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**QUICK-ASSESSMENT METHOD FOR
RIGHTS-BASED PARTICIPATION AND
INCLUSION OF THE YOUTH – THE CASE OF
NUZHA CENTRE IN EAST-AMMAN, JORDAN**

ABSTRACT

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The Case of Nuzha Centre in East-Amman, Jordan

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The inclusion of the youth and their rights to be active participants have been undermined in the traditional community development context. Especially in the case of refugee youth, their voice is often ignored. Since, the realization of the refugee youth's right to participation is imperative, there is a need for assessment methods in the community development projects. Therefore, the aim of the thesis was to achieve an improved quick method for assessing in what degree the rights-based participation and inclusion of the youth are realized in social development projects in the Middle-East context.

The research process was carried out in two phases. Firstly, the methodological part where a set of methodology, a method of four elements was developed for assessing the level and quality of the youth's participation. Each aspects of the method were introduced based on the previous literature as well as modified and combined in order to create a well-working quick-assessment method. Secondly, the method was applied, tested and further developed at Nuzha centre by exploring, as a case study, the realization of right-based participation of the refugee youth. The application was conducted by organizing workshops for the staff/teachers and the youth. The research process was participatory and inclusive and used qualitative content analysis in processing the information produced in the case study.

The created quick-assessment method provided various operational information of the realization of participation of the youth at Nuzha centre case revealing, for example, that the participation of the youth was consultative and not yet reaching the deeper levels of inclusion. In terms of project cycle, the participation was limited to implementation phase only. The application worked as an eye-opener for the staff in internalizing the concept of inclusion and finding new ways to enhance it at the centre.

In conclusion, the developed quick-assessment method is, by making some improvements, recommended to be used in social development and humanitarian projects in assessments and evaluations. Because of its empowering effect to vulnerable groups such it is also applicable among the refugee communities.

Further research suggestions are concerning the influences of culture, traditions and gender aspects in the rights-based participation and inclusion of the refugees in the social development projects in the Middle-East.

Keywords: Refugee youth and rights, Rights-based participation and inclusion, Assessment methods, Assets and skills, Youth centre, Project cycle

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1 INTRODUCTION

Promoting human rights and inclusion in community development work and humanitarian emergencies have been a significant topic of discussions in recent years. Youth's active participation promotes their inclusion in the society, and they need to have an opportunity to give their contribution for the development of communities. UN Convention on the Rights of the Child emphasizes the participatory agenda and principles in an international rights-based attitude to childhood (Aldridge 2015, 31-34).

It is known that in the traditional community development context the youth is easily ignored during the planning of the projects and their possibilities to influence are weak. Especially refugee children's and youth's rights to be active participants have been undermined. They have been objects but not subjects and active designers in planning and implementation.

Understanding rights and capacities of children and youth as well as finding practical ways to enhance their realization has been slow. Therefore, there is a need for further improvements. Participation of the youth throughout the project cycle phases has an essential influence on empowerment of the youth and sustainable development of communities. Youth and children have a right to know their rights as they are the future change-makers in their communities. Awareness and knowledge of ones' rights leads to empowerment. Without participation there cannot be inclusion, ownership, and the feeling of belonging that are important matters for human being.

Since the realization of the refugee youth's right to participation is imperative, there is a need for assessing its realization in the community development projects. When the projects are hectic and evaluations must be done in a limited time, a special interest is to develop quick-assessment methods. On that account, the aim of the thesis is to achieve an improved quick method for assessing in what degree the rights-based participation and inclusion of the youth are realized in social development projects. Due to my previous experience of working among refugees in Jordan for many years and due to the recent

increase of refugees from Syria, the assessment methodology was applied and tested through a case study in Jordan, Middle East.

After becoming familiar with some main concepts related to rights-based development (chapter 2) and defining the aims of the study (chapter 3), the research process was carried out in two phases. Firstly, the methodological part (chapter 4) introduces four key aspects and tools in assessing the level and quality of the youth's participation, which are: 1. the set of seven standards (or indicators) for assessing youth's inclusion, 2. project cycle, aiming to take into account all phases of the project, 3. exploring the levels of inclusion, and 4. doing assets mapping. Each aspect will be introduced based on the previous literature as well as modified and combined in order to create a well-working quick-assessment method.

Secondly, the created method was applied, tested and further developed as a case study at Nuzha youth centre, located in Amman, Jordan. My experience of working among refugees for many years have guided this research towards the Middle East. The war in Syria started in 2011 and since then Jordan has received more than a million of Syrian refugees. Finn Church Aid (FCA) started the humanitarian work among Syrian refugees in 2012. FCA has also a project of Nuzha youth centre that is established especially for the Syrian refugee youth and other vulnerable people living in the surrounding area. The FCA director in the Middle-East (personal communication, January 2018) felt that there was a need to promote the rights-based participation and inclusion of the youth in that context.

The realization of rights-based participation of the refugee youth was explored as a case study at Nuzha centre (chapter 7) by organizing workshops for the staff/teachers and beneficiaries of the centre. The research process was participatory and inclusive and used qualitative content analysis in processing the information produced in the case study. Research methods including the workshop method is clarified in detail in chapter six. Situation of the Syrian refugees and background of Nuzha centre are described in chapter five. Chapter seven analyses the data and results of workshops and discussions undertaken during my stay in Amman.

The tool of seven standards (tool 1) of participation of the youth at Nuzha centre was a main tool to show expected minimum level of involvement of the youth and, practices

and behaviour of the staff. This kind of method is used in measuring of Save the Children's programs in order to certify high quality of child participation. The tool emphasizes areas where there are needs for modifying the project towards proper participation. The standards or statements provided indicators for assessment. (Save the Children 2005, 3.)

The project cycle is a general structure of social development projects. The Project Cycle Management Guidelines (2004) introduces the project cycle framework in order to offer an important basement to promote active participation and decision making from the beginning of the project until the end (European Commission 2004, 1). That is why the project cycle phases (tool 2) were also discussed in the workshops. This provided a tool for confirming if the participation of the youth is realized throughout the project cycle phases.

Moreover, three levels of participation (tool 3) according to Lansdown (2010) were discussed with the management. These levels opened a clear picture of involvement, and also, showed the level of inclusion of children/youth as rights-holders concerning the topics related to them. (Lansdown 2010, 21.)

An interesting aspect is also, how does the participation of the youth connect to their assets and wider community to be empowered and have a feeling of ownership of the project. I argue that inclusion and feeling of ownership of the project leads for sustainable development of the community and strengthens and empowers it. Communities and people always have strengths and resources that they might not have thought earlier. Hence, the assets mapping (tool 4) was carried out as one relevant aspect in assessing the inclusion of the youth in the centre and surrounding community.

The last chapter (chapter 9) concludes the main results of the case study reflect and the quick-assessment method and its relevance. The findings make an important contribution to the field of quick-assessment methods concerning participation and inclusion of the community development projects. The presentation of the results conducted at workshops is followed by concluding remarks suggestions for further developments. The quick-assessment method is, by making some improvements, recommended to be used in evaluating social development and humanitarian projects' real contribution to rights-based,

inclusive development. The method is applicable among the refugee communities in the Middle-East context.

2 THEORETICAL PREMISES AND MAIN CONCEPTS

Empowerment and inclusion of communities have its impact on sustainable development of communities. Each project should have their goal to build sustainable communities and promote rights-based sustainable life of the people. Hence, this matter is also related to the roles of the children and youth as change-makers of their communities.

The focus of the study is rights of the children and youth and their rights-based participation and inclusion in the development projects. The main concepts of the thesis are the rights of a child are and how the children and youth should be taken seriously as individuals in planning and decision-making in the projects. Children and youth have their right to participate and active participation is empowering and supporting a sense of inclusion. An essential and influential matter in the projects is the role of the leadership as supporters of the participants. Accordingly, their role as a precondition has been described in this chapter.

2.1 Children's Rights and social justice

According to the United Nations (OHCHR 2018) children are entitled to special protection and care, and in the family, they should grow up with love, happiness and understanding. Moreover, the child should learn about dignity, freedom, equality, peace and solidarity that are also essential skills for a child to grow ready to his/her individual life in the society. The protection should start before the birth of the child (OHCHR 2018.) Furthermore, every child has right for nationality, education and development. The Convention on the Rights of the Child in Article 2 is:

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members (OHCHR 2018).

Rights of children include commitment to the general rights of human rights. The adults have created the convention of rights of the child and how they have been implemented in practice. Children and youth need to be taken seriously as individuals having their rights to be active in decision-making and planning without thinking that they are only vulnerable objects. Their knowledge of their rights should be developed leading to the ownership of the rights. Children have a right to claim their rights and gain awareness about their rights. Jones (2011) argues:

Communicating rights is not just about information and understanding: ... it is also about connecting knowledge with action and participation. (Jones 2011, 44.)

Awareness and knowledge of ones' rights leads to empowerment. To be empowered increases participation that leads into action in practice. The change on understanding of rights of children has been very slow and it is still in the development phase in many countries as we have noticed.

Children's opinions have been abandoned by thinking that they are incapable to understand and make decisions. The world has been created for children by adults. Adults have defined the traditions and societies that are restricting children. Hence, some organizations talk about adult actions that take care of realization of children's rights or they may even share the idea of parents' and children's rights as being one. The ideal matter is that children and adults together develop thoughts and actions concerning the rights. There is a need for awareness sharing and education of rights for both children and adults. (Jones 2011, 45.)

Community practice based on strengths has been described as social justice. It also considers operational injustices in planning, action and evaluation phases where some people can be treated more privileged than others and some marginalized. Social justice values are features of building social capital and increasing participation of excluded groups of people. Methods used for these are for example participatory action research, education and community-based policy advocacy. (Reisch, Ife & Weil 2013, 86.)

In accordance for social justice, adults and children are considered as equal although younger children do not know how to work out their rights. According to liberationists, this does not mean that children are left out from participation, but they should be

encouraged to practice their rights as early as possible. Previous thoughts were that children only have a right for protection without active roles and adults make the decisions for them. (Walker 2011, 34.)

Taken together, social justice is closely linked to inclusion and children have a right for participation. Therefore, in communities and in social development projects there is an importance for assessing the participation of children and youth and improve their inclusion. Children could be taken seriously for example while planning the playgrounds of the areas. They could be actively participating according to their willingness and in taking their ages into account. While they can practice their rights and they feel that their opinions are important, they are empowered and gain the feeling of ownership and inclusion.

2.2 Rights-based participation and inclusion of children and youth

The set of rights proposes that when children are taken seriously, they are listened, and they can participate as active individuals supported by adults, the concept is rights-based participation (Emerson & Lloyd 2017, 123). Prout and Tisdall (2008) argue that discussion about children's participation is necessary to start while we study social inclusion or exclusion. When exclusion occurs, there is a need to provide opportunities for participation. (Prout & Tisdall 2008, 235.) Participation is a core concept related to inclusion.

It is possible sometimes in the adult world, that children and youth can be existing just when they do not interfere with adults. This causes the feeling of exclusion for children and it means also, that they do not feel valued and do not have a voice so that their opinions and needs are heard. According to Katz & Miller (2012):

Inclusion is... A sense of belonging: Feeling respected, valued, and seen for who we are as individuals; There is a level of supportive energy and commitment from leaders, colleagues, and others so that we - individually and collectively - can do our best work. (Katz & Miller 2012, 17.)

Nowadays, the participation of children and youth has been taken more openly into account in community development. Participation of children and youth may open a learning process for all participants and, moreover, perspective for us as adults to evaluate our

own thinking and way of doing. Children are capable to share their views and opinions. Rights of the Child encourages the participation of children. (Craig 2003, 36, 40.)

Gary Craig (2003) claims:

Notwithstanding the relative lack of proper evaluation in most cases, this discussion shows the enormous potential for consulting and encouraging the participation of children and the potential benefits that it can bring, not least of all in ensuring that children become active and participating citizens as they grow into adulthood (Craig 2003, 43).

Children cannot, and in general should not, be treated as ‘little adults’: their intellectual and emotional sophistication and understanding of the adult world is limited by the very fact that they are partly or even largely dependent on others for the maintenance of their lives – although adults have often been guilty of exaggerating the extent of that dependence, particularly perhaps in relation to children’s ability to think critically and make informed choices (Craig 2003, 43).

As it is seen, the operating culture of community development projects requires changes. The lack of assessment of the participation of children has been discovered. Underestimating perceptions of children should be corrected. When children grow up as valued and active participants, they will be also active citizens in their adulthood giving their contribution by participation to their communities. Adults can be empowerees of children and promote their participation or they can minimize it and create exclusion.

Hence, this study as a case-study is related to the Syrian refugee youth rights-based participation, there was an interest to find previous studies related to the youth in similar kind of context. In its report of Participation action research (PAR) with adolescents affected by the Syria crisis in Egypt and Lebanon (2018), Save the Children has described how important it is that crises effected children are promoted to participate as analyzers of their circumstances in order to support them to gain control over their lives again. This matter leads to identity strengthening and supports rehabilitation including development of self-management skills. Moreover, participation of children supports the development of programs and their outcomes promoting the completion of children’s rights at the same time. (Save the Children 2018, 2.)

In 2016, Save the Children organized a workshop in Lebanon in order to develop participation in practice. They noticed that PAR was working well when used with youth in

humanitarian context. The report claims that positive changes occurred in problem-solving skills of the youth and they gained new friends. A very meaningful feature described by the youth was that they were listened to, they had a voice. It is important that the focus is in assets of the youth and not in the unmet needs and challenges confronted. (Save the Children 2018, 6-7.) In conclusion, PAR is a good method to be used as enabling the participation and inclusion.

While practicing PAR, essential features are flexibility, proper groundwork and planning and promoting a good commitment of the youth. Continuous monitoring and response for the needs should be existing and the staff need to understand the meaning of flexibility in PAR. Also, the staff must be trained, and funding needs to be flexible. Proper planning with appropriate stakeholders is crucial. Management and implementing teams must understand the construction of the project from the starting point. Strong-build trust between the youth and staff is essential and a well-planned project is not collapsing easily when there are changes in personnel. Risk assessment should not be forgotten. (Save the Children 2018, 7.)

Youth understand their communities and therefore their engagement and involvement as associates have noticed as a powerful matter. The assets of the youth should be centralized and guiding features in the projects. Moreover, it is good for family members to be up-to-date and involved in the planning and the operation stages. Attendants of the project need training and facilitating that builds their capacity and skills also in financial matters of the project. It is always good to remember that the best results occur by providing enough time for the empowerment and capacity building of the youth. (Save the Children 2018, 8.) Essential features on planning and documentation are also:

A documentation plan needs to be developed that is realistic in the context and regularly monitored so that any difficulties can be addressed. In a humanitarian context, the plan should be adaptable and feedback from participants should be actively encouraged. (Save the Children 2018, 8.)

Monitoring systems need to be properly generated in order to evaluate the plans and projects. Participants must have opportunities to give their feedback and they need encouragement for sharing their comments. These are needed for the development of the plan and activities.

Finn Church Aid (FCA) has published a report called *Youth on the Move* (Huxley, Wev-elsiep & Suomi 2018) describing the situation of humanitarian and development strategies related to youth in crisis contexts such as refugee, internally displaced people (IDPs) and migrants' movements. The report criticizes policies and practices that do not understand the needs of the youth or recognize their capacities as dynamic potentials and participants. (Huxley et al. 2018, 5.)

Although “youth on the move” have universal rights to participation, this is not recognized in many countries. These young people are easily excluded and marginalized. According to the report, there is need for increasing their political possibilities to action and participation in economic, social and political processes in their communities. Furthermore, their potential and capabilities should be better recognized. (Huxley et al. 2018, 34.) When we refer to the rights of the refugee youth, the youth are particularly vulnerable. Therefore, the assets and skills of the youth should be recognized, and they should be encouraged to use their abilities in practice. They can be very creative in producing new initiatives and ideas for projects and for their communities. The policies of development and humanitarian strategies should be modified according to rights of children and youth and open the way for rights-based participation.

2.3 Sustainable community development with the roles of youth and children

To ensure that the development is sustainable, it is necessary to do a proper risk analysis in order to find out possible features that may breakdown the project. Moreover, the projects should be built on the existing resources and assets of the people of communities. These are the general matters in the sustainable community development contexts. This study wants to remind also about the roles of the youth in sustainable community development in the Middle-East context and culture.

Delgado and Staples (2013) describe how youth-led a movement in Massachusetts can have an essential role in improving the life of the communities. They explain that the movement gives opportunity for children to have education, also higher education. Moreover, youth-led movement gives citizenship which has a significant outcome for their

lives and leads to implementation of citizenship in practice in order to be involved in the community. (Delgado et al. 2013, 548).

According to Education for Sustainable Development (ESD), by teaching young people and children the right information and skills they will live sustainably. Education makes changes in thinking and behavior and education does sustainable changes in communities through empowered individuals. It is important to equip children for their future roles and not only to the roles they have now. Children and youth are the potential change-makers in their communities and there are many indications about it. The article contributes that youth can be a substance to start the change by actions and participation in their communities towards sustainable development (Percy-Smith & Burns 2013, 323.)

2.4 The importance of management and leadership as promoters of participation

Leadership and management can be either hindering people's participation and ownership of the projects or they can be facilitators of skilled people leading to increasing of their empowerment and inclusion. Therefore, this matter is related to this study as a pre-condition of realization of the participation of the youth. Generally, it is always important to observe what meanings the power relations concerning sharing of responsibilities have in the projects.

Nowadays the emphasize in the leadership models is more and more on values-based model. Values-based model highlights how every person can lead and moreover, its emphasis is on values that promote effective leading. Previous studies of leaderships have their focus and attention on leaders, their characteristics and how great they are. Moreover, the management studies have focused on how to achieve the goals of the leaders. Harvard Business Review has repeated for some years the ideas of shared and cooperative leadership models that has been trained in grassroot level. (Schmitz 2011, 74.) Martiskainen (2017) argues that community grassroot leadership promotes participation of civil society groups leading to sustainable dynamic activities (Martiskainen 2017, 82).

The challenge is with the aspect where leaders and management do not notice the difference between providing services or serving with communities. Schmitz (2011) claims that

the most important principle is to organize service with communities. Solutions need to be built from inside out having a meaning that people are noticed as assets and associates. The main task is not how a leader can lead, but how the leader leads towards joint goals and how the leader can engage people to be active participants and give their contribution for leading. (Schmitz 2011, 15-16, 28.)

Although, the research is not deeply focusing on management issues, it takes into account this aspect as a meaningful pre-condition for the improvement of participation. Especially in the Middle-Eastern culture the leadership is based on clan and tribal tradition and this certainly have its influence on community development projects.

Next, the purpose of the research is presented.

3 AIMS OF THE STUDY

The previous conversation of youth's right to participation and the need for assessing their participation in the community development projects give grounds for setting up the goal of the research. Often, youth and children have been viewed as passive individuals to whom services have been provided without asking their opinions of their needs. In practices and policies, including youth and children in decision-making has usually been forgotten. They have been objects but not subjects and active designers in planning and implementation. (Aldridge 2015, 31-34.) This means that in conventional community development contexts the inclusion of the children and youth and, hence, their rights to be active participants are undermined.

That is why new developments have their focus on involving children and youth in participation in order to address their exclusion from society and promote their inclusion. UN Convention on the Rights of the Child emphasizes the participatory agenda and principles in an international rights-based attitude to childhood. (Aldridge 2015, 31-34.) Children and youth can provide an essential contribution to the development of programs through their participation (Save the Children 2018, 2). Nowadays, they are seen as active members of society with essential contributions to make.

As it has been already said, this all actualizes the need to assess how the youth's participation and inclusion in practice are realized and, through that, to give impetus for planning steps towards more complete inclusion. It is obvious that in order to be applicable the assessment method should be quick enough. While it is common in the community development projects that there is lack of time and resources. To be suitable the assessment method should be possible to conduct within a limited time. Furthermore, to be useful the assessment should not limit itself only to verifying the state of the affairs but also reveal what developments could be done for the improvements.

This leads to the aim of the research that can be formulated as follows: The aim is to achieve an improved quick method for assessing in what degree the rights-based participation and inclusion of the youth are realized in social development projects in the Middle-East context.

The research is being carried out in two parts: 1. Development of the quick-assessment method and 2. The case study at Nuzha centre. An essential aspect is to examine the modified quick-assessment method. This will be performed in the case study at Nuzha youth centre in Amman, Jordan. The case is suitable for justified reasons in testing how does the developed quick-assessment method work in the Middle-East context. The case study gives a good opportunity and a platform for assessing and concurrently, refining and developing the method further. The goal at Nuzha centre is to find out the realization of right-based participation of the youth and the kind of awareness that is needed in order to increase involvement of youth and improve participation. Also, this study promotes in improving structures of practices at Nuzha centre.

The first part of the development of the quick-assessment method follows in the next chapter.

4 ASSESSMENT METHODOLOGY

In order to find out the realization of the youth's participation in the community projects there is a need for suitable methods and tools for assessing it. As it has been claimed, because of time and resources limitations a quick-assessment method to be conducted in evaluations is applicable for this kind of situations. It is always possible to use only one method for assessment, but when the goal is to gain the most exact result, it is useful to combine various tools and create a package. This chapter presents the assessment methodology and four elements which were chosen to be the quick-assessment method that can be the most important and relevant to the context of this research. In addition, a significant part of the methodology and a practical method are the workshops where the quick-assessment method was applied in the case study. The content of workshops is presented later in detail in the chapter six.

Firstly, levels of participation according to Hart (1992) and Lansdown (2010) are introduced. Secondly, project cycle as a main structure for the projects and its meaning in assessing the participation are opened. Thirdly, the main tool that is modified during the research process is presented. This is seven standards for assessing the participation of the youth according to Save the Children (2005). Fourthly, an important feature to know in projects are the assets of the community and therefore, the assets mapping is described also.

4.1 Levels of participation

Hart (1992) developed with the new categories the well-known ladder metaphor of participation originally from Sherry Arnstein (1969). The ladder has eight levels and it provides a stage for the realization of the participation of the children in the projects. The eight levels are:

1. Manipulation, 2. Decoration, 3. Tokenism, 4. Assigned but informed, 5. Consulted and informed, 6. Adult-initiated, shared decisions with children, 7. Child-initiated and directed and 8. Child-initiated, shared decisions with adults. (Hart 1992, 8-9.)

According to Hart (1992) children may show their contribution on participation and responsibility in different degrees at different periods. The goal should be that opportunities for children's decisions to participate in programs are made in best use of his/her capacity. Hart (1992) shared that the first three rungs of ladder describes non-participation. Degrees of participation start from the fourth rung of ladder until the eight. (Hart 1992, 8.)

The rungs of ladder from the fifth to the eight are described shortly here. The fifth rung of ladder is called "consulted and informed" and have a meaning that the participation is on a degree where the programs are planned and run by adults, but children's voices are heard and highly respected. The sixth rung of ladder named "adult-initiated, shared decisions with children" includes instances where adults have originated projects and the decision making is done with children. The seventh rung of ladder is "child initiated and directed". Hart (1992) explains how smart and initiative children are when they can freely play, and they direct themselves their playing. Hart (1992) argues that it is very hard for adults to give a role for children to direct and it seldom happens. "Child initiated, shared decisions with adults" is the eight rung of ladder and it is the highest rung of the ladder of participation. It means that adults give space for children to plan and initiate and participate with their full capacity. Hart (1992) claims that these kinds of children-initiated projects are rare. There is a need for caring adults to stand by children and facilitate them according to their age development and competence. (Hart 1992, 11-15.)

The typology of children's participation in the projects was stated already in 1992 by Hart. It builds as a bridge from the theory of the participation to the practice. Later, Gerson Lansdown (2010) clarified typology of three levels of children's participation which is certainly influenced and inspired by Hart's (1992) typology. According to Lansdown (2010) the need for measuring the participation is imperative. She said that there are two approaches for measuring. Firstly, the main indicators need to be identified, including a cultural environment where children live. Secondly, Lansdown (2004) clarified that the quality, scope and influence of the participation should be assessed. The most important feature is that children themselves are participating to the evaluation process. She categorized participation of children at three levels and their explanations are:

- **Consultative participation.** Adults ask children's opinions and views in order to gain understanding and knowledge of their experiences and lives. This type of participation is managed by adults and children are not involved in decision-

making. Adults listen and consider viewpoints and expertise of the children in decision-making. Consultation enables children to share their opinions in planning developments, in decisions affecting children individually, in developing policies, services and laws, and moreover, in education and health care without forgetting legal proceedings.

- **Collaborative participation.** Collaboration offers larger degree of participation between children and adults. Children have a possibility to be actively engaged at every stage of the project, service or decision. They are involved in designing and have responsibilities in research, they participate in conferences and they are trustees on committees or in board and moreover, they are involved in peer counselling and education and strategy developments. Also, decisions affecting children within the family can be collaborative rather than consultative, for example concerning their education and health care. Collaborative participation includes option to share decision-making with adults and give contribution to the processes and to the outcomes of activities.
- **Child-led participation.** This means that children have the possibility to identify matters of concern and create activities. Children act as individuals, for example they ask for the realization of their rights and they search for health care for themselves. They choose a place for their education, and moreover, they know the systems of complaints and they have opportunity to establish their own organization for advocacy and awareness raising and for policy analysis. They can use and access media for their intentions. In the level of child-led participation the role of adults is to be facilitators who provide assistance and needed information and support in order to enable children to carry on and monitor their own aims. (Lansdown 2010, 20.)

The process in the projects can start with consultative participation which can lead more to the collaborative participation when noticing that children have gained more knowledge and understanding of the issues and they are proficient to take more responsibilities. Quality of the participation can be measured, for example by studying transparency of participation and is the participation voluntary. Furthermore, the quality can be measured by sorting out whether the children are respected, do they feel safe and is there a child friendly atmosphere while participating. The indicators for measuring the

influence of participation must be decided with children and adults together. (Lansdown 2010, 21).

Lansdown (2010) argues that the way to the real participation and involvement of children will take a lot of time and efforts. She claims that children are not seen as citizens and consequently, their capacities need to be understood. Children generally do not even know their right to participation. She claims:

Real participation does involve a transfer of power to children. Achieving that transfer can only be achieved through the introduction of legal rights, means of redress and wide-ranging cultural change towards respect for children as rights holders, entitled to active participation in all the decisions that impact on their lives. (Lansdown 2010, 21-22.)

Therefore, there is still need for awareness and structures of strategies, practices and laws and also, to develop structures of practice where children can influence on issues that concerns them (Lansdown 2010, 21-22). It is justified that a change in the culture of communities and also in community development projects must take place. There is a need to create better practices so that the role of children and their capacities are considered in participation and opening the way for inclusion. All the same features matter with the youth also.

Three levels of participation according to Lansdown (2010) is simple and briefly describing in what level projects implements their activities related to involvement. It is easier to conduct in a limited time than the ladder of participation (Hart 1992). I included three levels of participation as one tool in the quick-assessment method to be used as a basis for discussion.

4.2 Project cycle

Inclusion is an essential topic of the study and the focus is contextualized to the project world that is structured through the project cycle. Hence, project cycle provides a good platform for the discussion and assessment in what phases of the project cycle the inclusion has been realized in the projects.

European Commission (2004) has clarified the role of the project cycle in their guidelines. It defines that the project cycle has five + one stages: programming, identification, formulation, implementation, evaluation + audit. These stages are shortly described:

- Programming: Who are possible partners? What are the partner's development priorities and emphasis? Selecting of program priorities and focus, type of support and financing details.
- Identification: Is the project idea appropriate and important concerning to local needs? Agree, modify or refuse the project idea(s). Does it have funding?
- Formulation: Is the project reasonable and will it carry sustainable outcomes? Accept, refuse or adjust the proposal. For different projects, whether or not to obligate finance.
- Implementation: Are outcomes reached and resources competently and successfully used? What remedy actions should be done? Remain finance or terminate it.
- Evaluation: Were planned results realized and are they sustainable. What are the lessons learned? Change policies and develop program/project.
- And audit: Has there been observance with appropriate rules and laws? Did the project meet its' budget, usefulness and productivity criteria? Continue the project, make modifying or stop the activities. Improve project funds. Change policies as needed according to evaluations and modify strategy of future projects. (European Commission 2004, 1, 20.)

The goal of the Project Cycle Management Guidelines (2004) is to support active decision making considering the grass-root level of the communities and good organization practices from the beginning until the end of the project, and also, when the project needs to be modified. Cooperation with communities opens wider possibilities for inclusion of the poor and supports the increase of justice and democracy in society, which leads to the options for economic growth for the poor also. Participation and partnership with local communities promote ownership of the projects and moreover, they build the capacity of the individuals and communities to make a change. (European Commission 2004, 1, 6, 16.)

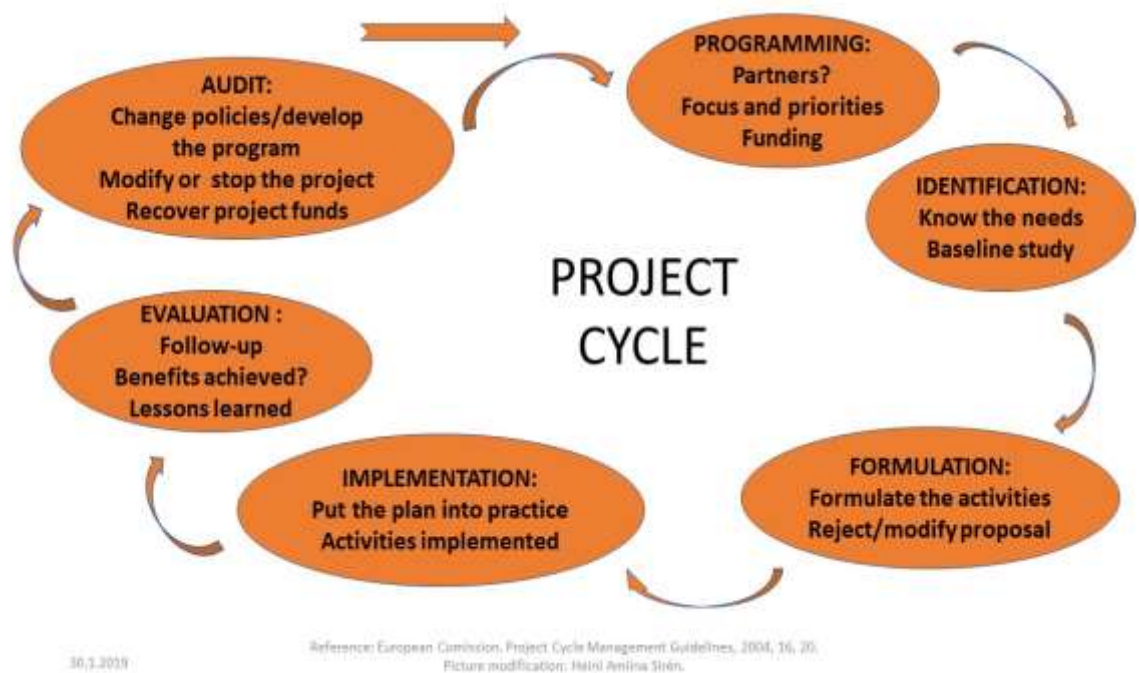


FIGURE 1. Project cycle

Project cycle phases were selected to be discussed in the workshops, because it is the framework in all community projects starting already before the project begins and continuing until evaluation and new forming. Project cycle opens also the level of participation realized in the projects and hence, it was supporting the assessment of the case of Nuzha centre. Since, the Impact assessment (Finn Church Aid Syria Response in Jordan 2012–2017, finalized in December 2017) recommended that the beneficiaries should be involved in participation in all the phases of project cycle, it was important to include to be one element in the quick-assessment method.

4.3 Seven standards for assessing the participation of the children/youth

This study has a rights-based approach of youth’s participation and inclusion. The organization of Save the Children has designed Practice Standards in Children’s Participation (2005) to be used as a framework for guidance and enhancement of the children’s participation in their projects.

The standards or statements are practiced in child participation work as indicating expected minimum level of activities and behavior of their staff. Their aim is to certify high quality of child participation in Save the Children’s programs. It is used as a tool of guiding the direction and furthermore, it promotes discussions with stakeholders. These standards are as statements that can be used as indicators and are beneficial in evaluation. (Save the Children 2005, 3-4.) Seven standards are following:

1. An ethical approach: transparency, honesty, accountability
2. Children’s participation is relevant and voluntary
3. A child-friendly, enabling environment
4. Equality of opportunity
5. Staff are effective and confident
6. Participation promotes safety and protection of children
7. Ensuring follow-up and evaluation (Save the Children 2005, 4).

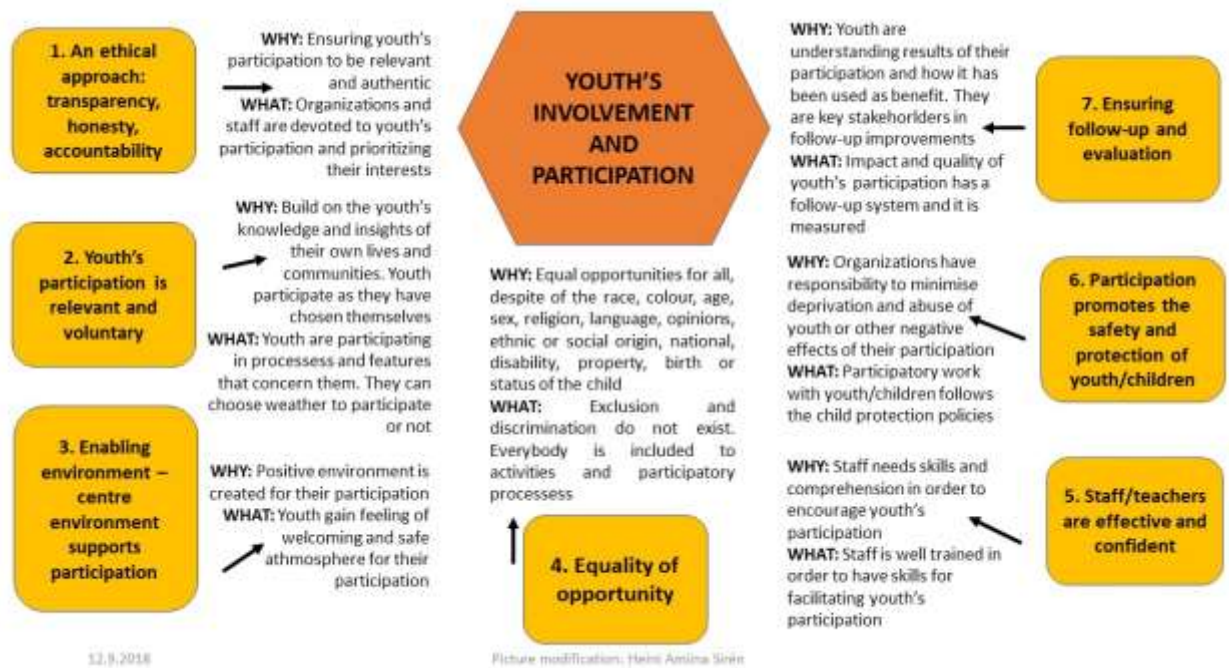


FIGURE 2. Rights-based involvement and participation of the youth. Modified from: Practice Standards in Children’s Participation. Save the Children (2005).

In the Figure (2) with the seven statements there are two clarifying questions ‘why’ and ‘what’. ‘Why’ is describing the aim that is to guarantee the coherent and high quality of children’s participation practices in the projects. ‘What’ indicates the result what should

be reached in practice and what is the expected level to be achieved. This figure served as a main tool of assessment in the workshops at Nuzha centre case study.

4.4 Assets mapping

Previous community development approaches have focused on needs rather than mapping resources. Identifying the needs and problems can show inequalities and give voice for the people in order to make a change. Also, it can lead to a feeling of helplessness when very complex circumstances and situations are addressed. Moreover, needs-based community development is often related to outside assistance and can lead to dependence. (Green & Goetting 2010, 4-5.)

Despite of the situation of the community, there exists always assets and resources. Community can be mobilized through its assets. There are five key steps for mobilizing community assets according to Kretzmann and McKnight (1993). These are:

1. Mapping assets
2. Building relationships
3. Mobilizing for economic development and information sharing
4. Convening the community to develop a vision and a plan
5. Leveraging outside resources to support locally driven development.

In the first step the focus is in clarifying the capacities of institutions, organizations and individuals living in the community. Every person has essential capacity and potential to subsidy his/her community, without forgetting seniors, youth and people with disabilities. Furthermore, individuals have gained many skills and experiences through their hobbies and volunteering in various activities (Kretzmann et al. 1993).

Mapping of assets includes family relationships, peer group relationships, leaders, organizations and associations, religious groups, local businesses, schools, hospitals and parks etc. The focus is on capacities and skills and strengths of the community and not on problems. Furthermore, the key is to find out how they are related to each other and how the new partnerships could be increased. For example, associations, neighborhoods and religious and cultural organizations are in the core when building relationships and, also

building bridges to the other communities. Moreover, these parties provide services and have a large connection to the local people attending to their activities. Strong relationships lead the community to be more independent and strengthen it (Kretzmann et al. 1993). Understanding the essential meaning of assets and the need for assets mapping in the projects support the possibilities of participation of the people of communities and therefore this aspect is important for this study.

5 BACKGROUND OF THE CASE NUZHA CENTRE

This chapter concentrates on the Syrian refugees' background briefly and their situation in Jordan. Also, in the chapter are introduced organization of Finn Church Aid (FCA) and their project of Nuzha youth centre. FCA provided a good opportunity to do the case study at Nuzha centre where the main participants of the activities and beneficiaries are Syrian refugee youth.

5.1 Uprising in Syria

The latest conflict in Syria has already lasted more than seven years. President Assad started his ruling in 2000 with the reputation of a modern person and people were waiting improvements for the country. In Syria, there had been long-lasting financial and political challenges which were leading towards instability. Citizens were disappointed, and Assad turned back to an authoritarian way of leading as the former president, his father had done. (Encyclopedia Britannia 2018.)

Corruption was one of the ruling methods and interests were distributed according to networks of ties between tribes, families and religious people (Kerkkänen 2017, 161). Economic improvements benefited the crony capitalists leading to increase of inequalities of wealth and injustice between citizens. Moreover, Syria had faced the worst drought in their latest years between 2006 and 2010 causing poverty for hundreds of thousands farmer families and a mass migration of rural people to urban cities. (Encyclopedia Britannia 2018.) The judiciary and the administration were corrupted also and case in court did not go further without use of corrupt practices (Kerkkänen 2017, 161-162).

In the beginning of 2011, the researchers did not consider it probable that the uprisings in other Arab countries would also occur in Syria. There was a strong system of a police state created by former president Hafez Assad. The Presidential Advisory Committee had already predicted in 2010 that the unrest would begin if major reforms do not take place. They had described for president Bashar Assad that the quality of life of the people had become intolerable. Assad assured that the relationship between the people and the

government was close and therefore, there was no need for a change of the policies. (Kerkkänen 2017, 174-176.)

Bouazizi, who set himself on fire on December 2017 in Tunis started the Arab Spring that spread like a flood from North Africa to the Middle-East showing its influence also in Syria (Kerkkänen 2017, 176-177). In March 2011 the uprising and civil war in Syria started in the city of Dara'a where some children were arrested after writing anti-government graffiti. People got angry by the arrests of children and made protests. The Syrian security forces killed some of the protesters. Anti-government protests were inspired by alike demonstrations elsewhere in the North Africa and Middle-East. Protests expanded to other cities quickly and Assad responded by using aggressive methods and violence, but he failed to stop the people and more Syrians rose up against the regime. (Encyclopedia Britannica 2018.)

5.2 Syrian refugees

According to UNHCR, after the Syrian crisis started 2011 over 5.6 million people have left Syria and escaped to Turkey, Jordan, Lebanon and elsewhere. In addition, 6.6 million of Syrians are displaced in Syria, 2.98 million are in besieged and hard-to-reach areas, 13.1 million people are in need. Turkey hosts nearly 3. million (24.10.2018) registered Syrian refugees. Lebanon has roughly one million (30.9.2018) Syrian refugees and 70 percent of them are living under the poverty line. Iraq is hosting 250,184 (30.9.2018) Syrians and in Egypt UNHCR provides protection for 131,504 (30.9.2018) Syrians. (UNHCR 2018.)

UNHCR announces that there are 672,578 Syrian refugees in Jordan (UNHCR 24.10.2018). The Jordanian government has estimated that Jordan has hosted 1.266 million Syrians in 2017 which has led to poverty increase and challenges to provide opportunities for legal work and basic needs. At the same time there has been an increase of vulnerable Jordanians competing for the provided resources. (Freij 2017, 8.) According to UNHCR 80 percent of Syrians in Jordan live outside of the camps of Za'atari and Azraq. The estimation shows that 93 percent of refugees in Jordan live below the poverty line. (UNHCR 2018.)

Filippo Grandi, UNHCR High Commissioner has said:

Syria is the biggest humanitarian and refugee crisis of our time, a continuing cause of suffering for millions which should be garnering a groundswell of support around the world (UNHCR 2018).

5.3 Finn Church Aid, FCA

Finn Church Aid is the largest Finnish development cooperation organization and the second largest provider of humanitarian assistance. FCA operates in 15 countries working with the poorest people, regardless of their religious beliefs, ethnic background or political convictions. Their operations include long-term development cooperation, humanitarian assistance and advocacy having three thematic areas: Right to Education, Right to Livelihood and Right to Peace (ACT Alliance 2018).

At the end of January 2018, the discussions about my thesis started with Pauliina Parhiala, the FCA Regional Director in the Middle-East based in Amman, Jordan. I gained basic knowledge about the projects and her opinion about the needs that must be more concentrated on the projects in the future. Also, I familiarized myself with the situation and the work of FCA among Syrian refugees by reading Impact Assessment (Finn Church Aid Syria Response in Jordan 2012–2017, finalized in December 2017). FCA started their humanitarian operation among Syrian refugees in Jordan already in 2012.

Later, the discussion continued with Olli Pitkänen who was working as FCA's Interim Regional Director in the Middle-East after Pauliina Parhiala. Through him I was connected to Jordan Programme Manager Jehan Zaben and the Youth Centre Coordinator Omayma Qattash. The planning process continued with them and I received more information about their project of Nuzha youth centre based in East-Amman.



PICTURE 1. View towards East-Amman

5.4 Stakeholders and partners of Nuzha Centre

Jehan Zaben and Omayma Qattash shared (personal communication, May 8, 2018) that FCA's country office in Jordan has always decided to strengthen its relationship with various stakeholders. The Government of Jordan is hosting the operation and is one of the main stakeholders. Every non-governmental organization (NGO), including FCA, must acquire a permit from the Government of Jordan (GoJ) to be able to operate. On the other hand, FCA is constantly thinking of cooperating with some governmental bodies for the benefit of capacity building of those bodies and to ensure sustainability of the work done or funded by FCA. At the end, FCA is an international NGO that at some point will stop its operations in a country.

According to Jehan Zaben & Omayma Qattash (personal communication, May 8, 2018), rights holders belong also to the main stakeholders. FCA follows the rights-based approach. Field officers continuously, but informally, ask the beneficiaries about the services that are provided in terms of need, quality and means for improvement. FCA is participating in many sectoral clusters and working groups in national and sub-national level to ensure complementation of the work with other actors. FCA is cooperating with several NGOs that increase the work possibilities, for instance, Talents Beyond Borders

(TBB) who work on linking skilled refugees with international employment opportunities. Some of those professionals already are FCA's graduates.

5.5 Nuzha centre and concerns according to the assessments

The youth centre called as Nuzha centre had its opening on March 2016. Impact Assessment (Freij 2017) provides information that participants of Nuzha centre are youth from age 12 to 30. Nuzha centre is providing activities for Syrian refugees and for local youth living in vulnerable situations. (Freij 2017, 9.) According to Jehan Zaben and Omayma Qattash (personal communication, September 4, 2018), 60 percent of the beneficiaries are Syrians, 30 percent are Jordanians (they are mostly originally Palestinians having the Jordanian nationality) and 10 percent are other nationalities (Yemenis, Iraqis, Egyptians etc.).



PICTURE 2. Nuzha Centre

The youth centre provides courses in three months cycles. In one three-month period, Nuzha centre has 250 to 350 direct beneficiaries. It provides many activities and training courses such as English language, International Computer Driving License (ICDL),

barber and hairdressing, weaving and handicrafts, mobile repair training, entrepreneurship courses, parenting skills awareness, arts and photography. (Omayma Qattash, personal communication, May 8, 2018.) Nuzha centre has only one paid staff member, who is Omayma Qattash the Youth Center Coordinator. The others are serving as volunteers and there are five teachers, cleaner and two contactors who also make home visits. They all are part timers and get a small salary. (Omayma Qattash, personal communication, September 6, 2018).



PICTURE 3. Nuzha centre

Impact Assessment (2017) claims that the feeling of ownership and commitment of staff and their aid for participants have been limited. Therefore, FCA is recommended to build partnership with a local community-based organization. Furthermore, in the implementation level the participation of trainers and teachers in decision-making and their empowerment and involvement would open a right-based approach for the project. Opinions of beneficiaries are providing better accessibility also for people with disabilities to participate and these should be taken into consideration throughout the project cycle. (Freij 2017, 25-27.)

Although, the need for the rights-based participation and inclusion of the youth has been identified clearly, there is still lack of its realization in practice. Pauliina Parhiala (personal communication, March 18, 2018) shared that, despite all the efforts done before,

there is still a need for increase the right-based participation of children and youth in the project. While I familiarized myself with the Impact Assessment (Freij 2017), it brought up the same topic and recommendation. Feeling of inclusion of children and youth will also decrease the drop-outs of the project. Involvement and participation of the trainers and staff in all phases of project cycle improves the sense of ownership and sustainability of the project and moreover, its impact to the whole community. The understood need for improving the rights-based participation of the youth provided a major foundation for the conducted case study at Nuzha centre.

6 RESEARCH METHODS

6.1 Participatory research methodology

The research process was carried out in two phases. At first, the chapter four concentrated on creating the quick-assessment method based on previous literature about assessment methods and their reflection. Secondly, the developed method was applied at Nuzha centre as a case study.

The research process in the case study was community-based, participatory and inclusive. Normally, during the process of community-based research essential narratives of the community are heard and strengths and assets are identified. The aim, then, is to discover problem-solving methods which can solve problems and lead to positive change. In the community-based research some of the key principles are to notice the structure of the community, identify assets of community and facilitate the collaboration between partners. (Brodsky, Buckingham, Scheibler, & Mannarini 2016, 13.)

The participatory research (PR) method was used in the case study at Nuzha centre, including participatory action research (PAR). PAR had its role in the assessment process of the research that was conducted by participatory and interactive action with the staff and beneficiaries of the centre. (Aldridge 2015, 7-9). The essential role of PR is to facilitate marginalized people to be actively participating and promote their inclusion. Hence, voices of participants were paid attention and their autonomy was encouraged. PAR contains various methods and tactics to be used in the research where the voices of people are set at the focus. Aldridge (2015) claims that:

...the participatory project and research with vulnerable or marginalized people – both in terms of processes and outcomes – is the intention to address inequality and powerlessness by giving ‘voice’ to individuals who may be marginalized or excluded (Aldridge 2015, 16).

Also, he continues that these people are easily excluded in political and public life and ignored in research studies (Albridge 2015, 16). Children, youth and women are the most vulnerable and marginalized groups within the refugee communities. Therefore,

participatory research with youth from a refugee background was very suitable approach to be used in this study.

According to Carrey (2012), case study is an appropriate method to small scale research projects. It promotes understanding and provides enough data and enlightenment for the research. Case study is often used as a part of a broader set of methods. (Carey 2012, 145.) In this research, the case study offered a platform to collect information in what degree the participation of the youth was realized and to test the quick-assessment method that was developed during the first stage of the research.

Qualitative and thematic content analysis was used in processing the information produced in the case study. Thematic analysis is useful for analysing observations and discussions when the theme is related to the research question and the progress of the analysis scheme is based on the data collected. (Riger & Sigurvinsdottir 2016, 34.)

According to Pistrang & Barker (cited Riger & Sigurvinsdottir 2016) thematic analysis gives voice to those who may not have opportunity to express themselves and share their opinions. Furthermore, qualitative methods encourage an open discussion platform for the marginalized. (Riger & Sigurvinsdottir 2016, 35, 36.) Therefore, I decided to conduct thematic analysis focusing on various aspects (or themes) of the participation of the refugee youth and giving a voice for them. Their experiences and opinions not only revealed the quality and degree of their inclusion at the moment but also showed crucial points toward needed improvements in the future.

The case study was conducted using participatory methods by organizing workshops for the staff/teachers and the youth at Nuzha centre. The workshops were a key method in the whole process that was conducted in the case study at Nuzha centre and is to be described in the next section.

6.2 Workshops as a method

Participatory action research was realized by arranging workshops that included diverse methods such as: awareness sharing, watching a video clip, group works, facilitating,

writing opinions, discussions and voting. A decision to create a specific structure for the workshops was justified in order to gain qualified and systematic information about the realization of the youth's participation, and to test the quick-assessment method in a short timeframe.

Four aims were set for the workshops: 1. to provide awareness about rights of the child/youth and; 2. to share basic knowledge about the project cycle and; 3. to find out the realization of the youth's rights-based participation at Nuzha centre, and, 4. to examine assessment tools by using them as the foundation for the discussions in the workshops. As it was stated earlier, the important matter in the workshops was to give a voice for youth, provide a free platform and opportunity to share their views and opinions, and gain a feeling of ownership as beneficiaries. Furthermore, results gained from the workshops were supposed to be beneficial for the future development at the centre.

Each workshop took place at Nuzha centre and took five hours, including the breaks. The three first workshops had the same structure:

1. A short presentation about myself and the aim of my thesis. Then the attendants introduced themselves.
2. Sharing basic information about rights of the children and youth with a special concentration on youth's rights-based participation. Also, we watched a short video related to the topic in Arabic from YouTube. The video was produced by The Right's Ambassadors (2017) which is an initiative of teenage girls based in Jerusalem who had experienced that Palestinian families and children do not have enough information about rights in general and specifically rights of the child.
3. The project cycle was briefly explained (Figure 1.)
4. The tool of seven statements to find out the participation of children and youth was introduced by using the Figure 2. Each statement was also written on its own flip chart paper.
5. We went through seven statements one by one. Each statement was written on a flip chart paper. The participants had to move in the class room from flip chart paper to another and write their opinions related to each statement. Staff and teachers were guided to express their perspective and role how the centre is considering the youth participation linked to each statement. The youth shared their experiences.

6. All the written results were discussed together, and opportunity was given to participants to add their further thoughts to the written results.
7. At the end, project cycle phases were discussed, and the rights-based participation of the youth explored in its stages. I facilitated the whole process and made notes from the discussions.

The main set of themes in discussions at workshops were offered by the seven standards method presented in the chapter four. In addition, conversations about the project cycle was used in order to assess in what phases of cycle the youth has been participating and have a sense of inclusion in the project of the youth centre.

I was enthusiastic to personally engage with the centre community and not only observing as an outsider. Because of the limitations of time to attend the activities at Nuzha centre, I did not have the possibility to go very deep into participatory observations. Because of my previous experience about culture, language and country it was, anyhow, easy to connect with the people and make conversations.

Every workshop had two languages, English and Arabic. The attendants of the workshops wrote their opinions on the flip chart papers mainly in Arabic, which was then translated to English. Sometimes the interpretation was not clear enough and clarifying questions were needed. Also, I had to remind and stress the topic of participation and its relation to the project cycle during the workshops.

The attendants in the first workshop on 6th of September were the centre coordinator and five teachers: teacher for mobile repairing, two English teachers, handicrafts teacher and ICTL teacher. They have all started to work at Nuzha centre in 2016.

During the discussions with the FCA management I was informed that due to Middle-Eastern cultural reasons there must be separate workshops for male and female beneficiaries. Therefore, the second workshop was for young men beneficiaries on THE 9th of September and the third one was for young women beneficiaries on THE 10th of September. The centre coordinator organized that the beneficiaries were invited to the workshops. The conductors working at the centre called for 20 beneficiaries and those who were able and willing to come attended to the workshops voluntarily.

I decided to limit the ages of beneficiaries from 18 to 30 years although the age limits of beneficiaries at the centre are set from 12 to 30 years old. At the end, the beneficiaries whom participated to the workshops were from the age of 15 to 30 years old. Seven females were Syrians and three females were Jordanian-Palestinians. 12 males were Syrians and three males were Jordanian-Palestinians. Detailed information about the beneficiaries can be found in the Appendix 2.

The fourth and last workshop on the 13th of September was for teachers and beneficiaries together. Four female beneficiaries and four male beneficiaries were invited to come to the last workshop with the teachers. All the male beneficiaries attended, one of the young women was sick and one of them attended only for half an hour and then left. Two female beneficiaries stayed until the end of the workshop.

The structure of the fourth workshop was different than in the other workshops. In order to improve the participation and inclusion of the youth at the centre, I created a development task for the last workshop. Firstly, the results of the previous workshops were presented and secondly, the participants were divided into three small groups. There were both teachers and beneficiaries in each group. Their task in the groups was to create a development suggestion related to each seven statements. The instruction for the suggestions was that they must be relevant and enough easy to apply at centre within two to three months.

After each group gave its suggestion, there were three suggestions to debate over and select which one the whole group supposed was the most important one to be implemented first. Discussion was not easy, and each group kept on recommending their own suggestion without easily choosing the best one. They expressed that they prefer voting, and after voting everybody was satisfied with the choice. The other two suggestions that were dropped out now were encouraged to be implement later.

The study involved several ethical issues which are important to be discussed next before going to the case results.

6.3 Ethical issues

While doing participatory research with children or youth the main ethical aspects to be taken into consideration are confidentiality, their approval and security. Minors are counted as a vulnerable group of people and need protection from harm. The research questions asked from children and youth have to be checked in order to assure them to be valid and needed. They need to have a choice to agree in participation and methods used, and also, a right to withdraw. (Aldridge 2015, 36–40.)

According to Finnish National Board on Research Integrity (TENK) ethical principles of research in the humanities and social and behavioral sciences have to include respect for the autonomy of the participants, avoid harm and ensure data protection and privacy of the participants (TENK). Furthermore, respect and responsibility towards the community must be shown and be open in sharing the concerns. Misunderstandings should be avoided and the approach in the process is do-no-harm. The right attitude is very important. Listening to the needs of the community is an essential feature. (Brodsky et. al. 2016, 18.)

Autonomy involves an aspect of voluntary participation of the participants and right of children and youth to participate according to their age and skills. Moreover, the information about the research and its purpose as well as the length of the study must be shared for participants. (TENK). According to my knowledge the participants were voluntarily attending. The centre manager had organized and invited them to come.

One young participant stayed for only a half an hour in the last workshop and informed me that she wants to leave. She was told that she is free to go, and participation is voluntary. Only one person who was under 18 years old attended the workshops. Other participants were young adults. There was no need for permission of guardian in this research. While I started the workshops in the beginning, I presented myself, told the participants why I was there, the topic of my research, how long the workshop will last and when I should have my research done. Also, I told them that it will be published in Theseus page in internet.

All kind of harm must be avoided, and participants treated with respect also while writing the results to the study publication. It is sure that the participants themselves avoid sharing

features that might be harmful for themselves. Furthermore, social and financial harm must be evaded. The study must be conducted carefully including appropriate and balanced opinions. (TENK.) As a researcher I am aware of my responsibilities towards ethical principles in conducting research and publishing it. I was dealing with the participants in the workshops and at the centre in a respectful manner and the atmosphere seemed to be good with a feeling of freedom and humor. Moreover, the cultural context must be considered. It was helpful that I have culturally sensitive behavior due to many years of experience dealing with the Arab culture and refugees in Finland and in the Middle-East.

The timing of my stay in Jordan happened to be before the new period of courses starts at the centre, which opened a good possibility for participants to attend. Some participants were studying at the university and they came to the workshops a bit late as it suited them better. They informed this earlier and the staff told them that they are free to come as it is possible for them.

An important principle in research ethics is the privacy protection, protecting data and the confidentiality of the participants. All personal data must be removed from electronic files and papers. If there are further needs for contacts for the participants, the identifiers must be stored separately from analysed data. (TENK.)

Although, I asked the first names of the participants, their ages, nationalities and studies or professions, I told them that I will not write their names to the publication. I informed them that it is only for me in the stage of workshops. Furthermore, I mixed the answers of young men and young women. I present their ages and study backgrounds only generally without separating who was who or whose opinion was stated.

After the research is concluded I will remove the names of the participants from my files. I do not need information of the participants after I have completed my study. I will be only in connection with the centre coordinator Omayma Qattash and program manager Jehan Zaben. There is only one picture with people in the publication. I have asked written and signed permission for the publication from the people in the picture.

7 CASE STUDY RESULTS AND ANALYSIS

This chapter introduces and analysis concrete results collected at the workshops related to the standards of the participation of the youth and the project cycle stages. Also, discussion with the management about levels of the participation is included. Furthermore, the assets mapping of the community and the need for realizing it among the youth attending Nuzha centre are shared. Reflections and further development ideas that the topic affected for the teachers are described also.

7.1 Seven standards of the participation of the youth at Nuzha centre

The previously described figure of seven statements (Figure 2) was a guiding element in the workshops. Analysis is based on the written comments on flip chart papers about the statements and general discussions in the workshops. Answers of staff/teachers and beneficiaries revealed what has been done related to youth's participation at the Nuzha Centre. As it has described earlier, each statement has clarifying questions 'why' and 'what'. 'Why' is describing the aim that is to guarantee the coherent and high quality of children's participation practices in the projects. 'What' indicates the result what should be reached in practice and what is the expected level to be achieved. These questions had a supportive meaning for the discussions. Tables of the detailed outputs related to each statement are found in Appendix 1. For this chapter are done the figures where the Figure 2 is divided into smaller peace of figures in order to make it easier to follow the content (Figures 3-9).



PICTURE 4. The workshop and outputs

7.1.1 An ethical approach: transparency, honesty, accountability

Number 1 statement (Figure 3) of an ethical approach at the centre is needed in order to ensure that youths’ participation is relevant and authentic. It is realized in the dedication of organization and staff/teachers towards youths’ participation and prioritizing their needs.



FIGURE 3. An ethical approach

Staff/teachers stated that before they started the work at the centre, they have signed a code of contact that includes both ethics and good behavior. Moreover, they were convinced that they are committed by their hearts and willing to open the opportunity for the youth to judge and complain.

The interest of staff/teachers in the success of young people seemed impressive. Signing of the code of contact is an essential document for guiding the behavior and ethics and it is related to the accountability. They wanted to strongly assure that they are devoted to the youths' participation. It was not brought up whether the document includes rights of the child and the policy for implementing it at the centre. The centre coordinator (personal communication, September 6, 2018) told that besides of the commitment of the teachers, the staff have provided lot of training for the teachers in order to be skilled in dealing with the youth. I gained an impression that the management had put lot of efforts of this topic. No one commented features of transparency and honesty. One of the teachers commented:

“You have to build trust and there is need for building a good relationship between students and teachers. Then you can calm them. Attitude is very important matter, how you treat students as a teacher.”

It was very positive to notice that the youth themselves were quite pleased. However, at the same time they had requests. Their written comments and discussions at the workshops pointed out that the youth still have a need to be better heard in order to gain a feeling that their interests are prioritized. Most of the beneficiaries mentioned that there should be more practical teaching and more courses provided in the centre according to their needs. Although, they also agreed that staff/teachers have interest on their needs and are working for it. In discussion, someone told that if you are absent from the course, the staff will call you and ask the reason of absence and they want to know, if the reason is that there is something that needs to be developed. This is a reason why they described that they felt the centre is accountable and interested on fulfilment of their needs.

Furthermore, they requested better equipment and tools to the courses. Someone commented that there should be a follow-up system that would lead to job opportunities and connection to work places. This gave the impression that there is lack of linking to the companies and employers. Despite of blemishes, each beneficiary gave positive feedback

in different wording or expressed gratefulness and a note that staff/teachers are interested on their benefits and the centre provides all the courses they need.

Answers showed clearly the need to improve listening to the voice of the youth and do some arrangements according to that. In the last workshop teachers and beneficiaries together decided a development suggestion for the future in order to promote the participation of the youth. They suggested: *To create a new system for the follow-up of students in order to be professionals while completing the courses. And FCA should make an agreement with Jordanian government to provide perfect place and modern equipment for the centre.*

7.1.2 Youth's participation is relevant and voluntary

The second statement (Figure 4) guided to find out if the participation of the youth is constructed on their knowledge and understandings of their communities and their lives, and, can they participate to the activities they have selected themselves. In practice this means that youth are participating in processes and features that concern them, and they can choose the level of their participation and they do it voluntarily.

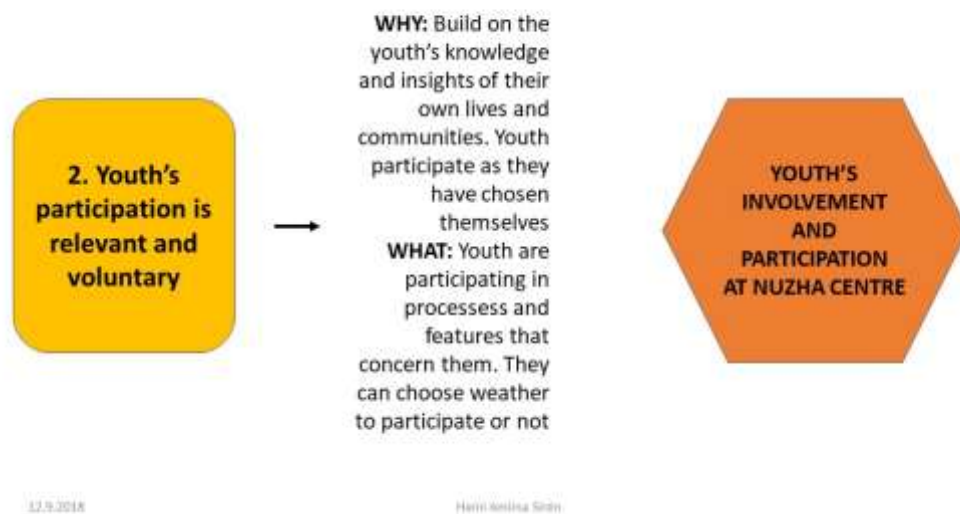


FIGURE 4. Youth's participation is relevant and voluntary

Staff/teachers agreed that at the centre the youth have the possibility to choose and they are coming willingly to the courses, because it is for their benefit. Also, they addressed that as beneficiaries they have freedom to choose and make suggestions for the future activities. With this statement the staff/teachers seemed to be very confident related to freedom of beneficiaries to participate or not and choose courses according to their interests. Also, the discussion brought up a cultural matter. One of the teachers said that in this culture sometimes families are influencing the choices of the youth and they do not have freedom to select their future profession.

Teachers started to discuss generally about this topic. They shared that if there is a need to solve a problem or decide on something, people go to a tribal chief who rules and makes decisions. This topic is related to the power structures of the communities and it is not concerning only the youth but also the adults.

Teachers also complained that now the whole system of education has changed, and students have more rights than teachers. They were worried about the situation that headmasters cannot do anything if students have behavioral problems. Teachers believed that maybe behavioral problems are caused because students did not have opportunity to participate and choose for themselves and they were ordered to study something they did not like to. In this that kind of a situation, they are not motivated to study and they react.

According to beneficiaries, participation at the centre is voluntary and they also have the option to choose the courses. Some of the beneficiaries mentioned that they can improve their skills and talents through participation at the centre, which has a good impact on their communities. One beneficiary argued that no-one asks opinions and the suggestion box in the corridor of the centre was not checked in the last two months. Another beneficiary had a wish that the centre could help him to find a job or support for that. Also, he/she claimed that other institutions are more effective with their courses than Nuzha centre.

Despite of lot of positive feedback related to this statement, some frustration also exists. One of the complaints was concerning the suggestion box that it is not working. Furthermore, someone did not even know before that he/she has a possibility to write suggestions to the box and did not know where the box is.

Again, some beneficiaries raised a need to be more professional after the courses as it was also noticed in the discussion of the first statement. Here, the differences between male and female beneficiaries' opinions were clear: the young men expressed their strong concerns over the lack of job opportunities, but the young women were more concentrated on their studies at school or university and did not talk anything about job opportunities. According to this, it could be concluded that men have more responsibility to provide finance for their families than women, as it is normal in their culture. A comment of a beneficiary at the end of discussion was a good reminder: "We can also help a lot ourselves."

The last workshop group work of the teachers with the youth resulted to development suggestion which describes a real willingness to develop the centre and meet the needs of the youth. The suggestion for this statement is: *The centre needs to provide different levels of courses after the first course until the end, hence, the beneficiaries will be professionals after completing all the courses. Then the centre should connect them to workplaces in order to have place for practicing.*

7.1.3 Enabling environment – centre's environment supports participation

Providing a positive environment for the participation of the youth is a guiding feature of the statement three (Figure 5). Youth as beneficiaries should feel safe and an open-hearted atmosphere for their participation.

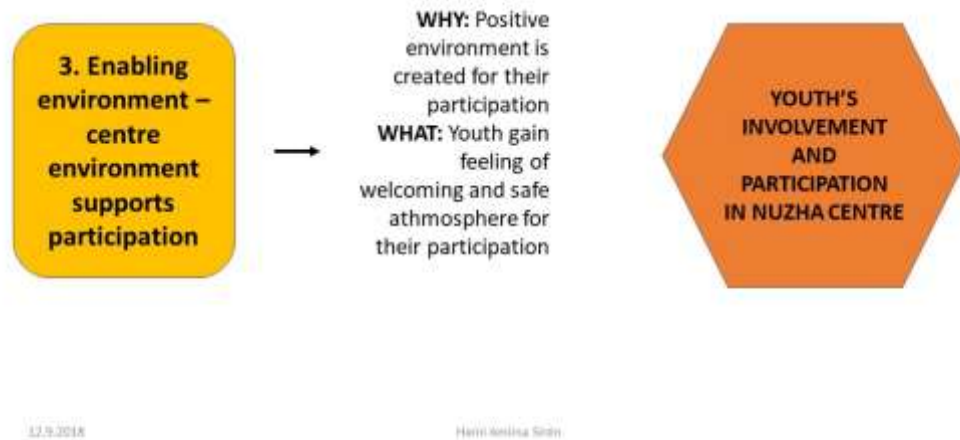


FIGURE 5. Enabling environment

Staff/teachers had a clear opinion that their duty is to ensure that the centre provides a safe, clean and suitable environment for the youth to participate in. Moreover, they reflected also a cultural issue that is taken into account and according to them, it also promotes feeling of safeties. This is that the youth centre provides courses separately for males and females which is the feature that youth have wished themselves. It can be said that the culture promotes protection. The schedules of courses are done after listening to the opinions of participants.

Most of the beneficiaries were satisfied with the atmosphere and safety provided at the centre that also supports their learning and participation. At the same time many of the participants criticized that there are points that negatively influence their participation. For example, the centre does not have enough space, there is lack of modern tools and the tools that exists are not enough for the participants which causes frustration while waiting for the turn for practicing. Somebody wanted to have the curriculum of the course he/she is attending.

The staff/teachers have succeeded in creating a good atmosphere at the centre where beneficiaries feel welcomed and safe. Some of the youth said:

“The centre is very welcoming. This is the reason, why we come here.”

“We knew each other very quickly. It was first time when I came to the course and the teacher gave us opportunity to introduce ourselves. This was first time this kind of happened to me and I liked it very much.”

Whereas praising the atmosphere, on the contrary, some beneficiaries were telling their dissatisfaction and requesting a bigger place and better equipment and curriculum. Moreover, child care does not exist during the courses with the consequence of hindering participation of some beneficiaries.

In the last workshop, discussion brought up a situation that has happened before and there is need for development and change. One person complained that if you give a suggestion, it is straight away knocked out by saying that there is no budget for it without even studying is it truly so and without checking if there could be possibilities to realize even part of it with a very low cost. Therefore, as a development suggestion for the future beneficiaries and teachers decided further: *The centre needs an independent person from outside to come and evaluate the situation of the centre in order to support for providing comfortable environment for all students even if it means that the centre needs to move to another place.*

7.1.4 Equality of opportunity

Equal opportunities (Figure 6) are an important aspect and needs to be measured at the centre. There should not exist any kind of discrimination or exclusion regardless of the color, sex, religion, nationality, social status etc.

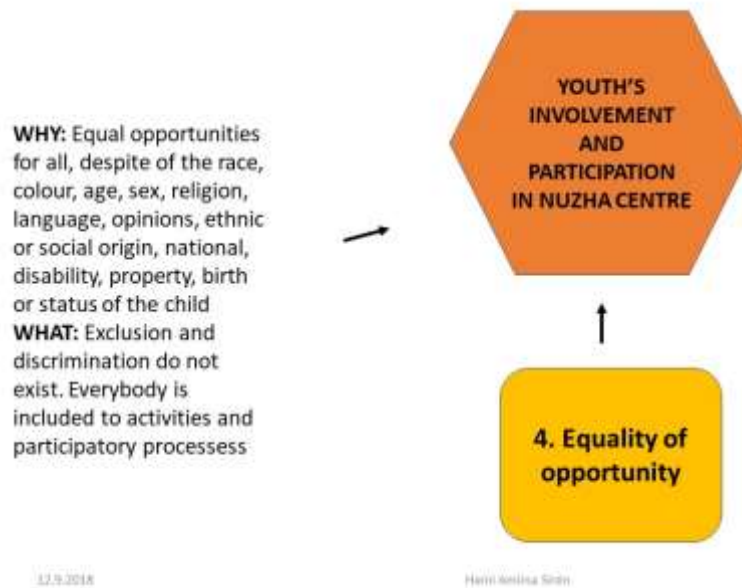


FIGURE 6. Equal opportunities

Staff/teachers stressed that the centre provides equality and receives all vulnerable people from different backgrounds and religions including disabled people and taking into account gender balance. The gender balance according to the staff/teachers is that there are separate days and courses for male and female participants.

We also discussed about the topic that if a young woman wants to learn mobile repairing and she has a willingness to attend the mobile repairing course, it is not possible for her. The teacher said that he would not take her into the course. He explained that the reason is to provide safety and protect her from harassment. In the culture of the area, gender balance cannot be realized differently now, but in the future changes are always possible.

The youth particularly praised the fact that the centre has no distinction between different nationalities and they have equal opportunities to participate. Someone asserted that this is the reason for the success of the courses and this matter also supports their feeling of confidence. One of the beneficiaries raised out the topic of racism, how harmful it is. He/she continued that racism does not exist in the centre.

Some of the youth shared that they know about the possibilities for the disabled to participate in the centre courses, but they complained that there is not enough space in every

classroom for example for the wheel chair. An elevator exists though to come to the second floor. One of the youths wanted to remind us all our vulnerability by saying:

“The centre deals with all people in humane way and do not care the origin of a person. Disability we all have in our minds and bodies.”

In the workshops the concentration was only for some parts of the question, especially the nationality and gender aspect. Other topics, for example social status or sexual orientation was not included in answers or discussion. I assume, there are topics that are not discussed openly in this culture. I asked, if people from other religions than Islam live in the area and they answered that there are, and they have participated also to the courses. They also claimed that people with different color have equal possibility to participate although I did not see any attendants for example from Africa while I visited the centre.

Discussion of gender balance was very much related to their cultural thinking where male and female beneficiaries are normally separated. Therefore, I had to organize separate workshops for male and female beneficiaries. Young women have courses for three days a week and young men have courses for two days a week. I tried to challenge their thinking that does this really mean equality between male and female and do they have same kind of human rights according to this system. The culture does not support gender balance in a way as we Westerners think. I noticed that the whole statement number four about equality of opportunity is a very large subject and it would need much more clarification in details.

As it has been clarified in the background of the centre, it is providing activities especially for the Syrian refugees. The location of the centre in a previously Palestinian refugee camp makes it easier for the beneficiaries to attend the activities. Palestinian refugee camp does not mean tents but rather cheaply built blocks of flats where it is easy for refugees to rent an apartment at a reasonable cost. Also, there are still many Palestinian background Jordanians living in the area. An assumption is that because of their refugee background they have similar social status. Moreover, those Jordanian-Palestinians who have been economically successful in life have often moved to West Amman areas.

In the last workshop, the discussion went to the topic of traumas of refugees and disabilities. The beneficiaries said that they need to know more in order to understand

themselves. Also, they expressed that there is need for awareness about disabilities and racism. One teacher also claimed that they as teachers do not have enough knowledge about traumas. This was a remarkable finding and result. At the end, the development suggestions ended up being: *The centre should provide awareness courses about traumas of refugees and racism and how to deal with disabled people.*

7.1.5 Staff/teachers are effective and confident

In order to be effective and encourage youths' participation, the staff/teachers must be well trained and skilled. Staff/teachers should be reliable, and they should be influential in facilitating the participation. This is the number 5 statement (Figure 7).



FIGURE 7. Staff/teachers are effective and confident

The workshop with the staff/teachers pointed up that teachers are highly qualified and well trained. They said that they need to show understanding and adhere good behavior towards the beneficiaries to meet the rules and policies of the centre. The centre coordinator told that every person working at the centre has been carefully chosen. Also, FCA has provided them lot of training in order to be skilled while working with the youth. Some of them have been very experienced in their work but did not have teaching skills in the beginning. The centre coordinator told that they needed encouragement to be

teachers. It can be noticed that this question was not clearly understood and therefore, the answers were related to the course participation. The meaning of facilitating youth's participation and inclusion was lacking.

More than half of the beneficiaries agreed that the teachers are skilled, effective and encouraging. Some said that the teachers have positive impact and they facilitate students' participation well. Two of the participants were criticizing and said as their opinion: "It is 45 % sure that there does not exist any facilitation for the participation". They explained that the teacher is not teaching from the book and is just giving his ideas about the topic. They felt that they have difficulties to study and memorize the topics in the exam because of this. One person complained that because they do not have the curriculum, they cannot dig the topic deeper by studying themselves. The pedagogical methods in the Middle-East were clearly seen here. Students are used to read the books and memorize the topics. Furthermore, the appreciation of the teacher as the controller and the divider of the knowledge was visible.

The last workshop was full of active discussion about the background of refugees and the lack of knowledge about traumas. One of the teachers said that because having a trauma can affect learning process and behavior, they should know more in order to understand their students. The beneficiaries agreed on his comment. Therefore, for the future development feature, they suggested the following: *FCA should provide course for the teachers about psychological topics such as traumas of refugees to understand the situation of students better and support them.*

7.1.6 Participation promotes the safety and protection of youth

Organizations need to ensure that participatory work with children and youth follow child protection policies (Figure 8). Furthermore, the organization is responsible for minimizing abuse and exploitation of youth or other negative impacts related to their participation.

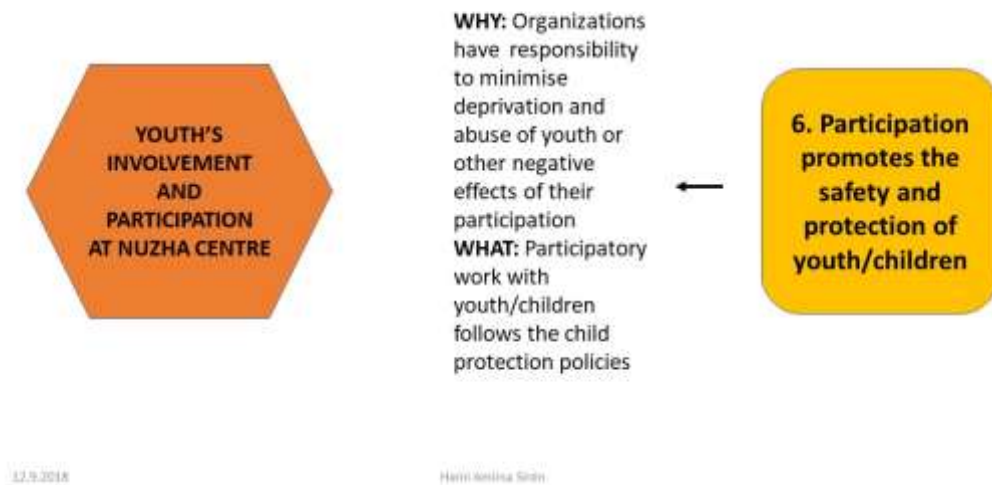


FIGURE 8. Participation promotes safety and protection

According to the staff/teachers, they provide protection for the youth at the centre. Also, they assure confidence which increases the self-confidence of the youth. One teacher shared his opinion that in the beginning they were following child protection policies, but he/she did not know if it is still working or not. The comment raises the question of whether there is a follow-up system of this topic or is it only written in the beginning of the project and after that forgotten. Anyway, staff/teachers agreed that the guiding principle at the centre is **DO NO HARM** and the aim is to avoid exclusion.

The youth presented that the centre is comfortable and safe which promotes their eagerness to attend the activities. More than half of them told that they do not have any problems with the teachers. Also, many of them shared that the whole management including the teachers take care of them without any discrimination. One of the participants proposed that everybody at the centre is ensuring safety of participants and they are protecting each other also. He/she wanted to bring out that they are all taking care of safety and protection of the youth centre. They said that they feel that the centre is for them, hence, there exists a feeling of ownership. Another person claimed that everyone needs to know the rules of the centre which should not be violated, and this creates continuity for the safety at the centre. Obviously, the youth had a sense a protection, but it seemed that they did not understand, what does child protection policies mean. One person gave such a positive comment:

“We do not suffer any problem. There is protection at the centre. This is the reason that pushes us to come here and learn without any problem.”

After discussions in the groups at the last workshop the participants wanted to increase feelings of motivation and self-confidence of the youth further. This kind of feature has been raised also in the article of Hill, Turner, Walker, Stafford & Seaman (2008) which is about children’s views on social exclusion and resilience. The article told about a study where children were asked what kind of features made them feel confident or good, some of the answers were the following: receiving praise, gifts of money. (Hill 2008 et. al., 52.) As a development suggestion of this statement they proposed the following that seems to be well suiting for the previous studies also: *Create a system to encourage students who always attend and participate by gifts/presents that will increase their feelings of self-confidence and motivation.*

7.1.7 Ensuring follow-up and evaluation

The last topic, the seventh statement (Figure 9) is that youth should understand the impact of their participation as being beneficial for them. They should be the key actors in improving the follow-up and evaluation systems. Their influence and quality of participation and inclusion must have a follow-up system and should also be assessed.

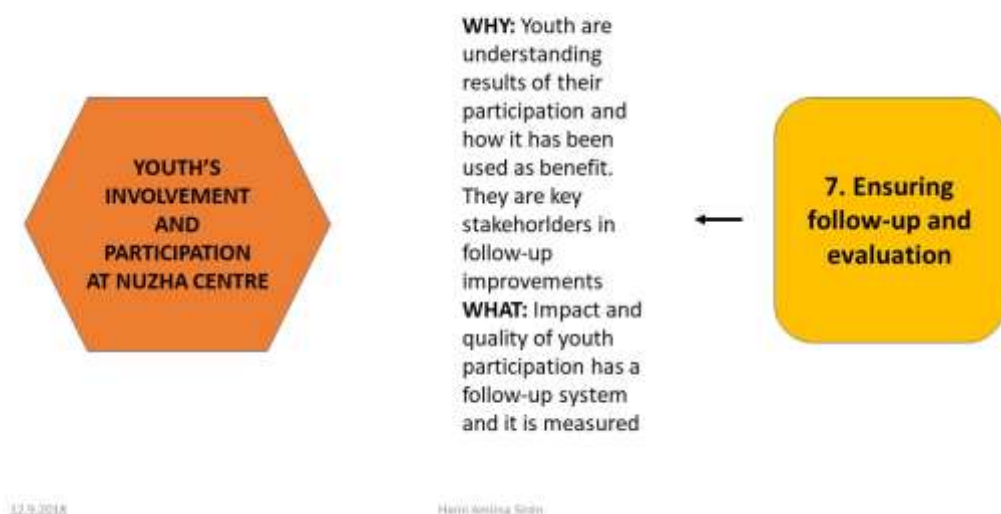


FIGURE 9. Ensuring follow-up and evaluation

Staff/teachers shared that they have many kinds of systems for the follow-up and evaluation. They have the suggestion box in the corridor where they encourage students to write their opinions and suggestions. Also, they have created an evaluation system online which includes pre-evaluation and post evaluation of courses. Moreover, the main office organizes focus group discussions for the beneficiaries from time to time. Teachers collect the feedback straight from beneficiaries during the courses and share them with the centre coordinator. Hence, it can be said that there exists some kind of follow-up system related to the courses.

They claimed that the suggestion box is emptied by the main office every week and if there is something crucial needed to do or be changed, it reaches the centre straight away. Also, there was a note that only negative feedback returns to the centre, and hence, there is a lack of positive feedback from the main office.

The youth expressed their feeling of having a voice. Most of them shared that staff/teachers take their opinions and evaluations and work for their benefits. Also, they told about the suggestion box, but one person argued that it has not been emptied for a long time and he/she felt frustrated to give his/her opinion because of that. Someone also shared that the main office arranges focus group discussions for the beneficiaries every three months.

One person criticized that no one does follow-up and evaluates the mobile repair course. He/she also said that there is only one person who really cares for the beneficiaries and he/she is one of the conductors. Two of the youth presented that there is an interest towards the participants, but according to them there is lack of evaluation. One comment was: "I wish that the staff/teachers would have more interest for us and evaluation." Despite of some critics there was also positive feedback such as: "The staff/teachers are excellent." Despite of some level of follow-up and evaluation, the question about follow-up and evaluation of inclusion need to be thought again and developed.

In order to further develop the evaluation and follow-up, the suggestion of teachers and beneficiaries was: *Critics should be discussed between the student and the teacher face to face. This will promote positive and motivative impact that leads to improvement of the courses.*

7.2 Participation related to the project cycle

An interesting feature is that the Impact Assessment of December 2017 provided similar outputs as the workshops of September 2018. It claimed that the role of beneficiaries and staff/teachers in rights-based participation needs to be strengthened in decision-making throughout the project cycle. There was a note that this will increase their empowerment and also, make voices of their communities heard. (Freij 2017, 26-27.)

The workshops' discussions gave the impression that the youth as beneficiaries are actively participating mainly in the implementation stage of the project cycle phases. They are actively attending the courses which shows that the plan has been put into practice. According to the comments of the youth, many of them feel that they are partly participating in the forming phase also, because they give new suggestions and development ideas for the centre. Many of them feel that they are involved also in the monitoring phase by giving feedback to the suggestion box and having follow-up discussions. While participating in the monitoring stage, the youth think that they are affecting the evaluation and hence, have participation in the evaluation phase.

On the contrary, one person did not know any follow-up and evaluation systems existed at the centre and he/she did not know that there is a box for opinions. One of the beneficiaries said that he/she was attending the baseline study as a community member answering the questions before the start of Nuzha centre.

The workshop together with the teachers and the youth inspired them to talk about diverse ideas, how to promote the participation of the youth. They agreed that they need to create a new system to promote participation of the youth concerning the stages of the project cycle. This could be that in every course one trusted person among the course attendants is chosen in order to listen to students' comments and ideas and share them with the teacher. Some participants of the workshop were opposed and claimed that evaluation and monitoring need to be done at the end of the day while finishing the teaching by using 10 minutes for it. The mobile repair teacher told that he has this kind of a system in place. Moreover, someone suggested that every student could write his/her opinion anonymously for monitoring after every two weeks. After this suggestion, one teacher reminded

that there is no need to do this on paper, because they already have tools created online such as a questionnaire.

Also, there was conversation about establishing a youth committee whose members live in the communities, know their needs and could be actively involved in project cycle stages with the management. Teachers said that this is not a good idea, because the courses duration is only three months and then the new students will start the new courses. In the background there was the assumption that if the committee is chosen from the current students who are at the courses now, and since, the new students will start after three months, the committee is not representing the students of the new courses. In my opinion the perspective could be wider. The committee of the youth could exist and represent the whole community and the youth and bring broader views on the needs of the youth.

7.3 Three levels of participation

The last discussion and meeting with Jordan Program Manager Jehan Zaben and Nuzha Youth Center Coordinator Omayma Qattash (personal communication, September 16, 2018) included discussion about the participation levels used in assessment according to Lansdown (2010, 20). We discussed the matter that the participation may start with consultative participation which can lead to more collaborative participation while realizing the development of the youth in knowledge and understanding of the issues. Moreover, we discussed about child-led participation.

The conclusion was that consultative participation is applied at the centre. Management is listening youths' and teachers' opinions and suggestions and after that doing planning and decision-making. From collaborative participation youth take part only in designing by sharing their thoughts and they do not have other options. Other features of collaborative participation are unknown for them. The discussion about child-led participation ended in a suggestion that Jehan Zaben shared: *A small project could be developed in the future. It can be possible to announce for the youth that there is a certain amount of money (for example 1000 JD or 2000 JD) and they may plan for a project, implement it and monitor and evaluate it with adult facilitation.*

The conversation of participation levels was an eye-opener especially for the youth centre coordinator and program manager as it clarified the real condition of the youth inclusion and participation at the centre. Seven statements brought up the situation in practical matter and the view of beneficiaries. They could provide their opinions and have a feeling that they are appreciated, and they have a voice. Now the conversation was in strategic level, in management level who does the decisions and develops the project further. They are the key people when there are needs for changes and new development. Moreover, they have an important role in negotiations with the funding providers and partners.

The result of consultative level of participation realized at the centre confirmed the results gained in the workshops. A remarkable feature was that the management is willing to develop the situation of the youth's participation and innovatively started to plan new ideas for the future.

7.4 Assets assessment

The fourth method in the study were discussions about the assets of the Nuzha area and the youth at the Nuzha centre case. The location of Nuzha centre is in previous Palestinian refugee camp area where exists modest and cheap housing.



PICTURE 5. Nuzha area

Assets assessment brought up many non-governmental and governmental resources that are available and providing services. Youth center coordinator Omayma Qattash (personal communication, September 6, 2018) told that the youth are skilled and many of them have studied at university in their home countries having a university degree and a profession as assets. Omayma Qattash herself is an educated professional. Moreover, beneficiaries' families and parents have many capacities and skills. The centre has eight volunteers, which also include facilitators and teachers who are professionals. They all are assets for the youth centre and nearby communities.

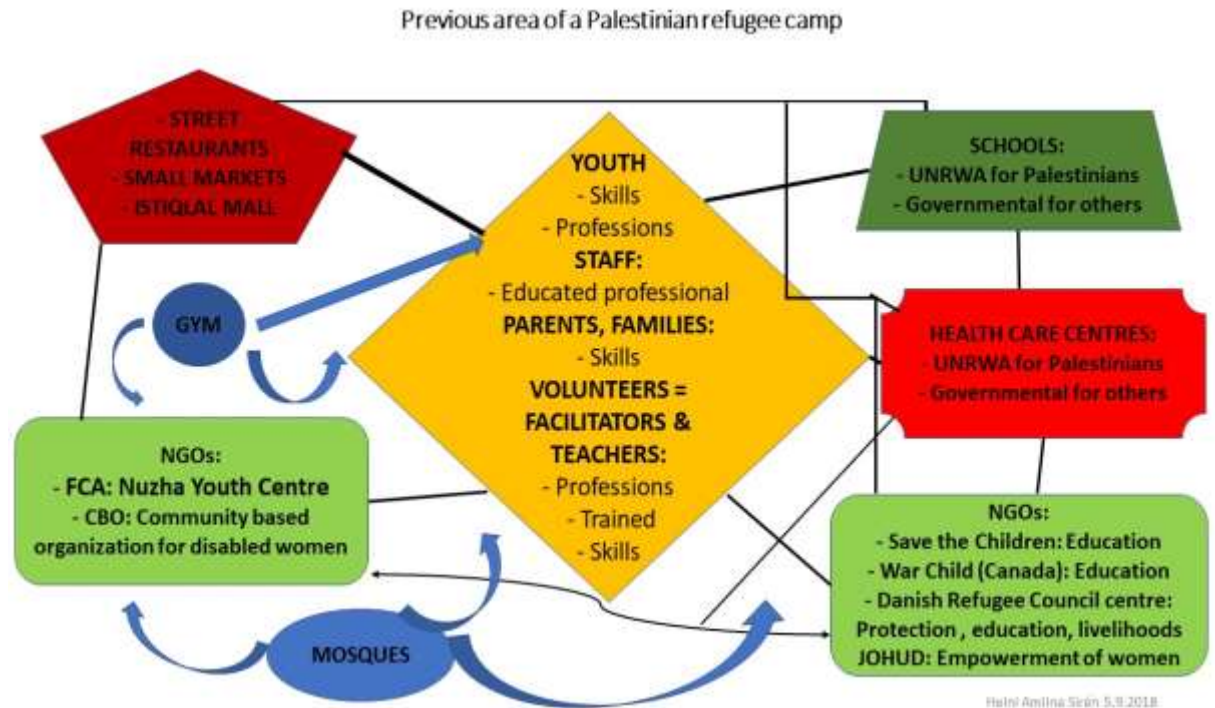


FIGURE 10. Asset-based community mapping of Nuzha area related to the youth/beneficiaries of Nuzha centre

Figure 10 describes the assets I found in the surrounding area of Nuzha centre. There were several small markets, street restaurants, Istiqlal mall, Save the Children building with JOHUD community center and a Mosque. I was told that there are many Mosques in the area. These are all assets for youth and community. Omayma Qattash (personal communication, September 9, 2018) shared that in addition to Nuzha centre, there are other NGOs working in the area such as Community Based Organization for Disabled Women, War Child (concentration in education) and Danish Refugee Council, which has a center in the area (focus on protection, education and livelihoods).

Omayma Qattash explained that Save the Children is concentrating on education at Nuzha area. At the Save the Children building organization of JOHUD (Jordanian Hashemite Fund of Community Development) has the Nuzha Community Development Centre. Their aim is on empowerment of women through trainings in order to increase their financial and social participation (JOHUD). These NGOs are in connection but not partners for FCA Nuzha Centre. Furthermore, there is a gym that is widely connected with the community.



PICTURE 6. Nuzha area

As assets there are also schools. UNRWA schools are providing education only for Palestinian background children and governmental schools provide education for others. Also, there are UNRWA health care centres serving Palestinians and governmental health care centres provide services for others. Syrian refugees who are registered in UNHCR can use these services. Many Mosques of the area provide religious services and are connected broadly to the community. Both Muslims and Christians live in the Nuzha, but there are no churches in the area.

The last workshop with teachers and beneficiaries included discussions about skills and assets of the youth. The goal for discussions was to find out did the teachers notice and assess the resources and capacities of the youth realizing that they are the future change-makers. Teachers were asked whether they conducted, for example, skills mapping for the beneficiaries. They told that sometimes they have talked about it, but there was no systematic structure for mapping. The teachers started to think of what kinds of methods they should create for finding out skills and resources of the youth. They gave the impression that they wanted to take steps further and develop the participation and inclusion of the youth.

The teachers suggested as a starting point that they could organize an open day where the youth may use their skills, such as manicuring, hair cutting, mobile repair for free,

cooking and computer repair. They told that they have already organized these kinds of events before. One teacher commented that there is an empty space beside the centre and they could also do something with it and use it for some activities.

In the workshops, some beneficiaries shared that they could provide courses at the centre on a voluntary basis. I shared this with the youth centre coordinator Omayma Qattash (personal communication, September 16, 2018). She was sceptic about the issue. She said that she is sure that they will ask for salary later and that they are not really interested in serving others voluntarily. Moreover, she told that they have asked many times before whether someone would like to do something on a voluntary basis, but no one responded. We might ask, if the way of providing the idea was inclusive and inspiring. One way to cope with trauma is to do something beneficial and gain a feeling that you are significant, you can help and be useful. A person needs immaterial rewards for what he/she does and helps others.

Anyhow, evidently that the theme of assets and assets mapping was crucial and opened slightly a new way of thinking. At first, the conversation with centre coordinator and discussions at the workshop raised comprehension that they did not really understand the meaning of assets and how the youth could participate as providers and not only receivers. Although the youth are beneficiaries, they are capable to use their skills and professions for the benefit of the centre and community. Through participation and serving others they can be empowered, and their self-confidence will be increased.

8 RELIABILITY OF THE RESEARCH

Reliability of the study is an essential feature of a research. The aim of my research is to be as trustworthy as it ever can. Nahid Golafshani (2003) sums up the definition of reliability and validity as follows:

Reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigm (Golafshani 2003, 604).

The feature to take into consideration in thematic analysis is that the researcher is as a measurement device while conducting observations and asking questions. There are more possibilities to influence the results of the study, because thematic analysis is not so structured as quantitative research. It is feasible that the researcher carries his/her values and worldview and life experiences into the process. Therefore, the researcher must understand this and practice critical reflection towards the outcome of the study. There is need for reflection of attitudes and assumptions and how they might have influenced the process. Moreover, there is need for transparency that can be improved by revising the materials and discussions. (Riger & Sigurvinsdottir 2016, 37.)

On that account, besides collecting the data I wrote daily dairy in order to later review what has happened and what kind of features I noticed during visiting Nuzha centre and during the workshops. I did not let the advance information and assumption about the situation influence my behavior or attitude while I conducted the study.

Cultural aspects might affect the outcomes when I assume that the youth respect staff and teachers and maybe their answers are realized according to that. Furthermore, we faced some problems with the interpretation which was not always very accurate. I have lived in Jordan for roughly eight years, studied Arabic language for two years and used it regularly since those days. Now I work daily with interpreters in Finland and hence, I am used to listening to Arabic interpretation. The knowledge of the culture and language was very helpful and made the results more accurate with the interpretation while I could also understand the language and correct some misunderstandings or unclear answers.

Though I had very limited time to stay in Jordan and do the workshops, I benefited a lot from my regional and cultural knowledge. I did not have any difficulties in finding places and moving from place to place in the city. Moreover, the pre-made planning for the workshops together with the centre coordinator helped in carrying out the activities smoothly in a well-organized manner and I did not face any problems with arrangements.

All the written results at the workshops were immediately translated from Arabic to English. I wrote them down on the lap top and took pictures of the flip chart papers. Also, I wrote notes and comments from the workshops and discussions with the coordinator and manager on a daily basis. While going through the data, I counted how many times there were similar answers or ideas.

All the teachers attended the first and last workshops. They have been working at the centre for two to three years already. The centre coordinator participated to the first workshop, but she did not attend to the last workshop with teachers and beneficiaries. She said that she did not participate because her participation might have affected the results and the others would not freely express themselves. I assume that this was a cultural thing and while she did this, it strengthened the reliability of the research.

The referencing in my research I have done respecting the original sources and my own thinking and opinions are shown clearly.

9 MAIN RESULTS AND CONCLUSIONS

The aim of the thesis was to achieve an improved quick method for assessing in what degree the rights-based participation and inclusion of the youth are realized in social development projects in the Middle-East context. Since, the realization of the refugee youth's right to participation is imperative, there is a need for assessment methods in the community development projects.

The research process was carried out in two phases. Firstly, the methodological part where a set of methodology, a method of four elements was developed for assessing the level and quality of the youth's participation. Each aspects of the method were introduced based on the previous literature as well as modified and combined in order to create a well-working quick-assessment method. Secondly, the method was applied, tested and further developed at Nuzha centre by exploring, as a case study, the realization of right-based participation of the refugee youth. The application was conducted by organizing workshops for the staff/teachers and the youth.

This chapter leads from Nuzha case results towards assessment of the tools. One feature that needs also evaluation is workshop as a method conducting assessment. Four methods were created for the quick-assessment to be used at the workshops. The chapter provides main results and analysis the assessment method including the workshops as a method. Moreover, final conclusions and discussion are provided in this part.

9.1 Main results

The development of the quick-assessment method was a key research task. The case study naturally brought up evidence how the quick-assessment method worked when it was applied to the case of Nuzha centre. It provided information about various aspects concerning the state of participation and inclusion, its quality and suggestions for further development. Main result of each aspect or method for assessing youth's inclusion (1-4) are concluded in the following section. Also, awareness part at the workshop opened discussion about human rights and is an important matter to conclude as well.

9.1.1 Seven standards the of participation of the youth

Assessment of the participation and inclusion by using the seven standards of the participation of the youth brought out many positive aspects. An essential feature and good basis were a positive spirit and atmosphere at the centre. These are supportive factors for the future development. It was clearly seen that there is willingness to go forward and develop structures at the centre further in order to promote inclusion of the youth.

Seven standards of participation with its' themes guided the data collection and gave a good platform for brainstorming in the workshops. If there would have been a guidebook how to use these seven standards, it would have been useful. Some of the statements needed more time to clarify their meaning and the interpretation was weak at times.

The original basis for this tool was created by Save the Children. It can be also asked whether the tool was too Western and how it worked in this culture. I gained an understanding that concepts of human rights participation and inclusion were not clear for the attendants. Anyhow, there were results achieved for example, the teachers started to think how they could find out the assets and skills of the youth in order to increase inclusion of the youth, which can promote further development under the provided follow-up.

This was a good start up for the development that needs further steps and follow-up in order to reach maximum benefit. The tool gave a clear overview of the situation and encouraged further development.

9.1.2 Project cycle

According to the findings of the study, participation of youth is realized as beneficiaries in the implementation stage of the project cycle. Their participation took place mainly in active attendance of courses the centre provided for them. The assessment, however, showed also that the youth are partly participating in planning by giving their suggestions for the future courses. At the same time, adults do all the decisions. In this sense the

rights-based participation of the youth at the centre in all phases of project cycle is not understood and realized in all phases of the project cycle.

Participation in other stages of the project cycle than implementation phase was weak or lacking. The situation at Nuzha centre is still in an elementary stage and needs development. Anyhow, implementation with its whole meaning means also that the resources are successfully used, and the aims are reached. When the youth complained that they do not have enough opportunities for practicing what they have learned and they cannot find jobs after courses, it might be evidence about an important point. Also, the participation in implementation phase is not totally realized. There exists lack of inclusion in the project cycle phases.

Mainly the project cycle was new for the attendants and especially for the youth. After explaining it, they quickly grabbed the rough idea and we could have discussion about the stages' contents, and they shared their views in which stage the participation of the youth at the Nuzha centre is. The conversation showed the reality of the situation, that the participation is weak related to the project cycle. Using the project cycle in this kind of assessment seems to be beneficial. Seven statements alone are not opening the whole picture, because there is always a project cycle behind the project which is the structure for the whole matter, and it needs evaluation also.

In my opinion, seven statements guided the thinking more to the implementation stage and active participation to the courses which was working well at the centre case. Project cycle brought up the truth that the youth's right to inclusion in every phase of project cycle was lacking. Just to remind that the importance of take this into account was also mentioned in the Impact Assessment 2017 (Freij 2017).

9.1.3 Three levels of participation

In the last discussion with program manager Jehan Zaben and the youth centre coordinator Omayma Qattas (personal communication, September 16, 2018) I shared the results and comments that were gathered in the workshops and listened their thoughts and comments about the outcomes. At the end, we had a conversation on how the participation of

youth (and children) can be assessed by the level of their involvement and at which level the inclusion is, in fact, at the Nuzha centre. Three levels of participation classified by Lansdown (2010) to be used as measurements were as a basis for our discussion: 1. consultative participation, 2. collaborative participation and 3. child-led participation. (Lansdown 2010, 21.) The conversation stated that the Nuzha centre is in consultative level in the participation of the youth.

There was not time to introduce three levels of participation in workshops and therefore, it was beneficial to discuss it at the management level. The discussion was fruitful and opened new ideas to develop further concerning what should be done in order to promote the inclusion of the youth at the centre. In general, the Middle-Eastern leadership system and the culture are not supporting participation of the youth and even more, it does not support the participation of refugees.

In order to improve this tool, there should be provided more time for proper discussion of this topic. It would need for one separate workshop day to clarify concepts of participation and inclusion and then, to go through the situation how the participation has been realized in the project before, and after that take time for assessing the situation from the perspectives of levels of participation.

9.1.4 Assets and skills

Every person has capacities and skills and it is an empowering and crucial matter to do assets mapping in the projects. Although, in this case assets mapping of surrounding area did not have a vital meaning, it opened the mind to notice that the youth themselves have lot of skills and assets.

Assets mapping was a new topic and it had not been done before at the centre. Now the teachers started to think about how to use it in the future. Skills and assets of the youth were discussed also with the management. Assets mapping as a method worked as an eye-opener and increased awareness of that matter when the youth have skills and when they can use their skills and capacities, it is empowering for them and for their

communities. Moreover, the goal was to promote rights-based participation and inclusion and using the skills increases the feeling of inclusion.

9.1.5 Workshop as a participatory way for using the tool

In order to do the quick-assessment of Nuzha centre case I decided to organize workshops. The idea was to gather a good number of beneficiaries and the staff/teachers and give them possibility to participate and have a voice. According to lessons learned by Save the Children even in humanitarian situations the youth gained positive changes for example in their problem-solving skills through participation. An important feature was that the youth had a voice to share their opinions. (Save the Children 2018, 6.)

The assessment of Save the Children brought out similar results as the workshops at Nuzha centre case. Many of the youth certified that they could freely tell their opinions, and some of the youth said that now at the workshop they had a voice for the first time. Also, they praised that therefore the workshops were very meaningful for them. To have a voice and express their opinions is an essential matter and a need for a human being.

The participation and involvement of the youth will not happen easily if the system is not allowing it. I did not notice any kind of actions that could have shown power differences between the staff/teachers and the youth. Although, the difference in actions were clear when there were both male and female beneficiaries attending the workshop at the same time. In the group work of teachers and beneficiaries, there occurred an important feature to mention. This was related to the group work part. The group included two teachers and one male beneficiary and two female beneficiaries. I noticed that the male beneficiary was actively attending to the group discussion with the teachers, but the females were quiet. Females were openly and easily sharing their opinions at the workshop for them, but when they were mixed females seemed to be more insecure than male attendants. The females did not have a voice and they had to be encouraged to express their thoughts. This aspect has something to do with the culture of the community, but also what kind of culture is dominant in the leadership.

At that situation, I repeated to the group leader that the youth and especially young women also have a voice and encouraged them to take part to the discussion. The leader apologized that he had ignored them and after they continued especially one of the females started to actively take part in the discussion. The positive change appeared straight away. This is a good reminding for the facilitator of the workshop to take care that every person can freely express themselves.

Generally, workshops seemed to be a good option to be used in the quick-assessment instead of interviews of individuals. When planning the schedule, there was several aspects to take into account such as differences of working days, working hours, local holidays, cultural aspects and basic understanding of the previous knowledge the people have.

In order to improve the benefit of the workshops there is a need for reserving one separate orientation day for the presentation of new concepts before the workshop days. Also, instead of five hours workshop I recommend seven hours (including lunch and coffee breaks). Interpreting and writing down the results straight away at the workshops with the computer were a good choice to save time and supported the reporting.

9.1.6 Human rights education

Presenting basic information about human rights was one of the sections in the workshops. Human rights in general and the rights of children and youth are for the refugees as they belong universally to the entire humankind. As the youth got to know that as refugees, they also have rights they expressed not being aware of them before. Also, they should be more informed about their rights. Human rights education should be provided also for the refugees without forgetting their children and youth.

Especially when talking about the refugee youth who have grown up in violent circumstances in their countries and have seen and faced a lot of abuse of their rights, their awareness needs to be developed. Often the youth themselves are used to think that they do not have a voice and they just receive services provided for them. At the end of the workshop their comments were following:

“This is the first time I hear anything about human rights or do this kind of workshop.”

“We as refugees do not know that we also have rights. This topic is very important for us to know.”

“In our country they put you to jail, if you tell them your opinion.”

A question can be asked that is it possible that the refugee youth may claim their rights as rights of a child proposes. The message that Spreen & Monaghan (2017) shared was proved at Nuzhe centre, when it seemed that the awareness of human right woke up the youth to understand that they also have rights. The knowledge promotes empowerment. Through human rights education, the refugees gain awareness and become active citizens and change makers in their communities. Spreen & Monaghan (2017) explain about human rights education for the youth as follows:

Over the course of the years, students learned about core themes of human rights, citizenship, and social justice through readings, films, and experiential lessons... Throughout the year, students were challenged to consider the ways which they come to know and understand themselves, each other, the world around them, and their own ability to act as responsible global citizens and agents for the change. (Spreen & Monaghan, 2017, 299.)

I claim that it is easier to have conversations and declarations of human rights in the main offices in Western countries and United Nations. Discussions does not always lead to the practical level and people do not know their rights. Sadly, in some contexts, it can be stated that human rights thinking is Western idealism that does not meet everyone.

9.2 Final conclusions

In concluding, the methods used, and the workshop method together are suitable to be used in assessment of participation and inclusion of the youth. While it worked at the centre case, these can also be used in other kinds of social development projects and situations when measuring and evaluating the projects. As a next step, there is a need to make a guidebook for quick-assessment.

These methods and the assessment itself also mobilize awareness and open useful conversations and give platforms and guidance for further development. We should not underestimate the value of awareness of human rights brought to the refugees and, their experience that their voices are heard should not be ignored.

9.3 Discussion

9.3.1 Socio-cultural structures had to be considered more thoroughly

In the case of Nuzha centre there was lack of indicators for measuring the inclusion of the youth. The only aspect that was noticed was if a student/beneficiary is absent from the course. As Lansdown (2010) has argued the assessment of participation of children is imperative in the projects and the indicators must be identified. Moreover, she claimed that children themselves have to participate in the assessment (Lansdown 2010, 20.) The results certify that there is importance to create relevant indicators and better structure for follow-up in order to promote inclusion and its assessment.

Life of the refugee youth is unstable, and their basic needs and rights are not inevitably met. A question raises, how committed the refugee youth can be in developing their communities and projects, if the refugees do not have legal residence permits and they cannot build they live on the move. The whole situation is a risk situation. Despite of risks, rights-based participation and inclusion of the youth and children need to be increased in community development work and projects. Their voices must be heard in decision-making concerning topics related to them. As Race & Bennet (2011) claim the declaration of rights of the child presents children and youth should be taken seriously also in decision-making and planning. This is the basis for a child-centred standard. (Race & Bennet 2011, 168.)

The Middle-Eastern culture does not support the participation of the youth and children and their individual influence. Therefore, participation must start from basics, creating the foundation for participation. Also, in the Middle-East there is need for changes in teaching and learning cultures and moreover, in decision making culture.

9.3.2 Doing together, not relief

One may ask, in what degree the project of Nuzha youth centre includes relief mentality instead of working as a development agent that is empowering people and communities. Relief mentality means that services are provided for the people without involving them

in planning and development of their communities. It means that people, in this case refugees, are objects of the services and excluded from being subjects and active participants.

Schmitz (2011) promotes the path of doing together with communities and not only providing services for the communities. The difference between being service provider from up to down and organize services with the communities is not often understood by the project management. Organizing services with the communities means empowering communities to stand on their own feet. Again, we go back to the resources and capacities of people they already have and how to promote people to be actively involved. (Schmitz 2011, 15, 16, 28.)

The assets and capacities of the youth should be recognized by the leadership, and to the youth should be given a role as dynamic participants. Huxley, Wevelsiep & Suomi (2018) argue that refugee youth are easily excluded and their opportunities to right-based participation in levels of political, social and economic processes need to be increased. (Huxley et al. 2018, 5, 34.) Being part, participating, feeling of belonging increase inclusion and empowerment. Moreover, when the youth can use their skills and serve other people, it promotes self-esteem and feeling of inclusion.

One of the critical findings in the case study concerned the follow-up system for evaluating if the courses lead to the realization of final aims such as finding employment. The youth felt that they cannot practice enough during the courses and they need to have real life options for practicing their skills and in order to be real professionals who succeed to find jobs. They face challenges as unemployment rates among refugees are high and due to the lack of work permits. They have more limited employment opportunities than Jordanian citizens. Assets mapping of the area brings up possible enterprises and companies that could provide work places for practicing and work. It seems that there is lack of connection to the companies.

The aim of the study was to provide methods for assessing the participation of the youth in the social development projects. The research has been describing right-based approach and it can be related to the assets-based development also. As Green & Goetting (2010) claim the asset-based development approach has a focus on local community and its'

capacities. Asset-based approach is aiming to overcome gender, racial and class differences that might restrict projects (Green & Goetting 2010, 8.) I claim that human rights and inclusion of a person are realized when his/her assets and skills are noticed, and he/she can participate with his/her full capacity. These aspects together promote equality in opportunities and sustainable development. On that account, it is justified the crucial importance of assets mapping in the projects. Assets mapping enhanced recognizing the capacities of the refugees and also brought up larger picture of the possibilities existing in the area.

9.3.3 Relevance in the professional field

Skills and assets of people and especially skills of the youth are easily undermined in the work of organizations abroad and also in Finland when talking about integration and inclusion of refugees. Social work agencies in Finland among refugees function mainly as service providers for the vulnerable refugees. Although refugees have lost a lot, they still have their skills, capacities, previous education, coping strategies, life experiences, and resilience. Everyone still has his or her dignity and human rights that we should respect. The focus in promoting integration must be on assets and empowerment of a person.

Different situations of refugees in Jordan and Finland were discussed with Omayma Qattash (personal communication, September 13th, 2018). According to her Jordanians think that Syrian refugees came to the country only for a while and the situation will not last long as they will move on. Jordan is not integrating them to the country, but, instead, just giving them an opportunity to come, stay and have their basic needs covered. She continued that the refugees come to Finland in order to stay, to have a citizenship and to start an integration process in Finland. Omayma Qattash claimed that these differing aspects influence both to the attitudes of people towards refugees, and to the policies of the countries how they treat refugees.

This raises the question how much it is possible to give leadership responsibilities for the refugee communities in Jordan, who are just passing by and staying for some years. This is also a political issue. But in a specific project such as Nuzha centre, there could certainly be more possibilities to give responsibilities for the youth to make decisions in

issues related to their coping and inclusion. As Percy-Smith and Burns (2013) argue the youth can be potential change-makers in their communities (Percy-Smith & Burns 2013, 323). This study and my experiences on the field justifies this matter. Also, feeling of the ownership of the project is a key element for motivation to develop and make a change.

Despite of my long path with refugees I learned a lot during my thesis and studies of Master's in Community Development, Human Rights and Conflict Resolution. Community development was familiar for me from my previous work among refugees in Jordan. The knowledge of the subject and culture and language I had before supported my studies and thesis process. Studies in human rights and conflict resolution opened new perspectives and widened ways of thinking giving new methods for improved professional capacity. Moreover, these studies increased my willingness to study more, especially regarding the influence and relation that culture and traditions have with the gender and human rights issues in the Middle-Eastern context. As Nelson Mandela has said: "After climbing a great hill, one only finds that there are many more hills to climb" (Brainy Quote 2018).

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APPENDIX 1. Results of the workshops

After the sentences is written a number, how many times the aspect was pointed out. In the first workshop for staff/ teachers were attending six people. Total amount of the youth attending to the workshops was 25. To the last workshop, where the development suggestions were created, were attending five teachers and six beneficiaries.

<p>1.An ethical approach: transparency, honesty, accountability WHY: Ensuring youth’s participation to be relevant and authentic. WHAT: Organization and staff/teachers are devoted to youth’s participation and prioritizing their interests.</p>
<p>Staff & teachers (1 staff, 5 teachers, totally 6) x Yes, everybody who is working at the centre have signed code of contact including ethics and behaviour before they started their work. x Yes, at heart he/she is accountable and respect the youth. x Staff/teachers are committed to code of contact by their hearts. x It is very important to illustrate the use of this project and we should be honest, and after all we should give a change for youth to judge and complain.</p>
<p>Beneficiaries: girls/women from age 15 to 30 (totally 10), men from age 21 to 30 (totally 15) x The centre is interested on the interest of youth, but it needs more courses that is not available at the centre. x 6 x The centre offers many perfect courses like English and ICDL and mobile repairing, but the practice during the training is needed more than exists in these courses. x 4 x Management and staff/teachers do what they can, but we hope increasing the tools to support us reach the information - the centre needs new tools and equipment. (An example from mobile repairing: only first 5 in the course can have tools for him after the course). x 4 x I do like this in this centre. I am grateful to them. x 3 x The centre always cares about our needs and interests and offers courses in good ways. x 2 x There are good facilities, but that does not help in finding a career and there is no follow-up and future steps for finding a job. x 2 x There are all courses that I need. x 2 x The centre works to add another useful courses that we need for life. x There are facilities, but I look for having constructive lessons from ministry of work which will allow me to work outside the centre. There should be further step provided by the centre for this. I look for continue the practical lessons outside the centre and this could happen though the staff of FCA and will support our success.</p>
<p>Development suggestion Create a new system for the follow-up of students in order to be professionals after completing the courses. And FCA should make an agreement with Jordanian government to provide perfect place and modern equipment for the centre.</p>

2. Youth's participation is relevant and voluntary

WHY: Build on the youth's knowledge and insights of their own lives and communities. Youth participate as they have chosen themselves.

WHAT: Youth are participating in processes and features that concern them. They can choose whether to participate or not.

Staff & teachers (1 staff, 5 teachers, totally 6)

x Yes, they have the choice, because everyone wants to know/learn what he/she needs, and this will build their personality.

x Freedom of choice, because they are beneficiaries.

x In all the activities they have freedom of choice, and teachers provide them all the benefits they need.

x They show their freedom to participate by deciding whether this project is useful or not and meets their needs.

x Yes, it is optional for the student select their interests and activation he/she love it and suggest a new activity for future.

Beneficiaries: girls / women from age 15 to 30 (totally 10), men from age 21 to 30 (totally 15)

x Participation is voluntary all the time without any forcing. x 12

x I have option to choose courses. x 11

x There is an option to improve my skills at the centre participation. The course is for improving my talent. x 3

x Yes, I have my own opinions and I want to participate without a force.

x No-one asked my opinions about development. No-one has opened the box outside since July. Every time I can see same papers inside the suggestion box.

x Participation to attend the courses is voluntary, and to make living for my family and to influence the community.

x Participation of courses is optional depending on my needs. I hope that the centre helps me to find a job or give support for that. Profession courses in other institutions are more effective than courses in Nuzha centre. If I enter the course, I want to continue to be a professional for example in mobile repairing.

Development suggestion

The centre needs to provide different levels of courses after the first course to the end that beneficiaries will be professionals after completing all the courses, and then the centre should connect them to workplaces in order that have place for practicing.

3. Enabling environment – centre's environment supports participation

WHY: Positive environment is created for their participation.

WHAT: Youth gain feeling of welcoming and safe atmosphere for their participation.

Staff & teachers (1 staff, 5 teachers, totally 6)

x The centre is a safe environment to participate.

x Friendly environment considers cultural issues, and this have been youth's opinion (providing separate courses for young men and women).

x Yes, it is very important to make the perfect environment for them and to feel safe here at the centre.

x Yes, because they need to feel safe and this is our duty as trainers to provide it.

x Children should (must) feel themselves welcomed in order to share and participate.

x Participation, time and days are suited for schedule according the choices of participants. There is always brainstorming/orientation discussion while the new course starts.

x Separate days for female and male and they feel safe.

x The centre try to follow the gender balance in the system of trainer and beneficiaries (male teacher for males, female teacher for females, but there are exceptions).

x Ensuring that the space is prepared to be receiving, clean and safe.

Beneficiaries: girls / women from age 15 to 30 (totally 10), men from age 21 to 30 (totally 15)

x There is a perfect atmosphere at the centre. x 9

x A proper place for youth to learn, develop and improve awareness. x 6

x It's a comfortable place for learning, and providing many tools helping during courses, and there is a good dealing staff/teachers. x 4

x The centre has to have bigger halls provided for courses. x 3

x The centre support participants to share their ideas.

x I hope for opening a kindergarten class during taking the class. It is not supporting my participation and it is not safe while my child in running in stairs and corridor without having any activity during my course.

x The centre needs to be improved more with these points – these are affecting to the participation:

- Equipment in mobile training are old fashion

- I have problem with my sight and the light is low

- 3 to 4 students working with same machine and you need to wait a long time

- Everyone is waiting his turn and if we have more tools, it will save time and give possibility to provide more courses.

x Perfect plans of courses should be provided for participants and modern equipment.

x The centre provides calm environment which supports learning.

x I feel safe.

x I feel disturbed from the outside coming noise by cars and trucks.

Development suggestion

The centre needs an independent person from outside to come and evaluate the situation of the centre in order to support for providing comfortable environment for all students even if it means that the centre needs to move to another place.

4. Equality of opportunity

WHY: Equal opportunities for all, despite of the race, colour, age, sex, religion, language, opinions, ethnic or social origin, national, disability, property, birth or status of the person.

WHAT: Exclusion and discrimination do not exist. Everybody of the youth is included to activities and participatory processes.

Staff & teachers (1 staff, 5 teachers, totally 6)

x Yes, there are many opportunities to select depending on their needs without forcing them.

x Yes, they have opportunities according to their desire.

x Also disabled people are included.

x We give option and they choose, and they can add new options.

x We have gender balance.

x This is a cultural matter: Separated days for girls and boys. Three days are for girls and two days are for boys in a week.

<p>x We provide the feeling of equality and normal treatment for them.</p> <p>x We accept all vulnerable from all over and all nationalities and religions.</p>
<p>Beneficiaries: girls / women from age 15 to 30 (totally 10), men from age 21 to 30 (totally 15)</p> <p>x There is opportunity of participation for all ages, nationalities etc. – there is equality of opportunities. x 12</p> <p>x I feel comfortable here, because there is no distinguish between nationalities. x 3</p> <p>x Yes, there is respect for the different nationalities. x 2</p> <p>x Equality between nationalities with mixed cultures. x 2</p> <p>x I feel safe and I am proud of this.</p> <p>x I knew that there is a possibility for disabled people also. I know that there are places that they do not take disabled people and do not offer them anything.</p> <p>x There is no distinguish between participants which make the courses successful.</p> <p>x I am not shy of my nationality and the centre helped me to be more confident.</p> <p>x I hate racism because the racism not good for children. It has a negative impact.</p> <p>There is no racism in the centre.</p> <p>x The centre did not distinguish between Syrian and Jordanian (Palestinian) which make us more confident.</p> <p>x There is need for bigger classes, because there needs to be place for the wheel chair.</p> <p>x We need to welcome disabled also.</p> <p>x The centre deals with all people in humane way and do not care the origin of person. Disability we have in our minds and bodies.</p>
<p>Development suggestion</p> <p>The centre should provide awareness courses about traumas of refugees and racism and how to deal with disabled people.</p>

<p>5. Staff/teachers are effective and confident</p> <p>WHY: Staff/teachers need skills and comprehension in order to encourage youth's participation.</p> <p>WHAT: Staff/teachers are well trained in order to have skills for facilitating youth's participation.</p>
<p>Staff & teachers (1 staff, 5 teachers, totally 6)</p> <p>x Teachers are highly qualified to become effective to enable participants to share options and views.</p> <p>x Yes. They are well trained and can facilitate students well.</p> <p>x We encourage the youth to love this place and come.</p> <p>x Yes, of course because it is important to be trained and to be understanding and deal well with the beneficiaries.</p> <p>x Behaviour of the teachers is good because of experience and because of policy and rules of the centre.</p> <p>x We offer good training for the teachers to be skilled to follow the goal of the centre.</p>
<p>Beneficiaries: girls/women from age 15 to 30 (totally 10), men from age 21 to 30 (totally 15)</p> <p>x The staff/teachers are very effective and active and positive in facilitation and teaching, and they are encouraging us. x 6</p> <p>x They are effective toward us by giving hand for all people. x 4</p> <p>x Staff/teachers are excellent having experience and ability to teach us, and they are dealing well with all students. x 3</p>

- x There does not exist at all facilitation for our participation – 45 % no. x 2
- ICDL: the teacher is teaching from his thoughts and does not provide a book -> We feel that we cannot study for the exam without a book in order to memorize better. Although, I take notes.
- x The staff/teachers are well trained and supporting us well for our passing of courses.
- x The staff/teachers influence us by good facilitation and comfortability.
- x This is the most important thing, because the leaders (staff/teachers) can give me calm mind or positive energy to complete what I do. If there is negative impact, it will turn to dislike a centre and you cannot complete the course. This did not happen in Nuzha centre.
- x The staff/teachers have outcome on the participants by supporting their participation.
- x The staff/teachers influence me positively.
- x Staff/teachers are very effective giving psychologist support and succeed to manage developing ourselves to make us reach the goal we wanted.
- x We noticed that teachers always work to ensure that students gain the information and staff/teachers are good and follow-up students and remind them to attend the courses.
- x All the teachers do their best in order to be effective.
- x Teachers should provide us curriculum in order to get more information about the course by ourselves also.

Development suggestion

FCA should provide course for the teachers about psychological topics such as traumas of refugees to understand the situation of students better and support them.

6. Participation promotes the safety and protection of youth

WHY: Organizations have responsibility to minimise deprivation and abuse of youth or other negative effects of their participation.

WHAT: Participatory work with children/youth follows the child protection policies.

Staff & teachers (1 staff, 5 teachers, totally 6)

- x Yes. All children/youth need it, because they need to feel safe to share their ideas.
- x Of course the participants need safety and protection to share their ideas and opinions.
- x We have done these in previous stages, but we do not have any idea, if we follow it still/now or not.
- x As teacher she/he can give confidence for students, which will increase their self-confidence in order to complete their studies.
- x They have freedom to participate, because they feel safe environment.
- x Yes, while they feel safe they will participate. We give protection and safety for beneficiaries by using guiding principles of DO NO HARM and by avoiding exclusion.

Beneficiaries: girls/women from age 15 to 30 (totally 10), men from age 21 to 30 (totally 15)

- x The place is very comfortable and safe and always gives us more interest. x 5
- x Protection and caring are present through the management and the staff/teachers. We do not have problems with the staff/teachers. x 13
- x The staff from the management to the teachers are interested in all participants without distinguish. x 3

- x There is no racism, no difference between people. All work together.
- x We do not suffer any problem. There is protection in the centre. This is the reason that pushes us to come here and learn without any problem.
- x The centre is perfect.
- x There is protection in the location to give our opinions, no problem.
- x I am “waiting for a problem to occur” – there are no problems.
- x Protection that is inside the centre, is part of the protection. Outside the centre is another protection such as police etc. who take care of the protection.
- x The centre offers full protection for students and students should know all the rules of the centre in order to create more protection. This means that no student should violate the rules.
- x **Everybody** in the centre always want to ensure the safety of participants during the courses and they offer all available ways and methods to protect everybody from any harm.
- x Also, with the small children in kindergarten we must deal carefully.
- x Staff/teachers take care of us and if someone did not come to the course, they call to know reasons.
- x The centre cares of the future and career of the youth.

Development suggestion

Create a system to encourage students who always attend and participate by gifts/presents that will increase their feelings of self-confidence and motivation.

7. Ensuring follow-up and evaluation

WHY: Youth are understanding results of their participation and how it has been used as benefit. They are key stakeholders in follow-up improvements.

WHAT: Impact and quality of youth’s participation has a follow-up system and is measured.

Staff & teachers (1 staff, 5 teachers, totally 6)

- x Yes, I think participants should take part in follow-up and evaluate the outcomes, because we can take their views and opinions and use them to modify the project efficiency.
- x Yes, because they can give their opinions.
- x Yes, we evaluate the project generally from time to time to notice weaknesses and strengths and if there is need to modify the project.
- x Yes, they do participate to the evaluation by using the complaint mechanism and share their comments and suggestions in to the suggestion box in the corridor. These goes to main office every week. If there is an urgent feedback, it comes to the coordinator of the centre straight away. But the positive feedback does not come at all to us.
- x There is an evaluation box in the corridor where the beneficiaries can add their complaints and suggestions.
- x The main office organize focus group discussions from time to time.
- x We have created evaluation system on line: there is pre-evaluation and past evaluation system where teachers put their questions for students and attendants answer them before the course starts and after the course they give feedback. By doing this we see the change before and after the course and was the course beneficial. ICDDL teacher has created this program for us.
- x Beneficiaries are encouraged to put their daily feedback to the box.

x Teachers collect feedback straight from beneficiaries and observe them, then they give it to the coordinator of the centre who does weekly report for the management/main office.

Beneficiaries: girls/women from age 15 to 30 (totally 10), men from age 21 to 30 (totally 15)

x Always staff/teachers listen to our evaluations and opinions and then work on them.

x 7

x They respect us and have a big interest to know our opinions in order us to reach our goal. x 6

x The centre improves itself by listening to the evaluations and opinions of the participants. x 5

x The centre offers us what we need to be successful during the courses and activities and they always work for to meet our needs. x 3

x There is a box where you can tell your feedback, but the papers are the same every day. No-one empties the box and you can see it.

x Yes, they have a suggestion box for students in this centre and you can write what do you need and what do you think.

x The centre coordinator asks follow-up during the course and after every course.

x Management from head office makes focus discussion groups with us every three months.

x The centre coordinator also attends sometimes to the courses and follows how is it going.

x I am grateful for the centre of the courses. I have attended because of the benefits for myself.

x I did not receive any interest from staff/teachers about our activities and I did not see anyone to come and evaluate us or our teacher. I talk about mobile repairing.

x I am grateful for this workshop and this is the first time for me to share my opinion. The only person who cares here in the centre is Abu Mansour.

x I wish that the staff/teachers would have more interest for us and evaluation.

x There is interest without evaluation.

x The staff/teachers are excellent.

Development suggestion

Critics should be discussed between the student and the teacher face to face. This will promote positive and motivative impact that leads to improvement of the courses.

APPENDIX 2. Beneficiaries of the workshops according to their age, gender and national background

Beneficiaries at the workshops	Ages of 15 - 19	Ages of 20 - 24	Ages of 25 - 30
Single	3 female	5 female 6 male	6 male
Married/unknown			unknown: 2 female married: 3 male
Have children			2 female 1 male
At school, high school	2 female	1 female 1 male	
Studying at the university	1 female	3 female	1 male
University degree/profession/work (mainly did in the home country)		5 male	1 female 8 male
Nationality	Jordanian-Palestinian: 1 female Syrian: 2 female	Syrian: 3 female Jordanian-Palestinian: 2 female Jordanian-Palestinian: 2 male Syrian: 4 male	Syrian: 2 female Syrian: 8 male Jordanian-Palestinian: 1 male