:

- Holland's invitation as an international expert to lead a Workshop on gender at the Graduate Institute of Gender Studies, Kaohsiung Medical University, Taiwan, giving several talks drawing on her work in the Group at the beginning of 2006;
- Edwards' invitation to give advice to researchers looking at parenting, children and social capital with researchers at the University of British Columbia, Canada at the beginning of 2007, with possible collaboration under discussion; and
- Weller's invitation to present her work on young people and social capital at the American Association of Geographers in April 2007.

## 2.9 Potential future research priorities

The Families & Social Capital ESRC Research Group continues to maintain its focus on families and social resources (a shift to a broader conception than social capital allows for, as a result of our work), as a group under the umbrella of LSBU's Social Policy and Urban Regeneration Research Institute (SPUR).

Issues arising from the Group's programme of research are being taken forward in successful bids, including two projects on the five-year ESRC qualitative longitudinal study, 'Timescapes: Changing Relationships and Identities Through the Lifecourse', as part of a Consortium of five universities – 'Making the long view: sharing the Inventing Adulthoods project' develops the work of the Group's 'Youth Transitions' project, and the Demonstrator Archiving project that was attached to the Group; and the 'Siblings and friends' project continues the Group's 'Sibling Practices' project.

Our ideas about bonding, bridging and social cohesion are being followed up in various ways. We have secured funding from the Joseph Rowntree Foundation, and are seeking further funding, for research on 'mixed heritage' families. We also have an interest in religion as an aspect of family and community cohesion, and are attempting to secure funding.

Time and space/place are underlying features of mainstream social capital conceptualisations that are rarely drawn out and considered. These ideas underpinned our bid for further funding as an ESRC Research Group, which unfortunately was unsuccessful. Aspects of space/place form part of Edwards' current bid to the ESRC for a Directors Fellowship.

As noted in section 2.6, socio-historical perspectives are important in order to make any statements about the nature of social change. While there is a literature on family lives in the past, this rarely addresses the issue of social capital that was our core concern. We are attempting to secure funding to investigate this in depth.

The relationship between capitals for students in higher education, especially part time, will form another feature of our Group's priorities, including as part of Callender's Fulbright New Century Scholarship.

### 3. Dissemination

#### 3.1 Dissemination activities

The Group's dissemination strategy involved two main elements:

- academic dissemination through events, paper presentations and publication; and
- ongoing engagement with a range of non-academic users in order to relate to their concerns, and use of a variety of means to draw attention and disseminate our activities to policy-makers, practitioners and media.

We used a number of means of dissemination to establish ourselves as a centre of expertise, including:

(1) Website [www.lsbu.ac.uk/families](http://www.lsbu.ac.uk/families): This contained regularly updated information about the Group's programme of work and research staff, a contact facility, notice of and reports on events that we held, and our working papers, bulletins and press releases (current and archived), as noted below. The website received an average of 2500 hits each month, and was used by both academic and non-academic visitors, nationally and internationally. For example, it was the first point of contact with the Sloan Work and Family Research Network (resulting in us providing entries for their online encyclopaedia), and contact with the Singapore Ministry of Community, Development and Sports, and the French Ministry for Social Cohesion and Equality.

(2) Working paper series: This series proved extremely successful, with papers being downloaded from our website and available in hard copy at conferences and seminars (see Annex A). It was widely publicised to academic and non-academic audiences, using our extensive database of contacts. Initial papers overviewed theory and literature. The series then progressed to publish edited papers from leading scholars who were contributors to our seminar events, and findings from particular research projects and strands.

(3) Press releases: Following media training, the Group issued press releases to accompany the publication of most of its working papers, often in conjunction with the ESRC's excellent press office. We discuss this aspect of dissemination further in section 3.1.ii.

(4) Conferences and seminars: Externally focused events were important in reaching academic and non-academic users. The Group held four conferences and organised 25 open seminars (for full list see Annex D). Our events initially publicised our work (Example 1), then presented interim findings and influenced future work (Example 2), and finally disseminated our findings (Example 3):

Example 1: In conjunction with the ESRC and British Academy, as part of the ESRC's Social Sciences Week 2003, we organised an event: 'Ethnic diversity and social capital'. This addressed the implications of growing ethnic diversity in Britain for social capital. The main speaker was Robert Putnam (a member of our international e-advisory group), with a panel of discussants comprising John Solomos from our Group, Maria Adebowale, director of Capacity, and Yasmin Alibhai-Brown, journalist and broadcaster, and was chaired by Lord Runciman, President of the British Academy. The event was attended by an audience drawn from government, voluntary, business and academic sectors, and put us firmly on the map as key players in the field of families and social capital.

Example 2: A mid-term parameter-setting, international two-day conference: 'Whither Social Capital? Past, Present and Future', held in 2005. This was successful in further promoting the Group's international profile, creating an opportunity for us to influence the direction of a continuing or post-social capital agenda. Plenary papers were given by internationally renowned speakers: Barbara Arneil (British Columbia), Frank Furstenberg (Pennsylvania, and a member of our international e-advisory group), and Mike Savage (Manchester). Over 40 papers (including from Group members) were presented to just under 200 participants from 12 countries. An edited collection of selected papers from the conference was published by Cambridge Scholars Press in 2006. As a direct result of the conference, we were contacted by the Victorian Parliament's Outer Suburban/Interface Services and Development Committee (noted under section 3.1.ii).

Example 3: The 'Diverse Britain: Social Practice and Social Policy' one-day conference, held in 2006, provided a means of presenting findings concerning ethnic and family diversity across our programme of work, as well as involving a plenary from Frank Furedi and a panel session with Ash Amin, Miriam David, Clem Henricson

(NFPI) and Lynn Jamieson. It attracted a mixed academic and user audience, including overseas scholars, representatives from Government and major national voluntary agencies.

(5) Publications and presentations: The Group maintained an excellent level of publication and paper delivery in the fields of families, ethnicity, education and intimacy in academic outlets (see details in Annex A), meeting and exceeding our key performance indicators in this respect. The number of our outputs during the reporting period, and known forthcoming book and article publications, are listed in the Table below:

Type:	No. up to end 2006:	From 2007:
Books	17 (including 8 edited books)	8
Book chapters	60 (including 17 in overseas edited volumes)	22
Peer-refereed journal articles	90	9
Working papers*	25 (with 21 in the Group's working paper series)	
Conference papers*	125 (39 of these overseas)	
Seminar papers*	183 (43 of these overseas)	
Website quotations/contributions*	23	
Articles in practitioner-oriented outlets	14	
Reports	27	
Bulletins	5	
Newsletter contributions	7	
Broadcast interviews	50	
Newspaper/magazine quotations/contributions	62	
Website quotations/contributions	23	

\* These outputs were directed at academic and non-academic users

### 3.1.i Academic dissemination

To ensure broad academic impact, we published our work in peer-referred journals with high reputations, ranging across disciplinary and substantive fields, including: British Journal of Social Psychology; Children and Society; Children's Geographies; Critical Social Policy; Educational Review; European Societies; Feminism and Psychology; Gender and Education; Indian Journal of Gender Studies; International Journal of Sociology and Social Policy; International Journal of Social Research Methodology; Irish Journal of Sociology; Journal of Cognition, Technology and Work; Journal of Social Policy; Journal of Youth Studies; Political Quarterly; Qualitative Research; Sociological Research Online; Sociology; The Sociological Review; Space and Polity; Work, Employment and Society; as well as special issues and sections for Social Policy and Society; Community, Work and Family (x 2); Journal of Youth Studies; and Ethnic and Racial Studies (x 2).

We initiated, and were invited to contribute chapters to, edited collections, as well as publishing monographs and from our work (see Annex A). This includes under our book series with Routledge (noted in section 2.3): Edwards et al. on siblings, Gillies on marginalised mothers, and Weller on young people. Other proposals from Group members are under review, including at cross-programme and strand levels.

In addition to attending and holding conferences featuring our work, we held a series of seminars, with invited expert academic speakers and Group members, discussing a range of conceptual issues associated with social capital, including networks, trust, gender, 'the social', inequalities and intimacy (see Annex D, section 2).

### 3.1.ii User dissemination

Our Group aimed to contribute to policy and practice in supporting families through providing accessible knowledge about the relationship between families and social capital. We presented and published the results of our work in dedicated policy and practice forums. Examples of researcher-written or journalist-supported pieces in practitioner-oriented outlets include: Adult Learning, Care and Health, Children Now, Community Care,



Community Practitioner, Education 3-13, Family Today, Guardian Education, Labour Market Bulletin, Local Government First, Public Sector Executive. We also issued publications in collaboration with user groups, for example a report with the Grandparents Association on an evaluation of grandparent-toddler groups.

Our Group held seminars that were collaborations with, and targeted at, practitioners. Good examples of these are:

- A one-day seminar on children's experiences and prospects in the move to secondary school in 2005, organised in conjunction with a school involved in our 'School Transitions' project, disseminating findings from our own work (Bruegel and Weller) as well as involving other researchers and leading commentators. It attracted a range of users from local and national agencies concerned with education, and received good media coverage.
- A one-day seminar organised in conjunction with the Grandparents Association in 2005, which brought our work on grandparenting, childcare and social capital to the fore (Gray and Mand). This event was successful in attracting participants from a range of user organisations in the statutory and voluntary sectors, as well as receiving media attention on national radio.
- A one-day conference on fathers and social capital in 2006 organised in conjunction with the Family and Parenting Institute, involving our own researchers (Gray, Reynolds and Gillies) and visiting scholars (Furstenberg and Doucet) to provide a transatlantic perspective on the topic. It attracted an audience of academics working in the field as well as participants from a wide range of national and local government, statutory services, and voluntary sector organisations. Outcomes from this conference include the AAPSS conference grant and special issue noted in 2.3.ii.

Further, practitioner focused events continue. For example:

- A one-day conference on 'Schools and Parents in Partnership' organised with the Family and Parenting Institute in 2007, featuring our research on 'School Transitions', designed to attract a range of politicians and policymakers to discuss our findings in the context of wider research.

Researchers also established and strengthened relationships with particular user groups with an interest in their individual projects, for example ethnicity-based community groups. This form of dissemination work was formalised in the last year of the Group's programme through an ESRC Impact grant in collaboration with the Family and Parenting Institute, the effects of which are ongoing (see final report on this grant RES-172-25-0009). Working with a consultant from the FPI, the Group's research in the areas of school transitions, transnational families and youth transitions was disseminated to a range of central government and voluntary sector organisations.

The Group took advantage of dissemination opportunities as these arose. A good example here is our meeting with the Victorian Parliament's Outer Suburban/Interface Services and Development Committee (Melbourne, Australia) as part of their MPs' working visit to the UK and inquiry into 'Building New Communities'.

Our ability to identify and make use of media interest in our work developed apace over the life of the Group. Researchers were interviewed by local and national newspapers, and made appearances on local and national radio and television. Examples include Callender's media appearances to discuss student finances; Gillies' invited piece on support for parenting for the 'Comment and Analysis' page of The Guardian (1.12.04); and Goulbourne's, Bruegel's and Weeks' interviews for BBC Radio 4 programmes on race/ethnicity, school choice and sexuality respectively. In addition, our media consultant was active in placing stories about the 'School Transitions' project in the press, as well as drawing up a press release for our 'Diverse Britain' conference. (See Annex A for full list of media contributions.) Press releases on our work also put issues on the media agenda without the Group's work being acknowledged in all cases – for example, our press release on research about siblings narrowly preceded BBC Radio 4's 'Woman's Hour' phone-in on relationships with brothers and sisters. Further, we were often contacted by programme-makers for advice on key issues without direct acknowledgement.

## 3.2 Difficulties encountered and unexpected outcomes

### Difficulties:

- In the early stages of our programme there was a tension between building links with policy-makers, practitioners and the media, and concentrating on undertaking the research that would actually provide a basis for discussion. We did our best to deal with this, inviting their input to the development of our research.
- The Group's communication and dissemination strategy was drawn up and costed before the ESRC recommended that 5% of the budget should be devoted to the strategy. Our budget covered the website, production of working papers, and holding and attending events. There was no specific post concerned with knowledge transfer. As our work progressed, and particularly when we were deep in analysis and writing up, we came to recognise how much time and expertise were required to maximise opportunities for non-academic user engagement. In part, this difficulty was remedied by our successful bid to the ESRC for a five-month Impact Grant in the last year of our programme, which enabled us to work with the Family and Parenting Institute on a consultancy basis to bridge our findings into policy and practice in the family support field and increase our researchers' knowledge transfer capacities. This grant, however, was a short-term initiative (part of which fell in the summer annual leave period), and did not really allow the length of process required.
- Our media consultant had great experience and very good contacts. Her other commitments, however, meant that she was perhaps not able to devote the sustained amount of time to working with members of the Group in a pro-active way. Nonetheless, as noted above, the provision of media training to our researchers has ensured that, with the invaluable support of the ESRC's press office, we have been able to achieve good media coverage of our work.
- In 2004 we received additional funds from the ESRC to develop an on-line forum as part of our website, for exchange and discussion of ideas in the families and social capital field. Two research assistants were employed to work on this part time, posting topic questions and attempting to secure comments and responses. Use of the facility was disappointing, however, despite advice from the ESRC on increasing this, and after six months we closed the forum rather than have it remain on our site underused. The rest of our website continued to receive high visits.

### Unexpected outcomes:

- One unexpected feature of our dissemination and engagement work has been approaches for information and advice by business, especially advertising agencies – for example, Pearlfisher Design Agency, Red Consultancy, Sense Worldwide Consultancy, BartleBogleHegarty, GHK Consulting, and Budweiser Brewery Company. Interest from the business sector shows the relevance of our work on social issues for the economic life of the country. Eventually, however, we questioned whether we should be providing our time and expertise at no charge to profit-making organisations, and decided that a charge be applied if appropriate.
- Another unexpected outcome was the way that issuing press releases often stimulated a flurry of enquiries from policy and practice organisations. For example, a release on the 'Resources in Parenting' project in 2006 resulted in requests for further details from: Blackburn Borough Council, Bridge Housing Services, Department for Education and Skills, Family Rights Group, Greater London Authority, Kent County Council, National Children Bureau, NSPCC, National Parent Partnership Network, Parenting Across Scotland, Surrey Parenting Education and Support, Wakefield District Council, and Specialist Children's Services for the State Government of Victoria, Australia.



## 4. Impact

The Families & Social Capital ESRC Research Group aimed to provide accessible information on families and social capital to contribute to strategic thinking in policy and practice, aware that there is no simple relationship between research and policy. As much work in the 'research into policy and practice' field acknowledges, a linear notion of the relationship between research and policy is a chimera, with direct, demonstrable and immediate impact on research findings on practice being rare. Diffuse, subtle and long-term influences, however, are widespread. Hence our approach was to build structures and relationships during the course of our research in order to maximise its long-term influence. These took the form of both specifically-focused and more enduring links with research users.

### 4.1 Links with research users

Consultation outside the academic community and engagement with practitioners was important for the Families & Social Capital ESRC Research Group's research development and dissemination, and we made efforts to establish and build on relationships with a range of interests. From the start of the Group's work, we established ongoing dialogue with research users outside the academic sector. User consultation was built into our launch event, through opportunities for discussion of the strand research programme, which attracted around 80 people, including national and local government and voluntary sector policymakers, professionals and practitioners from a range of voluntary and statutory organisations, and representatives of business and industry, as well as national and international academics. Externally-focused events continued to be important to our dissemination and engagement strategy, and acted as one means for them to discuss our work in progress (see section 3 and Annex D for further discussion).

We also put effort into building links with specific organisations. Notably, as part of our objective of contributing to policy and practice, in 2004 we instituted policy/practice visiting fellowships with the Group. These fellowships epitomised our approach to knowledge transfer, in promoting mutually beneficial links between ourselves and user organisations. Our Group provided visiting fellows and their organisations with expertise in a range of relevant substantive topics and research methodologies, as well as access to academic networks and publications to keep abreast of intellectual developments in the field. In turn, the visiting fellow and their organisation supported us in identifying the policy and practice relevance of our work, the most appropriate means of disseminating and publishing our work in policy and practice fields, and access to relevant policy and practice networks and forums for disseminating our findings. As we had no financial resources to support these fellowships, however, they were dependent on organisations making time available for their staff to take them up. We worked with two organisations in this way: London Play and the Family and Parenting Institute. The latter proved a successful collaboration in terms of:

- bringing in additional funding from the Joseph Rowntree Foundation for a project on parenting mixed heritage children starting in 2006, and
- taking further our user organisation involvement in disseminating our research through an ESRC Impact grant (see section 3). Major policy reviews based on our work in the areas of (i) children's school transitions; (ii) transnational families; and (iii) young people's transition to adulthood, have been posted on the Family and Parenting Institute website.

In addition, we took up invitations from research user organisations to sit on committees, working parties and forums. For example:

- Gingerbread asked us to provide a member of Group as a co-optee to their Board of Trustees in order to draw on our expertise on families and social capital;
- the Group is represented on Parentline Plus's Social Policy Forum which has the explicit aim of enhancing longer-term engagement between research knowledge and policy/practice;
- Group members were part of Demos's expert consultancy forum on their families and parenting research programme, and are providing further advice on their ethnicity and parenting research; and

- Group members participate in the Runnymede Trust's Forum on Racial Equality, forming a bridge between academic work and policy/practice.

Individual projects also had strong links with relevant user organisations and community groups, feeding into the research process and aiding in dissemination. Examples of this include the 'Time and Care' project's links with the Grandparents Association and Age Concern; the 'Italian Families' project's links with the Italian Women in London Group; the 'School Transitions' project's links with the National Secular Society and Living Streets organisations; and the 'Youth Transitions' project's links with the National Children's Bureau which produced a number of dissemination books and educational tools. The researcher supporting our theoretical synthesis also capitalised on links with the Institute of Ideas to organise a closing panel session for our 'Whither Social Capital' international conference (see section 3.1) and participated in a panel session at their Battle of Ideas conference.

Our website ([www.lsbu.ac.uk/families](http://www.lsbu.ac.uk/families)) played an important part in enabling contact from a range of interested users from local government and voluntary sector nationally and internationally. Links with non-academic research users and awareness of our work were also stimulated through the media, as discussed in the previous section. We responded promptly and thoroughly to enquiries and requests for information.

## 4.2 Impact on policy and practice

It is too early to discern the impact of our work, especially where it goes against the grain of current political received wisdom about family and community life. Nonetheless, we can point to some evidence that our work is of relevance and interest to users shaping policy and practice:

- Members of the Group had a variety of informal discussions with government researchers from ONS, the Home Office, and the Children and Young People Unit. The Group's work was noted in the 2001 Home Office Citizenship Survey Report (p.114). Members of the Group acted as advisors to ONS in their development of social capital measures specifically for children and young people, and are doing so for possible questions about sexuality in the next census.
- We published several influential policy-related reports associated with our programme of work, including Callender's work on full and part time higher education student finances for various government and other bodies, and Goulbourne's report on heritage and identity for the National Lottery Fund. We also provided oral and written briefings and presentations on our research to national and local government and associated agencies in response to requests, including:
  - Department of Work and Pensions
  - Home Office
  - House of Commons Education and Skills Select Committee
  - Office of the Deputy Prime Minister
  - Learning and Skills Development Agency
  - local Education Authorities
  - local Social Services
  - local NHS trusts.

Our membership of various external committees and working parties, helping to shape policy and practice, is noted in Annex D. For example, findings on cross-ethnic friendship from the 'School Transitions' project were requested by, and delivered to, the Department for Education and Skills Research Group, the House of Commons Education and Skills Select Committee, and the Commission on Community Cohesion.

- The findings from our project on 'Resource in Parenting' provided supportive evidence for the Parentline Plus report Parenting Behind Closed Doors (2005) which launched their 'Just Ask' information campaign.
- Callender was appointed as an academic advisor to a Department for Education and Skills Ministerial project concerned with narrowing the social class gap in achievement, specifically for input on the non-academic

factors affecting achievement, including social capital, informed by findings from the 'Higher Education' project.

#### Teaching:

We have also created opportunities for intellectual impact on policy and practice through linking our research into teaching on courses attended by current and future practitioners. For example, Group members teach sessions on LSBU's MSc in Social Research Methods, attended by practitioner post-graduate students from voluntary and statutory sectors, including education, health, housing, and social services; as well as sessions for the Graduate Training programme for teachers.

### 4.3 Indicative future impact

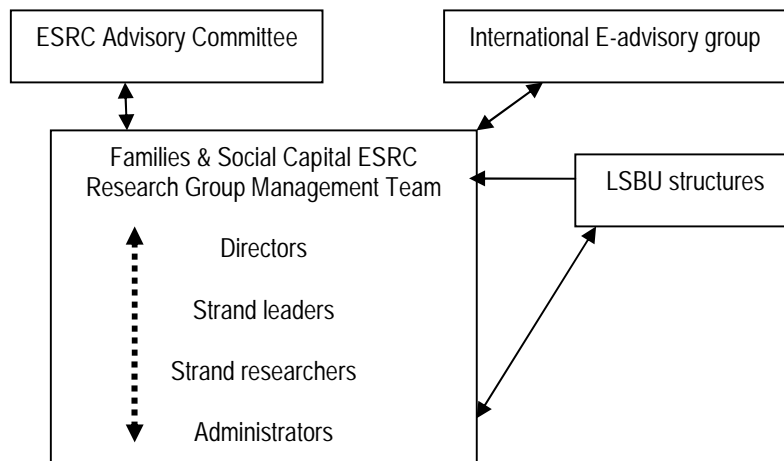
The impact of the Group's work is continuing beyond its funded life. Examples of potential policy and practice impacts after the end of our programme include communications with government ministers nationally and internationally. For example, Callender's continuing work on higher education student capitals includes upcoming oral presentations and evidence to parliamentary groups. Her Fulbright New Century Scholarship is a unique opportunity to further research she started under our Group programme, working alongside scholars and specialists in access and equity in higher education from across the globe, exploring the resources and policies that provide greater access to higher education, including social capital. We are also currently arranging a visit from the French Minister for Social Cohesion and Equality, who is interested in learning about parenting issues in the UK.

Our work is also feeding through to local government. For example, Reynolds' expertise in ethnicity and social capital is being drawn on by Lambeth Council, helping them undertake and develop locally relevant research to inform policy.

## 5. Management

### 5.1 Contribution of organisation of Group

The organisation of the Families & Social Capital ESRC Research Group is represented in the diagram below:



The structure built from individual projects, through strand coherence, to cross-programme synthesis and dissemination:

(1) Intellectual leadership was provided by directors to ensure coherence and clarity of direction. This was mainly achieved through internal dialogue meetings involving all members of the Group to ensure intellectual and substantive coherence across the whole programme (see section 2). These meetings were crucial in enhancing a sense of joint direction among Group members, generating a real sense of our collaborative direction and achievements, as well as events and joint publications as noted earlier.

(2) Strands of work were led to ensure collaboration between the researchers working on the empirical projects being undertaken in each. Strands held regular meetings to discuss progress towards their internal aims and progress on their specific projects; identify, develop and refine key concepts and foci; enhance the relationship between projects and develop synthesis across them. This process served to provide a firm base of coherence within strands, to then take forward cumulatively into integration across the Group as a whole (discussed in section 2.3). Strand leaders also held meetings with individual researchers to discuss the direction and progress of projects.

The management of the Group was facilitated by the support we had from our advisory groups:

(1) An Advisory Committee with 12 members drawn from business, government, voluntary and academic sectors (see Annex C), which met twice-yearly. They comprised a relatively stable group, with only two departures due to pressure of work. Members were kept up to date with developments through six-monthly reports and other updates. The Advisory Committee collectively provided advice to the Group, and individual members of the Committee also provided support to researchers and their projects. The Committee was important in the early and mid-stages of the Group in helping us to draw up strategies and actions, and discussing the direction of the Group's work; and in the latter stages in thinking about synthesising our work, identifying opportunities for dissemination, and providing advice in our efforts to secure further funding. The Chair of the Committee proved a supportive link between us and the ESRC, while other members provided opportunities for collaboration (for example, Silva and Edwards' working paper for the ESRC Research Methods programme, and links with the Family and Parenting Institute resulting in funding for an additional project from the Joseph Rowntree Foundation and an ESRC Impact grant). Several of our Advisory Committee were involved in our 'Diverse Britain' dissemination conference in 2006 as chairs or speakers.

(2) Our international e-advisory group comprised distinguished experts in the social capital field, such as Putnam and Woolcock, as well as others with expertise relevant to our work (see Annex C). This group of experts

was available for occasional consultation about particular theoretical, substantive and methodological aspects of our work, assisted us in reviewing our international strategy, and on visits to the UK contributed to our conferences and seminars.

The Group was managed and administered through:

(1) Our management team, which comprised directors, strand leaders, and a representative from the University's Research and Business Development Office to ensure links with administrative and financial structures. The team met on a monthly basis and was crucial in planning and assessing all aspects of the Group's work – finances, staffing matters, events, and the coherence of the research programme as discussed above. When appropriate, research staff were also invited to sit in on parts of the management team meetings so that they could contribute to specific items under discussion. This ensured feedback between the management team, strand leaders and their research teams. Links with LSBU's administrative and financial structures were also important in enabling us to monitor the Group's budget and make decisions on that basis.

(2) An administrator and research secretary provided support for management, research and activities. The appointment of excellent administrative support was key in aiding the Group's management team in implementing communication plans (including updating our website, issuing working papers and press releases); organising visits, meetings and publications; and maintaining resources (such as our library, database of contacts, and equipment). Support was also provided to research staff in undertaking visits, fieldwork, and so on. All of this was invaluable in contributing to the smooth running of the Group.

## 5.2 Group experience of funding mode

The Families & Social Capital ESRC Research Group has demonstrated to us, as well we hope to others, the added value provided through funding for a group programme of research where the whole is more than the sum of its parts. The Group provided a critical mass of complementary specialist knowledge, and allowed for shared divisions of labour and exchange of methodological skills within and across our strand structure. The stability of funding for researchers over a period enhanced our ability to develop young researchers in a supportive environment, developing research capacity over a sustained period. Although LSBU could not bridge all our contract researchers, the University has made strong efforts to ensure succession.

## 5.3 Benefits

The Families & Social Capital ESRC Research Group was the first Group funded in this way in a new university. Funding by the ESRC, and our activities as a Group, have raised the profile of new universities as a site for research excellence. Within the university, our Group provided the intellectual context for postgraduate studies and for visiting scholars. More broadly, being part of an ESRC Research Group has enabled us to 'speak' in a collectively louder voice than would be possible for individual researchers with individual projects. It provided us with an increased ability to engage in dialogue with other scholars, groups and organisations, to attract collaborators to a major programme of work, and to generate further funding. This was built on a strong sense of cohesive intellectual Group endeavour, with interdisciplinary cross-strand processes enabling the emergence of common themes, as discussed earlier.

## 5.4 Difficulties encountered

As is the case for several other similar ESRC investments, we had difficulty in sustaining the involvement of Advisory Committee members as a collectivity across the life of the Group. While the Panel set up by the ESRC to assess our proposal recommended that we hold more frequent meetings than the original twice-yearly plan, this was not sustainable. In the final year of the Group we were unable to convene a face-to-face Advisory Committee meeting, and replaced this with email circulation of material for comment. Nonetheless, individual members of the Committee were immensely supportive in various ways, providing advice on the progress of particular projects, the research programme as a whole, and about obtaining further funding, as noted above.

## Annex A: Outputs

### 1. Group publications January 2002 – December 2006

(Names in bold indicate publications while employed on Families & Social Capital ESRC Research Group programme)

#### Books:

- Carling, A., Duncan, S. and Edwards, R. (eds) (2002) *Analysing Families: Morality and Rationality in Policy and Practice*, RoutledgeFalmer
- Edwards, R. (ed.) (2002) *Children, Home and School: Resistance, Autonomy or Connection?*, RoutledgeFalmer
- Edwards, R., Franklin, J. and Holland, J. (eds) (2006) *Assessing Social Policy: Concept, Policy and Practice*, Newcastle: Cambridge Scholars Press.
- Edwards, R., Hadfield, L., Lucey, H. and Mauthner, M. (2006) *Sibling Identity and Relationships: Sisters and Brothers*, Abingdon: Routledge
- Gillies, V. (2006) *Marginalised Mothers: Exploring Working Class Parenting*, London: Routledge
- Goldberg, D.T. and Solomos, J. (eds) (2002) *A Companion to Racial and Ethnic Studies*, Blackwell
- Goulbourne, H. (2002) *Caribbean Transnational Experience*, London and Kingston: Pluto and Arawrak.
- Gray, A. (2004) *Unsocial Europe: Social Protection or Flexploitation*, London: Pluto
- Holland, J., Ramazanoglu, C., Sharpe, S. and Thomson, R. (2004) *The Male in the Head: Young People, Heterosexuality and Power*, London: The Tufnell Press (2<sup>nd</sup> edn)
- Murji, K. and Solomos, J. (eds) (2005) *Racialisation Studies in Theory and Practice*, Oxford: Oxford University Press
- Ramazanoglu, C. with Holland, J. (2002) *Feminist Methodology: Challenges and Choices*, Sage
- Ribbens McCarthy, J., Edwards, R. and Gillies, V. (2003) *Making Families: Moral Tales of Parenting and Step-parenting*, Durham: sociologypress
- Reynolds, T. (2005) *Caribbean Mothering: Identity and Childrearing in the UK*, London: The Tufnell Press
- Solomos, J. (2003) (3<sup>rd</sup> edn) *Race and Racism in Britain*, Basingstoke: Palgrave Macmillan
- Solomos, J. and Bulmer, M. (eds) (2004) *Researching Race and Racism*, London: Routledge
- Weeks, J. (2003) (2<sup>nd</sup> edn) *Sexuality*, London: Routledge
- Weeks, J., Holland, J. and Waites, M. (eds) (2003) *Sexualities and Society*, Cambridge: Polity Press

#### Book chapters/entries:

- Allred, P., David, M. and Edwards, R. (2002) 'Minding the gap: children and young people negotiating the relationship between home and school', in R. Edwards (ed.) *Children, Home and School: Resistance, Autonomy or Connection?*, RoutledgeFalmer
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- Reynolds, T., Callender, C. and Edwards, R. (2003) 'The impact of mothers' employment on family

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- Callender, C. (2003) 'The changing nature of student financial support in the UK and its consequences for widening participation', keynote paper presented at University of Turin, 9 May
- Callender, C. (2004) 'Student financial support in Britain', Heinrich Boell Foundation seminar, Berlin, 26 January
- Callender, C. (2004) 'Student funding in Britain', Student Loans Convention, University of Milan, 24 March
- Callender, C. (2005) 'Student funding in Britain', keynote speaker, Annual Conference of the Canadian Federation of Students, Toronto, Canada, 21 January
- Callender, C. (2005) 'Reforming student funding in HE: the British experience', keynote speaker, Ontario Confederation of University Faculty Associations conference, Toronto, Canada, 22 January
- Callender, C. (2005) 'Fair student funding policies or a threat to widening participation? The reforms of student funding in Britain', keynote speaker, European Access Network Annual Conference, University of Vienna, 7 July
- Callender, C. (2006) 'Student funding in England', Worldwide Perspectives on Financial Assistance Policies: Searing Relevance to Future Policy Reform for Japanese Higher Education seminar, The Task Force for International Comparative Studies of Financial Assistance Policies, The Ministry of Education, Culture, Sports, Science and Technology, and The Centre for Research Development of Higher Education, University of Tokyo, Japan, 6 December
- Edwards, R. (2004) 'Wrap up and summary', International Conference on Social Capital, Its Relevance and Implications for Local Communities, University of Belgrade, 23 October
- Edwards, R. and Alexander, C. (2004) 'Accessing services with interpreters: user views', Critical Link 4 Interpreting in the Community International Conference, University of Stockholm, 22 May
- Gillies, V. (2004) 'Parenting and social capital: accessing help and support from informal social networks', International Conference on Social Capital, Its Relevance and Implications for Local Communities, University of Belgrade, 23 October
- Gillies, V., Harden, A., Johnson, K., Reavey, P., Strange, V. and Willig, C. (2003) 'Painting pictures of embodied experience: the use of non-linguistic data in the study of embodiment', paper presented at the International Society of Critical Health Psychology conference, Takapuna, Auckland, New Zealand, 10-12 April
- Gordon, T. and Holland, J. (2003) 'Nation space: Constructions of citizenship and difference in schools', paper presented at the European Sociological Association conference, Murcia, 23-26 September
- Gordon, T., Holland, J. and Lahelma, E. (2005) 'Temporal and spatial relations in teachers' day at school', European Sociological Association conference, Torun, Poland, 8 September
- Gordon, T., Holland, J., Lahelma, E. and Thomson, R. (2003) 'Young female citizens in education: resources, agency and emotions', paper presented at the European Sociological Association conference, Murcia, 23-26 September
- Goulbourne, H. (2002) 'Race, ethnicity and integration in the trans-Atlantic world', paper presented to the Second International Conference on Post-Slavery Society in Europe and N. America, Middlebury College, Vermont, USA, 28 February – 2 March
- Goulbourne, H. (2002) 'Questions of theory, definition, purpose', paper presented at International Conference on Caribbeans in Europe and N. America, MSH/CNRS, Paris, France, 19-21 June
- Goulbourne, H. (2006) 'Forced and free Caribbean migration: an understanding of modern diasporas', keynote address to international conference on Caribbean Migration: Forced and Free, University of the West Indies, Mona, Jamaica, 12-14 June
- Gray, A. (2003) 'The changing availability of grandparents as carers and its implications for childcare policy in the UK', paper presented at the European Sociological Association conference, Murcia, 27 September
- Gray, A. (2004) 'Towards a time economy of parenting', International Association for Time Use Research Conference, Rome, 8-10 October
- Gray, A. (2005) 'Minima sociaux et condition salariale en Europe', European Conference on the Development of Work and Employment, Centre d'Etudes de Formation et de Recherche en Sciences Sociales,



- Université de Picardie Jules Verne, Amiens, France, 8 July
- Holland, J. (2003) 'Hindsight, foresight and insight: analysing and interpreting longitudinal qualitative data', plenary paper presented at Reflexive Methodologies: Interviewing Revisited conference, Helsinki Collegium for Advanced Studies, University of Helsinki, 30-31 October
- Mand, K. (2003) 'Women and migration at the end stages', paper presented at the International Conference on Women and Migration in Asia, New Dehli, 4 August
- Mand, K. (2004) 'Social capital, migration and transnational families', Face to Face: Connecting Distance and Proximity, 8<sup>th</sup> Biennial European Association of Social Anthropology Conference, Vienna, 8-12 September
- Reynolds, T. (2002) 'Black British feminism within an international context', paper presented at the Caribbean Feminism conference, University of West Indies, Barbados, 24 June
- Reynolds, T. (2003) 'Caribbean mothering in the UK: Childrearing and maternal practices in resisting racism', paper presented at the Routes and Roots: Caribbean Studies Association 28<sup>th</sup> annual conference, Belize City, 26-30 May
- Reynolds, T. (2004) 'Caribbean young people's diasporic identities', Jamaican Association of Young Rotarians (Rotoracts) Annual Conference, Kingston, Jamaica, 16 May
- Reynolds, T. (2004) 'The Caribbean family and social capital: exploring the links', Caribbean Studies Association Annual Conference, St Kitts and Nevis, 1-5 June
- Reynolds, T. (2004) 'Young people, social capital and Caribbean transnational family relationships', Face to Face: Connecting Distance and Proximity, 8<sup>th</sup> Biennial European Association of Social Anthropology Conference, Vienna, 8-12 September
- Reynolds, T. (2006) 'Parenting and childrearing by Caribbean mothers in the UK', Childrearing Research in the Caribbean conference, Fort Young Hotel, Roseau, Dominica, 25-28 May
- Solomos, J. (2003) 'Feeling at home: foreign populations and their integration', paper presented at the SISWO in co-operation with the Dutch Ministry of Social Affairs and Employment conference, The Hague, 11 June
- Solomos, J. (2004) 'Race, community and multicultural political in contemporary Britain', World Congress on Human Movements and Immigration: A Challenge for the 21<sup>st</sup> Century Conference, Barcelona, 2-5 September
- Thomson, R. and Holland, J. (2003) 'Thanks for the memory: Memory books as a methodological resource in biographical research', paper presented at the European Sociological Association conference, Murcia, 23-26 September
- Weeks, J. (2002) 'Living with sexual diversity', key note paper presented at Sex and Society: History, Politics, Intimacy Conference, University of Sydney, 29 February
- Weeks, J. (2003) 'Same sex intimacies', plenary paper presented at the German Society for Sex Research annual conference, Hamburg, 25-28 September
- Weeks, J. (2006) 'A Very British compromise? Civil partnerships, liberalism by stealth and the fallacies of neo-liberalism', International Conference on 'What Gay Marriage does to Norms: Legal Recognition of Queer Couples and Families and Research in the Social Sciences', Ecole Normale Supérieure, Paris, 13-14 December
- Weller, S. and Bruegel, I. (2004) 'Children's friendships: the impact of diversity on social capital development', The Future of Family: Decomposition or Recomposition? The Social Capital Foundation Spring Conference, Brussels, 11-13 May
- Zontini, E. (2003) 'Migracion, genero y politica de la identidad: una perspectiva sureuropea' (Migration, gender and the politics of identity: a Southern European perspective), paper presented at the Immigration, Gender and Urban Space: The Challenge of Diversity conference, Barcelona, 21-25 July
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- Bruegel, I. (2002) 'Locality and gender: spatial entrapment revisited', paper presented to Gender, Ethnicity and Place Conference, University of Greenwich, 8 February

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- Bruegel, I. (2005) 'Diversity, social capital and children's friendship', The Future of Multicultural Britain conference, Roehampton University, 14-16 July
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- Caballero, C., Edwards, R. and Smith, D. (2006) 'Cultures of mixing: parents from different racial, ethnic and/or faith backgrounds', Happy Families? Family and Parenting Institute Parent-Child 2006 conference, New Connaught Rooms, London, 14 November
- Callender, C. (2002) 'Changing student funding', paper presented to Heads of Department Annual Conference, British Sociological Association, Bradford, 19 January
- Callender, C. (2002) 'Widening participation in higher education', paper presented to Launch Conference of Unite/Mori Student Living Report, London, 31 January
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- Callender, C. (2002) 'First class or economy higher education?', with Margaret Hodge, AUT, NATFE and NUS sponsored fringe meeting at the Labour Party Conference, 1 October
- Callender, C. (2003) 'The White Paper – the Future of Higher Education and student funding', keynote address to the National Conference of University Professors, Kings College, London, 22 May
- Callender, C. (2003) 'The impact of term-time employment on students' studies', keynote address to the Association of Managers of Student Services in Higher Education conference, Chester, 2 July
- Callender, C. (2003) 'Student funding, term-time work and the student experience', keynote address to the National Association of Student Employment Services conference, Derby, 3 July
- Callender, C. (2003) 'Student funding: The dilemmas ahead', paper presented at the Social Policy Association annual conference, Teeside University, 16 July
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- Callender, C. (2004) 'The reform of student funding: shifting the financial burden', Forum for the Advancement of Continuing Education (FACE) Annual Conference, University of Portsmouth, 1 July
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- Callender, C. (2005) 'Wither social justice: the reform of student financial support', keynote speaker, Aim Higher conference, Basingstoke, 13 April
- Callender, C. (2006) 'Part-time students: the forgotten thousands', keynote speaker, Universities Association for Lifelong Learning annual conference, Warwick University, 27 March
- Callender, C. (2006) 'The market for part-time HE – trends, issues and projections', keynote speaker, Higher Education Futures, The Knowledge Partnership Spring Conference, Cambridge University, 4 April
- Callender, C. (2006) 'FE students, tuition fees and the new skills strategy', Paying for Learning Conference, Cabinet War Rooms, London, 10 May
- Callender, C. (2006) 'Family, social capital and higher education', Diverse Britain: Social Practice and Social Policy conference, Families & Social Capital ESRC Research Group, London South Bank University, 8 September
- Callender, C. (2006) 'Understanding the markets for part-time education', keynote speaker, 2<sup>nd</sup> Annual Conference on Part-Time Study in Higher Education: Frameworks for the Future, London, 26 October
- Cheong, P., Edwards, R., Goubourne, H. and Solomos, J. (2005) 'Immigration, social cohesion and social capital: a critical review', Whither Social Capital? Past, Present and Future conference, London South Bank University, 6-7 April

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- Duncan, S. and Edwards, R. (2003) 'Mothers, child care and employment: policies and values', invited paper presented at the Women and Enterprise: Making Waves international conference, Hilton Brighton West Pier Hotel, 6 November
- Edwards, R. (2003) 'Families and social capital debates', paper presented at British Sociological Association annual conference, University of York, 11-13 April
- Edwards, R. (2004) 'Support in parenting: norms concerning who to turn to', Parent-Child 2004 Conference, Queen Elizabeth II Conference Centre, London, 17 June
- Edwards, R. (2006) 'Families and social capital: an overview', Diverse Britain: Social Policy and Social Practice conference, London South Bank University, 8 September
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- Edwards, R. (2006) 'Families and households', A/AS Level Student Conference, City Temple, London, 13 November
- Edwards, R., Ribbens McCarthy, J. and Gillies, V. (2002) 'Making families: Adult/Child morality and fairness in parenting and step-parenting', paper presented at Demoralisation, Authority and Power Conference, Cardiff University, 6 April
- Gillies, V. (2003) 'Meeting parents' needs? Discourses of 'support' and 'inclusion' in family policy', paper presented at the British Sociological Association annual conference, University of York, 11-13 April
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- Gillies, V. (2005) 'Working class mothers and school life: exploring the role of emotional capital', Gender and Education 5<sup>th</sup> Annual Conference, Cardiff University, 30 March
- Gillies, V. (2006) 'Resources in parenting: access to capitals', Diverse Britain: Social Practice and Social Policy conference, Families & Social Capital ESRC Research Group, London South Bank University, 8 September
- Goulbourne, H. (2004) 'Caribbean transnational experiences: creating new identities', The Construction of Minority Ethnic Identities in Britain and France Conference (British Academy/L'Institut Francais du Royaume-Uni/Leverhulme), University of Bristol, 17-18 September
- Gray, A. (2004) 'The long hours culture: its effects on families and communities', Work-Life Balance Across the Lifecourse Conference, University of Edinburgh, 30 June – 2 July
- Gray, A. (2004) 'Intersecting inequalities: income, time and social capital', Work, Employment and Society Conference, UMIST, Manchester, 1-3 September
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- Holland, J. (2002) 'Competence, recognition and investment: A biographical approach to understanding youth Citizenship', paper presented to the Young People 2002 Conference, Keele University, 22-24 June
- Holland, J. (2005) 'Fragmented youth: social capital in biographical context in young people's lives', Whither Social Capital? Past, Present and Future conference, London South Bank University, 6-7 April
- Holland, J. (2005) 'Inventing adulthoods: making the most of what you have', Anglo-Finnish Conference on Social Capital, Finnish Institute, London, 10-11 October
- Holland, J. (2006) 'Intimacy and social capital overview', Diverse Britain: Social Practice and Social Policy, London South Bank University, 8 September
- Holland, J. (2006) 'Inventing adulthoods: a biographical approach to youth transitions', Diverse Britain: Social Practice and Social Policy, London South Bank University, 8 September
- Holland, J. and Neale, B. (2005) 'Time, numbers and narratives: iterative strategies for integrating qualitative and quantitative perspectives in longitudinal research', ESRC Research Methods Programme conference:

- Mixed Methods: Identifying the Issues, University of Manchester, 26-27 October
- Holland, J. and Thomson, R. (2004) 'Study into the feasibility of a possible qualitative longitudinal study', ESRC Research Methods Festival, St. Catherine's College, Oxford, 1-3 July
- Holland, J. and Thomson, R. (2005) 'Working it out: the place of labour in young people's biographies', British Sociological Association annual conference, 22 March
- Lucey, H. (2003) 'Sibling practices: Children's understandings and experiences', Young People, Social Capital and Empowerment conference, University of Strathclyde, 15 September
- Mand, K. (2006) 'New destinations and different routes: exploring South Asian migration to Europe', British Association of South Asian Studies conference, Birkbeck University, 20 April
- McAuley, R. (2003) 'Subcultures and social capital', paper presented to the British Society of Criminology conference, University of Wales, Bangor, 24 July
- Reynolds, T. (2002) 'Black fathers, family and identity', paper presented to the conference on Including the Excluded: Black Men, Black Masculinity and Social Exclusion, Goldsmiths College, London, 17 October
- Reynolds, T. (2003) 'Families, social capital and Caribbean young people's diasporic identities', paper presented at the Young People, Social Capital and Empowerment conference, University of Strathclyde, 11-14 September
- Reynolds, T. (2006) 'Transnational families in the (re)making ethnic identity of Caribbean young people in the UK', Diverse Britain: Social Practice and Social Policy, Families & Social Capital ESRC Research Group conference, London South Bank University, 8 September
- Reynolds, T. (2006) 'Judged by the company you keep: friendship networks, social capital and ethnic identity of Caribbean young people in Britain', Youth and Social Capital conference, London Finnish Institute, 13 October
- Reynolds, T. and Zontini, E. (2006) 'Transnational caring relationships across Caribbean and Italian families', British Sociological Association Annual Conference, Harrogate conference centre, 21-23 April
- Ribbens McCarthy, J., Edwards, R. and Gillies, V. (2003) 'Sauce for the goose? Fairness, rights and obligations for fathers and step-fathers', paper presented at the Father Figures: Gender and Patriarchy in the Modern Age, Liverpool John Moores University, 30 June-2 July
- Solomos, J. (2002) 'Changing research agendas on race and ethnicity', paper presented at Conference on Race, Racism, Ethnicity: Changing Research Agendas, Goldsmiths College, London, 23 November
- Solomos, J. (2003) 'Race, multiculturalism and the state', paper presented at the panel of the Political Studies Association conference, University of Leicester, 15-17 April
- Solomos, J. (2003) 'Race and racialisation: changing research agendas', paper presented at Conference on Jews and Racialisation in Britain, Institute for Jewish Policy Research, 1 July
- Solomos, J. (2004) 'Challenge of national unity and diversity' panel, 'The Changing Contexts of Migration' Launch Conference for ESRC Centre of Migration, Policy and Society, St. Antony's College, University of Oxford, 5-6 July
- Solomos, J. (2004) 'Multiculturalism, racism and citizenship: conceptual, policy and political dilemmas', Racist Future Conference, BSA Race and Ethnicity Study Group, University of Leeds, 10 September
- Solomos, J. (2005) 'The present and future of British sociology', panel discussant, LSE Sociology's One-Hundredth Anniversary Celebration Conference, 13 May
- Solomos, J. (2005) 'Race, community and multicultural politics in contemporary Britain', Conference on Ethnicity and Culture in the Global City, University of Birmingham, 25-26 July
- Solomos, J. with L. Back, M. Keith, A. Kahn and K. Shukra, (2002) 'Race, community and multicultural politics: local and national forms of political mobilisation', paper presented to Panel of the BSA Annual Conference, University of Leicester, 27-29 March
- Thomson, R. (2002) 'Young people, social change and the negotiation of moral authority', paper presented at the Demoralisation, Authority and Power Conference, Cardiff University, 6 April
- Thomson, R. and Holland, J. (2002) 'Making the most of what you've got: resources, values and inequalities in young people's transitions to adulthood', Youth Citizenship and Social Change: The European Context conference, Brighton, 7-8 March
- Warren, S. (2002) 'Local 'white' identities within the context of reflexively organised biographies', paper presented at Young People 2002: Research, Practice and Policy Conference, University of Keele, 22-25 July
- Warren, S. (2002) 'Resilience and refusal – African-Caribbean students' responses to school exclusions', paper

- presented to the British Sociological Association conference, University of Leicester, 25-27 March
- Weeks, J. (2002) 'Globalisation and sexual rights', paper presented to the Globalisation, Sustainability, Education: Exploring the Dynamics, Making the Connections Conference, South Bank University, 6 April
- Weeks, J. (2003) 'Connected lives', plenary lecture presented at the Sexualities, Cultures and Identities conference, University of Newcastle upon Tyne, 17 January
- Weeks, J. (2003) 'Forgetting Foucault?', plenary paper presented at the Sexuality After Foucault conference, Manchester University, 28-30 November
- Weeks, J. (2003) 'The friendship ethic', panel paper presented at the Sexuality After Foucault conference, Manchester University, 28-30 November
- Weeks, J. (2004) 'Learning to live with sexual diversity', European Sexology Conference, Brighton, 13 May
- Weeks, J. (2006) 'From the margins to the centre?', keynote address, Sexualities in Social Work and Social Care Conference, London South Bank University, 20 October
- Weller, S. (2005) 'Skateboarding alone? Making social capital discourse relevant to young teenagers' lives', Whither Social Capital? Past, Present and Future conference, London South Bank University, 6-7 April
- Weller, S. (2005) 'New geographies and new networks: increasing independence and the move to secondary school', Emerging Issues in Geographies of Children and Youth conference, Brunel University, 23-24 June
- Weller, S. (2006) 'Locality, school and social capital', Diverse Britain: Social Practice and Social Policy conference, London South Bank University, 8 September
- Weller, S. and Bruegel, I. (2006) 'Children's place in the development of neighbourhood social capital: the experiences of 11-13 year-olds living in urban and suburban areas', Institute of British Geographers Annual Conference, Royal Geographical Society, 30 August–1 September
- Weller, S. and Mand, K. (2006) 'Ambiguous positions and working in our "own" community', Multicultural Britain: From Anti-Racism to Identity Politics to ...? Conference, Roehampton University, 14-15 June
- Zontini, E. (2005) 'Ethnicity and social capital: care and reciprocity in transnational Italian families', Whither Social Capital? Past, Present and Future conference, London South Bank University, 6-7 April
- Zontini, E. (2006) 'Solidarity and reciprocity across boundaries: exploring the positive and negative sides of Italians' family and ethnic social capital', Diverse Britain: Social Practice and Social Policy conference, Families & Social Capital ESRC Research Group, London South Bank University, 8 September
- Zontini, E. (2006) 'Growing old in a transnational social field: making sense of cultural and social change between home and host communities', 9<sup>th</sup> Biennial Conference of the European Association of Social Anthropologists (EASA), Bristol, 18-21 September

### Seminars/workshops/public lectures:

#### Overseas:

- Bruegel, I. (2006) 'Family and ethnicity in exile', Czech Institute of History, Hustopece, Moravia, 13 September
- Bruegel, I. (2006) 'Gender restructuring', EU seminar, Valencia, Spain, 7 November
- Bruegel, I. (2006) 'Identity and anti-facism in Czech lands 1933-47', Czech Institute of History, Usti, Bohemia
- Callender, C. (2004) 'Student financial support in Britain: policy contradictions', University of Monash seminar, 28 May
- Callender, C. (2004) 'Changing student funding: lessons from Britain', Centre for Public Policy seminar, University of Melbourne, 28 May
- Callender, C. (2004) 'The impact of tuition fees and financial assistance on access to HE in Britain', Douro4 seminar on Cost-sharing and Accessibility With Respect to Higher Education in Mature Economies, Portugal, 3-5 October
- Callender, C. (2006) 'The reforms of student funding in Britain', Center for the Study of Higher Education, Pennsylvania State University, USA, 5 October
- Callender, C. (2006) 'Changing student finances – lessons from Britain', Graduate School of Education, The State University of New York at Buffalo, USA, 11 October
- Callender, C. (2006) 'Policy exercise workshop for policy formation', University of Tokyo, Japan, 7 December
- Edwards, R. (2005) 'Gender and generation in studying social capital, and the concerns of the Families & Social Capital ESRC Research Group', Sosial og Kulturell Kapital seminar, NOVA, Oslo, Norway, 16-17 March
- Edwards, R. (2005) 'Social capital, families and care', 5<sup>th</sup> EU Framework 'Formal and Informal Work in Europe'

- International Workshop, University of Hamburg, 27-28 May
- Edwards, R. (2006) 'Siblings, social capital and local communities', Social Capital Among Young Citizens workshop, Norwegian Centre for Child Research, NTNU, Trondheim, 30 March
- Evereti, V. (2003) 'Ethnicity and social capital in Greek and Greek Cypriot communities in the UK and USA', paper given at University of Connecticut, 30 October
- Gillies, V. (2004) 'Resources in parenting: exploring social and other capitals', invited seminar at Royal Melbourne Institute of Technology, 6 December
- Gillies, V. (2004) 'Resources in parenting: exploring social and other capitals', invited seminar at the Centre for the Study of Health and Society, Melbourne University, 7 December
- Gillies, V. (2004) 'Resources in parenting: exploring social and other capitals', invited seminar at the Centre for Child and Family Policy Research, Auckland University, New Zealand, 16 December
- Goulbourne, H. (2002) 'The meaning of a Caribbean diaspora in Europe' paper presented to MSH/CNRS seminar on Study of Diasporas, MSH/CNRS, Bordeaux, France, 3-5 April
- Goulbourne, H. (2003) 'The research environment in the UK today', paper given at Wayne State University seminar, Detroit, 17 February
- Goulbourne, H. (2003) 'The presence of Caribbean and other ethnic and racial minorities in the UK and Europe', paper given at Wayne State University seminar, Detroit, 18 February
- Goulbourne, H. (2003) 'African and Caribbean engagement with the political in Britain', paper presented at Une culture contre le politique? Experiences afro-américaines de la (non?)production d'un ordre politique international symposium, CERI/Sciences Politiques, Paris, 16 June
- Goulbourne, H. (2006) 'The African Diaspora: the European dimension', Indiana University – Purdue University, Indianapolis, Ohio, 21-22 April
- Gray, A. (2004) 'Time resources, social capital and childcare', European Social Research Consortium Summer School on Social Capital, University of Trento, August 21-18
- Gray, A. (2005) 'Unsocial Europe: the future of the European model in the face of globalisation', CIDEL (Citizenship and Democratic Legitimacy in Europe) Network, Stockholm University, 11 June
- Gray, A. (2005) 'Unsocial Europe: the future of the European model in the face of globalisation', ARENA seminar, European Studies Institute, University of Oslo, 13 September
- Holland, J. (2003) 'Families and social capital: basis for an investigation', paper given at Sociology Department seminar, University of Helsinki, 28 October
- Holland, J. (2004) 'Emotions and research', public lecture, Collegium for Advanced Studies, University of Helsinki, 21 October
- Holland, J. (2005) 'Young people and social capital', Sosial og Kulturell Kapital seminar, NOVA, Oslo, Norway, 16-17 March
- Holland, J. (2006) 'Feminist methodology and research practice', Graduate Institute of Gender Studies, Kaohsiung Medical University, 6 January
- Holland, J. (2006) 'Young people, identity, relationships and sexuality in turbulent times', Graduate Institute of Gender Studies, Kaohsiung Medical University, 7 January
- Holland, J. (2006) 'Youth values and transitions: longitudinal insights', Graduate Institute of Gender Studies, Kaohsiung Medical University, 8 January
- Holland, J. (2006) 'Reflections on feminist research and practice: a biographical interlude', Helsinki Collegium for Advanced Studies, University of Helsinki, 27 March
- Holland, J. (2006) 'Transitions and transmissions: young people and social capital in biographical context', Workshop 5: WELLCHI coordination action seminar, Goteborg University, 13-14 September
- Holland, J. (2006) 'Transitions and transmissions: young people and inequality', Cultural and Feminist Research in Education seminar, University of Helsinki, 6 October
- Solomos, J. and Small, S. (2004) 'Race, immigration and politics in Britain: changing policy agendas and conceptual paradigms 1940s-2000s', Workshop on Cultures of Scholarship and Public Policy on Immigrants and Minorities, Maison de Sciences de L'Homme, 18-19 June
- Thomson, R. (2002) Lecture on doctoral course: 'Time and biography: research course on biographical and longitudinal methods in the social sciences', University of Bergen, Norway, 6 December
- Weeks, J. (2002) 'Same sex intimacies and families of choice', public lecture presented at University of Sydney, 27 February

- Weeks, J. (2004) 'Same sex intimacies', public lecture, Trinity College Dublin, 12 February
- Weeks, J. (2004) 'The rights and wrongs of sexuality', Centre for Gender and Women's Studies seminar, Trinity College Dublin, 13 February
- Weeks, J. (2004) 'The world we have gained', public lecture, University College Dublin, 20 October
- Weeks, J. (2005) 'Families of choice across the life course', (Un)Equal Opportunities Across the Life Course seminar, Policy Research Centre on Equal Opportunities, Universities of Antwerp and Hasselt, 12-13 May
- Weeks, J. (2006) 'The future of sexuality revisited', paper presented at the Summer Institute on Sexuality, Culture and Society, University of Amsterdam, 4 July
- Weeks, J. (2006) 'Sexualities on the move', paper presented at UIMP, Santander, 2 August
- Weller, S. (2005) 'Friends, families and schools: children's social capital during the transition to secondary school', GESWAT seminar, Brunel University, 14 November
- National:
- Bruegel, I. (2003) 'Distinguishing voluntary from involuntary retirement using large datasets', paper given at Working Lives Institute seminar, London Metropolitan University, 25 September
- Bruegel, I. (2003) 'What is feminist about social capital?', paper given at the Women and Social Capital seminar, Families & Social Capital ESRC Research Group, London South Bank University, 25 November
- Bruegel, I. (2006) 'Placing family history within the Central European historical context', Belsize Park German Refugee Studies Group, London, 6 February
- Bruegel, I. (2006) 'Social capital, diversity and education policy', AERS ESRC seminar series, University of Edinburgh
- Callender, C. (2002) 'Student finances: Policy contradictions', paper presented to the All Party Parliamentary University Group, House of Lords, Westminster, 22 April
- Callender, C. (2002) 'Students studying in London – their finances', paper presented to Mayor of London and Cabinet, Greater London Authority, 30 May
- Callender, C. (2002) 'Students studying in London – the policy challenges', paper presented at symposium on The Future of Higher Education, London University of London Union, Portcullis House, Westminster, 28
- Callender, C. (2002) 'The impact of debt on participation in HE', paper presented to Universities UK Main Committee, 6 December
- Callender, C. (2003) 'Top up fees', presentation to All-Parliamentary Group for Social Science and Policy, House of Commons, ESRC Social Science Week, 25 June
- Callender, C. (2003) 'Widening access to higher education: student funding and social justice', presentation to Catalyst, House of Commons, 9 December
- Callender, C. (2004) 'What can research tell us about student finances and debt?', presentation, House of Commons, London, 14 January
- Callender, C. (2004) 'Student funding: gender issues', Women's Budget Group, London, 25 February
- Callender, C. (2004) 'Changing student finances: policy dilemmas', Institute of Education seminar, University of London, 29 March
- Callender, C. (2004) 'Student funding and finances: the challenges ahead', University College London seminar, 20 May
- Callender, C. (2004) 'Changing student finances: a threat to widening participation?', Nuffield College seminar, Oxford, 26 May
- Callender, C. (2004) 'Student hardship and gaps in the provision of student financial support', Elizabeth Nuffield Foundation seminar, London, 15 July
- Callender, C. (2004) 'The commodification of education: the case of student funding', National Union of Students Annual Convention, University of Leeds, 22 July
- Callender, C. (2005) 'The changing world of student finances', presentation to delegation of Dutch Vice Chancellors, 12 May
- Callender, C. (2005) 'HE student term-term jobs and their impact on academic attainment', presentation to Uniaid breakfast meeting, 1 December
- Callender, C. (2006) 'Term-time employment and its impact on the academic attainment of full-time students', House of Commons, Portcullis House, 15 February
- Callender, C. (2006) 'Part-time studying in HE in Wales: results from a survey of students' attitudes and



- experiences of part-time study and its costs', Graham Review on Part-time Study in Wales, Cardiff, 23 February
- Callender, C. (2006) 'Part-time students: a fair system of student support?', Nuffield Education seminar series, Nuffield Foundation, London, 22 June
- Callender, C. (2006) 'The skills strategy, tuition fees and paying for learning in FE', Elizabeth Nuffield Education Fund Committee, Nuffield, London, 5 July
- Callender, C. (2006) 'FE students, tuition fees and the new skills strategy', Paying for Learning – What Next? Seminar, Institute of Public Policy Research/CfBT, London, 5 September
- Callender, C. (2006) 'Student funding: key issues and challenges', Research Higher Education Policy and Social Justice seminar, SRHE Policy Network, London, 24 October
- Callender, C. (2006) 'Funding part-time study: the forgotten students', Universities UK, House of Commons, London, 26 October
- Callender, C. (2006) 'Funding part-time students – the hidden issue', BSA/SRHE Student Experience Study Group seminar, University of West of England, 31 October
- Callender, C. and Wilkinson, D. (2004) 'Results from the 2002/3 Student Income and Expenditure Survey', Policy Studies Institute, London, 15 January
- Callender, C. and Wilkinson, D. (2004) '2002/3 Student Income and Expenditure Survey: lessons for policy', University of Westminster seminar, 17 February
- Edwards, R. (2002) 'Creating "stability" for children in step-families: Time and substance in parenting', paper presented to Centre for Research on Families and Relationships, University of Edinburgh, 2 May
- Edwards, R. (2003) 'Families and social capital', paper given at Centre for Family and Household Research seminar, Oxford Brookes University, 27 February
- Edwards, R. (2003) 'Families and social capital debates', paper given at Centre for Research on the Wider Benefits of Learning seminar, Institute of Education, London, 11 June
- Edwards, R. (2003) 'Negotiations between home and school: children's perspectives', paper given at Children's Participation in Educational Processes seminar, Institute of Education, London, 15 October
- Edwards, R. (2005) 'Gender, generation and timescapes in studying social capital', Department of Sociology seminar, University of Plymouth, 20 October
- Edwards, R. (2006) 'Gender and generation in studying social capital', Social Capital Seminar Series, Roehampton University, 23 February
- Edwards, R. (2006) 'Siblings, social capital and local communities', Intimacy and the Ambiguities of Social Capital seminar, Families & Social Capital ESRC Research Group, London South Bank University, 7 July
- Edwards, R. (2006) 'Sibling identity and relationships', Bedford Group for Lifecourse and Statistical Studies, Institute of Education, London, 29 November
- Edwards, R. and Alexander, C. (2005) 'Access to services with interpreters: user views', North Central London Sector NHS Racial Equality Leads meeting, Victory House, London, 17 January
- Edwards, R., Bruegel, I., Callender, C., Goulbourne, H. and Holland, J. (2005) 'Families, communities and social capital building' presentation to four MPs from Victorian Parliament Outer Suburban/Interface Services and Development Committee of the Victoria Parliament (Australia), 8 November
- Edwards, R. and Gillies, V. (2004) 'Resources in parenting: rationale and practice of a mixed methodology', seminar 5: Combining qualitative and quantitative approaches in family research, ESRC seminar series on Knowing Families, University of Leeds, 19 March
- Edwards, R. and Gillies, V. (2004) 'Resources in parent project: aims, methodology and findings', Families & Social Capital ESRC Research Group seminar, London South Bank University, 13 May
- Edwards, R. and Holland, J. (2002) 'The Families & Social Capital research programme', paper presented to the launch of the Families & Social Capital ESRC Research Group, South Bank University, 21 January
- Edwards, R. and Holland, J. (2002) 'Families & Social Capital ESRC Research Group', paper presented to the Faculty of Humanities and Social Science, South Bank University, 20 February
- Edwards, R. and Holland, J. (2003) 'Families and social capital: Inventing Adulthoods', paper given at Social Capital seminar series, St. John's College, Cambridge University, 20 May
- Edwards, R. and Holland, J. (2003) 'Families and social capital, and youth transitions', paper given at Social Capital seminar series, Kings College, London, 8 October



- Edwards, R. and Lucey, H. (2004) 'Psycho-social perspectives on research on siblings: children and young people', Family Work With Siblings Training Day, Worcester Mental Health Partnership NHS Trust, Sixways Training Centre, Worcester, 14 September
- Edwards, R. and Temple, B. (2002) 'Limited exchanges: existing approaches to involving people who do not speak English in research and service development', ESRC seminar series on Eliciting the Views of Refugees and Asylum Seekers, University of Salford, 18 October
- Edwards, R., Temple, B. and Alexander, C. (2004) 'Access to services with interpreters', briefing to Home Office and Department of Health, Joseph Rowntree Foundation, London, 26 February
- Franklin, J. (2002) 'Thinking through the concept of social capital', paper presented to the Social Capital: Critical Reflections FHSS seminar series, South Bank University, 22 May
- Franklin, J. (2004) 'Working with the concept of social capital', Roehampton University seminar, 13 May
- Franklin, J. (2005) 'Social capital v multiculturalism', panel presentation with Brian Barry, Elizabeth Lasch-Quinn, Munira Mirza and Trevor Phillips, Institute of Ideas 'Battle of Ideas' Conference, London, 29 October
- Franklin, J. (2006) 'The idea of the "social" in feminist and social capital theory', Women's Studies Group seminar, University of Bath, 2 May
- Franklin, J. and Thomson, R. (2003) 'Introduction: Reclaiming the social', paper presented at Reclaiming the Social seminar, Families & Social Capital ESRC Research Group, London South Bank University, 26 November
- Gillies, V. (2005) 'Parenting, social class and schooling', Kingsdale School, London Borough of Southwark, 7 November
- Gillies, V. (2005) 'Parenting, social class and schooling', Sacred Heart School, London Borough of Southwark, 9 November
- Gillies, V. (2005) 'Secondary analysis in investigating family change: exploring substantive and conceptual questions', Seminar 3: Learning about the past from the present, Family, Community and Social Change: Looking Back and Moving Forward ESRC Seminar Series, London South Bank University, 18 November
- Gillies, V. (2006) 'Fathering in families: exploring parenting, gender and ideology from a UK perspective', Fathers and Social Capital: Transatlantic Perspectives on Fathering, Support and Community Networks seminar, Families & Social Capital ESRC Research Group, London South Bank University, 26 May
- Gillies, V. (2006) 'Resources in parenting: access to capitals', Intimacy and the Ambiguities of Social Capital seminar, Families & Social Capital ESRC Research Group, London South Bank University, 7 July
- Gillies, V. (2006) 'Perspectives on parenting responsibility: contextualizing values and practices', 2<sup>nd</sup> Sussex Symposium on Family Responsibility, University of Sussex, 15 September
- Goulbourne, H. (2002) 'Researching Caribbean families in Britain', paper presented to CAVA seminar on Family Studies, University of Leeds, 1 February
- Goulbourne, H. (2002) 'The making of black history in post-imperial Britain', paper presented to symposium on Black History in Britain and N. America, History Department, University College London, 15 February
- Goulbourne, H. (2002) 'Life experience in Britain', paper presented to George Padmore Institute public discussion, London, 20 May
- Goulbourne, H. 'The first Claudia Jones Memorial Lecture: having a public voice', public lecture for the Claudia Jones Memorial Lecture, The National Union of Journalists/Guardian and Observer, London, 31 October
- Goulbourne, H. (2002) 'The sociological context of Harry Jacobs' photography', paper presented at roundtable, The Photographers' Gallery, London, 7 October
- Goulbourne, H. (2003) Marsha Phoenix Memorial Lecture: 'Comment and participation in a multicultural society', invited lecture given at Goldsmith College, London, 2 May
- Goulbourne, H. (2003) 'Heritage and identity', paper given to National Heritage seminar, London, 9 September
- Goulbourne, H. (2004) 'Diversity and the workplace', seminar for senior management, Budweiser Brewery Company, Mortlake, 17 March
- Goulbourne, H. (2004) 'Heritage and identity', 'Who Do We Think We Are?' Heritage Lottery Fund conference, British Museum, 13 July
- Goulbourne, H. (2004) presentation on 'The Educational Performance of Boys of Caribbean Backgrounds' report, Lilian Baylis School Lambeth, 15 November
- Goulbourne, H. (2005) 'Families, communities and social capital: past and present perspectives on minority

- ethnic communities in Britain', Seminar 1: Learning about long term trends, Family, Community and Social Change: Looking Back and Moving Forward ESRC Seminar Series, London South Bank University, 6 January
- Goulbourne, H. (2005) 'Families, communities and social capital: past and continuing false prophesies in social studies', Ethnicity and Social Capital seminar, Families & Social Capital ESRC Research Group, London South Bank University, 14 January
- Goulbourne, H. (2005) 'Caribbean migration to Britain', Maritime Museum, Greenwich, 13 May
- Goulbourne, H. (2005) 'The changing relationship between HEIs and local communities', address at launch of Frantz Fanon Research Unit, Caribbean Neighbourhood Organisation, Birmingham, 20 October
- Goulbourne, H. (2006) 'Studying social sciences at university', Lambeth College, London, 22 September
- Gray, A. (2005) 'Supporting grandparents as day-carers and as surrogate parents: an evaluation of Grandparent-Toddler Clubs', Grandparents and Childcare: Recent Research and its Implications for Public Policy seminar, National Grandparents Association/Families & Social Capital ESRC Research Group, London South Bank University, 6 October
- Gray, A. (2006) 'Time and helping others: is work undermining social capital?', Local Authorities Research and Information Association seminar on Measuring Well-Being, The Quality of Life and Social Capital, London, 30 January
- Gray, A. (2006) 'Fathers, work and childcare', Fathers and Social Capital: Transatlantic Perspectives on Fathering, Support and Community Networks seminar, Families & Social Capital ESRC Research Group, London South Bank University, 26 May
- Holland, J. (2002) 'Families & Social Capital ESRC Research Group', paper presented at the Research Students Summer School, FHSS, South Bank University, 17 June
- Holland, J. (2005) 'Reflections on working with a cross national team', ESRC Workshop on Comparative Biographical Research, Thomas Coram Research Unit, Institute of Education London, 24-25 November
- Holland, J. and Thomson, R. (2003) 'Study into the feasibility of a possible qualitative longitudinal study', seminar at ESRC Research Methods Festival, St. Catherine's College, Oxford, 1-3 July
- Holland, J. and Thomson, R. (2005) 'Qualitative longitudinal research: an overview', Qualitative Longitudinal Research Seminar Series, Leeds University, 30 September
- Lucey, H. (2002) 'Demonizing and demonised schools' paper presented to Market Forces in Education seminar series, Kings College London, 15 January
- Lucey, H. (2002) 'Keeping at bay and keeping safe: an alternative view of girls' and boys' aggression', paper presented at the Society, Social Policy and the Psyche seminar series, Kings College London, 4 March
- Lucey, H. (2002) 'Educational policy and the psyche: anxiety and defence in the construction of secondary school markets', Sites and Practices seminar, Department of Social Policy, Open University, 12 June
- Lucey, H. (2002) 'Gender, social class and the psyche', Class Outings: New Perspectives on Class and Gender seminar series, Institute for Women's Studies, Lancaster University, 4 December
- Lucey, H. (2003) 'Exploring psycho-social research methods in one longitudinal study', paper given at Exploring Psycho-Social Research Methods seminar, University of the West of England, 25 January
- Lucey, H. (2003) 'Girls and aggression: processing, projecting and turning against the self', paper given at Faculty of Humanities and Social Science seminar, South Bank University, 12 March
- Lucey, H. (2003) 'Raising achievement: white working class girls talk' and 'Personal, institutional and state ambivalence in the production of educational success and failure for white working class girls', presentation to head teachers, inspectors and advisors, London Borough of Camden Education Authority, 2 October
- Mand, K. (2005) 'Transnational families and social capital', Ethnicity and Social Capital seminar, Families & Social Capital ESRC Research Group, London South Bank University, 14 January
- Mand, K. (2005) 'Problems and possibilities in multi-sited ethnography', National Centre for Research Methods Workshop, University of Sussex, 27-28 June
- Mand, K. (2005) 'The role of grandparents in diasporic families', Grandparents and Childcare: Recent Research and its Implications for Public Policy seminar, National Grandparents Association/Families & Social Capital ESRC Research Group, London South Bank University, 6 October
- Mand, K. and Zontini, E. (2006) 'Elderly migrants' experience in Britain: comparing South Asians and Italians', IMESCOE workshop, University of Sussex, 6-8 April

- McGrellis, S. (2003) 'Youth values and transitions to adulthood: methods and findings', paper given at School of Education seminar, University of Ulster, 15 January
- McGrellis, S. (2003) 'Young people and their transitions to adulthood: A longitudinal biographical approach', paper given at UNESCO Centre seminar, University of Ulster, 27 June
- McGrellis, S. (2004) 'Youth transitions and the construction of adulthood', seminar for visiting delegates from University of Delaware, UNESCO Centre, University of Ulster at Coleraine
- Neale, B. and Holland, J. (2005) 'Time, numbers and narratives: iterative strategies for integrating qualitative and quantitative perspectives in longitudinal research', ESRC Research Methods Programme seminar, University of Manchester, 26-27 October
- Reynolds, T. (2004) 'Family, ethnicity and social capital', Social Capital Group seminar, Kings College London, 14 January
- Reynolds, T. (2004) 'Caribbean young people, social capital and family relationships', Ethnicity and Changing Images of the Social seminar, Families & Social Capital ESRC Research Group, London South Bank University, 19 April
- Reynolds, T. (2005) 'Caribbean young people and bonding social capital', Ethnicity and Social Capital seminar, Families & Social Capital ESRC Research Group, London South Bank University, 14 January
- Reynolds, T. (2005) 'Caribbean young people, social capital and diasporic identities', Race and Ethnicity seminar, Birbeck College, University of London, 26 January
- Reynolds, T. (2005) 'Aunt Jemima (aka Black Mammy) and representations of black womanhood', African Lecture series: 'Literature of Slavery', Multi-Cultural Studies, Manchester Metropolitan University, 16 February
- Reynolds, T. (2005) 'Progress report on research findings', Queen Mother Moore Saturday School, Clapham Methodist Church Hall, London, 12 February
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- Reynolds, T. (2006) 'Young people, social capital and family relationships in Caribbean diasporic identities', Families & Social Capital ESRC Research Group Ethnicity seminar, London South Bank University, 22 March
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- Weeks, J. (2006) 'Queering statistics' Royal Statistical Society and Social Research Association, 17 January
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- Goulbourne, H. (2007) 'Caribbeans', in R. Schaefer (ed.) *Encyclopedia of Race, Ethnicity and Society*, Sage
- Goulbourne, H. (2007) 'The construction of identity, integration and participation of Caribbeans in British society', in T. Modood and G. Raymond (eds) *Minority Ethnic Participation in British and French Societies*, Macmillan
- Goulbourne, H. (2007) 'Race, ethnicity and development in the Atlantic world in the new century', in A. Bonnet and C. Holder (eds) *Continuing Perspectives on the Black Diaspora*
- Goulbourne, H. (2008) 'Families, minority ethnic communities and social capital', in R. Edwards (ed) *Researching Family, Community and Social Change Across Generations: Concepts and Methodologies*, Oxford: Routledge
- Henderson, S., Holland, J., McGrellis, S., Sharpe, S. and Thomson, R. (2007) *Inventing Adulthood: A Biographical Approach to Youth Transitions*, London: Sage
- Holland, J. (2007) 'Emotions and research', *International Journal of Social Research Methodology*, 10:3
- Holland, J., Reynolds, T. and Weller, S. (2007) 'Transitions, networks and communities: the significance of social capital in the lives of children and young people', *Journal of Youth Studies*, 10:1
- Mand, K. and Weller, S. (2007) 'Ambivalent positions: ethnicity and working "in our own communities"', in Gillies, V. and Lucey, H. (eds) *Power, Knowledge and the Academy: The Institutional is Political*, Basingstoke: Palgrave
- Mauthner, N. and Edwards, R. (2007) 'Feminism, the relational micro-politics of power and research management', in Gillies, V. and Lucey, H. (eds) *Power, Knowledge and the Academy: The Institutional is Political*, Basingstoke: Palgrave
- McCarthy, J. and Edwards, R. (2008) *Key Concepts in Family Studies*, London: Sage
- Reynolds, T. (2007) 'Friendship networks, social capital and ethnic identity: researching the perspectives of Caribbean young people in Britain', *Journal of Youth Studies*
- Reynolds, T. (2007) "'Judged by the company we keep": the role of same-ethnic friendship bonds in the lives of Caribbean young adults', in H. Helve and J. Bynner (eds) *Youth and Social Capital*, London: Tufnell Press
- Weeks, J. (2007) *The World We Have Won: The Remaking of Erotic and Intimate Life*, Oxford: Routledge
- Weeks, J. (2008) 'Rewriting sexuality and intimacy', in R. Edwards (ed) *Researching Family, Community and Social Change Across Generations: Concepts and Methodologies*, Oxford: Routledge
- Weller, S. (2007) *Teenagers' Citizenship: Experiences and Education*, Oxford: Routledge
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- Zontini, E. (2007) *Transnational Families, Gender and Local Contexts: The Experiences of Moroccan and Filipino Women in Bologna and Barcelona*, New York and Oxford: Berghahan
- Zontini, E. (2007) 'Resisting "Fortress Europe": an everyday politics of female transnational migrants in Italy and Spain', *Focaal – European Journal of Anthropology*
- Zontini, E. (2007) 'Continuities and changes in transnational Italian families: the caring practices of second generation women', *Special Issue: The Second Generation in Europe*, *Journal of Ethnic and Migration Studies*
- Zontini, E. (2007) 'Transnational families', *Sloan Work-Family encyclopedia* – [www.bc.edu/bc-org/avp/wfnetwork/rft/wfpedia](http://www.bc.edu/bc-org/avp/wfnetwork/rft/wfpedia)
- Zontini, E. (2008) 'Growing old in a transnational social field: making sense of cultural and social change between home and host communities', in A. Christou and K. Romaniszyn (eds) *Migration and Cultural Change in Europe*, New York and Oxford: Berghahan
- Zontini, E. and Reynolds, T. (2007) 'Ethnicity, families and social capital: caring relationships across Italian and Caribbean transnational families', *International Review of Sociology*

## 2. Nominated publications

The five publications that we have nominated represent a cross-section of the different levels of work carried out within the Families & Social Capital ESRC Research Group, from conceptual work across the programme as a whole, through cross-strand and strand work, to individual projects.

1. Edwards, R. (2004) 'Present and absent in troubling ways: families and social capital debates', *The Sociological Review* 52:1, 1-21

This article provides an example of the conceptual work that underpins the Group's research programme.

2. Holland, J., Reynolds, T. and Weller, S. (2007) 'Transitions, networks and communities: the significance of social capital in the lives of children and young people', *Journal of Youth Studies* 10:1

This article is an example of cross-strand work within the Group, synthesising work conducted under three different projects: 'Youth Transitions' from the Intimacy strand, 'Young People' from the Ethnicity strand, and 'School Transitions' from the Education & Employment strand.

3. Goulbourne, H. (2006), guest edited special issue on Families, Minority Ethnic Communities and Social Capital, *Journal of Community, Work and Family*, 9:3, including contributions:

- Goulbourne, H. 'Families, communities and social capital: past and continuing false prophesies in social studies', pp. 227-233
- Reynolds, T. 'Bonding social capital within the Caribbean family and community', pp. 273-290
- Zontini, E. 'Italian families and social capital: care provision in a transnational world', pp. 325-345

This journal special issue is an example of the bringing together of projects conducted under one strand of the Group's work – the Ethnicity strand.

4. Gray, A. (2005) 'The changing availability of grandparents as carers and its implications for childcare policy in the UK', *Journal of Social Policy* 34:4, 557-577

This article is an example of work from a single project: 'Time and Care' under the Education & Employment strand, and is also an illustration of our use of secondary analysis of the UK Time Use survey.

5. Gillies, V. (2005) 'Raising the meritocracy: parenting and the individualisation of social class', *Sociology* 39:5, 832-852

This article is an example of work from a single project: 'Resources in Parenting' under the Intimacy strand, and is an illustration of our use of the material gathered under the qualitative phase of the project.

## Annex B: Resources

### 1. Staffing

Title	Initials	Last name	Date of Birth	Grade	Appoint-ment Date	Departure Date	Destination Type and Post
Ms	C	Bennett	20.01.77	RA	01.02.05	30.09.05	voluntary sector
Prof	I	Bruegel *	07.11.45	Prof	01.01.02	31.12.06	retired
Prof	C	Callender *	26.04.54	Prof	01.01.02	31.12.06	n/a
Prof	R	Edwards *	02.10.52	Prof	01.01.02	31.12.06	n/a
Dr	V	Evergeti	12.09.70	RF	01.06.03	30.12.03	academic
Ms	J	Franklin *	24.07.54	SRF	01.01.02	31.12.06	freelance
Ms	J	Gibb	25.11.77	RA	01.02.05	30.09.05	voluntary sector
Dr	V	Gillies *	11.02.67	SRF	01.08.02	31.12.06	n/a
Prof	H	Goulbourne *	06.10.48	Prof	01.01.02	31.12.06	n/a
Dr	A	Gray *	22.10.44	SRF	01.10.02	31.12.06	n/a
Ms	T	Grigoriou	27.11.75	RA	01.01.03	31.08.05	pg student
Ms	L	Hadfield	12.09.78	RA	01.08.04	31.12.04	academic
Prof	J	Holland *	05.12.40	Prof	01.01.02	31.12.06	n/a
Dr	H	Lucey	15.06.59	SRF	01.10.02	28.02.04	academic
Dr	K	Mand	20.10.72	RF	01.08.03	30.06.06	academic
Dr	R	McAuley	10.10.71	RF	01.10.02	05.02.06	ill health
Ms	S	McGrellis	21.10.64	RF	17.03.03	31.12.06	n/a
Ms	N	Miah	20.03.84	RA	01.05.06	31.08.06	academic
Ms	A	Mitra	18.10.79	Admin	22.04.02	31.12.06	n/a
Mr	E	Natamba	13.02.64	RA	08.12.03	26.02.04	government
Dr	T	Reynolds *	12.12.70	SRF	01.10.02	31.12.06	n/a
Prof	J	Solomos **	20.05.55	Prof	01.01.02	31.12.06	academic
Dr	R	Thomson *	04.05.66	SRF	01.07.02	17.03.03	academic
Dr	S	Warren	03.02.61	SRF	01.10.02	30.08.03	academic
Prof	J	Weeks *	01.11.45	Prof	01.01.02	31.12.06	n/a
Dr	S	Weller	06.09.78	RF	01.09.03	31.12.06	n/a
Ms	J	Williams	22.09.49	Admin	01.01.02	31.12.06	n/a
Dr	E	Zontini	18.08.72	RF	01.04.03	31.12.06	n/a

\* = staff employed at LSBU previous to working on the Group

\*\* = Prof. Solomos left LSBU for City University prior to the start of the Group but remained involved

n/a = staff continuing in employment at LSBU after end of reporting period



## 2. Financial details and commentary

### ESRC funding:

Year	01.01.02-31.03.02	01.04.02-31.03.03	01.04.03-31.03.04	01.04.04-31.03.05	01.04.05-31.03.06	01.04.06-31.03.07
Research Staff	11,671.35	222,353.39	370,823.78	336,614.61	343,474.48	173,197.6
Research Staff – full time equivalent total						
Technical Staff						
Other Staff	13,018.51	54,999.43	92,294.55	69,473.06	35,781.13	63,894
Indirect Cost	11,357.33	127,582.29	213,034.42	186,800.32	174,457.58	109,062.13
Travel and Subsistence Costs	1,572.54	5,638.87	17,391.41	27,644.26	17,744.16	2,235.5
Consumables and Exceptional Items		7,745.45	105,538.76	31,599.86	7,088.03	19,312.35
Equipment						
<b>Total</b>	<b>37,619.73</b>	<b>418,319.43</b>	<b>799,082.91</b>	<b>652,132.11</b>	<b>578,545.39</b>	<b>367,701.58</b>

### LSBU funding:

Year	2002	2003	2004	2005	2006
ICT Fit-out	£50,000				
Salaries contributed - Professorial time	165,176	184,650	223,600	274,976	298,732
Bridging funds for Research Staff	£84,917				

The total expenditure on the Families and Social Capital ESRC Research Group is £2,853,401, and the total budget allocated is £2,837,027.98. There is then a shortfall of £16,374. During the course of the Group's grant period Elisabetta Zontini took maternity leave. We informed the ESRC, and Ian Bell wrote to remind us of the ESRC rules in this regard in an email to Keith Bowen, our finance officer (dated 26/7/05). These rules were that 'the ESRC should be advised in writing as soon as it is known that such circumstances will occur during the course of an award. They should be met, wherever possible from the funds available within the award. Where this leads to an overrun in the cash limit of the award, the ESRC will meet the additional cost.' The costs of the maternity leave were £17,630 – our overrun is £16,374, less than those costs by £1256. The contribution of London South Bank University to the Families Group was £1,282,051.

### 3. Co-funding

Year	2002	2003	2004	2005	2006
Joseph Rowntree Foundation (Access to services with interpreters) – charity	£100,909				
Joseph Rowntree Foundation (Sibling relationships in middle childhood) – charity	£90,429				
DfES (student survey) – government	£146,619				
Greater London Authority (London students) - government		£36,360			
Walcot Educational Foundation (Lilian Baylis School) – charity		£8000			
ESRC (QLS feasibility study) – research council			£22,979		
Scottish Executive (student survey) – government			£173,860		
ESRC (seminar series) – research council				£10,733	
ESRC (Negotiating the long view) – research council				£86,428	
Universities UK (student survey) – charity				£30,800	
Joseph Rowntree Foundation (Parenting mixed heritage children) – charity					£121,846
ESRC (Bridging into family support) – research council					£36,000

#### 4. Major datasets

Project	Primary data sets
Families, social capital and Caribbean young people's diasporic identities	<ul style="list-style-type: none"> <li>• 30 intergenerational case studies, comprising in-depth interviews with 30 second generation Caribbean young people living in UK cities, and 50 kin living in these UK cities and Caribbean</li> <li>• Focus group interviews with relevant officials, academics, community group representatives in the UK and Caribbean</li> </ul>
Transnational South Asian families	<ul style="list-style-type: none"> <li>• 84 in-depth interviews across all age groups in inner and outer London, and Punjab and Goa, comprising: 40 Catholic Goans; 39 Sikh Punjabis; 2 Gujurati; 2 Pakistani Muslim; 1 Hindu Punjabi</li> </ul>
Italian families and social capital	<ul style="list-style-type: none"> <li>• 50 in-depth interviews across generations in UK cities and towns, and in Italy</li> </ul>
Locality, school and social capital	<ul style="list-style-type: none"> <li>• Survey of 588 children, and follow up survey with subset of 81 children</li> <li>• Semi-structured interviews with 76 parents</li> <li>• 12 focus group interviews (75 participants) with children, and follow up semi-structured interviews with 20 children</li> <li>• Semi-structured interviews with 5 teachers</li> </ul>
Time and care	<ul style="list-style-type: none"> <li>• Focus group (x 3) and individual interviews (x 9) with clients and volunteers at Age Concern centres, and lobby group</li> <li>• 4 focus groups with fathers (32 participants) and 16 individual interviews with mothers</li> <li>• Questionnaire returns from 29 members and 13 volunteers at grandparent-toddler clubs, and 20 indepth interviews</li> </ul>
Social capital and higher education	<ul style="list-style-type: none"> <li>• 80 semi-structured interviews with students in UK town</li> </ul>
Youth transitions and social change	<ul style="list-style-type: none"> <li>• Follow-up round of biographical interviews with 70 young people in five locations across UK during reporting period (as part of longitudinal approach since 1999)</li> </ul> <p>SHOWCASE ARCHIVE, BEING TAKEN FORWARD AS PART OF THE 'TIMESCAPES' QUALITATIVE LONGITUDINAL RESEARCH ESRC INITIATIVE</p>
Resources in parenting	<ul style="list-style-type: none"> <li>• Survey of 1112 nationally representative parents across UK</li> <li>• In-depth interviews with parents in 27 households across UK</li> </ul>
Sibling practices	<ul style="list-style-type: none"> <li>• In-depth interviews with 44 children and young people across UK</li> </ul> <p>BEING TAKEN FORWARD AS PART OF THE 'TIMESCAPES' QUALITATIVE LONGITUDINAL RESEARCH ESRC INITIATIVE</p>

## Annex C: Advisory committee

### 1. UK-based Advisory Committee

Dr. Maureen Gardiner – chair	Consignia, then freelance	2002 – 2006
Professor Ash Amin	University of Durham	2002 – 2006
Ms. Dorit Braun	Parentline Plus	2002 – 2006
Professor Angela Dale	University of Manchester	2002 – 2004 resigned due to pressure of other commitments
Professor Philip Davies	Cabinet Office	2002 – 2006 replaced Dr. Hibbert (below)
Professor Miriam David	Keele University then Institute of Education, London	2002 – 2006
Ms. Clem Henricson	National Family and Parenting Institute	2002 – 2006
Dr. Angelika Hibbert	Cabinet Office	2002 withdrew due to pressure of other commitments
Ms. Jessica Huntley	Independent publisher	2002 – 2006
Professor Lynn Jamieson	University of Edinburgh	2002 – 2006
Professor Jane Lewis	London School of Economics	2002 – 2006
Dr. Jil Matheson	Office of National Statistics	2002 – 2006
Professor Fiona Williams	University of Leeds	2002 – 2006

### 2. International E-Advisory Group

Professor Manuela DuBois-Reymond	University of Leiden	2002 – 2006
Professor Jan Van Deth	University of Mannheim	2002 – 2006
Professor Frank Furstenberg	University of Pennsylvania	2002 – 2006
Professor Alan Johnson	Australian Institute of Family Studies	2004 – 2006 replaced Dr. Stone (below)
Professor Simon Marginson	Monash University	2005 – 2006
Professor Robert Putnam	Harvard University	2002 – 2006
Dr. Wendy Stone	Australian Institute of Family Studies	2002 – 2004 replaced on leaving AIFS
Professor Roger Waldinger	University of California	2002 – 2006
Professor Michael Woolcock	Harvard University and World Bank	2002 – 2006

## Annex D: Other activities

### 1. Visiting fellowships

Visiting international scholars to Families & Social Capital ESRC Research Group:

Frank Furstenberg, Pennsylvania University, Visiting professor, April—May 2006

Andrea Doucet, Carleton University, ESRC-SSRC visiting fellow, December 2005 and May 2006

Rahsaan Maxwell, University of California at Berkeley, September—December 2005 and June—August 2006

Pauline Cheong, State University of New York Buffalo, ESRC-SSRC visiting fellow, July—August 2004

Elena Pryamikova, Urals State Pedagogical University, Ford Foundation fellowship, April—May 2004

Raffaella Ferrero Camolette, University of Turin, visiting fellow, April 2004

Liz McDonnell, RMIT University, Melbourne, visiting scholar, January 2002—August 2004

Robert Reynolds, Sydney University, visiting scholar, October 2002

Group members' visiting fellowships to overseas institutions:

Kanwal Mand, Visiting fellow, Institute of Economic Growth, Delhi, January—April 2005

Tracey Reynolds, Visiting fellow, University of West Indies, June—July 2003 and May—July 2004

Tracey Reynolds, Visiting fellow, University of Guyana, May—July 2004

Elisabetta Zontini, Visiting fellow, University of Trento, August—September 2005

Claire Callender, ESRC-SSRC Visiting fellowship, Pennsylvania State University, September 2006

Policy/practice-focused visiting fellowships with the Group:

Fatima Husain, senior research fellow, National Family and Parenting Institute, 2004—2005

Ute Navidi, Chief Executive, London Play, 2004—ongoing

### 2. Conferences and seminars organised

2002:		
21 January	Launch of Families & Social Capital ESRC Research Group: Floundering or Flourishing, What is Happening to Families and Social Capital? conference	Polly Toynbee, Frank Field, Maureen Gardiner, Rebecca O'Neill, Rosalind Edwards, Janet Holland, Irene Bruegel, Claire Callender, Harry Goulbourne, John Solomos
7 May	Social Capital Theories and Methodologies invited seminar	Roslyn Harper, Zoe Morris, Simon Szreter, Michael Woolcock, Karen Wright
17 December	Social Capital With Particular Reference to Ethnicity invited seminar	Robert Putnam
2003:		
20 January	Social Capital Dialogue seminar	Stephen Baron, Mike Savage, Fran Tonkiss
2 April	Families, Health and Social Capital invited seminar	Research team from Kings College London
12 May	Mixed Methods invited seminar	Participants convened under the ESRC Research Methods Programme
24 June	Ethnic Diversity and Social Capital, ESRC Social Science Week seminar	Robert Putnam, John Solomos, Maria Adebowale, Yasmin Alibhai-Brown
7 October	Methodologies in the Study of Capitals invited seminar	Cultural capital and social exclusion research team, Roslyn Harper, convened under the ESRC Research Methods Programme
25 November	Women and Social Capital seminar	Irene Bruegel, Ruth Lister, Vivien Lowndes

26 November	Reclaiming the Social: Feminist Perspectives and Critiques seminar	Rachel Thomson, Jane Franklin, Lisa Adkins, Barbara Misztal, Virginia Morrow
2004:		
29 April	Ethnicity and Changing Images of the 'Social' seminar	Harry Goulbourne, Tracey Reynolds, Rosalind Edwards, Jane Franklin, Sally Westwood, Gail Lewis
19 May	Changing Values and Socialising Mechanisms of Italian Young People seminar	Raffaella Ferrero
21 June	Refugees and Their Families: A National Asset, ESRC Social Science week seminar	Maeve Sherlock, John Akker
22 September	Social Capital and Impoverished and Multi-ethnic Families and Communities seminar	Deborah Warr
13 October	Psychotherapeutic Themes in Everyday Talk: Cross-generational Perspectives on School, Family and Futures seminar	Julie McLeod
14 October	Researching Continuity and Change: Qualitative Perspectives seminar	Janet Holland, Jane Franklin, Julie McLeod, Joanna Bornat, Prue Chamberlayne, Helen Lucey, Mary Jane Kehily, Paula Reavey, Tuula Gordon, Harriet Nielsen, Amanda Wade, Berry Mayall, Julia Brannen, Sue Sharpe
24 November	Education and Social Capital: Transitions and Inequalities seminar	Diane Reay, Susie Weller, Eva Gamarnikow, Tony Green, Chris Taylor, Hugh Lauder
2005:		
6 January	Learning About Long Term Trends, Family, community and social change ESRC seminar	Jeffrey Weeks, Harry Goulbourne, David Morgan, Dennis Marsden
14 January	Families, Minority Ethnic Communities and Social Capital seminar	John Solomos, Harry Goulbourne, Tracey Reynolds, Elisabetta Zontini, Kanwal Mand, David Owen, Pauline Cheong, Roger Ballard
14 March	Children's Experiences, Children's Prospects and the Move to Secondary School seminar	Stephen Baron, Diane Reay, Ghazala Bhatti, Susie Weller, Fiona Miller, John O'Malley, Miriam David
6-7 April	Whither Social Capital? Past, Present and Future two-day international conference	Barbara Arneil, Frank Furstenberg, Mike Savage, and over 40 paper presentations
28 July	Learning About What Changes and What Stays the Same, Family, community and social change ESRC seminar	Chris Phillipson, Nickie Charles, Denise Hawkes, Graham Crow
6 October	Grandparents and Childcare: Recent Research and Implications for Public Policy seminar	Lynda Clarke, Rachel Thomson, Anne Gray, Charmian Kenner, Kanwal Mand, Hilary Land
18 November	Learning About the Past From the Present, Family, community and social change ESRC seminar	Val Gillies, Joanna Bornat, Malcolm Williams
2006:		
7 January	Superseding Race seminar	Michael Banton, Harry Goulbourne
22 February	South Asian Families, Rituals and Social Capital seminar	Kanwal Mand, Kaveri Harris
15 March	Social Capital, Family Care and Provision Across Transnational Italian Families seminar	Elisabetta Zontini, Sian Crisp
22 March	Young People, Social Capital and Family Caribbean Diasporic Identities seminar	Tracey Reynolds



11 May	Families and Social Capital: Britain and the USA invited seminar	Frank Furstenberg
26 May	Fathers and Social Capital: Transatlantic Perspectives on Fathering, Support and Community Networks one-day conference	Frank Furstenberg, Andrea Doucet, Rebecca Goldman, Anne Gray, Tracey Reynolds/Beverley Goring, Val Gillies
29 June	Learning From History in Contemporary Policy. Family, community and social change ESRC seminar	Pete Alcock, Miriam David, Jane Lewis, Simon Szreter
7 July	Intimacy and the Ambiguities of Social Capital seminar	Jeffrey Weeks, Val Gillies, Lynn Jamieson, Rosalind Edwards, Sheena McGrellis
8 September	Diverse Britain: Social Practice and Social Policy one-day conference	Frank Furedi, Rosalind Edwards, Irene Bruegel, Claire Callender, Harry Goulbourne, Janet Holland, Jeffrey Weeks, John Solomos, Tracey Reynolds, Elisabetta Zontini, Susie Weller, Anne Gray, Val Gillies, Sheena McGrellis, Ash Amin, Miriam David, Clem Henricson, Lynn Jamieson

### 3. Group members' involvement on external committees and working parties

#### Bruegel:

Advisor to Joseph Rowntree Foundation research project 'Faith and social capital', 2005

Advisor to Cadbury Trust and Foreign Policy Council on strategy and organisation of the 'Social Capital and Women's Empowerment' international conference, 2005

#### Callender:

Consultant, General Council of the Bar of England and Wales, Review of financial support for entrants to the Bar, 2002

Advisor, Learning and Skills Council on research study on student satisfaction, 2002-2005

Advisor, National Union of Students on study of higher education aspirations, 2002

Consultant, Inland Revenue, work on further and higher education students, 2002

Member, Office of National Statistics Equal Opportunities Statistics Project Board, 2002

Trustee, Uniaid, 2002

Academic Advisor, DfES ministerial project on social class and achievement, 2002

Nominated academician, Academy of Learned Societies for the Social Sciences, 2003-continuing

Consultant, Graham Review into Part-Time Higher Education Study in Wales, 2005

Consultant, Learning Skills Development Agency 'Saving for learning' research project, 2005

Editorial board, Journal of Social Policy, 2005-continuing

Editorial board, Studies in Higher Education, 2005-continuing

Editorial board, Widening Participation and Lifelong Learning: The Journal of the Institute for Access Studies and the European Access Network, 2001-continuing

Academic Advisory, NUS study on student accommodation, 2006

#### Edwards:

Advisory panel, Centre for Research on the Wider Benefits of Learning, Institute of Education, London, 2002-continuing

Affiliate, Sloan Work and Family Research Network, Boston College, USA, 2002-continuing

Advisory board, Scottish Centre for Research on Families and Relationship, 2002-continuing

Associate, National Family and Parenting Institute, 2002-continuing

Co-editor, International Journal of Social Research Methodology, throughout and continuing

Steering group member, HEFCE Equal Opportunities Research Programme, 2002-2005

Virtual advisory board, International Bibliography of the Social Sciences, 2003-continuing

Board of Trustees co-optee, Gingerbread: The Organisation for Lone Parent Families, 2004-2006  
Invited member, Parentline Plus Social Policy Forum, 2004-continuing  
Consulting editor, Qualitative Sociology Review, 2005-continuing  
Advisory panel, The Open University 'Researching families: understanding intimacy and sexuality in families' project, 2006  
Nominated academician, Academy of Learned Societies for the Social Sciences, 2006-continuing

Goulbourne:

Member, National Directory of Expert Advisors, Heritage Lottery Fund, 2004-continuing  
Trustee and chair, Eric and Jessica Huntley Archives, London Metropolitan Archive, 2004-continuing  
Member, Runnymede Trust Race Equality Forum  
Member, Advisory Committee, Franz Fanon Research Unit, Caribbean Neighbourhood Organisation, Birmingham  
Member, Advisory Committee, Third World Conference Foundation, Chicago, USA  
Member, Advisory Committee, African Diaspora Group, Indiana University, USA

Gillies

Invited member, Advisory Group, Capacity research programme, 2006

Gray:

Invited member, Advisory Panel on methodologies in studies of New Deal for Lone Parents, Department of Work and Pensions, 2005

Holland:

Advisory group, Leeds University research project 'Enduring families', 2002-2005  
Advisory group, Open University/Birmingham University research project 'Consuming identities', 2002-2006  
Advisory group, ESRC Qualitative Resources Review, 2003  
Member, selection panel for ESRC National Centre for Research Methods, 2003  
Invited member, International Advisory Committee, Helsinki Collegium of Advanced Studies, 2005-2006  
Member, UK National Longitudinal Strategy Committee, 2005-continuing  
Editorial board, Critical Education Policy  
Editorial board, Ethnography and Education  
Editorial board, Sexualities

Reynolds:

Advisor, Ethnic Minority Outreach Service, Policy Studies Institute, 2002  
Advisor, Runnymede Trust project 'School choice and ethnic segregation', 2005-2006

Solomos:

Member, Research Advisory Panel, Big Lottery Fund, 2004  
Member, Evaluation Team for Research Programme on Marginalisation, Inequality and Ethnic Relations in Finland, Academy of Finland, 2004  
Member, Runnymede Trust Race Equality Forum

Weeks:

Member, Expert Advisory Committee for 2011 census, Office for National Statistics, 2006-continuing  
Nominated academician, Academy of Learned Societies for the Social Sciences  
Editorial board, Sexualities  
Editorial board, Journal of Homosexuality  
Editorial board, Social Movement Studies  
Editorial board, Parallax  
Editorial board, Contemporary Politics  
Editorial board, GLQ: A Journal of Lesbian and Gay Studies  
Editorial board, Gender and History  
Editorial board, The Sociological Review

## Annex E: Group staff CVs

### Professor Irene Bruegel

Current position: Visiting Professor, LSBU (previously Professor of Urban Policy)

Qualifications: BA(Hons) Economics - 2.1 (University of Sussex 1967); MSc(Econ) Economic and Social Aspects of Urban and Regional Planning – Distinction (University College, London, 1968); PhD Social Sciences (South Bank University, 1998)

Research expertise: My work is concerned with gender and ethnic relationships in skill development and employment in different urban contexts. I have conducted policy related and theory based projects on this theme and published widely on local economic and community development and wider labour market processes.

### Professor Claire Callender

Current position: Professor of Social Policy, LSBU

Qualifications: BSc (Hons) II (i) Social Administration & Sociology (Bristol, 1979); PhD - Gender and Social Policy: Women's Employment, Redundancy and Unemployment (University College Cardiff, Wales, 1988).

Research expertise: My research is about access and equity in higher education, focusing on student funding. I have written widely on this topic and undertaken research for some of the most significant inquiries into student funding in the UK. In recognition of my expertise I have been selected as a Fulbright New Century Scholar for 2007-08.

### Professor Rosalind Edwards

Current position: Professor in Social Policy, LSBU

Qualifications: BA(Hons) Social Administration - 2.1 (Brighton Polytechnic, 1986); MSc(Econ) Social Policy and Planning - Distinction (London School of Economics, 1988); PhD Social Sciences (South Bank Polytechnic, 1991)

Research expertise: My research expertise is in the field of families, with a particular focus on evaluating policies from the perspectives of family members. I have researched gendered and generational family practices in a range of family forms, including lone, nuclear, step and 'mixed' families, and in relation to work/family issues, as well as children's understandings of aspects of family life and schooling. I have an interest in mixed and qualitative methods. I have published widely in all these areas.

### Dr Venetia Evergeti

Current position: Senior Research Fellow, Middlesex University (previously Research Fellow, LSBU)

Qualifications: BA(Hons) Sociology (major) and Psychology (minor) (Graduated Cum Laude) (The American University of Athens, 1993); MA Sociology and Social Policy (University of Durham, 1994); PhD Sociology (University of Manchester, 1999)

Research expertise: My work is concerned with the ethnographic study of ethnicity, identity and religious minority groups in Greece. Within this field I have explored how these communities form and negotiate their ethnic identity. I am currently exploring the relationship of ethnicity to family networks and conducting research on Greek and Greek Cypriot communities in the UK and their transnational family ties.

### Ms Jane Franklin

Current position: Visiting Fellow, LSBU (previously Senior Research Fellow, LSBU)

Qualifications: BA (Hons) Social Science: 1 (Polytechnic of Central London 1988); MSc Politics and Sociology (Birkbeck College, University of London 1990); MPhil Gender Studies (Gender Institute, London School of Economics 2003)

Research expertise: I am interested in the relationship between ideas, politics and policy making. Over the last few years, my work has focused on a critical evaluation of the theory and politics of social capital; on risk and insecurity in contemporary societies, and on feminist and social theory in late modernity.

### Dr Val Gillies

Current position: Senior Research Fellow, LSBU

Qualifications: BSc (Hons) Psychology – 2:1 (Middlesex University 1993); MSc Psychology and Health – Merit

(Middlesex University 1995); PhD (South Bank University 2002); PGCHE (London South Bank University 2004)

Research expertise: I have researched and published in the area of family and social class, producing various journal articles and book chapters on parenting and social policy, young people's family lives, family and social change, as well as qualitative research methods.

### Professor Harry Goulbourne

Current position: Professor of Sociology, LSBU

Qualifications: BA (Hons) Modern History & Political Theory, 2.1 (University of Lancaster, 1971); DPhil, Comparative Politics (University of Sussex, 1975)

Research expertise: I have taught and conducted research at the universities of Dar-es-Salaam (Tanzania), the West Indies (Jamaica), Warwick and Gloucestershire, focusing on Africa, the Caribbean and Britain. Publications over the last three decades reflect a diversity of interests in sociology and politics, including political theory and development, nationalism, diasporic studies, ethnicity, race and racism, and family studies.

### Dr. Anne Gray

Current position: Senior Research Fellow, LSBU

Qualifications: B.A. Economics (Cambridge, 1966); Ph.D. Sociology (Edinburgh, 1974)

Research expertise: I have published on time use and childcare, and have papers in progress on informal help between households, reciprocity and gift theory in relation to social capital, and the social networks of the elderly. I have published a book and a number of papers on unemployment, precarious work and social benefits in the European Union.

### Ms Tina Grigoriou

Current position: Postgraduate student: PsychD, Surrey (previously Research Assistant, LSBU)

Qualifications: B.Sc. in Philosophy, Education and Psychology specialising in Psychology, 2.1 (University of Athens, 1998); MSc in Social Psychology (University of Surrey, 2002); PGdip in Counselling Psychology (University of Surrey, Roehampton, 2005)

Research expertise: My areas of research interest include interpersonal relationships, youth, sexualities and psychotherapy process and outcome.

### Ms Lucy Hadfield

Current position: Research Fellow, The Open University (previously Research Fellow, LSBU)

Qualifications: BA with Hons in Sociology 2:1 (Exeter University); MA - Double Degree Award (Exeter University, Jagellonian University Poland)

Research expertise: My work is concerned with research into identity, childhood, disability and family relationships. I have conducted research projects on children's sibling relationships and motherhood. I have published work on motherhood and sibling relationships.

### Professor Janet Holland

Current position: Professor of Social Research, LSBU

Qualifications: BSc(Econ) specialising in Sociology, 2.1 (London School of Economics); PhD Sociology (London University, Institute of Education 1985)

Research expertise: My areas of research interest include youth, gender, sexualities, education, and families. I am also interested in qualitative longitudinal, feminist and other methodologies. I have conducted research and published widely in all of these areas.

### Dr Helen Lucey

Current position: Lecturer, The Open University (previously Senior Research Fellow, LSBU)

Qualifications: BA (Hons) 2.1 Social Sciences with Professional Studies - Research (University of East London, 1983); Post Graduate Certificate in Education – Distinction (Garnett College, 1988); PhD (King's College London, 2004)

Research expertise: I take a psycho-social approach to explore the social and psychic processes through which contemporary identities are formed with particular reference to gender, social class and location. In research with children, young people and adults, I have examined these processes in relation to mothering, young girls growing up, educational success and failure and sibling relationships.

### Dr Kanwal Mand

Current position: Research Fellow, University of Sussex (previously Research Fellow, LSBU)

Qualifications: BA (Hons) English Literature & Business Studies – 2.2 (Middlesex University, 1995); MA Race, Culture, Difference (University of Sussex, 1997); DPhil Social Anthropology (University of Sussex, 2004)

Research expertise: My research interests include transnational South Asian families, the life course and research methods for the study of transnationalism. Currently working on the construction of childhood.

### Dr Rob McAuley

Current position: Unknown

Qualifications: BA English (St. Martin's College, Lancaster, 1995); MA Cultural Studies (Warwick University, 1996); PhD Law (Cambridge University, 2000)

Research expertise: Crime, youth crime and psychology, with particular interests in the relations between structure and culture in the realities and experience of social exclusion..

### Ms Sheena McGrellis

Current position: Senior Research Fellow, LSBU

Qualifications: BSc (Hons) Psychology and Sociology - 2.1 (University of Ulster, 1986); MSc Health Psychology (University of Surrey, 1993)

Research expertise: My research work has largely focussed on young people, particularly youth identities and transitions. I also have an interest in, and have worked on projects concerned with health and well being. My publications have included work on young people and sectarianism in Northern Ireland.

### Ms Anosua Mitra

Current position: Research Group Secretary

Qualifications: BA (Hons) English with Film and Television Studies - 2.1 (Brunel University, 2001); MA Media Writing (London South Bank University, 2006)

### Dr Tracey Ann Reynolds

Current position: Senior Research Fellow, LSBU

Qualifications: BA (Hons) Social Science and Administration, First class (Goldsmith College, University of London, 1993); PhD Sociology (South Bank University, London, 1999); PGCHE, Postgraduate Certificate in Higher Education (London South Bank University, 2006)

Research expertise: My work is concerned with Caribbean young people's family relationships and ethnic identity. I have conducted research projects of parenting, family relationships, young people, employment, and community organisation and participation, with a specific interest in African-Caribbean communities. I have published widely in these research areas.

### Professor John Solomos

Current position: Professor of Sociology, City University (previously Professor, LSBU)

Qualifications: BA (Hons) Politics, School of Social Sciences, 1<sup>st</sup> class (University of Sussex, 1976); DPhil in Politics (University of Sussex, 1980)

Research expertise: I have researched and published widely on theories of race and racism, race and ethnic relations in Britain, the politics of race and ethnic identity, racist movements and ideas and immigration and citizenship policies.

### Professor Rachel Thomson

Current position: Professor of Social Research, Faculty The Open University (previously Senior Research Fellow,

LSBU)

Qualifications: B.Soc.Sci (hons) 2:1 Sociology (University of Manchester, 1988); M.A. Econ (University of Manchester, 1990); PhD (London South Bank University, 2004)

Research expertise: Much of my research has focussed on the lives of children and young people, including studies of sexuality, values and the transition to adulthood. I am currently involved in an ESRC funded study exploring how motherhood has changed as an identity over three generations. I have interests in social research methodology and am involved in developing a range of qualitative approaches to researching personal and social change.

### Dr Simon Warren

Current position: Research Fellow, Sheffield University (previously Research Fellow, LSBU)

Qualifications: BEd. 2.1 (Hons) (University of Central England, 1992); PhD (University of Warwick, 2000)

Research expertise: I have conducted a number of critical examinations of the relation between education policy and race equality, including an evaluation of Birmingham Local Education Authority and work with a number of London LEAs; and work with the Home Office in relation to the integration of 'new migrants' and Community Cohesion.

### Professor Jeffrey Weeks

Current position: Professor of Sociology, LSBU

Qualifications: BA (Hons) History, 2(1) (University College London 1967); MPhil History of Political Ideas (University College London 1973); PhD Sociology (University of Kent at Canterbury, 1973)

Research expertise: The focus of my work is the history and social regulation of sexuality and intimate life and I am the author or co-author of over 20 books and a 100 papers largely exploring these areas. I have received ESRC funding for projects on PhD completion rates, the HIV voluntary sector, and Families of Choice. Other recent funding (with UCL/ Royal Free) includes a grant from Wellcome exploring attempts at 'curing' homosexuality in the 1950s and 1960s.

### Dr Susie Weller

Current position: Research Fellow, LSBU

Qualifications: BSc (Hons) Geography - First Class and University Prize (Brunel University, 2000); PhD – 'Teenage Citizenship Geographies: Rural Spaces of Exclusion, Education and Creativity' (Brunel University, 2004)

Research expertise: My work principally focuses on geographies of children and youth. I have completed research on teenagers' engagement with citizenship (PhD), children's views on after-school clubs (DfES), the role of social capital in children's lives (ESRC) and I am currently studying children's relationships with their siblings and friends (ESRC). Accordingly, I have published widely on a number of children-centred issues and research methods.

### Ms Jane Williams

Current position: Research Group Administrator

Qualifications: BA Social Science (Open University, 1989); MA Gender Analysis and Development (University of East Anglia, 1992)

### Dr Elisabetta Zontini

Current position: Research Fellow, LSBU

Qualifications: 'Laurea' degree in Political Sciences and Contemporary History (University of Bologna, 1995); MA in Contemporary European Studies (University of Sussex, 1996); DPhil in Contemporary European Studies (University of Sussex 2002)

Research expertise: My work focuses on transnational and ethnic minority families on which I have published widely. My latest work focuses on issues of reciprocity and identity in transnational families based in the UK. This work builds on my previous research on the role and position of women in transnational families where I focused on the causes and the consequences of their migration and settlement in Southern Europe both for themselves and their families.