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PERCEPTION OF INTERNS TOWARDS SPORTS TO SOCIAL CHANGE

Case study: 09 Helsinki Human
Rights.



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ABSTRACT.

The main aim of this study is to find out the perception of interns towards sports for social change. A case study of O9 Helsinki Human Rights Malmi (Helsinki).

The methodology of the study entails a qualitative research, where 5 interns from Diakonia university of Applied sciences, with social service background were interviewed. Face to face interview and Open ended questions were used in collecting the data from interns about the activities and working methods of O9 Helsinki Human Rights towards sports for social change. The data was later analysed using thematic analysis.

The results of the interviews reveals that, O9 Helsinki Human Rights influences sports for social change through its working methods like team work, active listening, nonverbal communication and social network. Also the study confirms the view that, through social inclusion, Youth empowerment and community development there is an impact towards social change.

In conclusion, Sports has enormous impacts towards social change from O9 Helsinki Human Rights programmes and activities. Although social change is a gradual process which takes time.

Key words: Perception, Sports, Social Change, social inclusion, community development, Youth Empowerment and O9 Helsinki Human Rights.

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2 INTRODUCTION.

This study explores the perception of interns towards sports for social change, a case study of 09 Helsinki Human Rights Malmi (Helsinki). The main idea behind this thesis is to first examine the views of interns concerning the working methods of the organisation and how it has impacted on their professional development. Secondly, this study also seeks to find out from the interns how the working methods of the organisation is affecting social change.

Over the years there have been a rise in the immigrant population in Finland, and it's getting more multicultural. It is important to resort different ways or strategies to help in the integration and development of young teenagers. Finnish population is known for its reserve and shy life style consequently sports is one of the tools to help in the integration process of different immigrants. Sports and physical education are fundamental tools for growth of children and youths, and the skills learned during play, physical education and sports contribute to the complete development of young persons. Through active participation in sporting activities children tend to assimilate and develop certain key values such as team work, respect for each other and also getting to learn new cultures and create friendly relationships.

Due to the rising number of immigrants and Asylum seekers into Finland, the government has been working tremendously towards its integration policy in order to assist immigrants. Also other actors such as NGOs and Third sectors have taken the centre stage to see to the integration of immigrants or refugees into the Finnish society. The Act on integration and Reception of Asylum seekers 362 / 2005; says that integration means the measures taken, resources and services provided by authorities to promote and support such integration and consideration for the needs of immigrants in planning and providing other public services 1215/2005. Sports is one of those measures geared towards attaining this objective and also facilitating social change within the country. For instance over six hundred million people tuned their TV to watch the FIFFA world cup finals in 2010. This shows how entrancing sports could be in the lives of people.

As future social workers who look towards specialising in Youth social work, Sports is a vital tool which can be used in influencing changes in the society. It is believe that, sports is the most popular organised activity in which Youths engage (Larson and Verma 1999). This is one reason why in early childhood in Finland, it is advised that each child has a sporting hobby or discipline. Currently, Sports has not only become a hobby but also a strategy for development and peace. For instance in 2001, Former secretary general Kofi Annan nominated a special adviser on sport for development and peace. The UN has encourage countries especially in less developed world, the importance of sports development programmes (weforum.org 2012). It is obviously clear passively or actively that sports has huge influence on the lives of the world population. While others embark on sports to stay fit, others have resorted in making a livelihood from it.

Therefore, it is for this reason the authors have decided to carry out a thesis base on the two research questions.

- 1) Does sports actually influences social change?
- 2) What measures has 09 Helsinki Human Right undertaken in influencing social change in Finland as an organisation?

3 BACKGROUND AND CONCEPTS.

Many studies have proven that sports has become an integral part of social and cultural profiles of many societies around the globe. (Coakley 1998; Frey and Eitzen 1991; Guttmann 1988; Hargreaves 1986).

Changes in the working environments and challenges of diverse needs of young people led to the formation of 09 Helsinki Human Rights. After two placement opportunities and future prospects of specialising in Youth clubs and activities, we resorted to develop interest in writing a project on social change. Although there have been previous research on this topic concerning discrimination in sports but our main stream focuses on perception of interns regarding social change. As a results of a multicultural organization, coupled with children from different cultural background, motivated us to focus our attention on how this social change is being achieved by the organization through sports. Upon discussing with the heads of the organisation, they were able to show their interests in the idea chosen because it had been one major project they were hoping to get done.

3.1 Definition of key concepts

For a great understanding of some relevant concepts within this study, it is important to define some key words in the topic such as sports, social change, Perception, social inclusion, youth empowerment and community development. In this study, the above mentioned concepts are defined as;

3.1.1 Sports.

Sports any activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment. (en.oxforddictionaries.com). In 2003 the UN define sports for purpose of development, all forms of physical activity that contribute to physical fitness, mental wellbeing and social interaction such as play, recreation, organized or competitive sport and games(weforum.org).

According to interviewees, sports is any activity which is physical or mental towards achieving a goal usually for entertainment or reward. The physical advantage of sports have long been recognised. Importantly, sports also holds the propensity to contribute towards a child's emotional and social wellbeing (Gagne and Blanchard, 2007).

People involve in sports for a variety of reasons, for some it could be the passion for the sports or excitement others could be driven by peer influence. Sports can be seen as an activity where people are able to come together from different background with a common goal. They put on one uniform signifying that they are the same regardless of where come from or who you are. Every sporting activity comes with rules and regulation and as such one has to comply with the rules to be able to play. For children it is very important that they are thought to obey rules and do the right thing. Sports on the other hand is one tool which can be used educate children. This in one way or the other is able get children to learn about the essence in abiding by rules and treating others with respects. Many organizations now are using sports to help in social change. A typical example can be seen in the federation of football association (FIFA) in the fight against racism

3.1.2 Social change.

The term social change refers to alteration of social order in a society, which may also include changes in nature, social institutions, social behaviours or social relations (Advance Learners dictionary). It can also be seen as the evolution of cultural and social institution. Social change may be driven by cultural, religious, economic, scientific or technological forces. Social change occurs everywhere in the world but as to how rapid the change is depend on the place and its access to information and technology. Although change may arise in a society it should be known that not everyone will accept that change immediately or completely. A typical example of social change is the acceptance of same sex marriage in the country. Same sex marriage came as a pleasant news for the majority but still some fraction of the population such as the religious groups felt disappointed with the decision.

3.1.3 Perception.

This is an opinion or belief, often held by many people and based on how things seem. (Cambridge dictionary.org). It can also be described as how an individual sees other things based on the sight taste smell and hear (sensory organs). According to James Rowland, perception is the consciousness of particular material things present to sense.

Interviewees define it as ones ideas or impression about a particular aspect. Perception vary from individuals. Two people may be in a set of event but however they tend to have different perception about the event. This means no matter how the situation is people never perceive it as it is. A typical example is seen when a police car driving around draws little attention but when he stops a car, it creates a different perception in the minds of the people around.

3.1.4 Social inclusion.

Just like in other professions, social inclusion is one term which is commonly used in social services. This is used as a remedy towards the opposite, which is social exclusion. In most countries certain groups, factions or indigenous people are faced with barriers which limits them in participating in their national, political, economic or social activities of their country. It may either be through stigmas, stereotypes, misconceptions based on religion, gender, sexual orientation, and gender identity or disability status.

This type of practices has devastating consequences on their dignity and may have an influence on living a better life. Usually, it's considered as social exclusion. In attempting to counteract this term, social inclusion therefore is an option. The World Bank defines it as the process of improving the terms of individuals, and groups to be fully involve in the smooth functioning of the society. It's a process which helps to improve the ability, opportunity and dignity of those disadvantage on the basis of their identity to take part in the society (www, worldbank.org). This is a policy which the world governing body has embark hugely in ensuring that people, individuals or groups are not left aside in their

countries activities or to function efficiently and effectively in influencing the society out large.

3.1.5 Community Development.

Different definitions have been used to describe this terminology. A school of thought has define this as an outcome, meaning it brings improvement in the community, either socially, physical or economically. Another school of thought defines it as a process of making communities to be able to work collectively and increasing their ability to do so. However, in simpler terms community development is a process of teaching people how to work together to solve common problems (Phillips and H. Pittman 2015).It is a way of making civil society stronger by emphasizing community actions and perspectives of community in the development of social, economic and environmental policy. It focuses towards empowering local communities around specific policy initiatives. Through community groups, organizations and networks, it strengthens capacity of community members as active citizens.

Nash, Munford and O'Donoghue 2005 describe key elements of community development, synthesizing definitions of other writers such as Craig (1987), Derrick (1993) and Ife (1995). Community development involves working groups alongside to identify discourses, structures, policies and practices that require transformation. It usually involves working with groups that have been marginalised and excluded from participation. In order to enhance the daily life of those groups, community workers help to gain control over their situations and to gain positive changes. It has vision of changing factors to acquire sustainability and social justice at global and national levels (Ife 1995).

Community development workers inculcates collective methods utilizing existing resources and find out other necessary resources to make sure that all members of a community get fully involved as citizens (Derrick 1993). One major emphasis of community development is working from peoples own definitions of circumstances, making sure that community development workers are not alone

changers but associates for change. They work throughout the change process with groups embracing social impartiality and an understanding of top down approaches (Munford and Walsh-Tapiate 2000).

3.1.6 Youth Empowerment.

One important policy towards nation building nowadays is youth empowerment. In transforming communities, the United Nations and other bodies have several of such programmes going on in nations impacting community development. Youth Empowerment is the outcome by which youths as change agents, gain the skills to impact their own lives and lives of other individuals, organizations and communities (www.youthempowerededsolutions.org). Youth empowerment is achieved through youth development programmes. Youth empowerment programmes are geared towards establishing better and advanced qualities of life for those who have less opportunities. Governmental, international organisations and NGOS have so many youth empowerment programmes going across the globe. The UNDP (United Nations Development Programme) encourages and promotes wide-ranging youth participation in active and democratic governance, financial empowerment of youths, reinforce youth capacity and future developmental projects.

4 09 HELSINKI HUMAN RIGHTS.

09 Helsinki Human Rights is a non-governmental Organisation based in Malmi, with its prime purpose to promote Human Rights, Justice and Equality in social services, Health services, physical education and Arts, Assist in social integration. The Organisation strives towards promoting equivalent accessibility of services to people and assimilation irrespective of culture, Religion, Language, ethnicity or some other reason. The organisation stands against racism, discrimination and violation of human of rights. The main target group is between the ages of 7 – 16. They also work as an expert's organisation in multicultural children and youth affairs. Usually they organise different sporting activities in Helsinki and Turku. This organisation has different projects undertaken such as Basketball for social change, Dance for social change, Afternoon clubs for 3-6

grades kids , Helsinki Deaconess institute – children and family work clubs, Multicultural instructor training and moving together 4 – project for immigrant children which went operational in 2014.

In 09 Helsinki Human Right Malmi all volunteers and interns are called coaches since the idea is to use sports as a tool to coach the children into leading a positive life by enumerating them as a coaches. Due to this, coaches are constantly thought and reminded of how to communicate with children and how to instill discipline into them since they are young and fragile so care must be taken in communication. Coaches are allowed to bring new and innovative ideas which will help the progress of the organization and also show sense of responsibility. The book of Alan twelve tree stated that ``effective community development can only take place if the members of the community take responsibilities`` (Alan twelve trees 2008, community work edition 4)

09 Helsinki Human Rights has direct network with different thirteen different institutional schools in Helsinki area as well as youth houses. Other partners include Finnish Multicultural Sports Federation (FiMu), Show Racism the Red Card (SRtRC) Ireland, Young Men Christians Association (YMCA) Finland and Operaatio Pulssi, a governmental organization that promotes the activities of NGOs. The Departments of Sports and Social and Health Services Helsinki city is responsible for the funding of 09 Helsinki Human Rights activities. Also RAY, the Ministry of Education and Culture and the Finnish Multicultural Sports Federation (FiMu) are also proud financiers of the 09 Helsinki Human Rights. (09 Helsinki Human Rights. Accessed on 10th January 2017)

This organisation has different projects undertaken such as Basketball for social change, Dance for social change. We would examine just two of this projects which are the main ones at the moment since we were also part of the participants in the project.

4.1 Basketball for social change.

Basketball for social change project is funded by the Education- and Culture Ministry. The main purpose of the project is to develop through basketball, the life and social skills of 8-13 year old children. HHR 09 also aims to reduce prejudice between different population groups through integration. The schools in the program are selected based on the diversity in their schools. The basketball clubs are important because the kids get a chance to have new friends and spend time with current friends. They also learn to work together despite coming from different cultures and backgrounds. This is all done in a fun atmosphere while learning basketball skills. (09 Helsinki Human Rights. Accessed on 10th January 2017)

4.2 Dance for social change.

Dance for Social Change is a three year project funded by RAY. The goal is to help children with difficulties to manage their lives better, diminish discrimination and familiarize immigrants and native Finnish residents to their customs through dance. We believe that through sports and dance we can progress the social integration. We strive for our goals by organizing dance classes and events, that involve mainly children aged 8-13 and their families and friends. Through dance children will hopefully enjoy and learn more about movement, self-esteem, take responsibility for themselves and people around them, while increasing their performance in life. We also hope to provide children with positive and secured role models. (09 Helsinki Human Rights. Accessed on 10th January 2017)

5 LITERATURE REVIEW

The literature review of this study is centred on the critical theory dragging from previous related literature by scholars who critically examine those aspects which influences social change and Sports. The study focuses on 2 different critical views: One by maintaining and establishing social relations and the other by fundamentally and transforming social life. The study draws attention from critical theoretical overview in sport and social intervention (Coalter, 2010, Darnell 2007; 2010a, 2010b; Giulianotti, 2004; Guest, 2009; Kidd 2008, Levermore, 2008) and the second from Hartmann and Kwauk 2003, 2008, 2011. Considering works of the critical theorist, who believe that there is no one universal clarification about social life? The Authors of this study think that there exist a relationship between social life and social changes. But from critical scholars it means that one could definitely counteract the fact that, there is yet to be a worldwide picture of association and Sports. Coakley in his book "Sport in society" recounts that people using the critical theory work on the assumption that behaviour and social life are limited by historical, social and material conditions, but they do not assume that all social life is driven and shaped by a unified set of factors that exist outside of peoples relationship with another (Coakley 1998: 41). Given the broad nature of this model to social science the critical theory in its broadest terms in this thesis is meant to emphasize that the relationship between sports and society is never set once and for all. (Coakley 1998:42). As a result Coakley emphasizes four guiding principles (1) we must study sports in context due to specific historical and cultural circumstances (2) the magnitude of the meaning requires to study sports by identifying whose ideas about sports to social change are most important when it comes to using resources to develop sports;(3) the definition and organisation of sport will usually reflect the rest of society, but it is also possible for sports to become sites for challenging resisting and even transforming the way social life organised and (4)people socially construct sports continually, therefore we must study sports in connection with various forms of social relations as well as the overall processes of social development in societies(Coakley 1998:42/43).

Cognisance of the guidelines, the works of Hartmann and Kwauk is of great importance to my study as they critically investigate sports and development bringing about societal changes. In their analysis they made use of two approaches: The dominant approach which recounts the fact that sports reproduces established social relations and interventionist approaches which contributes to fundamental changes and transformation.(Hartmann and Kwauk 2011:284) Even though the former draws its conclusion from an empirical view point, we however examine alternative ways of classifying and playing sports since it's the interventionist which supports sports as a means or link towards social change . However subsequently we proceed in examining the two approaches.

5.1 The dominant Approach

This approach traces back to the colonial era and were modified later in the early part of the 20th century with the recurrent of neo-liberal ideologies where scholars pinpoint “the ability of sports to move or transgress backward societies to a more modern, civilised and unified ones”(Elias and Dunning 1986 cited by Levermore 2009:29) For instance the reconciliation process in challenging times in south Africa after Apartheid by Nelson Mandela is one of those case study which sports is “capable to civilise” (Levermore and Beacon2009:12) Furthermore, Levermore(2009) identifies characteristics associated with modernisation and neoliberalism that allow sports to become the perfect space for young people to gain access to societal linkages and chances from which they were disaffected. Just like the neoliberal developments, the organization of sports with guiding outline set by powerful organs is believe to provide individuals and communities a fairly proportionate opportunity in behaving like those in more wealthy (developed) backgrounds.(Hartmann and Kwauk 2011:289).It is often a fanciful believe that such interventions towards socialization are reciprocally beneficial, though the authenticity is that most development programmes associated with sports fail bring about outstanding social change. This is not however raising doubts because the author clearly states that this dominant vision is not about structural transformation and change but instead the ability of sports to socialize and empower youth and young people which in turn serves to maintain power and hierarchy, cultural hegemony and institutionalization of poverty and

privilege.(Hartmann and Kwauk 2011: 291) .However, critical theory is not formulated towards accepting this dominant approach without seeking other methods in which sports activities becomes sites for stimulating, counterattacking and even converting the way social life is structured.

5.2 The interventionist Approach.

The idea to study sports with different social entities, gives room for substitute role of sports to societal change. This approach however, focuses on sports as the main functionalist role, although it rather gets involve with relation of dominance and which perpetuates the needs for development within the first phase (Darnel 2010: 71).Accepting social differences, and in attempting to bring social balance, sports proceeds on a supplementary far reaching dimension, focusing on the empowerment of otherwise marginalised through a kind of wider structures of power and privilege within they are confined.(Hartmann and Kwauk 2011: 293). The underpinning for this rather cooperative confrontation against hegemonic organisations and relations of disparities is accredited to the school of thought that developed in the 1950s and onward in Latin America. The dependency school which was dominated by Prebisch, Frank and Wallenstein along with post-colonial theories focuses on this central issue of power relation and primarily point at the need to an inclusion of more local indigenous understanding/inputs in order to radically disrupt entrenched system of Northern/Western) knowledge that creates an air of immutability over development (Levermore 2009: 40) An additional precise belief of peripheralization is demonstrated by the Feminist who highpoint the imbalanced position of many women in relation to men especially in less developed countries. In view of these hypothesis it is evidently clear that the protagonist of the interventionist approach for sports highlight the importance to the needs and desires of communities in which sports is about to be applied as the point of departure for any connection to development processes. At this point Hartmann and Kwauk made mention on the concept of “authentic liberation” (Freire 1970/2008 cited by Hartmann and Kwauk 2011: 294) by the Brazilian educator Paulo Freire. The transformative character that is attached to the recognition of sports for social change is what he calls humanization of marginalised youths; in which “their experiences are legitimate and their critical praxis ,their action and

reflection upon the world is directed towards transforming it” (Freire 1970 cited by Hartmann and Kwauk 2011: 294)

However from both assumptions illustrated by the two approaches it is clear that sports is related to developmental processes which over time brings about social change within a society.

6 METHODOLOGY.

This study is based on qualitative methodology which aims to understand the perception of interns towards sports for social change within 09 Helsinki Human Rights. Qualitative research aims at getting a better understanding of actions and practices whereby groups or individuals engage in everyday life and meanings attribute to their understandings (experiences). Certain school of thoughts have accredited much emphasis on this research method as one of the best methods for research. For instance Silverman states that this method of study gives an in-depth understanding of social phenomena that would be obtained from a purely quantitative methodology. (Silverman 2011: 22) Face to face interviews were used to get a better understanding of their perception and experiences towards sports for social change in 09 Helsinki Human Rights.

6.1 Research Design.

The target group was based on mostly students of social services who have been on work placement at the organisation, who not only have experiences at the organisation but who have some theoretical background from the social service field. Respondents were originally from Europe and Africa. The interviews were open ended and semi structured and were done in a relaxed and comfortable manner. The interview questions where designed in two perspectives; the first section comprises of the working methods of the organisation which is in line with the studies from school and the second part consisted of the key elements of the organisation which influences social change.

6.2 Data Collection Process.

A total of 5 students were interviewed, because we had just few students who have previously been there with a social service background .Also most of the others who had previously been there were more of asylum seekers and volunteers who came there with the aim to learn Finnish Language and didn't have some theoretical background.

(Appendix 1) with the use of a tape recorder. The Author had previously made appointments with respondents either at their homes or at the authors premise, or some preferred the venue of the organisation. The reason behind this was to make the respondent feel very comfortable and safe. Also before the authors started with the recording they made the respondent understand that after analysing the interviews, the recordings will be destroy so there was no need for fear as to where the recordings will proceed. This gave respondents the confidence and the spirit of confidentiality properly established. Also because of the sensitivity of the topic, the author explained to respondent about their names not mention in the course of the transcription. At the end of the interviews the author provided the respondent with some sort of motivation.

6.3 Data Analysis.

According to Genzuk (1999), made mention of the fact that a researcher is the detective looking for trends and patterns that occurs across groups or individuals (Krueger 1994 cited in Genzuk 1999).The process of analysation and interpretation involves discipline examination, creative insight and careful attention to the purpose of the study. Analysis and interpretation are conceptually separate processes. The analysis process begins with assembling the raw materials and getting an overview or a vivid picture about the whole process (Genzuk 1999). However to be acquainted with the data, themes were acknowledged. After severally going through the Tran scripted material, the author noted key elements to be coded and later transformed into themes. "Themes work in relation to the coded extracts and entire data set generating thematic map of the analysis" (Braun and Clarke 2006: 35).

6.4 Ethical Issues.

This explain certain aspects you must take into account when conducting interviews and transcribing them. In a study there are a number of goals which aims at accomplishing ethical research; ensuring that participants participate voluntarily, rendering participant's comments and behaviour confidential, protecting participants from harm and ensuring mutual trust between researcher and participants involve. Two ways are applicable in achieving this ethical goals; ethical guidelines and ethical responsible research practice (Silverman 2011:97). In social science, ethical issues must be respected, participants have a right to withdraw at any time for whatever reason, and also respondents have a right to do review from secondary literature in order to gain a better understanding of concepts. Respect must be very mutual. The tape recorder needs to be deleted at the end of the whole process. Silverman illustrates that it is common sense to protect the identities of participants and also ensure that they have understood the concept and given their full consent towards the study (Silverman 2011: 94). In this study therefore, confidentiality was the main ethical consideration which the authors focused on especially as it had to do with feedbacks from the interns. The authors needed to protect their identity.

7 FINDINGS.

This section seeks to explore how the data was been analysed, bringing out the findings of the study. The Findings will represent certain quotations from the interviewees. The data has been analysed and interpreted using thematic analysis. This is a type of analysis which provides valuable explanation of the complete data with detail exploration of some aspects of the data. The identified themes were examined considering superficial significance of the records without going outside the responses not made by participants. This thematic analysis facilitated the analytical process and provided the author with the ability to organise the findings into two different categories based on the interview questions. The research questions were organised in two parts, that is part one and two

7.1 Part one findings

Part one of the research questions aims at finding out what studies from school was applicable during their time as interns in the organisation. The interviewees outline four main key points and they are outlined below.

Team work,

Active listening,

Nonverbal communication,

Social network.

7.1.1 Team work

One thing I have drawn from 09 Helsinki Human Right is their teamwork spirit towards social change. Basically I think it is on this premise their activities are built upon. (Respondents)

09Hhr is an organisation which focuses on a positive team spirit. Team work is their greatest weapon. I really enjoy this working method, because when you are in a team, where you lack a particular skill, there is someone to cover up for.

According to the respondents of this study, one unique theme which has been illustrated is teamwork. From a Diak perspective, one could recount the theoretical aspect from different modules about teamwork. In the field of social service, teamwork is one very important tool which you carry along during your study and working life. More especially, in areas which has to do with Youths or children during early childhood. "Teamwork offers a way for kids and young adults to avoid many temptations, including drugs and criminal activity. It also allows for kids and adults the chance to get out and socialise with friends and avoiding too much time at home watching TV or playing video games. (www.livestrong.com). Team work also helps kids improve on their academic position, increase their reasoning capability ,fascinate determination in achieving their goal and respect for others and above all learn to become responsible. Moreover, team work helps in creating the sense of belonging they need from incompatible peers.

Most organisations and 09 Helsinki human Right have confirmed this method as one of the most efficient and effective tool towards the prevention of crime and also a device for long-term sustenance in child welfare. Furthermore, teamwork helps to foster creativity, strengthen critical thinking skills which over time establishes a positive correlation amongst the workers

7.1.2 Active listening

Interviewees; Kids needs that you show some active listening skills when working with them, and it is one thing I discovered about my time in 09 Helsinki Human Right.

Active listening was another in line illustrated by our respondent. The international listening Association (ILA) defines Active listening as “the process of receiving, constructing meaning from and responding to spoken and/ or nonverbal messages”. (International Listening Association ILA 2012) It should be noted that children or young people find it more interesting when you give listening ears to them. When you give them the ability to express themselves, this way you set the pace for them to develop their inward abilities. Especially when you are working with children who are very reserve or shy in their expression. This way the child gets confident since you are focusing on him/ her and brings out their mental expression. This supports our studies in social services when working with clients. It’s very important to use active listening skills .It’s a way to show your clients that you are out there to ensure they have the best services and exhibits trust. Active listening response theoretically communicates empathy and builds trust by indicating unconditional regard and by confirming the others experience (Lester, 2002; Orlov, 1992; Roger, 1951).

7.1.3 Non-verbal communication

As an immigrant I barely speak the finish language. Non-verbal communication was a major tool during my placement.it was able to help me express myself to the kids in ways I never thought of as well as to help interpret the feelings and emotions of the kids (Respondents).

Nonverbal communication was another working tool illustrated within the organisation. Nonverbal communication is a way of conveying a message through other means apart from language. People tend to portray their real behaviour through body language as it is seen as an involuntary form of communication. The saying action speaks louder than words proves that nonverbal communication plays a major role in our lives and most importantly nonverbal communication is able to convey a lot of message that verbal messages cannot.

7.1.4 Social Network and Positive Spirit.

This study shows that 09 Helsinki Human Right is a place for social networking. Respondents support the fact that their practical placement in this organisation has help them so strengthen their social network, more especially as within this atmosphere there is also ice heart with similar activities. So in the course of his placement he was able to contact some of the workers of ice heart and shared certain ideas patterning to youth sports and how it can influence societal change. Respondents also confirmed that a good social network will develop a positive spirit and mind set.

My presence in 09Helsinki Human Rights has widen my social network and foster my soft skills development. (soft skills development are personal attributes that allow people to build a positive social relationship) .At first, I usually had some negative thoughts especially when it involves working in a group or team setting, but after my placement here, it has help me convert my negative weaknesses into positive social relationships, now I feel very comfortable and can work with a positive attitude. I think this is one thing I would never forget about this organisation. (Respondents)

To enhance a better working relationship, it's very pertinent to have a positive mind set, for this mind set will help you to overcome the challenges you will face because of my positive attitude and this way your mental capacity widens and gives you room to flow easily especially in an environment with kids. At some point working with youths could be challenging but only a positive mind set can see you through.

7.2 Part two findings

This part of the findings aims to gain information from the interviewees their view on social change and how the working methods 09helsinki human rights is affecting social change. During the interview the interviewees were able to outline three main key elements which they see visible in the organisational work that is promoting social change. They include

Social inclusion

Youth empowerment

Community development

7.2.1 Social inclusion

Social inclusion is an opposite results of social exclusion. This means social inclusion are positive remedies brought to effect as a results of the effects of social exclusion. Social inclusion describes how a society values all of its members, respects their differences, and ensures everyone's basic needs are met, to enables full participation in that society. Social inclusion helps to ensure evenly allocation of resources to citizens. Rimmerman defines social inclusion as desirable goal that requires equality of opportunity and participation in the rudimentary and fundamental functions of the society. (Rimmerman, 2013:35). Students as future professionals in social work have a major role to play in matters concerning social inclusion, as an attempt to eliminate social exclusion and include those who are socially excluded in the society.

One practice by the organization which was vital to social change was social inclusion. The working methods of the organization was aimed at actively bringing members of the community together. Children come in freely and walk out freely they want without being questioned. Children feel safe. They gain equality of services provided and able to participate in the society. (Respondent)

7.2.2 Youth empowerment.

As an organization that entails the presence of youths, youth empowerment was one finding stipulated by interns influencing social change. Empowerment is the goal of enhancing the possibilities for people to control their own lives. (Rappaport 1981; Zimmerman 2000) In the field of community psychology, researchers have often seen empowerment as an alternate approach to social and policy change in the 1980s. Most of the interns feel that the value of working in an organization like 09 Helsinki Human Rights, helps to promote goals and strategies for inciting social change. Usually empowerment could occur on psychological, organizational and community levels though psychological approach is the most common type of empowerment (Zimmerman and Rappaport 1988). "Empowerment at this level include beliefs about competence and efforts to understand and control the sociopolitical forces which collectively impact the emotional, cognitive and behavioral aspects of individuals" (Speer 2000; Zimmermann 2000). At the organizational level it's all about empowered and empowering. Although some school of thought holds it that organization may not necessarily impact policy change, but it's usually an opportunity to develop skill and feelings of control in settings where people develop a sense of identity with others (Zimmerman 2000). Community empowerment on its own parts deals with structures that incorporates interconnected coalitions promoting involvement and resources for its members and attention to community issues (Speer and Hughey 1995; Zimmerman 2000).

Positive youth empowerment is instrumental in influencing social change, because when you allow young people develop their skills, characters it has a positive effect on the society and in the long run affects social change. (Respondents)

This shows that there exist a positive relationship between youth empowerment and social change because Youth empowerment is one of those policy that brings intergenerational peace, civic reinforcement and self-governing solidity within a nation.

7.2.3 Community Development.

We must understand that this is a broad terminology which is facing criticisms regarding its definition. But yet there are still some definitions which are accepted and credited. It's one concept which is commonly mentioned in the field of social service studies.

“According to the international Association for Community Development; community development is a way of strengthening civil society by prioritizing the actions of communities, and their perspectives in the development of social, economic and environmental policy. It seeks the empowerment of local communities, taken to mean geographical communities, communities of interest or identity and communities organizing around specific themes or policy initiatives. It strengthens the capacity of people as active citizens through their community groups, organizations and networks; and the capacity of institutions and agencies to work in dialogue with citizens to shape and determine change in their communities. It plays a crucial role in supporting active democratic life by promoting the autonomous voice of disadvantage and vulnerable communities.” (IACD, 2004)

During this study our respondents made mentioned about it as one of the findings. Few quotes could be seen from respondents beneath.

09 Helsinki Human Rights activities according to me, is also a means to strengthen community development. Interviewer; HOW?? Well I think that the community of Malmi and its residents, are the ones who mostly come to the organization especially during Fridays where it's so crowded with many youths. This shows that the community is benefitting from the activities because instead of kids being idle and involving themselves into crimes they come there to be part

of the sporting activities. This helps in promoting peace, stability and helps in the development of this youths and on the other hand impacting the community. So I really feel that it's a kind of community development. (Respondents)

09 Helsinki Human Rights for me is not only youth empowerment, but I may want to say if you look at it properly it's some of sort community development work because when you empower youths of an area it has an effect on the community which in the long run has an effect on social change, so it's also a community development organization. (Respondents).

From the respondents it's very visible that Community development can influences social change because of the ability to build peoples capability towards positive change and ability for organizations to carry out developmental projects within their communities is a confirmation that in the long run influences social change.

8 CONCLUSION AND RECOMMENDATION.

According to this study, sports brings about social change overtime, because social change usually is a gradual process which takes time. However from this study we can conclude that, the respondents prove a positive impression about the working methods of the organisation and also it's very clear to say that respondents responses concentrated more on the working methods, as a non-governmental organisation, which is basically free of charge, the working methods is the most visible aspect of the organisation, aside of this are the different sporting disciplines which are exhibited in the organisation.

Overall, although it is quite interesting for children to be involved in sports, as social service students, it will be more empowering if O9 Helsinki Human Rights could employ more social service students with social service backgrounds, would could inculcate some theoretical aspect into the organisation for a better functioning of the organisation. Also the positive feedbacks from the interns shows that the organisation is on a positive footing and moreover it's worth recommending to future social service students as an interesting place for placements opportunities. This also illustrates that Diak has good network links with the organisation.

9 EVALUATION OF THE RESEARCH PROCESS.

This study is sensitive and important for both the organisation and Diak. The organisation has always been interested to receive feedback from interns and to identify the different methods applicable in the organisation. It will be useful for future researchers and intern's .The objective of the study was acquired and the study allowed the author to get further understanding about 09 Helsinki Human Rights and its activities.

9.1 Evaluation.

It was challenging mounting the interview questions to cover the whole scope of work. It was for this reason the authors decided to focus on three main areas; the definition of certain key concepts within the study so as to confirm if the respondents had a vivid understanding about what they were saying; perception about the organisation and conclusions drawn from the organisation.

The interviews enable the authors with a clear modality with no deviations as to the formulated. Initially the authors wanted to interview more volunteers and interns but unfortunately the number of interns available where limited and besides the volunteers had little knowledge about the social service field, therefore the authors limited themselves to the interns. Moreover the authors where afraid that sharing their experiences with the participants may influence their responses but positively enough they were able to give their personal opinions about the question raised for the interview.

The participants were very flexible, passive and open minded in the way the responded. Scheduling the appointments was easy and most interviews were carried out at respondent's homes which was very relaxing and comfortable to them. Although others preferred having it at the organisation which wasn't a problem to the authors. Our pre objective was to ensure that the whole process went on smoothly. Furthermore ,the authors where sceptical that we may not be able to get the number range we wanted to use for the interviews, thanks enough for the collaboration we got from the organisation in providing us with the contacts of those who had been in the organisation for practical placements. At some point

we thought Language could be a barrier but lucky enough all the participants could speak English language and all the interviews were done in English.

The most challenging aspect was getting literature and secondary material from previous studies and other related thesis from the organisation. There have not been much secondary material about this organisation, though at any point since we were in collaboration with the organisation they gave us hints and provided us with the materials they already had about the organisation. We had to search through from different universities studies, books, articles and online journals about sports and social change.

Another challenge we encountered during this process was identifying the type of thesis we wanted to do, our initial plan was to carry out a product documentary thesis about sports for social change using O9 Helsinki Human Rights as our case study ,like we had discuss with the organisation during our time we were on placement, but along the line, the centre of focus change as the organisation did call for our attention on the need to get findings patterning to what the interns think about the organisation, some sort of a feedback about their activities, and working methods of the organisation either positively or negative , and also proposing other things which could help in improving their working environment. The authors drafted a working plan which was strictly followed and we could easily meet up with what we wanted or our target for each activity. Though sometimes it was time consuming coping with the interns, as most of them are working consequently some appointments were reschedule to different dates and time.

9.2 Ethical Dilemma.

Just as there exist ethical dilemmas in the field of social services , was a similar kind of trend which the authors encountered during this research, because the area of study (O9Helsinki Human Rights) is an organization where the authors previously had several placement ,so in the process of carry out the interviews and analysing, there is that tendency to divert from the data gotten from the respondents and start writing from your previous experience, lucky enough we were able to counteract this, and the authors decided to place themselves in a

state of complete blankness with the views regarding the organisation . We ensured that we limited ourselves strictly to the transcribed data from respondents.

9.3 Evaluation of the ethics process.

Ethical consciousness is very paramount in social work field. The ability and commitment to work ethically is very significant for a positive output to services provided to service users. The power of confidentiality is very important in this study, especially as it had to do with feedbacks or analysis, it was very appropriate to protect our respondent's identity and make them feel safe.

During the interviews, respondents had the right to exit freely especially if they felt uncomfortable at some point or maybe challenging to them. The aim of the research was made known to the respondents before the interviews were carried on. Respondents consent were demanded for using tape recorder which was mainly for transcription purposes. The authors requested permission from the organisation although they were aware of the studies, because the authors felt it will be very important to seek their permission especially as the study will be published online.

10 PROFESSIONAL DEVELOPMENT.

Professional development is an important part of every individual working lives, it represents a means for individual to improve on their professional competence. It enhances the improvement of individuals learning skills through experience.

10.1 Derick Mbale

This study has enable me and widen my understanding about perception of sports towards social change. The topic was very interesting to me because at the beginning I look at social change as something which occurs randomly, it was only after the study I understood that it's a whole process which takes time. I was able to gain sufficient knowledge from the interviews, previous literature and theoretical framework especially with concepts like social change, sports as I got an in depth understanding about the concepts from different scholars.

I must confirmed to the fact that, this study has really improve my critical thinking, because am capable of analysing data, and transcribing them during the process of this study. Not only did I widen my thinking but moreover, I could simply identify important themes or key elements during the interviews.

Framing and carving out the interview was very educative to me and strengthening my future working techniques, especially regarding research. I will really love to do more research studies in the future.

The study has given me sufficient knowledge about how broad Youth work is, especially with the fact that this is an area I have much interest in. To me it's like the foundation for my specialty, already am beginning to see how my working environment will look like and how I can do to overcome my challenges.

In addition, code of ethics was one primordial aspect which was of utmost importance during this project and I tried to ensure that this was efficiently implemented in this project. Usually there are certain things we feel could be optional, but code of ethics is a must to do. Neglecting it in a study could really be harmful to your study. Punctuality was a very vital tool for me. Usually most at

times one neglect certain things, but overall during this study ,I have been very time consciousness , especially in circumstances I had to meet with participants. This has instil a good working habit in me all thanks to this study.

Furthermore, I think the final realization of this project has come from knowledge and skills drawn from theories in school, group work, practical placements, seminars and the research itself. Inculcating the theoretical aspect to the practical aspect has boosted by professional development positively. I feel very confident with the experience I have right now and hope that over time I will get more in the course of my working life.

10.2 Solomon Aboagye.

Carrying out this study has been very challenging to me since it's the first time am doing such a study, but however I feel very happy as am able to achieve the objectives.(results of the study). Professionally, it was an opportunity for me to blend theory into practical.

Moreover, I realised that when you are on the field of study is quite different from the theoretical aspects, because the theories have been structured and easy to implement, usually there is a format to follow, but when on the ground you have to be very smart in responding to changing circumstances. For instance when conducting the interviews and I felt the answers or responses need to flow just as I wanted ,but at some point one of our respondent stopped and wanted to relax for a while before continuation. At this point I had no choice than to respect the interviewees view. This shows that as future social workers, one needs to exercise patience at some point especially if your clients are not willing to cooperate. This study has just instil patience and endurance as one of the working virtues in social services.

Furthermore, coming up with this study, I have gone through theories, journals, and articles concerning the research topic. This has given me better understanding of social change especially considering the broad nature of the topic.

Lastly but not the least , I will say this study has really help in improving on my effectiveness at work given the fact that we had datelines and times to submit any given task. Drafting a work plan and respecting it has been the prime tool for my effectiveness in this study, which was something I was lacking previously. I think not only in the work environment, but even on my daily life planning ahead of time and respecting it is a recommendation for everyone.

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12 APPENDIX.

A – PART ONE.

1. Describe O9 Helsinki Human Rights in your own words.
2. What theoretical aspect or model from school do you think is applicable in the organisation.
3. What challenges have you encountered in the organisation and how did you try to overcome them.
4. How has your time in the organisation help you in your professional development?

B- PART TWO.

1. What are the major themes you can situate in the organisation which influences social change?
2. What kind of social work is been done in O9 Helsinki Human Rights?
3. How beneficial is O9 Helsinki Human Right as an NGO to Finland.