

FUTISTREFFIT

Participatory Action Research: analysis and evaluation of football as a
community youth development tool

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ABSTRACT

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The aim of this research is to examine football as a positive youth development tool for Learning-Integration. It focuses on community youth work and uses action research as the prime method of analysis and evaluation. The subject of research is Futistreffit, a football oriented pilot which was conducted in summer 2009 in the City of Turku.

The research highlights the significance of cultural diversity management in football based on empirical data and a logical framework approach to youth socialization within a contextual understanding of community development youth work. The study also establishes that the generic competence necessary for an effective, efficient management of youth capital in community development work is cultural competence.

This is a qualitative research based on a methodology of empirical data analyses, participatory action research, observation and literature review. Futistreffit is fundamentally based on the career experiences of the author in football coaching, community youth work and his support and involvement in participatory civic practices in methods of engaging and involving Youth-in-Action.

Thus, the research results validate that when football is used in the context of socialization and Learning-Integration as emphasized during the implementation of Futistreffit for positive youth development; young people are subsequently empowered with the social skills necessary for cohesive cultural interactions. This research is functional as a community development tool for empowerment, participation and capacity building for inclusion of young immigrants. The findings shows that sports- based youth development programs can provide settings that enable positive development. The thesis also validates that youth development initiatives can be successful only if the program organizers, staff and volunteers are keen about and committed to implementing best practices.

Football is a unique Learning-Integration tool for youth empowerment youth socialization, and capacity building for integration. This research is functional as a community development tool for youth empowerment and capacity building through methods of inclusion. This fact presupposes that young people are able to realize potential talents and develop skills through Life-Long-Learning for fully integrating in society.

Key words: capacity building, cultural diversity management, Futistreffit, life-long learning, social capital, participation, youth empowerment

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Abbreviations

The following abbreviations denote clarity to concepts used within the text:

AR – Action Research

CATCH- Partnership

CDM – Culture Diversity Management

CYD – Community Youth Development

IfE – Informal Education

PE – Physical Education

HPI – Human Process Interaction

OKM – The Finnish Ministry of Education and culture (Opetus- ja Kulttuuri Ministerio

OECD – Organization of Economic Cooperation and Development

YI– Youth Initiative

PYD – Positive Youth Development

RAAYS – Rights and advocacy approach in youth and sports

SPL – Suomen Palloliitto

UN – United Nation

TuNL – Turun Nappulaliiga

I-Youth – Immigrant Youth

YES – Youth Empowerment Strategy

YiA – Youth in Action

Abbreviations made for the document:

CDM – Cultural Diversity Management

FoIE – Formal and Informal Education

RAAYS – Rights and Advocacy Approach to Youth and Sports

1. INTRODUCTION

This is a participatory action research (PAR) study in youth and sports. It is about putting immigrant youths on the access ladder of sports opportunities in football. The project upon which this research work is based was an attempt to characterize positive youth development by providing greater access to marginalized youth in Varisuo, Turku.

`Futistreffit` is a conceptual Football-Learning-Integration project. This research focuses primarily on a conceptualized football pilot which was carried out in the summer of 2009. The research provides a descriptive analysis and a narrative understanding from two months of action research, observation and documentation of the activities of young immigrants residing in the city of Turku.

The main focus of the three months research initiative was based on football as positive youth development tool for social integration through cultural diversity management. Within the conceptualization of Futistreffit and the logical framework approach of this research; emphasis is placed on Football the `beautiful game`. This thesis thoroughly examines football and highlights its impact as an effective youth socialization tool for positive youth development (PYD), integration and cultural cohesion.

Football has a positive impact on youth development, capacity building and social skills in community development youth work. This claim is inextricably linked and attributed to cultural competence and the exposure to differences in a culturally diverse environment of cohesive social interaction.

There is a quantum shift from prevention (programs designed to treat and prevent problems of `youth at risks`) to preparation (building skills and capacities in support of a wide range of developmental approaches) and finally to participation and power sharing (actively engaging young people as partners...) in decisions-making processes. (Kirshner, O'Donoghue, McLaughlin 2002, 16-17).

2. BACKGROUND AND LOGICAL FRAMEWORK APPROACH

2.1 Motivation and aim

Research has shown that involvement in high-quality-interactive after-school programs is related to high or increased numbers of positive youth outputs and cohesive community development relationships. This claim is inextricably attributed to cultural competence and the exposure to cultural diversity in an environment of and cohesive social interactions and relationships (Pittman and Cahill 1992, 5 – 10.).

The main focus of the research is on the role of football in integration. However, it highlights on other sports related issues in general. My career as a youth coach is a prime motivational factor upon which this research is embedded. This is a comprehensive participatory action research which makes a detail analysis of and relative analogy to the application of cultural diversity management in community development youth work. This approach is rather new to the domain of community development work and the social services profession. However, cultural diversity management is common practice in the corporate world of business administration and information management organisations.

This thesis is the result of a combination of factors ranging from grass root activism, sport enthusiasm, desire and interest to use football as a tool for building dynamic Learning-Integration sport model for sustainable community development relationships. I am interested in the use of sports to understand factors that creates and strengthens opportunities unique for growth, empowerment and capacity building in youth work.

There is a substantive need for an inclusive grass root youth promotion of football in Finland. For this to successfully reap positive results in youth development, it is necessary acquire and maintain a viable sponsorship commitment from both municipalities and corporate and private sectors stakeholders. Young people are involved in football either as a hobby or as a dream profession. In this regard, it is important to note that a majority of these youth are from immigrant background or share a unique characteristic of multi-cultural origins.

The thesis is an attempt to place cultural diversity management into a contextual frame of reference and understanding from the perspective of competence, effectiveness, efficiency and management of youth social capital for positive relationship in community development. Another motivating factor is the professional dimension and interest to understand the success and positive impact factors of football. Used as a phenomenal lifelong-educational-Integration tool for youth empowerment and capacity building in skills development, football is approached from the methodology of participatory action research (PAR).

2.2 The significance of Futistreffit

The significance of this research is the ordinary fact that it created an interactive environment. Futistreffit made it possible to apply sports-based model and participatory methods of community work based on the principles of empowerment and capacity building in skills development (Jeffs, Tony & Smith, Mark 2010, 166-167).

The core of community development is built upon the noble principle of inclusiveness and cohesive social interaction. Social relationships in the form of human process interactions and cultural diversity management are functional with the notion of `best practice` in utilizing local and communal assets such as the skills, and capacities and knowledge base of:

- social capital to learn skills, develop and build capacity
- human capital to participate in active citizenship dialogue and discourse in combat against exclusion for increased and improved quality of life
- cultural capital for interactive competence and sustainable social interactions
- financial and political capital to advance policy mechanism for building diversity in society
- physical and environmental capital for innovative thinking

Any community can make use of its various potential sources of social capital to produce community-controlled progress and development, while at the same time preventing social exclusion and marginalization of specific groups. In his book `tackling social exclusion`, the John Pierson articulates that “social exclusion is... a lot more than just the lack of `material income` (Pierson, 2010, 2-3). In this regard marginalized minority groups are at the discretion of ill-purposed policies and social programmes that disregard social justice and full civic participation with equal opportunities.

According to Pierson (2010), the concept of social exclusion is fundamentally important to social services practitioners engaged in work with deprived of adequate health, proper education and other social services such as housing and employment.

Youth and other minority groups are specifically often sidelined and exempted from full participation and involvement in community development matters. As a result of this, young immigrant and marginalized ethnic social capital are excluded from participation in “mainstream activities” that would otherwise increase their capacity as residents, thus allowing them active participation. If the above mentioned (youth and ethnic minorities) are allowed access to `main stream` involvement; it is an established matter of fact that any such access would improve the quality of life as well as increase the potential and capacity for community development. In the quest to tackle such wide spread and prevalent social injustices, many social research works are built on the premises of non-discriminatory and anti-oppressive approaches. There is significant support for pro-integration in the adoption of approaches to cultural diversity management (Bob Deacon 2007, 4-5.).

Lifelong learning is practice-oriented. Sports education and youth development are constituent of many schools curriculum in Finland. Football is a unique positive youth development tool and a practical medium for building diversity in society. Well considered as the “Beautiful Game”, football has gained a world-class status and an international image in the global sports “hall of fame”. This beautiful game requires strong team ethics, appreciation for fun and excitement, relative level of intelligence, a competitive streak and a culture of good sportsmanship.

Professional football requires solid financial bases and sponsorship commitment in soliciting the promotion cultural diversity, good sponsorship and positive thinking. Lifelong Football-Learning-Integration is pivotal as a form of informal education and tool for positive youth development in community youth work. Football is unique in a specific sense that it imparts unto youth the necessary social skills and cultural competence that enhance positive thinking for self-confidence, tolerance, respect and appreciation of cultural differences and the celebration of building societies in diversity.

If, cultural diversity is about how “us” and “them” are defined or how “we” separate ourselves from “others” and how these distinctions impact upon social relationships (In the book *Dialogues for diversity*; suggests that Cultural diversity management is characterised by how individuals include themselves and associate shared similarities, and differences with respect to cultural competence (Weiner & Kramer 1994, 1-136). This notion entails an understanding of the constructivist relationship among people who are different from our selves (Naylor 1997, 1-25). Multi-ethnicity and multiculturalism are integral elements of both integration and human interactions. It is common tendency throughout the world, particularly in almost every society to evaluate and analyse the evolution of social cohesion from a cultural diversity perspective. Hence, this research attempts to substantiate a practical and theoretical analogy between cultural diversity management and socialization aspects of youth integration under the pretext of skills development.

Knowledge should be actively constructed by the by the learner and not passively received from the environment. Learning is an interactive process of interpretation, integration and transformation of the experiential World (Jeffs & Smith 2010) c.f. John Rose.

2.3 Thinking Football as the “beautiful game”

Research has shown that involvement in high-quality interactive after-school recreational activities are related to high and increased numbers of positive youth outputs and cohesive community development relations (Kirshner et al., 2002.).

Many young people are involved in football either as a hobby or as a dream profession. It is important to note that a majority of these youth are of immigrant background. Many young Finns are also interested in the game of football. Football is a world-class and an international game that requires the dynamic of a strong team ethics, culture competence, game intelligence, sportsmanship and a competitive attitude. In this section on thinking football, the author articulates particular social themes such as capacity building, empowerment, inclusion, integration and positive youth development.

Football is often referred to as the “Beautiful Game” because of its attractiveness to many young people, especially immigrant youth. Football attracts both young and old. It is an international game of a world-class and requires the dynamics of a strong team ethics, cultural competence, game intelligence, sportsmanship and a competitive attitude. In recent times much focus has been placed on sports in general for enhancing positive youth development. Traditionally, football has played an important role in the promotion of inclusion as an effective community development tool. This is evident especially in the `RESPECT` campaign run by FIFA and UEFA.

Most Finnish youngsters have developed immense interest in football. Being a world-class and international enthusiastic sport, football requires the competence of strong team or group dynamics ranging from social etiquette, culture competence, game intelligence, ball control, sportsmanship and a competitive streak. Football – the `beautiful game` is phenomenal as a social interaction tool in youth empowerment, skills development and capacity building for positive growth.

3. THE RESEARCH PROCESS

3.1 Data gathering

The participation of youth in the planning phases of strategies is crucial and usually involves long term vision to implemented comprehensive youth oriented actions. Strategic planning is a key for addressing community based problems of youth empowerment and capacity building (Interdiac, 2011, 35). Therefore, the conclusive focus of the analysis highlights a significant interrelation of cultural diversity management with sports and positive youth development through the medium of football as an informal Learning-Integration tool for youth empowerment and capacity building.

Research is a data gathering process which involves the management of information based on theoretical facts and practical experiences. Research is the advancement of knowledge to benefit the general good of a particular group or situation. This is a very common and often reliable method of data collection. For the compilation of this thesis, I used simple a data collection method, detailed content analysis, review of different research approaches and research time frame evaluation methods to obtain unbiased result in the final out-put. The in formulating a research of this nature was to establish reasons for undertaking the research as well as what was expected and hoped to be achieved from the initiative.

The data gathering process used during the course of this participatory action research exercise focus on the negative impact of exclusion of immigrant youth in football generally. However, specific attention was placed on the marginalized segment of immigrant youth in Varisuo.

When the first edition of *ethical issues in youth work* was published in 1999, there was growing interest in the field of moral philosophy, health and social care. Between 1999 and 2000, the National Youth Agency of England adopted series of approaches relevant to the welfare profession, especially in the sphere of *'youth work research'*. (Banks, S. 2010.).

3.2 Implementation

Central throughout this research is the theme of participation and youth empowerment as being vital to the well-being and growth of Children and youth. (Thompson 2007). Football used as a tool for empowerment and participation is the methodological approach for implementation of this research.

Many policy measures designed to address the decline in youth empowerment and participation are likely to succeed only if, and when conceived in response to needs and desires expressed by young people themselves (Child Poverty Action Group, 2009; Collishaw et al., 2004; New Economics Foundation, 2009,; The primary Review, 2007; UNICEF, 2007).

The following passages depict the process and procedures as conducted prior to and during the interactivity research. This weekly activity also details the of the project implementation in full chronology as shown in Table 1.

Week 9: Devoted to formulating the project proposal and information, communication and networking activities.

Week 10: Tentatively, this week was devoted to the kick-start.

Week 11: Implementation process of project planning, procedure and arrangements for recruit visits to schools.

The last six weeks of the project process marked actual implementation and closing evaluation phase of the pilot. The period marking the beginning of week twelve (12) through the end of week sixteen (16) encompassed the implementation and procedural phase (advancing events and activities and working strategy). During this stage, many strategies for social change and innovative grass root community practices for positive Youth development were worked out and implemented in practicality. The young immigrants were placed in an intercultural and interactive football laboratory environment.

This participatory nature of the project tasks focused on football as a youth socialization tool for diversity management mostly from a youth capital and multicultural perspective. During week 12 -16 of the project time frame, activities were mainly attributed to the social application of football as a socio-interactive, performative and physical phenomenon.

This tool and medium formed the basis for social interaction and youth socialization patterns applied during the entire period of the Futistreffit pilot. In view of the latter, the planning phase as well as well as the implementation procedure devised a mechanism can enhance tolerance in the advancement of multicultural and multiethnic pluralism aimed at positive youth development.

Table 1: PROJECT IMPLEMENTATION TABLE

No. Of Week	Activities
Week 9	Project proposal draft: information dissemination: PR and communications to parents and guardians, building network and functional support clusters.
Week 10	Kick-start: planning and activity; strategy and structural; formulating key issues of analysis and evaluation.
Week 11	Visits to school; meeting with head masters and principal to clarify the purpose of the mini-research.
Week 12	Implementation process: Football-Lifelong- Learning-Integration kick-start (mobilizing participants; structuring and setting-up youth socialization tools and environment) Implementation phase – introduction of the “Futistreffit” concept to participants
Week 13	“Futistreffit” and `Perhefutis` combined sessions introduction
Week 14	Fair-play Futistreffit and Eskärifutis
Week 15	Jalkaboltsi, Perhefutis, Futistreffit feedback and review period
Week 16	Fair-play diversity competition “treffit” prizes give-away and wrap-up sessions

3.3 Planning and management

The planning and observation process of this research was conducted from June until August 2009. Simultaneously, I was conducting my practical placement which overlapped from 1.06. – 31.07. 2009. Therefore it was highly effective and proven to be innovative and efficient for community development work.

The cultural diversity management model of approach to the social service profession is functional for its realization of sustainable community development. These approaches have already been advanced and adopted quite prominently in business administration and information technology literatures but unfortunately not so much in the social work and community development literatures.

The planning of this research is set in a football-specific environment. It particularly presents the “beautiful game” in a logical framework approach from a cultural diversity management perspective. It expounds establishes that football stretches far beyond the logic and realm of physical activities and prowess. Thus, the fundamental hypothesis is based on an argument, which validates that young people have characteristic needs that are essentially correlative to the Maslow hierarchy of socialization.

During the planning phase and throughout the implementation process and procedure of thin mini-project; I managed to successfully conceptualize Kolb’s model of experiential learning circle (Sara Banks, H. Butcher, P. Henderson, & J. Robertson, 2003, 85) in a relative analogy to the project environment.

This research was conducted during the summer of 2009 (8. 6–14 .8. 2009) during my practical placement at the Pansio Red Cross Refugee and asylum center in Turku.

A substantial portion of this research plan was carried out in conjunction with the pilot project “Futistreffit” - a summer football integration program in sports diversity and inclusion for social cohesion. In formulating a research of this nature it was to establish tangible reasons and justifications for such undertaking. The research focus was laid out and the desired results and expectations thoroughly crystalized fulfill the overall the research objectives of the Futistreffit initiative.

For the compilation of this research, a concise qualitative data collection method is used in addition to a detailed content analysis and review literature sources a variety of research approaches. This is a very common and often reliable sociological research methodology. The research approach is a structural and systematic analysis, which is built around the notion of capacity building and empowerment through a Football-Learning-Integration process. In essence, the research is psycho-social and takes place in a football environment of positive youth development in the suburb of Varisuo.

The era elapsing from 1997 until 2010 is characterized by ... “a number of specific government policies based on increased surveillance and control” (Banks 2010). The lives over has been bombarded by stressful `demands` to achieve professional qualifications through participation in skills development trainings, lifelong learning schemes and other forms of apprenticeship to become `responsible citizens of society`. This policy of imposition did have a positive impact on the nature of youth work in terms of professionalism, inter-disciplinary and inter-agency work orientation toward public services. Since then very much has been written on organized youth work and working with young people from an international perspective.

The focus of the research aim was observation and documentation on youth socialization in human process interaction; and the thesis is produce from an action research credited to a qualitative approach of participation and observation at grass root level in a setting of non-formal education. Football is explored from the perspective of behavioural pattern for positive youth action as a phenomenon. (Kirshner et al 2002).

Any effort to address the wellbeing of immigrant youths in society is relatively challenging. I am not only proud to have played an active role in the implementation of this community development youth initiative.

This research contains lessons learned from three important youth conferences that I attended:

Helsinki, Finland (December 2011), De Glind, Holland (June 2010) and Salzburg, Austria (September 2011).

The interesting dimension of this thesis is the emphases on football, integration, and cultural diversity management as well as positive programs in youth and community development work and participatory research with a marginalized youth group.

3.4 Limitations

No interviews are conducted. However, the author's career experience and professional acumen (youth development coach) provides a practical ground upon which relevant theories and the logical framework approach are analysed to obtain an objective conclusion.

The pilot concerned itself with the importance of what people should invest in. Very often and unfortunately prejudices inhibit individuals from caring. This may breed social negligence that enforces the lack of political commitment to invest in sub-cultural youth groups such as immigrants.

The success of the placement period and the mini project is credited to a dynamic stakeholder analysis of the project environment (see section 9.1, Diagram 2 on Stakeholder analysis) which is adopted from an elective taken on NGO project management with Kepa.

I have also adopted a "particular model of reflective practice based on Kolb's (1994) theory of experiential learning, which provides a ... framework for continuous improvement in community youth work practice" (Banks, Butcher, Henderson & Robertson 2003).

The reason for adopting the reflective practice model is because it explicitly gives a tentative and tacit pattern of best practices of support to "individuals and organizational development" (Banks et al 2003, pp. 83-85) in community development work.

Time management and energy level were important aspect of both the thesis project implementation process. The question of energy management, time and motivation in empowerment work with young people is particularly important and relevant to commitment. The football pilot project began in the ninth week of June. From a pilot

project Futistreffit has evolved and transformed into a final thesis dissertation.

The qualitative data analysis and methodological approach employed to this research is a combination of participatory action research (PAR) applied activity observation, documentation and literature review to articulate practical validity.

The focus of this participatory action research on the immigrant minority youth group of Varisuo has a significant variable of attention because it leads to cultural explanations from different experiences of encounter.

The other significant factor of limitation to the implementation of the Futistreffit concept was the fact that no other youth coach was willing to work in the vicinity of Varisuo because of its “trouble image” of violence and the history of illicit social behaviour and attitude portrayed by many immigrant youth in the past.

This understanding was perceived already during my first practical placement with Turun Nappulaliiga in 2007.

4. THE RESEARCH METHODOLOGY

This research methodology employed a participatory model that was adopted as an instrumental working mechanism emphasizing the importance of cultural diversity management, positive youth development and cultural cohesion within an action-oriented environment that would otherwise benefit a marginalized segment of immigrant youth in the vicinity of Varissuo, Turku.

4.1 Observation

Putnam (2000) provides substantial evidence-based facts that the works of voluntary community associations produces a relative calm in social order. Truly community development workers strengthen the social network and social capital of community youth groups. The network of youth groups and their social affiliations in terms of relationship can be regarded as community `social capital (Twelvetrees 2008, 17.).

Youth socialization and youth development is central to the general mission statement of the Finnish sports federation and the Finnish football federation. There are fantastic youth development structures available in the country. There is also a relatively sufficient proportion of training facilities as far as infrastructure and design are concerned. However, the reality is that there are too many youth teams and youth training existing alongside a vacuum of insufficient and inadequately trained professional youth development coaches and sports educators.

The prime aim of the thesis research was to investigate the contents and of “fair play Futistreffit” integration in football. The purpose of observation and data gathering of this pilot project is to associate sports integration with community development.

This research evaluates and categorise football into the context of a “cultural diversity management” model for education, building community development relationships in social work with the youth.

It is academically essential and necessary to formulate a theoretical hypothesis for the

analysis and interpretation of cultural diversity management within the context of sports education, youth development as well as the action based involvement and engagement of youth in an interactive and integrative sporting environment. This aspect of the research is the elementary basis for socio-cultural cohesion in positive youth development in the realm of cultural diversity management.

This research is descriptive and makes it possible to detail a variety of literary review. It also allows the component and build-up of different views through a classification of cultural diversity in relationship to community development work, youth development and sports education. This allows for interpretations and personal constructive critique on the problems and issues of perspectives on cultural diversity management as well as its functional absence and the lack of efficiency in the sphere of youth social services, community based development and community work.

A substantial number of historians, academicians and social advocates, who argue and highlight the huge income gap and economic disparity between the rich and the poor as a result of low employability and unemployment in terms of high and low wage.

4.2 Positive youth development and cultural diversity management

This research is the product of a qualitative action research based on the approach of participatory observation. Central throughout this work is the theme of youth participation and empowerment as vital to youth well-being. (Thompson 2007). The social rights-based approach to community development is built around the premises of equality, non-discrimination, anti-oppression and pro-integration. In developing Countries of the Global South, social marginalization takes on an economic factor of focus in terms of distribution and/or redistribution of national resources regarding the wealth of nations. (Deacon 2007, 1 – 13; 88 – 193)

Policy measures designed to address decline in youth empowerment and participation are likely to succeed only if, and when conceived in response to needs and desires expressed by

young people themselves (Child Poverty Action Group 2009, Collishaw et al., 2004; New Economics Foundation, 2009, The primary Review, 2007; UNICEF, 2007).

Football as a tool for empowerment and participation is the methodological departure of this research. The focus of the research aim was observation and documentation on youth socialization in human process interaction. Football is explored from the perspective of behavioural pattern for positive youth action as a phenomenon. (Kirshner et al 2002).

Management in general is often associated with successful executive bosses. Similarly, managing time and people in community development work is as essential as running time and staff at a stock broker. (See diagram 1: CD management competence).

The diagram following below is evaluates and analyses the competence of management in community development youth work as a combined focus on management goals:

- Management of attention is relative to strategy;
- Management of meaning relative to goal orientation
- Management of trust relative to relationships
- Management relative to set priorities

Therefore, in community development youth work, the central question is how can municipalities and social enterprises empower immigrant youth capital to create knowledge-base and know-how for community benefits and self realization of marginalized youth groups (Thompson 2007, 12.).

The research methodology attempted to review a selective bulk of literature covering issues of youth socialization, gender and sports, grass root exchange of information and best practices and the socio-cultural aspects of group dynamics in “diversity management” transcended from the corporate practice of “diversity management” into sports and leisure management.

The analytical approach is to then explore results and contributions from the corporate world of business management strategy and link its effectiveness to cultural diversity management with specific emphasis on youth development and football integration

through informal education in the context of community development work.

The analytical approach is to then explore results and contributions from the corporate world of business management strategy and link its effectiveness to cultural diversity management with specific emphasis on youth socialization through sports education for integration in community development.

The final conclusions are drawn from the theoretical and logical framework approaches used in the research methodology.

Clearly, there are substantial gains and positive impacts of Football-Learning Integration to youth socialization and social cohesiveness. However, these are not sufficient and cannot sustain current demand on rapid social changes. There is a need for efficiency and effectiveness in promoting the utilization of immigrant capital in the social services sector to cater for the bulk of marginalized youth potentials and talents.

Other areas such as e-media (electronic media) and i-media (immigrant media), music and arts must be simultaneously explored to enhance the necessary integration level required for the best informal model for Lifelong-Learning-Integration within the context of youth process interaction for building society in diversity especially in Finland. In this regard, it is imperative to conclude by establishing that youth process interaction (YPI) as analysed in this final thesis can possibly provide new pragmatic directions in community development work with immigrant youths in Finland.

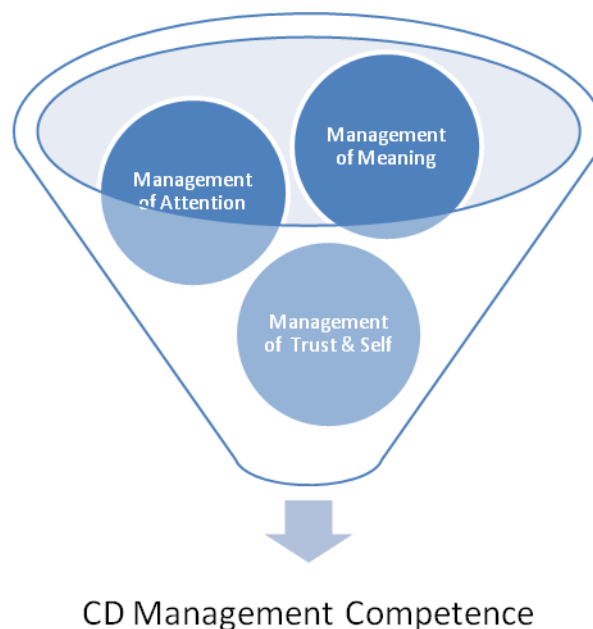
It is crucial that the lack of investment in immigrant youth capital particularly. If the future depends on the cultural competence and for social harmony, then initiatives in multi-cultural capital investment are crucial. The dilemma of concern is how long and how much can sustainable policy guidelines emphasize on positive youth development PYD in the wake of financial cuts and limitations. The focus and understanding that gives credence to analysis of human process interactions with effective cultural diversity management transplanted from the corporate world can be beneficial to the social services profession and must be looked at from the perspective of building society with diversity; a challenge which requires structural and institutional as well as cultural and traditional changes of modern of our modern era.

It is rather appropriate to re-cap the aims and purpose of the thesis and equate them with the changes and results of the conditions primarily prompted the Futistreffit initiative, which was precisely a social assignment that warranted an innovative change in building diversity, especially with the immigrant community of Varisuo. The project leading to this thesis was a result of an idea to exert change with a certain approach to grass root advocacy. The author initiated the research with through planning and implemented the mini-project together with stakeholders' contributions. Community development workers are most often thought to be good technicians and good staff members. However, Neil Thompson (2007, 12) refers to four specific and dynamic management competences, which are vital for community development work as shown in the diagram:

- management of meaning and of attention
- management of trust and of self

Diagram1. Community Development Management Competence

(Source: Neil Thompson 2009, 12)



5. SPORTS RESEARCH AND CULTURAL DIVERSITY MANAGEMENT

Globalization has changed our understanding and perspective of the World. It creates new experiences of being lost or of finding ourselves without any specific origin and/or root. In order to facilitate right-based approaches and promote the building of societies in diversity, it is necessary to educate young people to take part in sports, make individuals choices and develop interest in cultural diversity management (Mirja-Tytti Talib 2006, 6).

In the book `Global Social Policy & Governance` globalization is defined as “the widening, deepening and speeding up of world-wide inter-connectedness in all aspects of contemporary life` (Bob Deacon 1999, 8). The term globalization is also defined by Therborn as involving tendencies to a world wide reach, impact or connectedness of phenomenon or to a world-encompassing awareness among social actors (Therborn, cf. Deacon 1999, 8). Thus, the impact of globalization can be positive and or negative on community development relations especially with regard to youth empowerment and capacity building depending on the nature as well as methods of best practices, approaches and policies in relation to their effects and affects on capacity building and youth participation.

CDM has occupied a pivotal and central role in the success of corporate management, global leadership forums and grass root business initiatives (Bennett, Milton J. 1986, 68.). Cultural diversity management deals with the historical consciousness of individuals and groups within society. Cultural Diversity Management reaffirms a social commitment to empowering communities, groups and individuals interacting from within several of social entities. The fundamental characteristic for a sustainable positive youth development is cultural diversity management. CDM is a combination of multicultural skills and linguistic proficiency in the provision of social services. Cultural diversity management however, is not simply about race relationship or cultural convergence and social cohesion.

The role of cultural diversity management in youth work and community development is to tackle the practices of social inequalities suffered by the disadvantage and excluded. This is made possible by creating sustainability through the purposeful use and maximum exploit of community social capital as well as the diverse potential of human capacities and capabilities to achieve progress and sustainable human process interaction in community relations. Due to increased Europeanization and the rapidity of mobility in terms of social and intellectual capital, “a growing level of Pan Europeanism; cultural convergence and social cohesion have created a new interactive social theatre and spectacle of sensitivity (Colbert, Francois 2004, 16).

5.1 The Finnish Football environment

Tännsjo and Tanburrini, (2000) have made a valid inquiry by asking:

If ... discrimination is objectionable in many areas of *our* social lives, why should it be acceptable in sports? (Tännsjo and Tanburrini 2000:101)

Football is a performative sport. Its progress and success is measured on the basis of excellence, athletic skills and performance competence. The performance nature of football renders the game highly competitive.

The lack of sufficient skills and talents and performance competence has affected the status of Finland on the FIFA performance ranking table.

In essence, Finnish football has suffered and continues to suffer extensive setback in terms of success level. This is due to the level and extent of rigid social exclusion magnified by financial difficulties in sponsorship commitments. Progress and success in football change over time. This phenomenal pressure and competitive nature of winning is constant and ever present in Football.

The context and concept of achievement is seasonal and depends on a variety of factors.

In the case of Finland, rigid practices of exclusion and side-lining of immigrant talents for locally home grown skills has contributed to the low success record of the Finnish national team. The other contributing factor to the slow development of football in Finland is attributed to the general level of focus on sports in general.

It is often argued that football is not a national appeal in Finland; at least not on the same level as Ice hockey or cross country ski and/or slalom. However, important and relevant the former notion, it nevertheless does not qualify as a justification for exclusion of talented immigrant players into the national squad.

Finland has the lowest compensation structures in Scandinavia; hence players are less motivated to perform well. Moreover, the semi-professional nature of the game is also a negative success factor in Finnish football.

Many sporting clubs manage youth academies and sports clinics for youth development programs; many of which should be catering to the hobbies children and adolescents as a means of recreation.

This section attempts to place cultural diversity management in a contextual frame of culture competence, effectiveness, efficiency and management of youth social capital in community work.

Sporting `ability` is usually and always configured in relations to gender race factors (Wellard et al. 2007, 519) However, these factors are often disguised in youth coaching and youth work with an attempt to privilege equal opportunities. The aforementioned tendencies reflect the cultural fabric and thinking of youth coaching and positive youth development approaches. The following proceeding would discuss significant method, applications and right-based concepts such as cultural diversity management, entitlement, integration, integration and participation.

As highlighted in the introduction, it indeed necessary to re-emphasize that the research is a comprehensive analysis on football within the context of a reflective and analogical application of “cultural diversity” management from the corporate world of business management. CDM is used in this approach from the impact it has on positive community youth work in terms of and social interaction for integration. This is an important approach in the provision of social services related to youth participation.

There are various typologies of organisational and managerial models of cultural diversity management strategies. Thus, in order to relate cultural diversity management to community development relations and effectively manage this phenomenal approach; it is beneficial to either develop and/or identify a “cultural diversity model” peculiar to the structures of communities and human process interactions (HPI). Human process Interaction is the sequence of “attachment and interaction of members of a community” (Alan Twelvetrees 2008, 17).

5.2 Target group

Positive youth development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of series of activities and experiences. These experiences help shape young people into becoming socially, morally, emotionally, physically and cognitively competent.

The target group for the research was accessible in real time and reachable in actual proximity.

The primary target group of the Futistreffit pilot was the local immigrant youth of Varisuo, pupils and students of immigrant and multi-cultural background from the Turun Normaalikoulu, (International School in Turku), juvenile refugees from the Red Cross reception Centre in Pansio.

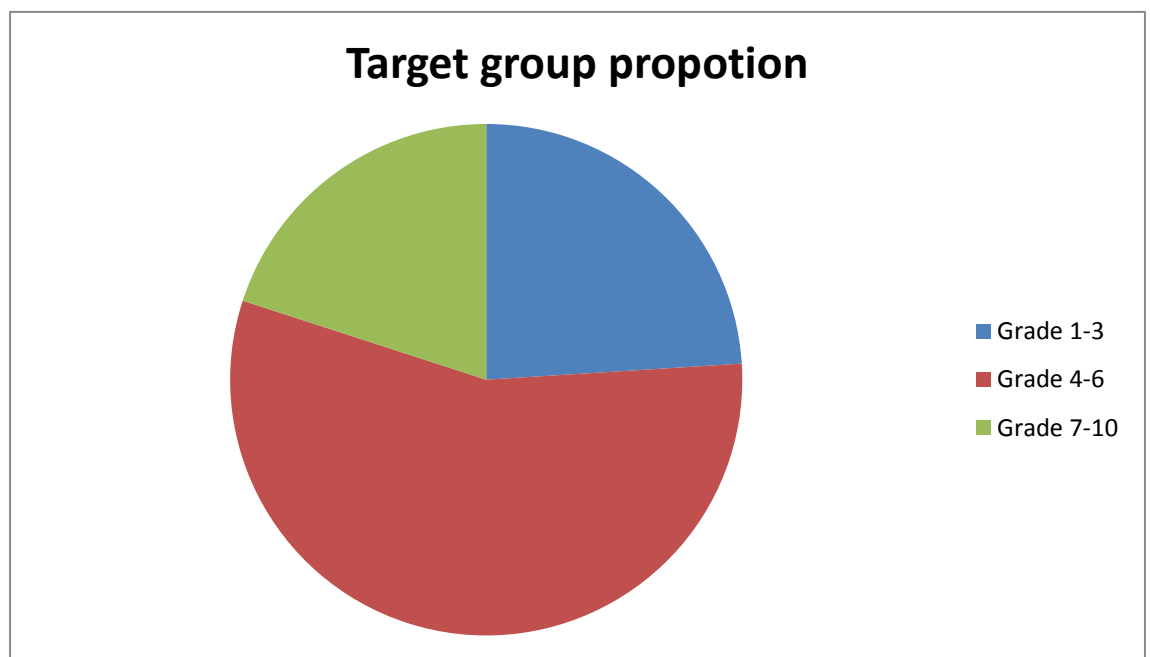
This research is pivotal in that it plays a significant role in developing and promoting immigrant youth talents under the challenges of structures hostile to catering for a culturally diverse and geographically dispersed segment of the municipality of Turku.

In addition to the researcher's personal participation, focus group was organized and placed on a football pitch, which functioned as the social interactive laboratory for observation purpose. I consistently intended to and managed to maintain relative small and large to circles to ensure the workability and functionality of the group. This was also to ensure that the researcher would ascertain substantially objective as possible for evaluation. There a huge space such as a football field or pitch was appropriate.

To benefits the result of the research, the following elementary characteristics are considered: synergy in the group, observation techniques to possibly observe group dynamics (Gillham 2005, 63, c.f. Gaskell 2000, 47). These elements were visible during the participatory and observation sessions of the actions and activities.

The target group selection for the mini-project upon which this research is embedded is divided into three sub-categories as follows:

1. Grade 1 – 3; including pupils 7 – 9 years of age
2. Grade 4 – 6; consisting of pupils 10 – 12 years of age
3. Grade 7 – 10; inclusive of pupils 13 – 15 years of age



Pie Chart: 1. Target group representation by proportion

The pie chart above is a representation of the proportion of participants in relationship to grade or class enrolled as well as age group.

Grade 1 to 3 constitutes the second highest category of participants; majority of which were participants within the age range of seven, eight and nine years.

A significant fact produced from the pie chart validates that over fifty percent (50%) of participants, who took part in the `Futistreffit` Football-Learning-Integration pilot were pupils from grade 4, 5 and 6. This group constitutes age group ten, eleven and twelve years of age.

5.3 Turku and Varisuo

According to Tuomas Martikainen, “Cultural fusion is... taking shape in Finland at a fast pace in the context of continuous immigration and the rapid growth of multiculturalism” (Tuomas Martikainen, 2009.). Regarded as the most densely immigrant populated suburb of Turku, Varisuo is symbolic, because of its reputation as the multiethnic and multicultural `melting pot` of Finland (Martikainen, 2009).

Much writings on youth and sports is either oriented towards a gender based approach or focused on ethnic exclusion of immigrant youth group from the sporting arena in general. In all of this controversy of participation, Football is a useful tool to minimize the extent and level of exclusion for positive youth development for inclusion. The choice of Varisuo as the research environment was deliberate and strategic because, the aim of this research was to strengthen the level of youth process interaction (YPI) and increase participation of immigrant youth in extra-curricular and recreational activities for positive youth development, socialization skills development and capacity building for sustainable integration.

The most challenging aspect and dilemma in community development youth work for proponents of globalization is the question as to whether a collective “community sense” of doing things together” can be sustained and inclusive, so that young people and marginalized youth groups in communities” may develop a sense of respect for and tolerance towards cultural and ethnic difference (Talib, Mirja-Tytti, 2006, 5). It is only through intercultural awareness and sensitivity can individuals ensure the true realisation of their interdependence on each other both locally and globally as members of a global village.

Therefore the target group of the project was a conglomeration of children, adolescents and youths of multiethnic and/or multicultural background.

The Futistreffit initiative was based the constructive idea of creating a positive mechanism building a community in Diversity. Thus, revolution perspective of cultural diversity management built on the logical framework approach to recreation.

Hence, the application of participatory tools was structured on the basis of a cultural inclusive and coherent methodology – the Football-Learning-Integration model of informal education.

This model of approach was used for the first time during the implementation of a mini-project placement which focused on a dynamic “break-down” of environmental obstacles and prevailing socio-structural barriers inhibiting the utilization of immigrant youth talent.

The terms `minority`, `ethnic`, or `marginalized` are mainly research categorization that must be understood outside of the politico-academic debate and approached rather from the perspective of cultural diversity and human process interactions. Minority groups should be seen in the benefits of recognizing differences and avoiding stereotypes by allowing and empowering immigrants and minority youth groups (Weiner 1994, 15.).

This is happening in Turku but at a very slow pace.

THE LOGICAL FRAMEWORK APPROACH

The interrelationship of youth, sports and well-being substantiate the widely held notion that football contributes the positive development and wellbeing of young people (Ian Wellard 2007, 127)

The research approach used for this thesis is a structural and systematic analysis, which is built around the notion of capacity building and empowerment through a Football-Learning-Integration process.

This research is conducted in a football environment aimed at producing a positive youth development atmosphere in the suburb of Varisuo, Turku. Therefore, the conclusive focus of the analysis herein highlights a significant interrelation between cultural diversity management and football coaching. It stems from an evaluation of football as a medium and sport model for positive youth development through the Futistreffit Lifelong-Integration initiative.

The reflective aim and objective of the research is to reflect on cultural diversity in management football as an integration tool and mechanism for inclusive youth participation. Football has undoubtedly aroused contributed enormous interests and discussions in the areas of youth and sports. Much focus is nowadays being placed on sports as an empowering community development tool for young people.

Therefore, this research focuses on football. In fact it is all about football portrayed as a medium for social inclusion, capacity building and youth empowerment. It is particular sort of community development youth work that highlights social issues relating to sports in general and football in particular. Positive youth development actions are explored to enhance social competence, and capacities for cultural diversity management. Feel good` spirit and themes of cultural change and mediation are highlighted on rights-based perspective and well-being.

6.1 Rights and advocacy approach to youth and sports (RAAYS)

This portion of the thesis is built around the approach of non-discrimination, anti-oppressive and pro-integration.

The social rights-based approach to community development is built around the premises of equality, non-discrimination, anti-oppression and pro-integration. In developing Countries of the Global South, social marginalization takes on an economic factor of focus in terms of distribution and/or redistribution of national resources regarding the wealth of nations. (Deacon 2007, 1 -13; 88-193)

Moreover, it is important to build on past researches, which focuses on the strength factors of human rights approach. These approaches stimulate and promote social cohesiveness within the realm of community development work with youth.

Human rights-based approaches (HRBA) are functional for the following primary reasons:

- Stressing sufficient emphasis on the reflectivity and reflexivity in the analysis of the results based on experience from the system world into the real world.
- Reiterating and advocating policy frameworks for best practices approach in community development work with youth.

The history of cultural diversity management dates back precisely to December 10th 1948 in Paris at the Palais de Chaillot.

The Universal Declaration of Human Rights adopted by the United Nations` General Assembly confers that:

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in the spirit of brotherhood” (Universal Declaration of Human Rights, Article I).

The dilemma of cultural diversity management lies in the realisation of social cohesive results from community development work within the social service profession, which needs urgent and attention. Furthermore, the important impact of human rights based approaches to social empowerment and participatory involvement of young people in obtaining better life through cohesive social interaction is a prominent focus of the research. A thorough evaluation of cultural diversity management provides a vivid for understanding of integration. The mastery of cultural diversity management provides sustainable social solutions to social problems where the utilization of social capital and capacity building are concerned especially the dilemma of issues related to social cohesion, integration and immigrant youth empowerment as well as the utilization of community social capital.

5.4 Futistreffit

This section of the research attempts to relate the effectiveness and impact of cultural diversity management in community development youth work carried out by both the Finnish football federation and Nappulaliiga sports association in the City of Turku.

Youth work is an integral and significant component of community development work within the realms of the social services profession.

`Futistreffit` is a Lifelong-Football-Learning-Integration and participatory action research project, which was conducted in the City of Turku in summer 2009. As a concept, Futistreffit is pivotal to youth work from a community development perspective. Futistreffit presents football as a useful tool for capacity building and skills development in a contextualized setting of cultural diversity management. The research was conducted on the basis of a sport-advocacy-model focused on a participatory approach in youth work with immigrant youth group. The project currently under evaluation and analysis took place in joint partnership with Turun Nappulaliiga TuNL (the municipal football association of Turku) and the Finnish Football Federation (SPL - Suomen Palloliitto).

Futistreffit is an initiative financed by the Finnish Ministry of Education (OKM). The initiative was jointly implemented by TuNL (Turun Nappulaliiga) and The Finnish Football Federation or Suomen Palloliitto (SPL). It is a sustainable project and continues to date.

Futistreffit is a unique Football-Learning tool for youth socialization and integration. The initiative is functional as a community development tool community for empowerment, participation and capacity building. Young people are able to realize the true potential in skills and talent for effective participatory contribution in society. Futistreffit is a pilot project on integration through the medium of football as a tool in cultural diversity management. The project is jointly run by the Finnish football federation under the auspices of the Turku district. The project is model sports education in the context of community development, youth socialisation and the relationship to social work practice.

The result of this research is specific to informal education through community work with specific emphasis on youth development and football coaching. A further objective of the thesis is a dimension to indicate by observation and participation how “Futistreffit” participants benefited from the experiences of two-months interactive, inclusive and integration experience of the `beautiful` game of football. The project explored positive outputs and cohesive community development relationships. All participants adopted, utilized and produced their cross-cultural competence to advance tolerant social behaviour. The pilot project that is being evaluated and analysed is an interactive cross-cultural recreation and socialization laboratory of immigrant youth towards a cohesive community relationship on Football-Learning-Integration and youth process interaction.

In our eternal search to define and understand the truth of humanity, this Universal Declaration of Human Rights is a unique historical master piece document which endeavours to enhance social cohesion in celebration of human and cultural diversity. Right-based approach is embedded within the UN Convention on Human Rights which was declared in 1948 after World War II. Right-based perspectives emphasize non-discriminatory practice and equal treatment. The Convention guarantees human rights

for all people irrespective of “race, sex, language, religion, political opinion, national and/or social origin, property right, birth or economic status” (The Universal Declaration of Human Rights 1948, article 2).

Futistreffit was a participatory methodology used to develop youth social competence and cultural interaction through sports education. The pilot project is functional and sustainable in the sense that it put into place necessary elements and tools for cultural change for promoting cultural diversity within the community of the Varisuo Suburb. The most functional characteristic of this research is that it narrates in depth through examination and analysis. This characteristic forms the evaluation of the entire research process.

Futistreffit examined the complex needs of Lifelong-Football-Learning-Integration and participatory involvement of immigrant youth groups in utilizing the benefits of the football opportunities in the municipality of Turku.

6. PROFESSIONAL DEVELOPMENT

7.1 Core values

The core values of Diak are based on Christianity with emphasis on respect, human dignity and social justice. Hence, empowering and solidarity with marginalized segment of society are prime values instilled in all graduates students at Diak.

If, the aim of training social workers and community practitioners is to build a reservoir of change agents for community development work and social advocacy for a multicultural dimension of tolerance and social inclusion; then the book `Tackling Social Exclusion` (Pierson, 2002) against all odds is as an educational tool is as close to a realization as possible as this thesis is a contemporary testimony the fate of young immigrants in Finland.

This final research work is a dynamic product of pride to the aspirations of civic educational goals and professional development contribution of Diak as an educational institution. The uniqueness of my thesis is however based on personal experiences as well as my career ambition to engage in football education and positive youth development in Finland.

The expert value and advantage of this work is my vast experience, knowledge and interest in empowerment advocacy and cultural diversity management at grass roots community development. The author's involvement with football and his understanding of related subjects related to the thesis is phenomenal. The uniqueness of the thesis, however, has a strong connection to my career experiences and personal ambition as well as my career pursuit. My professional involvement and engagement in sports education and youth work have added enormous value and given me a competitive edge in presenting the themes and topics as reflected herein.

6.2 Grass root advocacy

My passion for and interest in grass root advocacy and student union activism has sharpened and broadened my horizon as well as increased my academic acumen. My intellectual understanding of social empowerment and cultural diversity as well as my practical application and approach to lifelong learning is a huge asset for community development work with youth in general and particularly with immigrants (refugees and asylum seekers alike) and/or ethnic civic organizations. I am versatile and culturally competent to work in any area of the social services profession. The uniqueness of the thesis is however linked to experiences of the author and his practical acquaintance as well as involvement and engagement in the sphere of sports education and youth development.

Another unique advantage of the thesis is my vast experiences and knowledge of grass root empowerment, community development and youth work. Capacity building and skills development in the context of cultural diversity management are pivotal necessities for advancing new models of community development.

The adoption of new models of approach in the social services and social work profession is the ultimate determinant of the successes achieved towards the innovative to build societies in diversity. Such innovations guarantee progressive social relationships that enhance cultural cohesiveness. This is the most significant and pivotal characteristic of cultural diversity management to the social services profession. Thus, when strategic policies, processes and cultures interact, the standard measure and evaluation of success and failures is only consistent with the levels of cultural competence, and the capacity of social capital in building communities that would sustain themselves.

The primary challenge of cultural diversity management in relationship to community development work with youth lies in the fate of weather community-oriented projects are either under-managed or over-managed to sustain efficiency and effectiveness.

The other challenging aspect of cultural diversity management in community

development work is that local resources in social capital are often wrongly side-lined for expatriate expertise. Hence, much emphasis is placed on “doing things right” rather than “doing the right things”.

7. YOUTH IN ACTION (YiA) AND YOUTH EMPOWERMENT STRATEGY (YES)

The research approach is a structural and systematic analysis, which is built around the notion of capacity building and empowerment through a Football-Learning-Integration process. The research takes place in a football environment of positive youth development in the suburb of Varisuo, Turku. Therefore, the conclusive focus of the analysis highlights a significant interrelation of cultural diversity management with sports and positive youth development through the medium of football.

There are various typologies of organisational and managerial models of cultural diversity management strategies. Thus, in order to relate cultural diversity management to community development relations and effectively manage this phenomenal approach; it is beneficial to either develop and/or identify a “cultural diversity model” peculiar to the structures of communities and human process interactions (HPI). Human process Interaction is the sequence of “attachment and interaction of members of a community” (Alan Twelvetrees 2008, 17).

8.1 Building society in diversity with capacity and ability

According to Ho et al, participation in leisure time activities during adolescence is vital in developing skills and experience for successful transition to adulthood (Ho et al 2008, 2).

In the research we limited social participation into two main areas that were social relationships (family, friends, surrounding community) and access to voluntary leisure time activities. The sudden shift in community youth from prevention to preparation and further on to participation represents a broadening of focus from individual “at risk” analysis to a community-level and collective participatory impact approach to youth participation (Kirshner et al 2002.)

Football is a minute fraction of the areas of youth socialization. I hope that this research would encourage students of social services to focus more on the recreation and leisure management aspect of youth work and future initiatives for the development and advancement of community development youth work. Hopefully the results of this

participatory action research would pave the way for other similar participatory action research in the direction of positive youth development for building diversity in Finland.

The goal of upper secondary school is to further equip youths with art of continuous learning skills and development after comprehensive school.

Initial vocational education for young people is mainly organized at vocational institutions.

The manner in which 'ability' is configured within physical education practices in schools reflects the distribution of authority in society.

Cultural diversity management is a new concept in literature to the disciplines and profession of social work. Traditionally, social work practitioners and health care service discuss client on individual centrism. This is a radical departure from the medical base application of service provision.

On the other hand, youth process interaction (HPI) is a phenomenal and an importantly old activity within the professional world of social work and community development relations. HPI is characterized both by intervention and influence on organisational, social and cultural changes occurring in diversity and activities of social capital management.

Due to increased Europeanization and the rapidity of mobility in terms of social and intellectual capital, "a growing level of Pan Europeanism; cultural convergence and social cohesion have created a new interactive social theatre and spectacle of sensitivity (Colbert, Francois 2004, 16).

Hence, the importance and necessity of Cultural Diversity Management in community development and the sphere of social work is ever omnipotent.

Human Process Interaction within cultural diversity management is a new contemporary social phenomenon of significance not only for Europe, but the world at large, because of the momentum and impact it exerts on intellectual capital mobility, migration, emigration and immigration in relationship to the "Global Village" syndrome.

8. EDUCATIONAL INTEGRATION AND COMMUNITY ACTIVISM

Studying in Finland is a great and rewarding experience. However, the cold weather is a challenging force to reckon with amidst the nice encounters and interaction with positive minded Finns.

My experience as an international student is rich and many fold. My story is a `bitter sweet` symphony – an exposure to both “good” and “bad” fate. This is not the perfect “Prince of Arabia” success story. Indeed, it is a life-long educational experience of changes, effects and transformation as a result of interaction and encounters with individuals from different walks of life in a cultural diversity setting. In this regard, it is fair to say that Finnish higher education has offered and granted me an opportunity to develop both professionally as well as on an individual level.

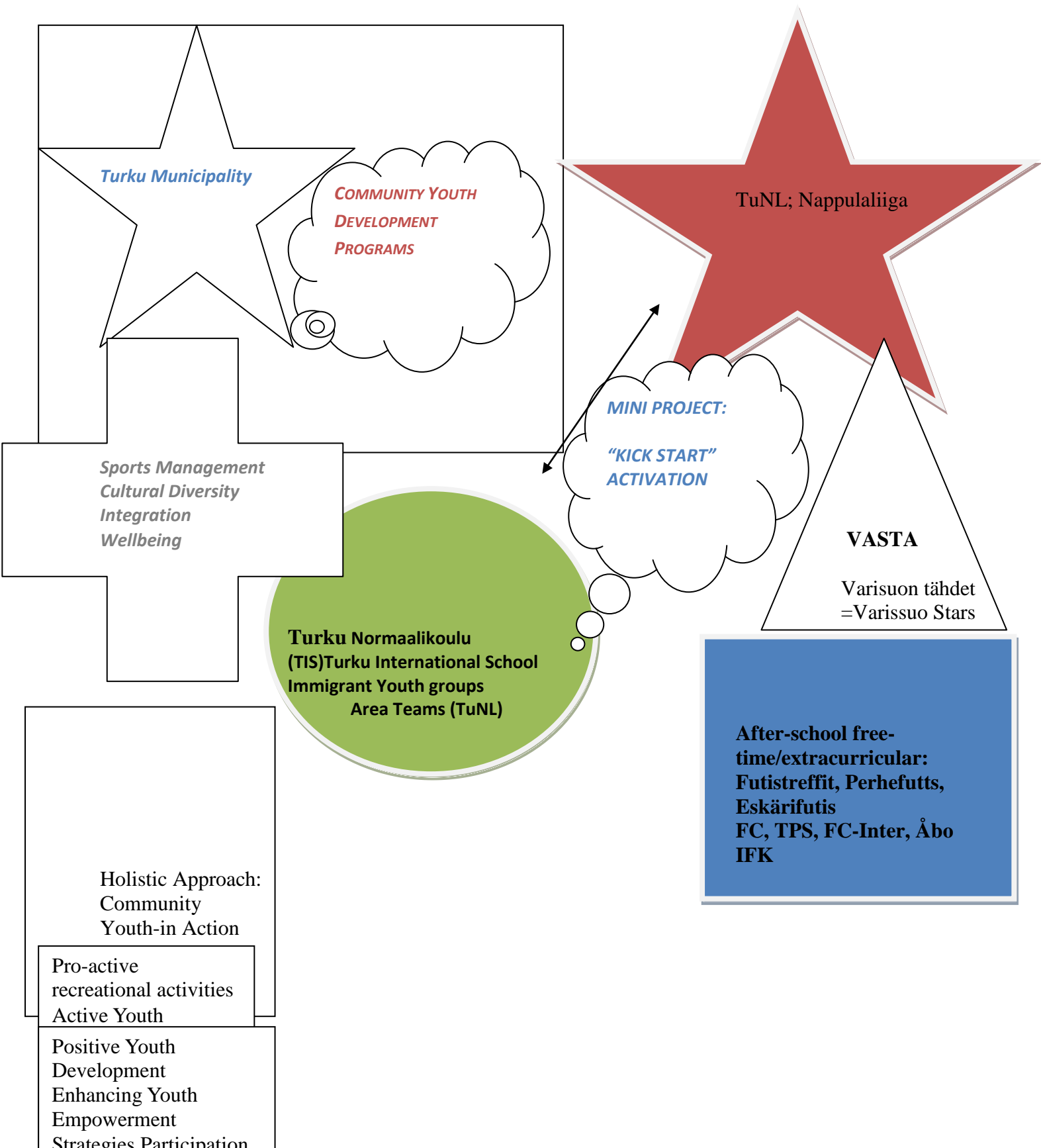
My greatest lesson learnt is that educational integration is not an easy process. Assimilating into Finnish culture for me in general has never been an `easy-go-happy` journey or `joy ride` Alike many international students, I have had my fair share of disappointment and sour taste of what and how it feels to encounter “true Finns” - a synonym for individuals who despise any `stranger` of non- European descent. I strongly believe that the concepts “immigrant”, “foreigner” and “alien” from the perspective of cultural diversity and integration is “putting-off” in an instance of reaction. It is because such concepts satisfies certain degree of xenophobia, enforces stereotypes and breeds prejudices.

I believe that any interactivity of human process encounters that is culturally cohesive and through the provision of high-quality education of international standard supports and enhances the notion of diversity to strengthening human relationships.

My overall experiences of integration into Finnish higher education is a “bitter-sweet” symphony, but nevertheless rewarding in terms the enormous benefits that I have enjoyed in my personal pursuit of professional development, individual happiness and cultural enrichment.

9.1 Stake-holder analysis

Diagram 2: Futistreffit stake-holder integration process



9. INFORMAL EDUCATION AND LIFELONG LEARNING INTEGRATION

The aim of this section of the research is to explore the various models of pre-school education that sustainably support working conditions of families in Finland. The goal of pre-school education is to create a learning environment that provides children with stimulating activities by offering opportunities for multi-faceted development.

Sports education and youth development are constituent of many schools curriculum in Finland.

The Finnish school system is inclusive and integrative, because it does not allow the possibility for separate schools at pre-school levels. However, pre-school education provided at comprehensive schools and day-care centers are offered free of charge. The development of pre-school for six years old toddlers began in early 1970 (OECD 1997, Finland Country report, 15) as a joint experiment in social school services.

Football is considered as the “Beautiful Game”. It is a world-class and an international game that requires strong team ethics, a football culture, better sportsmanship, promotion and viable sponsorship commitments.

If, cultural diversity is about how “us and “them” are defined or how “we separate ourselves from “others” and how such distinctions impact upon human life (Kramer & In the book *Dialogues for diversity* (Weiner 1994, pp. 1-136; suggests that cultural diversity management is characterised by how individuals include themselves and associate shared similarities, and differences with respect to cultural competence. This notion entails an understanding of the constructivist relationship among people who are different (Naylor 1997, 1-25).

This pattern of engagement in a participatory action research has in fact changed the lives of toddlers and adolescents in the area of Varisuo, Turku. Young people are enthusiastic and actively involved with football recreation. Futistreffit serves as a form of meeting forum and time management medium of interactivity alongside on football

fields the many suburbs of Turku. These dimensions add value to youth socialization, fun and love of the `beautiful game` of football in community development work. Futistreffit evolved from a pilot project into a sustainable community development tool for youth socialization and a periodic summer out-doors activity. The outcome of the initiative is reflected in the convergence of differences, encouraging and promoting a participatory involvement of youth on a path of positive growth and development. As a youth-empowered and capacity building initiative, Futistreffit has created a substantive level of social cohesiveness in the Varisuo suburb of Turku. The situation has since improved considerably and the impact of diversity is felt and evident in Turku. However much still needs to be done to maximize success and full youth participation in Football community-wide. Regarded as the most multi-ethnic and multicultural “melting-pot” of Finland has a competitive edge in being the pioneer of cultural diversity management in football integration.

In this research, the CDM approach mechanism analyzed and evaluated during the implementation of the Futistreffit pilot substantiates that football can work as a community development tool for integration. Football is a positive youth development medium for skills development and youth socialization. The result of the research shows that with the application of an informal model of Life-Long-Integration sport model as a form of pedagogy does reap positive youth behavior and enhances success and progress in the formal education of young people. Primarily articulated in most positive youth development research, policies agenda and literature is the undisputable fact that inadequate social competence limits the fulfillment of certain basic needs such as the `feel of safety`, feeling of `belonging`, `independence and self-confidence`, connection and commitment to full contribution to the community in particular and the society in creates deficit in the social skills of young people in general; but specifically amongst immigrant youth groups.

The final research objective is to offer an opportunity to students of social work, diversity enthusiasts, social work and community work practitioners in identifying solutions and positive impact-based methods and approaches that enhance empowerment through capacity building and skills development. It is my hope that such understanding in this area would strengthen the application of and provide positive

insights on the controversy of social inclusion in relations to social exclusion.

As the research methodology of this thesis has attempted to review a selective bulk of literature covering issues of youth socialization and elements of group dynamics in “diversity management” within sports organisations; the final and conclusive analysis is to then explore successful and positive results in terms of the contributions of football. Analogy is made to the corporate world of business management, strategic marketing and information technology management. Hence, emphasis is placed on the effectiveness of CDM, thus, highlighting the impact of positive youth development and football-learning integration via informal education in community development work.

The analytical approach is to then explore results and contributions from the corporate world of business management strategy and link its effectiveness to cultural diversity management with specific emphasis on youth socialization through sports education for integration in community development.

Immigrant youth groups constitute one of the most vulnerable segment in society. Adolescence includes the ideas of future prospects and aim to reach the set goals. In all Youth-in-Action policy documents, critical issues of employability, health education, leisure management, sports training and recreational activities are addressed. Therefore, the challenges to improve and advance active youth participation in these areas are ever present.

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APPENDIX 1: MIGRANT YOUTH EMPOWERMENT
CONFERENCE

**‘Models for Integration and Prevention of Exclusion:
Empowering Migrant Youth’ (iYouth)
Toinen kansallisen työryhmän kokous
Helsinki 17 Joulukuuta 2011**

14:30 – 17:00



Paikka: IOM Helsinki, Unioninkatu 13, Helsinki (6. kerros)

Aika: Torstai, 17. joulukuuta 2011 klo 9.30 - 12.00

- 1) Kokouksen avaus: Tobias van Treeck, projektikoordinaattori
- 2) Osallistujien nopea esittely
- 3) iYouth –projektin Initial Report –dokumentin esittely (Initial Report liitteenä)
- 4) Keskustelua Initial Report – dokumentista ja sen kehittämisestä
- 5) Suomeen tehtävän vertaisarviointivierailun suunnittelu ja haastateltavien valikoiminen
- 6) Muita esille tulevia asioita
- 7) Seuraava kokous
- 8) Kokouksen sulkeminen



This project is carried out with
funding by the European Union

10. APPENDIX 2: HATTRICK FOOTBALL INTEGRATION

**Final conference of the EU-project Hattrick: Football-Learning-Integration
In Salzburg, November 8th, the project moves into the final phase**



www.hattrick-project.eu

Project News Nr.4 September, 2011

Lifelong learning has to be fun! It should arouse curiosity and produce interest; it should offer new aspects and has to be provided in a practice-oriented way. Especially in the work with difficult and hard-to-reach target groups these aspects are crucial.

The project **HATTRICK: Football-Learning-Integration** – a project supported by the European Commission for Lifelong Learning and coordinated by die Berater®, addresses young male migrants. This target group is often hard to reach with educational initiatives, so HATTRICK offers football related learning activities to involve them in lifelong learning and thus improving their integration into society.

As part of the project (2009-2011), training material for the development and reinforcement of social competencies of young players and their football coaches have been developed and tested in the seven partners countries Austria, Germany, Italy, France, Bulgaria, the Netherlands and the United Kingdom. Intercultural competencies, managing diversity and mutual respect are central themes in all training activities. They show the importance of integration, the same time providing skills which can be used in private and professional life as well.

In the final project phase, results and products of HATTRICK will be presented at the conference: **HATTRICK: Football-Learning-Integration** *Future aspects in working with young migrants*

Apart from project related discussions and lectures, the conference offers the possibility to focus on the role of sports in the integration process of young migrants and invites participants to work on future perspectives for the work with the HATTRICK concept.

Practice-oriented workshops will be organised in the afternoon. They offer insights in the concrete structure of the HATTRICK qualification modules participants have the chance to test the HATTRICK activities themselves.

The conference will take place at **November 8th 2011, 09.00-16.30 at TriBühne Lehen in Salzburg/Austria**. The event addresses organisations and institutions in sports, adult education, vocational training as well as representatives of fields of integration, labour market service or other initiatives working with social disadvantaged youngsters or young migrants.

Please register for the conference here: [Conference HATTRICK](#)

