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Questionnaire development and design for 09 HELSINKI HUMAN RIGHTS

How is positive youth development influenced at 09 hhr?



ABSTRACT

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Questionnaire development and design for 09 HHR (How is positive youth development influenced at 09 Helsinki Human Rights)

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Our thesis includes the product of designing and developing two questionnaires that may be used by our working life partner (09 Helsinki Human Rights). The purpose of our questionnaires is to provide 09 HHR with a platform that allows them to measure the level of positive youth development that their activities provide. This thesis explores the structure of youth work in Finland examining the policies and legislation that are currently in place. Furthermore, we investigate positive youth development through the lens of ecological systems theory. Positive youth development is a focus on creating the most advantageous activities and environment for supporting the growth of youth development. By grasping a detailed insight of how youth work in Finland works and combining this knowledge with our understanding of positive youth development and ecological systems theory we created two questionnaires for our working life partner. Our working life partner intends to use the questionnaires to evaluate and analyse their activities to provide the best possible services to youth.

Keywords: Positive youth development, Participation, Ministry of education and culture, Sports, physical activity,

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1 INTRODUCTION

Youth work in Finland involves the arrangement and provision of services and activities for youth by qualified workers. These services and activities are provided by the state under public youth services. The intentions behind youth work in Finland is to empower youth, allowing them to take control of their lives. In recent years the development of youth services in Finland has expanded considerably. Measuring the quality of youth work is an important tool for the field to grow (Peltola 2010). Our thesis is a product-type thesis focused towards understanding how the impact of positive youth development is affected by attending 09 Helsinki Human Rights activities. The purpose of our thesis is to create and provide two questionnaires for 09 HHR. These questionnaires will serve as a platform for data collection to support 09 HHR in their work. The principle behind the questionnaires is to explore potential evidence exposing if positive youth development is present through attending 09 HRR. The first questionnaire will be undertaken by professional teachers who work in the primary schools within the Malmi and the surrounding area. These educators are affiliated with Malmin, Pukinmäen, Maatullin, Puistolän, Tapanilan, Jakomäen, Staffansbyn, Hietakummun, Suutarinkylän, Siltämäen, Soinisen, Pihlajiston and Hiidenkiven. The schools are a mixture of primary schools and middle schools. The selected schools share a community-based working relationship with 09 HHR. The second questionnaire targets youth who currently participate in 09 HHR's activities. These youths also attend the schools listed above.

The inspiration for this thesis was produced during a meeting with our working life partner after a collaborative brainstorm. We decided that creating two questionnaires would be of great value to 09 HHR. We expect the data collected from the questionnaires to be useful for the schools and 09 HHR. The questionnaires are the product of this thesis and will be designed and developed accordingly. For us to achieve the desired professional quality of two questionnaires of this nature we will investigate youth work in Finland, legislation, positive youth development, sport within youth work, 09 HHR's mission and the process of creating questionnaires.

2 YOUTH WORK IN FINLAND AND LEGISLATION

Understanding the context of youth work in Finland allows us to draw a clear picture of its position today. Juha Nieminen is a scholar who has been studying youth work in Finland and has divided the history of youth work in Finland into three parts. At the turn of the 19th century a shift was made from traditional class society to modern society. This shift saw occupations that were once class related for example a doctor being upper class changing to profession that can be learned through education regardless of class. During this period, it could be argued that youth work as we know it was non-existent, but the first signs could be seen. People from professional groups would volunteer usually priests or teachers and use their free time to spread the Christian religion to youth (Nieminen 2000).

The second phase could be the true birth of the youth work profession in Finland. The devastation left in the wake of the Second World War created the necessity for youth to become a true profession. One of the first projects for professional youth workers in Finland was the Neighbourhood help of youth movement that consisted of young people. The aim of this movement was to empower and activate youth after the war by engaging in community based activities such as gardening. Following the success of this movement youth work legislation was put into place in the 1970's. Education teaching how to become a youth worker was made available by colleges. The Ministry of Education launched youth work as a profession alongside the national youth work board in the 1940's. Although youth work had been born it was still a very new profession and would be subject to change (Nieminen 2000).

The third phase will be referred to as the modernisation of youth work. The way how modernisation has impacted professionalism to such an extent that we need to be constantly evaluating our professional development. Ethical boundaries are being questioned more now than ever and youth workers are expected to be able to possess multiple expertise. Ties to the church can still be seen but youth work is far from the faith-based platform that it used to be. There are a countless number of educational portals to become a professional youth worker in Finland today. The modernisation of youth work is a very new field making any type of elaboration in this area a challenge (Nieminen 2000)

2.1 YOUTH WORK IN TODAY'S FINLAND

Youth work today in Finland is the delivery of professional services provided for youth (aged between 7-29) with the intent of supporting their development through empowerment. Youth work core values revolve around equality, multiculturalism and a respect for self and others (including environment). Youth work is completely based on the voluntary participation of the youth. Young people are in no way obligated to participate in these activities. Youth workers engage in dialogue where youth are given a voice and may create their own activities within reason. Although much has changed through the history of youth work in Finland the aim seems to stay the same. The aim being to empower and activate youth in Finland providing extracurricular activities and the possibility to create and participate in an equal environment. These services are intended for all youth allowing very little room from any obstacles that may prevent this. From our observation youth work in Finland provides an equal opportunity for all, addressing respectively any cultural issues boundaries that may occur (Peltola 2010).

Multiculturalism within Finland is growing at a steady rate without argument. Youth work has addressed this matter by implementing a discrimination free policy. Many challenges are inherited when adopting multiculturalism and some key points need to be addressed. Firstly, it is not the job of a youth worker to implement their own moral beliefs on what he or she may consider oppressive cultural tendencies. A youth worker must respect any cultural differences that may exist. A general understanding within the field of youth work is that each young person owns their individual needs that need to be met and in no way can be grouped together. Secondly gender sensitivity is another area that needs to be treated with care and respect. Some youth work activities can incorporate gender sensitive work and that a plan may be implemented. Youth work in Finland operates as an independent field but this thesis interprets the way Finland addresses youth work as a holistic approach. Although the organisational structure of youth work in Finland works independently it interacts with all other areas concerning wellbeing and welfare. Most noticeably schools and youth work can be seen to have a very close working partnership (Peltola 2010).

2.2 DIFFERENT TYPES OF YOUTH WORK

Finland practices five types of youth work each using a different method for delivering services to youth in Finland. These methods are constantly being developed further through research and education. Communal youth work uses youth houses and works together with local schools from the community to offer support for youth. The emphasis of communal youth work focuses on the relationship between the youth workers and the youth. Societal youth work operates as a support system in youth organisations. Youth work of this nature concentrates on collecting data about their current life situation. Another role of societal youth work is to provide feedback and guidance for the youth houses. Working closely with their municipalities with the goal of enriching the current living situation for the youth. This type of your work is mainly done behind the scenes working closely with the administrative sector of youth work (Kiilakoski 2018).

Participatory activities are a type of youth work that organises group activities, usually arranged by the youth council of the municipality. The idea is to motivate young people and develop their living standard. Cultural youth work is arguably the most important type of youth work as it focuses on empowering youth by providing channels for their voice to be heard. This type of youth work is made up of various hobby's and activates usually connected to performing arts, sports and cultural styles. Self-expression for youth is an invaluable part of youth work as it allows for the youth to have a voice, making cultural youth work instrumental in Finland (Kiilakoski 2018).

Focused youth work is outreach work for example street youth work is where a small group of youth workers will head to popular hangout places for young people for example the central train station or a popular shopping mall. The workers would engage with the youth offering their services ranging from beneficial information to simply hearing their voice and current issues. This type of work is usually project based and the length of the project is dependent in its evaluation and effectiveness. Finland possess a strong youth work structure within the state. Even though the five work types vary they remain interconnected on a macro level. Each type having selected methods that work together to provide an overall quality of service. The quality of this service is measured by the self and peer assessment model that derives from the United Kingdom but has been developed further into Finnish context by the city of Helsinki (Kiilakoski 2018).

2.3 STRUCTURAL FRAMEWORK AND LEGISLATION

Ministry of Education and Culture oversees all aspects of youth work in Finland. The ministry currently consists of the Department for General Education and Early Childhood Education, Department for Vocational Education and Training, Department for Higher Education and Science, Department for Art and Cultural Policy, Department for Youth and Sport Policy and Unit for Upper Secondary School Reform. These departments are chosen by the government and must retain academic knowledge and proficiency on youth development and social environments. The job of the Ministry of Education is to subsidise municipalities and NGOs to provide youth work services. This funding is also used for municipalities to develop and evaluate youth work services. The role of municipalities regarding youth work is to ensure facilities are of an acceptable standard and that youth work can be undertaken on a local level. The government Decree on youth work and youth policy declares that an evaluation and subsidy committee comprised of a chairperson and a vice chair who lead a team of seven who oversee this process. The role of this committee is to allocate subsidies to NGO's who have been approved and are regarded as a national youth work service organisation (Kiilakoski 2018).

There are two types of councils who operate independently from each other which are the local youth councils and the national youth council who are by law required to perform specific duties. The role of local youth councils is as followed stated by the Municipal Act:

“Section 26 Youth councils

1) To secure the opportunity for young people to participate and exert an influence, the local executive must set up a youth council or similar group representing young people's views (youth council) and ensure the operational preconditions for it. A youth council can be shared by two or more municipalities.

2) Youth councils must be given the opportunity to influence the planning, preparation, execution and monitoring of the activities of the municipality's different areas of responsibility in matters of importance to the well-being, health, education, living environment, housing or mobility of the municipality's residents and also in other matters that the youth council considers to be significant for children and young people. Youth councils must

be involved in the municipality's work to develop children's and young people's participation and the opportunities for their views to be presented." (Kiilakoski 2018)

The role of the National Youth council as stated by the youth act proceeds as follows:

"According to the Youth Act, the Council shall:

- address issues of fundamental and far-reaching importance to young people and assess the impact of the measures taken by central government on the young people and the services and activities intended for them;
- introduce initiatives and proposals to develop youth policy;
- generate up-to-date data on young people and their living conditions;
- issue a statement to the Ministry of Education and Culture on the issues to be addressed in the 6 national youth work and policy programme;
- monitor international developments and co-operation in this field. The Council may include subcommittees responsible for the preparation of the issues to be addressed. Further provisions on the duties and appointment of the State Youth Council shall be issued by government decree. The composition of the Council shall also be determined by government decree." (Kiilakoski 2018)

2.3.1 LEGISLATION

The Youth Act has recently been amended on the 1st of January 2017. This act has been created to establish citizenship for young people during their free time. The act revolves around providing equal and non-discriminatory support and opportunities for young people. The goal of this act is to encourage growth and independence through education and youth work by providing young people with essential knowledge and skills. Below is the purpose of the act according to the governments act proposal (Kiilakoski 2018)

"Section 2 Purpose of the Act is to:

- 1) promote the social inclusion of young people and provide them with opportunities for exerting an influence and improve their skills and capabilities to function in society;
- 2) support the growth, independence and sense of community of young people and facilitate the acquisition of knowledge and adoption of skills necessary for this purpose;
- 3) support young people's free-time pursuits and engagement in civic society;

- 4) promote non-discrimination and equality among young people and the realisation of their rights; and
- 5) improve young people's growth and living conditions. The principles underlying the purpose of the Act are:
 - 1) solidarity, cultural diversity and internationality;
 - 2) sustainable development, healthy lifestyles, respect for life and the environment; and
 - 3) cross-sectoral cooperation.” (Kiilakoski 2018)

The Youth Act has also given definitions that allow us to clearly understand its keywords. The definitions are as followed:

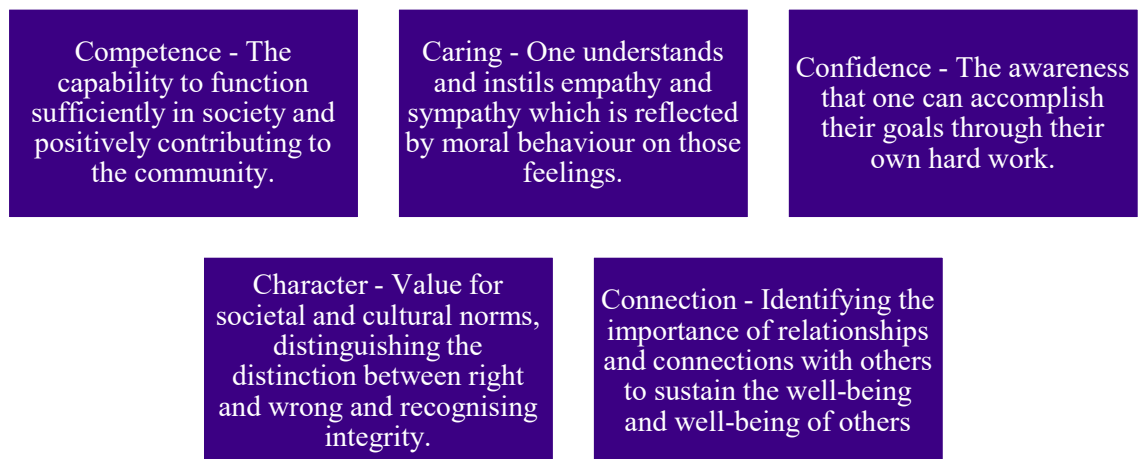
“Section 3 For the purposes of this Act:

- 1) *young people* means those under 29 years of age;
- 2) *youth work* means the efforts to support the growth, independence and social inclusion of young people in society;
- 3) *youth policy* means coordinated actions to improve young people's growth and living conditions and intergenerational interaction;
- 4) *youth activities* mean activities in which young people engage in voluntarily on their own terms;
- 5) *national youth organisation* means a registered organisation that pursues the purposes and promotes the underlying principles of this Act and whose operations extend to all parts of the country;
- 6) *national youth work organisation* means, aside from a national youth organisation, a registered association or foundation providing youth activities or youth-work services that pursues the purposes and promotes the underlying principles of this Act and whose operations extend to all parts of the country;
- 7) *national youth work centre of expertise* means an entity that seeks to develop and promote competence and expertise in youth-related issues on a nationwide basis. A centre of expertise may consist of a contract-based consortium of two or more entities. (Kiilakoski 2018)

3 POSITIVE YOUTH DEVELOPMENT

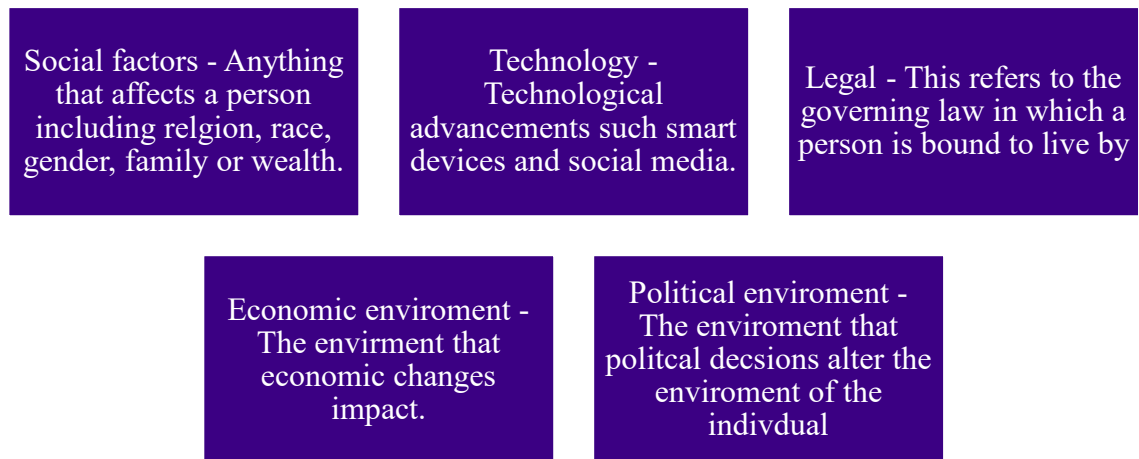
A key concept that supports our questionnaires with this thesis is positive youth development (PYD). What is positive youth development and how is it related to youth work within our questionnaires? Positive youth development is a perspective concerning the nature of young people and the way they develop. There are two key factors to consider that follow as: “1) the plasticity of human development and 2) the importance of relations between individuals and their real world ecological settings as bases of variation during human development” (Silbereisen, Lerner 2008). The foundations of positive youth development stems from psychologists and biologists who were active within the area during the middle of the 20th century, most noticeably Alex B. Novikoff and Theodore C. Schneirla. Plasticity (being able to easily change in one’s environment) and its relationship with human development through integration were high interest points. Essentially PYD is a concept used to understand youth development. Some of the key internal and external characteristics of PYD can be seen in the list below (Silbereisen, Lerner 2008):

Figure 1: Internal characteristics of PYD



Above is a table that explains five characteristics that are unique to everyone. These characteristics are key areas for youth development. Supporting the growth of these characteristics is the purpose of PYD. Another key area of PYD is providing young people the awareness that they can take control of these qualities.

Figure 2: External characteristics that impact PYD



This second table explains five characteristics that are matters a young person doesn't have direct control over. These characteristics could be seen as our societal environment. As youth workers it is our duty to obtain up to date knowledge on all above. This information is important for young people as it acknowledges new opportunities.

Research suggests that the interplay between the internal and the external characteristics of PYD are of key interest. The marriage of these characteristics provides a framework on how PYD can be measured and defined. The purpose here is to locate the indicators that makes positive youth development a success and what indicators may be connected to high-risk behaviour which includes substance abuse, violence, sexual activity and dropping out of school (Shinn, Yoshikawa 2008). Research supports that if the youth workers and schools provide the youth with sufficient tools and education enabling the development and growth of the internal factors that the chance of high risk behaviour is considerably reduced. A keynote is that the external factors possess very little room for change as it is out of the hands of the individual, schools and youth workers but they still play a significant role in PYD and should be considered respectively (Shinn, Yoshikawa 2008)

Another matter to consider is that young people no matter what race, religion or gender are a priceless asset. Young people's role today within our social structure could be of

high interest because in most cases they inherit plasticity as a stage of human development. We choose this concept to support our thesis because of three main reasons. Firstly, after our assessment of the current state of youth work in Finland we believe this concept to be current and relevant within our topic. Secondly, after several meetings with our working life partner at O9 HHR we concluded that this was the most suitable approach to achieve our goal. Finally, these concepts correlate with O9 HHR's mission. We will introduce O9 HHR and clarify their mission in chapter four

3.1 USING SPORTS FOR PROMOTING POSITIVE YOUTH DEVELOPMENT IN YOUTH WORK

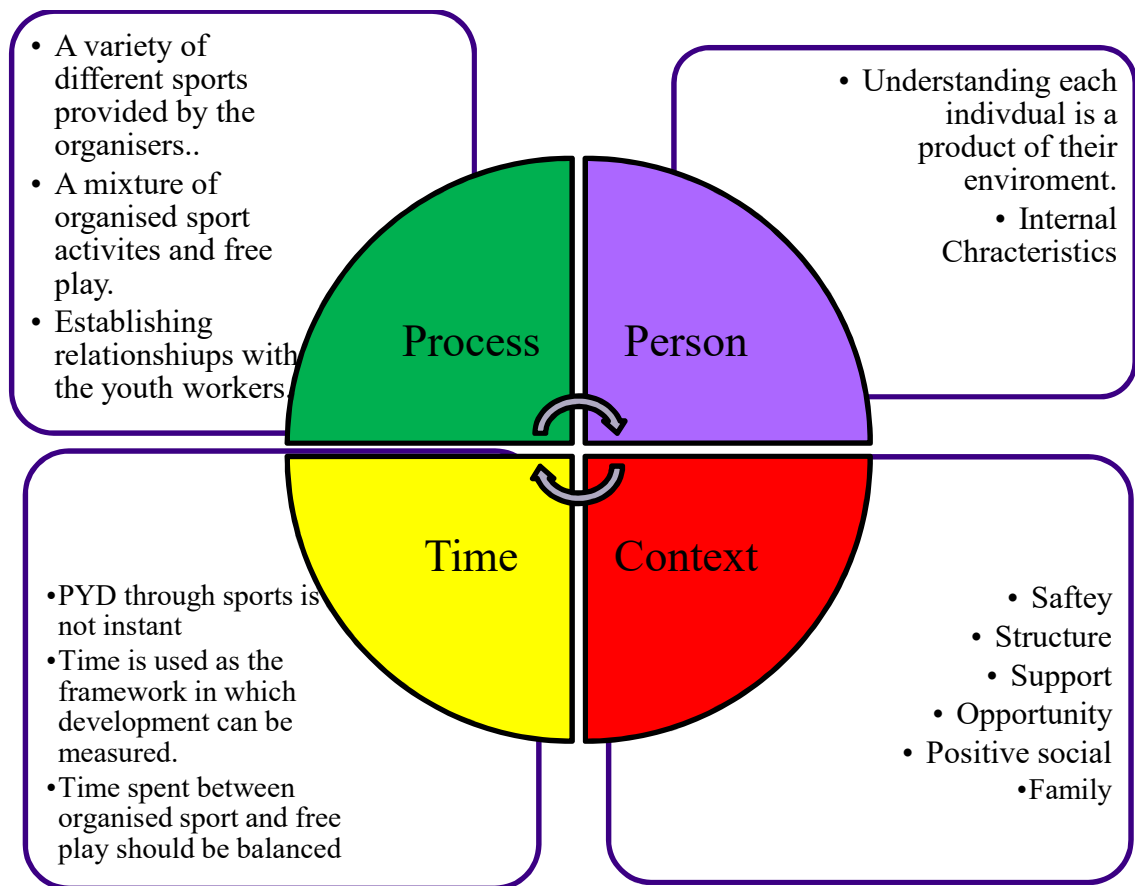
Sports and physical activities possess a large participation demand from youth. Through this demand we can understand the many positive factors involved with using sports as a platform for youth work. Science explains that mental health, social skills, healthy living habits, co-ordination, strength and physical fitness are all affected positively from experiencing a sport. Providing sporting activities clearly offers a potential for development and this should be a matter of importance in all education programmes. We know that personal development can be achieved from participation, but it is also important to recognise the group dynamics that are affected from playing sports. Being a part of a team has its social benefits teaching selflessness, motivation and encouragement of others. Being a part of a team creates an awareness of others and in comparison, to individual sports, the dynamics are different (Holt 2008).

Researchers and scholars have implied that physical education and sports provide an effective platform in which youth may experience PYD. The link between PYD and activities done outside of school in the free time of the youth has proven to be noteworthy. Results have shown that youth who attend these activities have an improved chance of finishing school, attending higher education and preventing high risk behaviour. Results have also shown that youth who participate in controlled sports events that have been organised by professionals have stronger mental and physical ability to develop their internal characteristics. There have been results that suggested a negative outcome that entails the high competitiveness of sports leading to the youth over critically evaluating their performance leading to doubt of character. Having observed the above it should be noted that the consensus between researchers and scholars is that sports and physical activity is a strong way to promote PYD. Providing PYD through sports is a contingent, meaning

that it relies heavily on a group of people who share a mutual aspect (Côté, Gilbert 2009). An important note is that many argue promoting PYD through sports maybe bias only focusing on those who participate in sport. Participation is key for any results to be registered. By creating a PYD specific questionnaire we hope to achieve the formation of a system for 09 HHR to develop their work and measure if their activities nurture the growth of positive youth development. Academics, (Côté, Gilbert 2009) described coaching effectiveness as “the consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes’ competence, confidence, connection, and character”. Although our target group are not professional athletes we recognise the similarities when delivering life skills. In the case of 09 HHR the youth workers take on the role as the coaches and the controlled activities they provide the sport. The primary aim 09 HHR is not enhancing the athletic competence of the youth, although evidence has shown this to be apparent, but it is the personal development of the individual that is of most interest.

Urie Bronfenbrenner was a Russian born American developmental psychologist known for his Biological Model for Human Development. With Ecological Systems theory Bronfenbrenner attempts to clarify the chemistry of a child and their internal characteristics and their environment. Furthermore, this theory explores how this interaction manipulates the child’s growth and development. This model was then adapted in the early 90’s by Bronfenbrenner to the Process-Person-Context-Time model (PPCT) (Holt 2008). Our thesis will use the PPCT model to reveal the possible relationship between sports and PYD. The PPCT model is broken up into four sections. The ‘Process’ refers to the connection between an individual and their surroundings. The Person refers to the intimate features of a person including religion, race, gender, nationality and emotions. The Context refers to interpersonal relationships (family) and external factors (divorced parents). The Time refers to the persons history and current experience (Holt 2008).

Figure 3: PYD through sports in the lens of the PPCT model



The table above highlights the importance of each component of providing PYD through sports with through the eyes of the PPCT model. A variety of sports should be provided for the youth as this endorses free choice which leads to development of their internal characteristics. A balance of organised sports and free play is required to network stability and personal freedom to choose. It is very important that the balance between these two aspects is met diligently as too much of one or not enough of the other may lead to negative results. The psychological and physical safety of the young people is very important for the child's internal characteristic growth and external characteristics. Empowering youth by supporting them through motivation good communication strengthens the child's emotional capacity. Allowing the young people to be able to choose if they want to participate or not also provides a form of support (Holt 2008). A positive social environment is key for delivering PYD through sports high-risk behaviour should be addressed and teamwork, fairness and honesty should be encouraged. Opportunity encompasses the whole idea behind delivering PYD through sports. Revealing to the youth they have several opportunities and learning how to pick the ones that will be of most benefit

whether it be for pleasure or stability. Finally, the family and other external characteristics such as school play an intricate part in a young person PYD and should be included as much as possible. This process requires time and should be allowed to blossom free from restrictions. Time provides the way how we can measure the positive youth development of an individual (Holt 2008).

3.2 IMPROVING INTERNAL CHARACTERISTICS FOR YOUTH THROUGH SPORT

This chapter concentrates on how sports can provide youth with the tools they need to be able to cope with their current environment. Young people in Finland share some common environmental elements for instance schooling and home life. We break down these common life skills into four categories. The behaviour component of an individual is connected to the ability to share, the cognitive component could be the capability of choosing beneficial opportunities, the interpersonal component indicates communication skills and the intrapersonal component concerns working towards desired ambitions (Holt 2008). How do these life skills relate to sports? Sports requires an individual to touch on each of these components for example in the sport of football knowing when to pass the ball and who to pass it to depending on the current location of the football and the remaining time of the match. The individual who is in the position of passing the ball improves the chances of success considerably by choosing the correlating tactic for the scenario. For instance, if the individual decides to not pass the ball because he or she wants to score goal even if he or she is not in the optimal position to do so it puts the team's chances of success at risk. Life skills could be summed up as ability to process instructions that will provide one with a high probability of success for their current situation. Arguably all sports share these characteristics in some shape or form. The goal behind this is to instil self-belief and learn how to dissolve problems with a systematic approach (Holt 2008).

4 09 HELSINKI HUMAN RIGHTS

09 HHR is a non-governmental community-based organization (NGO) who use sports, physical activities and art as their tools for working with youth. They are based in Helsinki and have two facilities with one in Malmi and the other in Mellunmäki. Their work focuses on human rights practices with youths aged 7-16. 09 HHR promote a non-

discrimination policy dissolving language, culture, ethnicity and age barriers. 09 HHR have developed a professional connection to the participating schools that their youths attend.

09 HHR are providing a range of physical activities such as football, basketball, boxing, gymnastics, table tennis, floorball and many more. There is also the option to enjoy relaxed activities and support the youth with completing homework assigned by their schools. 09 HHR's mission involves providing a prejudice free service of assimilating youth into Finnish society exempt from discrimination, racism and ageism. In Finland multiculturalism and integration are an essential focus point for youth work. 09 HHR have set their goals by creating a professional service that thrives to provide sports, activities and training for youth. 09 HHR run a holiday activities program that offer activities for during the school holidays for young people (Olkinuora 2011).. The driving force behind this programme is to promote people who come from different cultural or socio-economic background to create teamwork using sports and exercise. The Holiday Activity programme also thrives to combat racism and discrimination and is directly funded by the Ministry of Education and culture. Other past projects include 09 HHR dance for social change, 09 HHR basketball for social change, Girl Power, Football for homeless and Equal Rights and Empowerment. Reports from these projects may be found at 09 HHR webpage which can be accessed through the address provided in the references. 09 HHR ethical rules are as follows:

“Ethical Rules:

09 The Ethical Rules of the Helsinki Human Rights Foundation The activities of the Equal Rights and Empowerment project provide them with high quality exercises, games and other events. Those involved must behave properly and respect other people. Gamers and gamblers must be treated with respect for their lives, nationality, race, political conviction or social status. Those involved must know their responsibility for building and maintaining good social relations.”

09 HHR have developed a multi-cultural instructor program (MOK) specifically designed to supervise this area. The principle behind MOK trained instructors is that the instructors go through specific training that instils competency with integration and multiculturalism. MOK instructors are trained to deal with hurdles that people coming from an immigrant

background might face (Olkinuora 2011). These instructors are trained to be able to apply approaches that encourage youth to adopt life skills that will be beneficial with integration into society in Finland. MOK instructors are also responsible for establishing the social environment that centres around the coaching of self-improvement. Our thesis aims at providing two questionnaires.

5 DEVELOPMENTAL PROCESS OF THE QUESTIONNAIRES

The focus of our thesis is to create two questionnaires for our working life partner as this will aid them in their ongoing and future projects by allowing them to follow the progress of PYD throughout their activities. One of the questionnaires is targeted for young people who attend 09 HHR's activities. The other questionnaire is targeted for teachers who teach or who may at some point teach the youth at 09 HHR. This NGO will collect relevant data together with an analyse as a method of evaluating and improving their services. The acquisition of this information is collected from different sources during a predetermined timeline. Throughout the development of our questionnaire we took several factors into consideration. The type of questions we developed were created to collect data about the benefits, challenges, needs and the all-round importance of positive youth development. We used a mixture of open-ended questions, multiple choice questions, ranking scales and 'two-way' questions. 09 HHR were involved with the design process of our questionnaire which we believed to be very useful.

As mentioned in the previous chapters the interconnection between the different actors who are involved with youth work in Finland is a fundamental part of its success. We took into consideration the reading level of 09 HHR's target group and designed the questionnaires accordingly. We communicated the purpose of the questionnaires during the development process directly with organisers from 09 HHR to ensure progressive work towards our product. Our questionnaires goal is to assist 09 HHR in achieving results: Our goal is to provide two questionnaires to determine if attending their facilities and participating will have a positive impact on positive youth development. To achieve our goal, we needed to incorporate questions asking about PYD related issues. In the youth questionnaire which can be found in the appendix we ask a series of questions related to how 09 HHR has affected their lives. We also ask a series of questions asking if the youth workers are allowing their voice to be heard whilst providing a safe environment. In the

teacher's questionnaire we asked a series of questioning asking if they have noticed any changes related to positive youth development in the children who they teach that attend 09 HHR. We took into consideration that some of the teachers who might take the questionnaire may not teach any students who attend 09 HHR. For this scenario we created specific questions asking them about their view on youth house activities and if they believe the to be beneficial.

There are two main environments that our questionnaires should be designed to encounter. The first one is the school environment where professional teachers may partake in the questionnaire. These primary schools facilitate and are responsible for the education of youth using the Finnish curriculum. The questionnaires are being distributed via email and have been translated to Finnish. This option was decided by our working life partner as they wanted to make the questionnaires less time consuming and avoid any possible language barriers. 09 HHR will send the emails individually as they decided this was the best way to script the data. Our second questionnaire is designed to takes place in the 09 HRR facility in Malmi and is conducted in the youth centre. Our working life partner requested that the questionnaires be made available in paper form and an e-format suitable for smart devices. This was also decided by our working life partner as a measure to promote comfort and allowing the option to provide answers in several ways.

Risk assessment in the development of any project or venture can be the deciding factor on if the full potential is reached. For our thesis we took many different risks in to consideration (Heldman 2011). Throughout our journey in Finland learning as English speakers becoming social service professionals the language barrier has always been close by. For our thesis to reduce the language barrier we decided to translate all questions into Finnish. Luckily our working life partner can communicate clearly in English and so no steps were needed to be put into place. During our meetings with 09 HHR we were however encouraged to engage in the discussion using our Finnish language when possible. Finally, time management from our perspective is always a threat to completing the questionnaires (Heldman 2011).

The involvement of the teachers and youth to partake in the questionnaire is imperative for 09 HHR. Because of the importance of their role we needed to create our questionnaires with great thought and detail to encourage participation. Our tools included to

support participation were ensuring we have translated both questionnaires into Finnish and following guidelines from 09 HHR ensuring that the questionnaires fit in their own environments. We structured the wording of our questions to provoke concise responses that are not too broad. Finding ways through design and development to encourage the participation for 09HHR's target groups to show interest in the questionnaires is such an important part of our work. We have also decided to use google forms as our main platform for our questionnaire development process. We decided this together with 09 HHR as the preferred platform to get our surveys to the teachers. The reasoning behind this is because they have had success previously using this platform as it provides a simple to use interface for the participants. Another reason why we decided to use google forms is because 09 HHR analyse the data collected with software that works together with the app. For the youth who attend 09 HHR we designed the questionnaires using google forms and provided 09 HHR with a pdf copy of the questionnaires that they may print as desired. So, they will have the option of choosing between using smart devices, pen and paper or email to partake in the questionnaire. The table below simply shows our process.

Figure 4: Simple process plan

Objectives	Process
Create a questionnaire targeted to the professionals at the chosen primary schools.	Our questionnaire will be developed to examine the teacher's information regarding youth who attend 09 HHR
Create a questionnaire targeted to youths affiliated with 09 HHR.	Our questionnaire will be developed to examine the youth who attend 09 HHR).
Investigate related theory.	Highlight the importance of theoretical background to aid the understanding of our results.
Explore challenges and risks of delivering the questionnaire.	By exploring this we can minimise potential negative outcomes.
Resources	A detailed plan listing what we will need to complete the thesis process.

6 EVALUATION REPORT

Evaluation as defined by Thompson and Hunston is as follows, “the broad cover term for the expression of the speaker or writer’s attitude or stance towards, view point on, or feelings about the entities or propositions that he or she is talking about. That attitude may relate to certainty or obligation or desirability or any of a number of other sets of values. When appropriate, we refer specifically to modality as a sub-category of evaluation.” (Thompson, Alba-Juez 2014). We will evaluate our product from two perspectives whilst evaluating the thesis. Here we can understand the how our product was received from 09 HHR. As previously stated, we are fully expecting our questionnaires to aid 09 HHR toward gaining positive insight to PYD with the use of our questionnaires. Our goal of the thesis was producing two questionnaires. The process of developing the questionnaires and formatting was completed with the assistance of our working life partner so it could obtain the information that 09 HHR felt most valuable. We were able to successfully achieve the first part of our goal in the creation of the questionnaire.

After completing the creation of the teacher’s questionnaire, we needed to request the approval from our working life partner. For the youth questionnaires our working life partner decided to collect the data for themselves at the 09 HHR premises in Malmi. The importance of our products results revolves around the positive development factor that attending 09 HHR has on youth. The questionnaires should prove to be of most value for our working life contact and will aid them in their professional development. The data outcome produced by our questionnaires we predict should explain factors regarding PYD. The data collected from our questionnaires will be case for the analysis team at 09 HHR. We feel our questionnaires may also be important from a youth perspective as they may question their reasons for participation in certain activities.

The ethical side of our thesis became clear as we discussed ethics that 09 HHR adhere to. We were made aware of the methods that 09 HHR use during their interaction with the youth. Ensuring that we followed the codes of ethics as we progress as professionals in the field of social work in Finland. The questionnaires lay a good foundation for further development through the design and development of certain questions. A complete analysis approach could be taken to each question, but this thesis is more concerned with

understanding specifics behind PYD at 09 HHR. We would suggest that certain questions are analysed further but it's not necessary to further develop on each question.

7 PROFESSIONAL DEVELOPMENT

Our thesis understands professional development to be the process of deconstructing knowledge of how a specific system use to work and reconstructing a system that has been put in its place. The idea behind this is to be constantly open to learning new models and developing new skills. Professional development is a relatively new concept to the world of education and has arguably arrived with the age of digitalization. Access to information and ways how the information can be accessed is at an unprecedented high. The Internet, smart devices, social media, digital media and vlogging impact directly the way how information is shared thus reshaping the way how we educate ourselves. For this reason, the traditional styles of education have had to reform the way how education can be delivered, hence the birth of professional development (Rhoton, Bowers 2001). As professionals this process allows us to not get left behind in our ever-changing environment. Essentially professional development changes the way we learn, and more responsibility is on us to keep ourselves up to date with the latest social debates and reforms. Due to the nature of this process and its internal characteristics it means that everyone is responsible for his or her professional development. The subject cannot be taught to you by others but should be more of a self-reflection process an individual does by his or herself.

7.1 LUKE WALLER'S PROFESSIONAL DEVELOPMENT

Professional Development was an expectation right from the start of the thesis process. It was clear that development would occur, but it wasn't clear in which areas I would develop. I knew beforehand my strengths and weaknesses that would be a part of the product-based thesis. Working with a partner during the process enabled us to utilise one's strengths and avoid weaknesses as we delegated duties and roles. This was instrumental in completing the process and gave us a large advantage to work with. Some of my strengths I felt I could offer beforehand, were writing style, work ethic, team motivation and structure. I was able to utilise these skills at times within the product process and they improved the outcome.

Unfortunately, there were many unforeseen circumstances such as the type of thesis being changed. This dealt a blow to the work that we had created but utilising my motivational skills I was able to encourage the mood and situation to turn the situation around. As a goal-oriented person, it easy to apply structure and organise at times when we needed it most. The change in the type of thesis left us with a small amount of time to develop a new thesis and implementing a structure and timeline to the ending process has helped us stay on track.

My writing style was able to offer a reader friendly approach and was an initial method to develop the volume of writing before it was re-structured. The writing style eventually changed to a more concise delivery as this was the best approach to provide information. The attributes I feel I have developed in can be listed as proactive, decisive, writing structure and an ability to work under pressure. Being proactive was an important development as at times we had to wait for information. This is a result of working in a team and of the thesis type being changed. Rather than waiting for responses it was important to continue along a path I felt best suited along with our feedback. This is also where I was able to develop in becoming more decisive about the thesis.

Working under pressure was also a result of the thesis changing direction to a product. This left a small amount of time to develop the volume of writing and improved our writing style to become more concise and direct. Working alongside a partner also enables development as the dynamics are changed. Together we had to learn to utilise one another's strengths. We also had to develop in areas that we were both lacking. An example of this could be our time management. This is an area that we feel that has been improved jointly.

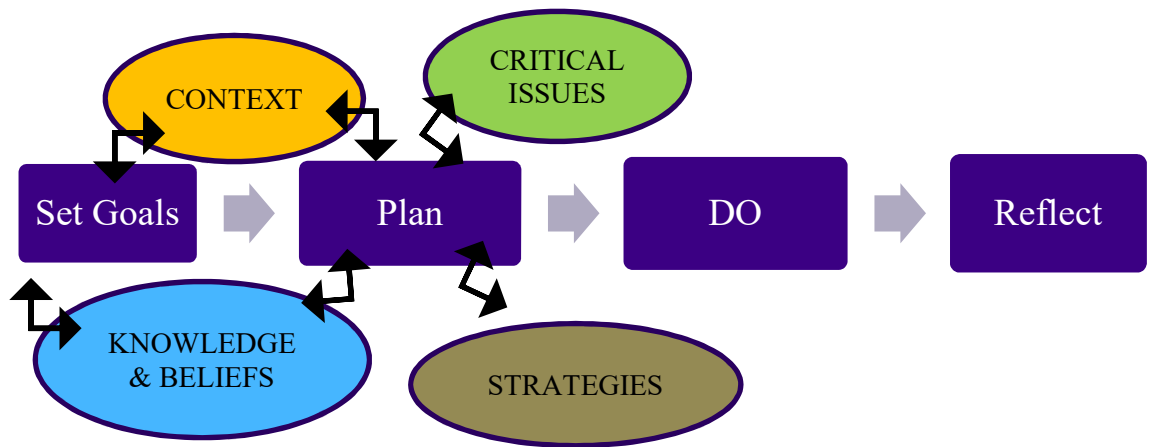
7.2 MARCUS HUSBANDS'S PROFESSIONAL DEVELOPMENT

During this thesis process I monitored how my professional development has been progressing. At the beginning of the thesis I knew I would be brining everything I have learned from the start of the degree program at Diak University of Applied Science with me. Professional development to me is how my capability to work as a professional youth worker in the field of social work improves over time. One area of my professional development that seems to be delicate is my ability to address professional based issues such as organising a research permit as soon as they arise. I have noticed that addressing issues

as soon as they develop allow for a much smoother process when executing a project or research. During this thesis process I have noticed that my passion for youth work keeps growing day by day. My drive to become professional who has the ability and meets the requirements of what is needed to become a youth worker in Finland keeps growing. One area I felt I have improved has been separating my professional working life from my personal life. During the writing component of this thesis and the product development I was able to understand guidelines more efficiently. Working alongside my thesis partner I discovered being part of team is the environment in which I work best in. I significantly noticed how using each other's strengths and supporting each other through our difficulties was a corner stone throughout our thesis process. Throughout the degree course we have been taught that professional development is a very important part in becoming a social worker in Finland. The development process is for all professionals in the field of social work regardless of age or seniority. Working in collaboration with 09 HHR has been a valuable learning process that will be used as a catalyst to begin my professional journey here in Finland. Being able to share ideas and learn from each other whilst creating these two questionnaires openly in positive working environment has been an incredible journey. Even though at times our ideas may have clashed and specific requests may have not been able to mature due to software issues and time limitations, we were still able to persevere with the task at hand to achieve our results.

New developments that I have made through this academic journey of becoming a youth worker in Finland were able to shine during our thesis. The ability to receive critical feedback without taking it to a personal level is one of the many new qualities I have developed. Another quality is the ability to listen and share ideas with all those who are involved with the process. Additionally, learning the innovation of problem solving has shined during this thesis. I rediscovered the risks of ignoring administrative work such as applying for permits and gathering relevant sources and that problems should be confronted as soon as they occur. Working with my thesis partner and 09 HHR has been another learning curve added to my professional development journal of becoming a social worker in Finland. Below is the professional development process according to Rhoton and Bowers as explained in the beginning of the chapter (Rhoton, Bowers 2001):


Figure 4: Components of the professional development process



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APPENDIX 1. YOUTH QUESTIONNAIRE

 #09HHR 09 HELSINKI HUMAN RIGHTS

Malmin Kohtaamispaikka

1. OLETKO?
Rastita vain yksi vaihtoehto

Tyttö

Poika

2. SYNTYMÄVUOTESI

<input type="radio"/> 2003	<input type="radio"/> 2008
<input type="radio"/> 2004	<input type="radio"/> 2009
<input type="radio"/> 2005	<input type="radio"/> 2010
<input type="radio"/> 2006	<input type="radio"/> 2011
<input type="radio"/> 2007	<input type="radio"/> 2012

3. KANSALAIKUUS
Rastita vain yksi vaihtoehto

OLEN SUOMEN KANSALAINEN

Muu: _____

4. ÄIDINKIELI
Rastita vain yksi vaihtoehto

SUOMI

RUOTSI

Muu: _____

5. TÄYTITKÖ LOMAKKEEN YKSIN VAI SAITKO APUA?
Rastita vain yksi vaihtoehto

YKSIN

MINUAUTTOI JOKU TOINEN HENKILÖ

6. KUINKA USEIN OLET KÄYNYT 09 HHR:SSA TAI OSALLISTUNUT TOIMINTAAN VIIMEISEN 12 KUUKAUDEN AIKANA

Rastita vain yksi vaihtoehto

- USEAMMIN KUIN 3 KERTAA VIIKOSSA
- 1-3 KERTAA VIIKOSSA
- 1-3 KERTAA KUUKAUDESSA
- HARVEMMIN KUIN KERRAN KUUKAUDESSA

7. MIKSI OLET KÄYNYT 09 HHR:SSA TAI OSALLISTUNUT 09 HHR:N TOIMINTAAN?

Valitse kaikki sopivat vaihtoehdot.

- | | |
|---|---|
| <input type="radio"/> HALUAN AUTTAA MUITA IHMISIÄ | <input type="radio"/> USKON ETTÄ SAAN TOIMINNASTA TUKEA OPISKELUUN JA KOULUUN |
| <input type="radio"/> HALUAN SAADA TIETOA JA OPPIA UUSIA ASOITA | <input type="radio"/> SAAN TUKEA OHJAAJILTA OPPIMISEEN |
| <input type="radio"/> HALUAN TUTUSTUA UUSIIN IHMISIIN | <input type="radio"/> HALUAN KIVAA JA MIELEKÄSTÄ TEKEMISTÄ |
| <input type="radio"/> HALUAN KUULUA JOHONKIN RYHMÄÄN | <input type="radio"/> Muu: _____ |
| <input type="radio"/> HALUAN, ETTÄ IDEOINTANI KUULLAAN | |

8. ARVIOI MITEN 09 HHR ON VAIKUTTANUT SINUUN

Merkitse vain yksi vaihtoehto riviä kohden

A) 09 HHR:SSA KUUNNELLAAN MINUA

- OLEN TÄYSIN SAMAA MIELTÄ
- OLEN VÄHÄN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

B) 09 OLEN TUTUSTUNUT 09 HHR:SSA AINAKIN YHTEEN TURVALLISEEN AIKUISEEN JOHON VOI LUOTTAA

- OLEN TÄYSIN SAMAA MIELTÄ
- OLEN VÄHÄN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

C) 09 HHR:N TOIMINTAAN OSALLISTUMINEN ON SAANUT MINUT MUUTTAMAAN ELÄMÄNTAPOJANI TERVEELLISIMMIKSI

- OLEN TÄYSIN SAMAA MIELTÄ
- OLEN VÄHÄN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

D) OLEN SAANUT 09 HHR:N KAUTTA TUKEA ARKIELÄMÄNI HOITAMISEEN

- OLEN SAMAA MIELTÄ
- OLEN OSITTAIN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

E) 09 HHR:N TOIMINTAAN OSALLISTUMINEN ON AUTTANUT SAAMAAN ARKEENI SÄÄNNÖLLISEN RYTMIN

- OLEN TÄYSIN SAMAA MIELTÄ
- OLEN VÄHÄN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

F) OLEN SAANUT 09HHR:N KAUTTA AINAKIN YHDEN YSTÄVÄN

- OLEN TÄYSIN SAMAA MIELTÄ
- OLEN VÄHÄN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

G) OLEN LÖYTÄNYT 09HHR:N KAUTTA MIELEKÄSTÄ TEKEMISTÄ TAI HARRASTUKSEN

- OLEN TÄYSIN SAMAA MIELTÄ
- OLEN VÄHÄN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

H) ITSETUNTONI ON PARANTUNUT KUN OLEN OSALLISTUNUT 09HHR:N TOIMINTAAN

- OLEN TÄYSIN SAMAA MIELTÄ
- OLEN VÄHÄN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

I) 09HHR:N TOIMINTAAN OSALLISTUMINEN ON LISÄNNYT USKOANI MAHDOLLISUUKSIINI
VAIKUTTAA ELÄMÄÄNI JA YMPÄRISTÖÖNI

- OLEN TÄYSIN SAMAA MIELTÄ
- OLEN VÄHÄN SAMAA MIELTÄ
- OLEN ERI MIELTÄ
- EN OSAA SANOA

9. MITÄ HYÖTYÄ TAI ILOA SINULLE ON OSALLISTUMISESTA 09 HHR:N TOIMINTAAN?

Muu: _____

10. MITEN OLET KOKENUT ELMÄNTILANTEESI VIIMEISEN 2 KUUKAUDEN AIKANA?
Merkitse vain yksi soikio riviä kohden

A) OLEN OLLUT TYYTYVÄINEN FYYSSISEEN TERVEYTEENI

- EN LAINKAAN
- HYVIN HARVOIN
- JOSKUS
- MELKO USEIN
- KOKO AJAN

B) OLEN OLLUT YKSINÄÄINEN

- EN LAINKAAN
 HYVIN HARVOIN
 JOSKUS
 MELKO USEIN
 KOKO AJAN

B) OLEN OLLUT TYYTYVÄINEN TURVALLISUUTEENI

- EN LAINKAAN
 HYVIN HARVOIN
 JOSKUS
 MELKO USEIN
 KOKO AJAN

C) OLEN OLLUT TYYTYVÄINEN SIIHEN MINKÄ VERRAN MUUT OVAT ARVOSTANEET MINUA

- EN LAINKAAN
 HYVIN HARVOIN
 JOSKUS
 MELKO USEIN
 KOKO AJAN

D) MINULLA ON OLLUT RIITTÄVÄSTI VAPAA-AIKAA JA SEN VIETTÄMINEN ON OLLUT MUKAVAA

- EN LAINKAAN
 HYVIN HARVOIN
 JOSKUS
 MELKO USEIN
 KOKO AJAN

APPENDIX 2. TEACHERS QUESTIONNAIRE

1. Mitä koulua ja luokkaa edustat?

Enter your answer

2. Onko 09 HHR:n toiminta ja sen organisaatio sinulle tuttuja?

Enter your answer

3. Mistä alla olevista 09 HHR:n toiminnoista olet kuullut:

- Aamukerhot
- Malmin toiminnallinen kohtaamispaikka MPH
- Iltapäiväkerhot, tanssi ja koripallo
- MOK Monikulttuurinen ohjaajakoulutus

4. Onko luokassasi oppilaita, jotka käyvät / ovat käyneet jossain edellä mainituissa toiminnoissa?

Enter your answer

5. Oletko osallistunut luokkasi kanssa johonkin 09 HHR:n toimintaan?

Enter your answer

6. Mihin 09 HHR:n toimintaan olet luokkasi kanssa osallistunut?

- Aamukerhot
- Malmin toiminnallinen kohtaamispaikka
- Iltapäiväkerhot, tanssi ja koripallo
- MOK Monikulttuurinen ohjaajakoulutus

7. Ottavatko (09 HHR:n) ohjaajat lasten äänet kuuluviin toiminnan toteuttamisessa?

Enter your answer

8. Valitse ne asiat, joissa olet huomannut kehitystä 09 HHR:n toiminnan ansiosta:

- Liikunnallisuus
- Käsi-silmä koordinaatio
- Itseluottamus liikunnallisissa asioissa
- Sosiaalinen aktiivisuus
- Keskittymiskyky
- Tunne 09 HHR:n yhteisöön kuulumisesta
- Kunnioitus muita kohtaan
- Peruselämäntaidot
- Vartalon hallinta
- Kannustaminen
- Muiden huomioiminen

9. Mitä muuta olet huomannut?

Enter your answer

10. ARVIOI VÄITTÄMIÄ ASTEIKOLLA 1-5.

1=TÄYSIN ERI MIELTÄ

5=TÄYSIN SAMAA MIELTÄ

Olisiko 09 HHR toiminnasta hyötyä luokassanne



11. ARVIOI VÄITTÄMIÄ ASTEIKOLLA 1-5.

1=TÄYSIN ERI MIELTÄ

5=TÄYSIN SAMAA MIELTÄ

Toiminnalla voidaan vaikuttaa kohderyhmän hyvinvoinnin edistämiseen



12. ARVIOI VÄITTÄMIÄ ASTEIKOLLA 1-5.

1=TÄYSIN ERI MIELTÄ

5=TÄYSIN SAMAA MIELTÄ

Toiminta tukee lasten keskittymiskykyä koulussa



13. ARVIOI VÄITTÄMIÄ ASTEIKOLLA 1-5.

1=TÄYSIN ERI MIELTÄ

5=TÄYSIN SAMAA MIELTÄ

Toiminta tukee lasten kouluviihtyvyyttä



14. ARVIOI VÄITTÄMIÄ ASTEIKOLLA 1-5.

1=TÄYSIN ERI MIELTÄ

5=TÄYSIN SAMAA MIELTÄ

Toiminta tukee lasten koulumenestystä



15. ARVIOI VÄITTÄMIÄ ASTEIKOLLA 1-5.

1=TÄYSIN ERI MIELTÄ

5=TÄYSIN SAMAA MIELTÄ

Toiminnan sisältö on riittävän monipuolinen



16. ARVIOI VÄITTÄMIÄ ASTEIKOLLA 1-5.

1=TÄYSIN ERI MIELTÄ

5=TÄYSIN SAMAA MIELTÄ

Yhteistyö 09 HHR ohjaajien ja henkilökunnan kanssa toimii hyvin



17. Miten nykyistä toimintaa tulisi kehittää?

Enter your answer

18. Ohjaisitteko lapsia hankkeen toimintaan?

- Kyllä
- Ei
- En osaa sanoa

19. Tähän voi antaa vapaamuotoista palautetta hankkeemme toiminnasta!

Enter your answer