Metropolia

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Friend or Foe?

How Youth Experience the Presence of the Online Youth Workers in a Web

Youth House's Discussion Forum

Abstract

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This thesis project aimed to find out how youth experience the presence of the online youth workers in a web youth house Netari's discussion forum, in Demi.fi website. In addition, thesis aimed to find out do different features of adolescents, like age and gender for instance, effect on their usage of web youth house's forum and how they experience the presence of the online youth workers. The thesis aimed to research also adolescents' relations to other Demi.fi user profiles.

During this thesis process, the method used for gaining information from the adolescents, who have Demi.fi user profiles, was carried out by making a questionnaire for them. The questionnaire contained 15 questions that were divided into six different themes so the questions concerning similar topics were under the one theme. The link to the questionnaire was available in Demi.fi website over summer 2014.

The theoretical framework chosen for this thesis project was inclusion which is an important concept when thinking of youth work. In addition, concepts of participation and dialogue were also vital for this thesis project. In addition, there are other important concepts that support the theoretical background of the thesis, such as the concept of community.

The conclusions made of research results were that the youth mostly value the presence of the online youth workers. Even though they do wish that the online youth workers would be somehow more visible. The adolescents experienced that their relations with the online youth workers is non-existent even though some of the youth felt that discussing with them online has been beneficial. In addition, hope for a common page for cooperating professionals, web nurses, web police and other online professionals were given in order to ease the accessibility of their services.

Keywords	online youth work, youth, inclusion, participation, dialogue, online community

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Abstract

Tekijä	Wilma Kontkanen
Otsikko	Ystävä vai vihollinen? Kuinka nuoret kokevat verkkonuorisotyöntekijöiden läsnäolon verkkonuorisotalon keskustelufoorumilla
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Tämän opinnäytetyön tarkoitus oli selvittää, miten nuoret kokevat verkkonuorisotyöntekijöiden läsnäolon verkkonuorisotalo Netarin keskustelufoorumilla, Demi.fi verkkosivustolla. Lisäksi, opinnäytetyö tavoitteli selvittämään, vaikuttavatko nuorten erilaiset ominaisuudet, kuten esimerkiksi ikä ja sukupuoli, verkkonuorisotalon käyttöön ja nuorten kokemuksiin verkkonuorisotyöntekijöistä. Opinnäytetyön tavoitteena oli selvittää nuorten suhteita myös toisiin Demi.fi:n käyttäjäprofiileihin.

Tutkimusmenetelmä, jota käytin opinnäytetyössäni kerätäkseni tietoa nuorilta, oli suunnittelemani kyselylomake. Kyselylomakkeessa oli 15 kysymystä, jotka jaoin kuuteen eri teemaan, siten että kysymykset, jotka käsittelivät samoja aiheita, olivat saman teeman alla. Linkki kyselylomakkeeseen oli saatavilla Demi.fi-sivustolla kesän 2014 aikana.

Teoreettinen viitekehys, jonka valitsin tähän opinnäytetyö-projektiin on osallisuus, joka on tärkeä käsite, kun puhutaan nuorisotyöstä. Lisäksi, osallistuminen ja dialogi ovat myös tärkeässä osassa tässä opinnäytetyössä. Opinnäytetyöni sisältää myös muita tärkeitä käsitteitä, jotka tukevat tämän opinnäytetyön teoriaa ja tutkimusta, kuten esimerkiksi yhteisöllisyys.

Johtopäätökset, jotka voin tehdä tämän opinnäyteyön tutkimuksen tuloksista, ovat että nuoret pääosin arvostavat verkkonuorisotyöntekijöiden läsnäoloa, vaikka he toivoivat että työntekijät olisivat jollain tavoin enemmän näkyvillä verkkosivulla. Nuoret kokivat pääosin että heidän ja verkkonuorisotyöntekijöiden välinen suhde on olematon, vaikka jotkut kyselyyn vastaajista kokivat, että heille on ollut hyötyä keskustella verkkonuorisotyöntekijöiden kanssa. Lisäksi eräs nuori toivoi sivustoa, jolta kaikki yhteistyötahot; verkkopoliisit, verkkoterveydenhoitajat, verkkonuorisotyöntekijät, ja muut ammattilaiset löytyisivät, jotta heidän palveluihinsa verkossa olisi helpompi löytää.

| Keywords | verkkonuorisotyö, nuoret, osallisuus, osallistuminen, dialogi, verkkoyhteisö |

Contents

1   Introduction

Youth work is an important part of the social work field. There are several differing methods of work that to promote the well-being of youth and increase active citizenship of adolescents. Pelastakaa Lapset Ry, Save the Children, is an organization which works on diverse ways to increase the well-being of children and youth. For instance, Save the Children coordinates online youth work in different websites, such as the website discussion forums of youth magazine Demi and other popular web pages among youth. (Pelastakaa Lapset, Keitä me olemme 2014.)

The Internet is a fruitful work tool for social workers, especially those professionals who are working among adolescents. Today's youth are internet experts who have grown surrounded by technology (Joensuu 2011:14), and it's natural that they spend time online. Online adolescents make new friends and maintain their already existing relationships through different virtual spaces. Youth have the possibility to keep in touch with each other all around the world. Therefore it is important that youth workers go online too, in order to reach youth and promote their well-being.

As the internet has been part of social work for quite some time, it is vital to continuously evolve work online in order to more specifically meet the needs of clients. It is important to gain feedback from the clients of online youth work, so the services provided could become more accurate. From these thoughts the research question for this thesis arises.

This thesis is a qualitative research of how youth experience the presence of the online youth workers in Demi.fi website's room, web youth house Netari, where different topics chosen from among the suggestions of Demi.fi forum users can be discussed anonymously with the online youth workers. Netari is open once a week for a few hours. The data for this thesis research was collected by a questionnaire made for Demi.fi online forums user profiles during the summer 2014. The questionnaire included questions, which were divided into different themes and aiming to find out adolescents' thoughts of the presence of the online youth workers and their relations between other Demi.fi user profiles. In addition, the questionnaire includes questions of youth's thoughts of their own participation.

The theory that supports this thesis rises from the concepts of inclusion, participation and dialogue, which are the main cores of the study. The topic is also analysed from the viewpoint of concepts like community, experience and other theoretical topics that are related to this thesis project.

2   Setting

In this chapter I will define what is meant by youth and explain what youth work is. In addition I will present the main aims and functions which youth workers are aiming for in their work. I will also explain the different working methods youth workers may use in practice.

2.1   Defining youth

According to the Youth Law (72/2006) 2§, the term youth is used from all people under 29 years old. This is the reason for youth being a broad age group, since it covers developmental stages from infant to adulthood. (Aaltonen 2011:19.)

Youth is divided in three different stages; early adolescence (approximately youth aged 11-14 years), middle adolescence (approximately youth aged 15-18 years) and late adolescence (approximately youth aged 19-25 years). It is said that youth age starts as physical development, puberty, begins. It starts on psychological level too, in which adolescent pass in review his/her own emotions and the process of change and forms continuously more independent identity. (Aaltonen, Ojanen, Vihunen, Vilén 2003:18.) Identity has several definitions, but it is said to be an experience of one's own independencies' finding (Aaltonen et al. 2003:74).

Adolescence is a stage, during ego, which youth have achieved in the stage of childhood, is put to the test. Young one is looking for his/her meaning and place in the world (Aaltonen et al. 2003:74). During the stage of youth, individual's life is changing and therefore it is challenging to control emotions (Aaltonen, et al. 2003:60). Data processing changes with the development proceeding. Even though young children seem to understand many factors of mind and personality, when comparing to school aged children and adults, they cannot describe as accurate and diverse way human behaviour in different situations. (Lyytinen, Korkiakangas 2003:188.) In other words, older the people grow, more diverse their capability to observe and reflect is.

Aaltonen et al. (2003) states in their text that Jean Piaget's had theory that adolescence achieve the last and highest level of thinking between the ages 11 and 14. His theory also states that individual's level of thinking does not change after the age of 15 years, even though new information and new thinking models are being adopted, but actual big changes do not occur. (Aaltonen et al. 2003:61.)

In the other words, at the age of youth, ability to think develops and evolves. Therefore adolescence should be viewed as a stage, in which strong criticizing of information and the questioning of own learning ability skills belongs (Aaltonen et al. 2003:60).

2.2 Youth work

According to the Youth law, Nuorisolaki 72/2006, youth work is described to be work that aims to promote adolescents' active citizenship on their own time as well as adolescents' social empowerment, supporting the growth and independence and communication between generations (Nieminen 2008:22). Therefore, youth work has many aims which improve the adolescents' quality of life.

There are several ways to work in the field of youth work. In addition to basic youth work among adolescents that occurs for instance in youth houses, there are few other ways to work with youth while still aiming the increase the well-being of youth.

The youth worker's work is guidance among youth. The tasks of a youth worker are basic tasks such as guidance and observation in youth houses, organising open or theme based activities. These activities can be guidance in different clubs, sharing information and advice and other assignments linked to organising, planning and management of youth work. (Cederlöf 2004:120.)

There is outreach youth work (etsivä nuorisotyö) which is a special youth work (erityisnuorisotyö). It aims to be present among youth and offer an opportunity for safe and confidential contact with an adult in order to help. Outreach youth work looks for solutions for youth's issues together with adolescents and helps youth to get services needed. (Minedu, Nuoriso, nd.)

There is preventive youth work (ehkäisevä nuorisotyö). For preventive youth work the target group is all youth and it aims to prevent youth's social exclusion and especially to reach those adolescents who have not, for some reason, applied for school after grammar school or are school drop outs. Usually preventive youth work emphasizes in young age groups. Preventive youth work can focus on certain issue, like for instance drugs, and thus be preventive drug work (Ennaltaehkäisevä päihdetyö). Adolescents' social empowerment can be understood as the core of preventive youth work, since it stands for actions directed for youth that promote their well-being and improve their life-management. (Nuoperi, nd.)

In social work several types of services have been established to meet different kinds of needs. There are crisis centre and helping phones, safe houses for youth, girls' houses and youth's crisis centre and crisis centre for victims of crime. (Kasvun kumppanit, Keinoja tukea nuoria - nuorten ympäristöissä, 2014.) All these services are to help clients of social services and aim to increase their well-being and quality of life.

2.2.1 Online youth work

Adolescents are active users of internet; in addition to that through their experiences they have different point of view to internet and digital technology than older generations (Joensuu 2011:14). Joensuu (2011) states that current 13-17 years-old adolescents are first *diginatives*, who have grown up surrounded by technology. In contrast, their parents and older generations needed to practice using them as the technology gradually entered their lives.

The author clarifies that online adolescents are dating, making new friends, dealing with great emotions, all at the same time as they are growing towards adulthood. An individual's growth happens in relations to surrounding communities. He claims that communities that have formed or are operated online can be as significant to youth as any other communities. (Joensuu 2011:15.)

Using internet as a tool in the field of youth work, online youth work itself remains very similar to general youth work as its multi-dimensional and its fragmented nature (Joensuu 2011:14). In stating this, Joensuu means that youth workers act online in adolescents' communities, and do preventing, helping and outreach youth work, develop differing cultural activities and inspire youth to participate.

Youth workers working online are either volunteering people, trained by the organization, for instance Save the Children, to work online among youth, or social/health field professionals, who take the same training or get experience from their work facilities. Still, there are always paid workers among volunteer workers, who are in charge of the shift among youth online.

This is why it is vital that people working among adolescents should recognize and acknowledge network phenomena, therefore they could support and encourage youth in the matters that have a positive impact on their development. Also, on the other hand, to respond to those phenomena that requires intervening (Joensuu 2011:14).

2.3   Aims and functions of youth work

In general youth work there are four common functions the youth workers aim for in their work. These four functions are socialization function, personalization function, compensation function and resourcing function and then the allocation of function. (Nieminen 2008:23-27.)

The first of the functions mentioned, socialization, in practice means that the adolescent is linked to be a member of the culture, society and the local community. The main meaning of the socialization function is to socialize youth, who can either embrace, change or abandon offered values, roles, models of behaviour and approaches (Nieminen 2008:23).

The second presented function, personalization, aims to guide adolescents to develop their independence and to be a person who know one's own needs and goals in life. Carrying out personalization function in youth work is recognizing an individual's, individuality, uniqueness, originality and supports these factors. (Nieminen 2008:24.) Personalization is an important factor in the youth work, practicing this function is essential in all kinds of youth work; including direct face-to-face as well as online settings.

As Nieminen (2008) presents, the third function in youth work is compensation. The main idea in compensation is that youth that have difficulties in taking their place in society or carrying out their own personal opportunities receive guidance and help from youth work professionals. Nieminen (2008) in addition states in his text that even though, youth work must be carried out by taking into consideration adolescents' social problems, some adolescents require the kind of care, guidance and support that youth workers do not have due the lack of resources or skills to give needed services (Nieminen 2008:25). This is unfortunate. In order to develop the field of youth work, seamless cooperation with different field professionals would be ideal.

The fourth function in youth work is resourcing in resources that society has pointed out for youth and allocation of function, in the other words influencing in directing of resources. As Nieminen (2008) clarifies the aim in youth work is that youth could influence in the matters that matters them through their own organizations (Nieminen 2008:26).

Youth work has one hidden function, which is control. Control function is given to youth work from the outside and means the expectations for the tasks of youth work (Sinisalo-Juha, Timonen, 2011:32- 33). Youth work is implemented by state and municipalities, but also on lower level

churches and different organizations that all are aiming the well-being of youth and create pre-requisites for youth's civil action. (Allianssi Ry, Nuorisotyö, 2010.) These organizations for instance are giving expectations for youth work.

2.4   Technology and humans

Since my thesis project is a qualitative research online, technology is related to the topic of this thesis. As Heinonen (2008) explains; human being has taken technological equipment for tools for communication. Machines, however, have not replaced communication face-to-face, but have supplemented and enhanced it. Technology has affected on communities and interaction and communication between its members. (Heinonen 2008:10.)

Heinonen (2008) states that next to the real world there have been developed virtual spaces, where people actively make new relationships and experience feelings of cohesion. Community is being created by conveys of modern technology. (Heinonen 2008:11.) The author mentions that technological changes and flexible takeover of them has led in to a situation, where today's society people can be talking about real world communities and online communities (Heinonen 2008:11).

Technological function is an important concept when talking about technology. It is said that in technological function there are four components; technological dimension, organizational dimension, cultural dimension, social and user dimension. The most important part of technological function is user dimension, that is, how humane experiences are mediated in practical actions. (Heinonen 2008:15.)

Digital culture is a concept that is related to technology and culture. The main core area of the research of digital culture is technology and its effects on humans' lives and communities. This is why technology and culture are linked to my thesis project, which research part is taking place online.

2.4.1   Youth's internet usage

Due to the research made by EU Kids Online (2010), 96 % of Finnish youth aged between 9 and 16 years use internet at home and 57% of them have internet access in their own room (70% of 13-16 years- old youth uses internet in their own room). The research also concluded that Finnish adolescence spends time in internet two hours on a weekday and approximately 3 hours on day offs.

The research stated that 97% of Finnish youth use internet weekly and 77% daily. In addition, internet usage as a tool in school work has risen, still Finnish youth use internet's social media more as a communication tool. (Väestöliitto, vanhemmuus, Tietoa vanhemmille, 2013.)

In addition, differences between boys and girls could be seen in a way internet is being used. In Mediakasvatusseura's publication the research by EU kids online, girls concentrated more personal messaging through social media and community services, by sharing pictures and drawings to their own friends in their own network pages (Kotilainen, Suoninen 2013:18-19). Boys on the other hand, are committed more in to digital online gaming, since there is a sense of competition. Boys shared pictures and videos trough in their community service pages and forums to their friends and the broader public. (Kotilainen, Suoninen 2013:19-20.)

3 Pelastakaa Lapset, Save the Children

In this chapter I introduce the organization of my working life partnership, Save the Children. I will introduce history of the organization and what are its main principles. In addition, I will present Save the Children's work methods online. This chapter covers the introduction of web youth house.

3.1 What Save the Children is

Pelastakaa Lapset Ry (Save the Children) is a Finnish national organization founded 1922 that fights for children's rights in Finland and all over the world. By its actions it aims to immediately and permanently improve children's lives (Pelastakaa Lapset, Keitä me olemme 2014). The organization states that its mission is to inspire the way the world treats children and to achieve immediate and lasting change in their lives The organization has a vision too and that is "… a world in which every child attains the right to survival, protection, development and participation" (Pelastakaa lapset, Mission and vision, 2014). Save the Children emphasizes preventive youth work.

Target group for Save the Children are children under 18 years. Still, youth activities are directed for all children, adolescents and young adults less than 29 years. (Pelastakaa lapset, Tule mukaan toimintaan, 2014.)

Save the Children have many different working methods and one of which is voluntary youth work on the internet. Save the Children has web- based youth house, Netari, which operates on different web sites and cooperates with different professionals and with the voluntary workers too.

3.1.1 Netari

Netari is a web youth house founded in 2004. It transferred into the coordination of Save the Children in the fall 2012. Using Netari adolescents can be in contact with a youth worker or a health nurse. Adolescents can discuss with workers during Netari's open hours.

In Netari youth workers, netaris are voluntary workers or workers of municipalities. At the moment Netari has youth workers from Espoo, Kerava, Kuopio, Lappeenranta, Oulu, Pori and Vantaa.

Other professionals visit also Netari, for instance web health nurses. Netari has its own online communities, "Netaritilat", at the moment in IRC-Galleria, Habbo Hotelli and Demi.fi. (Pelastakaa lapset, Nuorisotoiminta, 2014.)

3.2 Demi.fi and terminology

Demi.fi is Finland's most popular forum for girls, where they can discuss issues interesting them, such as make- up, relationships, dating, and school. Demi.fi is property of A-lehdet Oy, owner of the Demi magazine. Even though the forum is intended mainly for girls, boys use Demi.fi also.

Demi.fi has safe and supportive environment. On the Demi.fi forum adolescents can find answers to the questions bothering them from different professionals and get peer support from each other. Many of the users have found new friends from the website. Registration to the website is free.

Discussions taking place on Demi.fi are monitored by educated adults, and anyone can report inappropriate behaviour to them. These adults monitor that rules of the discussion forum are followed. Discussions that break rules are removed and if needed the user profile is limited or removed. If necessary, Demi.fi contacts the police. (Demi.fi, Tietoa vanhemmille, 2014.)

"Discussion rooms", where discussions take place in Demi.fi are called by a term "demilä". In demilä, Demi.fi user profiles can add pictures, texts and start discussions. Anyone who is registered into Demi.fi can add new demilä-rooms and start forum discussions in them.

Demittäjät is a term for the users of Demi.fi forums. The users call themselves "demittäjät", since the interaction and media sharing takes place in discussions rooms of Demi.fi, Demiläs. (Demi.fi, Säännöt, 2014.)

4   Theory to support

In this chapter I introduce theories that are linked to my thesis project. I introduce the theoretical framework of the thesis and discuss concepts linked to it as well. I also present the concept of community that is an important concept when thinking of this thesis study that aims to find out does the feeling of community exists in Netari's forum.

4.1   Inclusion

Theoretical framework that supports this thesis project is inclusion (osallisuus). Inclusion is presented as the opposite of exclusion, not having and being outsider (Mattila-Aalto 2009:21). Inclusion is a vital concept when thinking of youth work. As it is said in Youth Law 8 §, which states for involvement and hearing, possibilities to attend proceedings of matters of local and regional youth work and politics must be offered to youth. Youth must be heard in matters that matter to them. (Youth Law, nd.) Nieminen (2008) states that vital starting point in the youth work is that an adolescent is capable, involved and active member of his/her society (Nieminen 2008:35).

Therefore, in youth work it is important that adolescence are heard and involved, only them observing is not enough (Kiilakoski 2008:73).The concept of inclusion is related to the youth work, which is why I will view this thesis from the view point of inclusion.

Gretchel (2002) states that implementation of inclusion starts from the equal dialogue between a youth and an adult (Gretchel 2002:8). By this the author means that the world of the youth is vital beside the adults'. This statement comes true in online forum setting, where the youth are interacting with the online youth workers, safe adults who use dialogue as a communication tool to reach them.

Inclusion is being approached on global level as a human right and as an option to participate and influence. Finnish law, EU-strategy and human rights are being used as a justification for inclusion's requirements. (Mattila-Aalto 2009:24)

Inclusion is being defined in social work's research to be very desirable goal which is determined from the implementation of inclusion. Its determination is being viewed as client's participation, non-participation and "involvement to participation" (osallistuttaminen), which comes from a professional. (Mattila-Aalto 2009:25.) Mattila-Aalto states (2009) that client can also choose to be an outsider, when he or she choose not to participate in relation or activity being subject for the review (Mattila-Aalto 2009:25).

Factor that is associated with inclusion is hearing and listening. Hearing and listening makes inclusion possible, and presence, mindfulness, is an important factor when thinking of them. (Kasvun kumppanit, Mikä mahdollistaa osallisuuden, 2014.)

Social presence comes from individuals. Presence among humans can be a listening, empathic and dialogic. It can also be non-listening, non-empathic and non-dialogic. In that case, it means social absence, but it still has strong impact on the social environment. (Samped, Sosiaalinen läsnäolo, nd.) Being present physically but being absent-minded, when for instance other worries are in one's head, absent-minded person can awake negative attention; it gives room for conceptions and interpretations. (Haarakangas 2011:130.)

There also is a concept of mindfulness, which states for presence, but is more concentrating on conscious and approving. Mindfulness is a state of being in the world, in which we refrain from critic and our senses and mind are alert. We detect and approve what is happening in our minds and bodies. We are concentrating in the moment as active participants in dialogue, interested in each other and ready to ponder issues from different angles. (Haarakangas 2011:128.)

Other type of presence which is vital when thinking of my thesis research is virtual presence. Website I read introduces virtual presence being present at virtual locations, people browsing a website for example. The website states that virtual presence is about presence, mutual awareness and synchronous communication on the web. Website states that there are other virtual spaces, than just browsing a websites, such as multiplayer online computer games, experimental spaces and chat and living oriented worlds. (Wolf, 2005.)

In my thesis project, the concepts of mindfulness, social presence and virtual presence are all linked to my project, since I am researching adolescents' experiences of the online youth workers' presence. In my thesis concept of presence is mostly focusing on the fact that online youth workers are safe and caring adults with whom youth can have conversations with online.

4.1.1 Participation

Participation is a blurry concept, since it entitles a large scale of expectations and hopes (Horelli, Haikkola, Sotkasiira 2008:218). In Youth Law (72/2006) participation is defined to be "Possibilities to participate in local youth work and youth policy related matters preparation.", and in addition to that "youth must be heard in matters concerning them". (Horelli, Haikkola, Sotkasiira 2008:217) In practice, very few adolescent has skills and resources in full participation. Rather, the each young person needs some kind of support and experience of success. In this, youth work has an important task. (Horelli, Haikkola, Sotkasiira 2008:217.)

Participation does not form on its own, in order to success, it requires systematic support, continuity and application of dynamic interaction techniques, by which space is created for adolescents' self-organizing and for creation of culture that supports youth. (Horelli, Haikkola, Sotkasiira 2008:217.)

Authors clarifies that participation is loosely a social function, in which people are involved with other actors. Participation can be associated with planning of different places, apartments or communities. Targets of participatory planning can also be budget, services and differing complex systems, like for instance different recycling and traffic systems, or even community's common social time. (Horelli, Haikkola, Sotkasiira 2008:218) Therefore, participation can happen on many different levels, from micro-level to macro-level. (Horelli, Haikkola, Sotkasiira 2008:218.)

Participation is linked to theoretical framework of my thesis; inclusion. In order to form the feeling of inclusion it is highly important that participating to something produces concrete results (Horelli, Haikkola, Sotkasiira 2008:222).

It is also stated that inclusion is not only individual stage's issue. Key element is interaction between individual's experience and community (Kiilakoski, 2008:73). This is why in my thesis project I aim to find signs of community or some sort of cohesion among the youth.

When people participate to activities, they get experiences. Experiences are creations of meaning, which cannot be transferred to another person or be achieved in a way that their meanings could be completely understood by someone else. Meanings belong in a psychological world and individual's own subjective worldview. (Ojanen, 2003.)

John Dewey states that action is the most essential power that guides experience (Aaltonen 2013:58-59). It's stated that experiences of living creatures cannot be understand meaningfully loose from their environment. All experiences are being defined by the features of an individual and individual's surroundings. Experience is as well objected parsing of individual's relation to environment as continuously continuing temporal process. (Aaltonen 2013:52.)

Experience is an important concept in my thesis since I am researching youth's experiences of online youth workers in online setting. Experience is a concept that always contains different experiences and beliefs. Previous experiences are not truth about what sometimes used to be, or how one saw things, but truth about how one experiences factor here and now. Experience is vital to understand as a process, which forms continuum from the past into the future.

Individual's internal and external interaction is always affecting on experience. Also individual's needs and conditions effect on the content of experience.

It is stated that in all growth processes, experiences and continuity are highlighted. Continuity in experiences means that individual experiences are linked to each other through giving a meaning, and questioning the meaning of the experience. People do not necessarily learn from the experiences, but meanings they give to the experience itself. Meanings arisen in experience processes form typical life world to a human being, since he/she is a subjective, experiencing creature. (Ojanen, 2003.)

Giving a meaning for experience is a dynamic process, which main core is individual's own world of experience. When an individual is giving meanings to experiences, it means interpreting the experiences, seeking to understand the experiences. (Ojanen, 2003)

An individual can experience things in communities' as well. The concept of community (yhteisö, yhteisöllisyys) is an important concept to this thesis project, since the qualitative research the thesis consists, is done in online community setting. Definition of community can be problematic, since term "community" can be understood in several different ways, depending on the determiners own view points and science background (Heinonen 2008:13). It is important to remember,

even though community means two things that are linked in to my thesis project, they mean different things. Community, commune (yhteisö) is a space or a place, whereas community (yhteisöllisyys) states for experiences arising from the feelings. (Heinonen 2008:14) Therefore, communal (yhteisöllinen) is something characteristic for community (yhteisö), pertain of community. In order to develop community, the feeling of cohesion is necessary. (Heinonen 2008: 17.)

The identity of community forms from its basic task defined by the community itself, or from the task given to it. The identity consists of those factors that describe its key features (basic task), distinguish it from other communities as one of a kind and prove continuity of its functioning. (Raina 2012:106.)

From the view point of a digital culture, communal function means social function and interaction between humans. At least it is communication between the two, which rendezvous happen in differing spaces; real world space, virtual space and media-mediated space. Heinonen (2008) states community functions on a physical level and face-to-face, when rendezvous is taking place in real world space. In virtual and media-mediated spaces communities function via internet or other technological tool. Heinonen (2008) clarifies; one cannot be born into virtual world, as one can into real world, connection with virtual world happens through action (Heinonen 2008:17).

If Demi.fi users are seen as members of their online community, it is important to remember a concept that has a big part in forming of communities. Members of the community have their own roles. The concept of role is useful when behaviour is being observed in groups or in relationships between people. In social psychology, the term role refers to the social position of a person. Professionals are in their work role in their work places, so certain things are expected from them. (Raina 2012:74.) In this thesis the role of the online youth workers is such a role in which youth workers implement professional behaviour.

Most of the roles have the opposite role (vastarooli) (Raina 2012:75). For online youth workers their opposite role is adolescents, which they are interacting with online. These roles clarify interaction between the participants (Raina 2012:75).

The concept of role can be seen as an important concept, since my thesis research is also aiming to find out, is there any kind of ranking in Demi.fi forum in relation to adolescents behaviour. In addition, by thinking of roles of group members, hierarchies of the group can be seen, if roles are clear enough for the members.

4.1.2 Dialogue

Since my thesis is researching adolescents and online youth workers' interaction and communication, dialogue is an important concept to my thesis. Dialogic conversation's nature is open and continuous (Haarakangas 2011:136). By this Haarakangas (2011) states that platform is free for participants' equal possibilities to say opinions and be heard as one self. Dialogical way is present being in the world (Haarakangas 2011:130). Haarakangas (2011) writes that dialogue is active, response interaction (Haarakangas 2011: 133).

Haarakangas (2011) writes that dialogical (dialogisuus) is a comprehensive presence in the moment, receptivity and response to what exists. It is experiencing the sharing of the entity together. (Haarakangas 2011:129.) As the concept of dialogue is related to the concept of presence, as Haarakangas writes, dialogical way to be in world is being present in the world (Haarakangas 2011:130).

As stated, like-mindedness is not the goal in a dialogue. Being in a dialogue does not mean that individuals in the dialogue could not disagree. (Haarakangas 2011:141.) Its precondition is openness. It is vital that participants' opinions and experiences can participate in common dialogue. (Haarakangas 2011:147.) One factor that also is linked with the concept of dialogue is the reciprocity and feeling of cohesion between those participated in common activity (Haarakangas 2011:149). The Author states things said and done in interaction are not going to hurt other participants (Haarakangas 2011:149).

Is it also important to remember that being in a dialogue does not mean that one should tell everything about himself/herself in order to be open and dialogical. Dialogue is a safe state, in which one can speak openly, ask silly questions and share one's secret, but there is no force. Dialogue is a safe opportunity. (Haarakangas 2011:147-148.)

Because dialogue is a safe opportunity, one cannot open up and start dialogue without feeling the situation is safe enough for that. One should be able to express own thoughts and feelings without the fear of getting sanctions. (Haarakangas 2011:147.)

Since dialogue stands for equal possibilities to say opinions and be heard as oneself, acceptance is also an important concept that is linked to dialogue. Acceptance has been defined as allowing, tolerating, embracing, experiencing, or making contact with a source of stimulation, particularly private experiences, that previously evoked escape, avoidance, or aggression (Cordova 2001:215). Therefore, acceptance is approving something that at first awoke negative emotions.

From the view point of this thesis project, youth for instance, at first, experience feelings of aggression, when youth workers come online to talk with them, but over time begin to tolerate them and allow their presence online.

Since youth who have user profiles in Demi.fi website, have accepted the rules and are following the regulations of the website, if they would not, their usage of Demi.fi website would suffer. Since they have authority to look up to, I believe that accepting online youth workers, who are also there to guide and talk with them, not giving the lecture, in such environment is not difficult.

5   The Actual thesis study

In this chapter I will discuss about my actual thesis. I will present my thesis' research question and the target group I chose for this thesis project. I will reason my topic and present my pre-assumptions before the carrying out the qualitative research project among adolescents in the Demi.fi forum.

5.1   Research question

My thesis' research question arises from need to find out and learn more about online youth work. Using internet as a tool of working with youth is still quite new working method in social services sector. Youth mostly use internet for social communication, gaming and other entertainment usage (Kupiainen 2013:9). Since youth work is also done online, in virtual spaces, where youth spend their leisure time, it is important to hear from youth their thoughts about online youth work.

Research question I am aiming to answer in this thesis is "How youth experience the presence of online youth workers in a web youth house's discussion forum?", in this case in Demi.fi's web youth house room's discussions that online youth workers run every Wednesday.

5.2   Target group for my thesis

Target group my thesis project is youth. Adolescence age is stated to be life stage which is associated with embracing culturally determined roles and status. Youth move in the centre and on the outskirts of social membership. (Horelli,Haikola,Sotkasiira 2008:217.)

In addition to being youth, my target group contains those adolescents who have user profiles on Demi.fi forum. From that amount of youth, the main target group are those who answer to my questionnaire and hopefully have experiences of online youth workers, netaris, on the web youth house Netari's discussions.

I was in contact with Save the Children by email concerning the target group for my thesis project. We discussed that the amount of respondents in the questionnaire might be quite low, since the target group was aimed to be those adolescents who participate in web youth house Netari's discussions, and not all the Demi.fi user profiles attend to those discussions.

5.2.1 Reasoning

Reasons for this kind of research rise from the need and currency of the topic. According to Save the Children, there is a high need for studies like this because the topic is current. Internet is part of (youth's) life and Internet itself belongs as a mayor part in whole youth culture. In addition, internet is not only for data exporting, but also creator of cultures and maintains them (Joensuu 2007:21).

This is why it is important to study how youth experience the presence of the youth workers online. The results of the research show what is good about the current system and what issues could be improved better and perhaps lower the threshold even more. As a result adolescents would use online services more and be more satisfied with them.

5.2.2 Aims of the thesis

This thesis aims to get new information on how the youth experiences online youth workers on Demi.fi forum and how they understand their own Demi.fi forum usage through inclusion. I discussed the aims with Save the Children by email and the organization gave more ideas for aims to pursue.

Aims for this study are finding out how youth experience the presence of the online youth workers and does this presence have any change to the way youth are behaving online.

I also aim to find out does gender and age have an impact on, who is most likely to participating in online discussions and how youth is experiencing the presence of youth workers in online

setting. In addition, finding out, do personal factors, such as age and gender, have effect on whether person feels included is important factor to research.

The process of acceptance is an interesting factor to look into in this thesis. My thesis's aim is to find out how much youth value the presence of safe adult online in discussion forums, do they first resist the presence of online youth workers or are they only thing that matters to youth in online forums, since they would have somebody to talk to. Also finding out, what issues makes them to come to Demi.fi forums to discuss; the subjects or perhaps the presence of online youth worker.

I aim to find out does youth have any kind of ranking in Demi.fi forum between popular user profiles and non-popular, do they have their own roles, so to speak, in online setting, and how they feel when online youth workers are coming to their own online world. I wish to see, is there any kind of community feeling among youth using demi.fi.

5.2.3 Pre-assumptions of the project

When thinking of pre-assumptions I have of the findings of my study, I assume youth gives mostly positive feedback about online youth workers in Demi.fi forum. My pre-assumption also is that youth do not use demi.fi forum daily and it is more concentrated in the evenings, when online youth workers and other professionals are available.

I assume that youth behaves lightly differently when online youth workers are present, for example the tone of writing might be more restrained than when there are just adolescents online. I believe the youth behave differently in discussions forums that are under professionals' observation than in non-observed discussions.

I believe that age and gender has a strong impact on how youth behaves online and how they experiences online youth workers. I assume that boys are fooling around, more test their limits, and how others react on them. Girls, on the other hand, in my assumption, want to discuss more and take the forum rules more seriously and wish to be heard. Perhaps boys cannot express that feeling of frustration and that is why they act more restless. That is why I think most of the discussion participants are girls. I assume that age group of Demi users is mainly between 13 and 18 years, since in those ages youth spends time in the internet as mentioned in the chapter that discussed youth's internet usage.

My assumption is that youth value the presence of online youth workers; they might come to Demi.fi forum just because they know that on a certain day, during certain hours, they have that safe and non-judgemental adult to discuss with. In addition I think youth finds online youth workers easy and safe to approach and feel they have safe relationship with them. I believe that even though online youth workers are present just on Wednesdays, they still have beneficial for youth.

Still, I assume that part of the adolescents' resists online youth workers at first. This is because they might feel that there is nothing wrong with them and do not understand why it is important that there are professionals to talk with, even when there are no "real" problems in their lives.

I assume that on Demi.fi forum there exists a feeling of community and a sort of ranking between popular user profiles and non-popular ones. I assume that popular user profiles are the ones that first, for instance take part into conversations online and less popular users follow behind, since the popular one has done it first. I assume in Demi.fi forum there user profiles have their own roles in Demi.fi. I assume that if there is some sort of resistance towards online youth workers, popular profiles are the ones that first accept the presence of professionals and others follow behind.

6   Research methods

In this chapter I will explain how I carried out the whole thesis process. I will present how information for this project was gathered. In addition, I will present the questions used for gathering data, which are divided into different themes, and ethical aspects I considered when making the questionnaire.

6.1   Planning the thesis

This thesis process started when I was working as a volunteer worker for Save the Children. I was working on Demi.fi's Netari forum as an online youth worker, netari and discussed with youth in the forum every Wednesday for two and half hours at time. Our conversation topics were chosen from the propositions of youth and they varied widely from school stress to make-up and leisure time. During the volunteering I got interested in online youth work and several aspects of it. During that time I introduced my thesis idea to my working life partner, Save the Children, and we agreed on my thesis project.

6.1.1   The questionnaire

I planned the questionnaire to have fifteen questions that all are divided into six different themes. I divided the questions the way that questions concerning similar topics were under same themes.

Themes I chose for my questionnaire's questions were basic information, usage of Demi.fi website, usage of Netari forum, youth's attitudes towards the youth workers, communication and relation between youth and the youth workers and relations with other Demi.fi users (Appendix 1).

I chose to ask background information in order to find out backgrounds' of the respondents, do issues like age and gender have a difference in experiencing the presence of youth workers. I wanted to find about youth's basic usage of Demi.fi, how often they use it and how many hours at time. I also wanted to find out, if they rather read other's writings or are they active writers as well.

Since my thesis project takes place in Demi.fi's Netari forum, I have questions concerning the respondents' usage of Demi.fi website. What makes them to log on Wednesdays to Netari's demilä and have they proposed discussion topics for the forum.

After asking the background data and basic information of their usage of Demi forum, I presented questions on youth's attitudes towards the online youth workers. Issues like do youth feel that their writing style changes as the online youth workers are in demilä, how important the presence of the online youth workers is to them and do they feel that their attitudes towards the online youth workers has been different before and has it changed.

Last themes in the questionnaire are communication between youth and the online youth worker and relations between other youth. Under these themes questions are concentrating issues like do respondents read discussions between other youth and the online youth workers and do they participate themselves into conversations. In addition, I think it is vital to know do youth experience that they benefit from the discussions occurred with the online youth worker and if so, what kind of benefits do they get. Also, in order to possibly develop youth work, it is important to ask do respondents experience that the youth workers online are easy to approach and to ask how they experience their relationship between them and the online youth workers.

Choosing these themes and questions in this research is important in order to get information concerning the issues my thesis is looking at. To gain information for my thesis I think six themes

and 15 questions is a good amount of questions, so threshold to answer does not become overwhelming to youth, since I made open ended questions.

6.2 Gathering information

For making the questionnaire for the youth having user profiles for Demi.fi website, I needed permission from A-lehdet Oy, which holds the rights to Demi.fi and Demi magazine as well. I discussed by email with A-lehdet Oy and with my working life partner, in order to make sure, that all of us were on the same page concerning the questionnaire. A-lehdet Oy gave me a permission to do my questionnaire, and advised and gave grounds for the questions.

Data was collected by placing the questionnaire, by using Webropol website, which enables placing questionnaires online, and put a link to the questionnaire on Demi.fi web page. Save the Children proposed that they could raffle movie tickets among the respondents, therefore the threshold to answer would lower among adolescents and the questionnaire would be more appealing. We agreed on a deadline date loosely, which could be extended, if there would not be enough questionnaire answers. Save the Children also stated that promotion has a major role in projects like this one, but in the end Save the Children did not raffle movie tickets. The questionnaire was online through summer 2014, approximately 3 months.

Gathering data for this thesis project occurred in Finnish, but since my thesis is written in English, questions of questionnaire and quotes of the answers are freely translated into English.

6.2.1 Ethical aspects of the questionnaire

As making a qualitative research project like this one, it is vital to take into consideration ethical aspects of the questionnaire I made for adolescents. This questionnaire was aiming to be an open ended questions-questionnaire in order to take into consideration the factor that not all youth perceive themselves as just other of the genders, for instance. That is why I stated my questionnaires to be the kind, in which adolescents can answer by their own words.

In addition, I wanted this questionnaire to be an anonymous, all quotes I am mentioning later, are specified just to be respondents of certain age and gender, nothing more. I find it important that participants' privacy is being protected.

For the beginning of the questionnaire I wrote an introduction text which explained the purpose of my questionnaire and instructions filling it in. In the introduction I invited participators to answer in their own words to the questionnaire (Appendix 2.).

7 Data analysis

In this chapter I will present and analyse the data of the qualitative research. I will assess how theory of the thesis is linked to the data received from the questionnaire. First, I will discuss about the data I gained by the questionnaire and then I will analyse it. As analysing tool I will use my thesis' theoretical framework inclusion through which, alongside with the key concepts, I will view the responses of the questionnaire. Since the information gathering for this project occurred in Finnish, example answers used in this thesis are translated into English. Analysing sections' subheadings are the six themes of the questionnaire's questions.

7.1 Results

As analysing the data gathered by the questionnaire, the amount of answerers were few. Six persons participated in my questionnaire I had set online. I found this quite disappointing, since I was hoping for a higher amount of participants, but since my thesis project is a qualitative research, the amount of answerers is not a key factor. In a qualitative research, large amount of the research units and statistical line of argument is not necessary or possible (Alasuutari 2011:39). In the other words, large amount of respondents in a qualitative research is not necessary due to the resources and meanings of the research itself. When analysing low respondents levels, I think that summer had its own effect on the matter. While weather being good, not so many youngsters spend time online answering questionnaires.

7.1.1 Basic information

When analysing the respondents that responded the questionnaire, my pre-assumptions were quite right. As I asked the age and the gender in the first and second questions, all the respondents were girls, aged between 15 and 18 years. This states that boys perhaps rather play games online as stated before in the chapter of youth's internet usage, and girls are keener to participate online. Also, the fact that most of the Demi.fi's users are girls effects on respondents. As assumed, girls are keener to participate in such forms of discussion than boys and therefore are more included.

In addition, the assumption regarding age group was quite right, since assumed; most of the users would be around the age group of secondary school and high school.

7.1.2 Usage of Demi.fi website

My third and fourth questions in the questionnaire aimed to find out how often youth log on Demi.fi website and how long times they spend online. To my surprise all of the respondents used Demi.fi on daily basis, which I have not predicted. I assumed the usage could have been more determined during certain hours, such as during discussion with the online youth workers, not mostly in every day basis. From this it can be concluded that users are more concentrated to spend their leisure time online on Demi.fi website's forums, not just participating in discussions in Netari. This means that Demi.fi is entertaining place full of reading and topics to comment, so discussion with the online youth workers is not as appealing as the whole Demi.fi site.

7.1.3 Usage of Netari forum

In the fifth question I asked what issues make youth come to Netari's discussion on Wednesdays. In this question, responses varied quite much. Some of the respondents answered that they do not participate in Netari's discussions in Demi.fi:

"I do not participate :/." –Girl, 16 years

"Nothing makes me to come there." –Girl, 16 years

This tells me that part of the adolescents chooses not to participate in discussions, but these answers do not tell why. I think it could be predicted that maybe there is some kind of imagined stigma for Demi.fi users who participate in Netari's sessions. Also, the fact one has not participated in discussion and might wonder what kind of discussions they are can cause fear of unknown. My pre-assumption concerning participating in discussions was wrong, since I thought adolescents would participate more boldly. They are choosing not to participate, as I explained in the theory part of inclusion. In this case some of these respondents may have chosen to be non-participant in discussion forum, as Mattila-Aalto (2009) discussed in her text.

Other responses, from which I found themes relating to my thesis project, were differing kind:

"If there is a nice topic one wants to get information. And I do not have anything to do on Wednesdays, or any other day, unless I have lots of homework." –Girl, 15 years

This responder's answer gives me an image that Demi.fi forum is used on daily basis to spend time and receive new information of the topics one is interested in. As assumed that usage is concentrated into times, the online youth workers are available, was an incorrect assumption. By this answer it can be concluded that the youth enjoy reading online just other's text too, it does not have to be someone older and professional of any kind.

"Interesting subject makes me want to present my own opinion/viewpoint. Or then I just want to see what other think of the subject which is important to me." –Girl, 18 years

I think it can be easily seen that the older the responder is, the more able she was to reflect on her own usage experiences of Demi.fi and could put her own thoughts into words. Themes arising from this answer are linked to my thesis' theoretical basis, since there are themes of community and cohesion. This responder clearly is interested in what others think about issues that matters to her, and perhaps that way she could experience the feeling of cohesion with other Demi.fi users. Therefore, an experience of community would become present for her. In addition, the responder chooses to participate when she finds that important and is included to matters that matter to her.

I pre-assumed that previous reason presented would be the main reason for the participation in discussion on Demi.fi forum, but I did not take into account the factor that in Demi.fi there are several different topics to discuss, since new topics can be started up by any Demi.fi user profile every day, and some of them are not serious topics. That is why it is vital to remember that Demi.fi is also a place to reset one's brain and read and perhaps even participate in discussions.

The sixth question of the questionnaire was concerning the suggesting topics to discuss on Netari's discussion. All the respondents answered negatively. None of them had ever suggested topics to discuss.

Gaining this information tells that the respondents are not keen to participate in a way that would stronger their experience of inclusion. Unfortunately, none of them explained in their answers, why they have not, but when thinking of the setting of proposing ideas to discuss with larger group of people, the threshold may be bigger for some adolescents. If an individual experiences that there is not a safe environment to express one's thoughts, it is understandable that threshold

seems bigger than it probably is. These answers made me think the concept of dialogue and community, maybe Demi.fi website is such a big space on the internet that there is not the feeling of cohesion and community between all of the user profiles, maybe those feelings are inside of certain groupings. Perhaps the dialogue is not feeling safe enough between all of the user profiles so adolescents would dare to propose topics to discuss.

The seventh question in the questionnaire concentrated on adolescents' choice of words and do they think that the presence of the online youth workers effect on their language somehow. All of the respondents answered negatively with tiny changes.

"I do not even notice them…" –Girl, 16 years

In this case I assume the responder misunderstood what I meant by the question. On Wednesdays in Netari's discussion, youth can discuss with netaris, the online youth workers, so it is nearly impossible not to notice them. This is why I assume the responder understood the question to cover whole Demi.fi forum and all its discussions. This same responder said that she does not participate in Netari's discussions, so, on the other hand she is answering correctly since she is chosen to be non-participant and therefore does not discuss with the online youth workers.

My pre-assumption was that adolescents would write differently when there would be adults observing the discussion and writing with them, but I was wrong. At least these respondents did not feel that the presence of the online youth workers, netaris, would affect the way they write online. I believe my assumption was different since I automatically pre-assumed youth's language being harsher among youth and maybe they would write in more polite way as the youth workers were present. Perhaps these responders do not use harsh language in their other discussions either. In addition, in Demi.fi website there are certain rules and naturally inappropriate language is not allowed.

The question eight focused on how important youth think netaris being online in Netari's discussion forum and are answering to youth's writings. For this question answers were differing also. Half of the responses were stating that the presence of the online workers is not important:

"It is not at all important." –Girl, 17 years

"Not very important, there are so few youth who are actually asking something." –Girl, 16 years

"It is not very important." – Girl, 16 years

The second responder is right actually since adolescents joining conversation are not necessarily asking for something, but more discussing with the online youth workers and with each other by presenting their opinions. Sometimes discussions rise questions, so I can understand the second respondents answer. I think I made a mistake in forming the questionnaire in such a rush.

I think that these responders do not value the presence of the online youth workers, since adolescents seem to feel that they do not get anything out of the possibility to discuss with them. My pre-assumption was that youth at first might resist the presence of the online youth workers but accept them over time, but I feel I did not get information concerning my pre-assumption. I feel I got answers that were attitudinal, but they had not clarified why their attitude is what it is.

The other half of the respondents saw the presence of netaris, the online youth workers, to be important, like written below:

"Pretty important, they are easy to contact." – Girl, 16 years

This response tells me that for this responder it was easy to connect with the online youth workers online. It means she felt netaris were virtually present and not absent while discussing with the adolescents, since they were according to her, easy to contact. Since she feels the online youth workers are easy to contact, it means their roles are clear for the responder; the online youth workers are there present for youth and by participating in discussions adolescents can have a safe dialogue with the present and safe adults. I believe this responder has a positive experience of discussing with the online youth workers and she feels welcome and safe to participate in discussion community online.

"Pretty important. For instance I could not ever ask things from somebody I do not know, except online." –Girl, 15 years

My conclusion is that for this responder experiencing a safe dialogue and an existence of online community is important, since there she can write about issues that might be more sensitive to her. It seems to me she values the presence of the online youth workers in their role online. I think the responder values the possibility to be anonymous and her role as being demittäjä and having a user profile.

"Extremely important. Nowadays most of the people can be nervous when communicating face-to-face around others they do not know, so it is important that youth can share their feelings and thoughts also online anonymously." –Girl, 18 years

Of this response it can be stated that age has an effect on the nature of the responses. It seems to me that the older the responder is, more she seems to understand what is asked in the question and is able to reflect her own experiences and thoughts and can turn them into an answer, which is not specified just of her experiences but is universal and is giving room for the concept of inclusion.

The responder seems to have positive experiences of the online youth workers, since she states possibility to share feelings online as vital. It seems to me that this responder values online communities as well and possibility to be anonymous and have a safe dialogue even about issues that are sensitive.

From these responses it can be seen that the adolescents value the presence of the online youth workers, and might have positive experiences of them, since they value their presence. Experiencing issues like "I am heard", "Somebody really cares about my thoughts" show adolescents that the online youth workers are socially present and interested in of their thoughts.

My pre-assumption concerning this question was the youth value the presence of the online youth workers, netaris online and that the youth discover reasons why it is important that netaris are online discussing with them. My pre-assumption was not completely right, but there were similarities with the answers of the youth and my pre-assumptions.

7.1.4 Youth's attitude towards the youth workers

The ninth question concentrated on the factor have adolescents changed their attitudes towards netaris after reading, and perhaps discussing, discussions netaris have had online. By this question I wanted to find out have youth for instance at first been a bit against online youth workers, but accepted their presence later on. Responses varied.

"Well, I do not know." – Girl, 16 years

"No." –Girl, 17 years

"Not really." –Girl, 15 years

"Maybe." –Girl, 18 years

"Yes." –Girl, 16 years

These responses tell that I did not form the question well enough, since none of the respondents told me why it has not changed and if it has, why that is. Things I can conclude from these responses is that experiences vary between the respondents, some of them may have had different image of what is meant by the online youth workers, netaris, and what they do online. Is their role to be observing and watching over youth, so they would not discuss anything inappropriate or are they online so youth could discuss with them.

Some of the respondents possibly had knowledge of the online youth workers, since their attitude towards them had not changed. Those who had not the knowledge probably did not have experiences to which mirror the online youth workers and their presence in online setting. In addition, not being sure are they safe to discuss with and what are their motives to discuss with youth might cause questions in youth's heads. Something new and unfamiliar might at first be frightening.

My pre-assumption for this question, which failed to give me information in my opinion, was that adolescents probably first protested against online youth workers by using harsh language or provoking otherwise. I assumed that adolescents joining demittäjät and creating user profiles would not be pleased when on Wednesdays, there would be adults online discussing on one forum about topics that interest the youth. I assumed that after a while, youth could get used to the online youth works and approve their presence and could get excited to discuss with them in the future and value their presence when they have experienced the meaning of the online youth workers, which is personal for each and every individual.

Also, when thinking of my questionnaire's questions, I think I could have set the questions to be different than they ended up being, use different words for instance to replace others. For instance, in question ten, I asked, do youth participate in conversation themselves. It seems to me that not all the respondents understood exactly what I meant by the question.

" In Demi-conversations? Quite often, yes." –Girl, 16 years

"No." –Girl, 17 years

"Not yet, but I think I am going to participate again in autumn." –Girl, 15 years

"Sometimes, when the discussion topic interests me." –Girl, 18 years

It seems to me that the first responder, a girl aged 16, did not understand I meant Netari's Demi-discussions, and that is understandable, since I did not specify it in the question; to me it was implied into the question. It was failure of judgement on my behalf.

When analysing the other respondents' answers, it seems to me that the most of them choose not to participate in and are outsiders by choice, as I wrote in to the theory part. I believe these particular responders are more participating by being present in the whole Demi.fi website, not just being on the Netari's forum discussing with the online youth workers. Since the questionnaire was held during summer, some of the responders were having a holiday from Demi.fi forum discussion as one of the responder clarified in her answer. But then, the oldest responder answered, the way I pre-assumed the questionnaire participants would have answered, when the topic was interesting.

I assumed that the adolescents who have user profiles in Demi.fi website would be eager to participate in different discussions, if they were interested of the topic of the discussion. I pre-assumed that the factor that would encourage youth to participate would be the online youth workers, netaris, who are online just for the youth. To me, it is surprising that the adolescents who participated in the questionnaire are youth who do not participate in discussions, they choose whether they want to be included or not. Of course, there might be a various factors that effect on their possibilities to participate in Netari's discussion; they should be online in Demi.fi on certain times to get to discuss with the online youth workers. Since, that is the middle of the week during the evening, when people are mostly participating in hobbies and seeing their friends et cetera, perhaps discussing online with the online youth workers is not the most interesting possible option to spend the night. But on the other hand, there are also those, who are interested in discussing online and sharing thoughts and opinions with adults. I think with this certain question I did a bad job at making the question and that is why I got information poorly.

In the question eleven, the question was: Do you feel that discussing with netari is beneficial to you and if it has been, how? One responder answered

"I have not got to discuss with them :(. " –Girl, 16

This response explains to me that she could not answer the question ten, since she had not discussed with the online youth workers ever. This tells me I was not specific enough in setting the questionnaire questions. I feel that reason I did not get as good and informative answers as I was hoping for, is because of the poorly carried out questionnaire.

Other responses, I mention because of their contents, for instance the response of the fifteen-year-old participant:

"I do not know, maybe some kind of benefit, as I do not have anyone to talk to." –Girl, 15 years

This answer makes me able to conclude that for this responder for instance the presence of online youth workers is important, since online discussions are her way to discuss matters that really matter to her. In addition, online community seems to be important for her, when there is a lack of cohesion and community in her real world connections. This responder seems to value a safe dialogue.

I assumed youth value the presence of the online youth workers, so discussing with them would be naturally beneficial to all of them, but not all the youth want to discuss with the online youth workers about their life situations deeply and not all of them have issues to talk about by which they would benefit.

7.1.5 Communication and relation between youth and the youth workers

In the question twelve I asked, how easy youth think it is to approach netaris in Netari's forum. Respondents' opinions of the matter varied.

"It is pretty hard to approach them: /. In Demi.fi there should be a place, from where one can find all of these online polices, online nurses, netaris etc. All of them from the same place."
– Girl, 16 years

This response makes me to make conclusion that youth services are sometimes a little bit hard to contact, youth might not have enough knowledge or tools to contact services he/she wants to, or does not know which services she should contact. Also, the responder feels online youth workers are hard to reach; it seems to me that she does not know where and how to reach them and does not seem to feel that Netari's discussions on Wednesday are not her thing.

"They are not very easy to approach, that is why I do not write to them." –Girl, 16 years

This responder's experiences of the presence of online youth workers, netaris, are not very positive. The responder seems to have an opinion of the role of the online youth workers, which is not flattering, since she thinks the online youth workers are not responding to her needs. She has not felt included and that is why she decides to be non-participant.

"They are easy to approach." –Girl, 17 years

"Pretty easy to approach." –Girl, 18 years

Some of the respondents felt the online youth workers are easy to contact and to approach. These responses makes me to conclude that respondents feel included when discussing with the online youth workers and are willing to participate in discussions, because they feel the online youth workers are present and are interested to discuss. These respondents' experiences of dialogue online have been positive and they might have feelings of cohesion as discussing online.

I assumed that most of the youth responding in the questionnaire find the online youth workers, netaris, easy to approach.

When thinking of the question thirteen, I should have been clearer in forming of the question which aimed to find out how youth feel about their relation with the online youth workers to be. Examples below tell me that the youth find the online youth workers distant and relationship between them and the youth is maybe more distant than in face-to-face it could be.

"I feel it is distant." – Girl, 16 years

"There is no relationship whatsoever." – Girl, 16 years

"It is good?" – Girl, 15 years

These responses tell me that one day a week discussing with online youth workers is not enough to build strong worker-client, adult-youth relationship with them; at least these respondents felt so. In addition, 15-year-old responder's response contains a question mark, so I assume she was not sure what kind of relationship I was meaning in the question.

My pre-assumption was that youth find their relationship with the online youth workers safe, trustworthy, and they value their presence, but as examples present, they feel the relationship is

distant, or does not exist, which can be understandable since the online youth workers, netaris are present just on Wednesdays, though still in my opinion there should be stronger feeling of trust-worthiness and a safe relationship.

7.1.6 Relations with other Demi.fi user profiles

In the question fourteen the theme was community, cohesion and role in a group. The question was; has other Demi.fi user profiles told you about Netari's discussion on Wednesday. All respondents answered negatively. None of them had heard from any other user profile that such possibility exists.

"No, but I found out about it myself." –Girl, 18 years

This answer tells me that even though Demi.fi users call them as Demittäjät, they do not have strong feel of community, probably just around few discussion topics, but Netari's discussion's topic always changes and it may be a bit detached from other discussion topic groups. Also, the fact that Netari's discussion is not always available, just on Wednesday, might effect on this.

Last question, question fifteen, is associated with the concept of community. The question was; have other user profiles in Demi.fi recommended discussing with netaris, the online youth workers. Answers for this question were all negative. None of the respondents had heard recommendations from fellow user profiles.

These answers tell me that there is no strong feeling of community between demittäjät. As it can be predicted before, also netaris, the online youth workers, are distant characters for the youth. My pre-assumption was that there is a clear feeling of community and hierarchies between youth, but at least in these responses I cannot see any marks of them. I think demittäjät are an independent individuals on their own and perhaps if they were real life friends with other profiles, then they would share knowledge of things, like for instance about Demi.fi Netari's discussion forum. I think demittäjät have felt the feelings of community and cohesion in their own discussions, where online youth workers are not present. In addition there, hierarchies and different roles could possibly be seen.

8   Conclusion

Since the concept of inclusion is the theoretical framework of this thesis project, I will view the theory and results above from the viewpoint of inclusion. In addition, concepts of participation and dialogue are main concepts when thinking of my thesis project. I will examine how my thesis' main theories inclusion, participation and dialogue are linked with the results among other concepts presented earlier.

As written in the chapter before, all of the respondents for the questionnaire were girls aged between 15 and 18 years. As I wrote in the chapter of youth's internet usage, it can be easily predicted that girls are keener to take part in discussions than boys, since boys enjoy more online gaming and other activities. I believe the factor that Demi.fi is slightly more aimed for girls, than for boys, have an effect on this matter, the magazine is developed for girls' needs, and so the website has maybe more interesting material for girls. Also, as mentioned in the chapter that discussed of youth's internet usage, ages between 15 and 18 years are the most common ages to use internet daily. Perhaps this is why girls experience the concept of inclusion more strongly than boys and their threshold to participate in the questionnaire was lower than boys'.

As found out, the youth responded my questionnaire all used internet daily, so they belong into that 77% that uses internet daily, as the research of EU Kids Online presented.

Theory is linked to the results in a way that the concept of participation and inclusion can be seen from the results. For instance some of the adolescents responded they choose not to participate in the discussions, which mean they do not have feelings of inclusion, since they choose not to participate. In addition, the theoretical part points out that not all the youth have strengths and tools to participate so they would require help and encouraging from adults to do so.

Concepts of participation, inclusion and dialogue are related to my thesis project's questionnaire's results. For instance the results I gained of respondents reasons to participate, the factor of interesting subject made some of the respondents willing to participate in and be included for the discussion. As stated in the theory of my thesis; observing is not enough in youth work. It is vital to get adolescents to participate and be active members and be part of dialogue in order to be included and experience inclusion.

As technology has affected on communication over time, it might have affected so that adolescents are not so keen to propose topics to discuss online. Youth's virtual presence might be more absent-minded and be more non-participant and wait others to propose the topics to discuss. Inclusion can be seen as an absence of inclusion, since youth have chosen not to participate by free will.

Results of the questionnaire shows, the presence of the youth workers does not effect on the youth's language. It could been seen as a factor that dialogue between the youth and the online youth workers is honest, since adolescents do not have to change their words, or do not see that they should think their choice or words among the youth workers. As I quoted Haarakangas (2011) before in the chapter that discussed about dialogue "…equal possibilities to say opinions and be heard as one self…" By this is meant that youth can be themselves and safely express their opinions and feelings without fear of rejection due to the language they use.

The concept of presence, which different sides I introduced in the chapter of theories, can be seen in many results, probably because the concept of presence occurs in my thesis' research question.

In the questionnaire's results presence is seen from a two angles the youth's presence and the online youth workers' presence. In results both of them are seen. Presence of the youth workers is seen more, since some of the questions are straight pointing at their presence. In the results it can be seen that not all of the respondents value the presence of the online youth workers, and reason for that could be that the youth are not aware what is meant by the presence. As written before, presence is listening, empathic and dialogic. The presence is important in online youth work, since without it no good online youth work can happen successfully, if its participants are non-present.

As my research results indicate, the youth do not mind the presence of the online youth workers, but rather do not note them or react on their presence. I think in this case the youth's presence is more non-present presence.

Presence can be seen in the results of the questionnaire in a way that some of the youth thought the online youth workers are easy to approach online, meaning they are present. In addition, they are acting on their role and are online for youth. It can be seen it is important for some adolescents that they feel the online youth workers are present and interested to discuss with them.

The concept of role is also seen in the results of my research. For instance, when thinking of user profiles of Demi.fi, in the research I aimed to find out do they have any kinds of roles in relation to other Demi.fi users, is there some kind of ranking among them, do they recommend, for instance, Netari's discussion to each other. As the answers were negative, one can assume that the concept of role is linked to the results in a way that in Demi.fi roles are more individualized and there is no such a feel of community. Absence of cohesion and community seems not to exist on whole Demi.fi website, just in relation to Netari's discussions, since there is not such a feel of

community, according to the results of the questionnaire. Perhaps in Demi.fi Netari's discussion is based more on dialogue between the online youth workers and youth than cohesion and community among the youth. Dialogue has an important role in this thesis theory part, communication between youth and the youth worker is based on a safe dialogue that takes place in Netari's discussion.

Inclusion is seen in my thesis research's results also by the basis of the online youth workers' work, as I wrote before inclusion comes from the implementation of an equal dialogue between youth and an adult.

Experiences in the results are divided into positive experiences and negative experiences. Theory of the experience is linked to these results, since in the results of the questionnaire both positive and negative past experiences could be spotted. As written before, in the chapter of experience, it was stated that people give meanings for their experiences, and those meanings modify their views for the future. What meanings adolescents give to that experience, what it means to them as they are interacting with the online youth workers, netaris, how they see their interaction with them, how they feel about it, how they experience it, and what kind of meanings do netaris have in opinions of the youth. In the results of the questionnaire it can be seen that experiences have a huge impact on how people, in this case the youth see certain things, such as the online youth workers. As found out from the questionnaire's results, the adolescents did not seem to have very unpleasant experiences concerning the online youth workers, since they did not feel they were against them, but not all of them seemed to be aware what online youth workers do.

When talking about those results that valued the presence of the online youth workers, theory is linked in a way that those respondents have positive experiences of the online youth workers and their work. Since experiences are positive, the youth feel the online youth workers work is important and they value their presence, even though they would not need specific guidance or help in their lives. Technology and virtual presence are linked to this case, since one of the respondents acknowledged that for some people it is difficult to contact people face-to-face and connecting others through online services is a relief for them.

Age has an effect on some of the answers, as it can be seen. The oldest participant of the questionnaire is clearly more able to reflect and ponder questions asked and reflects on her own thinking. As mentioned before in the theory part, after the age of 15 not critical changes occur and thinking has evolved into the highest level possible.

The concept of role is seen also in the question nine's results, even though the question was formed poorly, it can be concluded that roles are not as clear to youth as I pre-assumed them to be. I think the youth who responded this questionnaire, are not very sure of their roles in Demi.fi online setting and therefore are not very sure of the roles of the youth workers either. I think the vagueness of the results tells that roles are not clear for the youth and since in Netari's discussion there does not exist a clear community, roles of the participants are even more vague, since there is not clear group to form roles in. Therefore, possible hierarchies between user profiles cannot be seen in this case.

Inclusion is in addition seen in the questionnaire results, when respondents choose not to participate in discussions in Netari's forum discussions. Choosing not to participate into discussions is one option, but it is vital that web youth house Netari is offering youth this possibility to participate and be included like it is stated in the chapter discussing inclusion.

When thinking of the theories and concepts, how they are linked to the questionnaire results, the concept of community does not show in the questionnaire's results much. As concluded in the analysing chapter, demittäjät do not have a strong feeling of community among them and that is why, they are not interacting with each other so much, but more with the online youth workers in Netari's online discussion.

When thinking of the aims I set for the thesis project, I think those aims were met. I gained information from nearly all factors I aimed to gain information from. The questionnaire questions and to which aims they aimed to gain information from can be found from the Appendix 3, as well as the conclusions made from those aims and questions.

8.1 Reliability and validity

Reliability of a research (luotettavuus) stands for how reliably and reproducibly used research method assess desired phenomenon. By reliability is meant the reliability of the research results and claims, is the result coincidence or can results be repeated independently. Repeating can happen between the evaluators or between the research times. A research's reliability is good, when results are not caused by a coincidence. If the research was repeated, same results should be gained in the same circumstances. Questions should be unambiguous and understandable and interviews should be done carefully. In principle, a research method can be reliable, even though the research would not be valid. In this case, by the methods used in the research, interesting

results can be gained, but results do not reply on what was aimed by the research. (Validius ja reliabiliteetti.)

Factors effecting on the reliability of my thesis project's research are the form of my questionnaire's questions and the reliability of the responses of the questionnaire. In addition, reasoning for my questionnaire's outlook is associated with the reliability. The reason I divided questions of my questionnaire into certain groups and under certain themes is that the classification makes it easier to read and to interpret.

Factor that weakens the reliability of the research is the issue of results of my questionnaire. Are they caused by coincidence, or could similar responses be gained in similar research situation. Since the questionnaire was responded by six persons, who all were girls, responses were certain kind. If all respondents for instance were boys, responses could possibly be different kind. But overall I think similar results could be received if the same respondents were answering for the second time. The way questionnaire's questions were formed, effects on the reliability of my research project. All of the questions are not formed unambiguously and in understandable way. Form of some questions weakens the reliability of this research.

Assessment of the reliability of the questionnaire's results' data analysis is important matter to estimate when thinking of the reliability of the research. In order to estimate the reliability, certain matters are important to take under the microscope.

In my opinion this research's reliability is good, since I believe results gained in the questionnaire are not caused by a coincidence, respondents answered honestly and some of them even justified their responses and opinions to the questions presented. In my opinion these same respondents could answer similarly to similar questions in the future as well, if circumstances in online setting have not changed.

Issues that could be done better in relation to the reliability of this thesis project's research are associated with the questionnaire made. If questions were more carefully planned and formed, the questionnaire's answers could have been more informative. Since the questionnaire was aiming to be open ended question-based questionnaire, some of the answers could perhaps been longer and contain more than just a one word.

Validity (pätevyys) tells how well a research method used in the research, measures that factor of the phenomenon, what is meant to be measured; Is the research measuring that, what is meant to find out through it. Validity is good, when a research's target group and questions are right ones.

Evaluation of the validity is often targeted to the question, how well the research approach and methods used in it, are responding to the phenomenon, which is wanted to research. Total absence of the validity makes a research worthless; something else is being researched than the original aim was. (Validius ja reliabiliteetti.)

Factors effecting on the validity of my thesis are concentrating on my research method, the questionnaire I made for target group selected. The target group was the youth that have user profiles in Demi.fi and more likely attends on Netari's discussion online.

In my thesis project's research, I think the validity of the research results' interpretations apply today's society. Youth's capability and motivation to participate in discussions or any other kind of activities may vary, but mostly adolescents' need encouragement and systematic support as mentioned earlier in the chapter of participation. Interpretations apply to today's society in a way that for some people interaction face-to-face is not as easy as online. Virtual presence is more common way to be present than before and internet usage is high.

I think the interpretations of the research results apply in the whole research material and the environment wanted to being researched in this thesis project, which is online discussion forum. I think locating the target group was more challenging than I predicted and therefore I think I failed slightly in the research designing questionnaire for Demi.fi's user profiles. In my opinion this research method used in my project and using the target group I chose for this process ensures the research question of my thesis is possible to answer to.

Factor weaken the validity of my thesis research is that all the questions formed by me are not as valid as they should be. In addition, since some of my questions were very weakly formed, some of the respondents' answers were weak and not very insightful. For instance, answers that contained only one word were quite common in my research results.

In relation to the validity of my thesis research, some issues could have been done otherwise. I think the research approach and methods used in this project are responding to the phenomenon well. I think the results could have been better, if I had an opportunity to make the questionnaire again and have more time in planning and preparing it. Overall, I think the research approach I chose for this thesis project and methods I used in the process are responding well to the phenomenon I aimed to research.

8.2   Critical assessment

In relation to the thesis project it is vital to estimate critically one's own work and achievements in the thesis process. I find it important to critically assess the whole project in order to demonstrate my own learning in the process and in order to improve myself for the future.

Some factors did not work quite well during my thesis project. First of all, I should have invested more time for planning and making the questionnaire, which was my data collection tool for this research. I think I did not have enough time and I was rushing to get it finished too early. I did not ensure that the questionnaire was accurate and unambiguous for my research's needs. After the data collection period I was disappointed with the results of the questionnaire with the quality of the answers, but since some of the questions were not accurately formed, it did not come as surprise that some of the responses were not informative.

When specifying the issues I should have been more careful with the questionnaire. In forming the questions, I should have been more specific which words to use in the questionnaire's questions, also in the introduction text I should have been more specific on what kind of answers I am hoping for. Overall I think that if I had organized more time for planning and preparing the questionnaire, responses would have been more informative and I would have gained more data to analyse.

In defining the target group for my thesis project I decided to target those adolescents as my target group who use Demi.fi forum and participate on some level in discussions with netaris. I believe that is the reason the level of respondents was quite low, which was not a problem, since my thesis research was a qualitative research.

When thinking of the whole thesis project, I feel I had good ideas and in theory thesis process went well. I found theories and information easily and my working life partner, Save the Children, was a good and helpful cooperation partner in the process. I found the topic of my thesis interesting and I think this subject should be researched even more since technology is such a big part in humans' communication now and no doubt, will stay as important part of it.

9   Discussion

Youth work is an important component in the field of social work. In order to increase the well-being of youth and creating premises for youth's civil action youth workers have different forms of working in order to reach as many adolescents as possible.

Adolescence is a stage of life, in which thinking evolves to its adult levels, but can evolve more, when new information and thinking models are being introduced to it. Therefore, age has an effect on the humans' abilities to think, reflect and observe issues both inside and around them.
Since current adolescents have grown up and being surrounded by technology, they are the first generation of diginatives meanwhile their parents had to learn to use technological equipment. Therefore it is vitally important that people working with youth are there where today's youth spends their time, online. (Joensuu 2011:14.)

Pelastakaa Lapset, Save the Children fights for children's rights all over the world and aims to improve children's lives. Target group for Save the Children's function is children under 18 years, still youth activities are directed to all less than 29 years. Save the Children works online by coordinating Netari, a web youth house, which can be found online from different locations like for instance from Demi.fi. (Pelastakaa lapset, Mission and vision, 2014.)

This qualitative research thesis project's purpose was to find out how youth experience the presence of the online youth workers in Demi.fi, Netari's forum. In order to gain information about the subject a questionnaire was made for youth having user profiles for Demi.fi website. Questions were aimed to be open-ended questions, which youth ought to answer with their own words. Six respondents responded to the questionnaire, all were girls, aged between 15 and 18 years.

Results gained from the research concludes that the youth's experiences of online youth workers are mainly positive experiences and the online youth workers are being valued in online setting. Still, the research's results state that some of the youth experience the online youth workers are hard to contact and are not available or present enough for the youth and their needs, from which negative experiences arise. The youth's responses emphasized for the presence of youth workers online. In addition the adolescents responding the questionnaire felt that their relation with the online youth workers is distant or non-existent. The level of participation on discussions online among adolescents was low too. Neither feeling of community nor ranking occurred in relation to youth's relation with other Demi.fi's user profiles.

Dialogue is an important concept since in online setting dialogue is happening between adolescents and youth workers. Also, dialogue contains, as presented in the chapter of dialogue, so many important factors that are linked to my thesis project in online discussion forum; there is no force

to say anything, if one does not want to. It is a safe place, where one's opinions and feelings are heard, there are rules and regulations that state for the fact that no one is hurt because of his/her differing opinions. Even though discussion happens in online forum through web, it is still dialogue. In my thesis project dialogue and concepts related to it are in relations to the whole thesis in a way it is vital to open up those concepts.

Conclusions that can be made from these results are following. The presence of youth workers online should be emphasized somehow, being present in some other way, so adolescence would feel it lowering the distance between the youth and the online youth workers. Maybe one possible solution would be some kind of continuing on-call, where an online youth worker browses trough all Demi.fi website's discussions in demiläs and participates for a while in them. Connecting the online youth worker would be instant and there would not be gaps in the interaction.

If the online youth workers in Demi.fi would aim that the feeling of community would be stronger among the youth participating in discussions online, the form of discussion would be more directed to be among youth and the online youth workers would be more observing the discussion youth would have, but this would work against the presence of the online youth workers, their presence is an important and valued and should not be lessen more invisible.

 One respondent's idea of a web page, from where all online youth workers, online nurses and online police would be found is a quite good idea, this improvement would increase the cooperation between different professionals and would make finding of the professionals easier, and it would lower the threshold of youth to contact them, since all the professionals would be found easier from the same place.

Youth could be encouraged to participate more, in order to get them to experience the feeling of involvement, it is vital to feel that someone is really listening and someone cares for adolescents' thoughts. Encouragement would for instance happen by choosing more topics that could interest more people to discuss online, not just some group. Still, there are several reasons what effect on adolescents' participation online discussions on certain days on certain time.

It is already good that youth can participate by proposing topics to discuss in Demi.fi's Netari's demilä, but it would be even better if more and more youth could be encouraged to participate and feel that they are included.

Internet is an important work tool for youth workers. Technology and culture are related in today's society and effect on humans' lives. Such a useful work tool should not be erased, nor let it

be, but more evolve into even better work tool as it is now. In order to reach youth online and promote their well-being, being present in surroundings where adolescents spend time is important. By being present and providing good experiences is important factor when thinking of the image of the online youth work in the eyes of its clients, the youth.

9.1   Possible future views

During this process my cooperation with Save the Children proved that it is a good working life partner in the thesis process. Potential future views for this thesis' research results and conclusions made from them would benefit Save the Children possible in some ways.

Results gained from this research could assist Save the Children for instance in developing their online youth work more, and perhaps increase cooperation with other professionals as hoped in the results. Possible increased cooperation could help the services to evolve more. Also, the online youth workers could possibly add cooperation with parents et cetera, so adolescence would get more support to participate and be included, if an adolescent does not have resources and tools to participate. Adding more different ways to approach youth online and encourage them to participate more could be one possible idea to develop the online youth work, so more youth could be reached. Inclusion is an important concept when thinking of well-being and since online youth work is aiming to promote the well-being of youth, youth's inclusion is a current and an important concept.

I hope my thesis research in addition assist Save the Children's online youth work in a way that they can more accurately target their services for the youth who are most in need and endangered to exclusion. As it said in the Save the Children's web page that presents youth activities: I am not the future, I am now and I am important (Pelastakaa Lapset, Nuorisotoiminta, 2014).

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Introduction text

Hei! Olen Wilma Kontkanen ja opiskelen sosionomiksi Metropolian ammattikorkeakoulussa. Teen opinnäytetyötä, joka käsittelee nuorten suhtautumista ja vuorovaikutusta verkkonuorisotyön parissa toimiviin ohjaajiin, eli Netareihin.

Pyrin myös selvitämään nuorten Demi.fi-sivuston käyttöä. Opinnäytetyöni keskittyy erityisesti Demi.fi-sivustolla tapahtuvaan verkkonuorisotyöhön.

Vastaamalla kysymyksiin, autat kehittämään verkkonuorisyötä entistä paremmaksi ja luomaan paremman kokemuksen niin nuorille kuin Netareillekin verkossa. Vastaukset annetaan nimettö-minä ja niistä saatuja tietoja käytetään opinnäytetyöni tutkimuksessa.

Kaikki vastaukset ovat yhtä arvokkaita ja merkityksellisiä. Kysymyksiin voit vastata omin sanoin.

Kiitos vastauksestasi ja aurinkoista kesää! :)

Ystävällisin terveisin,

Wilma Kontkanen/Metropolian Ammattikorkeakoulu

Questionnaire questions

1. Ikä?
2. Sukupuoli?

3. Kuinka usein käyt Demi.fissä?
4. Kuinka pitkiä aikoja vietät Demi.fissä?

5. Mikä saa sinut tulemaan keskiviikkoisin Netarin keskusteluun Demi.fissä?
6. Oletko joskus itse ehdottanut keskustelunaiheita Netareille Demi.fissä?
7. Vaikuttaako Netareiden läsnäolo kielenkäyttöösi?
8. Miten tärkeänä pidät sitä, että Netarit ovat Demi.fissä vastaamassa nuorten kysymyksiin?

9. Koetko, että suhtautumisesi Netareihin on muuttunut heidän Demi.fissä käymiensä keskustelujen myötä?
10. Osallistutko itse keskusteluihin?
11. Koetko, että keskustelusta Netarin kanssa on sinulle hyötyä? Jos on, niin millaista?

12. Miten helposti lähestyttäviä Netarit ovat mielestäsi Netarin Demi.fi-keskusteluissa?
13. Millaiseksi koet suhteen itsesi ja Netarien välillä?

14. Ovatko muut Demi.fi:n käyttäjät kertoneet sinulle keskiviikkoisin olevasta Netarin keskustelusta?
15. Ovatko muut Demi.fi:n käyttäjät suositelleet sinulle Netarien kanssa kirjoittelua

Table of aims, questionnaire questions and conclusions

This table has three columns which are Aims of the thesis, questionnaire's questions and conclusions. By this table I show by which questions I aimed to gain information for certain thesis aims. In the last column, conclusions, I will record, which aims I got answers by the questionnaire.

Aims of the thesis	Questionnaire questions	Conclusions
How youth understand their Demi.fi forum usage through inclusion?	3. How often you log on Demi.fi? 4. How long times you spend in Demi.fi? 6. Have you ever suggested discussion topics to netaris? 10. Do you participate into conversations yourself?	Youth uses Demi.fi mostly in daily basis, and few hours at time. They are not very active participants in Netari's discussions, since they do not suggest discussions topics or do not participate always into discussions. Some of them never.
How youth experience the presence of the online youth workers?	8. How important you think that netaris are online in Demi.fi answering youth's questions? 11. Do you feel that writing with netaris is beneficial to you? If it is, how? 12. How easily approachable netaris are in your opinion? 13. How do you see the relationship between you and netaris?	Youth mainly has positive experiences of online youth workers and they seem them quite important. Some of them feel discussing with netaris is beneficial, but they cannot specify exactly how it is beneficial to them. Youth feels they do not have any kind of relationship with netaris, or it is unclear to them. They do not have very positive or very negative experiences of online youth workers.
Does the presence of online youth workers have any changes to the way youth is behaving online?	7. Does the presence of online youth workers effect on your usage of language?	Youth does not feel that the presence of online youth workers would change their way of using language in any way.
Does gender and age impact on: who participates to online discussions, how they experience the presence of online youth workers, whether person feels included?	1. Age? 2. Gender? (All other questions, since effect of personal factors could be seen on each respondents' answers)	Age and gender both effect on who participates in online discussions, age could be seen in experiencing the presence of online youth worker such a way that older the responder, more able they were to reflect on the

		reasons why online youth workers are online for youth for instance. Age and gender did not effect on the fact, whether person felt included in Netari's discussions, since user profiles seems equal in Demi.fi.
How much youth value the presence of safe adult online in discussion forums? (Are they first resisting the presence of online youth workers?)	5. What makes you come to Netari's discussion in Demi.fi? 8. How important you think that netaris are online in Demi.fi answering youth's questions? 11. Do you feel that writing with Netaris is beneficial to you? If it is, how? 12. How easily approachable netaris are in your opinion? 13. How do you see the relationship between you and netaris? 9. Do you feel that your attitude towards netaris has changed because of the discussions they have written?	All youth respondents value the presence of online youth workers on some level, but they are not main reason why youth participates in Netari's discussions. For some youth writing with online youth workers has been more beneficial than others but all of them cannot describe how exactly. Questionnaire did not gain information about possible resistance of online youth workers, even though the relationship between youth and online youth workers is on youth's opinion non-existent. Also, some of youth reflects that their attitude towards online youth workers has changed but they do not specify how. Others are not sure has it changed or left the question unanswered.
What issues makes youth to come to Demi.fi forums?	5. What makes you participate in Netari's discussion in Demi.fi?	Interesting discussion topic is main reason why youth participate in Netari's discussion, but some of youth have chosen not to participate. In addition, reasons not to participate were also human, like forgetting and not knowing the existence of the discussion possibility.

Is there any kind of ranking in Demi.fi forum?	14. Have others Demi.fi user profiles told you about Netari's discussion on Wednesdays? 15. Have others Demi.fi users suggested writing with Netaris to you?	From the respondents answers not any kind of ranking between the Demi.fi's user profiles could be seen in the results of the questionnaire. Users are independent and find out about things themselves and do not rely on other user profiles.
Is there feeling of community among youth using demi.fi?	14. Have others Demi.fi user profiles told you about Netari's discussion on Wednesdays? 15. Have others Demi.fi users suggested writing with Netaris to you?	From the questionnaires responses it could be concluded that feeling of community cannot be seen between Demi.fi user profiles due to Netari's discussions. They may have experiences of community in their own discussion groups but in Netari's discussions, the feeling of community is not experienced.