



A MODEL FOR IDENTIFYING AND ASSESSING COMMUNITY ACCESS POINTS [CAPs]

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1. Purpose of Report

The purpose of this report is to develop a model for identifying and assessing Community Access Points [CAPs] i.e. places where people from the Eliemental target groups meet. The need to identify CAPs is based on the recognition that Eliemental target groups are often hard-to-reach and disadvantaged, may not realise that entrepreneurship is an option they could explore to improve their chances of employment (via self-employment) and might not have access to the Internet. The role of reaching people from target groups via CAPs is therefore particularly important and will be used to engage participants and their wider communities. It will also secure interest in Eliemental from non-participants who are nevertheless within target groups.

Community Access Points [CAPs] will be used to meet with and spread information to Eliemental target groups. Identification and assessment of CAPs will be through workshops where stakeholders from target groups can discuss places they use to meet, and feel are places of vital social interaction. The aim is to recruit at least two community access points per country of each participating partner and to collect data about referrals via this route and the effectiveness of the process in promoting Eliemental to target groups.

In identifying and assessing CAPs, workshops explored what ingredients made a successful CAP, including identifying relevant factors such as accessibility, popularity with a particular group relevant to Eliemental targets, etc. Through partner participation it has been possible to refine information for individual country and sector needs. At workshops discussion was also round effective ways of giving information, so that information packs can be developed and disseminated to share details of Eliemental. This report touches on ways to work with “leaders” or gatekeepers of CAPs to create a sustainable method to promote the Eliemental project. A feedback mechanism will be created to assess the impact of using CAPs.

2. Definition of a Community Access Point

Community Access Points (CAPs) are places where it is possible to have an informal public life, described as such by Ray Oldenburg¹ in 1989 as the third place or the “great, good place” – a place that is not home (the first place) or the workplace (the second place) and so free of the constraints and structures demanded by family or hierarchies at work, allowing for greater and equalising social interaction.

These great, good places draw people to them because they are “fun”. They are places where the entertainment is provided by people themselves and where the sustaining activity is conversation even if the place is supposedly for another purpose e.g. a bowling alley. It is a place where people can feel they belong to a group or a community – a belonging that is even more crucial as modern society places more and more of an emphasis on individual well being and the common method of socialisation and entertainment becomes more and more home based e.g. watching TV. Public life, without the presence of CAPs would need strategies and structures for individuals to communicate with an outside environment – a coding of places as “safe” or “not safe” and prescribed behaviour to survive

¹ Ray Oldenburg, *The Great Good Place (Cafés, Coffee Shops, Bookstores, Bars, Hair Salons and Other Hangouts at the Heart of a Community)*, 1989.

going through “not safe” places. These fears of unsafe places lead to greater segregations, where people feel able to only use places where they meet other people like themselves – dangerous for society and for cohesion in a country. It would lead to greater exclusion of the disadvantaged and further disconnection of their potential to engage with others to improve their situation. The presence of CAPs, on the other hand, allows people to explore places and relationships they would not otherwise engage with. Ray Oldenburg draws attention to the fact that the word *idiot* originates from the Greek word “idiotes”, which refers to a person disinterested in participating in democracy and public life. These people were viewed as selfish, contemptible and stupid as they were more concerned with their daily personal affairs than they were for the good of the society. CAPs are routes that draw “idiots” into public life. Although the data for this report was collected to identify CAPs to engage people in enterprise, there is broader recognition that good CAPs are more than that – they are essential for a community’s cohesion, well being and development.

CAPs provide a space for unrelated people to relate regardless of background. They are places for social regeneration, and sometimes stimulate development of political and civic life through recognition of communal bonds. Even poverty loses some of its sting when communities can offer the settings and occasions where the disadvantaged can be accepted and valued. Because people make the communal setting, there may be CAPs which work solely for one age group or gender or ethnicity in the way that, for example, betting shops in England may engage men more than women. However, the focus on a single group does not mean a lack of diversity e.g. with a single ethnic group there is likely to be a range of people from different ages and classes. A single CAP will never be sufficient to reach all Elemental target groups, and a range of CAPs will be needed to enable comprehensive reach and engagement. This report mentions specific group CAPs e.g. minority groups in particular pubs or restaurants, women in cafés adjoining gyms. This will make it easier to assess and identify CAPs for particular target groups.

3. Summary of workshops, interviews and demographic profile

5 workshops were held with key stakeholders from Elemental target groups. These were in Lancaster and Peterborough in the UK, Targoviste in Romania and Lodz and Andrespol in Poland. In Greece information was collected in Thessaloniki through interviews with people from the target groups, in this case older women. In total, 48 people participated in workshops and interviews. The age range covered was from 18 to 65 although some workshops targeted particular age groups to help identify issues and trends for young people or older people.

There was a specific workshop for young people in Poland, two engagement sessions (through workshop/interviews) of women (in the 40+ age range) in Poland and Greece, and a workshop in Romania for Roma people. People from a diverse range of ethnic backgrounds participated including African, Arabian, Bangladeshi, Black British, Caribbean, East Timorese, English / British, Indian, Irish, Italian, Latvian, Mexican, Polish, Roma, Spanish and Turkish. There was a mix of residents and immigrants. Particular sectors explored were youth, older women, Roma, immigrants and unemployed residents (with a focus on long term unemployment). Two of the Lancaster workshop participants were recovered

substance abusers. All participants came from groups where there had been a low start up rate of self employment.

4. Barriers preventing social interaction

Barriers were included as a topic of discussion at workshops to identify exclusion factors, so that places that had these are not used as CAPs for this project even if, on the surface, they appeared to be good meeting places. The most common barriers were affordability, physical and social access, location / transport, time and technology.

Affordability

Feedback from participants made it clear that it would be impossible to reach long term unemployed or certain minorities like the Roma community (as discussed in the Romanian workshop) through pubs, clubs, restaurants and bars as they would be unable to afford going to these places on a regular basis. In the Peterborough workshop participants felt that the poor and unemployed could only go to places that were free – community centres, voluntary sector training and activities, parks and religious group activities. However, some places that charge such as restaurants have not been excluded as CAPs as they are places used by particular Elemental target groups, as the workshop with young people in Poland showed.

Access

Participants reported that people with mobility issues found certain community meeting points had poor physical access – no step free access or no provision of toilets for wheelchair users. A further barrier was the atmosphere preventing easy social access. People felt that certain meeting places were run by a particular clique and you knew as soon as you walked in that you were not welcome. Access could also be barred by discriminatory attitudes. In Greece, this was not a matter of race but how friendship circles formed which then discriminated against others perceived as not like them. In the Poland and Romania workshops, perceptions of discrimination were stronger and based on ethnic origin. For these groups it was vital that a good CAP showed that residents, immigrants and people from different communities were welcome.

In the UK, participants at the Peterborough workshop mentioned bad practice in planning and development as a social access barrier. This had led to large scale housing developments with no infrastructure (schools, pubs, medical practices) and so no easy place for people to meet. In addition, development had led to some other disadvantages. For example, there was no cinema in the city centre. It was on the outskirts with no good public transport connections. The Greek interviews also mentioned “no such spaces available in villages”. It then described people in smaller communities forming their own groups and taking on places such as the one cafe as their own haunt, blocking any “outsider” from taking part and increasing discrimination between groups.

Location / Transport

Participants felt a good CAP was one that could be accessed easily, so if it was not in a city centre it had to be within the neighbourhood of those using it so that they could walk to it.

Public transport could be expensive and was usually designed to get people to work – in the UK there are fewer buses in the evenings and on Sunday. Transport would be a big barrier for people who live in rural areas, particularly those on a low income.

Time

Time was perceived as a possible barrier as it is likely that target groups work in low paid, shift work and so would find day time training activities at a regular time each week completely out of their reach. Activities needed to be timetabled well so as not to exclude groups. In the workshops and interviews that were run specifically for women (Poland and Greece) the key problem with time was caring responsibilities – “no time to meet with unemployed friends because of the home duties (children, housekeeping, cooking)”. To engage these participants it may be necessary to help them in planning the time for their training. Women may need this as their caring role could mean they set their own needs aside.

Technology

The last barrier was an increasing dependence on technology. While virtual networks encouraged CAP type meeting, technology could also act as a block so that everything had to be done online instead of through people, e.g. booking tickets online rather than through ticket staff at a railway station. This was mentioned at the Peterborough workshop where participants commented on the end of a kind of social interaction we had taken for granted. Some of this was not because of technology e.g. in terms of local shops closing or milk deliveries ending, but some of it was e.g. booking tickets or in libraries where checking books was computerised so people did not get to talk to library staff. Participants felt this communication had been crucial for those who were isolated e.g. through unemployment, ageing or ill health. Another factor was that people who were poor did not have easy access to a computer or the internet and had now become the new “illiterate”. This could be relevant to Elemental online training. There were also groups who were not confident about using technology e.g. women and older people. CAPs, where there is good access to computers, would be an important part of tackling this barrier.

Another barrier, although this did not relate to specific places, was lack of information or poor publicity. Often places that were good CAPs were not more widely used because publicity was sent only to the same places and so did not reach wider audiences or because information that truly described the service/meeting was not given.

5. Belonging to a community

Belonging to a community was discussed at the UK workshops and in Greece through the interviews. In Lancaster, participants identified particular factors that meant you belonged to a community – helping each other or friendly connections and people you can depend on, rather like the Robert Frost definition of home as “the place where, when you have to go there, they have to take you in.” A CAP was a place where you found a group that you felt comfortable “hanging out” or socialising with.

At the Peterborough workshop there was discussion around what community meant, so that you knew you belonged to one. Participants felt that it was a difficult concept, given the modern day focus on individuals and private life. People who had come from other countries said that they found it difficult in the UK where greeting your neighbour was regarded with suspicion. Participants felt that communities were not based on geographic locality unless there was another bonding function, e.g. getting together for children's activities especially meeting parents outside a school, or activities like walking a dog.

Because people are multi dimensional, belonging to a community actually means belonging to several different communities. These were described as communities based on a particular culture where people could meet through activities such as language / culture classes for children, or based on a religion where there was a lot of communal activity outside religious services or joining communities built round particular activities – being part of a football team or going to a bowling alley or pub. For example, in Greece, participants defined the community they belonged to as three communities – the district or village, the city and a women's community. There was a warning in the Peterborough workshop that community activities were not always within a homogenous group – there were tensions and differences as well as common cultures.

As an example they mentioned the Bangladeshi community, where there could be divisions through status so that prominent people could set up different community groups with different followers – rarely drawing in people of an equally high status. Where there was a main community group this was often run by men and usually focussed on cultural or religious activities. Women set up different women-only community groups focussing on activities e.g. visiting the elderly or taking part in physical sport such as swimming. The main conclusion from this group was that Elemental providers needed to decide how their target groups were divided by age, gender and ethnicity and then draw up a list of factors that brought each particular subset together e.g. youth clubs. It would then be possible to identify CAPs that attracted particular subsets in order to reach all the members of that community. However, this report focuses more on places that are open to all in a particular community or communities, even where there are dividing factors among users.

Robert Putnam² describes this sense of belonging to a community as the interaction that enables people to build communities, to commit themselves to each other, and to knit the social fabric. This sense of belonging and the concrete experience of social networks (and the relationships of trust and tolerance that can be involved) bring in social capital i.e. the relationships translate into benefits (or capital) for people in the community. Social capital is largely divided into three types – bonding, bridging and linking. Bonding capital is the first and brings together people of a similar background, i.e. the basis for single group CAPs. This may be essential for minorities to articulate their point of view before they can move on to belonging to wider communities through bridging capital (connecting sectors of society that, otherwise, would have never come into contact) and linking capital (connecting individuals, or the groups they belong to, to people or groups in position of political or financial power).

² Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*, 2000; *Better Together (with Lewis M. Feldstein)*, 2003

The workshops identified bonding or bridging social capital in terms of belonging to particular communities e.g. bonding capital through belonging to a particular national group such as the Pakistani or Turkish communities or bridging capital e.g. by feeling part of a particular community at a community centre which brings together people of different backgrounds. Participants identified communities or networks they belonged to through the common experience e.g. culture, religion, gender, interest or activity. In some cases, belonging to a community was through using the same place e.g. a neighbourhood pub or a specialist food shop. What emerged from workshops was that however individualised the culture is, people still need to feel they belong to a wider group or communities that gives them a social value.

6. Criteria to identify a useful CAP

CAPs are about relationships between people, not about a physical space. For example, at Peterborough there was discussion about owning public spaces. For people who had come to this country as immigrants, hostility and non-acceptance from residents made it difficult for them to use central public spaces such as the Town Hall or the Cathedral Square. To get over this, minority groups organised public events in these spaces celebrating different cultures. Over 200 people (resident and immigrant) came to Peterborough Cathedral Square for a celebration of Black History Month which then had stalls with food from different countries and musicians and dancers giving different cultural and musical performances plus a variety of stalls from local voluntary groups from Peterborough Council for Voluntary Services to the British Legion and Hari Krishna, activities and crafts e.g. Yoga, campaigns and statutory organisation stalls e.g. from the Police. Interest was built through community group newsletters and through a Facebook page that built a conversation that then brought people together for more conversations and interaction, leading to follow up activities. Another example was using a central Church venue to host a fashion show with traditional and recent fashions from Africa, India and China followed by a Congolese meal and dancing.

If a CAP is not a particular physical space but an event, or a festival which can be used to reach target groups, it would be useful for Elemental partners to identify key events / activities in their areas that they could use for information giving. Once these are listed with the target group to be reached, information about the project could be displayed or handed out as leaflets at these events.

Given the fluidity of non physical places and the difficulty of tracking events in time, this report gives more attention to CAPs that could be physically identified as a place and workshop participants were asked to describe these. Participants identified the following components that contributed to a good CAP:

- **Local:** A place that is easy to reach for the community that uses it – either close to where people live so they can walk to it or easily accessible by public transport. It must also be easily accessible physically for people with disabilities.
- **Safe:** A place that feels safe. One contribution to this feeling of safety is that it is a place that caters to a diversity of communities and age groups.
- **Affordable:** a good CAP is one that is not too expensive. In some cases, even a modest user fee prevents people from using the space. CAPs then develop in

unexpected places e.g. parks where people meet to play sports, or have picnics or go for walks together.

- Friendly and informal: A CAP needs to be a place that is good for conversations – helped by music and food or free Wi Fi. Communication needs to be at all levels. The setting has to be informal so that people do not feel intimidated, and feel able to join easily in the conversations as well as remain quiet when they want to.
- Inclusive: diversity of people using it is important so that you can easily see attendees came from a wide range of backgrounds and recognise that the place is not run by a clique. The place needs to have an open and flexible membership. Good diversity gives a place a “buzz” which encourages other people to join. Participants particularly mentioned three aspects of diversity – age, gender and race. In terms of age diversity is important. Children’s activities often bring in people of other age groups. It is particularly important that there are CAPs for young people to meet, and that there are CAPs with activities for older people that are stimulating and are not just containment to pass the time. In terms of gender women need to feel they are comfortable and heard in mixed gender CAPs.
- Specific bonding: Minorities feel that their concerns could be ignored or not expressed within a majority culture and so private space is needed to be able to articulate these issues and share common experiences. This means that a good CAP could cater only for a particular group e.g. women or men or young people or people of a particular ethnicity and culture. This still keeps to the principle of inclusion because within that group it brings together people of different backgrounds e.g. women of different social class and ages.
- Comfortable: A comfortable place e.g. one with sofas to sit on, where it is not too noisy so that you can talk easily, with heating when it is cold and a nice environment e.g. pictures on the wall.
- Managed well: If managed, the management have to be open and friendly to encourage a supportive and respectful environment. If run by a single person, the boss has to be friendly and welcoming.
- Provision of stimulating activity: Places succeed as CAPs if they bring people together for an activity which can lead to closer friendships e.g. sports or English classes. A lot of sports places are mentioned as CAPs e.g. bowling alleys, neighbourhood football and basketball, swimming including open air pools, ice rinks which are open all the year round. Other activity that leads to CAPs are gardening or environmental concerns e.g. joining a communal allotment in the UK. Shopping is not seen as a route to a CAP as participants felt that although the major part of an individual’s leisure time is taken up with shopping, shopping centres or supermarkets do not have facilities where you meet people, other than the friends and family groups you might already be with.
- Parties: either eating places, such as McDonalds, which encourage parties or community events, festivals or get togethers. A party helps make the place look exciting and one people wanted to go to.
- Privacy if needed: this depended on the reason for getting together. For example, it is less important in a pub or restaurant and more important for a training session or seminar.

- Good food and drink: It helps if the venue provides easy access to tea, coffee and cold drinks. Food, tea and coffee were mentioned by several as helping people to relax. One participant at the Lancaster workshop described a place he really liked for the “cakes and real butter”. Good social interaction is also encouraged by the provision of meals but participants felt this was not essential for a CAP. After some discussion at one workshop, it was agreed that food was important if the majority of participants came from poor backgrounds and had less opportunity to share food with others.

Because participants often found it difficult to identify a good CAP other than the usual common meeting places, such as community centres in the UK, it was suggested by a participant at the Peterborough workshop that one way to identify CAPs was to get people to remember where they had last had an interesting conversation and tag this place as a CAP, building a social map. Identification of particular places was done in detail in the workshop in Poland where young people identified particular Cafés, restaurants and bars as CAPs which welcomed diverse groups of people, for example Hell’s Kitchen Bar & Grill, Łódź Kaliska, Biblioteka, Spinka, Lordi’s, Czekolada, Bedroom, Marrakesh, 21 Club, Layali, Lumumbowo Pub and the Kabaret Club. The full list of places from the Polish workshops is at Appendix A. The geotagging component of this work programme can help develop participative social maps.

7. Examples of CAPs including country specific data

This list is drawn from the places mentioned by participants at workshops. A few were omitted. For example, some participants mentioned each other’s houses. This has not been included as it relates more to the second place (the home) subject to family friendships, not always available, rarely open to informal “drop ins” and so not an open CAP. Similarly, virtual networks are not fully explored. Participants in the UK workshops discussed this but appeared to feel that these were conversations within a specific circle – like the example given of a Facebook page round Black History Month, and did not easily move onto different topics as a free ranging conversation in a pub would. Participants also felt that for people who were isolated through disadvantage, it was essential to have face to face space – “getting out of the house and meeting people” was very important.

There were no unexpected places described as CAPs which implies that more attention could be given to how targeted beneficiaries are asked indirect questions that could be used to get more information for example through the social mapping, described above. Examples of unusual places in the UK that were described through provider conversations but not through participant workshops were post offices, bus shelters, betting shops, Laundromats, pop up places, taxi cab offices, pawn shops and takeaways. The list below is still fairly comprehensive and provides a good coverage of where hubs of social activity take place.

Examples of CAPs were:

- Some pubs, clubs, restaurants and bars (would need target group input to identify)
- Dormitories or hostels for foreign students

- Labor offices, job centres, employment agencies
- Parks – especially in the summer. These are useful for meeting and giving information to people who cannot afford to go to other places
- Charities, particularly those organisations providing assistance to the poor
- Women’s associations (including associations of housewives)
- Religious places to reach people of a particular faith
- Faith groups community activities, which are open to people of all religions or none
- The cinema
- Cafés and coffee shops
- Community centres
- Libraries
- Sports halls
- Places where community radio programmes are made
- Gyms
- Places which provide training e.g. English language or ICT
- Community arts groups
- Hairdressers and barbers shops
- Places of study (schools and universities) although the group in Poland felt that these focussed more on study than conversation. The Peterborough group felt that Further Education colleges provided lots of different kinds of courses and activities that aided conversation and social interaction
- Specialist shops e.g. Polish or Asian shops in the UK
- Children’s centres and activities at school and outside e.g. scouts and girlguides
- Advice and information centres

There is a need for further analysis to distinguish two kinds of CAPs. The first is, in the spirit of this report’s definition of CAPs, a place where people interact and the sustaining activity is conversation. Here it is possible to engage with target groups to recruit and give information. The second is formal institutions where information about the Eliemental project can be given e.g. universities and labor offices, but this information flow is one way – it is unlikely to be a place where conversations about the project can be had or feedback collected.

There may be slight variations from country to country but this was hard to gauge given the range of workshop focus – unemployed/disadvantaged in the UK, women and minority ethnic young people in Poland, Roma in Romania and women over 40 in Greece. So workshops tended to focus on CAPs that are relevant to the particular group participating, rather than generally for the community in the specific country.

Suggestions for country specific CAPs

UK

Community centres (those that pass the CAPs criteria)

Places with sports or environmental activities

Greece

Organisations for women, like Ergani, or women's associations
Coffee shops at gyms

Poland

For young people: specific clubs and bars, dormitories were people live
For women: employment agencies and labour offices; organisations that assist the poor, e.g. Caritas

Romania

School or university and library
Parks (in the summer)
Churches

8. Information

Information via community noticeboards

- Information should be in clear, simple language with examples that are relevant to the lives of the target group about similar people who have started enterprise.
- If information is displayed in a CAP that caters for a wide range of people, pick the largest common factor that brings people together e.g. gender or activity or cause such as fighting disadvantage and poverty.
- Information should be both headline (posters etc) as well as detailed (leaflets). Detailed information should be in clear sections.
- Information should have a minimum of words and use real photographs [not glossies from an internet library] and striking visual images.
- Information should include examples of how people found solutions to problems, relevant to the target group.
- Information on training should promote its accessibility (e.g. with difficult subjects like regulation, finance and marketing) and its help in developing an entrepreneurial spirit – recognising and taking up opportunities, using hobbies and interests rather than thinking in an abstract way about business.

Information: methods and places

- Good signposting at community places
- Using social media and online networking tools (websites, Facebook etc) – but need to keep this live, posting new items on a frequent basis and engaging in virtual conversations to keep them going forward
- Attractive posters at CAPs e.g. in schools and pubs; unusual banners and displays in CAPs to attract attention
- Information boards at particular CAPs e.g. commune offices
- Leaflets at particular CAPs e.g. in family run shops
- Tester activities at CAPs encouraging personal entrepreneurial skills
- Outreach using volunteers or co-researchers – some training to ensure consistency of message. In Lancaster, it was suggested that co-researchers could help break down barriers to access

- Presence at community group events, festivals and activities
- Advertising through articles in free newspapers and club / centre newsletters
- Posting on public notice board e.g. in parks
- Engage with groups using CAPs to plan how to drive forward giving information
- Through local radio stations and TV community channels
- Through environmental Centres such as the Eco Innovation Centre in Peterborough
- Through distribution networks of prominent people e.g. in the UK local Councillor information distribution
- Through places of employment – agencies, labor offices, job centres – to display information

There were suggestions to think creatively about where to display information. For example, bridges can be used to put up signs – although this was recognised as UK specific and perhaps not always available.

Participants also suggested cascading information. For example, identifying key people (“leaders” and gatekeepers) within particular target groups and getting them to give information to the people within their groups. This is about establishing a relationship with the leader of the group who could then refer people to places where they could get more information. The leader is not necessarily the chair of the group, but is the person who makes things happen in the group. So for example, the leader might be the woman who organises the food and gets people to come to group social activities. This identification of leaders could come from other agencies e.g. in Peterborough the Council’s Community Cohesion Manager was able to list key people in both local resident and migrant communities.

9. Geo Tagging

Geo tagging makes direct experience that has developed through local personal experience of a place or activity, accessible to a wider network through interactive recommender systems – smart phones, online interactive maps etc. Opening access to a wider audience is done through posting personal comments and descriptions. This makes the place familiar to non-users or people from outside the locality.

One example of its use is a community centre in Peterborough – PARCA or Promoting African Refugee Community Association. PARCA started out as a community space for African refugees but now caters for a diverse range of refugees and migrants, as well as for local residents. A new refugee or migrant may not understand the atmosphere, welcome and support they would receive and could well feel intimidated about using it based on previous experience and hostility they have faced in the UK. If they looked up an interactive map which had people’s comments about PARCA, it would help them overcome their fears and use it. Given below is an example of a quote that could be put on the map.

“I am from Latvia and live in Peterborough for 5 years now. I have difficulties to speak English. One day I go to Lincoln road and I ask for help near Blue Cross Church and they tell me go to PARCA. PARCA will help you. I didn’t understand and one man came with me to

show the place and I ask about the place. They told me you can use our internet for free, use computer and play games and bring kids to play. From that year to now I am always in PARCA.”

If comments like this are regularly posted, the place becomes familiar to people who have not used it.

The simplest form of geo tagging is via Google maps. Once signed in as a Google user, locate the required map and click the “Add a Placemark” icon. Click the place on the map that you want to tag. Google Maps adds the placemark to that location and displays a dialog window that contains two text boxes. Type a name for the tag in the “Title” text field that appears and a description of the location in the “Description” text field. Click OK to continue.

10. Conclusion

In conclusion, the workshop and interview data confirm effective CAPs as spaces which encourage mixing, and where the sustaining purpose is conversations and relationships, even if the primary purpose is a different activity e.g. a sports activity. Conversations do not have to be very meaningful exchanges but they have to give the participant a sense of social value and a sense of belonging to a group. Workshop and interview data have provided a rich mix of information to formulate the key factors to identify an effective CAP as outlined in section 6.

The existence of CAPs is threatened because we live in an age that inadvertently inhibits them – either through town planning that leaves these out of developments, or through a culture that prioritises individual well being at the expense of the community (a man’s home is his castle) or through growth where the small places (the local pub, high street or shop) have been replaced by large supermarkets and shopping centres where conversations of a CAP kind are not possible. The workshops and interviews showed that participants valued CAPs and felt they are necessary for a quality of life and essential in terms of tackling disadvantage and poverty. It is CAPs that prevent ghettos and enable connections between different groups of people enabling a better society and a happier community. It is clear from this that the success of the Eliemental project will definitely be connected to the effective reach to and recruitment of participants via CAPs.

APPENDIX A: CAPS LISTED BY THE UNIVERSITY OF LODZ RESEARCH

I. CAPs used by minority groups

1. University of Lodz: faculties of Philology; Philosophy and History; Biology and Environmental Protection; Law and Administration; Economy and Sociology; Management; Science; Mathematics and Information Technology; Wydział Studiów Międzynarodowych i Politologicznych; Geography; Physics and Applied Information Technology; Chemistry
2. The Library of the University of Lodz
3. County Labour Office
4. Voivodship Labour Office
5. Department for International Job Placement Services
6. Department for Decisions and Certificates
7. Voivodship Office
8. Department for Citizens' Affairs and Foreigners (Section for Foreigners)
9. Saxofon Pizza
10. XIV Dormitory at the University of Lodz Wieża Babel
11. Hell's Kitchen Bar & Grill
12. Łódź Kaliska Pub
13. Sherlock Holmes Bistro & Pub
14. Biblioteka Pub
15. Spinka Club
16. Lordi's Club & Foo Foo Bar
17. Czekolada Club
18. Bedroom Club
19. Marrakech Club
20. One 21 Club
21. Layali Shisha Club
22. Jan Matejko's Park
23. Manufaktura
24. Cabaret Club
25. The Mexican Restaurant
26. Balucki Market
27. Istambul Restaurant
28. Czech Internet Forum
29. Division for Cooperation with NGOs, the City of Lodz Office

II. CAPs used by women

1. II Łódzki Kongres Kobiet
2. Fundacja Centrum Praw Kobiet
3. Międzynarodowa Fundacja Kobiet
4. Grupa Nieformalna kobiety GO!
5. Demokratyczna Unia Kobiet
6. Liga Kobiet Polskich
7. Schronisko dla Bezdomnych Kobiet z Dziećmi
8. Miejskie Schronisko dla Bezdomnych Kobiet
9. Stowarzyszenie "Praca i Dom" Centrum Informacji Kobiet

10. Miejski Ośrodek Pomocy Społecznej w Łodzi
11. Koło Kobiet Aktywnych
12. Stowarzyszenie kobiety.pl
13. Stowarzyszenie "Sprawy Kobiet"
14. Towarzystwo Pomocy im. św. Brata Alberta Koło Łódzkie - Schronisko dla Bezdomnych Kobiet i Dzieci
15. Fundacja Centrum Praw Kobiet
16. Fundacja Aktywizacji Zawodowej i Integracji Społecznej
17. Powiatowy Urząd Pracy nr 1 w Łodzi
18. Powiatowy Urząd Pracy nr 2 w Łodzi
19. Strefa Kobiet Fitness&Beauty
20. Sportera Fitness Sp.z.o.o.
21. Wojewódzki Urząd Pracy w Łodzi
22. Centrum Edukacji i Aktywizacji Zawodowej Osób Niepełnosprawnych w Łodzi
23. Punkt Pomocy Charytatywnej Caritas Archidiecezji Łódzkiej
24. Siedziba główna Caritas Archidiecezji Łódzkiej
25. Ośrodek Aktywności Zawodowej Caritas Archidiecezji Łódzkiej
26. Urząd Miasta Łodzi
27. Regionalne Centrum Polityki Społecznej w Łodzi
28. Ogólnopolskie Stowarzyszenie Aktywizacji Bezrobotnych - Oddział w Łodzi
29. Stowarzyszenie Bezrobotnych i Osób Działających na rzecz Bezrobotnych "Wszyscy Razem- In Copore" w Łodzi
30. Powiatowy Urząd Pracy - Łódź Wschód
31. Kościół Chrześcijan Baptystów w Łodzi
32. Kino Helios
33. Archikatedra Łódzka
34. Katolickie Przedszkole Zgromadzenia Sióstr Karmelitanek Dzieciątka Jezus
35. Przedszkole Miejskie nr 101 w Łodzi
36. Przedszkole Miejskie nr 102 w Łodzi
37. Przedszkole Miejskie nr 107 w Łodzi
38. Przedszkole Miejskie nr 160 w Łodzi
39. Szkoła Podstawowa nr 30 w Łodzi
40. Szkoła Podstawowa nr 101 w Łodzi
41. Forum Kobiet Netkobiety.pl
42. Forum o zdrowiu i kobiecie
43. Portal Moje Bezrobocie
44. Oddział ds. Współpracy z Organizacjami Pozarządowymi UMŁ

III. CAPs used by young people

1. University of Lodz: Faculty of Management; Faculty of Economics and Sociology; Faculty of Educational Sciences; Campus Faculty
2. "Olympus College. Romuald Kudliński in Warsaw .
3. Salesian College of Economics and Management
4. College of Entrepreneurship and Management SOP
5. College of Public Administration
6. College of Health Education

7. College of Finance and Computer Science. Janusz Chechliński
8. College of Humanities - Economics
9. College of Computer Science
10. College of Merchants
11. College of Marketing and Business
12. Pedagogy Academy in Lodz
13. College of International Studies
14. College of Art and Design
15. College of Tourism and Hotel Management
16. District Labour Office in Łódź
17. Provincial Labour Office in Łódź
18. Department of International Employment Agency in Provincial Labour Office
19. "Department of the International Labour Mediation
20. Department for Decision and Certification in Provincial Labour Office"
21. LODZ PROVINCIAL COMMAND Voluntary Labour Corps
22. Manufacture
23. Gallery of Lodz
24. Market Hall Market Balucki
25. Port Lodz
26. Shopping Center ARCADE LODZ
27. High School Complex No. 1
28. High School Complex No. 2. mamorial Natalia Gąsiorowska
29. High School Complex No. 3
30. High School Complex No. 4
31. The team of High School No. 5. memorial King Boleslaw Chrobry
32. High School Complex No. 6. memorial Wielkopolska insurgents
33. Team High School No. 8
34. High School Complex No. 9. memorial National Education Commission
35. High School Complex No. 10. memorial Jan Szczepanik
36. High School Complex No. 11
37. High School Complex No. 12. memorial Blessed Mother Teresa of Calcutta
38. High School Complex No. 13. memorial Siberians
39. High School Complex No. 14 . memorial Wl. Reymont
40. High School Complex No. 15
41. High School Complex No. 17 . memorial Jan Nowak- Jezioranski
42. High School Complex No. 18. memorial M. Rej
43. High School Complex No. 19. memorial Karol Wojtyla
44. Team of School No. 20. memorial Marshal Jozef Pilsudski
45. High School Complex No. 21. memorial John Kiliński
46. High School Complex No. 22
47. Complementary Technical Hairstyle at the European Youth Vocational School " Anagram "
48. Private Schools Culinary Tourism and Hotel in Lodz
49. Technical College of Catering and Hotel
50. Technical Commercial Institute of Vocational Education in Lodz
51. Academic Karate Club
52. Academic Sports Association Environmental Organization in Lodz
53. " Sports Centre , Rehabilitation and Vocational Activation People

54. Disabilities "
55. Folk Sports Club Polesie Lodz
56. Folk Sports Club Polonia Lodz - Andrzejów
57. "
Lodz Football Club ""Railway""
58. " Lodz Association of Physical Culture, Sport , Recreation and Tourism
""Peloton""
59. Rudzki Sports Club
60. Association Football " Maro " Lodz
61. SSA Lodz Sports Club Stadium in Al. Union of Lublin
62. Stadium RTS " Widzew "

63. Pilsudski (Health , Folk)
64. J. Poniatowski
65. Fr . Bp . M. Klepacz (Worcela)
66. Square Linke
67. Square in place Haller
68. Idyll
69. Slovak (Venice)
70. Reymont
71. Dabrowski
72. Legions (Hibner)
73. Social Security , part of the park Legions
74. In Therapeutic Street
75. May 3
76. Rntertainment
77. Widzewski
78. Źródlika I
79. Źródlika II
80. over Jasien
81. Podolski
82. Kiliński
83. Gen Zaruskiego (Krasickiego or On Slopes)
84. Widzewska Hill
85. Staszica
86. Moniuszko (Rail)
87. Sienkiewicz (Mikołajewski)
88. Matejko
89. Andrzej Struga
90. Grey Ranks
91. Old Town park
92. Mickiewicz (Julianów)
93. Helenów
94. Zeromski
95. Małogoskie field
96. Park Kielce
97. Anders

98. Park Piastowski
99. Piastowski Square
100. With Mortgage

Internet Forums

101. www.widzewtomy.net/
102. www.widzewiak.pl/
103. www.widzewlodz.pl/
104. www.mlodziwlodzi.pl
105. www.forum-lodz.pl/
106. www.lodz.naszemiasto.pl/forum/
107. www.mojalodz.fora.pl/
108. www.e-mlodzi.com