

PROMOTING SOCIAL INCLUSION AMONG IMMIGRANT YOUTHS

A case study of Setlementti Louhela international youth club of Järvenpää, Finland.

Titus Moono
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Diaconia University of Applied Sciences
Degree Program in Social Services
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ABSTRACT

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Diaconia University of Applied Sciences, Degree Programme in Social Services, Bachelor in Social Services.

This study is to find out how the activities of Setlementti Louhela International Youth Club promote inclusion among the youths of immigrant background in Järvenpää. Interviews and observation were the methodological tools used in this qualitative study. In all, eight (8) youths from the club were interviewed. Those interviewed were from different nationalities and cultural backgrounds. The study also observed through active participation of activities organized by the club throughout the studies. Through observation, the study was able to build an in-depth understanding of how those being studied see and experience their surrounding and make interpretations.

The findings of the study show a positive impact of the club's activities in promoting social inclusion of the youths of immigrant background. This is so because, their responses reflects the aspects of inclusion the subject being investigated. The findings also revealed that deliberate actions must be put in place which enhances the interaction of locals and the foreigners. Furthermore the findings of the study revealed that, such kind of clubs should be encouraged and supported as Finland is becoming more and more international. They would serve as platforms for exchange of cultural knowledge.

Key words: social inclusion, social integration, social exclusion, immigrant

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1 INTRODUCTION

The European Union (EU) and the Council of Europe (CoE) has prioritized social Inclusion as a youth policy. In this regard, strategies for sustainable and inclusive growth and the promotion of human rights have been put in place. Finland is a member of both institutions. These two institution's policies are based on an understanding of the complex and multi-dimensional nature of young people's social integration and the risks associated. Siyka has defined social inclusion from a youth perspective as the process of an individual's self-realization within a society, acceptance and recognition of one's potential by social institutions, integration (through study, employment, volunteer work or other forms of participation) in the web of social relations in a community (CoE, 2017).

Social inclusion has been defined differently according to various scholars and researchers depending on the perspective they approach the subject. Bennett (2002) defined Social Inclusion as the removal of institutional barriers and the enhancement of incentives to increase the access of diverse individuals and groups to assets and development opportunities (Bennett 2002). The World Bank has defined social inclusion as the process of improving the terms for individuals and groups to take part in society (worldbank 2013).The World bank further states that Social inclusion is aimed at empowering the poor and marginalized members of society so as to take advantage of burgeoning g opportunities globally . This gives people a chance to have a voice in decisions pertaining their lives and gives them equal access to markets, services and political, social and physical space (worldbank, 2013). I became interested in the above topic after doing my practical placement in a Non-governmental organization

whose work is focused on multiculturalism and social integration of migrants. During my practical placements, I was assigned to lead the club and it was there that I was motivated to carry out this research. The purpose of this research is to identify the effects of the club's activities in promoting inclusion among the youths of immigrant background.

The study will focus on the activities of the club in relation to promoting inclusion. This study is vital as it poses into the question of the very purpose of the club's existence since it was founded. It also brings the relationship of social inclusion and social integration in the global phenomenon of migration in the world of which Finland as country is not exempted from. It will also contribute to the growing theories of social inclusion as component of integration. The research was carried out with the use of interviews as the main methodological tool in data collection. Observation was also applied. The people who were involved in the interviews are immigrants and are members of the youth club.

1.1 Background

One of the economic booming and attractive countries in the world is Finland. The country has become a hot spot for immigrants from all over the world. People have migrated to Finland for various reason among which include; education, safety, family reunion, peace and adventure. Over the resent years, the numbers of immigrants has increased owing to the instability in other parts of the world. Finland has received a lot of asylum seekers and has granted asylum. Based on this, the researcher will like to find out how Settlementti Louhela's international youth club has promoted social inclusion for the youths with their diverse cultures. Below is a chart of population statistics of Finland in 2016. The

chart gives a detailed view of the breakdown of the various vital components of the population. The researcher's interest is on immigration statistics.

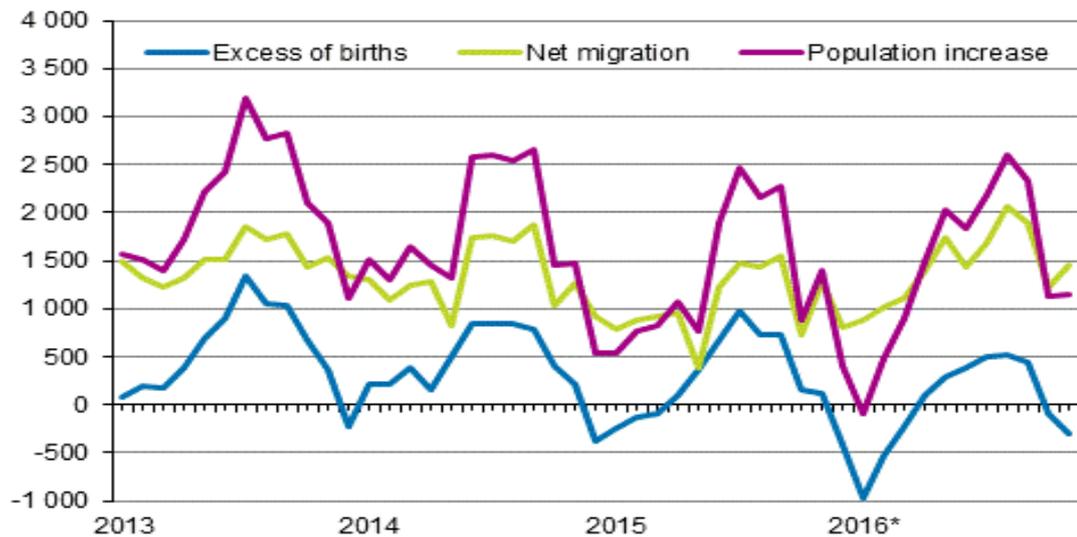
Table1. Preliminary data on vital statistics by month of occurrence 2016

Month / quarter	Live births	Deaths	Excess of births	Inter municipal migration	Immigration	Emigration	Net migration	Population increase	Population
Total	52 645	53 629	-984	278 927	32 276	16 007	16 269	15 285	5 502 593
January	4 392	5 369	-977	19 964	2 201	1 515	686	-291	5 487 017
February	4 083	4 606	-523	17 219	2 022	1 156	866	343	5 487 360
March	4 521	4 738	-217	17 015	2 080	1 046	1 034	817	5 488 177
1. quarter	12 996	14 713	-1 717	54 198	6 303	3 717	2 586	869	5 488 177
April	4 444	4 337	107	18 620	2 366	1 029	1 337	1 444	5 489 621
May	4 602	4 317	285	23 688	2 710	1 035	1 675	1 960	5 491 581
June	4 493	4 100	393	26 812	2 666	1 271	1 395	1 788	5 493 369
2. quarter	13 539	12 754	785	69 120	7 742	3 335	4 407	5 192	5 493 369
July	4 600	4 107	493	24 314	2 850	1 225	1 625	2 118	5 495 487
August	4 708	4 186	522	41 653	4 472	2 469	2 003	2 525	5 498 012
September	4 597	4 163	434	29 587	3 712	1 870	1 842	2 276	5 500 288
3. quarter	13 905	12 456	1 449	95 554	11 034	5 564	5 470	6 919	5 500 288
October	4 400	4 503	-103	21 102	2 494	1 296	1 198	1 095	5 501 383
November	3 972	4 482	-510	18 066	2 521	1 086	1 435	925	5 502 308
December	3 833	4 721	-888	20 887	2 182	1 009	1 173	285	5 502 593
4. quarter	12 205	13 706	-1 501	60 055	7 197	3 391	3 806	2 305	5 502 593

(Source: Preliminary population statistics, Statistics Finland, www.stat.fi)

Table 2

Migration population statistics for the period 2013-2016



(Source: Preliminary population statistics, Statistics Finland, www.stat.fi)

The statistics table and the graph above show that immigrant population is increasing in Finland. Arithmetically, a total of 32,276 persons immigrated to Finland in 2016. While, 16,007 persons emigrated giving a net immigration of 16,269 persons. The above statistics give a picture of immigrants in Finland. These statistics encompass all ages, from children, youths and adults.

It is stipulated in the Finnish Act 1386/2010 section 3 (3 §) that an immigrant is a person who has moved to Finland, who resides in the country with a permit issued for purposes other than tourism or similar residence of short duration, whose right of residence has been registered or who has been issued with a residence permit card. It is explained in section six of the same act that immigrants with special needs are those who are in need of special integration

measures on account of reduced functional capacity resulting from illness or disability in particular or other reasons, or on account of their age, family situation, illiteracy or other similar reason. The Act on the Promotion of Immigrant Integration (1386/2010) Section 1 has the purpose to support and promote integration and make it easier for immigrants to play an active role in the Finnish society. The purpose of the Act is also to promote gender equality and nondiscrimination and positive interaction between different population groups (Act on the Promotion of Immigrant Integration 1386/2010). The general objectives of the Act concerning the promotion of integration at local level and municipalities include the following;

(1) To promote integration taken by municipalities and other local-level authorities. This is to support internationalization, gender equality and non-discrimination at local or regional level and to promote positive interaction between different population groups. The aim is also to promote good ethnic relations and dialogue between cultures and participation of immigrant groups and to support the opportunities of immigrants to preserve their own language and culture.

(2) The needs of the immigrant population and the promotion of integration shall be considered in the general planning, action and monitoring carried out by municipalities and other local level authorities (Act on the Promotion of Immigrant Integration 1386/2010).

The most important players in the field of youth work are young people themselves. Their initiatives and independent activities are given a central role in the Youth Act 2006 (Peltola 2010). Municipalities are responsible for providing the youth services at the local level: organizing activities at youth houses and targeted youth work and funding local youth organizations. Congregations, nation-

al and local youth organizations and non-governmental organizations are working alongside with municipalities in organizing youth services. Peltola (2010) further states that according to the Youth Act (2006), municipal youth work includes educational guidance of young people; facilities and hobby opportunities; information and advisory services; support to youth associations and other youth groups; supportive, cultural, international and multicultural youth activities; young people's environmental (Peltola 2010)

1.2 Research Question

The researcher seeks to identify how Settlementti Louhela International Youth Club activities have promoted inclusion among Immigrant youths in Järvenpää. In order realize that, the researcher will focus on the following question;

- How do activities of Settlementti Louhela International Youth Club promote inclusion among immigrant youths in Järvenpää?

1.3 Location of Research

The research was conducted at Settlementti Louhela ry. This study focuses on the youths at Settlementti louhela International youth club. Focusing on the youths of settlementti Louhela alone facilitated thorough research. It meant that more information and knowledge about the subject could be acquired. Settlementti Louhela International youth club was formed in spring 2012. Its main objective is to promote multicultural activities under Settlementti Louhela civic action. Since its existence, the club has attracted and succeeded in bringing youths from different cultures in one place, which is one of the club's goals.

A volunteer usually leads the club. The length of the volunteer's tenure is dependent on availability and performance.

1.4 Aim of study

The main aim of this research is to assess the role of Settlementti Louhela international youth club in promoting inclusion among immigrant youths in Järvenpää. The research work will focus on the activities of the club and how they promote social inclusion among immigrant youths. The study seeks to explore the effects of the activities on the youths with a possibility of providing ways that the club can involve the communities where immigrants find themselves or live so as to help them in the process of social inclusion.

1.5 Limitations to the study

A few challenges were faced while carrying out the research process. These might have affected its validity if they were not properly mitigated. The first limitation the researcher faced was the language barrier. Some of the subjects were not very conversant English language users. It therefore required for a translator to translate from Finnish to English. It was challenging to arrange for a reliable translator but in any case, it was done. The other challenge was the lack of female immigrant youths who attend the club. The author wished to have a balanced gender rate but unfortunately, very few females attend. One female was interviewed though. Despite this the author approached the research as professionally as possible by being neutral in the way he was drafting and asking the questions, he accommodated both supporting and conflicting views relevant to the topic with impartiality.

1.6 Why Case Study

There are various methods of conducting a social science research. Among them include; surveys, experiments, histories, analysis and others. In this research, a case study was selected as a model of carrying the research. According to Yin, K (2004), it is suggested that a case study method is preferred when the researcher's main question is how or why (Yin, K 2004). The researcher in this study seeks to identify how the activities of the club under-study promote social inclusion. This is one of the justifications for selecting this model. In addition, the researcher has little or no control of behavioral events in a case study. For instance, the feeling of the respondents at the time of the interview, the researcher has little or no control. Yin, K (2004) further states that a case study focuses on a contemporary phenomenon. In this study, the researcher is focusing on the contemporary phenomenon of social inclusion (Yin, K 2004).

2 SETTLEMENTTI LOUHELA

Settlementti Louhela is a non-religious and politically independent, non-governmental organization that is formed by Settlementti Louhela ry and Louhelan juhla- and pitopalvelu Oy which provides catering service (settlementti louhela 2016). The purpose of Settlementti Louhela is to strengthen and build-up communities in which sharing and socialization are enhanced. The activities of the organization allow for the growth and personal development of individuals, as well as influencing the environment. The people are the main partners in the work of the organization. Settlementti Louhela is a part of the international Settlement movement that is spread all around the world. The organization's activities are based on two policies:

- 1) The work and activities of the non-governmental Organization are aimed at helping people to find meaningful participation as well as opportunities to be empowered and take responsibility for their own lives.
- 2) The other component of the organizations our work is to produce social and educational services according to people's needs.

Settlementti louhela is responsible for the coordination of voluntary work in Järvenpää. The organization is also tasked to coordinate multicultural work as well as living room activities.

2.1.1 Living rooms

Living rooms are places intended to create social interaction among people of different races and ages. Living rooms include; Rinkula living room, Jampan Aluetupa, Jokela Living room and Nurmijärvi tupakirppis, which is a flea market. Volunteers work with the elderly and immigrants and also in the living rooms. The living rooms belong to network of living rooms of Kuuma-area, coordinated by Settlementti Louhela. Various activities are conducted which include discussions and games in a relaxed atmosphere. The living rooms offer a perfect place to practice Finnish language for those learning the language. The opportunity to use the Internet, read both Finnish and English - language newspaper are at one's disposal.

2.1.2 Clubs

Settlementti Louhela's Civic Center organizes a variety of clubs and groups. Most of the activities are completely free of charge. In some instances, a small fee for participation in the excursions and food clubs to ensure that their organization would be economically feasible is requested from participants. The organization also arranges Finnish language lessons. An average of 15 foreigners attends the lessons every season. The club is free and open to all. The organization has three places where language classes are held; In Järvenpää; at Rinki, Jampankaari and Talkoorengas in Kerava. The other activities include, Rinkula's chair exercise, which is targeted at elderly people although it is open to everyone. Basic chair exercises are conducted to promote well-being. Min-Mölkky, an indoor game is usually played during winter. Jokela's station café is part of the living room.

3 DEFINITION OF TERMS AND CONCEPTS

3.1 Social Inclusion

The concept of social inclusion came about in response to the crisis of the welfare state in Europe, which had an increasing effect on the evaluations of social disadvantages in Europe over the last years. When the concept was first employed in France in the 1970s, it took into focused on people who were not able to fit in the mainstream society and later other European countries employed it with their own way and understanding. The concept gained widespread applicability after the First World Summit on Social Development in Copenhagen in 1995 as a result of which, it was embraced into the development discourse and development agencies (Robo n.d).

Comentario (2017) states that from a youth perspective, social inclusion is the process of individual's self-realization within a society, acceptance and recognition of one's potential by social institutions, integration (through study, employment, volunteer work or other forms of participation) in the web of social relations in a community. In present-day European societies the concept is relevant to all young people as youth is the life stage when young people make the transition from family dependence to autonomy within the larger society under rapidly evolving circumstances. It has a particular meaning to those young people who come from disadvantaged backgrounds and live in precarious conditions. For them social inclusion involves breaking various barriers before acquiring their social rights as full members of society (Comentario 2017).

3.2 Social Integration

Social integration can be explained from different perspectives and angles based on the fact that it has a lot of indicators. According to Geust and Stamm, (1993), social integration can be defined as the existence of strong social ties that produce stability. Furthermore, Social integration is understood as a dynamic and principled process of promoting the values, relations and institutions that enable all people to participate in social, economic, cultural and political life on the basis of equality of rights, equity and dignity. It is the process in which societies engage in order to foster societies that are stable, safe and just – societies that are based on the promotion and protection of all human rights, as well as respect for and value of dignity of each individual, diversity, pluralism, tolerance, non-discrimination, non-violence, equality of opportunity, solidarity, security, and participation of all people, including disadvantaged and vulnerable groups and persons (Desa 2009).

These ties may be informal through friendship and kin networks, or more formal through participation in associations or member-based activities. Following Lockwood, sociological theory of social systems has developed the concepts of system integration and social integration (Lockwood 1964). System integration is a product of anonymous functioning of institutions, organizations and mechanisms, the state, the legal system, markets, corporate actors or finance. Social integration, by contrast, refers to the inclusion of individuals in a system, the creation of relationships among individuals and their attitudes towards the society. It is the result of the conscious and motivated interaction and cooperation of individuals and groups. To some, it is a positive goal, implying equal opportunities and rights for all human beings. In this case, becoming more integrated implies improving life chances. Adduow G (2012) writes, to others, however,

increasing integration may conjure up the image of an unwanted imposition of conformity. And, to still others, the term in itself does not necessarily imply a desirable or undesirable state at all. It is simply a way of describing the established patterns of human relations in any given society. Thus, in the latter view, one pattern of social integration may provide a more prosperous, just or humane context for human beings than another; but it is also possible for one pattern of social integration to be markedly different from another without being either better or worse (Adduow, G. 2012)

The feeling of a person regarding their community becomes a vital tool in measuring integration. The following variables are examples of ways to measure social integration: Involvement in neighborhood groups, involvement in religious groups or churches, involvement in local school, involvement in civic organizations. Involvement will include amount of time dedicated as well as the importance of involvement to the respondent's quality of life and the returns he or she gets from it.

3.3 Youth

Several definitions of youth are found in literature. Generally youth is defined as the period between childhood and maturity, especially adolescence and early adulthood. The United Nations (UN) defines a youth, as a person between the age of 15 and 24 years (UNDESA). This is primarily for statistical purposes. African Youth Charter defines a youth as every person between the ages of 15 and 35 years (UNESCO 2017). Youth, in Settlementti Louhela international youth club's context has not been strictly defined by age although the age range of its members is currently from 14 to 25 years.

Since the club was founded, various people have led the club including the researcher. One of the elements vital to working with youth is to assist them in the process of learning about themselves, others and society through activities that combine enjoyment, challenges and learning. It is understood that youth work seeks to promote young people's personal and social development which enables them to have a voice, influence and place in their communities and society as a whole. It is a developmental process and starts when young people are ready to engage, learn and make use of it. The relationship between a youth worker and young person is central to this process. This assists in making informed decisions.

4 LITERATURE REVIEW

4.1 Social inclusion

Social inclusion has been defined in relation to social exclusion. Some analysts have argued that both inclusion and exclusion are inseparable side of the same coin. However, some comment that academic debate on social exclusion has been relatively silent on its assumed conclusion. It therefore remains the case that in the majority of the exclusion literature the nature and meaning of social inclusion is merely implied or requested (Robo n.d, 194 cited in Cameron, 2006:396). Despite the fact that social inclusion has been defined with regards to social exclusion in many of the literatures, Jackson, (1999) argues that there can be simultaneous exclusion and inclusion, that is individuals and groups can be excluded in one domain and included in another(Jackson, C.1999). Thus, the included/excluded dualism apparent in the writings of social inclusion and exclusion cannot be taken at face value. The politics of dualistic inclusion/exclusion deserve questioning in other ways. One of these is to consider in what sense there is a single centre of social integration, who is excluded from what, and whose representation of the centre is privileged (Robo n.d 194, cited in Jackson, 1999:133). Social inclusion, the converse of social exclusion, is affirmative action to change the circumstances and habits that lead to (or have led to) social exclusion (Robo, n.d).

4.1.1 Elements of social inclusion in a community

There is big similarity in the concept of social inclusion and social integration. However, social inclusion is more concentrated on providing an environment for

equality for opportunities and accessibility for all which is regarded to be useful when describing the actual process involved in promoting social integration. Social inclusion in many instances is also usually more easily accepted as a policy goal (Desa 2006). This is due to the fact that it gets rid of connotation of assimilation that some associate with the term “integration”. It must be noted that not everyone, whether individuals or groups in societies desire to be integrated into the mainstream society, but all strive to be included.

Desa, (2009) argues that Inclusion is community. The argument is that inclusion has more to do with the connection to the network of community development. This implies that receiving handouts regardless of the source which could be public institutions or being a part of a program where one is no more than a statistic does not imply inclusion. Furthermore, Desa, (2009) suggests that inclusion means to become more than a speck of dust, to have a forename and surname, with one’s own distinctive features, skills and abilities, able to receive and give stimulus, to imitate and be imitated, to participate in a process of changing one’s own life and collective life. Desa, (2009), cited in Busatto, (2007)

4.1.2 Developing relationships

Developing and sustaining shared relationships is an important aspect of social inclusion for youths. According to Abbott and McConkey (2006), meeting and talking to people in a community critical to social inclusion. Youths feel like part of the community when they know people to say hello to and when others talk to them. Blessing (2004), emphasized the value of maintaining relationships within the broader community and providing supports for people to increase their community participation (Blessing 2004). McConkey, Walsh-Gallagher, and Sinclair, (2005) identified one aspect of social integration as the person’s in-

involvement with their natural families. They found that the involvement with one's family is an important determinate of involvement with the wider community (McConkey, 2005). Social inclusion also involves developing relationships and having a reciprocal rapport between people and their coworkers (Carrier, 2007; Wistow & Schneider, 2003). Social interaction may include participating in a joking exchange or going out to lunch with others (Butterworth, Hagner, Helm, & Whelley, 2000). According to Vander Hart, (1998), appropriate social skills that are accepted at a typical work culture are essential for developing relationships with coworkers. Supported employees with better social skills do not hesitate to greet, ask, or receive work-related assistance from non-disabled coworkers (VanderHart, 1998).

4.1.3 Social Identity and Social Categorization

Society is a collection and composition of social groups. People perceive themselves partially as individuals with unique characteristics, perceptions, thoughts, dreams, hopes, and so on. This constitutes their individual identities. People also perceive themselves as members of social groups and others perceive them as such. This makes up their social identities. Social identity is understood as the individual's self-concept derived from perceived membership of social groups (Desa, 2009). In addition, Tajfel, H. and Turner, J. C, (1986) suggest that people have multiple social identities corresponding to widening circles of group memberships, such as gender, age, education, economic status, ethnicity, religion, language, nationality, etc. Social identity can be made evident through the use of markers such as language, belief, clothes, and behavior, and the effect of the markers depends on their recognition by others (Tajfel, H. 1986). The individual can discuss the meaning of the markers with others in a negotiation of their social identity. Mead, G, (1934) further states that social

identity can be a source, as well as an outcome of processes of social exclusion. It can then be then concluded that there is a desire in people to have a positive social identity and not only that but also to be a part of a social group that is valued, respected and resourceful instead of a low social status group that poses as a threat to a positive social identity which yields reduced self-esteem. Often, individuals and groups achieve positive social identity through discriminating and/or excluding other groups that they perceive as lower status than themselves(Mead,G. 1934).

5 METHODOLOGY

This chapter discusses the research methods used in the research. This research aims at investigating the impact Settlementti Louhela international youth club has in promoting inclusion among youths of foreign background in Järvenpää. Qualitative research methods were applied in this research. A combination of interviews and observation methods were used in collecting the data for the research. Silverman, (2005) has stated that, if resources allow, many research questions can be addressed by combining different methods, using the qualitative research to document the detail of say, how people interact in one situation and using quantitative method to identify variance (Silverman, 2005)

In qualitative research interviews, the researcher seeks to extract the meanings of the central themes from the subject. The main task is to understand what the subject is putting across. As a method of research, I interviewed different youths from different backgrounds. Questionnaires were used the research. Each subject was interviewed independently and the responses were recorded on the answer questionnaires. The questions were in English and during the interviews a translator was arranged for the subjects who do not understand English.

5.1 Qualitative research

As earlier stated, the study employed the qualitative research method. Shank, (2002) defines qualitative research as a form of systematic empirical inquiry into meaning. By the use of the word systematic researcher means planned, or-

dered and public, following rules agreed upon by members of the qualitative research community. By empirical, (Shank, 2002) means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience. Denzin, (2008) and Lincoln, (2000) claim that qualitative research involves an interpretive and naturalistic approach: This also brings out fact that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. The use of qualitative methodology as a way of collecting data was necessary as it enabled me to deduce from the target groups their understanding and feeling of the studies. The interview was conducted using open-ended questions. This was done to prevent answers from becoming more or less a derivative

According to David Silverman, (2000), if you are concerned with exploring people's life histories or everyday behavior, then qualitative research method is the best to use(David Silverman, 2000). The researcher will like to remind readers of this study to be mindful of generalizing the outcome of this qualitative research owing to the fact that in qualitative research, generalization should be avoided. Therefore, the study seeks not only to explain, but to understand and interpret the findings of the research so as help the reader get close to the role being played by Setlementti louhela international youth club in the process of social inclusion of immigrant youths in Järvenpää. An interview as the main source of data collection is believed that more information can be gathered about the research than only depending on observation. It is imperative to note that the approach of interviewing allows the study to view the world of the interviewee in a different perspective. Interviewing allows the author to know more about the participants' views and ideas about the subject at hand. Patton says that qualitative interview gives the impression that the perspective of others is

meaningful, knowable, and able to be made explicit (Patton, 2002). Foddy. W (1993) says, respondent's answer to an open question indicates the strength of their feelings about the topic (Foddy,W. 1993).

5.2 Observation

Observation as a tool used in research to assist in developing an in-depth understanding of our surroundings and how we see and experience it. This method involves the researcher getting to know the people being understudied by entering their world and participating either openly or secretly in that world. This implies that the researcher places him/herself in the shoes of the people being studied in an attempt to experience events in the way they experience them. The use of this observation method in this thesis work was to enable the researcher get a deeper understanding of the subject being researched into and for the purpose of collecting data. In most instances, the researcher observes the phenomena through his or her role in the research environment stressing and that the objective of the observation can be community with all its social and cultural dimensions.

Beyond any methodology planning of observations, it is advisable that the researcher remain open in order to discover the elements making up the markers and tool that people mobilize in their interactions with others and, more generally, with the world. By markers, they mean representations of the world, or normative expectations, but also the linguistic and para-linguistic resources that are displayed in contact with the environment (Bessy & Chatearaynaud, (1995). Theverot, (1994) cited in Silverman, (2004). The author observed and actively participated in all the activities of the youth club. The researcher took notes or wrote diaries specifically on how the youth club has evolved. Apparently the

club is highly attended by males. This can be attributed to various reasons which include among others the fact the majority of immigrant youths in Järvenpää are males. Among some of the activities were musical Fridays, get-to-gather parties and cultural cookouts of foods from their country of origin, visiting some informative places in Finland among them museums and host of other places.

5.3 Data Analysis

In this research, Thematic Analysis was applied. This method is described as a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in detail. Furthermore, it also often goes further and interprets various aspects of the research topic (Boyatzis, 1998) [see also (Braun & Clarke, 2006)]. The choice of a theme was selected on the basis of importance with regards to the research question(s). The keyness of a theme is not necessarily dependent on quantifiable measures – but in terms of whether it captures something important in relation to the overall research question (Braun & Clarke, 2006).

5.4 Ethical considerations

Any form of academic work calls for a lot of ethical considerations and so it goes with qualitative research. The ethics give a frame work for which the research will be guided throughout the process of coming up with the thesis product. Due to the qualitative nature of the research, the researcher had to be certain that ethical matters were properly and adequately handled prior to starting the interviews. The researcher applied for a research permit from Setlementti

Louhela prior to conducting the research. The interviewees were well informed about the purpose of the research they were being asked to participate. The benefits and risks of taking part in the research were clearly explained to them.

6 RESEARCH FINDINGS

The research carried out has showed that there are several activities the club has engaged in which promote social inclusion among the youths of immigrant background. The activities vary from individual to individual. Through thematic data analysis, this chapter will discuss some of the key outcomes. A total of eight (8) youths from different nationality and cultures were interviewed. The duration of each interview varied depending on the interviewee.

6.1 Attendance

Setlementti Louhela has prepared attendance lists for the various groups that meet and have their activities there as earlier stated in their work. Each group has its own list and attendance is recorded in every meeting. Below is a chart showing the statistics of the number of meetings and attendance according to Setlementti Louhela for the stipulated period. The club is open in autumn, winter and spring.

Table 3: Attendance statistics for Setlementti Louhela international Youth Club (setlementti louhela registry 2016)

Year	Month	Number of meetings	Total Number of Attendance
2015	10	30	488
2016	15	18	364

(source: Setlementti Louhela attendance list)

The statistics above show that the club meetings are highly attended. This is a positive indication that the youths find the club beneficial to their lives. It can be deduced that the more the youths attend the club, the higher the chances of them participating in the activities of the club which in turn helps them build their self concept. There are other organizations Järvenpää offering activities for youths. When the interviewees were asked if they attend other youth clubs, majority declined. When one of the respondents was asked how long he has attended the youth club activities, he responded

I have attended the youth club activities for the past two years (interviewee)

6.2 Identity

This research has also demonstrated that tailored youth activities enhance the identities of the youths. Preservation of one's identity is important in any society to recognize individual contributions. One of the vital elements in socialization is music. It is for this reason that, one of the club's activities has been an event dubbed musical Friday. The idea and essence of the activity is giving an opportunity each member of the club to select and play a song from their cultural background. The song is played via You Tube or any source. This activity creates a huge sense of identity. Furthermore the activity promotes equality. The researcher probed further in inquiring from the respondents if they felt a part of the club in spite of their differences in identity. Among the answers provided by the respondents are:

I am comfortable at the club the way I am, I do not see any differences between myself and any other youth.

These findings are also backed by social identity theory (Tajfel and Turner, 1986), which emphasize that individual behavior reflects individuals' larger societal units. This means that overarching societal structures such as groups, organizations, cultures, and most important, individuals' identification with these collective units guide internal structures and processes. Cultural competence lies at the heart of this theory because collective group membership influences and frequently determines individuals' thoughts and behaviors (Markus et al., 1996). Thus, individuals are not self-contained units of psychological analysis. Social identity theory states that, people think, feel, and act as members of collective groups, institutions, and cultures. The social identity approach backs the idea that individuals' social cognitions are socially construed depending on their group or collective frames of reference. In the case of this study, issue of identification as means of evaluating their point of view was totally positive.

6.3 Relationships

I have made a lot of my friends at the youth club. When I came to this city I did not know anyone, but now I have friends (interviewee)

These are words from one of the respondents of the research. These words fully support the analysis that the club is affecting the youths with regard to the subject under research. Developing and sustaining shared relationships is an important aspect of social inclusion for youths. According to Abbott and McConkey, (2006), meeting and talking to people in a community critical to social inclusion. Youths feel like part of the community when they know people to say hello to and when others talk to them.

Social integration also refers to the inclusion of individuals in a system, the creation of relationships among individuals and their attitudes towards the society. It is the result of the conscious and motivated interaction and cooperation of individuals and groups. Relationships are products of interactions through the formation of networks by individuals who share a mutual orientation. These include friendships, romantic relationships or marriages, or more general membership of social groups. All the respondents gave a positive response to the creation of new relations through the youth club. Among the responses they gave include;

They acknowledged that, they have been able to make new friends. The youth club has created an important aspect which focus on promoting the use of common forums, intercultural dialogue, spaces, and activities in which youths interact. Furthermore the research reviewed that through games, cooking, movie Fridays, visitations, musical Fridays, the youths feel part of the youth club.

6.4 Empowerment

Potentially the most inclusive and integrative interpretation of social inclusion is identified as human potential ideology. From this viewpoint, social inclusion asserts and goes beyond both economic equity or access, and social justice notions of equal rights for all, to maximize the potential of each human being thus supporting broader cultural transformation. Employing models of possibility instead of models of deficiency, human potential approaches take a further step beyond access and participation to encourage the interpretation of social inclusion as empowerment. Empowerment is used to characterize approaches based on social mobilization. A basic element in most social mobilization approaches is helping poor and socially excluded individuals realize the power

they gain from collective action. Often social mobilization approaches work from below to create voice and demand for change among diverse groups of poor and socially excluded citizens (Bennett, 2002).

6.4.1 Open discussion

Open discussions as a form of empowerment have been very essential to the club. They allow the youths to share about various issues affecting them on a daily basis. A variety of subjects are presented for discussions. During the interviews, majority of the respondents asserted that open discussions, as one of the youth club activities they have beneficial. Among the responses

When we are just discussing about different things like relationships or music, I enjoy that. I am able to share about my experiences and listen to others too... It's fun... (Interviewee)

The topics discussed at the club cover different areas of the youth. Among them include; social topics such as relationships, music, friendship and fashion. Educational topics such as drug abuse, financial management and generally anything deemed necessary and beneficial to the development of the youths. The discussions are conducted using an approach of participatory. The subject theme of the day is introduced and a brief background is given by the leader. The discussions progresses with opinions and contributions. Topics of discussions have been presented in a manner that prompts for participation from the youth.

6.4.2 Dance

The youth club engages in various activities that are aimed supporting the youths in different aspects of their lives. Other areas of interest in their development are confidence, courage, discipline and respect for each other especially respecting the opposite sex. It is for this reason that dance is an important part of the club activities. During the interviews, the entire group of interviewees acknowledged that dance is amongst the activities they have enjoyed. They further stated specifically the Salsa dance lessons Setlementti Louhela arranged in autumn of 2015. They disclosed that, through the dance lessons, they were able to learn a skill. Salsa as a 'dance' is built on a basic principle that teaches freedom and respect for your partner.

7 RECOMMENDATIONS

As in all other research studies, critical recommendations are important for reference in the future. With regard to this study and like in all other research studies, vital and critical recommendations are made for future consideration on the above studies and policy makers. The EU (European Union) through its youth strategy also identified social inclusion as an objective of the EU. Among the eight core areas of action, social inclusion is one of them. It was recommended that opportunities of youth work and youth centers should be expanded and used as avenues of social inclusion (CoE, 2013). Social inclusion is a multi-dimensional and cross-sectional concept, which needs to be mainstreamed into various areas, at national, regional and local levels. It lies not only within one tier or section of society, nor does it rely on only one area of policy to exact changes. There is a larger and infinitely more comprehensive aim to social inclusion that encompasses many areas of society and humanity (Desa, 2009). Through this research, I further recommend that; for the benefit of both quantitative and qualitative research methodologies are used in future studies of the above topic. This in a way will help get more insight to the experiences and views of immigrant youths in relation to social inclusion. This will help to differentiate the dimensions of social inclusion of immigrant youths so as to come up with more comprehensive findings to enhance the studies. I further recommend that the researcher is able to communicate in one common language with the respondents. Being able to use one common language is the best to needed facts and also helps to do away with the use of an interpreter as it happened in this study. Also, nongovernmental organizations should be provided with needed resource to carry out their work more.

8 CONCLUSION

I have noticed that in Finland very little attention has been paid to studies related to social inclusion of immigrants more especially the youth. The focus of attention of immigrant has been learning the language. The findings from this study will shape the policy directions of various key institutions that are playing vital role in making sure that immigrant integration succeed through social inclusion so as to bring a meaningful social cohesion. Authorities require to lower themselves down to the level of the youth to collect accurate data. In order adequately investigate the factors which promote social inclusion there is need to properly indulge the stake holders who are the youth themselves. The information that will be collected can be used to contribute to integration outcomes. Policy makers can evaluate the work of both government and nongovernmental organizations performance on social inclusion of immigrant youth. With regard to the research topic and the findings, it is undoubtedly clear that, the youth club has played and continues to play vital role in promoting social inclusion among immigrant youths in Järvenpää. This is supported by various responses and views provided by the respondents of the studies and through my observation. The role of the club is cardinal and has been positive because there is a great deal of socialization, trust, learning and sharing between members and the leaders of the club. The youth club right from its inception has been what can be described as a home. The youth club through the help of the youth leaders and networking partners came up with the club with a purpose of providing a platform for all youths, whether foreign or local, to share, learn and promote socialization

9 PROFESSIONAL DEVELOPMENT

The field of Social work comprises a strict use of the practice. A professional application of the vital components of the practice which include; values, principles, and techniques are highly emphasized. This is so in order for the profession to be beneficial to the people through such aspects as counseling, and psychotherapy. Families and individuals access these services which assist building socially healthy societies. In the long run, there is improved participation in legislative processes. There is high demand for knowledge in the field of social work concerning human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors (Matthews, 2009). The practice of Social work in this time and age is evolving at a fast rate placing the students in a challenging position to keep up with the change. There is pressure on students in this field to be more creative and innovative in order overcome the challenges they face. The author has worked in almost three organizations which promote multiculturalism and works with immigrant youths. A lot of experience as a way of professional development has been gained which has assisted in conducting this research. Confidentiality is a vital in social and community work ethics and therefore, the Arthur took this aspect very seriously so as not to jeopardize the research. The settlementti Louhela International youth club has given me highly needed experience and knowledge about youth work. It has given me also an opportunity to appreciate networking with other organizations.

Networking is a common synonym for developing and maintaining contacts and personal connections with a variety of people, and organizations that might be helpful. It is an especially important aspect of career management in the social

services and work industry, since it helps you keep abreast of the dynamism of social issues of today. I can boldly say that, the research offered me the platform to learn how to connect with other organizations and even resource persons. My professional competence on participation in social discussion on values and ability to influence decision making in cooperation with the clients and actors is enhanced after the research.

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11 APPENDICES

Appendances A

Research Questions

Q1. Gender

Male

Female

Q2. Age (years)

14-20

21-25

26-30

Q3. Nationality:

Q4. How long have you been a member of Setlementti Louhela International youth club?

Q5. Do you belong to any other club apart from Setlementti Louhela International youth club?

Q6. Would you tell me the activities you do at the club?

Q7. What activities have you participated in and why?

Q8. What activities have you not participated in and why?

Q9. Would you say that you feel part of the club? If yes, why would you say so and if not, why?

Q10. Have you made new relations/friends from the club?

Q11. How would you describe the club since you started going there?

Q12. Have you felt left out in any activity of the club and why?

Q13. How would you describe your relationship with other youths that come to the club?

Q14. Are there things you have not liked about the club?

Q15. What would you suggest to the leadership of the club to consider in making the club much more beneficial to you?

Appendices B

Permission letter to carry out the research.

Setlementti Louhela ry.
Louhelankuja 3, 04400 Järvenpää
p. 040 838 0632

**TUTKIMUSLUPA**

Titus Moonolle on myönnetty lupa haastateella ja havainnoida nuoria ja nuorten toimintaa Setlementti Louhelan kansainvälisessä nuorten kerhossa Järvenpäässä tutkimussuunnitelman mukaisesti.

Setlementti Louhela saa yhden kappaleen tutkimusta
"PROMOTING INCLUSION AMONG IMMIGRANT YOUTHS IN JÄRVENPÄÄ.
- A CASE STUDY OF SETLEMENTTI LOUHELA INTERNATIONAL YOUTH CLUB.",
kun se valmistuu.

Ohjaajana ja yhdyshenkilönä Setlementti Louhelassa toimii yhteisötyön johtaja Jyrki Brandt.

Järvenpäässä 4.2.2016

Synnöve Sternberg
toiminnanjohtaja
Setlementti Louhela ry

Setlementti Louhela ry.
Louhelankuja 3, 04400 Järvenpää
www.setlementtilouhela.fi